

Shippensburg University Academic Master Plan
2013-2018
(DRAFT – 4/12/13)

Each element of the Academic Master Plan (AMP) listed below develops on a previous element with increasing specificity. This type of scaffolding is intended to facilitate a detailed understanding of the AMP, as well as its use by the university community and its integration with existing planning processes and documents.

Academic Master Plan

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1. Framing Narrative

The framing narrative is intended to provide context to the origin, purpose, and use of the Academic Master Plan. This is a draft version of the Framing Narrative. University approval for the Framing Narrative will be sought in fall 2012 through spring 2013.

Shippensburg University (SU) leads and serves its region as the foremost university in the Pennsylvania State System of Higher Education (PASSHE). Our Academic Master Plan (AMP) aims to identify and articulate the goals and strategies that will allow us to achieve our aspirations. The AMP envisions Shippensburg as a university nationally recognized for its excellence in academic and professional programs, steeped in the liberal arts tradition¹, preparing students² 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, which was 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 are the activities through which SU will strive to achieve the goals and objectives. The AMP goals, objectives, and strategies are aligned with the core goals of PASSHE and the university, suggestions and recommendations from SU's 2008-2009 Middle States' self-study process and visiting team report, and SU's PASSHE performance indicators (Appendices 1-4). In its entirety, the AMP is intended to be a touchstone for the departments, colleges, schools, and offices within the

¹ The liberal arts tradition values and emphasizes critical thinking, critical analysis, quantitative reasoning, communication skills, an ability to form opinions, ideas, and concepts and an ability to argue and defend them. It is these attributes that Ship strives to instill in our undergraduate and graduate students, albeit at higher and deeper levels in graduate and professional programs.

² Unless otherwise noted, use of the word "student" throughout this document refers to all of Ship's students - undergraduate and graduate degree seeking students and non-degree students alike.

division of Academic Affairs, and to which their own strategic planning and budgeting processes are linked.

Higher education is at a crossroads in PA because of diminishing state funding. 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, student demographics, resources, and assessment. 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

The vision statement is intended to succinctly indicate the type of university that SU wishes to be in the future. This is a draft version of the Vision Statement. University approval for the Vision Statement will be sought in fall 2012 through spring 2013.

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

3. Mission Statement

The mission statement is intended to provide a brief description of the purpose of the division of Academic Affairs, the academic heart of the University. The Mission Statement was approved through the SU Cabinet level in spring 2012.

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

The goals and objectives are intended to state the overarching academic priorities of the University for the next five years. The Goals and Objectives were approved through the SU Cabinet level in spring 2012.

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, other divisions within the University, and the SU Foundation to enhance student learning.
8. Support the development of 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, and strengthen existing ones, 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. Support the development of physical spaces and technologies that are accessible.

5. Strategies

The strategies are intended to be the activities through which SU will achieve the goals and objectives. This is a draft version of the Strategies. University approval for the Strategies will be sought in fall 2012 through spring 2013.

The AMP Task Force has identified 18 strategies as crucial to the implementation of the Academic Master Plan and to the achievement of its goals and objectives. The description of each strategy can be found below. These strategies were identified through the Task Force's work and the feedback it received from the university community since fall 2009. The Task Force has prioritized these strategies with respect to coordinated institutional efforts in the next one to five years. This prioritization will help SU to focus its time and resources first on those activities that are most critical to the success of its students.

Priority	Strategies			
	Curriculum	Students & Learning	Faculty & Teaching	Support & Administration
<u>Critical Need</u> SU should begin to address in the 2012-2014 academic year (next academic year)	D, E, K, N, O, P	B, F, G	C	A, Q

<u>Essential Need</u> SU should begin to address in the 2014-2016 academic years (next 2-3 academic years)		H	M, L	R
<u>Important Need</u> SU should begin to address in the 2016-2018 academic years (next 4-5 academic years)				I, J

These strategies support the AMP goals and objectives, the University's strategic goals, PASSHE's core areas, the recommendations and suggestions from SU's most recent Middle States self-study and visiting team report, and SU's PASSHE performance indicators (Appendices 1-4). Colleges, departments, offices, committees, faculty, staff, and administrators may also begin to tie their collective activities and plans to these strategies, as appropriate and consistent with their own goals and objectives.

The description of each strategy can be found below. In addition, the Task Force has identified existing or new university constituencies that that should be included in the work to address each strategy (Appendix 5). Representatives from these impacted constituencies should be consulted or included in the groups which are eventually charged to address each strategy. The Task Force has also compiled a list of suggested activities from the feedback provided by the campus community (Appendix 6). The Task Force has provided these suggested activities to the charged groups for their further consideration. In some cases, these activities may already have begun or have been completed. In other cases, these activities may require further investigation and evaluation with respect to their feasibility, appropriateness for SU, and fundability. See Appendix 6 for additional information and details on the suggested activities.

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

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, and develop a culture of philanthropy.

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

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

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

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

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

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

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

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

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

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

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

Conduct a careful review of the policies, practices, and resource allocations that control students' movement into and through majors and colleges 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.

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

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

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

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

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

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

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

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

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

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

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

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.

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

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

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

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

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

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

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

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

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

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

6. Implementation Plan

The implementation plan is intended to provide recommendations for the integration of the AMP with existing university planning processes and its use by the university on an annual basis. This is a draft version of the Implementation Plan. University approval for the Implementation Plan will be sought in fall 2012 through spring 2013.

The AMP Task Force recommends that:

A. The Provost ...

1. Will form and charge an ongoing Academic Master Plan Committee (see below) no later than April, 2013.
2. Will charge existing committees or form new committees to address and implement the strategies (section 5 above) identified by the AMP Task Force.

B. The Academic Master Plan Steering Committee ...

1. Will be formed no later than April, 2013, and will begin its work in fall 2013 after the as the AMP Task Force has completed its work and after the AMP has been formally approved.
2. Will be composed of twelve members, appointed by the Provost in consultation with the college deans and SU-APSCUF leadership:
 - a. Faculty Co-Chair
 - b. Academic Affairs Administrative Co-Chair
 - c. Six additional faculty (The total faculty representation on the steering committee will be 5 faculty members, one of which will be the committee's co-chair. Together, these 7 faculty members should represent the following constituencies: 1 CAS/math & sciences division, 1 CAS/social science & humanities division, 1 COB, 1 CEHS, 1 APS/Library, General Education program, and the Graduate school.)
 - d. Deans-level representative from the Provost's Academic Affairs Council
 - e. Student Affairs representative
 - f. Undergraduate Student Senate representative
 - g. Graduate Student Advisory Board representative
3. Will be composed half by members of the existing AMP Task Force and half by new members during its first year. Members of the committee will serve three year terms, appropriately staggered to ensure continuity of the committee and its work. Student members will serve one year terms.
4. Will meet monthly during the academic year. The AMP Committee meetings will exist as a standing monthly meeting on the common academic meeting calendar, as

agreed to by APSCUF and the Provost's office. One meeting during each of the fall and spring semesters will include a representative from each of the other four divisions of the university and the SU Foundation. These representatives will be appointed by the Vice President of each division and the President and CEO of the SU Foundation.

5. Will be charged with:
 - a. Responsibility for monitoring and assessing the degree to which the goals, objectives, and strategies of the Academic Master Plan are being met, reporting this progress to the University community on an annual basis, and making recommendations to the Provost and other committees, as appropriate. To do so, the committee will request periodic updates and data from the groups charged with addressing each strategy.
 - b. Reviewing the Academic Master Plan once every five years, on a cycle synchronized with SU's Middle States' self-study and periodic review report processes. The AMP Committee will engage the university community in its review process, and make recommendations for revision.
 - c. In spring to fall 2013, collaborate with the Provost's office to integrate AMP and various planning and budget processes.
 - a. Revise the process for departmental goal to include goal setting in the fall semester, with feedback given as to which goals will be supported prior to departments' construction of their staffing and budget requests.
 - b. Revise the format and content of the faculty staffing plan form to facilitate its integration with AMP.
 - c. Revise the format and content of the budget form used by colleges, schools, and offices to facilitate its integration with AMP.
6. Will seek approval for updates and revisions to the AMP from the following groups and in the following order:

1 st approval steps, in no particular order	College of Arts and Sciences Council; College of Business Council; College of Education and Human Services Council; School of Academic Programs and Services Council; Graduate Council; General Education Council; Teacher Education Council; Honors Program; Office of Professional, Continuing, and Distance Education; Institute for Public Service and Sponsored Programs; Admissions and Enrollment Services; Social Equity; Institutional Research and Planning
2 nd approval steps, in no particular order	Academic Affairs Council; SU-APSCUF Executive Committee

3 rd approval step	University Forum
4 th approval step	President's Cabinet

C. The University Curriculum Committee ...

1. It is recommended that UCC consider how various curriculum proposals relate to the AMP, starting in the 2013-2014 academic year. This might include modifying the UCC proposal forms to include a check box indicating with which AMP goals and objectives the proposal is aligned (analogous in form to the current diversity requirement check box on the UCC proposal forms).

D. The Academic Master Plan will integrate with other university strategic planning, budget, and assessment cycles on an annual basis as depicted below:

	AMP Committee	University Strategic Planning & Budget Process	State & PASSHE Decisions	Additional Planning Processes
Sept	Issue annual report on progress of the AMP goals, objectives, and strategies			Five Year Periodic Program Reviews
Oct	Monitor and assess university progress on AMP goals, objectives, and strategies	Departments/programs develop for the following academic year: 1) goals & objectives, 2) course schedules, 3) faculty staffing requests, 4) budget requests*	State & PASSHE budget projections announced	
Nov		Colleges/Schools develop goals & objectives*		
Dec		Divisions develop goals & objectives*		
Jan		President’s Strategic Planning Retreat**		
Feb		Colleges/Schools develop budget & faculty staffing requests*	Governor’s budget address	Middle States Re-Accreditation Self Study & Periodic Review Report
Mar		Divisions develop budget requests*		
Apr		Finalize annual report on progress of AMP goals, objectives, and strategies	President’s Administrative Retreat; Develop draft University strategic plan & budget	
May	Finalize University strategic plan & budget based on →		State budget; BOG tuition & fees; PASSHE budget decisions	
Jun				
Jul				
Aug				
*Departments, programs, colleges, schools, and offices within the division of Academic Affairs link their goals, objectives, course schedules, staffing requests, and budget requests to the AMP goals, objectives, and strategies.				

****Based on best practices noted at the 2011 Middle States Conference, it is recommended that the President's Strategic Planning Retreat be moved from May to January to achieve optimal timing and integration of the planning, budget, and assessment processes.**

E. The Academic Master Plan will be completed and initially implemented on the following timeline:

	Spring 2012	Fall 2012	Spring 2013
AMP Mission Statement, Goals, and Objectives	The mission statement, goals, and objectives were approved through the University Cabinet level in spring 2012.		
AMP Framing Narrative, Vision Statement, Strategies, Suggested Activities, and Implementation Plan	Initial drafts of the framing narrative, vision statement, strategies, tactics (now called suggested activities), and implementation plan were reviewed by the university community in spring 2011 and spring 2012. Revised drafts of these elements were available for review and feedback at the President's Administrative Retreat in May 2012.	The framing narrative, vision statement, strategies, and suggested activities are revised based on feedback received in spring 2012. These elements will be available in fall 2012 for approval by the entities that comprise the division of Academic Affairs, the APSCUF Executive Committee, the Academic Affairs Council, the University Forum, and the President's Cabinet.	The goal for approval of the framing narrative, vision statement, strategies, and suggested activities is February 1, 2013.
2013-2014 Planning & Budget Cycle		Departments, programs, colleges, schools, and offices within the division of Academic Affairs link their 2013-2014 goals and objectives to the AMP goals and objectives.	Departments and programs within the division of Academic Affairs link their staffing requests to the AMP goals, objectives, and strategies. Colleges/schools/offices within the division of Academic Affairs link their budgets to the AMP goals, objectives, and strategies. AMP Steering Committee and Provost's office collaborate to integrate AMP and various planning and budget processes.

APPENDIX 1

Alignment of AMP Goals, Objectives, and Strategies

Goal	Objective	Strategies																	
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1	1		X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	
	2			X		X		X	X	X	X	X			X	X	X		
	3			X	X	X	X	X		X	X	X			X	X			
	4			X	X	X	X		X	X	X	X			X	X	X	X	
	5			X	X	X	X	X	X	X	X	X			X	X	X	X	
	6			X				X	X	X	X	X			X	X	X		
	7			X	X	X	X	X	X	X	X	X		X	X	X	X	X	X
	8				X	X	X		X	X	X				X	X	X	X	X
2	1	X	X	X	X		X		X										
	2	X		X	X	X	X	X	X	X	X	X		X	X	X	X	X	
	3			X	X	X	X	X	X	X	X	X		X	X	X	X	X	
	4			X	X	X	X		X			X			X	X	X		
	5	X		X		X	X		X	X	X	X		X	X	X	X	X	
	6			X			X	X	X				X	X		X	X	X	X
	7	X		X			X	X	X				X	X			X	X	X
	8						X		X	X	X	X			X	X		X	X
3	1	X		X			X	X	X	X	X	X	X	X	X	X	X	X	
	2			X	X	X	X		X			X	X	X		X	X	X	
	3	X		X			X		X				X	X		X	X	X	
4	1	X		X						X	X	X	X	X		X	X	X	
	2	X		X					X	X	X		X	X	X		X	X	
	3			X	X	X	X	X	X	X	X	X	X	X		X	X	X	X
	4		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	5			X						X	X		X	X				X	X
	6			X		X	X	X	X	X	X		X	X	X	X	X	X	
5	1	X	X	X	X		X	X	X	X	X				X	X	X	X	
	2		X	X	X		X		X	X	X				X	X	X	X	
	3	X	X	X	X	X	X	X	X	X	X				X	X	X	X	
6	1		X		X		X	X	X						X			X	
	2		X		X		X	X	X					X	X			X	
	3				X	X	X		X					X	X		X	X	
	4				X	X	X	X	X					X	X			X	
	5				X		X	X	X			X		X	X	X	X	X	
	6			X			X		X				X	X	X	X	X	X	
	7	X		X					X				X	X	X	X	X	X	
7	1	X	X	X	X	X	X	X	X					X	X		X	X	
	2	X	X	X	X	X	X	X	X	X				X	X	X	X	X	
	3						X	X	X	X	X					X	X	X	X

APPENDIX 2

Alignment of AMP Goals, Objectives, and Strategies with SU's Strategic Goals and PASSHE's Core Areas

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

APPENDIX 3

Alignment of AMP Goals, Objectives, and Strategies with SU's PASSHE Performance Indicators

Category	Performance Indicator	AMP Goals, Objectives, and Strategies
Student Success	1-1. Degrees Conferred	Goals/Objectives: 1.1-1.8, 2.2-2.8, 3.1-3.3, 4.1-4.2, 4.4, 4.6, 6.5, 6.6 Strategies: B, D, F, G-K, N-P
	1-2. Closing the Achievement Gap for Freshman	Goals/Objectives: 1.1-1.8, 2.2-2.8, 3.1-3.2, 6.5, 6.6 Strategies: B, D, F, G, I-K, N-P
	2-1. Closing the Achievement Gap for Transfer Students	Goals/Objectives: 1.1-1.8, 2.2-2.8, 3.1-3.2, 6.5, 6.6 Strategies: B, D, F, G, I-K, N-P
Access	1-1. Closing the Access Gaps for Freshman	Goals/Objectives: 2.1, 5.1-5.3, 6.1-6.2, 7.1-7.3 Strategies: A, B, G
	1-2. Faculty Diversity	Goals/Objectives: 4.1-4.6, 5.1-5.3, 6.1-6.2, 7.1-7.3 Strategies: A, C, K-O
	2-1. Faculty Career Advancement	Goals/Objectives: 4.1-4.6 Strategies: C, K-O
	2-2. Closing the Access Gap for Transfer Students	Goals/Objectives: 2.1, 5.1-5.3, 6.1-6.2, 7.1-7.3 Strategies: A, B, G
Stewardship	1-1. Private Support	Goals/Objectives: 2.1, 2.7, 3.1, 3.3, 4.1-4.3, 6.5, 6.7 Strategies: B, C, H, L, P
	1-2. Instructional Productivity	Goals/Objectives: 1.1-1.8, 2.2-2.5, 3.1-3.2, 4.2-4.4, 4.6 Strategies: C, K, M, O
University Designed Measure	Undergraduate Research Program	Goals/Objectives: 1.8, 2.3, 2.5, 3.1-3.2, 4.2, 4.4-4.6 Strategies: L, N, O, P

APPENDIX 4

Alignment of AMP Strategies with Middle States Self Study and Visiting Team Report Recommendations and Suggestions

The following table summarizes the outcomes of Shippensburg University's 2008-2009 Middle States self-study and visiting team processes.

FR = Middle States' Visiting Team Final Report
SS = Shippensburg University Self Study

Rec = Recommendation
Sug = Suggestion

Reference	Recommendations and Suggestions	AMP Goals, Objectives, and Strategies
FR Rec # 1	The team fully endorses the recommendation in the self-study (7.8) that calls upon the University to determine how to retain greater number of students from under-represented populations, and further recommends more effective identification of barriers which may contribute to these higher attrition rates, careful assessment of the needs of these students, the setting of measurable retention goals, and more effective coordination of these retention efforts. <u>(Standard 8)</u>	Strategies: B, D, F, G, K, N, O, P, Q
FR Rec # 2	The Middle States team notes that data on the number and percentage of minority faculty members demonstrates insufficient diversity among the faculty, and recommends the identification and pursuit of more proactive approaches to expanding the ethnic diversity of faculty pools. <u>(Standard 10)</u>	Strategies: A, C, L, M, O
SS 4.1	Continue to promote transparency in the process of allocating resources by sharing budget projections with the entire campus community.	
SS 4.2	Assess the impact of declining revenue from the Commonwealth and develop an action plan that identifies additional external resources as well as a strategy for obtaining those resources.	Strategies: L
SS 4.3	Reconstitute the Strategic Planning Steering Committee given the significant number of retirements and role transitions since the strategic plan was approved in March 2005.	
SS 4.4	Communicate the results of University-wide assessment efforts beyond the venues of the University Forum and the College Councils.	Strategies: Q, R
SS 4.5	Establish an academic master plan committee with broad representation to establish planning processes and develop a draft plan for review by all stakeholders.	Strategies: A-R
SS 4.6	Direct the academic master plan committee to develop a model that systematically examines institution-wide and program assessments to establish institutional needs and make recommendations about the allocation of resources.	Strategies: Q, R
SS 5.1	Use the findings from the marketing study to assess the development and growth of academic programs for traditional college-aged and adult students.	Strategies: A, O
SS 5.2	Evaluate the timing of administrative searches to maximize participation by faculty members and students.	Strategies: C, Q

SS 5.5	Develop a plan to invite faculty and staff members to Cabinet meetings to observe the decision-making process to promote increased knowledge about the operation of the University.	
SS 5.6	Charge the University Forum to lead a review of the University's primary governance documents to insure the inclusion of all campus constituencies.	
SS 5.7	Encourage ongoing input from University stakeholders and constituents and continue to improve communication across the University's varied operations.	Strategies: Q, R
SS 6.1	Communicate the findings from the Ad Hoc Committee on Faculty Searches to the campus community and develop an action plan for implementing the recommendations.	Strategies: C
SS 6.2	Conduct a systematic evaluation of the faculty mentoring system in place at the University and improve this support as needed.	Strategies: C, M
SS 6.3	Review recommendations from the 2003 Library Feasibility Study and develop an action plan to promote more availability of physical space and materials to enhance student learning and information literacy.	Strategies: I, J
SS 7.1	Evaluate the University's efforts to recruit a diverse student population, with specific evaluations for the programs directed by the Office of Admissions, the Pittsburgh Partnership Program, and the GEAR-UP Initiative.	Strategies: A, B
SS 7.2	Monitor sources of financial support for Shippensburg students, working to increase funding available through scholarships and student employment.	Strategies: B
SS 7.3	Evaluate the progress of the ADRT in reaching each of its three goals and determine whether these goals should be modified in light of assessment data.	Strategies: C, F
SS 7.4	Evaluate the effectiveness of the Supplemental Instruction Program and tutoring services and determine if the allocation of additional resources would attract undergraduate or graduate supplemental instructors.	Strategies: F, H
SS 7.5	Revisit the program review for the Office of Disability Services and update the vision statement, goals and objectives, as well as outcomes.	Strategies: F
SS 7.7	Review personnel allocated to the University Counseling Center to address increases in caseload and the mental health needs of students.	
SS 7.8	Review the efforts of the Retention Committee and share the committee's findings with all University stakeholders to determine how Shippensburg University can take full advantage of its opportunities to retain greater numbers of undergraduate students, particularly those of under-represented populations and those in good academic standing who leave before graduating.	Strategies: B, D, F, G
SS 8.1	Direct the GECC to continue its work on assessment of the General Education Program and to disseminate the results to the administration and faculty.	Strategies: D, E
SS 8.2	Based upon assessment results, evaluate the current structure of the General Education Program and determine whether it continues to fulfill its role in the University's mission and make adjustments accordingly.	Strategies: D, E
SS 8.3	Develop a template for a consistent, comprehensive finalized memo for Five-Year Program Reviews.	Strategies: R
SS 8.4	Continue to standardize University, college, and departmental assessment efforts and coordinate the use of the assessment results in planning and budgeting cycles.	Strategies: Q, R

SS 8.5	Evaluate the feasibility of the creation of a central office for assessment to coordinate the efforts of departments from both the Division of Academic Affairs and the Division of Student Affairs.	Strategies: Q, R
SS 8.6	Develop new mechanisms to communicate the importance of assessment and encourage broad participation in the processes at the departmental, college, and University-wide levels to various constituencies, including faculty members, staff members, administrators, students, and the greater community.	Strategies: Q, R
SS 8.7	Develop stronger connections between Shippensburg University's assessment and resource allocation to promote institutional changes by reviewing the flow of information about annual assessment activities and the timing of the annual budget and planning process.	Strategies: Q, R
SS 9.1	Develop consistent core processes for the coordination of internships in each college and across the University.	Strategies: P, Q
SS 9.2	Review communication to faculty and students about opportunities through the International Programs Office and increase communication to ensure that all campus groups are aware of these opportunities.	Strategies: O, P, Q
SS 9.3	Evaluate the results of the Spring 2008 survey and increase the professional development opportunities for faculty members teaching distance learning courses, recognizing the need for different opportunities for novice and veteran distance education faculty.	Strategies: C, O
SS 9.4	Develop faculty evaluation procedures for off-campus locations consistent with all procedures in relevant collective bargaining agreements.	Strategies: M, Q, R
SS 9.5	Improve the level of academic support services available for students at off-campus locations, potentially using educational service fees.	Strategies: F, H, I, J, O, Q
SS 9.6	Continue to improve links between academic departments, students, and the H. Ric Luhrs Performing Arts Center.	Strategies: O, Q
SS 9.7	Conduct an economic impact analysis of the H. Ric Luhrs Performing Arts Center and its contributions to the economic health of south central Pennsylvania and northern Maryland.	
SS 9.8	Develop additional means to disseminate information both on and beyond campus about the efforts and services of the Small Business Development Center, the Center for Land Use, and the Frehn Center, as well as other outreach endeavors.	Strategies: A, L, O, P, Q
FR Sug Std 2	The 5-year Strategic Plan should fully address the resource implications of planned future student enrollment growth and the proposed Engineering program that would complement Shippensburg's existing strengths in the sciences and mathematics. It will be especially important to secure new facilities, equipment, and faculty as part of the Engineering approval process.	Strategies: O, Q
FR Sug Std 5	Consider providing new members of the campus-wide Planning and Budget Council with an extensive orientation program to ensure they are adequately prepared to fulfill their responsibilities.	
FR Sug Std 7	The campus should review how it evaluates and uses data from the four annual university-wide surveys, such as NSSE, and make the adjustments necessary to ensure the results are used in a timely and appropriate manner to inform campus decisions.	Strategies: A, B, O, Q, R
FR Sug Std 9	Enrollment growth has placed a strain on some student services. The team endorses the recommendations (7.6 and 7.7) in the self-study regarding the importance of assessing the need for additional staffing in certain student service operations.	Strategies: F, G, K, O, P, Q

FR Sug Std 12	Given concerns expressed by some about student writing and the fact some departments have already responded with a discipline-specific advanced writing course, the team suggests the campus consider having all students receive a writing course beyond the current Writing Intensive First Year Seminar.	Strategies: O
FR Sug Std 13	Review the Distance Learning Policies and Procedures, which have been in place since 2000, and consider eliminating or modifying the “non-competitive” clause, which seems to be unnecessarily holding distance education back.	Strategies: O
FR Sug Std 14	Campus support for learning outcomes assessment should be buttressed by insuring adequate resources are devoted to the accomplishment of these commendable endeavors	Strategies: O, R
FR Sug Std 3	As a new student information system is anticipated to be implemented soon, the University must be mindful of the additional workload demands to be encountered by functional users as well as technical support staff during such a massive undertaking.	Strategies: G, Q, R
FR Sug Std 4	As the campus designs and implements a continuity planning strategy, ensure campus auxiliary organizations are fully included in the plan.	Strategies: Q, R

APPENDIX 5

Recommended Groups to Address AMP Strategies

Strategy A:

Integrated Marketing Committee; Enrollment Management/Admissions Committee (monthly & weekly committees); Alumni Advisory Board; External Affairs; Office of Communications; Career Development Center; Career Education; Ad hoc Internship Task Force; College Internship Committees; SU Foundation; Office of Professional, Continuing, and Distance Education; individual faculty with expertise in marketing, public relations, communications, media, and assessment.

Strategy B:

Enrollment Management/Admissions Committee (monthly & weekly committees); Office of Admissions; Scholarship Committee; BOG Scholarship Committee; Honors Program; EDI Transfer Working Group; Transfer Student Task Force; SU Foundation; International Education Committee; International Programs Office; Financial Aid; Office Veterans Affairs; Non-Traditional Student Organization; Office of Professional, Continuing, and Distance Education.

Strategy C:

Ad Hoc Committee on Faculty Searches; CFEST Campus Support; CFEST Grants Administration; Advisor Development and Resource Team; Social Equity; Human Resources; Multicultural Caucus; academic department representatives; Provost's office; College Councils; College Deans; Office of Professional, Continuing, and Distance Education; Institute for Public Service and Sponsored Programs; search committees; APSCUF Executive Committee; SU Foundation; Work Climate Solutions Committee; Women's Consortium; Students Advocating LGBTQIA Equity (SALE) .

Strategy D:

Retention Committee; General Education Council; EDI Transfer Working Group; Transfer Student Task Force; TAOC committee members; Veterans Affairs Committee; Non-Traditional Student Organization; Student Affairs; director of housing; director of resident life; living-learning communities; Learning Center; ASP program; Office of Disabilities Services; Library; Counseling Center; Service Learning committee; Activities Program Board; CUE Equity Scorecard; Orientation committee; Academic Day Committee; Honors program; department chairs; school/college councils; college deans; UCC; Forum; Career Development Center; Career Education.

Strategy E:

General Education Council; Developmental Education council; school/college councils; school/college deans; Provost's office; academic departments involved in general education; UCC; Forum; Career Development Center; Career Education.

Strategy F:

Retention Committee; EDI Transfer Working Group; Transfer Student Task Force; TAOC committee members; Undeclared programs; Veterans Affairs Committee; Non-Traditional Student Organization; Student Affairs; director of housing; director of resident life; living-learning communities; athletics; Learning Center; ASP program; Office of Disabilities Services; Library; Counseling Center; Service Learning committee; Activities Program Board; Student Senate; Graduate Student Advisory Board; financial aid; Scholarship committee; BOG scholarship committee; SU Foundation; CUE Equity Scorecard; Orientation committee; Academic Day Committee; Honors program; department chairs; school/college councils; college deans; UCC; Forum; Library; bookstore; CUE Equity Scorecard; Enrollment Management/Admissions committees (monthly and weekly committees); Office of Admissions; Institutional Research; interdisciplinary minors; Off-Campus Support Advisory Group; Thurgood Marshall program; Testing center; Students Advocating LGBTQIA Equity (SALE); Multicultural Student Affairs; Greek Life; Fraternity/Sorority Affairs; Women's Center; International Education Committee; International Programs Office; Developmental Education Council; Career Development Center; Career Education.

Strategy G:

Retention Committee; Undeclared Transition Planning Group (or its successor committee); Undeclared Programs; General Education Council; Financial Aid; Registrar; Academic Deans; School/College Councils; Academic Affairs Council; Office of Professional, Continuing, and Distance Education; Dean of Enrollment Services (Admissions); Associate Deans; Advisor Development Resource Team (ADRT); students.

Strategy H:

Graduate Council; Graduate Student Advisory Board; Graduate Research Grants Committee; Provost's office; IPSSP; Enrollment Management/Admissions committees (monthly & weekly committees); Office of Admissions; Graduate Dean; college deans; Dean of Arts and Sciences Advisory Council on Undergraduate Research; GA Allocation committee; Office of Professional, Continuing, and Distance Education; SU Foundation.

Strategy I:

Internal and External Library Advisory Boards; CFEST Campus Support; Instructional Design and Development Services; SU Foundation; University Technology Council; Library Services Council; Learning Center; Academic Affairs Assessment Team; school/college councils; Division of Information Technology and Library Services.

Strategy J:

University Technology Council; Emerging Technology Committee; Library Services Council; Instructional Design and Development Services; CFEST Campus Support; Housing; Living and Learning Communities; Division of Information Technology and Library Services; Division of Administration and Finance; Facilities; SU Foundation.

Strategy K:

Planning and Budget Council; Provost's office; school/college deans; Facilities; school/college councils; Office of Admissions; Enrollment Management/Admissions committees (monthly & weekly committees); Office of Admissions; Retention committee.

Strategy L:

Faculty Grants Task Force; CFEST Grants Administration; CFEST Campus Support; IPSSP; Provost's office; SU Foundation; college/divisional faculty representatives; school/college councils; school/college deans; student research travel programs; Administration and Finance (grants accounting, purchasing, etc.)

Strategy M:

Promotions Committee; Sabbatical Committee; Tenure Committee; Departmental Promotions Committees (DEPAC); Advisor Development Resource Team; CFEST new faculty orientation; Provost's office; Faculty Grant Task Force; APSCUF Executive Committee; Human Resources.

Strategy N:

Academic departments; school/college councils; school/college deans; Honors Program; Provost's office; Academic Affairs Council; UCC; General Education council; Graduate council; Teacher Education council; Developmental education council; International Education Committee; Counseling Center; Student Senate; Activities Programming Board; Residence Life; Orientation committee; Academic Day Committee; Students Advocating LGBTQIA Equity (SALE); Multicultural Student Affairs; Greek Life; Fraternity/Sorority Affairs; Women's Center; International Programs Office; Career Development Center; Career Education.

Strategy O:

Academic departments; school/college councils; school/college deans; Honors Program; Provost's office; Academic Affairs Council; UCC; General Education council; Graduate council; Teacher Education council; Developmental education council; TAOC committee members; International Education Committee; Forum Distance Education Task Force; Academic Outreach Subcommittee (formerly known as the DE Subcommittee); CFEST; Office of Professional, Continuing, and Distance Education; SU Foundation; Career Development Center; Career Education.

Strategy P:

Dean of Arts and Sciences Advisory Council on Undergraduate Research; Undergraduate Research Grants Committee; Graduate Research Grants Committee; Summer Undergraduate Research Experience Committee; Institute for Public Service and Sponsored Programs; SU Foundation; Internship Task Force; college internship committees; Honors Program; Service Learning committee; Academic Day Committee; Volunteer Services; International Programs office; Women's Center; school/college deans; school/college councils; External Affairs; Alumni Advisory Board; Program/Department Advisory Boards; Student Affairs; Career Development Center; Career Education.

Strategy Q:

All departments, offices, committees, and groups within Academic Affairs and Student Affairs; Student Senate; Graduate Student Advisory Board.

Strategy R:

Academic Affairs Assessment Team; Planning and Budget Council; Provost's office; school/college deans; college and department Assessment committees; college and department accreditation teams/committees; Office of Professional, Continuing, and Distance Education; Institutional Research; All divisions of the university; SU Foundation.

APPENDIX 6

Suggested Activities

The AMP Task Force has compiled the following list of suggested activities from the feedback provided by the university community in fall 2009 to date.

The Task Force has provided these suggested activities for further consideration by the groups that are charged to address each strategy. The Task Force recommends that these groups employ their unique expertise to consider, investigate, and evaluate these suggested activities within the context of the strategy they have been charged to address. This critical analysis should be done prior to each group making recommendations or taking action to implement activities that address the strategy they have been charged to address.

For example, the groups should consider the feasibility, appropriateness for SU, research, and resource requirements of each activity. The groups should also consider the extent to which these activities are already occurring, and whether such activities might be modified or expanded. (The Task Force is aware that some of these activities may have already begun or been completed. The Task Force is also aware that in some of these cases this information is not widely known across campus, and so it has included such activities in the list below as one means to raise awareness of these activities across campus.) These groups might also identify additional activities for each strategy, based on circumstances and building on the group's expertise in particular areas.

Strategy A – Suggested Activities

1. Collaborate with Communications and Marketing, External Affairs & University Relations, and SU Foundation to create a coordinated 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).
 - a. Work with the division of External Affairs & University Relations and the office of Communications & Marketing to develop improved mechanisms for capturing hometown information to publicize student achievements.
 - b. Hire an individual dedicated to establishing and expanding Ship's social media presence.
 - c. Engage an outside consultant to conduct an environmental scan of the University with respect to how the university operates and communicates, and make recommendations for improvement. This scan should include questions such as: Are the processes easy? Is information readily available on the website? Can people find what they need when they're on campus?

- d. Develop and implement an integrated marketing plan that includes all segments of the university, and takes into account the segmented characteristics and needs of Ship's various target recruiting populations.
 1. Develop distinct marketing plans for graduate and undergraduate programs, using marketing approaches, strategies, materials, and cycles appropriate to the differentiated characteristics of each student population.
2. 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.
 - a. Work with the division of External Affairs & University Relations and the office of Communications & Marketing to develop improved mechanisms for capturing information on professional associations and organizations to which student, faculty, staff, and administrators' accomplishments can be sent.
3. 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"?
4. Revisit the Lippman-Hearn study – what's next after the "ship word" campaign? Work with the division of External Affairs & University Relations and the office of Communications & Marketing as it embarks on a new RFP and study in 2012-2013.
 - a. 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.
 - b. Review current institutional and college materials, and develop revised or expanded resources to help the colleges produce annual reports that promote faculty accomplishments in each department, each year.
 - c. Publish faculty sabbatical reports and other publications on the website to highlight faculty expertise, credentials, and accomplishments. Work with the Provost's office, division of Information Technology & Library Services, division of External Affairs & University Relations, and the office of Communications & Marketing to investigate the feasibility and process for such an activity.

Strategy B – Suggested Activities

Recruitment:

1. Charge the Enrollment Management/Admissions Committee to:
 - a. Revisit current recruitment activities (including open houses). Ask "what works, and what doesn't"? Ask "what is outdated and ineffective, and what remains productive"? Engage students in this process to gather answers to these questions from the target office.
 - b. Assess the current admissions recruiting plan, including how it integrates with the university marketing and public relations plan and departmental and college recruiting activities.

- c. Make recommendations as to how to increase our enrollment yield among highly qualified and diverse applicants, including the use of a minority cohort model.
- 2. Diversify student recruiting efforts including the use of targeted recruiting activities, marketing pieces, post-admit communications, and outreach activities. Uniquely target activities, materials, and communications to particular audiences as appropriate: undergraduate, transfer, graduate, non-traditional, adult, off-campus, veteran, high-achieving, international, and diverse populations of students.
- 3. Increase the number and variety of recruiting contacts that potential students receive from SU.
- 4. Develop, implement, and assess an effective recruitment plan for transfer students. To recruit transfer students:
 - a. Increase Ship's presence at community colleges in the region.
 - b. Develop active links and communication between the relevant academic departments and faculty at Ship and both Harrisburg Area Community College and Hagerstown Community College, between which ready transfer pathways exist.
 - c. Develop scholarships for transfer students.
 - d. Provide an earlier scheduling window for transfer students so that they can get the classes they need for timely degree completion.
 - e. Provide a priority scheduling window for transfer students who commit to Ship early.
- 5. Develop, implement, and assess an effective recruitment plan for international students. To recruit international students:
 - a. expand support for the International Students Office
 - b. expand exchange programs with foreign universities
 - c. provide admissions with an international recruitment budget
 - d. better promote JFK scholarships for international students
 - e. offer summer ESL courses as a recruitment tool
- 6. Increase outreach activities to Latin American and Hispanic students in the Chambersburg, Adams county, and Hanover areas.
- 7. Enlist successful SU students and alums for recruiting activities in their home high schools, including presenting scholarships at high school awards ceremonies. Coordinate such efforts with the scholarship committees, SU Foundation, and Alumni relations.
- 8. Develop targeted programming opportunities designed to recruit students including an expanded Jump Start program, courses at Wallops Island, academic camps (including external grant funding opportunities to fund 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.
- 9. Invite outstanding students from the region to attend campus events.
- 10. Incorporate language, specific examples, and specialized targeted materials (e.g. brochures) in admissions recruiting activities and open houses that highlight students' engagement in Ship's signature activities: internships, and the post-graduation jobs that were garnered as a result of that internship experience; undergraduate research opportunities, the Celebration

of Student Research, and the post-graduation benefits (admission to graduate/professional school) to be gained through the research experience; and service learning.

11. Establish regular meetings between the academic colleges and departments and Admissions staff.

Scholarships and Financial Aid:

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. Collaborate with the scholarship committees and the SU Foundation to investigate the extent to which the following practices are already occurring, as well as the feasibility of expanding or initiating such activities. For each of the following suggestions, take into consideration the restrictions placed on scholarship dollars by federal, state, and private donor sources. The activities to investigate are:

1. Support university and SU Foundation efforts to secure funding for scholarships. Support efforts to increase the number and dollar amount of scholarships in the following areas:
 - a. merit-based, service-based, need-based scholarships
 - b. scholarships for high-achieving in-state and out-of-state undergraduate students
 - c. scholarships for high-achieving transfer students
 - d. scholarships for high-achieving in-state and out-of-state graduate students
 - e. scholarships for non-traditional, off-campus, and veteran students
 - f. scholarships for students studying abroad
 - g. scholarships for students with emergency needs (such as the Last Dollar Scholarship program; Student Senate/Follett Bookstore textbook scholarship program)
 - h. scholarships and graduate assistantships for graduate students, including part-time graduate students
2. Conduct a data-based assessment: how many people turn down scholarships and why?
3. Collaborate with the university, SUF, and donors to develop eligibility parameters for newly developed and endowed scholarships and grants, that would balance the unique interests of donors and the overall financial need of students, and that would minimize the amount of un-awarded scholarships.
 - a. Extend the parameters of first-year freshman scholarships to transfer students. Scholarships not used by first year freshman could be extended to high achieving transfer students, by noting that they too are entry level students.
 - b. Collaborate with SUF to ensure that the capital campaign includes dollars for general student scholarships without specific eligibility parameters.
4. Increase the criteria for merit-based scholarships.
5. Continue efforts to over-award scholarships to ensure that the use of the funds is maximized.
6. Continue efforts to move the confirmation date for students' acceptance of scholarships to earlier in the admissions process.
7. Offer Valedictorian and Salutatorian BOG scholarships to the top 5 students at the end of their junior year in high school.
8. Offer scholarships at the end of the high school junior year or the fall of the senior year.

9. Continue efforts to establish, promote, and award a tuition differential for high-achieving out-of-state undergraduate students, and out-of-state students in STEM majors.
10. Establish full tuition scholarships for high-achieving out-of-state undergraduates, especially those from Maryland, New York, and New Jersey.
11. Investigate the opportunities for obtaining additional support through the financial aid office.
12. Create a searchable database of scholarships, raising students' awareness of scholarship funds for which they are eligible. Search parameters should include SAT scores, residency, and program of study, among others.

Strategy C – Suggested Activities:

Recruitment:

1. 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, and a first semester teaching load of 3 courses or 1-2 course preparations. Investigate the extent to which these practices are already occurring and might be expanded, as well as the feasibility of initiating such activities. Investigate possible funding sources for these activities including, but not limited to, the SU Foundation, a strategic university budget line, and/or a portion of university overhead funds obtained through grant activities.
2. 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.
3. Consider recruiting and hiring practitioner faculty (those with recent work experience in the field in which they teach).
4. Benchmark against peer institutions for faculty diversity and qualifications (e.g., percent of faculty with a doctoral degree).
5. Track SU's progress toward achieving affirmative action goals.

Tactics – Teaching:

1. 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. (This is also a recruiting tool; see below.)
2. Maintain a low percentage of adjunct faculty and provide support for faculty contributions to the academic climate.
3. Support the role of advising by:
 - a. Providing for a more equitable distribution of advising activities across departments and faculty.
 - b. Maintaining low student-to-faculty advising loads.

- c. Continuing to provide professional development opportunities designed to improve advising methods, and an awareness of general academic issues and administrative processes.
- d. Providing an evaluation and reward system for faculty to ensure good student support through excellence in advising.
- e. 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:

1. 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. Simplify the process for securing CFEST funds and allow electronic submission of forms.
2. 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.
3. Explore alternative direct and indirect cost formulas for external grant awards.
4. Increase the amount of professional development and research initiatives dollars in SU Foundation campaigns.
5. Increase faculty exchanges.
6. Increase faculty Fulbright opportunities.
7. Clarify information security and international export/import forms and requirements for faculty travelling abroad to conduct research and engage in other professional development activities.

Tactics – Retention:

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

Strategy D – Suggested Activities:

1. 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.
2. Develop strategies that empower students to direct their academic and career path, taking into consideration the differing perspectives and needs of declared and undeclared majors with respect to the exploration of possible majors, minors, and careers.
3. 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?"
4. Pair students with a mentor or their advisor during orientation.
5. Invest in and initiate a campus-wide discussion on entry-year experience models, including centered on courses, majors, learning communities, living-learning communities, cohorts, a

series of experience that occur throughout the entry-year, seminars, interest groups, an online program to assist with orientation, and peer mentoring.

Strategy E – Suggested Activities:

1. 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.
2. Create and support a process to identify, develop, and implement core experiences and cross-curricular initiatives.
3. Develop strategies for the continual emphasis of core competencies (writing, oral communication, quantitative reasoning, critical thinking, developing habits of the mind, and global understanding) throughout the curriculum.
4. 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. Consider a variety of alternatives to achieve this overarching initiative, including embedding information literacy in courses, coordinated integration and instruction across courses and disciplines, and assessment, especially with respect to Middle States guidelines.
5. Explore the rationale and feasibility of including courses from all three academic colleges in the general education curriculum.
6. Explore the incorporation of technology fluency in the curriculum in a systematic way.

Strategy F – Suggested Activities:

1. Develop differentiated support services for diverse populations of students to meet the unique needs of students, such as those in their first two years at Ship, and high-achieving, at-risk, transfer, non-traditional, military/veteran, off-campus and international students.
2. 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.
3. Prioritize and implement recommendations from the various Retention Committees.
4. Investigate the impact and feasibility of 12 month programs.
5. Establish the current retention baseline at SU.
6. Identify and more widely distribute the additional data and reports that colleges, departments, chairs, and faculty need to make decisions regarding retention initiatives.
7. Identify practices that are working well and where the challenges lie with respect to student retention.
8. 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.
9. Provide programs, services, and a campus that are accessible to all individuals.
10. Expand the Thurgood-Marshall mentoring program and establish other types of active mentoring programs for under-represented students.

11. Provide continued support for students as they transition from their entry-year to second year.
12. Explore the factors that lead to graduate students who stop attending school, and develop support systems to alleviate such problems.
13. Offer instruction that addresses the needs of a diverse student body, including the arts, multicultural studies, gender, and age and disability awareness.
14. Expand efforts to make textbooks available from the library and renting books from the bookstore for financially disadvantaged students.
15. Expand efforts to bring Alumni to campus to serve as role models and professional examples.

Academic Support:

1. 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.
2. 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. Prior to this, explore how such a course would be designed, staffed, and supported, and in which department it would be housed.
3. Limit the number of underprepared students that are admitted to the university.
4. 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.
5. Investigate an evaluation and reward system for administrators and staff to ensure good student support and service.
 - a. Emphasize the need for strong student service in hiring.
 - b. Emphasize strong student service as part of the annual evaluation process.
 - c. Reward and provide incentives for administrators and staff for good student service.
 - d. Establish feedback systems for all administrative services provided by those offices.
6. Increase student involvement and engagement in the advising process, and make advising a collaborative process between student and faculty advisor.
7. Investigate and develop strategies to encourage students' engagement with the Learning Center and its various services.
8. Investigate the feasibility of expanding Learning Center services to online and off-campus students. Build upon the recently started efforts to provide writing support to off-campus and online students.

High-Achieving Students:

1. 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. Build upon and integrate this work with that of the recently formed committee to identify and prepare students for major external scholarships (with representation from the campus advisors for the Fulbright, Gilman, Boren, Phi Kappa Phi, and Goldwater Scholarships).

2. 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.
3. Assess the current level of funding and opportunities for students to attend and present their work at professional and scholarly conferences, and investigate opportunities for increasing this funding.
4. Identify and expand experiences within academic programs that provide students with opportunities to engage in leadership and civic engagement.
5. Develop opportunities and scholarships that provide students with the financing, flexibility, and time to cultivate their leadership abilities. Develop scholarships that would alleviate students of the need to work, so that they will have time to devote to becoming a student leader on campus or in the community.
6. Support and expand the University Honors Program. Invite all students (including transfers) meeting the established criteria to apply for admission to the program.
7. Develop more departmental honors programs, in accordance with best practices in national Honors education, as defined by the National Collegiate Honors Council, the national professional organization of Honors Programs and Colleges .

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

1. Evaluate the pathways, academic requirements, admissions process, information, communications, offices, and barriers that transfer students must navigate as they transition to Ship to minimize confusion and maximize the ease of their transition, potential for academic success, and timeliness to degree completion. Include the work and recommendations of the EDI Transfer Working Group, Transfer Student Task Force, TAOC committee members, and Retention Committee.
2. Modify and simplify the transfer of credit for students who come from colleges that lack an articulation agreement with Ship. This is especially important for students that come from colleges without a transfer credit plan or whose course names do not match those of SU.
3. Explore the possibility of residential living spaces for transfer students, including a living-learning community for transfer students.
4. Establish a mechanism for on-campus students to identify themselves as non-traditional students who need evening and weekend coursework.
5. Create and make visible a non-traditional student lounge. More widely communicate the existence of this new space in the CUB to non-traditional students, faculty, and staff.
6. 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.
7. Investigate alternative on-campus class meeting times and field delivery methods for key program courses that would make programs accessible to non-traditional students.
8. Establish priority scheduling for non-traditional students in evening and weekend courses.
9. Extend hours for administrative offices that deal with student services, especially in the case of adult, non-traditional, working, and off-campus students that cannot travel to or call university offices during standard working hours. In Academic Affairs, these include offices

such as Registrar, Admissions, PCDE, and those that answer general academic questions. Cross train staff in these offices to handle interrelated questions. In conjunction with Student Affairs and Administration & Finance, investigate the feasibility of providing extended support in Student Accounts and Financial Aid.

10. Explore students' child care needs as they impact students' ability to take classes. With the SU Foundation, explore 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.
11. Work with the Administration & Finance division, the Police department, and the Library to provide clearer information to staff, faculty, and non-traditional and off-campus students about the processes, requirements, and availability of campus parking permits and IDs.
12. 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.
13. 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).
14. 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.

Students With Disabilities

1. Develop awareness workshops for university faculty, staff, and administrators regarding the unique needs and barriers faced by students with disabilities and the means to achieve the accessibility of all students to physical and virtual spaces and materials.
2. Widely disseminate information on ADA requirements and provide guidelines for meeting these requirements.

Off-Campus Students:

1. Work with the Administration & Finance division, the Police department, and the Library to provide clearer information to staff, faculty, and off-campus students about the processes, requirements, and availability of IDs and access to library materials online, onsite, and through inter-library loan.
2. 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.

Veteran and Military Students:

1. 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.

International Students:

1. Develop an English as a Second Language (ESL/ELL) program to ease the transition of international students and ensure their academic success. Such a program should take into account written and oral communication skills, academic writing skills and expectations, training for faculty and writing tutors, and coordination with the English, Human Communication Studies, Reading, and Modern Languages departments, as well as the Learning Center.
2. Develop a cultural adjustment and academic expectation support program for international students, at both undergraduate and graduate levels.

Strategy G – Suggested Activities:

1. Prioritize and implement recommendations from the Undeclared Transition Planning Group, including:
 - a. 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?
 - b. Plan programs and activities to encourage declaring a major, including possible integration with a variety of first year experiences.
2. Consider the true number of majors in departments, taking into consideration undeclared, internal and external transfer students, and allocate resources based on this number.
3. Proactively check back logs and wait lists for students to get into majors and minors.
4. Clarify and disseminate wait list procedures to students, faculty, staff, and administrators.
5. 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.
6. 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.
7. Explore resources, processes, and procedures that will lead to reduced waitlists, fewer overrides, fewer undeclared majors, fewer changes in major, increased retention, increased graduation rates, and increased student satisfaction.

Strategy H – Suggested Activities:

1. Increase graduate assistantships that offer academically relevant and professional work experience.
2. Within students’ program, use resources more effectively to provide a rounded set of experiences leading to mid-professional goals.
3. Increase coordination of SU, college, and graduate school activities to meet graduate students’ academic and professional needs.

4. Expand visibility, resources and administrative support for graduate student research, scholarship, travel opportunities, and attendance at professional conferences.
5. Increase the number of graduate assistantships and other scholarships, including those for fulltime and part-time students.
6. 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.
7. Provide more business, government, and community connections for graduate student internships, practica, and other professional development.
8. Investigate the flexibility of fees and fixed-price programs at the graduate level.
9. Recruit out-of-state graduate students.
10. Develop an internship committee that focuses on such experiences for graduate students
11. Expand Career Development Center services and resources for graduate students.
12. Raise awareness of GSAB activities among graduate students.
13. Improve the clarity and organization of the Graduate Studies website.
14. Change the timing of the GA allocation process to allow GA positions to be used in the recruitment and admissions process.
15. Increase the number of articles in the Ship magazine, student profiles on the Ship website, and press releases highlighting graduate student and program accomplishments.
16. Explore the possibility of residential living spaces for graduate students.

Strategy I – Suggested Activities:

1. Expand the print and digital library book, journal, and database collections.
 - a. Collaborate with the divisions of Informational Technology & Library Services and Administration & Finance to support the facilities enhancements necessary to implement a learning commons model and construct a physical space for student support services in the heart of the campus to increase students' access to such services, including those in the School of Academic Programs and Services. Explore and develop additional student support services that work together to provide comprehensive support for students.
2. Further expand relationships between library faculty and the academic departments to broaden existing instructional support.
3. Expand library resources and faculty to support instructional activities and meet students' research needs throughout their academic career.
4. Broaden library support to meet the unique needs of off-campus and online students.

Strategy J – Suggested Activities:

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

4. Provide for technologies designed to enhance student engagement in online and hybrid classes.
5. Develop and provide ongoing workshops focused on the incorporation of emerging instructional technologies.
6. Continue to strengthen and expand the University's technical programs, such as those in GIS and related geo-technologies, as well as biotechnology, and nanotechnology.
7. Broaden the criteria for funding of technology fee proposals to include items for faculty such as iPads and additional discipline-specific needs in support of instruction, research, and scholarship.
8. Continue and extend the assessment, use, and funding of the technology fee projects to protect the integrity of the tech fee fund/revenue stream.
9. Identify and leverage new revenue streams to adopt, create, and support new and innovative technologies.

Strategy K – Suggested Activities:

1. 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).
2. Appropriately match class size to the discipline and purpose of each course.
3. Develop a plan to maintain appropriate class sizes.
4. For small class sizes:
 - a. Develop an institutional definition of "small class size" and the ideal distribution of class sizes for SU.
 - b. 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.
 - c. 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.
5. 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, reduced teaching load, and assistance.

Strategy L – Suggested Activities :

1. Consider and implement the recommendations of the Grants Task Force, whose work is in progress.
2. Investigate the feasibility and opportunities for internal matching funds to satisfy the requirements of some external grants. These funding sources might include, but are not limited to, the SU Foundation, a strategic university budget line, and/or a portion of university overhead funds obtained through grant activities.
3. Clarify the funding opportunities and processes for students' attendance at conferences

Strategy M – Suggested Activities:

1. Assess the faculty promotion and tenure process on a periodic basis.
2. 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.
3. 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.
4. Consider including external reviewers and supporting letters in the promotion and tenure process.
5. Create a structure within C-FEST to fund yearly workshops that help prepare faculty for the promotion and tenure process. Such workshops could be conducted by faculty who serve or have served on the promotion and tenure committees, designed for all tenure-track faculty so they can direct questions and clarify expectations directly with committee members.
6. Ensure that CFEST and the Promotion and Tenure committees are in clear communication about promotion and tenure criteria and guidelines.
7. Create a new Promotion/Tenure committee to review the promotion and tenure processes and structures, and include a faculty survey to gather accurate information.
8. 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 for consistent mentorship and feedback strategies during a faculty member's first 3-5 years at Ship.

Strategy N – Suggested Activities:

1. Build on past practice and expand the planning of regular lectures, panels, and discussions on current events, especially those with an international reach and that emphasize an appreciation for differences.
2. Provide faculty with pre-planned events before the semester begins so they can connect these events to the learning outcomes of their courses. By linking courses to on-campus events, faculty can build upon these events and help students gain more meaning from

their attendance. Such initiatives would work well on a department-level where faculty can coordinate their requirements.

3. Establish a requirement for students to attend two academic events on campus every semester (lectures, performances, exhibits, etc.). Develop a process to enforce, monitor, and give appropriate credit for such activities. Adapt the ability to scan student ID cards for this purpose.

Strategy O – Suggested Activities:

1. 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.
 - a. Develop an Academic Ventures Team to help faculty and departments develop new proposals. An expert on external needs assessment is needed on this team, as well as individuals who can address quality assurance and cost considerations.
 - b. Develop funds dedicated to supporting the development of new programs and innovation in existing programs.
2. Conduct an assessment of the education needs and preferred delivery means for SU's regional constituencies, including high school students, transfer students, adults, veterans, and economic development and workforce needs.
3. Investigate and reduce barriers to implementing new curricula; interdisciplinary programs and initiatives; new pedagogies, technologies, and delivery formats; programs for new off-campus and non-traditional audiences.
4. Provide opportunities for faculty to design and employ a variety of high impact 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.
5. Hire new faculty with expertise in areas in which we wish to develop new programs.
6. Include new program development and program innovation in the evaluation, promotion, and tenure processes.
7. Develop a coordinated approach to broadening students' global and international perspective. Investigate ways to increase students' global perspective including but not limited to:
 - a. increasing participation rates in the international studies minor, modern languages minor, and study abroad;
 - b. create an international studies major;
 - c. create a Latin American studies minor;
 - d. create a Chinese studies minor;
 - e. create a Chinese language faculty line;
 - f. strengthen the B.A. language requirement by requiring incoming student placement testing for language proficiency;
 - g. create an international center in the CUB; and

- h. develop and disseminate institution-wide definitions of the words/concepts international, global, diversity, and culture.
- 8. Explore the feasibility of developing applied doctoral programs, in accordance with state laws and PASSHE regulations.
- 9. Explore ways to expand and incorporate arts programming in the educational experience.
- 10. 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.
 - a. Provide clarification for the university community on which aspects of onload, overload, offload, on-campus, off-campus, and distance education are governed by the CBA, PASSHE regulations, and SU policy.
 - b. Incorporate PCDE courses, including online courses, more strongly into departmental assessment plans.
 - c. Provide a means for evaluation and assessment of online courses.
- 11. Collaborate with the division of Administration & Finance to first reconstruct science labs that reflect cutting edge technology, and in such a way that they can be moved to a new science building upon its construction. Such a building with state-of-the-art laboratory facilities and technologies is needed to provide students with a relevant and competitive STEM education, and to recruit high profile students into STEM disciplines. New science facilities should include space for science education.
- 12. Collaborate with the division of Administration & Finance to renovate and expand Henderson to accommodate growth of the Exercise Science department and compliance with Title IX requirements.
- 13. Design and implement off-campus degree completion programs for adult learners, including a staffing model conducive to faculty participation and buy-in.
- 14. Consider expanding faculty reassigned time to coordinate and lead interdisciplinary programs, degree completion programs, and off-load programs.
- 15. Explore a pro-active link to community colleges with respect to general education course work, providing potential transfer students with the opportunity to complete general education classes at SU before their entry to SU.
- 16. Strengthen existing community connections through support of centers such as the Center for Land Use and the Broadside Center to ensure the curriculum remains current and relevant for the 21st century workplace and students.

Strategy P – Suggested Activities:

- 1. Explore topics such as:
 - a. the academic and administrative resources and infrastructure needed to support experiential learning;
 - b. awarding students with credit or recognition for such activities; develop a co-curricular transcript and a plan for maintaining it.
 - c. faculty work load issues and incentives associated with the supervision of experiential learning activities;
 - d. increasing internal grant funds for student research;

- e. coordinating and connecting students to opportunities;
 - f. providing transportation resources for off-campus activities; and
 - g. developing professionalism and critical thinking skills through such experiences.
 - h. offering grant funds for service learning projects or events that enhance the learning outcomes in a course.
2. Prioritize and implement recommendations of the external consultants from the Council on Undergraduate Research.
 3. Establish a Director of Service Learning and form a Service Learning Committee with Academic Affairs and Student Affairs representatives.
 4. Develop a coordinated university-wide approach to community outreach to increase the opportunities for experiential learning and the level of university-community engagement.
 - a. Develop a centralized communication structure and website that publicizes experiential learning opportunities for and achievements of students and faculty.
 - b. Develop a centralized office of service learning with dedicated staffing that links Academic Affairs and Student Affairs.
 5. Create incentives that encourage a university-wide commitment to experiential learning and community outreach and engagement. Form a committee on experiential learning with representatives from service learning, internships, and research initiatives.
 6. Encourage members of faculty, staff, and management who serve as community leaders to provide experiential learning opportunities for students.
 7. Explore ways to integrate SU's Centers with students' academic and experiential learning. Including, but not limited to support of the Center for Land Use and the Broadside Center, among others.
 8. 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.
 9. For service learning and study abroad courses, clarify the processes for course approvals, and associated contracting and legal requirements.
 10. Clarify information security and international export/import control forms and requirements for faculty and students travelling abroad for study abroad courses.

Strategy Q – Suggested Activities:

1. Provide a mechanism to coordinate and integrate experiential learning activities across the division of Academic Affairs and the division of Student Affairs.
2. Establish standing committees or issues-based working groups, as appropriate, 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.
3. 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.

4. Provide a structure for improved communication and coordination of lectures, speakers, and performances across the university.
5. 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.
 - a. Expand the Living/Learning Community concept to include those that are not based on living in the residence halls (e.g. service, leadership, social activities for students of the same major).
6. Engage students early and consistently in service activities through an expansion of the orientation and academic day programs, inclusion in the entry-year experience, and in other ways throughout the entry-year.
7. Explore the development of innovative, flexible, and informal teaching and learning spaces located throughout campus or facilitated with technology.
8. Promote the formation of student-faculty-staff discussion groups focused on academic, pedagogical, professional topics.
9. Update departmental websites on a regular basis.

Strategy R – Suggested Activities:

1. 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.
2. Investigate and implement new data collection and reporting processes and technologies to provide the opportunity for embedded and ongoing assessment and tracking, to ensure accurate and thorough assessment tracking.
3. Identify model departmental processes at SU and provide for a shared awareness of such models across all departments.
4. 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.
5. Consider and accept alternate assessment and accreditation systems and documents in lieu of existing university assessment procedures and forms.
6. Consider offering an Assessment Innovation Award or incentive (perhaps as a subcategory through the CFEST TIPs Award) to encourage ongoing improvements in assessment and to provide opportunities for sharing innovative practices on campus.