

Shippensburg University Academic Master Plan

DRAFT – 2/17/12

Each element of the Academic Master Plan listed below develops on a previous element with increasing specificity. We hope that this type of scaffolding will result in a detailed understanding of the AMP.

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1. Framing Narrative

Shippensburg University (SU) endeavors to be the foremost university in the Pennsylvania State System of Higher Education (PASSHE) and a university that both leads and serves its region and the state. Our Academic Master Plan (AMP) aims to identify and articulate those goals and strategies that will allow us to achieve our aspirations. The AMP envisions Shippensburg as a University nationally recognized for academic excellence in the liberal arts tradition that prepares students for engagement with a diverse, global society. To that end, we value interactions among students, faculty, and staff that foster intellectual and professional growth. We are proud that Shippensburg is a public institution that already provides an outstanding academic environment and opportunities for student success. In order to serve the region as a quality educational institution, we must plan for and monitor our goals and strategies, particularly during financially challenging times.

In 2009, the provost and the APSCUF leadership (the faculty union) collaboratively formed the AMP Task Force) charged to develop a vision and plan for the division of Academic Affairs and the academic future of our university. This committee is represented by all levels of the academy: faculty, administrators, and students have all offered input. Since its inception, the AMP Task Force has met on a monthly basis to discuss our academic mission and vision, goals, and strategies. Faculty, administrators, and students have been surveyed so that all stakeholders could have a voice in the drafting of our vision. Input from focus discussion groups and open forums has been incorporated into all aspects of the AMP. The vision statement indicates the type of university that SU aspires to be in the future. The mission statement provides a brief description of the purpose of the division of Academic Affairs - the academic heart of the University. The goals and objectives state the overarching academic priorities of the University for the next five years. The strategies and tactics are the activities through which SU will strive to achieve the goals and objectives.

Higher education is at a crossroads in PA because we have less support from the state. In this time of economic uncertainty, many argue that we should not engage in academic planning, that we do not have the money to dream. However, the university has a mission to provide an excellent education for its students and to prepare them for meaningful and fulfilling careers. The university must look ahead to the future and plan how it will maintain and improve its offerings, regardless of budget trends. Vision and improvement do not necessarily incur additional costs, and higher education continues to evolve regardless of the economy. SU needs to fulfill its responsibility and anticipate challenges.

Academic planning must be a continuous process, responsive to changes in culture, knowledge, and resources. Similarly, the AMP is meant to be a living document. We need to be strategic in our thinking about the current state of SU and our thinking about how SU will continue to evolve. Through changing and uncertain times, the AMP serves as a guiding statement of the university's core academic principles and values.

2. Vision Statement

Shippensburg University aspires to be a national model for quality public higher education in the liberal arts traditional, through dynamic faculty-student engagement, and the integration academic, cultural, and service experiences.

3. Mission Statement

Student learning is at the center of the academic mission of Shippensburg University. The personal attention given to each student both inside and outside the classroom distinctly reflects this philosophy. Student learning is fostered through disseminating knowledge, developing and enhancing communications skills, creating awareness of the interdependence among people and ideas, stimulating creativity, encouraging critical inquiry, creating openness to differences, and developing individual learning skills and habits. Shippensburg's personal approach to student learning is reflected in small classes and laboratories, collaborative classroom settings, faculty-student research, team-based projects, internships, service learning, study abroad, independent study, and pre-professional programs.

Shippensburg University creates a community of scholars by anchoring students in a discipline and introducing them to the vibrant intellectual excitement of the university. Preparing students to live and work in a world of evolving technologies and global influences through quality intellectual experiences is deeply embedded in the curriculum. The major programs of study, structured according to academic and professional standards, prepare students to embark on careers and advanced study, to be thoughtful leaders, and to engage constructively in the global society.

4. Goals and Objectives

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

Academic Affairs will ...

1. Provide a rich academic climate that challenges students.
2. Offer programs of study that provide the knowledge foundation, context, and current state of the disciplines.
3. Provide a core program working in concert with major programs that builds a foundation for self-directed exploration and lifelong learning.
4. Develop students' ability to navigate the interconnectedness of knowledge.
5. Prepare students to succeed in a world of rapidly changing technologies and global interdependencies.
6. Provide graduate programs of study characterized by intellectual advancement, research and scholarship, and continuing development of professional skills.
7. Assess the curricula to advance student learning.
8. Provide pathways for the development of innovative programs, courses, and core experiences.

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

Academic Affairs will ...

1. Recruit a diverse and highly qualified student body.
2. Provide a multi-faceted network of support services that meet all students' academic needs.
3. Support strategies that enhance student persistence and retention.
4. Offer small classes where students will receive personalized attention and evaluations that promote intellectual growth.
5. Encourage and facilitate collaborative learning opportunities.
6. Increase coordination and collaboration within Academic Affairs.
7. Increase coordination and collaboration between Academic Affairs and other divisions within the University to enhance student learning.
8. Develop a physical campus environment that is engaging and inspires creativity and intellectual activity.

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

Academic Affairs will ...

1. Promote and support experiential learning, including undergraduate and graduate research, field work, internships, service learning, and other creative learning activities beyond the classroom.
2. Support faculty as academic and professional mentors.
3. Forge new connections between the university and the community.

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

Academic Affairs will ...

1. Recruit and retain a highly qualified and diverse faculty.
2. Support faculty research, scholarship, and professional development.
3. Align resources and organizational structures to support academic priorities.
4. Promote a rich intellectual exchange among students, faculty, and staff.
5. Provide dedicated administrative support for the pursuit, acquisition, and management of grant activities.
6. Support interdisciplinary collaborations for program development and research.

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

Academic Affairs will ...

1. Promote an appreciation for diverse international perspectives and cultures.
2. Promote an understanding of the common characteristics and concerns of globalized societies.
3. Challenge and broaden the worldviews of members of the university community.

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

Academic Affairs will ...

1. Promote a culture that honors and respects basic human rights through the lifespan.
2. Promote a campus climate of respect, courtesy, personal responsibility, and collegiality.
3. Promote personal and professional character, values, and ethics.
4. Promote a culture that extends the academic principle of critical inquiry throughout campus life and that values speaking truth to power.
5. Promote meaningful participation in campus and community life.
6. Cultivate leaders among students, faculty, and staff.
7. Nurture the development of collaborations and partnerships that establish SU as a regional leader.

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

Academic Affairs will ...

1. Ensure equitable representation and treatment in all facets of university life.
2. Encourage open mindedness and an appreciation of differences.
3. Provide physical spaces and technologies that are accessible.

5. Strategies and Tactics

As a result of the numerous suggestions made by members of the campus community in the last two years, the AMP Task Force has generated the following list of potential Strategies and Tactics. These Strategies and Tactics have been identified as crucial to the development and implementation of the Academic Master Plan, and to the achievement of its goals and objectives. All of the ideas in this list are valuable and important, and will be incorporated in the final Academic Master Plan.

There are 18 Strategies, labeled A through R. The labels and order of the Strategies and Tactics below are not meant to indicate the assignment of a particular priority for any Strategy or Tactic at this time. In fact, the AMP Task Force is currently seeking your input to determine priorities through an online survey and Open Forums.

Strategy A :

Create a focused public relations/marketing plan and committee to oversee implementation and coordination of the plan. The purpose of the plan is to raise the University's profile and to assist in the recruitment of students, faculty, and staff to Shippensburg University. The plan will also focus on the engagement of alumni and potential student employers and internship placements.

Tactics:

- a. Create a plan that increases the internal and external visibility of student, faculty, and staff accomplishments (e.g., publicizing student achievements in their home town newspapers; using social media to illustrate the great things happening at SU).
- b. Work with students and faculty to publicize their accomplishments – engage students and faculty in identifying meaningful ways to publicize their accomplishments. For example, ask faculty to identify relevant professional associations and publications and ask students to identify meaningful publicity outlets in their home area.
- c. Create marketing materials specifically designed to recruit new faculty. Such materials would be both print and electronic, and for prospective faculty answer the question “why should I come to Ship”?
- d. Revisit the Lippman-Hearn study – what’s next after the “ship word” campaign?
 1. Create a brochure on financial aid opportunities at SU: *Financing Your Education At SHIP*, including scholarships, loans, need-based financial aid, work-study, etc. Develop communication pieces designed to better inform students about how they might fund their education at SU. Improve the scholarship website.

2. Develop resources to help the colleges produce annual reports that promote faculty accomplishments in each department, each year.
3. Publish faculty sabbatical reports and other publications on the website to highlight faculty expertise, credentials, and accomplishments.

Strategy B:

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

Tactics – Recruitment:

- a. Charge the Enrollment Management/Admissions Committee to:
 1. assess the current admissions recruiting plan, including how it integrates with the university marketing and public relations plan and departmental and college recruiting activities
 2. obtain support from the foundation and the financial aid office
 3. make recommendations as to how to increase our enrollment yield among highly qualified and diverse applicants
- b. Diversify student recruiting efforts including the use of targeted recruiting activities and marketing pieces, post-admit communications and outreach activities.
- c. Diversify graduate student recruiting efforts including the use of targeted recruiting activities and marketing pieces, post-admit communications and outreach activities
- d. Enlist successful SU students and alums for recruiting activities in their home high schools, including presenting scholarships at high school awards' ceremonies.
- e. Develop targeted programming opportunities designed to recruit students including an expanded Jump Start program, courses at Wallops Island, academic camps, college preparatory courses, courses for honors students, and credit-based classes for high-achieving high school students in their home high school at a reduced tuition rate taught by Ship faculty. Investigate the financial models and overhead charges for running academic camps.
- f. Develop, implement, and assess an effective recruitment plan for international students. To recruit international students:
 1. expand support for the International Students Office
 2. expand exchange programs with foreign universities
 3. provide admissions with an international recruitment budget
 4. better promote JFK scholarships for international students
 5. offer summer ESL courses as a recruitment tool
- g. Increase outreach activities to Latin American and Hispanic students in the Chambersburg, Adams county, and Hanover areas.
- h. Develop targeted programming designed to recruit adult non-traditional students, including veterans.
- i. Establish regular meetings between the academic colleges and departments and Admissions staff.
- j. Incorporate language and specific examples in recruiting activities and open houses that highlights past successful internships and the post-graduation jobs that were garnered as a result of that internship experience.

- k. Incorporate language and specific examples in recruiting activities and open houses that highlights Ship's undergraduate research opportunities and the educational benefits and post-graduation benefits (admission to graduate/professional school) to be gained through the experience.
- l. Revisit current recruitment activities (including open houses) and ask "what works, and what doesn't?" and "what is outdated and ineffective, and what remains productive?".

Tactics – Scholarships:

Establish new scholarship and tuition practices designed to maximize the use of available funds and influence students' decision making process. Use scholarships more effectively to recruit highly-qualified students, for example in the following ways:

- a. Offer scholarships at the end of the high school junior year or the fall of the senior year.
- b. Over-award scholarships to ensure that use of the funds is maximized.
- c. Configure the criteria of new individual scholarships so as to provide more latitude in awarding them.
- d. Increase the number of merit-based, service-based, and need-based scholarships.
- e. Increase Foundation efforts to secure funding for scholarships.
- f. Increase the criteria for merit-based scholarships.
- g. Increase the amount of scholarship money available for high-achieving in-state and out-of-state undergraduate students.
- h. Establish full tuition scholarships for high-achieving out-of-state undergraduates, especially those from Maryland, New York, and New Jersey.
- i. Establish a tuition differential for out-of-state undergraduate students in the top 10% of their class and with an entering SAT score of 1200 or greater.
- j. Offer Valedictorian and Salutatorian BOG scholarships to the top 5 students at the end of their junior year in high school.
- k. Establish scholarships for high-achieving transfer students.
- l. Establish scholarships for high-achieving in-state and out-of-state graduate students.
- m. Establish scholarships for non-traditional students
- n. Establish scholarships for studying abroad

Strategy C:

Recruit and retain a highly qualified and diverse faculty to enhance the quality of Shippensburg University. Investigate and implement approaches to increase the level of faculty diversity.

Tactics – Recruitment:

- a. Investigate equity and the available flexibility in faculty hiring packages for practices such as: funds for moving expenses, start-up funds for research, on-campus or temporary housing, a first semester teaching load of 3 courses or 1-2 course preparations, using SU Foundation funds to buy-out course load during the first semester.
- b. Improve the outcomes of the Social Equity Office recruitment and retention of highly qualified and diverse faculty by creating a larger pool of contacts for search committees. Establish a network of direct contacts with doctoral granting institutions producing graduates in majors that we offer.

Tactics – Teaching:

- a. Allow for greater flexibility in teaching load. Investigate alternatives to the standard 4/4 teaching load, including trading winter or summer courses for fall or spring courses, and counting the supervision of experiential learning activities as part of faculty load.
- b. Maintain a low percentage of adjunct faculty and provide support for faculty contributions to the academic climate.
- c. Support the role of advising by:
 1. Providing for a more equitable distribution of advising activities across departments and faculty.
 2. Maintaining low student-to-faculty advising loads.
 3. Continuing to provide professional development opportunities designed to improve advising methods, and an awareness of general academic issues and administrative processes.
 4. Providing an evaluation and reward system for faculty to ensure good student support through excellence in advising.
 5. Emphasizing the need for strong advising skills in hiring, and as a valuable part of the promotion and tenure process.

Tactics – Scholarship and Professional Development:

- a. Broaden the scope of activities qualifying for CFEST support for faculty and faculty-led student scholarship. Gather information from faculty about the types of activities, materials, equipment, and travel that are appropriate for their discipline.
- b. Re-examine the current models of faculty professional development, including those provided through CFEST, Deans' and department offices, IDDS, and Academic Outreach and Innovation. Evaluate the resources allocated to and needed for these activities.
- c. Explore alternative direct and indirect cost formulas for external grant awards.
- d. Increase the amount of professional development and research initiatives dollars in SU Foundation campaigns.
- e. Increase faculty exchanges.
- f. Increase faculty Fulbright opportunities.

Tactics – Retention:

- a. Establish a mentoring program for new minority faculty members.
- b. Strengthen the mentoring program by creating a support structure through C-FEST with reassigned time for faculty members to coordinate.

Strategy D:

Develop an entry/first year experience for all incoming students to facilitate students' transition to the University, to increase students' connection to and engagement in the University community, to increase student retention and success, to anchor students in the disciplines, and to improve the academic climate on campus.

Tactics:

- a. Develop an entry experience that is responsive to the unique and differentiated needs of first time residential, transfer, non-traditional, military/veteran, off-campus, international, and under-represented students.
- b. Develop strategies that empower students to direct their academic and career path.

- c. Revisit current orientation activities (summer and fall) and ask “what works, and what doesn’t?” and “what is outdated and ineffective, and what remains productive?”.

Strategy E:

Implement strategies to increase student retention and decrease students’ time to degree completion. Investigate the causes of low retention and persistence rates in SU’s under-represented groups, and develop measurable strategies to improve these rates.

Tactics:

- a. Prioritize and implement recommendations from the various Retention Committees.
- b. Investigate the impact and feasibility of 12 month programs.
- c. Establish the current retention baseline at SU.
- d. Identify and more widely distribute the additional data and reports that colleges, departments, chairs, and faculty need to make decisions regarding retention initiatives.
- e. Identify practices that are working well and where the challenges lie with respect to student retention.
- f. Establish a driving force (an office or person) to coordinate retention efforts across Academic Affairs, and to facilitate and support college and departmental retention efforts.
- g. Provide programs, services, and a campus that are accessible to all individuals.
- h. Widely disseminate information on ADA requirements and provide guidelines for meeting these requirements.
- i. Offer instruction that addresses the needs of a diverse student body, including the arts, multicultural studies, gender, and age and disability awareness.

Strategy F:

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

Tactics:

- a. Prioritize and implement recommendations from the Undeclared Transition Planning Group, including:
 1. Review staffing and resources in units that support undeclared students, and develop pathways to even the playing field and provide access for undeclared students. Explore and recommend ways to eliminate over-enrolled programs. Explore the feasibility and impact of a Liberal Arts/General Studies degree program. Take into consideration whether everyone should be undeclared in their first year or first two years?
 2. Plan programs and activities to encourage declaring a major.
- b. Consider the true number of majors in departments, taking into consideration undeclared, internal and external transfer students, and allocate resources based on this number.
- c. Proactively check back logs and wait lists for students to get into majors and minors.
- d. Clarify and disseminate wait list procedures to students, faculty, staff, and administrators.

- e. Revisit the concept of priority scheduling, taking the following questions into consideration: Who is on the priority list? How is the list established? Establish a periodic review of the priority list.
- f. Explore models for the movement of students from undeclared into approved programs of study, including the use of “pre-majors”, as appropriate to each college and major.

Strategy G:

Develop differentiated support services for diverse populations of students to meet the unique needs of high-achieving, at-risk, transfer, non-traditional, military/veteran, and off-campus students. Fund the Learning Center, Testing Center, Office of Disability Services, Counseling Center, and other student support services at a level that is proportional to the differentiated needs of existing and incoming students.

Tactics - Academic Support:

- a. Place an increased emphasis on assessing entering students’ knowledge, skills, and abilities. Recommend appropriate initial curriculum and advising to better ensure success in degree programs.
- b. Identify and require regularly admitted underprepared students (students who have SAT scores at 900 and below) to take a college readiness assessment and enroll in a course designed to support their transition to college.
- c. Limit the number of underprepared students that are admitted to the university.
- d. Develop and implement a program designed to increase awareness of the needs of SU’s diverse student populations and the importance of addressing those needs in enhancing the quality of student, faculty, and administrative staff interactions.
 - 1. Develop awareness workshops for university administrators, staff, and faculty regarding the unique needs and barriers faced by students with disabilities and means to achieve the accessibility of all students to physical and virtual spaces and materials.
- e. Investigate an evaluation and reward system for administrators and staff to ensure good student support and service.
 - 1. Emphasize the need for strong student service in hiring.
 - 2. Emphasize strong student service as part of the annual evaluation process.
 - 3. Reward and provide incentives for administrators and staff for good student service.
 - 4. Establish feedback systems for all administrative services provided by those offices.
- f. Increase student involvement and engagement in the advising process, and make advising a collaborative process between student and faculty advisor.
- g. Extend hours for offices that deal with student services, such as Registrar, Student Accounts, Financial Aid, Admissions, PCDE, and general academic questions. Cross train staff in these offices to handle interrelated questions.

Tactics - High-Achieving Students:

- a. Establish a website and coordinator to support student applications for regional and national fellowships, scholarships, internships, undergraduate research opportunities, celebration of student research, and awards such as Fulbright scholarships.
- b. Increase opportunities for students to publish their work in venues such as professional and creative journals and periodicals, Keystone Journal, Reflector, Write the Ship, Proteus, and Academy of Business Disciplines journal.

- c. Increase funding and opportunities for students to attend and present their work at professional and scholarly conferences.
- d. Identify and expand experiences within academic programs that provide students with opportunities to engage in leadership and civic engagement.
- e. Develop opportunities and scholarships that provide students with the financing, flexibility, and time to cultivate their leadership abilities.
- f. Support and expand the University Honors Program. Invite all students (including transfers) meeting the established criteria to enter the program.
- g. Develop more departmental honors programs.

Tactics - Non-Traditional Students (Including Adult, Part-Time, Off-Campus, and Veterans):

- a. Establish a mechanism for on-campus students to identify themselves as non-traditional students who need evening and weekend coursework.
- b. Create and make visible a non-traditional student lounge.
- c. Identify and better communicate which on-campus programs can reasonably be completed by non-traditional students in the evenings or on weekends. Develop better marketing and communications materials for this use in recruiting, admissions, entry, and advising points for non-traditional students.
- d. Investigate alternative on-campus class meeting times and field delivery methods for key program courses that would make programs accessible to non-traditional students.
- e. Establish priority scheduling for non-traditional students in evening and weekend courses.
- f. Explore students' child care needs as they impact students' ability to take classes. Investigate aspects such as cost subsidies for students who are non-traditional, single parents, and military/veterans, and support for community and SU child care partnerships and grants.
- g. Mail parking permits to students' homes or have a pick-up site available for evening access.
- h. Develop awareness workshops for university administrators, staff, and faculty regarding the unique needs and barriers faced by particular populations of students including non-traditional, part-time, off-campus, and veteran students.
- i. Establish a mentoring program in which non-traditional students and active duty/veteran students are linked with faculty, staff, and administrators who have themselves been non-traditional students or members of the military (analogous to the Thurgood-Marshall Mentoring Program).
- j. When possible, assign advisors for non-traditional students and active duty/veteran students based on whether faculty themselves have been non-traditional students or members of the military.

Tactics - Off-Campus Students:

- a. Develop a mechanism that provides off-campus students with picture ID cards and that does not require them to come to the SU campus. (Off-campus students need ID cards to have full access to library materials.)
- b. Provide occasional student services at off-campus locations, including those offered by student accounts and financial aid, and D2L, SIS, library, research, writing, and tutoring support.

Tactics - Veteran and Military Students:

- a. Prioritize and implement the recommendations of the Veterans Advisory Committee, including the creation of a Student Veteran's Center which would provide specialized

support in such areas as the administration of VA benefits, deployment policies, admissions, tuition, fees, books, prior learning, retention, and university interface and awareness.

Strategy H:

Identify and develop ways to integrate graduate students into the University community to foster their professional development and academic interests through classroom and field experiences, research, scholarship, service learning, and graduate assistantships.

Tactics:

- a. Increase graduate assistantships that offer meaningful and professional work experience.
- b. Expand resources and administrative support for graduate student research, scholarship, and travel opportunities.
- c. Increase the number of graduate assistantships and other scholarships.
- d. Change the financial model for fulltime graduate students and graduate assistants in ways that will better connect them with their program and will foster quality academic experiences.
- e. Provide resources for graduate students in the career development office.
- f. Provide more business, government, and community connections for graduate student internships, practica, and other professional development.
- g. Investigate the flexibility of fees and fixed-price programs at the graduate level.
- h. Recruit out-of-state graduate students.

Strategy I:

Develop and fund the library to establish it as a center for teaching, learning and scholarship.

Tactics:

- a. Expand the print and digital library book, journal, and data base collections.
- b. Construct a physical space for student support services in the heart of the campus to increase students' access to such services:
 1. Move the Office of Disability Services to close proximity with the Learning Center.
 2. Create a Testing Center to support placement testing, face-to-face tests in distance education courses, and students registered with Disability Services who need testing accommodations.

Strategy J:

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

Tactics:

- a. Enhance instructional technology in traditional classroom spaces.
- b. Expand videoconferencing facilities to support off-campus programming.
- c. Provide for technologies specific to disciplines and professions, such as technical writing, communications, journalism, and design.

- d. Provide for technologies designed to enhance student engagement in online and hybrid classes.
- e. Develop and provide ongoing workshops focused on the incorporation of emerging instructional technologies.

Strategy K:

Commit to preserving low student-to-faculty ratios to ensure personal attention and a quality educational experience, each of which is a defining characteristic of an SU education that is necessary for the academic success of our students.

Tactics:

- a. Identify pedagogically appropriate sizes for each course. Identify the differing pedagogical approaches that are impacted by class size in each discipline and in each type of class (e.g. first-year writing, hands-on laboratory, senior seminar classes, online classes).
- b. Appropriately match class size to the discipline and purpose of each course.
- c. Develop a plan to maintain appropriate class sizes.
- d. For small class sizes:
 1. Develop an institutional definition of “small class size” and the ideal distribution of class sizes for SU.
 2. Explore creative models to preserve small class sizes to ensure instructional quality and personalized attention to students. In these models consider aspects such as: the total number of classes of a particular size, the overall percent of classes of a particular size, average class size, student to faculty ratio, the maximum number of students for which a faculty member is responsible, the number of faculty required to ensure small class sizes, particular combinations of small and medium sized class, or small and large sized classes that would support retention, ensuring equity and flexibility in small class size models across departments, and matching the marketing and recruiting message to actual class sizes and student-to-faculty ratios.
 3. Identify and implement integrated strategies that maximize quality, student engagement, and the University’s financial investment in such classes. For example, the students enrolled in small upper level seminars might also be advisees of the faculty member teaching that class, providing for a natural intersection of teaching, learning, and advising.
- e. For large class sizes, identify and provide the additional support needed to ensure that a quality learning experience is preserved. Such additional support might include technology, training, time, and assistance.

Strategy L:

Establish and fund a grants office that provides 1) dedicated administrative support for the pursuit, acquisition and management of grant activities, 2) a grant writer to assist faculty and increase the yield rate of SU’s external grant applications, and 3) a streamlined grant financial management process to enhance scholarship, teaching, and learning.

Tactics:

- a. Consider and implement the recommendations of the Grants Task Force, whose work is in progress.

Strategy M:

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

Tactics:

- a. Assess the faculty promotion and tenure process on a periodic basis.
- b. Articulate the weighting of teaching, scholarship, and service in the promotion and tenure process. Investigate alternative models for the weighting of teaching, scholarship, and service in the promotion and tenure process.
- c. Allow for differing definitions of scholarship by discipline. Provide better guidance for Promotion and Tenure committee members on the differing definitions and standards of scholarship in each discipline.
- d. Consider including external reviewers and supporting letters in the promotion and tenure process.
- e. Investigate models for consistent mentorship and feedback strategies during a faculty member's first 3-5 years at Ship.
- f. Create a structure within C-FEST to fund workshops that help prepare faculty for the promotion and tenure process. Ensure that CFEST and the Promotion and Tenure committees are in clear communication about promotion and tenure criteria and guidelines.
- g. Create a new Promotion/Tenure committee to review the promotion and tenure processes and structures, and include a faculty survey to gather accurate information.
- h. Promote transparency of the process by providing more documentation of the procedures. Abundant materials already exist on the web. Determine what is missing and what could be more clear and/or accessible. Provide constructive feedback with suggestions for change/improvement to better prepare for P/T. Provide good models. Investigate models of department plans that provide consistent mentorship and feedback during a faculty member's first 3-5 years at Ship.

Strategy N:

Establish a process and mechanism for the periodic review and revision of the general education (core) curriculum to ensure it meets the needs of 21st century students and workers.

Tactics:

- a. Charge the General Education Council to present recommendations for the general education curriculum by fall 2013. Prioritize these recommendations and initiate implementation by fall 2015.
- b. Create and support a process to identify, develop, and implement core experiences and cross-curricular initiatives.
- c. Develop strategies for the continual emphasis of core competencies (writing, oral communication, quantitative reasoning, and global understanding) throughout the curriculum.
- d. Implement initiatives to promote information literacy in a rapidly changing technological environment in order to engage students in the effective acquisition, use, evaluation, and disseminations of information.

- e. Explore the incorporation of technology fluency in the curriculum in a systematic way.

Strategy O:

Encourage academic innovation and reduce barriers to implementing such innovations in order to ensure that the University's curriculum remains current and relevant for the 21st century workplace and students.

Tactics:

- a. Develop resources that can assist faculty, departments, and colleges in identifying new academic opportunities, conducting environmental scanning and market needs analyses, and investigating the feasibility and resource implications of new programs. These resources should support faculty, departments, and colleges leading up to the UCC process; they are not intended to supplant the UCC process.
- b. Provide opportunities for faculty to design and employ a variety of pedagogies and course delivery formats to meet academic needs including classroom technology upgrades, hybrid courses, distance education courses, cohort courses and programs, and linked courses.
- c. Investigate and reduce institutional barriers to interdisciplinary programs and initiatives.
- d. Investigate ways to increase students' global perspective including but not limited to:
 - 1. increasing participation rates in the international studies minor, modern languages minor, and study abroad;
 - 2. create an international studies major;
 - 3. create a Latin American studies minor;
 - 4. create a Chinese studies minor;
 - 5. create a Chinese language faculty line;
 - 6. strengthen the B.A. language requirement by requiring incoming student placement testing for language proficiency;
 - 7. create an international center in the CUB; and
 - 8. develop and disseminate institution-wide definitions of the words/concepts international, global, diversity, and culture.
- e. Explore ways to expand and incorporate arts programming in the educational experience.
- f. Evaluate the current PCDE ("Extended Studies") model with respect to assessment and quality assurance for alternative modes of delivery, the criteria for moving off-load programs to on-load status, and ensuring an equitable distribution of resources.
 - 1. Incorporate PCDE courses, including online courses, more strongly into departmental assessment plans.
 - 2. Provide a means for evaluation and assessment of online courses.
- g. Plan regular lectures, panels, and discussions on current events, especially those with an international reach and that emphasize an appreciation for differences.
- h. Establish a requirement for students to attend two academic events on campus every semester. How would this be enforced and monitored to give appropriate credit?
- i. Construct a new science building, including space for science education.
- j. Design and implement off-campus degree completion programs for adult learners, including a staffing model conducive to faculty participation and buy-in.

Strategy P:

Assess and expand experiential learning activities to provide students with opportunities for skills development and the application of theory to practice. Experiential learning activities may include but are not limited to research, internships, field work, service learning, volunteerism, study abroad, collaborative assignments, and capstone projects.

Tactics:

- a. Explore topics such as:
 1. the academic and administrative resources and infrastructure needed to support experiential learning;
 2. awarding students with credit or recognition for such activities;
 3. faculty work load issues and incentives associated with the supervision of experiential learning activities;
 4. increasing internal grant funds for student research;
 5. coordinating and connecting students to opportunities;
 6. providing transportation resources for off-campus activities; and
 7. developing professionalism and critical thinking skills through such experiences.
- b. Prioritize and implement recommendations of the external consultants from the Council on Undergraduate Research.
- c. Develop a coordinated university-wide approach to community outreach to increase the opportunities for experiential learning and the level of university-community engagement.
 1. Develop a centralized communication structure and website that publicizes experiential learning opportunities for and achievements of students and faculty.
 2. Develop a centralized office of service learning with dedicated staffing that links Academic Affairs and Student Affairs.
- d. Create incentives that encourage a university-wide commitment to experiential learning and community outreach and engagement.
- e. Encourage members of faculty, staff, and management who serve as community leaders to provide experiential learning opportunities for students.
- f. Establish a physical presence in downtown Shippensburg that provides a natural intersection of university and community interests and activities. For example, SU could collaborate with community groups to provide space for student entertainment, art shows, and reading events, as well as provide opportunities for students to gain experience in managing the space, running events, etc.

Strategy Q:

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

Tactics

- a. Provide a mechanism to coordinate and integrate experiential learning activities across the division of Academic Affairs and the division of Student Affairs.
- b. Establish standing committees co-chaired by Academic Affairs and Student Affairs that focus on areas in which the two divisions' activities overlap to enable a greater degree of collaboration and coordination. Such key areas include but are not limited to service learning, international studies, and living/learning communities.

- c. Provide greater support for the International Study Office housed in Student Affairs, and increase the coordination between this office and the division of Academic Affairs.
- d. Provide a structure for improved communication and coordination of lectures, speakers, and performances across the university.
- e. Implement the Living/Learning Community model using the Honors program as a pilot, and make recommendations on the expansion of the model based on an assessment of the Honors program pilot.
- f. Explore the development of innovative, flexible, and informal teaching and learning spaces located throughout campus or facilitated with technology.
- g. Promote the formation of student-faculty-staff discussion groups focused on academic, pedagogical, professional topics.
- h. Update departmental websites on a regular basis.

Strategy R:

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

Tactics:

- a. Integrate processes such as the University's cycles for planning, budgeting, performance funding, program review, and academic master plan, as well as external accreditation processes at the institutional, college, and departmental level.
- b. Investigate and implement new data collection and reporting processes and technologies.
- c. Identify model departmental processes at SU and provide for a shared awareness of such models across all departments.
- d. Create an easily accessible, transparent, and up to date central repository of documents and data for use by the university community to make informed decisions.
- e. Consider and accept alternate assessment and accreditation systems and documents in lieu of existing university assessment procedures and forms.