

Appendix 4-1 Program Planning and Budget Guidelines

FORWARD

The 2008-09 fiscal year continues to challenge the University. For FY 2008-09, the Governor has recommended a 3% increase for the Pennsylvania State System of Higher Education. If this recommendation holds, a tuition increase, in the neighborhood of 3.5%, would be necessary to keep PASSHE running in the black. Work must continue to get the appropriations for PASSHE increased while hoping for more reasonable tuition increases.

All units within the University are requested to prepare two budget scenarios. First, each unit is to prepare a straight-line (no increase) budget in the areas of supplies and equipment. Second, if 2-3% increases were available, please provide a listing of how you would use those dollars in 1% increments. Every effort will be made to keep current personnel lines filled. As always, the highest priority will be given to faculty positions.

Please help us to work creatively together to again lead this University through this next fiscal year. Our most important goal is to sustain and enhance the quality of teaching and learning for our students.

I. INTRODUCTION

While the University will continue to utilize an annual planning and budget process with the three-year "window of opportunity," the University finalized its Strategic Plan with the approval of the Council of Trustees in March 2005. This Plan affords the opportunity to move very assertively to adopt new goals and meet existing goals during the next three to five years.

Enhancing the institution's academic quality and reputation will remain paramount. Providing excellent service to students and others will underpin all other goals.

II. ASSUMPTIONS

- A. It is assumed there will be a 3% increase in the base appropriation with a possibility of a 3.5% increase in annual tuition. The University's overall operation and capital budgets associated with each Funds Center should be developed on the basis of a 0% increase in any of the Commitment Item areas and a 2-3% increase (detailed in 1% increments).
- B. The complement will remain steady.
- C. Overall enrollment goals will be increased to exceed to the 2004-05 level. Increases will be welcome with the option of using enrollment to add revenue. There will be no increase in overload, independent study, course by appointment, temporary employment, or overtime.
- D. The University will continue to implement its instructional technology plan.
- E. The University will continue to participate in PASSHE's planning and implementation of the SAP project.
- F. When the State budget is finalized and the Board of Governors makes a decision regarding tuition, further discussions will be held regarding what other appropriate steps the University might need to take to deal with the FY 2007-08 budget year.
- G. The University will continue to meet its annual bond payment of \$550,000 for the academic facilities renovation program.
- H. Dauphin Humanities Center renovation will be completed. Reisner Hall renovation will continue. Design of Huber Arts Center will be completed. Planning for new residence halls will begin.
- I. The University will continue its strategic planning and will include PASSHE strategic goals in the process.
- J. The SU Foundation will increase its commitment to raise funds and friends to support our programs. An additional development officer has been added to support the College of Arts & Sciences.

- K. Academic programs will continue to be redesigned to meet national accreditation standards, for example, Art and Communication/Journalism.

III. SUPPLEMENTAL INSTRUCTIONS

- A. Academic deans should instruct the departments to complete sections of the Program Planning and Budget Guidelines that deal with staffing or new program initiatives.
- B. New goals and academic program initiatives for all departments will be consolidated at the dean's level prior to college plans being forwarded to the Provost.
- C. If enhancement funds are available during the next fiscal year, it is understood the first priority, again, will be to support academic initiatives.
- D. Please refer to the PASSHE Strategic Goals and the University Strategic Plan, where appropriate, include program plans and budget requests which support these goals.

IV. CONCLUSION

Please review the Vision and Mission Statements included in this document. Relational to these statements are the General Goals which have been developed for the University. If you have any questions as you begin to work through your Program Planning and Budget Guidelines for 2008-09, please feel free to contact the Provost or any of the vice presidents.

Thank you for your partnership in this matter. With your continued good work, we will be successful in matching our resources to our needs now and in the future.

William N. Ruud, President

March 2008

SHIPPENSBURG UNIVERSITY

**PROGRAM PLANNING
AND BUDGET GUIDELINES**

FOR

2008-09 THROUGH 2010-11

Issued by the Office of the President

March, 2008

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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. 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 will be successful planning as compared to that which is done on a random basis. 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 and bring 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 final two years of this three-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 two years of the three-year planning cycle. The statements for the final two years 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.).

STRATEGIC PLANNING AND BUDGETING PROCESS – AN OVERVIEW

Shippensburg University's annual strategic planning and budgeting process addresses three 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 opportunity; institutional advancement; governance organization and administration; fiscal planning and management; and physical facilities resources. In the near future, these ten major areas will be subject to revision as efforts are undertaken 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 three 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 Leading the Way.

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 for the next planning year 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 opportunity; institutional advancement; governance, organization, and administration; financial planning and management; and physical facilities resources.

Upon reaffirmation or adoption of the statement of institutional mission and goals and the adoption of a statement of assumptions, the President of the University and Cabinet officers initially propose strategic directions statements for the University 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 Planning and Budget Council, in collaboration with the Provost, 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 (2008-09) submitted in the format shown in Attachment A;
- b. budget request forms both for maintenance/enhancement and new goals for fiscal year 2008-09 only submitted in the formats shown in Attachment B, C, and D; and
- c. less detailed but substantive program proposals for the final two years of the planning cycle (2009-2010 and 2010-11) 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 administrative and finance areas, in the student affairs areas, and in the information technologies and services areas, are reviewed and evaluated by the Vice President for Administration and Finance, by the Vice President for Student Affairs, and by the Vice President for Information Technologies and Services, 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 the Pennsylvania 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 2008-09 PROGRAM AND BUDGET
PLANS**

May - September	Reaffirmation of University mission and goals and adoption of strategic direction statements.
March, 2007	<u>Program Planning and Budget Guidelines</u> issued by the Office of the President.
March, 2007	Program managers review and modify <u>Program and Budget Plans</u> for 2008-09 fiscal year as well as for 2009-10 and 2010-11.
April 11	Revised <u>Program and Budget Plans</u> from academic departments to the college dean.
April 18	Revised <u>Program and Budget Plans</u> from administrative offices due to the appropriate vice president.
April 25	Deans' composite organizational unit plans to Vice President for Academic Affairs.
May 2	Provost and vice presidential-level plans to President's Office and to the Budget Office for compilation.
May 5	Executive Management Team begins review, reconciliation, and allocation decisions with assistance of the Budget Office.
May 12 & 13	Administrative Retreat
June following the Retreat	Budget allocation decisions for maintenance/enhancement level goals distributed to planning units through Provost and vice presidential channels.
June	Executive Summary of the Administrative Retreat distributed to President's Cabinet, Planning and Budget Council, and University Forum. This document encompasses the <u>Program and Budget Plans</u> for the upcoming academic year.
July 16 - October 12	New goal and mini-grant budget allocations are made.
February, 2009	Mid-year review of <u>University Program and Budget Plans</u> and budget status conducted by the President of the University

**STRATEGIC PLANNING AND BUDGETING PROCESS –
SCHEDULE OF ACTIVITIES**

May-September

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

January/February

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.

January-March

March. The Program and Budget Plans from individual academic departments or administrative offices are due in the office of the appropriate college dean, Provost, or vice president.

April. Completed organizational-unit Program and Budget Plans from college deans are due in the Office of the Provost and Vice President for Academic Affairs.

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.

May. 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-October

The President's Cabinet and the Planning and Budget Council review new goal requests, and new goal allocations are made to academic departments and administrative offices for the forthcoming fiscal year. Upon receipt of those allocations, normal and customary expenditures may commence against the dollar ceilings so established, e.g., equipment orders, travel, supplies, subscriptions, etc.

Recommendations resulting from the Plans are implemented through the regular governance structure of the University. The administration, as the executive arm of that structure, is ultimately responsible for the results of the planning process.

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 the Pennsylvania 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 2008-09, (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 2009-10 or 2010-11 and (e) what entirely new goal statements are to be included for 2008-09 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 three planning years –2008-09, 2009-10, and 2010-11.

You will be focusing in detail on your programs of work for 2008-09. You also will be preparing less detailed but substantive program proposals for 2009-10 and 2010-11.

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: 2008-09

For 2008-09, 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 2008-09, 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 three planning years, i.e., 2008-09. Move now to the final two years of the planning process, i.e., 2009-10, and 2010-11.

Planning Years 2009-10 and 2010-11

For 2009-10 and 2010-11, 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 11, 2008, or to your vice president by April 18, 2008.

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 Vice President for Academic Affairs on/about April 25, 2008.

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 Vice President for Academic Affairs. 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 2, 2008 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

Executive Director for Social Equity
Executive Director for University Communications and Marketing
Executive Director for University Relations

Provost and Vice President for Academic Affairs

Associate Provost/Dean of Graduate Studies
Dean of Enrollment Services
Director of Extended Studies
Director of the Institute for Public Service and Sponsored Programs
Director of Institutional Research and Planning
Dean, School of Academic Programs and Services
Dean of the College of Arts and Sciences

Department of Art
Department of Biology
Department of Chemistry
Department of Communication/Journalism
Department of Computer Science
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 & Management Information Systems
Department of Finance & Supply Chain Management
Department of Management/Marketing

Dean of the College of Education and Human Services
Department of Counseling & College Student Personnel
Department of Criminal Justice
Department of Educational Leadership and Policy & Special Education
Department of Exercise Science
Department of Military Science
Department of Social Work/Gerontology
Department of Teacher Education
Gracc B. Luhrs University Elementary School

Executive Vice President/Vice President for Administration and Finance

Associate Vice Presidents for Administration and Finance
Director of Accounting
Executive Director of Facilities Management and Planning
Director of Human Resources
Director of Public Safety
University Safety Coordinator

Executive Vice President/Vice President for Student Affairs

Associate Vice President of Student Affairs for
Campus Programs and Director of the Performing Arts Center
Associate Vice President of Student Affairs and Dean of Students
Director of Athletics
Director of Camps and Conferences
Director of Career Development
Director of Counseling Services
Director of the Ceddia Union Building
Director of Financial Aid & Scholarships
Director of Multicultural Student Affairs
Director of University Health & Emergency Services
Director of Women's Center

Vice President for Technology and Information Services

Assistant Vice President for Technology and Information Services
Dean, Library and Multimedia Services
Director of Information and Computing Technologies

VISION STATEMENT

While sustaining and enhancing its high quality education for campus students, the University strives to maintain and develop an interconnected web of programs and services for citizens, businesses, industries, schools, and governments in Southcentral Pennsylvania.

Overall, the purpose is to help build a better, stronger central Pennsylvania, economically and culturally, through people who have the abilities, skills, and values to compete in a technologically evolving world.

MISSION OF THE UNIVERSITY

Shippensburg University of Pennsylvania is a regional state-supported institution. It is part of the Pennsylvania State System of Higher Education, which is made up of 14 universities located in various geographic regions throughout the Commonwealth. Founded in 1871, Shippensburg University serves the educational, social, and cultural needs of students primarily from Southcentral Pennsylvania. The University enrolls students from throughout the Commonwealth of Pennsylvania, the mid-Atlantic region, the United States, and various foreign countries as well.

Shippensburg is a comprehensive university offering bachelor's and master's degree programs in the colleges of arts and sciences, business, and education and human services. The curricula are organized to enable students both to develop their intellectual abilities and to obtain professional training in a variety of fields. The foundation of the undergraduate curriculum is a required core of courses in the arts and sciences. These courses prepare students to think logically, read critically, write clearly, and verbalize ideas in a succinct and articulate manner; they also broaden students' knowledge of the world, past and present.

The University's primary commitment is to student learning and personal development through effective and innovative teaching and a wide variety of high-quality out-of-class experiences. 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. The personal attention given each student at Shippensburg is reflective of the strong sense of community that exists on campus and the centrality of students within it. The University encourages and supports activities which give students many opportunities to apply the theories and methods learned in the classroom to real or practical situations, such as faculty-student research and student internships. Student life programs and activities complement the academic mission and further assist students in their personal, social and ethical development.

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.

PASSHE Core Area Description	General University Goal	General University Goal #
Student Achievement and Success	Enhance student development opportunities and participation in the residence hall learning environments that are complementary and supportive to curricular programs	7+8
	Provide appropriate computing and information technology to the University community and related groups	11
	Continue as an active leader and participant in collaborative activities with the Pennsylvania State System of Higher Education	17
	Continue to assess and implement strategies to improve student retention	20
University and System Excellence	Emphasize excellence and innovation in teaching and learning through the implementation of a Strategic Plan that results in lifelong purposeful learners	1+2
	Enhance a campus environment which embraces an understanding and appreciation of diversity, using a broad definition of diversity, by providing multi-cultural activities which are complementary to curricular programs and through the creation of an educational environment which is more inclusive.	3+6
	Develop and implement an integrated university-wide marketing program	13
	Continue to assess PASSHE Performance Funding and Funding Formula criteria in planning and implementing new University strategic directions	19
	Continue to invest in the recruitment, retention, and professional development of faculty, staff, and administration	21
Commonwealth Service	Develop and provide collaborative, undergraduate and graduate curricula in the liberal arts, professional fields, science and technology, consistent with the mission and strategic directions of the University, colleges, schools, and academic departments	4
	Enhance and expand opportunities and facilitate participation in community service by members of the university community, with a regional emphasis	5
Resource Stewardship	Maintain and enhance resource management systems and procedures that provide timely and accurate information and assure sufficient accountability and compliance	9
	Continue to develop a more effective and people-oriented approach to the provision of financial, administrative, human resources, facilities, public safety and computing services to the University community through application of technology, staff training and possible functional realignment	10
	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	12
	Continue initiatives and activities that strengthen the work of alumni programming, friend-raising, and overall University enhancement	14
	Encourage and support charitable giving and other related ventures that help meet the University's needs in collaboration with the Shippensburg University Foundation	18
Public Leadership	Continue to enhance the quality of life in the University's service region through economic development initiatives, community relations and public service, shared cultural and educational activities, and athletics	15
	Continue to develop, market, and sustain a vibrant Extended Studies program serving various constituent and regional needs	16

**STRATEGIC DIRECTIONS STATEMENTS
RELATED TO THE VISION, MISSION, AND GOALS OF THE UNIVERSITY**

I. Student Achievement and Success

a) Enhance student development opportunities and participation in the residence hall learning environments that are complementary and support to curricular programs.

- To establish and maintain residence hall environments supportive of academic and social developments;
- To provide health, counseling, career development, financial aid, housing, and food services for all students seeking these services;
- To maintain programming in each residence hall to promote student development;
- To provide leadership training and learning opportunities within the student union and activities programs to promote student development;
- To better develop and coordinate academic advising within all programs including developing an awareness of and support for the need for improved academic advising among non-traditional as well as traditional students;
- To continue to assess the developmental progress of students;
- To provide athletic, recreational, and intramural programs to meet the physical development needs of students;
- To provide a student orientation program which meets the transitional needs of students;
- To maintain an educational/rehabilitative program in alcohol/drug programming;

b) Provide appropriate computing and information technology to the University community and related groups.

- To achieve computer and information literacy for students and faculty by providing resources necessary for teaching and learning through computer-mediated instruction and employing state-of-the-art technology for instruction and academic administration;
- To explore the changes that technological advances can bring to our curriculum;
- To integrate the delivery of information through digital communication into our curriculum and to provide access to this information in both classrooms and residence halls;
- To provide the opportunity for all students to become aware of the application of computer technologies to their individual areas of study.

c) Continue as an active leader and participant in collaborative activities with the Pennsylvania State System of Higher Education.

d) Continue to assess and implement strategies to improve student retention.

- To evaluate and further strengthen currently offered developmental academic programs and courses;
- To consider enrollment growth at the undergraduate level; to increase graduate enrollment in programs below capacity; and to increase enrollments in new graduate programs recently approved and implemented;
- To develop and maintain an enrollment planning and management program which includes a well-defined plan to admit and recruit students with the best academic qualifications with an increase in the number of students ranking in the upper two-fifths of their graduating class and with improved mean CEEB SAT scores; the analysis of demographic data and the definition of the University's primary, secondary, and tertiary markets; new strategies for the recruitment and admission of students; further involvement of college deans and department chairpersons in establishing admission requirements and enrollment levels; and the implementation of improved managerial techniques to utilize admissions personnel most effectively;
- To support as part of an expanded enrollment planning and management program the collection and analysis of demographic, admissions, and enrollment data to be utilized in developing projections and plans for enrollment shifts from program to program and for general enrollment patterns within the University, both at the undergraduate and graduate levels.

II. University and System Excellence

a) Emphasize excellence and innovation in teaching and learning through the implementation of a Strategic Plan that results in lifelong purposeful learners.

b) Enhance a campus environment which embraces an understanding and appreciation of diversity, using a broad definition of diversity, by providing multicultural activities which are complementary to curricular programs and through the creation of an educational environment which is more inclusive.

- To provide additional administrative support and assistance in searching for and attracting women and minority members to the faculty, administration, and non-instructional complement and to encourage equality, recognition, and full participation of women and minority faculty and administrators in the governance of the University;
- To continue to develop a climate of understanding, sensitivity, and support for minority concerns including the adoption of non-discriminatory policies, practices, and language in all aspects of the University's operation;
- To increase the number of minority students admitted to undergraduate and graduate programs through the regular admissions process, to continue to provide increased access to economically and educationally disadvantaged undergraduate students through programs such as the Academic Success Program, to increase the number of transfer students admitted, especially from the Commonwealth's community colleges, and to accommodate the increasing number of full and part-time, non-traditional, undergraduate and graduate students;

- To continue to develop an effective retention program whereby students' academic progress is monitored regularly, characteristics of persisters and non-persisters are identified, and attempts are made to determine the reasons for students remaining or dropping out, thereby resulting in changes in academic and student affairs programs and policies that will increase the students' chances of completing his or her program successfully at Shippensburg and decrease the time-to-degree;
 - To increase the number and percentage of women and minorities within the faculty and administrative complement;
 - To provide multicultural programs to enhance the understanding and appreciation of diversity and to assist in empowering all students to be participating members of campus life and activities;
 - To strive to meet the expectations and guidelines set forth in the University's Affirmative Action Plan and to support the State System of Higher Education's social equity plan and the Commonwealth goals of equal educational and employment opportunities;
 - To provide programming designed to increase awareness of and sensitivity to gender issues, especially as they affect women students and employees.
- c) Develop and implement an integrated university-wide marketing program.
- To develop and implement a University-wide marketing program complementing the University's strategic planning process, which supports especially an aggressive effort to recruit and admit qualified students to the University and which also cultivates awareness and support for the quality and diversity of the University from the many other constituencies which it serves.
- d) Continue to assess PASSHE Performance Funding and Funding Formula criteria in planning and implementing new University strategic directions.
- To maintain effective strategic program planning and assessment processes associated with System and University performance objectives.
- e) Continue to invest in the recruitment, retention, and professional development of faculty, staff, and administration.
- To continue to review and develop improved staffing patterns whereby administrative and non-instructional associates are utilized in the most effective manner in support of administrative functions of the University;
 - To cultivate and improve morale among faculty, students, administrators, and staff associates by developing an internal relations program that elicits their understanding and support for the University's mission and goals and that provides greater opportunity for well-informed members of the University community to contribute to policy formation and to the well-being of the University;
 - To recruit outstanding faculty members and, wherever possible, include incentives such as distinguished chairs and visiting professorships;
 - To plan, coordinate, and implement an expanded professional development program for faculty as well as for administrative and non-instructional associates;

- To maintain a wellness program promoting aspects of physical and mental health.

III. Commonwealth Service

- a) Develop and provide collaborative, undergraduate and graduate curricula in the liberal arts, professional fields, science and technology, consistent with the mission and strategic directions to the University, colleges, schools, and academic departments.
 - To improve the quality of its undergraduate and graduate academic programs by supporting the program review process and relating the outcomes of these assessments to decisions concerning the improvement, change, and/or modification of academic programs. Curricula will be reviewed and modified as changing conditions and student needs dictate, and there will be a continual emphasis upon outcome activities as measures of success in attaining stated goals and objectives in each academic program. New undergraduate and graduate programs will derive from identified need and institutional strengths;
 - To develop through institutional research and through the program review process better measures of quality including but not limited to surveys of student and faculty attitudes and opinions of university services such as the library and computer center, analysis of persisters versus non-persisters, student evaluations of faculty teaching effectiveness, and comprehensive data about activities of program graduates;
 - To continue developing and strengthening the revised general education program, including the emphasizing and reinforcing of higher intellectual skills and creating opportunities for interdisciplinary and integrative learning experiences;
 - To develop and implement major core revisions and other new programs in business, e.g., e-commerce, supply chain management, entrepreneurship, and a business minor;
 - To foster and support collaborative, co-curricular programs to meet the needs of students and employers alike, both in the classroom and outside the classroom. The Academic and Student Affairs divisions will work together to provide complementary programming to meet these needs, especially through the revised general education program;
 - To develop and implement various strategies to enhance the role and quality of the arts and sciences in the University;
 - To serve the scholastic needs of especially able students through the honors program and other challenging experiences;
 - To continue efforts to enhance students' international understanding by enriching the composition of our student body, faculty, and curriculum through plans and programs developed and coordinated by the Council on International Education;
 - To continue support for currently-offered professional programs including, where pertinent, their accreditation by professional associations;
 - To foster and support interdisciplinary, applied, and collaborative programs to meet the workforce needs of the region and Commonwealth and to make effective use of educational resources;
 - To maintain and enhance library collections and services that support the educational and lifelong learning missions of the University;
 - To further refine the mission of the graduate program.

b) Enhance and expand opportunities and facilitate participation in community service by members of the university community, with a regional emphasis.

- To provide the university community and the immediate region of the University with cultural and artistic events and experiences which complement and supplement the teaching-learning process with special attention to new opportunities afforded through the H. Ric Luhrs Performing Arts Center.

IV. Resource Stewardship

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

- To develop and implement a comprehensive management information system and an automated internal accounting system, both of which will provide accurate and timely data in a usable format to support the effective decision making and program planning processes of the University;
- To continue to develop and refine an integrated academic, financial, and personnel database system that will support the daily transactions of the University. This system will also have a user-friendly query capability that will provide information useful for decision making and program planning;
- To provide a resource center of specialized computer hardware and software that enhances faculty members' abilities to perform their research and publication.
- To provide a communications system that will permit voice, data, and video transmission throughout the campus.

b) Continue to develop a more effective and people-oriented approach to the provision of financial, administrative, human resources, facilities, public safety and computing services to the University community through application of technology, staff training, and possible functional realignment.

- To conserve available resources at every opportunity, to develop and encourage thriftiness within the University community, and to foster a spirit of accountability on the part of those who authorize expenditures;
- To improve planning for the allocation and utilization of all personnel in the interest of effectively controlling complement levels and personnel costs;
- To provide funds through the operating budget, the educational services fee, and special legislative appropriations for academic equipment; to utilize the technology fee in accordance with PASSHE Board of Governors' Policy;
- To allocate internally the funds actually obtained according to stated or derived institutional priorities established through the program planning process;
- To determine the amount of funds required to support the mission of Shippensburg University.

- To review program costs and benefits continually, to conduct program audits, and to recommend changes in internal allocation patterns when appropriate.
- c) 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.
- To initiate a program for the periodic inventory of the condition (safety, healthfulness, structural integrity, and functional utility) of all buildings and implement routine and deferred maintenance programs on a scheduled basis;
 - To maintain and amend a facilities master plan which includes in priority order new construction and renovation projects and which identifies space that can be redesignated to meet the needs of changing programs and services at the University as well as the reclamation of classroom space presently utilized for other purposes;
 - To budget and allocate sufficient funds for ongoing repair and maintenance of the physical plant according to a maintenance plan and schedule which ensures adequate support to academic, student life, and administrative programs and to develop and support an annual program of replacing furnishings and equipment for all facilities;
 - To plan and implement facility and furnishings renovations/purchases to adequately meet the needs of students;
 - To provide a safe and secure campus environment for student employees and visitors;
 - To increase the efficiency of our energy management through increased monitoring points and better human interaction with the energy management system;
 - To enhance the safety of our students and staff through the development of a database of hazardous materials that permits timely dissemination of information to affected personnel.
- d) Continue initiatives and activities that strengthen the work of alumni programming, friend-raising, and overall University enhancement; and
- e) Encourage and support charitable giving and other related ventures that help meet the University's needs in collaboration with the Shippensburg University Foundation.
- To provide alumni with a variety of programs and information including new regional councils which build upon their loyalty and affection for their alma mater, which foster understanding and support for the University's mission and goals, which enhances the role of an enlightened alumni as interpreters of the university to the general public, and which sustain alumni support as benefactors to the University;
 - To support and enhance the grants application and acquisition capabilities of the University for purposes of augmenting and enriching teaching, research, public service and administrative competencies;
 - To contribute to the enterprising fund-raising efforts of the Shippensburg University Foundation by providing university and alumni support necessary to cultivate gift prospects for the annual giving, planned giving, and capital campaign programs;

- To increase grant activities in the interest of obtaining additional state, federal, and private funds to support professional development and scholarly growth activities of all personnel at the University;
- To seek these funds from traditional sources, e.g., appropriations and tuition and fees, and to develop new sources of funding such as private contributions and grants in the absence of sufficient yields from traditional sources;
- To continue the development of a governmental relations program with the goal of seeking adequate public and private revenues for the University, or promoting the confidence of elected and appointed officials in the University and in higher education, of enlisting the support of executive and legislative agencies for specific issues of importance to the University, and of influencing state and national educational policy making.

V. Public Leadership

a) Continue to enhance the quality of life in the University's service region through economic development initiatives, community relations and public service, shared cultural and educational activities, and athletics.

- To expand the University's commitment to a community relations program which addresses the University's obligation to maintain a constructive and mutually beneficial rapport; with local citizens and to serve the needs of the region;
- To work closely with area community colleges, such as Harrisburg and Hagerstown, as well as with elementary and secondary schools, the Scotland School for Veterans' Children, and area school districts to develop mutually beneficial partnerships;
- To continue articulation agreements at the doctoral level in selected areas in conjunction with doctoral degree granting institutions in the Commonwealth and in surrounding states.

b) Continue to develop, market, and sustain a vibrant Extended Studies program serving various constituent and regional needs.

- To devote increased attention, through Extended Studies and the Institute for Public Service, to continuing education programs and services to small business and to the needs of new enterprises, as well as to share with Commonwealth business and governmental agencies applied research on their current and potential problems, e.g., energy conservation, air and water quality control, transportation systems, and hazardous waste management.