

STRATEGIC PLAN 2005-2008

February 2005





A Message from the Vice President

As I reflect on the powerful impact of our work here at Penn State, I continue to be so impressed with the exceptional services and programs we provide to Penn State students in a caring and supportive way. From excellent health care and counseling services to critical efforts in student advocacy to educational programs and involvement opportunities, Student Affairs staff members at all levels have committed their time and talents to make a positive difference in the lives of our students.

As we look forward to the next three years of our planning cycle, I am hopeful that many stakeholders, including our talented and dedicated staff in Student Affairs, will engage fully in a renewed focus on shaping and strengthening a challenging and supportive learning environment that supports and enriches the experience for our students and enhances our sense of community.

This *2005-2008 Strategic Plan for the Division of Student Affairs* establishes our direction for the immediate future. It has been crafted through an inclusive process involving many stakeholders who share a commitment to make Penn State a more student-centered university. A foundation for this plan was shaped by the ideas and input generated through various discussions including the 2004 Student Leadership Summit, the Student Affairs Planning Summit, and our Staff Directors' Retreat. Student Affairs will continue its strategic planning process by asking units to provide further detail to the plan such as action steps, timelines, and other performance measures. Success will be monitored throughout the planning cycle.

The plan's appendix contains the current organization chart for the Division. The Division is currently undergoing a significant reorganization that will reflect and facilitate the implementation strategies for the Division. Other supporting documents include the leadership changes during the 2002-05 planning cycle, a brief history of Student Affairs at Penn State, a description of the role of student affairs in higher education, a summary of the strategic indicators from the 2002-05 planning cycle, and themes emerging from our planning summit.

In the next three years, we must find new ways to engage students in meaningful experiences beyond the classroom so that we can build a stronger, healthier and more caring community at Penn State. We also must increase our efforts to foster and support student learning and create leadership opportunities that will emphasize ethical decision making and active citizenship. Through all of these efforts, we will continue to promote diversity and explore new strategies to reduce barriers that prevent students from achieving success in their educational endeavors.

I am so very grateful for all who have contributed in this extraordinary and important work, and I am hopeful that you will embrace this exciting new agenda. I am confident that together we will succeed in accomplishing our mission by fully engaging our students in realizing their potential and the fulfillment of their dreams.

Thank you in advance for your ongoing support and full engagement in our efforts to implement this plan and fulfill our ambitious agenda.

Sincerely,

Vicky L. Triponey, Ph.D.
Vice President for Student Affairs



Contents

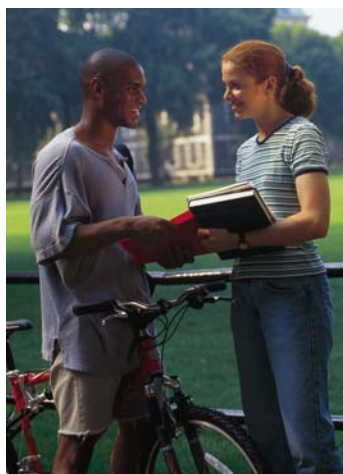
I. Trends and Challenges.....	3
II. Planning Process	3
III. Shared Mission, Vision, Values, and Overarching Goals	5
IV. Implementation Strategies and Strategic Indicators.....	5
V. Progress Report: Achievement of Objectives from 2002-05 Strategic Plan	8
VI. Appendices	9
a. A Brief Sesquicentennial History of Student Affairs at Penn State	
b. The Role of Student Affairs in Higher Education	
c. January 2005 Organization Chart	
d. Leadership Changes During 2002-05 Planning Cycle	
e. Penn State Mission, Vision, and Strategic Goals	
f. Staff Development Day Appreciative Inquiry Interview Sheet; August 2004	
g. Secrets of Leadership Incorporated in the Student Affairs Vice President Staff Retreat; September 2004	
h. Table 1: Student Affairs Strategic Planning Summit Discussion Themes; November 2004	
i. Table 2: Achievement of Strategic Performance Indicators from 2002-05 Planning Cycle	
j. References	



I. Trends and Challenges

As Student Affairs embarks on a new planning cycle, several trends and challenges have been identified which will shape our work and the experiences of students. The changing demographics nationally and within the state of Pennsylvania will influence how we serve students. For example, there is a projected decrease in the number of high school graduates in the state and, with it, the need to serve adult students in a more intentional way. In addition, increasing the diversity of our student body and creating an inclusive environment continue as important goals.

Also related to the student demographics are the increasing costs of a Penn State education. The growing gap between students' financial resources and the cost of their tuition may cause a shift in our student population. Penn State's tuition for Pennsylvania resident undergraduates has increased by 110% in the past decade. This significant increase in tuition has added a financial strain to many students who are working more hours and participating less in campus life experiences.



Corresponding to the increased costs is the call for greater accountability from students, parents, politicians, and accrediting bodies. Colleges and universities are being asked to respond to issues such as the time to degree, the value added from various aspects of the student experience, high-risk drinking and the resulting consequences, and other campus issues. Student Affairs needs to be able to respond with assessment and program improvement. These efforts will also assist in directing the most efficient and effective use of our resources.

Similarly, local, state, and national legislation along with legal issues will also shape the work of Student Affairs over the next three years. Legislation such as the privacy of student records (FERPA and HIPAA) and the Patriot Act continue to be negotiated within higher education especially when they conflict with each other. Other issues continue to be with First Amend-

ment rights, legal liability, and challenges to programs designed to support underrepresented populations.

The role of technology and emerging issues will continue to provide both opportunities and challenges in our work. Maintaining personal connections and interactions with students while maximizing our ability to serve students through technology will continue to challenge our creativity.

Other trends revolve around changes in the student population. Nationally, concerns are increasing about students' behavior with regard to high-risk alcohol use, sexual assault and safety, academic integrity, and other behavioral misconduct. These behaviors and their consequences interfere with establishing a safe living-learning environment and with students' ability to be successful. Another area of concern is the growing need for counseling and psychological services as students come to college with greater psychological issues. Lastly, involving parents in meaningful ways as partners with us in the learning experience of students will be of increasing importance in our efforts.

Moreover, challenges to Student Affairs include the effective and efficient use of strained financial resources, the recruitment and retention of quality staff (including providing staff development training and opportunities), and the need to collaborate both within Student Affairs and with other areas and campuses at Penn State. Also, it is necessary for us to attend to the growing needs for student services at all Penn State locations.

II. Planning Process

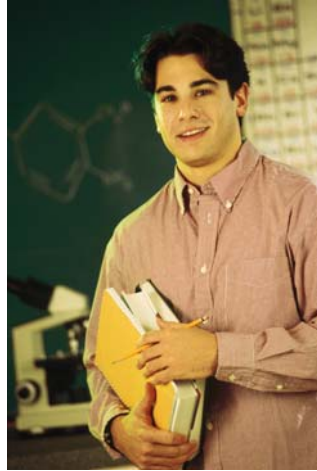
The Division of Student Affairs supports and promotes the mission and vision of The Pennsylvania State University. The strategic goals of the Division correspond directly with the goals of the University and focus on becoming a more student-centered university; building a more civil and considerate university community; and enhancing the academic experience. (See Appendix for University's mission, vision, and goals.)

In addition to the University's 2003-2006 Strategic Plan, the Division of Student Affairs has utilized various internal and external supporting documents throughout its planning process. University and Division-wide documents include: the Penn State Cost Savings Task Force Report, Penn State's Strategic Initiatives, Stu-



dent Affairs Strategic Plan: 2002-2005, A Framework to Foster Diversity (Student Affairs): 1998-2003 & 2004-2009, and the Student Affairs Faculty/Staff Survey Results: 2004. In addition, literature and research on the Student Affairs profession were referenced, including the *Principles of Good Practice for Student Affairs* and the *Student Learning Imperative*, both from the Association of College Personnel Administrators.

The Division of Student Affairs chose to approach this strategic planning as a collaborative process. We included internal and external stakeholders in order to shape a comprehensive and relevant document and cultivate shared ownership. In August 2004, all Student Affairs employees at University Park participated in an interactive program designed to foster discussion about our shared mission, vision, and values. (See Appendix for the interview guide.) Included in this program was an overview of the University's Strategic Plan provided by University Provost Dr. Rod Erickson. Conversations continued in September at the Vice President's Staff Retreat, where senior leadership continued shaping the core purpose of Student Affairs. (See Appendix for the leadership principles discussed at the retreat.)



In November 2004, the Division of Student Affairs hosted the Student Leadership Summit and the Student Affairs Strategic Planning Summit, both interactive, day-long events designed to engage others in shaping the Student Affairs' future. The Student Leadership Summit engaged over 100 Penn State students in open discussions with senior University officials on the Penn State student experience and the concept of a student-centered university. The Student Affairs Strategic Planning Summit included stakeholders from across the Penn State community including representatives from Student Affairs at University Park and the campus college locations, staff members from a variety of departments outside of Student Affairs, faculty members, administrators, members of the Board of Trustees, and students. They spent the day exploring a common mission, vision, and values for Student Affairs. This unique opportunity for collaboration pro-

vided the foundation for the efforts of the Strategic Planning Drafting Committee. (See Appendix for discussion themes.)

The drafting committee was responsible for synthesizing all information and initially crafting the 2005-2008 Strategic Plan, as well as soliciting feedback from key stakeholders including the Student Affairs staff. In addition, the participants of the Strategic Planning Summit and other student leaders were provided the opportunity to provide feedback on the document.

The Division of Student Affairs will continue its planning process by asking the individual units to complete strategic plans that include implementation strategies specific to their areas and action steps related to the Student Affairs implementation strategies. These plans will aid in the bottom up/top down planning strategy. In addition, Student Affairs will create a budget plan, including a recycling plan, consistent with the overarching goals and implementation strategies.



III. Shared Mission, Vision, Values, and Overarching Goals

Mission

The Division of Student Affairs cultivates student intellectual and personal development by promoting engagement in teaching and learning, academic success, and integration into the Penn State community.

Vision

We strive to provide the highest quality educational programs and services that challenge and support Penn State students as they become active and responsible members of their communities.

Values

- Quality – We value excellence in our work with students, staff, faculty, alumni, and community members.
- Inclusiveness – We value a welcoming and supportive community that celebrates our similarities and differences.
- Diversity – We value the recruitment, retention, and support of a diverse student body and workforce.
- Integrity – We value honesty in our interactions with others and the effective and efficient use of resources.
- Collaboration – We value educational partnerships in order to advance learning from multiple perspectives.
- Innovation – We value staff development, the use of technology, and the use of systematic inquiry to further student learning and improve our programs and services.

Overarching goals

- To enhance the student experience by fostering learning both inside and outside the classroom and by providing caring support services.
- To build a greater sense of community; one that is inclusive, cohesive, and caring.
- To prepare students to be effective, ethical leaders and active citizens who can make a positive difference in their communities.

IV. Implementation Strategies and Strategic Indicators

The Student Affairs implementation strategies for the 2005-2008 planning cycle are organized under the three overarching goals for the Division and are provided below. In addition, implementation strategies for the support service areas (information technology, assessment, human resources, and financial support) for Student Affairs are provided. Strategic indicators are identified for each goal and for the support service functions.



Goal I: To enhance the student experience by fostering learning both inside and outside the classroom and by providing caring support services.

IMPLEMENTATION STRATEGIES

- A. Enhance student services at the campus college locations
- B. Improve new students' transition to University Park and the first-year experience (also related to Goal II)
- C. Develop a new student health and CAPS building and participate in developing plans for the use of other central campus buildings for the delivery of student services
- D. Improve educational programming efforts through the creation of a comprehensive cocurriculum, articulated learning outcomes, and assessment (also related to Goals II and III)
- E. Reduce barriers to students' success (e.g. high-risk drinking, mental and physical health concerns, sexual assault)
- F. Promote academic partnerships to further student learning and retention
- G. Continue to provide high-quality services and programs for students and the University community



Strategic Indicators

1. High-risk drinking, alcohol-related incidents, and sexual assaults are reduced as measured by staff reports and survey data.
2. University Park staff resources committed to supporting campus college student services are increased.
3. Student Satisfaction data indicate increased satisfaction with the targeted services at the campus college locations.
4. Seventy-five percent of educational programming presentations have well-defined learning outcomes.
5. Student participation in educational programs increases by 10%, and the effectiveness, as measured by learning outcomes, increases.
6. First-year students achieve higher levels of social and intellectual integration into the Penn State community as measured by the first-year students Pulse surveys.

Goal II: To build a greater sense of community; one that is inclusive, cohesive, and caring.

IMPLEMENTATION STRATEGIES

- A. Implement the strategies outlined in the Division's Framework to Foster Diversity
- B. Continue the development of a student-focused Framework to Foster Diversity based on the work of the task force (also related to Goals I and III)
- C. Develop students' multicultural competencies as part of the creation of a comprehensive cocurriculum
- D. Advise and support student leadership and organizations which promote civility (also related to Goal III)
- E. Provide programs and activities that serve specific student populations
- F. Celebrate students' out-of-class achievements and contributions

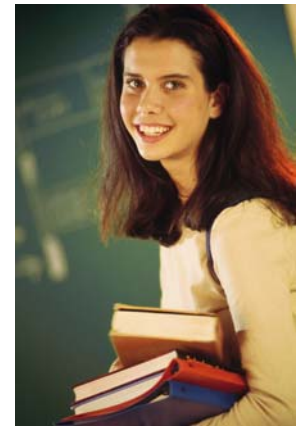
Strategic Indicators

1. Student satisfaction with Student Affairs programs and services increases as measured by the Student Satisfaction Survey.
2. Students' perceptions about campus civility and climate improves as measured by the Pulse civility survey and campus climate surveys.
3. Student participation in multicultural education programs increases by 10%.
4. Participation in the campus-wide awards ceremony increases.

Goal III: To prepare students to be effective, ethical leaders and active citizens who can make a positive difference in their communities.

IMPLEMENTATION STRATEGIES

- A. Return the Greek system to prominence; revitalize the University's relationship with fraternities and sororities to create a stronger community (also related to Goals I and II)
- B. Engage more deeply with student groups and student leaders and consult with students on strategic decisions as appropriate (also related to Goals I and II)
- C. Create a formal leadership curriculum and develop strategic partnerships with colleges who currently offer programs and/or courses (also related to Goals I and II)
- D. Foster increased student involvement in community service and service learning



Strategic Indicators

1. The percentage of students involved in community service increases by 5% as measured by the Student Satisfaction Survey.



- 2. Student participation in leadership and ethics programs increases by 10%.
- 3. Participation in community service and leadership development increases among fraternity and sorority members as measured by the AFA/EBI Fraternity/Sorority Assessment.

SUPPORT SERVICES

1. Provide technological support to enhance student learning, services to students, and enable our work

- 1.1. Continue the development and use of ePortfolio in partnership with the College of Earth and Mineral Sciences and Penn State's Information Technology Services
- 1.2. Develop Web-based learning modules to extend the reach of existing educational programs at all campuses
- 1.3. Create an information system to track students' involvement
- 1.4. Increase the use of online chat rooms to discuss student issues
- 1.5. Develop an IT disaster recovery plan
- 1.6. Advance technology to improve student services at University Park and, when appropriate, also at the campus college locations



2. Expand our use of assessment and evaluation to measure our effectiveness, improve our services, and extend our ability to serve as experts on Penn State students and the student experience

- 2.1. Define learning objectives (utilize the educational programming and first-year experience efforts to shape overarching learning objectives to be used in Student Affairs)
- 2.2. Develop a systematic assessment plan across Student Affairs
- 2.3. Improve our ability to communicate our findings and insights about Penn State students and the student experience

3. Recruit, retain, and support a highly motivated and diverse staff with the skills and abilities to challenge and support students in their educational pursuits and personal development

- 3.1. Provide ongoing staff development that includes diversity training and organizational development to build the Student Affairs team
- 3.2. Create an organizational structure to facilitate the priorities for Student Affairs
- 3.3. Continue to adjust salaries to be more equitable across similar grades/positions

4. Obtain external funding and continue to manage our fiscal resources effectively and efficiently to support the mission of Student Affairs

- 4.1. Continue the development and fund raising efforts within Student Affairs by fostering relationships with family members and alumni and by exploring foundation and corporate support
- 4.2. Align resources in accordance with students' needs and Student Affairs priorities

Strategic Indicators for Support Services

- 1. Educational programmers at each campus are using Web-based learning modules developed by Student Affairs.
- 2. All (100%) of Student Affairs units have written a strategic plan with comprehensive assessment measures.
- 3. The percentage of minority new hires is at least 10% annually.
- 4. Ninety percent of Student Affairs staff achieves at least the minimal standards for staff development as indicated on the 'Professional Activities Assistant' (P.A.A.) summary report each year.
- 5. The Division's fundraising goals as provided in the Student Affairs Development Strategic Plan are achieved.

V. Progress Report: Achievement of Objectives from 2002-05 Strategic Plan

The Division of Student Affairs made significant progress in the completion of its 23 strategic objectives during the 2002-05 planning cycle. (See Table 2 in the Appendix for a detailed description of strategic performance indicator achievement during the last planning cycle.) The Division created a partnership with



the World Campus to develop a pilot project to create online educational programs. With instructional design expertise from the World Campus, the first of three programs for Career Services was created and tested. A renewed effort to develop learning objectives and more meaningful assessment measures for the hundreds of educational programs offered each year in Student Affairs was also launched during this period. More work in both of these areas will be required in the next three years.

Division staff continued to advance innovative programs to support Penn State's diverse learners and to promote diversity education. The Division revised its strategic plan for diversity initiatives and the March 2004 copy of the Framework for Diversity can be found at www.sa.psu.edu/diversity/diversity2004.pdf

In the area of fiscal management, all departments in the Division managed their resources effectively, closing each of the three fiscal years with balanced budgets. Of the four strategic indicators related to fiscal resources, progress was made in all areas, but only one was fully achieved during the planning cycle. Grant funding was not increased by 5% each year, the Division's income to support ratio did not reach 1:1, but not all client/customer satisfaction surveys have exceeded 90% in satisfaction. The Division's fundraising development goals, however, were reached during each of the three years.

The management of human resources within the Division continued to emphasize diversity during the recruitment for staff positions. Staff development sessions on topics related to diversity, technology and skill

enhancement were offered three times annually to all Student Affairs staff at University Park and each May to visiting Student Affairs staff from the campuses/colleges. Staff use of the innovative 'Professional Activities Assistant' (developed by IT programmers in Student Affairs as a Web-based tool for recording professional activities) was above 90% for each of the three years.

During the three-year planning period, several new and remodeled facilities were brought on line. The new MBNA Career Services Building opened in 2002 and is regarded by career service professionals across the country as the finest building of its kind. A significant expansion of the Eisenhower Chapel created the new Pasquerilla Spiritual Center, making it the largest worship facility at any public university in the nation. With the transfer of the LGBTA Resource Center, the Division created new office space on the first floor of Boucke Building for LGBTA services, and the former International Student office suite on the second floor of Boucke was transferred to Student Affairs. That space was remodeled as the new home for the Division's support offices.

All but two of the technology objectives from the last strategic plan were fully implemented. A central help desk for all of Student Affairs has not yet been established, and a decision was made to defer the hiring of a technology training specialist. The Research and Assessment office was moved into the more conducive work environment of 222 Boucke. The office continued to collect, analyze and publish Pulse data on a wide variety of topics and conducted University-wide surveys on topics such as student satisfaction and newspaper readership.





VI. Appendices

- a. A Brief Sesquicentennial History of Student Affairs at Penn State
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The Student Affairs Drafting Committee

Dr. Philip Burlingame, Assistant Vice President for Student Affairs, co-chair

Dr. Andrea Dowhower, Director of Student Affairs Research and Assessment, co-chair

Dr. Peggy Lorah, Director of the Center for Women Students

Stuart Spisak, Special Assistant to the Vice President

Jessica Henry, graduate student in the College Student Affairs program

Seth Moser, undergraduate student

A. A Brief Sesquicentennial History of Student Affairs at Penn State

As Penn State celebrates 2005 as its sesquicentennial year, it is appropriate to look with reflection on the history of Student Affairs leadership at Penn State. As was the case at other American colleges in the late 1800's, the very limited student support services and campus life experiences at the "Farmer's Academy" and later the "Pennsylvania State College" were provided by just a few key members of the faculty. During the first two decades of the 1900's, one of those key faculty members was Arthur Holmes. He eventually performed many duties now associated with a dean of students – but that position had not been formally created.

In 1919, the college's board of trustees officially created the first Dean of Men position and appointed Arthur Warnock to fill the post. Warnock graduated from the University of Illinois and had served as assistant dean of men there for nine years. Warnock had a significant impact on shaping the emerging campus life environment at Penn State. In 1925, he began the first Freshmen Week program:

Beginning a few days before registration, Freshmen Week was intended to acquaint new students with both the academic and social facets of Penn State in a congenial atmosphere free from the intimidation of upperclassmen. Faculty members gave talks on how to study, how to use the library, and the history of the school, while representatives of student organizations provided information on the functions of their groups. (Bezilla, 1986)

Dean Warnock was an advocate for Penn State fraternities, and he helped establish most of the fraternity chapters that are active today. He also served as chairman of the National Interfraternity Council. Dean Warnock's support for fraternities, however, did not cause him to overlook concerns:

In describing Penn State fraternities in a letter to John Thomas in 1923, Dean Warnock noted that "their scholarship is not so good, their chapter management is not so good, and their attitude toward serious things has been characterized too greatly by indifference." Fraternities were becoming havens for students "of the type that has no sustained interest in the better things of college life," Warnock complained, and these students were in turn having a detrimental influence on their more academically inclined fraternity brothers. (Bezilla, 1986)

As Penn State grew and admitted an increasing number of women students, Margaret A. Knight was hired as the first Dean of Women. She was succeeded by Charlotte E. Ray who stayed on until her retirement in 1946. Pearl Weston, an assistant to Charlotte Ray became Dean of Women in 1946 and served until her retirement in 1959. Dorothy J. Lipp, was hired in 1959 from the University of North Dakota and served as Penn State's last Dean of Women.

Lipp took a distinctly less maternal view of her job. "We are forcing the present generation to grow up very fast," she said in a Collegian interview shortly after coming to Penn State. "We must make them responsible and free people, not protect them. The day is passed when we have to protect, with a capital P, women students." (Bezilla, 1986)

Frank Simes was hired in 1949 and he served as the last Dean of Men at Penn State. Robert Bernreuter was hired to serve as Assistant to the President for Student Affairs and later, as the first Vice President for Student Affairs. In 1966, he was replaced by Charles Lewis. Both the Deans of Men and Women positions were abolished in 1968 when Ray Murphy was hired as the Head of the Division of Campus Student Affairs. Murphy later became Vice President for Student Affairs replacing Charles Lewis. During the tenure of President Bryce Jordan, William Asbury was appointed Vice President for Student Affairs in 1987. After his retirement in 2003, he was replaced by Vicky Triponey, who had held a similar post at the University of Connecticut.

B. The Role of Student Affairs in Higher Education

Student affairs serves an integral role in higher education by supporting the academic mission through its many programs and services, which contribute to learning and academic achievement and meet the institution's need for basic services (Upcraft & Schuh, 1996). Student affairs partners in the educational process and intentionally promotes student learning and personal development in and outside of the classroom (American College Personnel Association, 1996). Through practices such as engaging students in active learning, helping students develop values and ethical standards, communicating high expectations for student learning, forging educational partnerships that advance student learning, and building supportive and inclusive communities (National Association of Student Personnel Administrators, 1998), student affairs practice contributes to student success. Moreover, with their knowledge of student development theory and the scholarship of learning, student affairs professionals serve as experts on students. In addition, through the use of research and assessment, student affairs professionals serve to ascertain efficient educational processes (American College Personnel Association, 1996).

Current trends in higher education call for student affairs to serve a more central function. For example, the Kellogg Commission (1997) calls for state and land-grant institutions to return to their roots by putting students first. The Commission reaffirms three ideals: 1) becoming genuine learning communities, 2) being student centered, and 3) emphasizing the importance of a healthy learning environment, which provides the facilities, support, and resources needed. The Wingspread Group (1993) urges higher education to focus on student learning – rather than instruction. These trends support and endorse the contributions student affairs makes to the mission of the institution and brings student learning outside the classroom to a central part of the educational experience (Hamrick, Evans & Schuh, 2002). Creating learning environments and learning experiences for students is at the heart of student affairs work (National Association of Student Personnel Administrators, 1998).

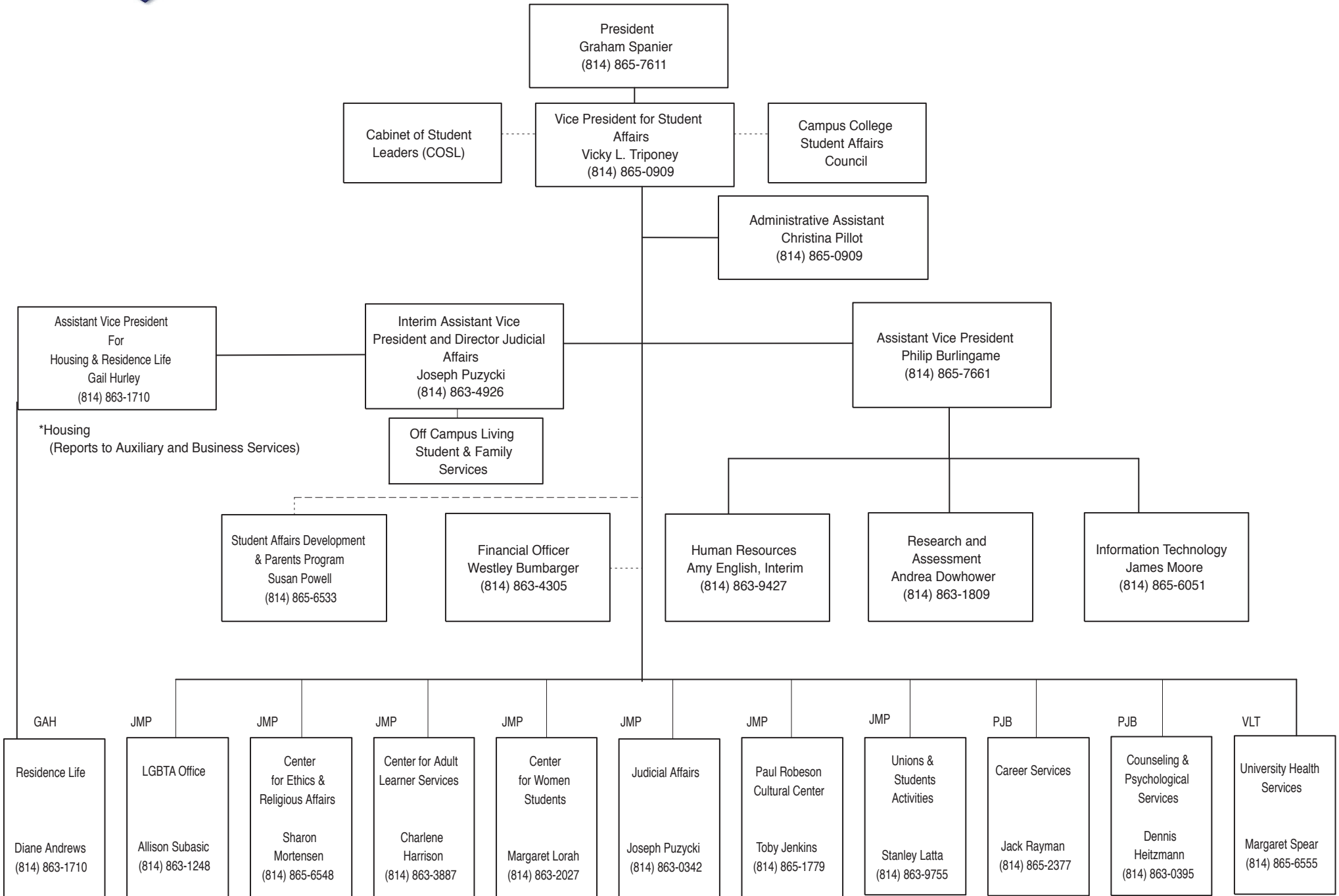
Underlying the practice of student affairs are a number of core values centered on the commitment to assist students with the fulfillment of their full human potential and the development of the whole person. These values include an acceptance and appreciation of individual differences; lifelong learning; education for effective citizenship; student responsibility; ongoing assessment of learning and performance; pluralism and multiculturalism; and supporting and meeting the needs of students as individuals and groups (National Association of Student Personnel Administrators, 1998). Related to these values are guiding theories and principles of student affairs practice and student learning. Based on the work of Astin (1984) and Pace (1984), student affairs practice works under the premise that student learning and development is directly associated with student involvement and investment of time and effort. Hence, the effectiveness of any policy or program is related to the program's capacity to increase student effort and involvement. Furthermore, learning and personal development occur through transactions between students and their environments, and experiences in various in-class and out-of-class settings, both on and off the campus (American College Personnel Association, 1994).



STUDENT AFFAIRS ORGANIZATION

The Pennsylvania State University

2005



* Special responsibility for the departments and programs in their respective areas is assigned to the Assistant Vice Presidents.

D. Leadership Changes during the 2002-05 Planning Cycle

During the last planning cycle, a number of administrative leadership positions within the Division of Student Affairs changed hands as a result of retirement and reorganization.

- Dr. Vicky Triponey became the Vice President for Student Affairs, replacing Mr. William Asbury, who retired in June 2003 after 18 years of service to Student Affairs.
- Ms. Gail Hurley was promoted to the position of Assistant Vice President for Housing and Residential Life.
- In January 2005, Assistant Vice President Dr. Arthur Carter's responsibilities were shifted to give him a more active role as a liaison to the College Student Affairs graduate program. Mr. Joseph Puzycki was promoted in January 2005 to serve as Interim Assistant Vice President for Student Affairs and Director of Judicial Affairs.
- Mr. Larry Young, Director of the Paul Robeson Cultural Center retired in June 2004, and he was replaced by Ms. Toby Jenkins in September 2004.
- Dr. Betty Moore retired from her position as Director of Research and Assessment, and she was replaced by Dr. Andrea Dowhower in January 2004.
- In March of 2003, Ms. Sharon Mortensen was appointed Director of the Center for Ethics and Religious Affairs after serving in the Interim Director role.
- Dr. Peggy Lorah was promoted to the position of Director of the Center for Women Students (CWS) following the retirement of longtime CWS Director, Dr. Sabrina Chapman in September 2001.
- The LGBTA Resource Center was moved from Educational Equity into Student Affairs, and Ms. Allison Subasic was hired in November 2001 as the director.
- The Manager of Human Resources position has been temporarily vacated by Ms. Jan Frank's medical leave. That position was filled on a full-time interim basis first by Mr. Charles McClellan in May, 2004 and currently by Ms. Amy English.
- Ms. Diane Andrews was made Director of Residence Life in January 2003.
- Mr. James Moore was hired in September 2004 to fill the vacant position of the Director of Information Technology.
- Ms. Sue Powell was hired in March 2004 to fill the newly created position of Director of Development and the Parents Program.
- In October 2004, Mr. Stuart Spisak was hired as Special Assistant to the Vice President for Student Affairs.

E. Penn State Mission, Vision, and Strategic Goals

Mission

Penn State is a multicampus public land-grant university that improves the lives of the people of Pennsylvania, the nation, and the world through integrated, high-quality programs in teaching, research, and service. Our instructional mission includes undergraduate, graduate, and continuing and distance education informed by scholarship and research. Our research, scholarship, and creative activities promote human and economic development through the expansion of knowledge and its applications in the natural and applied sciences, social sciences, arts, humanities, and the professions. As a land-grant university, we also hold a unique responsibility for outreach and public service to support the citizens of Pennsylvania. We engage in collaborative activities with industrial, educational, and agricultural partners here and abroad to disseminate and apply knowledge.

Vision

Penn State will be the nation's finest university in the integration of teaching, research, and service.

Strategic Goals

Goal 1: Enhance academic excellence through greater support of high-quality teaching, research, and service.

Goal 2: Enrich the educational experience of all Penn State students by becoming a more student-centered University.

Goal 3: Build a more considerate and civil University community.

Goal 4: Serve society through teaching, research, and service.

Goal 5: Develop new sources of income and reduce costs through improved efficiencies.

**F. *Staff Development Day Appreciative Inquiry Interview Sheet;
August 2004***

Sense of community: Describe a time when you felt like you really belonged to a community. When and where was it? Who was in the community? How did that sense of belonging develop? What did others do that helped you to feel a part of the community? How did you respond?

Impacting Students: Describe an interaction you had with a student that left you feeling as though you had made a difference. Share the circumstances. How did you meet the student? What led up to the interaction? Why do you believe you were able to make a difference? How did the student respond to your efforts?

Your Work: Think about a time when you felt most excited about and invigorated by your work in Student Affairs at Penn State. What were you doing? Who else was involved? What made it so exciting and invigorating?

What is it about your work that makes you feel most satisfied or rewarded? When do you feel most valued and appreciated in your daily work and endeavors?

Although many of us “fell” into student services work, we all decided to stay. What is the draw for you? What continues to peak your interests, your sense of satisfaction and reward? Why do you stay and keep doing what you do? Is there an experience or a situation that best demonstrates your connection to this work?

Imagine you are retired – happy and healthy. As you reflect upon your work life, what will be your fondest memories? What experiences will you always hold dear to your heart? What made them special and worth remembering?

Our contributions: From your perspective, what are the greatest contributions we (the staff in Student Affairs) make toward the enhancement of the student experience at Penn State? What value do we bring to their education? What is our unique role in their development? What lessons do students learn from their engagement with our programs and services (and staff) that will serve them well the rest of their life?

Future directions: What are your greatest dreams for the Division of Student Affairs? What do you hope we will accomplish on behalf of students over the next 5-10 years? What should be at the top of our “to do” list?

How can we unleash and more effectively utilize the unlimited potential in our very talented and dedicated team for the betterment of our students and the university community? What can you contribute to our common cause?

**G. *Secrets of Leadership Incorporated in the Student Affairs
Vice President's Staff Retreat; September 2004***

- **See the Future** – Creating a compelling vision is one of the privileges and most serious demands of leaders.
- **Engage and Develop Others** – Engagement begins with getting the right people for the right job and then engaging them fully in what they are doing. Developing others involves creating the expectation for learning and growing; creating training and development opportunities; providing educational resources and mentoring.
- **Reinvent Continuously** – Great leaders are learners, interested in ways to enhance their own knowledge and skills. Leaders must also work to instill the desire for improvement into the people doing the day-to-day work.
- **Value Results and Relationships** – The way to maximize your results as a leader is to have high expectations for both results and relationships. Creating a motivating, caring work environment will promote better results.
- **Embody the Values** – All genuine leadership is built on trust. (Blanchard & Miller, 2004)

H. Table 1: Student Affairs Strategic Planning Summit Discussion Themes; November 15, 2004

TABLE 1: STUDENT AFFAIRS STRATEGIC PLANNING SUMMIT DISCUSSION THEMES NOVEMBER 15, 2004
<p><i>What does the Division of Student Affairs look like when it is at its best?</i></p> <ul style="list-style-type: none"> • Student Affairs would have effective communication within the unit and collaboration both within the unit and with other stakeholders • Student Affairs would have visibility on campus • Student Affairs would provide a sense of connectedness/belonging to constituents • Student Affairs would provide student development both in and out of the classroom • Student Affairs would respect the voices of all constituents and stakeholders
<p><i>What is different within Student Affairs, within the University, and outside the University that affects Student Affairs?</i></p> <ul style="list-style-type: none"> • The increase in technology that yields both positive effects (e.g. increased communication) and negative effects (less “face” time with students) • The expansion and growth of the University • The change in leadership both within Student Affairs and at non-University Park locations • The state of the economy and its subsequent effects on the University (e.g. tuition) • Pennsylvania’s changing demographics (e.g. increase in age of the population, decrease in high school graduates) • The national and state political climate (e.g. increased perceived conservatism)
<p><i>What is a Student-centered university and how can Student Affairs contribute?</i> <i>What does it mean to “humanize” the experience for our students?</i></p> <ul style="list-style-type: none"> • Student Affairs would personalize the experience for all students • Student Affairs would identify students’ wants and needs • Student Affairs would include students and other constituents/stakeholders in the planning and implementation process • Student Affairs would create an inclusive and diverse community
<p><i>What are core values of the Division of Student Affairs?</i></p> <ul style="list-style-type: none"> • Student Affairs values inclusiveness (e.g. diversity, sense of community) • Student Affairs values integrity and honesty • Student Affairs values education, growth, and learning • Student Affairs values quality and excellence
<p><i>What are the Division’s major strengths?</i></p> <ul style="list-style-type: none"> • The quality <u>people</u> in Student Affairs who are dedicated, committed, and passionate about their work • The strong leadership in Student Affairs and its partnering with students • The Division’s openness to change • The collaboration within Student Affairs and between Student Affairs and other University constituents and stakeholders • The Division’s efficient use of limited resources
<p><i>What does the Division lack (competencies, resources, etc.) to be effective?</i></p> <ul style="list-style-type: none"> • A lack of organizational identity • A minimum standard of services at non-University Park locations • A lack of resources, both fiscal and human • A lack of a consistent mission and systemic buy-in from all constituents in Student Affairs
<p><i>What are some critical trends that Student Affairs needs to be aware of?</i></p> <ul style="list-style-type: none"> • The influence of internal and external legislation (e.g. Patriot Act, etc.) • The changing demographics of Pennsylvania (e.g. decrease in projected number of high school graduates, increase in number of non-traditionally aged students, etc.) • The increase in the awareness of accountability • The trend to see students as partners in their higher education experience as compared to clients or customers
<p><i>What are the challenges and opportunities facing Student Affairs?</i></p> <ul style="list-style-type: none"> • The reallocation of resources due to current fiscal constraints to maintain quality with fewer resources • The need for collaboration both within Student Affairs and between Academic Affairs and Student Affairs • The sense of a “divided institution” in regards to the differences between University Park and the campus college locations • The recruitment and retention of quality staff (e.g. professional development)

**I. Table 2: Achievement of Strategic Performance Indicators
From 2002-05 Planning Cycle**

TABLE 2: ACHIEVEMENT OF STRATEGIC PERFORMANCE INDICATORS FROM 2002-05 PLANNING CYCLE	
Goal 1: Improve the Quality of Educational Programming That Supports the University Mission	
1. Offer at least 3 new online programs each of the next three years	Partially Completed
2. Average Program Evaluation Scores 90 percent good to excellent	Completed
Goal 2: Improve the Quality of Services That Support the University Mission	
3. Annual increases of 5 percent in external contracts and awards	Not Completed
4. Fundraising targets on schedule	Completed
5. Income/support ratio at 1/1 by 2005	Not Completed
6. Client/customer satisfaction results exceed 90 percent good to excellent rating	Partially Completed
Goal 3: Recruit and Retain High Performing Staff	
7. At least 95 percent of staff maintains current PAA records each year	Completed
8. Percent of full-time staff who are classified "underrepresented" annually increases	Partially Completed
9. Staff satisfaction survey overall results in 90 percent good to excellent rating	Partially Completed
10. Overall client/customer satisfaction rating 90 percent good to excellent	Partially Completed
Goal 4: Upgrade Division Facilities, Space and Equipment	
11. Provide user satisfaction results annually with a 90 percent rating good to excellent	Partially Completed
12. Maintain customer usage trends for all facilities and report annually	Not Completed
Goal 5: Improve the Use of Information Technology And Enhance Our Web Presence	
13. Positive levels of staff satisfaction with response to Help Desk calls (as measured by ongoing Web-based survey) will exceed 90 percent for each of the next three years	Completed
14. Student Affairs network 'downtime' will be less than 1 percent during scheduled business hours during each of the next three years	Completed
15. Staff evaluations of new staff training programs on IT topics offered during each of the next three years will be positive	Completed
16. The Division will annually increase the number of Web-based services offered to students	Completed
Goal 6: Enhance Our Relationships With Students and Other Stakeholders	
17. Annual report stakeholder satisfaction results exceeding 80 percent positive satisfaction	Partially Completed
18. External Reviews (two per year) of Campus College and University Park Student Affairs functions	Partially Completed
19. Student Satisfaction Survey overall positive results exceed 60 percent at Campus College and 75 percent at University Park	Completed
Goal 7: Increase Knowledge of Student Opinion, Enhance Outcomes Assessment and Program Evaluation	
20. Conduct 12 Pulse surveys each year	Completed
21. Maintain an average 65 percent overall Pulse student participation rate	Partially Completed
22. Conduct comprehensive student satisfaction survey every three years	Completed

J. References

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