

***LEADING THE WAY***

**THE PENNSYLVANIA STATE SYSTEM  
OF HIGHER EDUCATION:  
A PLAN FOR STRATEGIC  
DIRECTIONS 2004 - 2009**

# ***LEADING THE WAY***

## **The Pennsylvania State System of Higher Education: A Plan for Strategic Directions 2004 – 2009**

**July 8, 2004**

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## *A Proud Past*

For over 160 years, the universities of the Pennsylvania State System of Higher Education have provided students throughout the Commonwealth with the opportunity to achieve success through a high quality yet affordable education. From their beginnings as regional teacher training institutions or normal schools, the Universities gradually evolved into state teachers colleges and then to more comprehensive state colleges. On November 12, 1982, Act 188 was signed into law establishing Pennsylvania's State System of Higher Education, separating the Universities from the Department of Education and recognizing their continuing development into regional public universities.

Today, the System is comprised of fourteen Universities, their four branch campuses, the McKeever Environmental Learning Center, the System Technology Consortium (SyTEC), numerous off-campus centers, and the Office of the Chancellor. More than 100,000 students are enrolled in System Universities and thousands more engage each year in professional development and other non-credit offerings. Businesses, communities, and social and cultural organizations throughout the Commonwealth are served through a variety of programs and services. System Universities serve as the economic engines of their communities and regions. Nearly 400,000 living alumni of System Universities put their education to work in Pennsylvania.

With Universities located in rural, suburban, and small-town settings throughout Pennsylvania, the System is the largest provider of higher education in the state. Graduates of System Universities represent the Commonwealth's most substantial cadre of educated citizens—the teachers, government officials, business leaders and managers, nurses and other healthcare professionals, and entrepreneurs who are the foundation of Pennsylvania's economic and social life and its vital communities.

From common roots, each University has developed distinctiveness in programs, services, students served, and its relationship with its communities and regions. Such distinctiveness among the Universities affords students wide choices within the System and enables the System to meet the diverse needs of the Commonwealth.

To capitalize on the individual and collective strengths of the Universities, Act 188 established the Board of Governors to oversee the System and provide leadership through the establishment of broad policies and directions. Considerable flexibility is provided the Universities within these policies and directions and is exercised through University Presidents and Councils of Trustees.

Two strategic plans have guided the System since its inception: *Priorities* (1990) and *Imperatives for the Future* (1996). These plans have enabled the System to leverage the potential for collaboration and cooperation among universities in pursuit of shared goals.

## *A Future of Leading*

To achieve its potential as a System, the distinct missions and strengths of each University must be advanced at the same time that commonalities are sought to increase efficiency and effectiveness. While the goals and directions of this plan vary from those of previous planning efforts, achieving a productive balance between University autonomy and System collaboration remains an essential component of System planning efforts.

A new vision for the System leads to new priorities and opportunities, yet the mission of the System has changed little. At its core, **the mission of the System is to increase the intellectual wealth of the Commonwealth, to prepare students at all levels for personal and professional success in their lives, and to contribute to the economic, social, and cultural development of Pennsylvania's communities, the Commonwealth, and the nation.** Similarly, the core values that underlie plans, policies, and decisions of the System have remained consistent:

- Stimulating intellectual growth by promoting teaching and learning as well as creativity and scholarship;
- Developing and energizing the personal commitment of students, faculty, and staff for contributive citizenship, global awareness, and social responsibility;
- Promoting diversity as a key element in the intellectual and interpersonal development of members of the University and extended communities;
- Applying the knowledge and experience gathered within the universities to enhance the social and economic well-being of the Commonwealth;
- Practicing effective stewardship of public funds, private contributions, and tuition revenues in pursuing the System's public mission; and
- Advocating for the unique role of public higher education in contributing to the life of the Commonwealth and responding to its needs.

Building on the substantial accomplishments of the past, the System is positioned to become one of the nation's leading system of public universities. To do so, however, calls for attention to important trends that help shape the future.

## *Critical Trends Shaping the Future*

Planning in higher education is driven by external factors and internal capacities, shaped by thoughtful responses to the challenges and opportunities they present. In developing a strategic plan for the System, planners must pay attention to the trends affecting the Commonwealth and the Universities. While hundreds of trends, separately and collectively, have the potential to shape the future of the System and its Universities, certain clusters of trends establish a context for planning.

**Pennsylvania's college-age population will continue to grow for a few more years and then decline.** Historically the core enrollments at System Universities have been traditional age undergraduate students (18-24 year olds). We are in the midst of a long-term increase in the number of high school graduates in Pennsylvania and the nation. Not only are more students graduating from high school each year in Pennsylvania, but a higher percentage is choosing to participate in college (73%). This increase is expected to continue until 2008, after which the number of high school graduates in the Commonwealth is projected to decline through 2013-14. The high water mark of 143,000 in 2008 represents the largest number of Pennsylvania high school graduates in 20 years. Both population growth and high school graduate growth will be uneven across Pennsylvania with eastern counties experiencing much higher growth levels than western ones. Projections suggest that after 2008, the decline in the number of high school graduates will be more precipitous in western counties—resulting in real challenges for those universities that do not expand their recruitment efforts outside of their traditional areas.

Put simply, some Universities will be under increased pressure to grow in the short term, and some institutions, which are at or near capacity, are feeling the effects already. As a result, admissions at many System Universities are becoming more competitive and the average SAT scores of first year students are increasing. The potential for short-term growth must be weighed against the reality of longer-term declines in the number of high school graduates.

Mitigating the declines in high school graduates is the potential for growth in the enrollment of out-of-state students, adult learners, graduate students, and students reached through a variety of distance learning strategies. Looking beyond the Commonwealth's borders, the number of 18-24 year olds in three of Pennsylvania's border states—New York, New Jersey, and Maryland—should increase by double digits over the next decade. The System must step up efforts to attract older students, to establish or expand off-campus centers to reach both traditional-age students and adult learners, and to develop an increasing array of on-line programs.

Effective enrollment management is necessary to manage enrollment pressures, develop and expand new student markets, employ effective retention strategies, and serve students' educational goals. Universities individually and collectively will need to development enrollment solutions.

**Pennsylvania's population is becoming more diverse.** The net in-migration of persons of color will join with a higher birthrate to increase the diversity of the Commonwealth, albeit at a slower rate than in many other states. Between 2000 and 2025, the African-American population is projected to climb 25%, Asian-Americans will increase by 88%, and Latinos will experience a 91% increase. The college-going rates of persons of color have not kept up with these increases, however, and many of these students choose community colleges. Persons of color continue to be clustered in a few urban areas in the state, creating challenges for System Universities in diversifying the rural campuses. The System and the Universities have made concerted efforts for years to increase the diversity of students, faculty, and administrators and have achieved modest, but uneven success. To continue to serve the needs of all Pennsylvanians, renewed efforts are needed to recruit and retain students, faculty, and staff from under-represented groups.

**Student needs are changing.** Student interest in a System education remains strong. Students report that they are attracted to System Universities because of academic reputation, because of the size of the student body, and because graduates get good jobs. Undergraduates respond overwhelmingly to satisfaction surveys by saying they would attend the same University again, and most consider the overall quality of their University to be good or excellent.

Students look to System Universities for strong academic programs that are built on a liberal arts foundation, linked to job opportunities, and supported by co-curricular activities and extra-curricular opportunities. At the same time, recent surveys of students demonstrate increasing levels of political involvement and community engagement as well as the desire to integrate their academic learning with real world experience. Many students are pursuing double majors, and there is increased interest in interdisciplinary and multi-disciplinary programs.

Students are coming with an increasing variety of needs that must be addressed for them to be successful in achieving their educational goals—from developmental education and career counseling to wide-ranging health and disability services. Many students enrolling in a System University are the first in their families to attend college and are managing part-time employment to cover costs. Non-traditional and graduate students also need classes and services at different times than other students, and they are more likely to want distance learning options. The result is that the breadth and depth of services offered by Universities continue to grow. Responding to ever-changing student needs in and out of the classroom will continue to be essential to success in serving students in the future.

**Students expect more for their money, more choices, and more services in the 21st century.** Students come to college with high expectations regarding the quality of their educational experiences, including faculty concerned about their success, state-of-the-art technology to support their studies, and co-curricular opportunities. Students today expect a high quality of life while enrolled. Providing a variety of housing, food service, and recreational options in a secure environment adds to the costs and complexity of managing Universities.

Meeting student expectations while competing with other state-supported universities, private colleges and universities, community colleges, for-profit institutions, and distance-education programs for students is no easy task. Changes in academic programs, enrollment strategies, and pricing models adopted by other higher education providers will affect System universities. To succeed, the System must remain flexible, customer-focused, and affordable.

**Economic restructuring will continue, calling for increasing employment in technology and professional service fields while favoring certain regions of the Commonwealth.**

Labor market projections through 2010 demonstrate needs for technologically sophisticated workers in selected fields. Occupations that will experience significant growth include computer specialists (+35%), healthcare workers (+13%), biotechnologists (+18%), pharmacists (+15%), travel and leisure workers (+14%), teachers (+10%), and security workers (+10%). The System will need to prepare students for these careers in large numbers. Currently, the undergraduate programs with the most graduates are elementary education, business, psychology, criminal justice, and communications/journalism. So far, students have exhibited less interest in high-need science, technology, and health programs, and the total number of graduates in these fields accounts for just 16% of graduates System-wide. The System will need to consider additional marketing efforts to expand these programs.

Economic growth patterns in Pennsylvania favor urban and suburban counties in the southeastern quadrant of the state, with continuing job losses and lower-paying replacement jobs in many communities in the west. Economic development needs of rural counties—in which many System Universities are located—continue to demand new programs and services. These trends have implications for academic programs, applied research, and workforce development activities of the System.

**Graduate study is increasingly important for career advancement and to meet the needs of the workplace.**

In many fields, continuing graduate study is necessary for career advancement, and the number of fields requiring graduate study for initial employment grows each year. In addition to the nearly 13,000 System students enrolled in graduate studies, we must be mindful that a large percentage of undergraduate students (62%) beginning at System universities expect to earn a graduate degree. Moreover, in many fields targeted for economic development in the Commonwealth (e.g., biotechnology, pharmaceuticals, nanotechnology) additional graduate programs are necessary.

Graduate programs include graduate certificates, masters degrees, and doctoral degrees; they are offered on-campus, in field-based programs, and on-line. A majority of graduate students pursue these degrees on a part-time basis. Meeting the needs of graduate students calls for different programs, services, and delivery methods. High quality graduate programs require scholarly and research opportunities for students and faculty, as well as more extensive library and related instructional resources and equipment. For those Universities engaged in doctoral programs, these needs are amplified. Attention to the development and support of graduate programs is necessary if the System is to serve student interests and Commonwealth needs effectively.

**Increasing global interdependence offers opportunities, challenges, and some cautions.**

The emerging global economy calls for graduates to be equipped with different skills, different working styles, and a new appreciation for lifelong learning. Many System graduates will work with teams and partners from across the world and will need to be able to adapt to fluid labor markets. The outsourcing of high-skill jobs to other nations will be an increasing challenge to students' career plans. Such patterns call for collaboration between and among Universities, businesses, and other agencies and entities. It also calls for language instruction, training in cross-cultural communication, and interaction with people from many nations. Preparing students for a technologically sophisticated global economy while helping to build local and regional economies will be both a challenge and an opportunity for the System.

**Information and learning technologies will continue to develop at a staggering rate.**

The millennial generation of students is coming to college with unprecedented fluency with technology and with high expectations for the role it will play in their learning. Employers expect University graduates to be on the forefront of technology integration in their fields. Technology-enabled distance learning has brought new competitors while creating potential new markets for the System in both credit and non-credit programs. Faculty members use the web and other media to collaborate on teaching, research, and service projects as well as to reach students in new ways. The costs of keeping up with bandwidth, hardware, and software demands are significant, as are the human resources costs in continuous professional development. Information technologies will need to be integrated into every facet of university life in the 21st century.

**Accountability for results is here to stay.**

After more than twenty years of concerted efforts to reform education, policymakers and citizens are demanding increasing evidence of student success, faculty competence, and financial accountability. Recent state and federal actions are demanding that academic standards and assessments, including many related to the preparation and professional development of teachers, are developed.

In higher education, colleges and universities are accountable to a variety of constituencies: to accrediting bodies for meeting student learning goals, to policymakers for spending appropriations wisely, and to parents and students for keeping tuition low. Amid concerns about the growing costs of higher education, the System needs to communicate clearly about the value-added by its programs and services.

**Personnel costs will continue to rise and will adversely affect universities' ability to be flexible and agile.**

Higher education is a labor-intensive operation by any standards. Successful universities are built on the talents and energies of their faculty, administrators, and staff; however, with sharp increases in health care and retirement costs, stresses on university budgets are leading to cuts in other operational areas. For example, cuts in technology, library acquisitions, and instructional equipment are undermining the effectiveness of educational programs and services. Additionally, competition for faculty in high-demand areas will continue to prove a challenge for Universities.

**The quality of facilities is an essential component to a quality educational experience.** Our physical plant includes 886 buildings spread over 4,887 acres statewide. The estimated building replacement value is \$3.7 billion. In the past 20 years, nearly \$2 billion in state and private dollars have contributed to the construction or renovation of facilities across university campuses. Despite this, 18% of our facilities have not had a major renovation in 35 years or more, and the accumulated deferred maintenance is estimated at about \$500 million. The demands for new and renovated facilities to provide quality education continue to grow.

**Competition for state appropriations will increase and private dollars will become more essential.** The strain on state budgets has been apparent for some time, and pressure is mounting to reduce or limit the growth of spending. At the same time, expenditures for health care, basic education, corrections, and security are rising, demanding a larger portion of overall budgets. Concerns of policymakers about tuition growth in public universities continue despite the decreasing portion of educational costs covered by state appropriations. Higher tuitions may affect access and opportunity for certain student populations specifically and enrollments generally. Pressures are growing on public universities to improve efficiency and focus their missions, programs, and services. Universities will need to augment state appropriations and tuition with other sources, including private support and grants. In addition, public/private partnerships, including partnerships with the System's affiliated organizations, will be necessary to increase operating dollars and facilities investment. In 2002-03, System Universities and their affiliated organizations raised \$39 million in private support; the total value of University endowments stands at nearly \$150 million. Efforts to increase state appropriations will need to be matched by increased grant awards, private giving, and partnership arrangements to maintain and enhance the quality of the System.

## *A Vision of Leadership*

**The Pennsylvania State System of Higher Education seeks to be among the nation's leading systems of public universities, recognized for (1) excellence in undergraduate education and (2) responsiveness to state, regional, and national needs through quality graduate and undergraduate programs, research, and service.**

The Pennsylvania State System of Higher Education is among the few public university systems in the nation primarily focused on undergraduate instruction and the liberal arts and sciences tradition. Students enter System Universities with a variety of backgrounds and talents, and are engaged in educational experiences designed to enrich their intellectual, social, and professional skills. In the relationships they establish with faculty and staff, students are enabled and encouraged to integrate their academic studies with co-curricular experiences. They are given the knowledge and skills they need to succeed in their chosen fields, to engage in their communities, and to lead as citizens. As such, the System is positioned to build an undergraduate experience unmatched by other university systems.

Another hallmark of the System has been its responsiveness to the needs of society. From the System's roots in preparing teachers to serve in communities throughout the Commonwealth, System Universities have evolved programs and services to keep pace with economic, social, and political changes. Today, the strength of the System lies not only in teacher education, but in business, social sciences, fine and performing arts, and health and human services. System Universities offer undergraduate and graduate programs that support the growth of business and industry, educational entities, government, and cultural and community organizations. In addition, System Universities provide a wealth of services to local, regional, and state entities from economic and workforce development projects to basic and applied research. Our commitment to respond to the needs of our communities, state, and region is unwavering.

To achieve this vision, the State System will be characterized by:

- high quality, accredited academic programs taught by respected faculty in a personalized setting;
- educational programs and services provided at an affordable price;
- graduates equipped with knowledge, skills, and competencies in the liberal arts and sciences and in their chosen field of study;
- supportive campus environments with programs, services, and facilities designed to facilitate the success of students, faculty, and staff;
- cultural, ethnic, racial, and gender diversity in both people and programs;
- educational and managerial effectiveness supported by excellent technology, auxiliary enterprises, and academic and student support services; and
- research, service, and scholarship responsive to the needs of the Commonwealth, region, and nation.

## ***Strategic Goals for the System***

Driven by the vision and shaped by the critical trends described above, the strategic goals outlined below are at the core of this planning effort. To achieve these goals and realize the vision of becoming one of the leading systems of public higher education in the nation will demand commitment, creativity, and collaboration.

For the System to achieve the goals outlined below, considerable attention and effort will be required at all levels within the System, including the Board of Governors, Office of the Chancellor, and System Universities. Moreover, realizing the potential of this plan will require the engagement of many constituencies beyond the university community, including

the Governor, General Assembly, business leaders, community leaders, and the citizens of Pennsylvania. The State System is committed to engaging all stakeholders in the Commonwealth in the ongoing development of plans designed to achieve the goals outlined below.

Five core areas will frame System efforts through 2009: (1) Student Achievement and Success; (2) University and System Excellence; (3) Commonwealth Service; (4) Resource Development and Stewardship; and (5) Public Leadership. Within each area, three or four major goals have been identified for the System to achieve over the next five years. The list of strategies identified for each goal is designed to be illustrative rather than exhaustive; the particular set of strategies chosen by universities and the Office of the Chancellor will vary based on history, strengths, and opportunities, and will be detailed in forthcoming action plans.

## **1. Student Achievement and Success**

### *A. Manage growth to ensure access while enhancing the quality of State System Universities.*

Strategies:

- Work collaboratively with schools (preschool through 12th grade) to build the skills of students seeking admission to and success in university education;
- Provide effective pathways for students moving from other educational entities (particularly community colleges) to System universities and from one System university to another;
- Increase the number of programs available at branch campuses, at off-campus centers, and through distance education to expand opportunities for students to participate in System courses and programs;
- Develop university and System-wide enrollment management strategies (including recruitment and retention) designed to meet student needs and to use the capacity of all universities effectively;
- Expand partnerships with schools and community organizations to increase the number of students from underrepresented groups enrolling in System universities;
- Increase the amount of financial aid available to students from public and private sources;
- Expand programs and services designed to enroll, retain and graduate non-traditional students; and
- Implement policies and practices that enable and encourage students to graduate in four years.

B. *Enhance the quality of instruction, learning resources, and support services available to students.*

Strategies:

- Incorporate recent advances in innovative and effective approaches to teaching and learning;
- Maintain the close faculty/student contact for which the System is known;
- Ensure that general education programs provide students with a coherent liberal arts and sciences core developing such skills as communications, critical thinking, global awareness, and information literacy;
- Expand opportunities for undergraduate and graduate students to be involved in scholarly research and public service;
- Enhance the quality, quantity, and diversity of information available to students and faculty through university libraries;
- Infuse technology in academic programs to increase the technological sophistication of graduates;
- Promote early and continuous student engagement in the educational experience;
- Advance learning communities, living-learning arrangements, co-curricular activities, and other opportunities for students to enhance achievement; and
- Expand unique educational opportunities available to students and faculty (e.g., the Frederick Douglas Institutes, Honors Programs, and international experiences).

C. *Provide all students with opportunities leading to active citizenship, social responsibility, and life-long learning.*

Strategies:

- Expand participation in service learning, civic engagement, and experiential learning within the curriculum and co-curriculum;
- Ensure that the core educational components of university curricula promote social responsibility, an appreciation for diversity and inclusiveness, and the pursuit of democratic citizenship;
- Provide all students with the opportunity for leadership development;
- Ensure that students graduate with the combination of knowledge and skills needed to succeed in their chosen careers and in service to their communities; and
- Prepare students to work in a global, pluralistic society.

## 2. University and System Excellence

- A. *Focus the efforts of System Universities on high quality academic programs that meet the needs of Pennsylvania and its students.*

Strategies:

- Maintain specialized accreditation of academic programs and seek accreditation in fields where such accreditation is recognized;
- Ensure that a strong liberal and general education foundation supports all academic degree programs;
- Encourage curriculum collaboration across System Universities, building on joint programs already in place; and
- Assess student learning continuously and comprehensively to document student success and the value-added by System Universities.

- B. *Establish diversity as a cornerstone of excellence and leadership throughout the System.*

Strategies:

- Increase the cultural, ethnic, and racial diversity of students, faculty, and professional and administrative employees;
- Ensure the diversity of intellectual perspectives in the design and delivery of curricula;
- Increase the diversity of campus programs and services promoting an environment of success and excellence for all students;
- Expand academic programs and academic and student support services tailored to the needs of a diverse student population;
- Launch new efforts to recruit and retain faculty, staff, and students of color; and
- Ensure that all students experience a variety of racial, ethnic, cultural, and international perspectives in their curricular and co-curricular experiences.

- C. *Provide all faculty, administrators and staff with professional and leadership development to enhance performance.*

Strategies:

- Align human resources programs—hiring, supervising, developing, evaluating, and rewarding—to System and university goals;
- Support faculty research and service projects that develop their expertise, teaching skills, and academic leadership;
- Increase the percentage of tenured and tenure-track faculty who have earned the terminal degree in their field;

- Expand opportunities for professionals at all levels to share expertise and best practices across the System; and
- Establish leadership programs and initiatives for underrepresented faculty and administrators to prepare for future, senior leadership positions.

*D. Support an environment of continuous improvement to ensure efficiency, enhance effectiveness, and pursue excellence in System programs, services, and activities.*

Strategies:

- Evaluate university leadership on its ability to align programs and services to meet System and university goals, focus on student success, and improve institutional effectiveness;
- Engage all constituencies in the continuous improvement of programs and services;
- Continuously assess student and program performance;
- Continue benchmarking efforts to identify areas for improvement;
- Measure student and alumni satisfaction and integrate recommended changes;
- Continue to develop the System Accountability Plan and its component parts;
- Employ accountability measures that focus on core System and university goals plans;
- Expand the analytic capacity of System and university institutional research offices to support data-driven decision-making; and
- Increase the percentage of funds distributed to universities based on performance.

### **3. Commonwealth Service**

*A. Develop an array of programs designed to meet best the higher education needs of the Commonwealth.*

Strategies:

- Align programs (credit and non-credit) within the System and in partnership with other public and private colleges, community colleges, and universities to meet student interests and workforce development needs;
- Facilitate the differentiation of university missions over time to reflect their unique strengths and opportunities;
- Develop and support professional and applied programs in emerging disciplines of importance to the Commonwealth;

- Expand collaborative programs and services among System Universities to meet specific academic, research, and service needs;
- Increase the number of students majoring in and graduating from high-need academic programs, including selected fields in education, science and technology, and healthcare-related programs; and
- Foster agile responses by the System and universities to emerging workforce needs.

*B. Enhance the capacity of the System to serve regional economic and community development needs.*

Strategies:

- Expand the number of partnerships with business, industry, government, community, and educational entities to ensure that students at all levels are prepared to enter the workforce;
- Increase the level of sponsored and applied research designed to meet the needs of the Commonwealth, its regions, and the nation;
- Support citizen service opportunities that link universities, their students, faculty, and staff with communities and regions;
- Promote business, community, and cultural development activities;
- Expand programs and services for small business development, workforce development, and continuing professional development; and
- Assist communities in their efforts to maximize opportunities presented by increasing multiculturalism and internationalization.

*C. Retain the System's status as the premier provider of teachers to the Commonwealth.*

Strategies:

- Respond to demands for increased academic rigor in teacher preparation;
- Provide more opportunities for teacher candidates to work with diverse populations, students with disabilities, and students in urban settings;
- Align teacher preparation programs to meet the needs of schools throughout the Commonwealth;
- Provide opportunities for faculty to partner with professional educators in searching for solutions to problems facing schools; and
- Respond to needs for graduate programs tailored to the needs of teachers, administrators, and the school districts they serve.

*D. Support graduate programs designed to meet the needs of the Commonwealth*

Strategies:

- Develop post-baccalaureate degree and certificate programs designed to meet documented needs in the state, region, and nation;
- Recognize the increased costs of graduate education in resource allocations;
- Support research and scholarship activities as a necessary element in quality graduate education; and
- Keep pace with the demand for quality on-line graduate programs in specialized disciplines.

#### **4. Resource Development and Stewardship**

*A. Ensure that all System resources are used effectively and efficiently.*

Strategies:

- Preserve affordability through increasing instructional and administrative productivity and operational cost containment;
- Increase organizational agility by improving operating budget flexibility through management of fixed costs;
- Improve operating efficiencies through System-wide collaborations designed to expand services while minimizing costs (e.g., collaborative procurement);
- Ensure alignment of university facilities plans with academic plans and priorities;
- Maximize capital funds available for construction and renovation of academic facilities;
- Improve life cycle maintenance and preventative maintenance funding to maximize funds available to ensure high quality educational environments; and
- Reduce accumulated deferred maintenance backlog.

*B. Increase the level of alternative funding to support new and existing programs and services.*

Strategies:

- Increase the number of grant awards from and applications submitted to foundations, and to state and federal agencies;
- Enhance existing efforts to attract alumni, private, and corporate support;
- Expand public/private partnerships designed to improve facilities; and

- Support efforts to enable System Universities to offer high-cost yet high-demand programs.
- C. *Employ the System Technology Consortium (SyTEC) to promote efficiency and effectiveness across the System.*

Strategies:

- Complete the migration to the shared administrative system by all universities;
- Use the capabilities of the shared administrative system to re-engineer processes and to provide detailed and timely reports;
- Develop Executive Information Systems and Data Warehouses to support management decision-making by maximizing access to data across the System;
- Support academic computing through collaborative purchasing and support; and
- Provide seamless voice, data, and video transmission to and across System Universities.

## 5. Public Leadership

- A. *Shape the policy framework for public higher education in the Commonwealth.*

Strategies:

- Advocate for the vital role of public higher education and System Universities in contributing to the quality of life and prosperity of the Commonwealth and its citizens;
- Ensure adequate Commonwealth funding to support the mission and vision of the System;
- Exercise leadership in communities, regions, and the Commonwealth to marshal resources, knowledge, and political leadership to meet challenges and seize opportunities;
- Assume leadership by contributing substantially to public policy debates on critical issues facing the Commonwealth and its political, business, and community leaders;
- Engage university constituencies (e.g. faculty, administrators, trustees, and students) in efforts to increase awareness across the state of the role of System Universities in educating Commonwealth leaders in industry, education, government, and service agencies; and
- Secure greater autonomy from or flexibility in applying Commonwealth policies, procedures, and operations that limit institutional effectiveness.

- B. *Advance the vision for the System through the policies, actions, communications, and programs of the universities, the Board of Governors, and the Office of the Chancellor.*

Strategies:

- Review and revise university and Board of Governors' policies to ensure alignment with the vision;
- Support the role of the presidents in linking system and university plans;
- Align resources (e.g., financial and human resources) to achieve the vision and related goals;
- Engage in the ongoing review of the plan and its goals, measurements, and reporting tools to ensure the achievement of the vision.

## ***Leading through Planning***

Aspiring to leadership among the nation's systems of public universities in terms of undergraduate education and responsiveness to constituencies establishes a substantial agenda for action by the System. To achieve this vision will take the concerted and committed efforts of all System constituencies. To meet the goals outlined in this plan: (1) detailed **action plans** are necessary; (2) the System Accountability Plan must be revised to **manage and report** results; and (3) a process must be established for **ongoing plan review**.

### **Action Planning**

Action planning by universities and the Office of the Chancellor is necessary to identify and explicate strategies chosen to achieve the goals and visions. Action plans will form the tactical mirror image of the strategic plan and serve to enable universities and the Office of the Chancellor to align resources, identify measurements, and determine expectations for performance. Action plans will articulate in more detail what specific strategies will be undertaken each year of the five-year plan, which universities or groups will be responsible for progress, and how success will be defined for each strategy. Stakeholders at all levels will be engaged in the ongoing development of plans and efforts designed to achieve the goals described above.

### **Managing and Reporting Results**

Critical to the success of any plan, particularly the achievement of goals, is the ability to measure progress over time. The System Accountability Plan (SAP) will be modified to ensure both quantitative and qualitative measurement of progress toward the goals identified in this document as well as results emerging from action plans. Currently the SAP is comprised of the Accountability Matrix, the Narrative Assessment Plan, and the University Performance Plan. Commencing in 2004-05, the Accountability Matrix (quantitative

measures) and the Narrative Assessment Statement (qualitative reports) will report on progress made in achieving goals. The University Performance Plan will provide universities with the opportunity to report on (1) progress made in achieving strategic goals as a result of efforts made from action plans and (2) unique university goals not envisioned in this strategic plan.

To assume leadership among the nation's systems of public universities, efforts and accomplishments will need to be carefully charted. Quantitative system performance targets have been determined for each measure and category in the Accountability Matrix (Appendix).

Detailed reports of progress will be prepared and provided to System constituencies on a regular basis by the Office of the Chancellor. These reports, and the data and information underlying them, will be essential to inform decision-making necessary to achieve the plan's goals as well as to enable the System to review and refine goals and strategies over time.

### **Plan Review**

This planning document was developed through the engagement of university presidents, university planning councils, Office of the Chancellor staff, and the System Strategic Planning Advisory Committee. In addition to the hundreds of hours contributed by those individuals and groups, detailed discussions with a variety of other groups, including university trustees, student government leaders, university administrative leadership, the Association of Pennsylvania State Colleges and University Faculty, and others, contributed substantially to the planning process.

Ongoing review of the plan, measurements, and reporting tools must occur through a similar comprehensive approach: university presidents, university planning councils, and the System Strategic Planning Advisory Committee should again form the nucleus of an inclusive process with opportunities for substantial input and insight from constituencies across the universities and business and governmental leadership.

## System Strategic Planning Advisory Committee

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and Student Affairs  
Cheyney University

Dr. Steven Ender  
Interim Executive Assistant  
to the President  
Indiana University

Dr. Tara Fulton  
Dean, Library and Information Systems  
Lock Haven University

Dr. Stanton Green  
Interim Provost  
Clarion University

Mr. Norman Hasbrouck  
Special Assistant to the President  
California University

Dr. Michael Mogavero  
Vice President for Planning, Institutional  
Research, and Continuous Improvement  
Edinboro University

Dr. Richard Rugen  
Vice President for Finance  
and Administration  
Bloomsburg University

Dr. Renay Scales  
Assistant Vice President  
for Diversity and Human Resources  
Slippery Rock University

Dr. Edward Simpson  
Professor, Physical Sciences  
Kutztown University

Dr. Patricia Spakes  
Provost and Vice President  
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Shippensburg University

## *Measures, Performance Targets, and Related Plans and Initiatives for the System*

For the System to achieve the strategic goals, considerable attention and effort will be required at all levels within the System, including the Board of Governors, Office of the Chancellor, and System Universities. In particular, more detailed action plans are necessary that determine efforts to implement, measure, and evaluate progress toward meeting strategic goals and form the basis for ongoing reports to the System's constituencies.

Aspiring to be among the leading systems of public universities in the nation demands the commitment and collaboration of all parties. Given the unique strengths, histories, and opportunities of each university, different paths will be followed by each university to achieve the goals outlined in the Strategic Plan; the particular set of strategies chosen by each of the universities will be detailed in their respective action plans. Nonetheless, for each of the five core areas within the Strategic Plan (Student Achievement and Success; University and System Excellence; Commonwealth Service; Resource Development and Stewardship; and Public Leadership), it is important that action plans, specific objectives and desired outcomes relative to quantitative and qualitative measures be identified – providing a basis for the annual reporting on our success in achieving the vision and goals of this plan.

Detail on measures and performance targets and related plans and initiatives is provided below for each of the five core areas. System performance targets are expressed in terms of the aggregate performance of the universities.

### 1. Student Achievement and Success

<i>Quantitative Measures (Accountability Matrix)</i>	<i>Target</i>	<i>2002-03 Avg. System Performance</i>
<i>Current Measures</i>		
<b>Degrees Awarded, Associate</b>	<b>1.20%</b>	<b>(1.07%)</b>
<b>PA Community College Transfers</b>	<b>11.00%</b>	<b>(8.71%)</b>
<b>Distance Education Enrollments</b>	<b>2.50%</b>	<b>(1.45%)</b>
<b>Second Year Persistence Rate (overall)</b>	<b>79.00%</b>	<b>(74.32%)</b>
<b>Second Year Persistence Rate (Black)</b>	<b>79.00%</b>	<b>(68.11%)</b>
<b>Second Year Persistence Rate (Hispanic)</b>	<b>79.00%</b>	<b>(57.31%)</b>
<b>Diversity of Entering Class-Black</b>	<b>8.50%</b>	<b>(6.67%)</b>
<b>Diversity of Entering Class-Hispanic</b>	<b>2.50%</b>	<b>(1.84%)</b>
<b>Enrollment Diversity-Black</b>	<b>7.00%</b>	<b>(4.70%)</b>
<b>Enrollment Diversity-Hispanic</b>	<b>2.50%</b>	<b>(1.37%)</b>
<b>Four Year Graduation Rates (overall)</b>	<b>30.00%</b>	<b>(24.35%)</b>
<b>Four-Year Graduation Rates (Black)</b>	<b>30.00%</b>	<b>(10.56%)</b>
<b>Four Year Graduation Rates (Hispanic)</b>	<b>30.00%</b>	<b>(14.65%)</b>

<b>Six Year Graduation Rates (overall)</b>	<b>55.00%</b>	<b>(50.70%)</b>
<b>Six-Year Graduation Rates (Black)</b>	<b>55.00%</b>	<b>(34.99%)</b>
<b>Six Year Graduation Rates (Hispanic)</b>	<b>55.00%</b>	<b>(41.22%)</b>
<b>Internship Enrollment</b>	<b>3.00%</b>	<b>(2.49%)</b>

*Possible New Measures*

**Number of distance education programs**  
**Number of/percent of graduates employed**  
**Graduates working in field**

*Qualitative Measures (Narrative Assessment Statement)*

*Current Measures*

**Academic Advising**  
**Learning Environment**  
**Teaching Quality**  
**Curriculum Review/Development**  
**Library Quality**  
**Use of Technology (in instruction/learning)**  
**Distance and Online Education Efforts**  
**Retention/Graduation Rates**  
**System Partnerships**  
**Initiatives for Students of Color**  
**Initiatives for Student from Low Socio-Economic Backgrounds**  
**Student Research/Recognition/Publications/Presentations**  
**Student Volunteer Service**  
**Private Giving and Endowment Growth**

*Possible New Measures*

**Student engagement**  
**Student leadership development**  
**Learning communities**  
**Student portfolio development**  
**Transfer/Articulation agreements**  
**Partnerships, collaborations, K-14 (community colleges)**

*Other Reports*

**Report on the use of Technology Tuition Fees**

*Plans and Initiatives*

**Develop plans to support partnerships and collaborative efforts with K-12**  
**Develop university and System-wide enrollment management plans**

## 2. University and System Excellence

	<i>Target</i>	<i>2002-03 Avg. System Performance</i>
<i>Quantitative Measures (Accountability Matrix)</i>		
<i>Current Measures</i>		
Accreditation of Eligible Programs	100.00%	(51.40%)
Degree to Enrollment Ratio, Bachelor's	21.50%	(19.83%)
Employee Diversity-Female (Executives)	45.00%	(31.02%)
Employee Diversity-Female (Faculty)	46.00%	(41.85%)
Employee Diversity-Females (Prof. Non-Faculty)	50.30%	(49.39%)
Employee Diversity-Minorities (Executives)	15.00%	(10.53%)
Employee Diversity-Minorities (Faculty)	15.00%	(14.50%)
Employee Diversity-Minorities (Prof. Non-Faculty)	15.00%	(10.31%)
Faculty with Terminal Degrees	90.00%	(79.48%)
<i>Possible New Measures</i>		
Library Expenditures		
Research expenditures		

### *Qualitative Measures (Narrative Assessment Statement)*

#### *Current Measures*

**Curriculum Review**

**Academic Advising**

**Teaching Quality**

**Accreditation**

**Faculty Quality**

**Initiatives for Students of Color**

**Initiatives for Student from Low Socio-Economic Backgrounds**

**Teacher Certification Tests**

**Other Licensure Tests**

#### *Possible New measures*

**Programs developed to meet Commonwealth needs**

**Assessment of student learning**

**Collaborative program development**

**Attention to diversity/international perspectives in curricula, programs, and services**

**Professional and leadership development for faculty, administrators, and staff**

**Continuous improvement efforts**

**Faculty quality**

*Other Reports*

**Report on Performance Funding  
Report on Accreditation Plans**

*Plans and Initiatives*

**Develop plans for intra-system collaborative academic programs**

**3. Commonwealth Service**

<i>Quantitative Measures (Accountability Matrix)</i>	<i>Target</i>	<i>2002-03 Avg. System Performance</i>
<i>Current Measures</i>		
<b>PRAXIS Passing Rates*</b>	<b>100.00%</b>	<b>(91.73%)</b>
<b>Degree to Enrollment Ratio, Masters</b>	<b>67.00%</b>	<b>(55.73%)</b>
<b>Degree to Enrollment Ratio, Doctoral/First Prof.</b>	<b>9.00%</b>	<b>(8.69%)</b>
<b>Graduate Instructional Cost per FTE student (annual rate of growth)</b>	<b>7.00%</b>	<b>6.00%</b>
<b>Masters Instructional Cost per FTE student (annual rate of growth)</b>	<b>7.00%</b>	<b>6.00%</b>
<i>Possible New Measures</i>		
<b>Number/value of economic development projects</b>		
<b>Number of businesses using university resources</b>		

\* Currently measured by Principles of Learning and Teaching (K-6 and 7-12)

*Qualitative Measures (Narrative Assessment Statement)*

*Current Measures*  
**Teacher Education Programs**  
**Healthcare related Programs**  
**Science and Technology Programs**  
**Program Collaborations**  
**Collaborations with Business and Industry**  
**Collaborations with Government**  
**Corporate Alliances**  
**Business Accelerators**  
**Workforce Development**

*Possible New Measures*

Alignment of teacher education programs to Commonwealth needs

Types and extent of university services to business/community organizations

*Other Reports*

**Annual Report on Academic Program Actions**

*Plans and Initiatives*

**Develop the capacity of the System to support economic development (e.g., participation in Keystone Innovation Zones)**

**4. Resource Development and Stewardship**

<i>Quantitative Measures (Accountability Matrix)</i>	<i>Target</i>	<i>2002-03 Avg. System Performance</i>
<i>Current Measures</i>		
Private Support (Annual rate of change, less three largest gifts)	4.63%	(3.86%)
Endowment (Annual rate of change)	4.63%	(-5.02%)
Faculty Productivity	565.00	(535.95)
Programs With Few Graduates (<13)	25.00%	(53.28%)
Personnel Ratio	73.00%	(77.39%)
Undergraduate Instructional Cost per FTE student (annual rate of change)	3.50%	3.10%

*Possible New Measures*

Alumni participation rate

Number and value of grants received

Number and value of collaborative procurements

*Qualitative Measures (Narrative Assessment Statement)*

*Current Measures*

State or Federal Grants/Contracts

Private Giving and Endowment Growth

Increasing Productivity

Strengthening Management Practices

Employee Development and Training

Administrative Streamlining

Reducing Costs

Facilities

Increasing Revenues

## **SyTEC Collaborations**

### *Possible New Measures*

**Graduate program activity**

**Migration to Shared Administrative System**

### *Other Reports*

## **SyTEC Reports**

### *Plans and Initiatives*

**Develop plan to increase private giving for scholarships and grants to students**

**Prioritize capital projects to meet academic and student needs**

**Develop a standard methodology for determining deferred maintenance**

**Implement the SAP Business Warehouse to improve access to management information**

## **5. Public Leadership**

### *Quantitative Measures*

#### *Possible New Measures*

**Appropriations by category (E&G, capital, program initiatives)**

**Percent of total operating budget supported by state appropriations**

### *Qualitative Measures*

#### *Possible New Measures*

**Extent of advocacy for state support**

**Engagement of presidents/chancellor in the public leadership arena**

### *Other reports*

## **University Annual Reports**

### *Plans and Initiatives*

**Plan for engaging all System constituencies in advocacy efforts**

**Work with PHEAA to revise formula to reduce/eliminate student financial need gaps**

**Plan for reviewing Board of Governors' policies**

**Identify areas in which to seek flexibility in Commonwealth policies and procedures**