

**Recommendation and Activities that Support
The 2013-2018 Academic Master Plan
(updated 1-31-14)**

Supporting Recommendations, Initiatives, and Activities

The following recommendations, initiatives, and activities are reflected in this document:

- Equity Scorecard Report for Access (2012)
- Faculty Grants and Fellowships Task Force (2012)
- Transfer Access and Success Committee (2013)

AMP Goals and Objectives

Goal 1: Provide a curriculum and other learning experiences that creatively address the changing needs of a diverse, technology-based, global society.

Academic Affairs will:

1. Provide a rich academic climate that challenges students.

Supported By:

- Transfer Access and Success Committee – Strategy 12, 15-16

2. Offer programs of study that provide the intellectual foundation, context, and current state of the disciplines.

Supported By:

- Transfer Access and Success Committee – Strategy 12

3. Provide a core program that works in concert with major programs to lay the groundwork for self-directed exploration and lifelong learning.

Supported By:

- Transfer Access and Success Committee – Strategy 12

4. Develop students' abilities to navigate the interconnectedness of knowledge.

Supported By:

- Transfer Access and Success Committee – Strategy 12

5. Prepare students to succeed in a world of rapidly changing technologies and global interdependencies.

Supported By:

- Transfer Access and Success Committee – Strategy 12
6. Provide graduate programs of study characterized by intellectual advancement, research and scholarship, and continual development of professional skills.
 7. Assess the curriculum to advance student learning.
 8. Provide pathways for the development of innovative programs, courses, and core experiences.

Supported By:

- Transfer Access and Success Committee – Strategy 11

Goal 2: Cultivate a learning-centered environment to facilitate students’ intellectual growth and success.

Academic Affairs will:

1. Recruit a diverse and highly qualified student body.

Supported By:

- Equity Scorecard Report for Access – Recommendations 1-8
- Transfer Access and Success Committee – Strategies 1-7, 13, 19

2. Provide a multi-faceted network of support services that meet all students’ academic needs.

Supported By:

- Equity Scorecard Report for Access – Recommendations 3, 5-8
- Transfer Access and Success Committee – Strategies 5, 8-11, 13-14, 16-20

3. Support strategies that enhance student persistence and retention.

Supported By:

- Equity Scorecard Report for Access – Recommendations 5-8
- Transfer Access and Success Committee – Strategies 1, 5, 7-11, 13-14, 16-20

4. Offer small classes where students will receive personalized attention and evaluations that promote intellectual growth.

5. Encourage and facilitate collaborative learning opportunities.

Supported By:

- Transfer Access and Success Committee – Strategy 18

6. Increase coordination and collaboration among the component parts of Academic Affairs.

Supported By:

- Equity Scorecard Report for Access – Recommendations 1-8
- Transfer Access and Success Committee – Strategies 1, 8-11, 13-15, 19-20

7. Increase coordination and collaboration among Academic Affairs, other SU divisions, and the SU Foundation in order to enhance student learning.

Supported By:

- Equity Scorecard Report for Access – Recommendations 1-8
- Transfer Access and Success Committee – Strategies 4, 6, 10-11, 15, 17, 19-20

8. Support the development of a physical campus environment that engages and inspires creativity and intellectual activity.

Supported By:

- Transfer Access and Success Committee – Strategy 11

Goal 3: Enrich connections among the liberal arts, professional and graduate education, and the community to deepen disciplinary and professional understanding.

Academic Affairs will:

1. Promote and support experiential learning, including undergraduate and graduate research, field work, internships, service learning, and other creative learning activities beyond the classroom.
2. Support faculty in their roles as academic and professional mentors.

Supported By:

- Transfer Access and Success Committee – Strategy 14, 19

3. Forge new bonds and strengthen existing connections between the university and the surrounding community.

Supported By:

- Equity Scorecard Report for Access – Recommendations 1, 3, 5
- Transfer Access and Success Committee – Recruitment and Admissions Strategies, Strategy 6

Goal 4: Foster a stimulating scholarly environment for students, faculty, and staff that advances knowledge and that enhances the quality of the curriculum.

Academic Affairs will:

1. Recruit and retain a highly qualified and diverse faculty.

Supported By:

- Faculty Grants and Fellowships Task Force – Recommendations 1-12

2. Support faculty research, scholarship, and professional development.

Supported By:

- Faculty Grants and Fellowships Task Force – Recommendations 1-12
- Transfer Access and Success Committee – Strategy 19-20

3. Align resources and organizational structures to support academic priorities.

Supported By:

- Equity Scorecard Report for Access – Recommendations 1-8
- Faculty Grants and Fellowships Task Force – Recommendations 1-12
- Transfer Access and Success Committee – Strategies 9, 11, 12, 14, 19-20

4. Promote a rich intellectual exchange among students, faculty, and staff.

Supported By:

- Equity Scorecard Report for Access – Recommendations 1-8
- Faculty Grants and Fellowships Task Force – Recommendations 1-12
- Transfer Access and Success Committee – Startup Activities Strategies, Strategy 11, 15, 18-20

5. Provide dedicated administrative support for the pursuit, acquisition, and management of grant activities.

Supported By:

- Faculty Grants and Fellowships Task Force – Recommendations 1-12

6. Support interdisciplinary collaborations for program development and research.

Goal 5: Cultivate global understanding, cross-cultural exchange, and an international perspective across the curriculum and university community.

Academic Affairs will:

1. Foster an appreciation for diverse international perspectives and cultures.

Supported By:

- Equity Scorecard Report for Access – Recommendations 1-8

2. Promote an understanding of the common characteristics and concerns of globalized societies.

Supported By:

- Equity Scorecard Report for Access – Recommendations 1-8

3. Challenge and broaden the worldviews of members of the university community.

Supported By:

- Equity Scorecard Report for Access – Recommendations 1-8

Goal 6: Cultivate leadership, integrity, social responsibility, and civic engagement to prepare students, faculty, and staff for meaningful contributions to society.

Academic Affairs will:

1. Promote a culture that honors and respects basic human rights through the lifespan.

Supported By:

- Equity Scorecard Report for Access – Recommendations 1-8

2. Foster a campus climate of respect, courtesy, personal responsibility, and collegiality.

Supported By:

- Equity Scorecard Report for Access – Recommendations 1-8

3. Promote personal and professional character, values, and ethics.

Supported By:

- Equity Scorecard Report for Access – Recommendations 1-8

4. Encourage a culture that extends the academic principle of critical inquiry throughout campus life and that values speaking truth to power.

Supported By:

- Equity Scorecard Report for Access – Recommendations 1-8

5. Promote meaningful participation in campus and community life.

Supported By:

- Equity Scorecard Report for Access – Recommendations 1-8

- Transfer Access and Success Committee – Strategies 10-11, 18

6. Cultivate leaders among students, faculty, and staff.

Supported By:

- Equity Scorecard Report for Access – Recommendations 1-8
- Transfer Access and Success Committee – Strategy 18

7. Nurture the development of collaborations and partnerships that establish SU as a regional leader.

Supported By:

- Equity Scorecard Report for Access – Recommendations 1, 3, 5
- Transfer Access and Success Committee – Strategies 6-7

Goal 7: Cultivate an environment in which the curriculum and culture support accessibility for and inclusion of members of diverse and under-represented populations.

Academic Affairs will:

1. Ensure equitable representation and treatment in all facets of university life.

Supported By:

- Equity Scorecard Report for Access – Recommendations 1-8
- Transfer Access and Success Committee – Strategies 10-12, 14-16, 19-20

2. Encourage open-mindedness and an appreciation of differences.

Supported By:

- Equity Scorecard Report for Access – Recommendations 1-8
- Transfer Access and Success Committee – Strategies 10-12, 14-16, 19-20

3. Support the development of accessible physical spaces and technologies.

AMP Strategies

Strategy A (begin to address in 2012-2014):

Create a focused public relations/marketing plan and designated public relations/marketing committee to oversee implementation and coordination of the plan. The purpose of the plan is to raise the university's profile and to assist in the recruitment of students, faculty, and staff. The plan will also develop a culture of philanthropy that focuses on cultivating the engagement of alumni, potential student employers, and internship placements.

Supported By:

- Equity Scorecard Report for Access – Recommendations 1-8
- Transfer Access and Success Committee – Strategies 4, 6-7

Strategy B (begin to address in 2012-2014):

Adopt a new set of recruitment, tuition, and scholarship policies and programs to increase the academic profile and diversity of the incoming student population, including traditional, transfer, non-traditional, under-represented student populations, veterans, international, and graduate students.

Supported By:

- Equity Scorecard Report for Access – Recommendations 1-8
- Transfer Access and Success Committee – Strategies 1-7, 9, 13, 19

Strategy C (begin to address in 2012-2014):

Investigate and implement approaches to recruit and retain a highly qualified and diverse faculty in order to further enhance the quality of Shippensburg University.

Supported By:

- Faculty Grants and Fellowships Task Force – Recommendations 1-12

Strategy D (begin to address in 2012-2014):

Develop an entry-year experience for all incoming students, including transfer students, to facilitate their transition to the university, to increase students' connection to and engagement with the university community, to increase student retention and success, anchor students in the disciplines, and to improve the academic climate on campus. The entry-year experience and general education curriculum should be informed by and reflect one another.

Supported By:

- Transfer Access and Success Committee – Strategies 8, 10-12, 14, 18-19

Strategy E (begin to address in 2012-2014):

Establish a process and mechanism for the periodic review and revision of the general education curriculum to ensure it meets the needs of 21st century students and workers. The entry-year experience and general education curriculum should be informed by and reflect one another.

Strategy F (begin to address in 2012-2014):

Implement strategies to increase student retention, close the persistence gap, and decrease students' time to degree completion. Investigate the causes of low retention and persistence

rates in SU's under-represented groups, and develop measurable strategies to improve retention and persistence.

Supported By:

- Equity Scorecard Report for Access – Recommendations 1-8
- Transfer Access and Success Committee – Strategies 2, 8-19

Strategy G (begin to address in 2012-2014):

Conduct a careful review of the policies, practices, and resource allocations that control students' movement into and through majors and colleges in order to provide consistency and increase students' access to necessary coursework. This review should be conducted on a two-year cycle that coordinates with the university's budget cycle.

Supported By:

- Transfer Access and Success Committee – Strategies 1-2, 8-9, 13-14, 19

Strategy H (begin to address in 2014-2016):

Identify and develop ways to increase support to graduate students in their programs by using university resources more effectively and providing quality experiences that complement their professional and academic interests. This support can occur through the coordination of field experiences, research, scholarship, service learning, study abroad, and graduate assistantships within the academic program.

Strategy I (begin to address in 2016-2018):

Further develop the library to facilitate its growth as a campus community center and learning commons for teaching, learning and scholarship. Fund initiatives to support the use of the library by students, faculty, and the community.

Strategy J (begin to address in 2015-2017):

Continue funding for academic technology initiatives to ensure quality instruction, engaged learning, and students' facility with relevant, cutting-edge technologies.

Strategy K (begin to address in 2012-2014):

Commit to personal attention and a quality academic experience for students through a low student-to-faculty ratio.

Strategy L (begin to address in 2014-2016):

Further develop the grants office to provide 1) dedicated administrative support for the pursuit, acquisition and management of grant activities, 2) an experienced grant writer/professional to assist faculty and increase the yield rate of SU's external grant applications, and 3) a

streamlined grant financial management process that will enhance scholarship, teaching, and learning.

Supported By:

- Faculty Grants and Fellowships Task Force – Recommendations 1-12

Strategy M (begin to address in 2014-2016):

Establish a periodic review of the faculty evaluation, promotion, and tenure criteria and process in order to clarify expectations, increase transparency of the processes, provide a mechanism for feedback, and ensure that practices important to the mission of the University are tied to the assessment of faculty.

Strategy N (begin to address in 2012-2014):

Improve the academic climate to engage students in the importance of scholarship and critical thought.

Supported By:

- Transfer Access and Success Committee – Strategy 15-16

Strategy O (begin to address in 2012-2014):

Encourage academic innovation and reduce barriers to innovation to ensure that the curriculum reflects SU's scholarly approach and remains current and relevant for the 21st-century workplace and students.

Supported By:

- Transfer Access and Success Committee – Strategies 11, 14-16, 19

Strategy P (begin to address in 2012-2014):

Expand, support, and assess experiential learning activities that provide students with opportunities for skills development and the application of theory to practice. (Sample experiential learning activities include research, internships, field work, service learning, volunteerism, study abroad, collaborative assignments, and capstone projects.)

Strategy Q (begin to address in 2012-2014):

Provide a structure for the regular planning and communication among Academic Affairs, Student Affairs, and student organizations, with the goal of coordinating their activities, enhancing the overall academic climate through increasing opportunities for experiential learning, broadening students' awareness of differences, and increasing students' appreciation of diversity.

Supported By:

- Equity Scorecard Report for Access – Recommendations 1-8
- Faculty Grants and Fellowships Task Force – Recommendations 1-12
- Transfer Access and Success Committee – Strategies 9-12, 14-15, 18-19

Strategy R (begin to address in 2014-2016):

Streamline and coordinate periodic data collection, assessment, and reporting processes at the department, college, and university level to provide relevant and timely information and to facilitate sound decision-making in all areas of the university.

Supported By:

- Equity Scorecard Report for Access – Recommendations 1-8
- Faculty Grants and Fellowships Task Force – Recommendations 1-12