SHIPPENSBURG UNIVERSITY

PROGRAM PLANNING AND BUDGET GUIDELINES

FOR

2017-18 AND 2018-19

Issued by the Office of the President

March 2017
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PREFACE

The purpose of this approach to annual planning at Shippensburg University is to introduce a systematic, coordinated, and continuous process which has as its objective the integration of program, facilities, and financial planning. Further, its purpose is to induce on the part of faculty, administrators, and non-instructional associates an attitude that planning is the inherent responsibility of both academic and administrative personnel at all levels of the University, and that systematic planning is a major element of institutional management. The emphasis is on maintaining a dynamic and continuous planning process involving constant monitoring, evaluation, and updating as changing goals, priorities, and resources may dictate. Resource allocation is a direct consequence of program planning and assessment. The result of this process is a comprehensive planning document to be used as a guide for more rational and equitable decisions and a more orderly pattern of institutional development.

This approach to planning is guided by the conviction that there is a higher probability that planning done in a systematic and orderly manner, which is based on assessment results, will be successful planning as compared to that which is done on a random basis. Likewise, planning which has the greatest participation by persons who will carry out its results also will have a higher probability of success than that which is not attended to by those who will have to implement it.

The Program Planning and Budget Guidelines provide direction, reporting formats, and information that provide reporting uniformity, comparability, and efficiency to the planning process. As a result, useful, complete, timely, and internally consistent planning information is provided to the appropriate decision-makers in a rational way.
DEFINITION OF TERMS

Program and Budget Plans: Those documents prepared annually by all program managers which outline their plans for the next three years and which include budget requests indicating the resources needed to support those plans. More specifically, the Program and Budget Plans include:

a. maintenance/enhancement goal statements for the forthcoming fiscal year and for the following year of two-year planning cycle;
b. budget request forms for maintenance/enhancement goal statements for the forthcoming year;
c. new goal statements for the forthcoming fiscal year and for the final year of the two-year planning cycle. The statements for the final year include a statement of resource impact; and
d. budget request forms and complement request forms for new goals for the forthcoming fiscal year.

Maintenance/Enhancement Goals: A statement, which describes an established program, activity, or service whose level of activity may remain stable over the planning cycle or whose level of activity may be improved incrementally and (1) which normally requires sustained resources, or (2) may be funded at an increased level.

Example: To continue to provide students with an opportunity to conduct psychological research (even though this may require the purchase of additional equipment or modification of a facility.)

New Goals: A statement, which describes an initiative for a totally new program, activity, or service or for an established program, activity, or service whose level of activity may be improved substantially and which is consistent with University-wide priorities as articulated in the statement of institutional goals and strategic direction statements. These may require a significant increase in resources, i.e., personnel, facilities, equipment, etc.

Example: To implement a new program whereby students will be engaged in psychological research (which would entail the addition of personnel, space, equipment, etc.).

Example: To implement an internal auditing program (which would entail additional personnel, hardware, software, furniture and equipment, space, etc.).
Shippensburg University’s annual strategic planning and budgeting process addresses two planning years. As a result of intensive discussion by the President’s Cabinet at a series of annual administrative retreats and recommendations from the Planning and Budget Council of the University Forum, strategic directions statements which complement the University’s mission and goals are developed and refined. These provide a guideline for the direction of the University and serve as the basis for specific, quantifiable goals, which the University hopes to attain during the planning period. The strategic directions statements are based upon a number of assumptions about internal and external influences upon the programs, services, and activities of the University. They are developed within the ten major areas of admissions, enrollment, and retention; academic programs and services; student affairs and activities; technology; human resource development and personnel management; equal educational and employment opportunities; institutional assessment, effectiveness, and advancement; governance organization and administration; fiscal planning and management; and physical facilities resources. These ten major areas will be subject to revision as efforts continue to implement our new Strategic Plan.

In support of these strategic directions statements, program managers, e.g., vice presidents, college deans, department chairpersons, and administrative officers, then develop for their respective areas goals and objectives (hereafter referred to as Program and Budget Plans) for each of the two planning years. Included in the Program and Budget Plans are budget request forms for the funding for the next fiscal year both of maintenance/enhancement goals and of new goals as articulated in the Program and Budget Plans. Those Program and Budget Plans subsequently determined to be consistent with the strategic directions statements are funded through the annual allocation process. Finally, through a series of regularly scheduled review sessions, program managers are held accountable for the implementation of the goals, objectives, and strategies for their areas.

This institutional planning process complements the PaSSHE-wide planning effort initiated by the Chancellor’s Office. The University mission, goals, and strategic directions statements are consistent with PaSSHE’s strategic initiatives.
STRATEGIC PLANNING AND BUDGETING PROCESS – DESCRIPTION

President of the University, the President’s Cabinet, and the Planning and Budget Council:

The planning process begins with the President of the University and the President’s Cabinet.

Preliminary to the development of annual Program and Budget Plans by academic departments and administrative offices, the President of the University and the President’s Cabinet perform two important functions:

a. The Cabinet reviews and, if necessary, recommends changes to the statement of the institutional mission and goals for the next planning year.

b. The Cabinet attempts to make more precise the statements of assumptions, which identify internal and external factors affecting the University in the following categories: admissions, enrollment and retention; academic programs and services; student affairs and activities; technology; human resource development and personnel management; equal educational and employment opportunities; institutional assessment, effectiveness, and advancement; governance, organization, and administration; financial planning and management; and physical facilities resources.

Upon reaffirmation or revision of the statement of institutional mission and goals and the strategic direction statements for the University based on the University’s Strategic Plan, the President and Cabinet officials develop planning assumptions for the next planning year and beyond.

The statement of institutional mission and goals, the statement of assumptions, and the strategic directions statements are shared with the Planning and Budget Council for review and comment. After review and comment by the Planning and Budget Council, and upon reaching consensus among Cabinet officers, these strategic directions statements serve as the basis for the development by program managers, e.g., vice presidents, college deans, departmental chairpersons, and administrative officers, of Program and Budget Plans for their respective areas which include (1) a priority listing of goals and objectives for the next planning year and beyond; (2) implementation strategies to attain these goals, including an assessment of required resources included in the accompanying budget request forms; (3) the identification of individuals responsible for implementing these strategies; and (4) a time frame for completion.

The Provost, in collaboration with the Academic Affairs Council, Deans, and College Councils, has responsibility for matching established academic goals, priorities and planning assumptions with projected fiscal resources and for recommending to the President and through the Provost suggested ways of funding continuing programs and the implementation of new ones.
**Academic Department and Administrative Office Program Plans:**

At the level of the academic department and administrative office, each program manager, i.e., department chairperson, director of career development, etc., coordinates the preparation of Program and Budget Plans for the next three years. Each is prepared according to Program Planning and Budget Guidelines developed in cooperation with the Executive Management Team and the Office of the President.

The **Program and Budget Plans** contain in priority order:

a. detailed program proposals for the fiscal year immediately ahead (2017-18) submitted in the format shown in Attachment A;

b. budget request forms both for maintenance/enhancement and new goals for fiscal year 2017-18 only submitted in the formats shown in Attachment B, C, and D; and

c. less detailed but substantive program proposals for the planning cycle of 2018-2019 submitted in the format shown in Attachment A.

**College and Comparable Administrative Unit Program and Budget Plans:**

The **Program and Budget Plans** prepared by individual academic departments are reviewed and evaluated at the level of the respective college deans. In the case of administrative offices, they are reviewed and evaluated by the Provost or appropriate vice president.

The college dean, Provost, or vice president has the independent right and duty to disagree with any proposed planning activity (and accompanying budget request[s]) which in his/her professional judgment is inappropriate and to determine its validity with respect to the strategic directions statements, past performance, university policies, internal and external assumptions, and financial feasibility. Under such circumstances, discussion should be held with the department chairperson or program manager and a reasoned explanation given as to why the planning activity and accompanying budget request(s) cannot be supported.

Each college dean, Provost, or vice president modifies the **Program and Budget Plans** as necessary, identifies priorities, and prepares a composite organizational-unit level program plan. Concurrently, he/she prepares a budget request summary in the format shown in Attachment E for maintenance/enhancement goals and in the format shown in Attachment F for new goals. These summaries must correspond with the **Program and Budget Plans**, as modified, submitted by the respective program manager. A report of planning decisions made at the level of the college dean, provost, or vice president is shared with the respective academic department and administrative office.

**Provost and Vice Presidential-Level Program Plans:**

The composite organizational unit program plans and budget request summaries prepared by college deans are reviewed and evaluated by the Provost. Program plans and budget requests prepared by program managers in the external affairs and university relations area, in the administrative and finance area, in the student affairs area, and in the enrollment, technology and library services area, are reviewed and evaluated by the Associate Vice Presidents for Administration & Finance; the Vice President for Enrollment Management, Technology & Library
Services; the Vice President for Student Affairs; and the Vice President for External & University Relations, respectively. The Provost and vice presidents identify priorities and prepare for their respective areas a composite vice presidential-level program plan. Concurrently, he/she prepares a budget request summary in the format shown in Attachment E for maintenance/enhancement goals and in the format shown in Attachment F for new goals. These summaries must correspond with the Program and Budget Plans, as modified, submitted by the respective program manager. A report of planning and budget decisions made at the vice presidential level is shared with the respective organizational unit or administrative office.

University Program and Budget Plans:

A copy of the Provost and vice presidential program plans including the budget request summary and all original Program and Budget Plans, as modified, from their respective program managers are forwarded to the Office of the President and to the Budget Office. The Executive Management Team and the Office of the President prepare the first draft of the University Program and Budget Plans.

Concurrently, using the operating budget requests for the fiscal year immediately ahead, the Budget Office prepares a Fund Center Commitment Item matrix both for maintenance/enhancement and new goals to display the University’s total non-personnel requests. These totals are added to the Budget Office’s projected calculated personnel costs based upon complement authorizations. Combining the personnel and non-personnel costs produces a comprehensive and accurate statement of dollar requirements for the next fiscal year.

Concurrent with the review and critique of the draft of the University Program and Budget Plans by the President’s Cabinet, the Planning and Budget Council also reviews and critiques the draft of the Plans to determine the Plans’ validity with respect to the strategic directions statements, past performance, university policies, internal and external assumptions, and financial feasibility. The Council advises in the preparation of the final Plans; a report of its planning recommendations is sent to the University Forum.

University Program and Budget Plans and Resource Allocation:

When state appropriations and local augmentations are known, the Budget Office meets with the Executive Management Team to report on resources versus needs. After consulting wherever possible with colleagues, the Executive Management Team collectively makes such adjustments as necessary to the senior-level plans and accompanying budget requests for the next fiscal year to reconcile resources and needs. Failing that, they meet with the President where the final necessary decisions are made to balance projected revenues and expenditures.

Drafting the Final Plans:

Incorporating, where appropriate, the recommendations of the President’s Cabinet and the University Forum, the Executive Management Team and the Office of the President prepare the final version of the University Program and Budget Plans. Upon approval by the President of the University, the final Plans are published and distributed to the campus community and planning decisions are implemented including submitting requests for program approval to the Office of the Chancellor of Pennsylvania’s State System of Higher Education.
The Provost, vice presidents and college deans are responsible for meeting with their respective program managers to explain any changes in their program plans and budget requests required to reconcile available resources with requested needs.

These final plans include the non-personnel dollar allocations to the academic departments and administrative offices to support maintenance/enhancement goals for the forthcoming fiscal year. Upon receipt of those allocations and commencement of the new fiscal year on July 1, budgeted expenditures may commence against the dollar ceilings so established, e.g., equipment orders, travel, supplies, subscriptions, etc.

New goal allocations are determined by the President’s Cabinet in consultation with the Planning and Budget Council, the University Forum, and faculty and student leaders.

These final plans then become the starting point for the next annual planning cycle.
## PLANNING SCHEDULE FOR DEVELOPMENT OF THE 2017-18 PROGRAM AND BUDGET PLANS

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
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<tbody>
<tr>
<td>January-March</td>
<td>Reaffirmation of University mission and goals and adoption of strategic direction statements.</td>
</tr>
<tr>
<td>March 2017</td>
<td>Program Planning and Budget Guidelines issued by the Office of the President.</td>
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<tr>
<td>March 2017</td>
<td>Program managers review and modify Program and Budget Plans for fiscal years 2017-18 and 2018-19.</td>
</tr>
<tr>
<td>April 21</td>
<td>Revised Program and Budget Plans from academic departments to the college dean.</td>
</tr>
<tr>
<td>April 28</td>
<td>Revised Program and Budget Plans from administrative offices due to the appropriate vice president.</td>
</tr>
<tr>
<td>May 5</td>
<td>Deans’ composite organizational unit plans to the Provost and Executive Vice President.</td>
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<tr>
<td>May 19</td>
<td>Provost and vice presidential-level plans to President’s Office and to the Budget Office for compilation.</td>
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<tr>
<td>May 30</td>
<td>Executive Management Team begins review, reconciliation, and allocation decisions with assistance of the Budget Office.</td>
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<tr>
<td>June 2017</td>
<td>President’s Cabinet</td>
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<tr>
<td>July 12 &amp; 13</td>
<td>Board of Governors tuition setting meeting</td>
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<tr>
<td>July 2017</td>
<td>Executive Summary of the Administrative Retreat distributed to President’s Cabinet, Planning &amp; Budget Council, and University Forum. This document encompasses the Program and Budget Plans for the upcoming academic year.</td>
</tr>
<tr>
<td>July 14 - Sept 1</td>
<td>New goal and mini-grant budget allocations are made.</td>
</tr>
<tr>
<td>January 2018</td>
<td>Mid-year review of University Program and Budget Plans and budget status conducted by the President of the University.</td>
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STRATEGIC PLANNING AND BUDGETING PROCESS –
SCHEDULE OF ACTIVITIES

January - March

The President of the University, the President’s Cabinet, and the Planning and Budget Council review the statements of institutional mission and goals and strategic directions statements and develop planning assumptions for setting priorities which will serve as the basis for planning for the next three planning years by program managers.

March

Distribution of the annual Program Planning and Budget Guidelines by the Office of the President to academic departments and administrative offices.

Program Planning and Budget Guidelines include the statement of institutional mission and goals, the statement of assumptions, the strategic directions statements, and instructions for completing academic department and administrative office Program and Budget Plans and budget requests.

Academic departments and administrative offices begin work on their Program and Budget Plans, including accompanying budget requests.

March - May

April - The Program and Budget Plans from individual administrative offices are due in the office of the appropriate vice president.

May - Completed organizational-unit Program and Budget Plans from college deans are due in the Office of the Provost and Executive Vice President.

May-June

May - Completed vice presidential-level Program and Budget Plans and accompanying budget requests are due in the Office of the President and in the Budget Office.

June - The document, University Program and Budget Plans, is prepared by the Office of the President. The Budget Office prepares a Fund Center Commitment Item matrix both for maintenance/enhancement and new goals.

June - University Program and Budget Plans and summary of budget requests are received by the President’s Cabinet and the Planning and Budget Council for review and critique.
July-September

The budget for the coming year is finalized.

September

The Planning and Budget Council completes its review of the Executive Summary of the Administrative Retreat and makes its recommendations of institutional priorities to the President and the University Forum.

Throughout this process, the Budget Office meets with the Executive Management Team to report on resources versus needs. Adjustments are made to the University Program and Budget Plans and accompanying budget requests as necessary.

The Executive Summary of the Administrative Retreat encompasses the final version of the University Program and Budget Plans. This Summary is distributed to the President’s Cabinet, Planning and Budget Council, and the University Forum.

Pursuant to decisions made at the Administrative Retreat, the Budget Office announces the non-personnel dollar allocations to the academic departments and administrative offices to support maintenance/enhancement goals for the forthcoming fiscal year. Upon receipt of those allocations and commencement of the new fiscal year on July 1, budget expenditures may commence against the dollar ceilings so established, e.g., equipment orders, travel, supplies, subscriptions, etc. The specific date depends upon legislative appropriations and apportionment by the Chancellor of Pennsylvania’s State System of Higher Education.

February

The Office of the President sponsors a series of review sessions with the Cabinet and the Planning and Budget Council at which time the planning documents are reviewed and discussed, adjustments are made to accommodate constantly changing internal and external conditions, and the planning document is refined further.

Annual reports are submitted by the Executive Management Team to the Office of the President based upon the agreed-upon goals in the planning documents. These reports cite progress toward attaining these goals including unanticipated changes, shortcomings, plans deferred, or issues still in progress.

These annual reports are reviewed at the end of each planning year by the Cabinet and the Planning and Budget Council. The information therein serves as the basis for initial discussion and planning by the President, the Cabinet, and the Planning and Budget Council for the next planning year. The planning cycle, therefore, begins anew.
INSTRUCTIONS FOR DEPARTMENT CHAIRPERSONS AND ADMINISTRATIVE PROGRAM MANAGERS

First, review and revise existing goal statements, objectives, and strategies included in the Program and Budget Plans which you developed for your unit.

Now determine (a) which of these goal statements are still applicable to 2017-18, (b) which are to be modified because conditions have changed, (c) which are to be eliminated, (d) which, as a result of your setting priorities, may be moved to 2018-19 and (e) what entirely new goal statements are to be included for 2017-18 and beyond. Remember that your goals should be focused and precise, and that priorities should be set.

Next, develop Program and Budget Plans (goals, objectives, and strategies) for the next two planning years –2017-18 and 2018-19.

You will be focusing in detail on your programs of work for 2017-18. You also will be preparing less detailed but substantive program proposal for 2018-19.

Maintenance/Enhancement Goals versus New Goals

For each planning year, your Program and Budget Plans will contain both “maintenance/enhancement goals” and “new goals” statements. Please refer to the DEFINITION OF TERMS section for complete definitions and examples.

The Next Fiscal Year: 2017-18

For 2017-18, first list your maintenance/enhancement goals in priority order in your Program and Budget Plans in the format shown in Attachment A.

The accompanying budget requests to support these maintenance/enhancement goals should be in the format shown in Attachments B and D.

Please note that these requests must include funding for all of the department’s service maintenance contracts and equipment lease/purchase contracts identified as existing or new.

Budget requests for funding to support maintenance/enhancement goals must include funding requests for Central Services – duplicating/printing, postage and publications. Following are definitions for each of these objects.

Duplicating/Printing (Commitment Item 820100): The duplicating a department has done in the campus printing facility.

Postage (Commitment Item 820200): The postage placed on a department's outgoing mail, UPS, express mail, Federal Express, certified mail, business reply, postage due, stamps, and bulk mail.
Publications (Commitment Item 820500): The printing of publications for your department performed in the University’s central printing facility.

The narrative statements in Attachments B and D should be expanded as necessary to reference the appropriate maintenance/enhancement goal(s) for which resources are being requested.

For 2017-18, next list your new goals in priority order in your Program and Budget Plans in the format shown in Attachments C and D.

Please note that new goal funding requests must also include funding for Central Services.

You now have completed the planning process for the first of two planning years, i.e., 2017-18. Move now to the final year of the planning process, 2018-19.

Planning Year 2018-19

For 2018-19, list those less detailed but substantive new goals in priority order in your Program and Budget Plans in the format shown in Attachment A. You are asked also to repeat your list of maintenance/enhancement goals for these two planning years. When the planning process cycle continues next year, these less detailed plans for these two years are "moved up" in the cycle and then become even more specific.

The format requires you to present in priority order your goals, objectives, strategies, initiation date, and individual(s) responsible. It requires you also to provide an indication of the impact of these proposed new or enhancement goals on the operating budget for the years in question.

Finally, forward your revised Program and Budget Plans to your college dean by April 21 and to your vice president by April 28, 2017.
INSTRUCTIONS FOR ACADEMIC DEANS AND VICE PRESIDENTS

The Program and Budget Plans and accompanying budget request forms prepared by individual academic departments are reviewed and evaluated at the level of the respective college deans. In the case of administrative offices, they are reviewed and evaluated by the respective vice president.

The college dean, Provost, or vice president has the independent right and duty to disagree with any proposed planning activity (and accompanying budget request[s]) which in his/her professional judgment is inappropriate and to determine its validity with respect to the strategic direction statements, past performance, university policies, internal and external assumptions, and financial feasibility. Under such circumstances, discussion should be held with the department chairperson or program manager and an explanation given as to why the planning activity and accompanying budget request(s) cannot be supported.

Each college dean, Provost, or vice president modifies the Program and Budget Plans and accompanying budget request(s) as necessary, identifies priorities, and prepares a composite organizational-unit program plan. Concurrently, he/she prepares a budget request summary in the format shown in Attachment E for maintenance/enhancement goals and in the format shown in Attachment F for new goals. These summaries must correspond with the Program and Budget Plans, as modified, submitted by the respective program manager. A report of planning decisions made at the level of the college dean, Provost, or vice president is shared with the respective academic department and administrative office.

The composite organizational unit plan from each college dean is forwarded to the Provost and Executive Vice President on/about May 5, 2017.

The composite organizational unit program plans and budget request summaries prepared by college deans are reviewed and evaluated at the level of the Provost and Executive Vice President. Each vice president identifies priorities and prepares for his/her respective area a composite vice presidential-level program plan. Concurrently, he/she prepares a budget request summary in the format shown in Attachment E for maintenance/enhancement goals and in the format shown in Attachment F for new goals. These summaries must correspond with the Program Plans, as modified, submitted by the respective program manager. A report of planning and budget decisions made at the vice presidential level is shared with the respective organizational unit.

A copy of the vice presidential-level program plans including the budget request summary and all original Program and Budget Plans, as modified, from their respective program managers is forwarded to the Office of the President and to the Budget Office on/or before May 19, 2017 for compilation.

Review Sessions: The Office of the President will sponsor a series of review sessions with the Cabinet and the Planning and Budget Council throughout the academic year at which time the planning documents are reviewed and discussed, adjustments are made to accommodate constantly changing internal and external conditions, and the planning document is refined further. College deans and vice presidents also are responsible for establishing a regular
schedule of review sessions to assess the progress made by academic departments and administrative offices in implementing the approved activities for their areas.

Annual Reports: College deans and vice presidents also will submit annual reports to the Office of the President based upon the agreed-upon goals in the planning documents. These reports cite progress toward attaining these goals including unanticipated changes, shortcomings, plans deferred, or issues still in progress. These annual reports are reviewed at the end of each planning year by the Cabinet and the Planning and Budget Council. The information therein serves as the basis for initial discussion and planning by the President, the Cabinet, and the Planning and Budget Council for the next planning year. The planning cycle, therefore, begins anew.
PLANNING UNITS

President’s Office

Provost and Executive Vice President

Associate Provost/Dean of Graduate Studies
Associate Provost/Dean of Academic Outreach & Innovation
Dean, School of Academic Engagement & Student Support
Dean of the College of Arts & Sciences
  Department of Art & Design
  Department of Biology
  Department of Chemistry and Biochemistry
  Department of Communication/Journalism
  Department of Computer Science & Engineering
  Department of Economics
  Department of English
  Department of Geography/Earth Science
  Department of History/Philosophy
  Department of Human Communication Studies
  Department of Mathematics
  Department of Modern Languages
  Department of Music/Theatre Arts
  Department of Physics
  Department of Political Science
  Department of Psychology
  Department of Sociology/Anthropology
Dean of the College of Business
  Department of Accounting & MIS
  Department of Finance & Supply Chain Management
  Department of Management/Marketing/Entrepreneurship
Dean of the College of Education & Human Services
  Department of Counseling & College Student Personnel
  Department of Criminal Justice
  Department of Educational Leadership & Policy and Special Education
  Department of Exercise Science
  Department of Military Science
  Department of Social Work/Gerontology
  Department of Teacher Education
  Grace B. Luhrs University Elementary School
Director of the Institute for Public Service
Director of Institutional Research
Director of Social Equity
Associate Vice Presidents for Administration & Finance

Associate Vice President for Facilities Management & Planning
Administrative Services
Director of Public Safety
Human Resources

Vice President for Enrollment Management, Technology & Library Services

Associate Vice President for Enrollment Management
Associate Vice President for Technology & Library Services and Dean, Library and Academic Tech Support Services
Associate Vice President for Technology & Library Services and Director of Systems & Applications
Director of Instructional Design & Web Technologies

Vice President for External & University Relations

Director of Camps & Conferences
Director of University Communications & Marketing
Alumni Office
Luhrs Performing Arts Center

Vice President for Student Affairs

Associate Vice President for Student Affairs and Dean of Students
Director of Athletics
Director of Career Development
Director of the Ceddia Union Building
Director of Counseling Services
Director of Multicultural Student Affairs
Director of University Health & Emergency Services
Director of Women’s Center
MISSION OF THE UNIVERSITY

Student learning and personal development through highly effective and innovative teaching, complemented by a wide variety of out-of-class experiences, continue to serve as the hallmarks of a Shippensburg University education.

CONTEXT

The ultimate goal is to have students develop to their utmost the intellectual, personal, and social capabilities they need to perform as competent citizens prepared to embark on a career immediately upon graduation or after advanced study.

Committed to public service and community-centered in its relationships to the region, the university works closely and collaboratively with other organizations at institutional, programmatic and individual levels to develop common goals, share resources, and invest cooperatively in the future of the region.

VISION

To be recognized as a premier public (comprehensive) university in providing high quality education for students and a wide array of programs and services to meet the needs of South Central Pennsylvania and beyond.

Overall, our purpose is to help build a better, stronger South Central Pennsylvania and beyond, economically and culturally, through recruiting, retaining, and developing students, faculty, and staff who have the abilities, skills, and values to compete and contribute to their community in an evolving world.
VALUES

STUDENT CENTERED
We provide all students — undergraduate, graduate, non-traditional, as well as non-degree seeking students — with access to high quality and challenging programs, co- and extracurricular activities, individual advisement and mentorship, support services, facilities, an resources to succeed at Shippensburg University ad excel in their careers. We recruit and retain well-qualified faculty who have a passion for teaching and administrators whose greatest priority is providing high-quality educational, administrative, and support services for these students.

ENGAGEMENT
We encourage all members of the campus community to be full partners in all aspects of our local and extended community. In addition to formal educational experiences, this includes participation in shared university governance, campus events and organizations, community service, student recruitment and retention, and alumni relations as well as being engaged citizens at the local, state, and national level.

LEARNING
The pursuit and generation of knowledge through intellectual engagement and integrated learning are at the forefront of our mission. We provide a quality, comprehensive, and distinctive education that develops broadly educated individuals who will learn, lead, and adapt throughout their lifetimes. We value the importance of classroom instruction and the responsible application of instructional technologies, competency-based learning, and self-acquired knowledge and skills. Experiential learning such as student-faculty research internships, study-abroad programs, and service learning projects that enhance campus and surrounding community life are essential parts of the overall learning experience.

ACCESS AND EQUITY
We are a thriving campus community that strives for diversity among its members and equal access to educational and support resources for all. We value social equity and multiculturalism as a means of promoting institutional innovation, problem solving, justice, fairness, and understanding.

INNOVATION
We are committed to continually improving our programs and services based on emergent trends and technologies, research-based practices, and professional standards. We also value the significant contributions made by student-faculty research to the growth and vitality of academic and professional disciplines and to the development of an “entrepreneurial spirit.”

COMMUNITY
We are the Shippensburg University family. Relationships among current and former students, faculty, staff, and administrators are characterized by trust, mutual respect, support, communication, cooperation, and acceptance, and they last a lifetime. We take seriously our impact on the Borough of Shippensburg and the surrounding municipalities and value our collaborations with businesses and organizations in the region, the Commonwealth of Pennsylvania, our nation, and the world. These collaborations and relationships provide students with real-world experiences and connections that reach far beyond the borders of Shippensburg University.
GOALS AND STRATEGIC DIRECTIONS STATEMENTS
RELATED TO THE MISSION AND VISION OF THE UNIVERSITY

Strategic Directions

STUDENT LEARNING AND ENGAGEMENT Build upon and support a personalized, balanced learning environment that engages students by utilizing high impact practices and providing additional experiential learning opportunities in the classroom and through co-curricular activities.

EXCELLENCE AND INNOVATION Enhance and promote areas of pre-existing excellence and a supportive climate of innovation.

COMMUNITY AND REGIONAL COLLABORATION Continue to practice civic engagement and collaboration among campus members. Our intent is to sustain and strengthen connections to the broader community and region.

Strategies

STUDENT LEARNING AND ENGAGEMENT

Support the central role of faculty in student learning and success and promote cross divisional as well as other collective and individual initiatives to

- Innovate and scale up successful practices to enhance the learning experience
- Diminish unnecessary barriers to progression and completion
- Review and redesign academic and non-academic policies as needed
- Provide students early feedback as well as flag and address early signs of risk
- Foster advising encompassing curricular as well as co-curricular student learning opportunities
- Provide mentoring experiences to foster sense of belonging and self-efficacy

Encourage learning that engages students through innovative pedagogy and by providing additional outside of the classroom experiential learning opportunities.

- Promote the use of technology that increases students’ engagement in learning and to access learning resources outside of the classroom (reserving class time for deeper analysis of the content).
- Promote the value of and increase opportunities for high impact learning experiences including
  - Entry year seminars and experiences
  - Common intellectual experiences, such as campus-wide reading
  - Learning communities
  - Writing intensive courses
  - Undergraduate research/student-faculty research/conferences
  - Service learning/community-engaged learning
  - Collaborative assignments and projects
- Study abroad and international exchange programs as well as other diversity/global learning
- Internships
- Capstone courses and projects

Foster the notion that holistic education takes place outside as well as inside the classroom.

- Expand Orientation/Academic Day activities and other entry year experiences to provide guided curricular and co-curricular activities throughout the first year.
- Develop a living-learning program for students residing in on-campus housing and a campus involvement program for commuter students.
- Expand community service opportunities for all students and establish a center to coordinate these activities.
- Expand and coordinate multicultural and international exchange initiatives and programs to support student learning in areas such as: international studies, modern languages, global business, etc.
- Develop a student leadership academy.
- Expand career development programs and services to help students obtain suitable employment, pursue an entrepreneurial interest, or gain admission to graduate school and, overall, to enhance career satisfaction of graduates.
- Develop ways of accounting for and celebrating individual student experiences that occur outside the classroom and involve significant learning (such as, service learning, military experience, or other self-acquired knowledge).

Promote academic success for students who come from a variety of backgrounds and with a range of experiences.

Recruit, retain, and develop high quality students.

- Provide greater academic and social support services for all students.
- Expand academic enhancement and support services for at-risk students, athletes, international students, and students generally by delivering services in new locations and using various modalities (such as in residence halls and through the use of technology).
- Expand high-impact learning activities, e.g., living-learning opportunities and undergraduate research.
- Expand successful pilot initiatives related to advising /mentoring students and develop additional advising tools built on student data and research on student success

Recruit, retain, and develop high quality faculty, representing an innovative cadre of teacher-scholars.

Rely upon national searches for terminally qualified faculty who demonstrate outstanding and student centered teaching as well as capacities for excellence in scholarship and service.

Recruit, retain, and develop staff, and administration dedicated to supporting student learning and engagement.

Continue to seek well-qualified personnel to provide administrative, educational, and student support services of the university that are essential to student learning and engagement.
Support faculty and recognize staff that are dedicated to promoting academic success in curricular and co-curricular activities

- Commit adequate funding for professional development.
- Expand opportunities for professional development training to high-impact practices.
- Provide continued recognition of all personnel with respect to their contributions to the university's mission.

EXCELLENCE AND INNOVATION

Develop and enhance academic programs and pedagogies of excellence that are simultaneously grounded in the hallmarks of a liberal arts education; develop independent, innovative, and analytic thinkers; are at the cutting edge of their field; and meet the workplace needs of the region.

- Develop new and strengthen existing academic programs and facilities in science, technology, engineering, and math (STEM), and other programs, including professional doctorates that complement and support the 21st century information-based economy.

Develop innovative pedagogies and means to offer courses, programs, and services for new markets and audiences, and that are responsive to the changing needs and high-demand careers of regional and state communities and organizations.

Develop a means to systematically inventory, track, assess, and report the impact of activities that represent the University’s areas of excellence and innovation.

Promote a diverse community that supports cultural and social differences.

Establish an environment and processes that facilitate and reward creativity and innovation that enhances the mission of the University.

Enhance enrollment management, with a more strategic approach and more aggressive implementation, demonstrating excellence and innovation.

Develop and implement a strategic marketing and engaging advocacy plan that promote the University’s areas of excellence to prospective students, alumni, the community, and the legislature.

Recruit and retain faculty who will promote an academic culture of excellence, scholarship, and innovation.

Recruit, retain, and develop high quality faculty, staff, management, and administrators to provide the administrative, educational, and student support services of the university that are essential to excellence and innovation.

Establish and promote continued education opportunities in employee development and supervisory and administrative leadership skills and practices to promote excellence and innovation.
Develop campus physical facilities to more adequately support current programs and services as well as future directions and maintain a facilities master plan to assure efficient and effective allocation and use of space, long-term viability of facilities through adequate maintenance and repair programs, and regulatory and statutory compliance.

Maintain and enhance resource management systems and procedures that provide timely and accurate information and assure sufficient accountability and compliance.

Continue to identify, examine, align, and allocate resources to meet institutional priorities while maintaining fiscal responsibility and enhancing academic excellence.

COMMUNITY AND REGIONAL COLLABORATION

Leverage student, faculty and staff areas of interest and expertise to meet community needs and interests.

Promote multiple methods of student, faculty and staff community engagement including, but not limited to, service learning, community based research, professional service, volunteerism and civic engagement.

Fully engage SU alumni and friends in ongoing aspects of the university including recruitment, retention, career planning, fundraising and advocacy for the university.

Coordinate and strengthen community-university relationships.

Increase recognition and impact of the connection between regional economic growth and the university.

Recruit, retain, and develop high quality faculty, staff, and administrators to provide the administrative, educational, and student support services of the university that are essential to community and regional collaboration.