Program Planning and Budget Guidelines

March 2019

make waves

TABLE OF CONTENTS

INTRODUCTION

As we plan for the 2019-2020 fiscal year, we face another year with budget challenges that are primarily beyond our control. Governor Wolf recommended, and the state approved, a 2% increase in the State System appropriation for 2017-18 and a 3.3% increase in 2018-19. In his February 2019 budget proposal for 2019-20, Governor Wolf recommended a 1.5% increase in State System appropriation.

As shown in Figure 1, the current state appropriations (in nominal dollars) are at 2000-01 levels. Using inflation adjusted numbers, the current state appropriations are down 31% or $200 million.
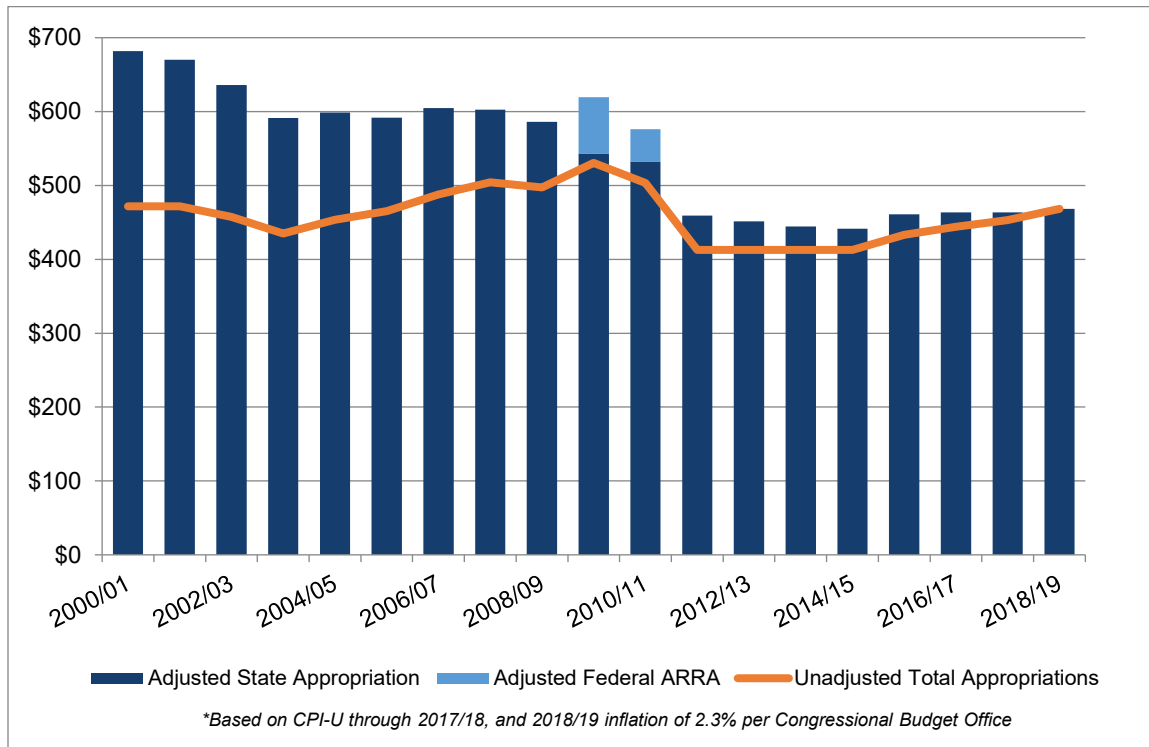

Based on CPI-U through 2017/18, and 2018/19 inflation of 2.3% per Congressional Budget Office

Figure 1: State Appropriations

Since there is no guarantee for any increase in state appropriations, we must plan for that possibility. If the 1.5% increase in state appropriations for 2019-20 is not granted, the university deficit would be $5 million and it would take an unrealistic 8.7% increase in tuition to balance the budget. If the State System receives a 1.5% increase in state appropriations, and if no tuition increase is approved for 2019-20, the University would be facing a $4.6 million deficit. It would take an unrealistic 8% increase in tuition to balance the budget.

As shown in Figure 2, the Board of Governors has approved, on average, a 3% tuition increase over the past five years.

	Total Appropriations ($ Millions)	$ Change ($ Millions)	% Change	Tuition Rate*	$ Change	% Change	Remaining Budget Gap ($ in Millions)
2006/07	$487.9	$22.7	4.9%	$5,038	$132	2.7%	$21.4
2007/08	$504.2	$16.4	3.4%	$5,177	$139	2.8%	$20.8
2008/09	$497.2	($7.1)	-1.4%	$5,358	$181	3.5%	$24.1
2009/10	$530.4	$33.3	6.7%	$5,554	$196	3.7%	$27.7
2010/11	$503.4	($27.1)	-5.1%	$5,804	$250	4.5%	$7.5
2011/12	$412.8	($90.6)	-18.0%	$6,240	$436	7.5%	$46.5
2012/13	$412.8	$0.0	0.0%	$6,428	$188	3.0%	$14.7
2013/14	$412.8	$0.0	0.0%	$6,622	$194	3.0%	$49.3
2014/15	$412.8	$0.0	0.0%	$6,820	$198	3.0%	$38.1
2015/16	$433.4	$20.6	5.0%	$7,060	$240	3.5%	$12.6
2016/17	$444.2	$10.8	2.5%	$7,238	$178	2.5%	$40.1**
2017/18	$453.1	$8.9	2.0%	$7,492	$254	3.5%	$37.8
2018/19	**$468.1**	**$15.0**	**3.3%**	**$7,716**	**$224**	**2.99%**	**$19.2**

Figure 2: System Funding History

Assuming a 1.5% increase in state appropriation and a 3% tuition increase (and continuing the tuition per credit pilot) the University's budget deficit for fiscal year 2019-20 would be approximately $2.8 million. With no increase in state appropriation and a 3% tuition increase, the University's budget deficit would be $3.3 million. The aforementioned scenarios are summarized in Figure 3.

STATE FUNDING INCREASE	TUITION INCREASE	BUDGET DEFICIT
0%	8.7%	$0
0%	0%	$5 million
0%	3%	$3.3 million
1.5%	8%	$0
1.5%	0%	$4.6 million
1.5%	3%	$2.8 million

Figure 3: 2019/20 Budget Scenarios

At this time, we do not expect the Board of Governors to increase tuition. We continue to work diligently on increasing enrollment however, we do not anticipate these efforts to increase revenue during this fiscal year. Therefore, I am asking each unit to prepare a budget scenario that reduces all areas of expenditures (personnel and operating) by 2.5% in conjunction with additional guidelines that may be provided to you by your divisional

Vice President. It is important to recognize that a 2.5% reduction does not meet our full fiscal challenge (that reduction would be closer to 5%) however, we cannot continue to cut our way out of our structural deficit and we must strategically work together to accomplish our mission of student success. The system office recognizes the structural challenges and that the market dynamics necessitate change.

All members of the campus community should be mindful that the new strategic enrollment management plan has been finalized. The strategic directions and goals of that plan now serve as a basis for program planning and resource allocations. Providing excellent service and a quality educational experience to our students and others will underpin all other goals. Enhancing the institution's academic quality and reputation will remain paramount.

We must continue to work together to lead this University through the next fiscal year and I am confident that working together we will rise above the challenges. We are seeing great progress in many ways, but the fiscal challenges continue and they are real. We will right the Ship and we will do it while staying focused on our mission of student success.

Please review the Mission, Context, and Vision Statements along with the Strategic Direction and Goals included in this document. If you have any questions as you begin to work through your Program Planning and Budget Guidelines for 2019-20 and 2020-21, please feel free to contact the Vice President of Administration and Finance directly.

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

PURPOSE

The *Program Planning and Budget Guidelines* aim to provide direction and information that allows for reporting uniform, comparable data, by incorporating an overall level of efficiency to the planning process. As a result of this process, complete and useful information is consistently provided to the appropriate decision-makers in a timely and rational manner.

The purpose of this approach to annual planning at Shippensburg University is to advance a coordinated and systematic approach that allows for the integration of program, facilities, and financial planning. Furthermore, this process aims to reinforce on the part of faculty, administrators, and non-instructional staff 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 less than systemic 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.

SYSTEM REDESIGN

The framework for Phase 2 of the system redesign was presented and approved by the Board of Governors in January 2019. This framework lays the foundation for a sharing system. A sharing system is a system, "where universities work interdependently-- leveraging their combined scale to maximize students' access to academic programs, experiential learning opportunities, career placement, and more" by:

- expanding student access to the full breadth of programs system wide
- improving students' outcomes while enriching the quality of their experience
- ensuring that educational pathways lead students into sustaining careers
- meeting the needs of new student groups
- reducing operating costs by using shared infrastructure, services and programs
- developing new revenue streams

By expanding opportunities for students and leveraging the systems operating scale, the system looks to reduce costs and grow revenues. The sharing system framework proposes that we look to:

Reduce Costs
- share academic, business, and administrative functions
- bring capacity into alignment with enrollments

Grow Revenues
- improve retention rates of enrolled students
- enter new student markets (adult degree completion, non-degree, reskilling, upskilling)
- develop alternative revenue streams (public-private partnerships, donor and alumni development)
- restructure pricing to boost affordability and grow enrollments

The sharing system framework also looks to build goal-oriented management tools around student and university success measures to:

- guide system-level investments
- promote transparency and continuous improvement
- assure individual and institutional accountability
- build a collaborative culture focused on shared success

Phase 2 of the system redesign is in the beginning stages and we will continue to share more information about the process as it becomes available.

As we work through our fiscal challenges it is imperative that departments prioritize their critical needs and stay within their budget allocation. As good stewards of University funds we must work to increase efficiencies and reduce redundancies. Towards that end, the following ways to reduce costs have been identified:

Contracts - Contracts must be reviewed first:

- make changes/adjustments to level of service
- negotiate for reduced costs
- seek a new vendor in order to lower costs
- explore in-house ability to provide service
- focus on critical service needs (does the department or the University truly need this service?)
- ensure that there is no other department using the same or a similar contract
- explore the option of working with a state system institution that may have the same or similar contract

Memberships - Memberships previously paid by the institution need to be evaluated for critical need for the University:

- implement minimum level of membership (gets the information needed without the extra frills)
- if there are three levels of similar memberships (e.g., national, regional, and local) consider joining only the one organization that will give the most return on investment
- skip a year or rotate memberships
- join only those that are of critical need
- join only those where the significant benefits received for the cost can be identified

Travel - Determine if travel is truly necessary:

- Can the same information be obtained or presented in another manner?
- How is it possible to keep costs for the travel as low as possible?
- If someone were to pay out of their own pocket, would they spend that much on this travel?

- Is it necessary to have several people attend or can someone bring back information to the group?

DEFINITION OF TERMS

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

1. Goals / Objectives / Activities to be continued for the upcoming two years (Nuventive report)
2. Operating budget request for the cost center (Excel Attachment A & B)
3. Request for Program Plan Adjustment Request (RPPA) for the upcoming two years (Excel Attachment C)

What document submitted	Current or New Goal / Objective / Activity	What/Why
Nuventive report for 2019-2020 goals	Continuation of current Goals / Objectives / Activities	• Goals/objectives/activities that are to be continued into next FY/AY • Those G/O/A that have been approved from previous years
Cost Center operating budget Excel document showing 2018-2019 and 2019-2020		• Increases that are only due to contracted amounts • Decreases because past amounts have not been spent
Request for Program Plan Adjustment template (Excel) for 2019-2020	Continuation of current Goals / Objectives / Activities New Goals / Objectives / Activities	• For reallocation of current funds in operating budget for cost center • For requested shifts of funds in cost center operating budget • For requests for resource allocation including space

Figure 4: Information Regarding Components of the Program and Budget Plan (PBP)

Goals: Goals are aspirational, and provide strategic direction for the unit and its constituent departments. These should remain consistent for a period of years. Goals should tie into a University Strategic Plan Goal.

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

Objectives: 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. Objectives are more concrete than goals and should be able to be measured by demonstrable progress and can be adjusted annually depending on the degree to which the objectives are met. Objectives need to tie into the University Strategic Plan Goals.

Example: Promote the value of and increase opportunities for high impact learning experiences.

Activities: Specific actions taken to meet unit objectives.

Example: Implement a First Year Experience.

New Objectives: 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 strategic directions and institutional goals. These may require a significant increase in resources, i.e., personnel, facilities, equipment, etc.

Nuventive Improve: A relational database system used to track progress toward our goals, objectives, and initiatives. Department level data will be entered into the system this year. Training on this system will be made available to all department chairs and administrative officers by the Institutional Effectiveness Team. Any questions concerning the data-entry process can be forwarded to Stefanie Elbel, Acting Associate Director of Institutional Effectiveness at smelbel@ship.edu, x-1318.

ASSUMPTIONS

We anticipate no change in our state appropriation or tuition. Given that this is the most likely scenario at this time, the University will be facing a deficit of approximately $5 million in fiscal year 2019-20. It is important to note that the appropriations and tuition decisions have yet to be finalized and are subject to change. With a 1.5% increase in state appropriation in 2019-20 and no tuition increase, the University would be facing a deficit of $4.6 million. With no change in state appropriation and a 3% tuition increase, the University would be facing a $3.3 million deficit. All of these planning scenarios do include continued implementation of the per-credit tuition pilot. Because of the continued fiscal challenges, I am asking each unit to prepare a budget scenario that

reduces all areas of expenditures (personnel and operating) by 2.5% in conjunction with additional guidelines that may be provided to you by your divisional Vice President.

a. Overall recruitment goals will be set above 2018-19 levels for undergraduates, with a target of 1760 new undergraduate students (approximately 1450 first-time-in-college and 310 transfers or varying combinations reaching 1760) and a decrease of 53 FTES below the 2018-2019 levels for graduate students. Increases in both new student and returning student enrollment will help stabilize revenue.

b. There will be no increases in overload, independent study, or courses by appointment.

c. The University will continue to implement its tuition technology fee plan.

d. The University will continue to enhance the implementation of our own Student Information System.

e. When the state budget is finalized and the Board of Governors makes a decision regarding tuition in July, further discussions will be held regarding what other appropriate steps the University might need to take to deal with the fiscal year 2019-20 budget year, as well as the fiscal year 2020-21 budget year.

f. Construction will finish this summer on the DGS Electrical and Telecommunications Infrastructure replacement project.

g. Construction will finish near the end of 2019 on the Stewart Hall renovation.

h. The University will continue to implement its Strategic Plan 2016-2021 and will include the State System strategic goals in the process. A Strategic Enrollment Management Plan has been finalized and is starting to be implemented. The Middle States Self-Study is complete and the team visit is scheduled for April 2019. The Campus Facilities Master Plan is currently being finalized.

i. The SU Foundation will increase its commitment to raise funds and friends to support our programs. All development officers requested by the SU Foundation are in place.

j. Academic programs will continue to be redesigned to meet national accreditation standards, as well as on-going redesign to meet our 21st century goals.

New academic program initiatives for all departments will be consolidated at the dean's level prior to college plans being forwarded to the Provost. <u>Any plans or programs that can show net new positive revenue will be considered.</u>

STRATEGIC PLANNING AND BUDGETING PROCESS

Shippensburg University's annual strategic planning and budgeting process addresses two planning years. The University's strategic direction statements and goals provide a guideline for the direction of the University and serve as the basis for specific, quantifiable objectives, which the University hopes to attain during the planning period. These goals are based upon a number of assumptions about internal and external influences upon the programs, services, and activities of the University.

In support of the university goals, program managers, e.g., vice presidents, college deans, department chairpersons, and administrative officers, then develop for their respective areas objectives and activities (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 current objectives and of new objectives as articulated in the Program and Budget Plans. Those Program and Budget Plans subsequently determined to be consistent with the university goals 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 activities for their areas.

This institutional planning process complements the PASSHE-wide planning effort initiated by the Chancellor's Office. The University mission, strategic direction statements, and goals are consistent with PASSHE's strategic initiatives.

The university goals and statements of assumptions 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 activities to attain these goals and objectives, including an assessment of required resources included in the accompanying budget request forms; (3) the identification of individuals responsible for implementing these activities; and (4) a time frame for completion.

The Provost, in collaboration with the Academic Affairs Management Team, 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 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 center, etc., coordinates the preparation of Program and Budget Plans for the next two 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 the documents detailed in Figure 4.

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 direction statements and university goals, 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 from the submitted documents. 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 enrollment management and student success area, in the administrative and finance area, in the student affairs area, in the educational intelligence and technology, equity, and career area, and in the external relations area are reviewed and evaluated by the Vice President for Enrollment Management & Student Success; the Vice President for Administration & Finance; the Vice President for Student Affairs; the Chief Strategy Officer; and the Chief External Relations Officer, 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 of the Program and Budget Plan

requests from their division. 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 Vice President for Administration and Finance prepares the first draft of the University Program and Budget Plans after extensive consultation with the Executive Management Team and the Office of the President.

Concurrently, using the operating budget requests for the fiscal year immediately ahead, the Budget Office prepares a Fund Center Commitment Item matrix both for current objectives and new objectives 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.

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. As necessary, they meet with the President where the final decisions are made to balance projected revenues and expenditures.

Drafting the Final Plans:

The Vice President for Administration and Finance in consultation with the Executive Management Team and the Office of the President prepares 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 objectives 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. These final plans then become the starting point for the next annual planning cycle.

SCHEDULE FOR DEVELOPING PROGRAM AND BUDGET PLANS

2019

March — Program Planning and Budget Guidelines issued.

March — Program managers review and modify Program and Budget Plans for fiscal years 2019-20 and 2020-21.

March–April — Creation of Nuventive Improve goals reports for 2019-2020 and 2020- 2021.
Contact smelbel@ship.edu, or x-1318 for help.

April–May — Training of deans and administrators for producing unit goals plans for 2019-2020 and 2020-2021 in Nuventive Improve. Contact smelbel@ship.edu, or x-1318.

May 10 — Academic departments submit Program and Budget Plans to college dean.

May 10 — Administrative offices submit Program and Budget Plans to vice presidents.

May 24 — Deans' composite Program and Budget Plans are due to the Provost.

June 7 — Provost and vice presidential-level officers submit Program and Budget Plans to President's and Budget Offices.

June 14 — Budget Office assists the Executive Management in review, reconciliation and allocation decisions.

June 30 — State budget deadline (determines PASSHE allocation).

July 10–11 — Board of Governors tuition setting meeting

August — Budget is finalized. Vice Presidents communicate the finalized funding decisions for new goals/objectives/activities. Nuventive updated.

August–September — Training and support to department chairs and administrative officers for entering approved goals/objectives/ activities into Nuventive Improve. Contact smelbel@ship.edu, or x-1318.

September — The finalized budget is distributed to President's Cabinet, Planning & Budget Council, and University Forum.

2020

January — Mid-year review of University Program and Budget Plans and budget status led by the Vice President of Administration and Finance in conjunction with the President and Executive Management Team.

February — President and Executive Management Team update statement of assumptions.

INSTRUCTIONS
<u>DEPARTMENT CHAIRS AND PROGRAM MANAGERS</u>

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

Now determine (a) which of these objectives are still applicable to 2019-20, (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 2020-21 and (e) what entirely new objectives are to be included for 2019-20 and beyond. Remember that your objectives should be focused and precise, and that priorities should be set.

Next, develop Program and Budget Plans (goals, objectives, and activities) for the next two planning years – 2019-20 and 2020-21.

You will be focusing in detail on your programs of work for 2019-20. You also will be preparing less detailed but substantive program proposal for 2020-21.

All chairs and administrative officers are encouraged to attend Nuventive Improve/TracDat training sessions that will be sponsored by the Institutional Effectiveness Support Team. Training sessions will be scheduled throughout the process. For more information contact Stefanie Elbel, Acting Associate Director of Institutional Effectiveness at <u>smelbel@ship.edu</u>, x-1318.

<u>Current Objectives versus New Objectives</u>

For each planning year, your Program and Budget Plans will contain both "current objectives" and "new objectives" statements. Please refer to the DEFINITION OF TERMS section for complete definitions and examples.

The accompanying budget requests to support these current and new objectives should be in the format shown in Attachments A and C.

Department plans are due to the appropriate dean or vice president by May 10, 2019.

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 B for current and new objectives. 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 on/about May 24, 2019

The composite organizational unit program plans and budget request summaries prepared by college deans are reviewed and evaluated at the level of the Provost. 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 B for current and new objectives. 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 June 7, 2019 for compilation.

Review Sessions: College deans and vice presidents 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.

STRATEGIC DIRECTION AND THE FOUR PRIORITIES

STUDENT SUCCESS
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.

HOW WE TELL OUR STORY
Excellence and Innovation: Enhance and promote areas of pre-existing excellence and a supportive climate of innovation.

COMMUNITY ENGAGEMENT
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.

QUALITY
In All We Do: Continue to ensure quality in all aspects of the educational experience.

UNIVERSITY GOALS

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.

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 Center 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.

PLANNING UNITS

President's Office

> President's Office
> Council of Trustees

Provost and Vice President for Academic Affairs

> Associate Provost
> 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
> > Department of Software, Computer and Electrical Engineering
> > Department of Mechanical and Civil 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 Global Languages and Cultures
> > 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
   Dean of Libraries
   Institute for Public Service & Sponsored Programs
   Honors College

Vice President for Enrollment Management and Student Success

   Associate Vice President for Enrollment Management
          Admissions
          New Student and Family Programs
          Financial Aid
          Registrar
   Associate Vice President and Dean Academic Programs and Services
          Exploratory Advising
          Academic Engagement & Exploratory Studies
          Academic Success Program
          Learning Center
          Early Alert
          Academic Support of Student Athletes
          International Programs
          First-Year Experience and Community Engagement
   Student Retention Initiatives
          Students First Program
          MLK Program

Senior Vice President for Administration & Finance

   Facilities Management & Planning
   Administrative Services
   Public Safety
   Human Resources
   Camps & Conferences

Chief Strategy Officer

   Educational Intelligence - CITO
          Academic Technology and User Services
          Campus Information Systems
          Network, Telecommnications and Infrastructure
          Institutional Research
   Stewardship and Innovation

Equity, Inclusion, Compliance and Title IX
     Accessibility Services
Career, Mentoring and Professional Development

Chief External Relations Officer

University Communications & Marketing
Alumni Relations
Luhrs Performing Arts Center

Vice President for Student Affairs

Dean of Students
     University Health & Emergency Services
     Counseling Services
     Intramural/Recreation
     Drug and Alcohol Services
     Women's Center
     Veteran's Affairs
Dining Services
Campus Life
     Housing & Residence Life
     Ceddia Union Building
     Fraternity/Sorority Life
     Pride Center
Athletics
Director of Multicultural Student Affairs