

Pathways to Excellence

**Strengthen
Advance
Manage
Nurture
Cultivate
Enhance**



CHEYNEY UNIVERSITY
OF PENNSYLVANIA

www.cheyney.edu

AMERICA'S FIRST HISTORICALLY BLACK INSTITUTION OF HIGHER EDUCATION
ESTABLISHED 1837

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Pathways to Excellence:
Cheyney University Strategic Plan

2010-2015

Preface

Cheyney University of Pennsylvania has provided educational opportunity to citizens of the Commonwealth for more 173 years. Since its inception in 1837, Cheyney University has continued a proud tradition of preparing confident, competent, reflective visionary leaders and responsible citizens. The University continues today, to uphold a commitment to excellence and providing opportunity and access for students of diverse backgrounds in a nurturing, intellectually challenging, and socially enriching environment. Against this background, Cheyney University is reinventing itself to become recognized as a premier HBCU for the 21st century as it continues the proud legacy of preparing graduates who go on to become respected members of their communities throughout the Commonwealth of Pennsylvania, the nation and the world. Grounded in the liberal arts, Cheyney University graduates will be able to apply the knowledge, skills, and dispositions they acquire to advance the nation and the broader global community while continuing to serve as valuable resources to the intellectual, social, economic and cultural development of the Greater Philadelphia region and the Delaware Valley.

Background Information on Strategic Planning

Cheyney University of Pennsylvania must produce and submit a Monitoring Report to the Middle States Commission on Higher Education by September 1, 2010 that documents “the development and implementation of a comprehensive institutional strategic plan that links long-range planning to decision-making and budgeting processes.” This plan will bring the University in compliance with expectations of Standard 2: Planning, Resource Allocation, and Institutional Renewal. Under this Standard, it is expected that “*An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.*”

The initial steps taken to meet this charge involved the re-establishment of the Strategic Planning Council, in November 2009, with university-wide representation. The Council reviewed the current strategic plan, *Pathways to Greatness: 2004 and Beyond*. Further, a survey was constructed and conducted to assess the University community’s continued commitment to strategic goals, vision statement, objectives, and strategies; and, the core values articulated in the Pathways document. The survey also furnished empirical data for future analysis.

After extensive year-long interactive meetings of diverse University constituents, a consensus was achieved that resulted in a draft strategic plan for further review by various segments of the University Community. The Strategic Planning Council’s work is on-going and intended to yield continuous discourse and documents that collectively unfold into clear *Pathways to Excellence*.

Current University Mission, Vision, and Core Values

Part I of the survey included questions that required respondents to rate their level of agreement, from strongly agree to strongly disagree, with the University’s Mission, Vision, and Core Values. Results summarized in the table that follows indicate continued support for the mission of Cheyney University to “prepare confident, competent, reflective visionary leaders and responsible citizens” as seventy-six percent (n=173) of the respondents strongly agree or agree with the current mission statement.

**Table 1
Respondents’ Level of Agreement with Current Mission Statement**

Level of Agreement	Response Percent	Response Count
Strongly Agree	36.7%	84
Agree	38.9%	89
Undecided	13.1%	30
Disagree	7.0%	16
Strongly Disagree	4.4%	10
Do you have any comments about the mission statement? If so, please share.		57
<i>answered question</i>		229

Current University Vision Statement

The current vision statement enjoys an even higher level of support from respondents to this survey; i.e. 82% (184) of the respondents strongly agree or agree that “Cheyney University of Pennsylvania will be recognized as a premier HBCU for the 21ST century whose graduates are respected members of their communities throughout the Commonwealth of Pennsylvania, nation, and the world....” These results are presented in the table that follows.

**Table 2
Respondents’ Level of Agreement with University Vision Statement**

Level of Agreement	Response Percent	Response Count
Strongly Agree	37.3%	85
Agree	43.4%	99
Undecided	8.8%	20
Disagree	7.0%	16
Strongly Disagree	3.5%	8
Do you have any comments about the Vision statement? If so, please share.		43
<i>answered question</i>		228

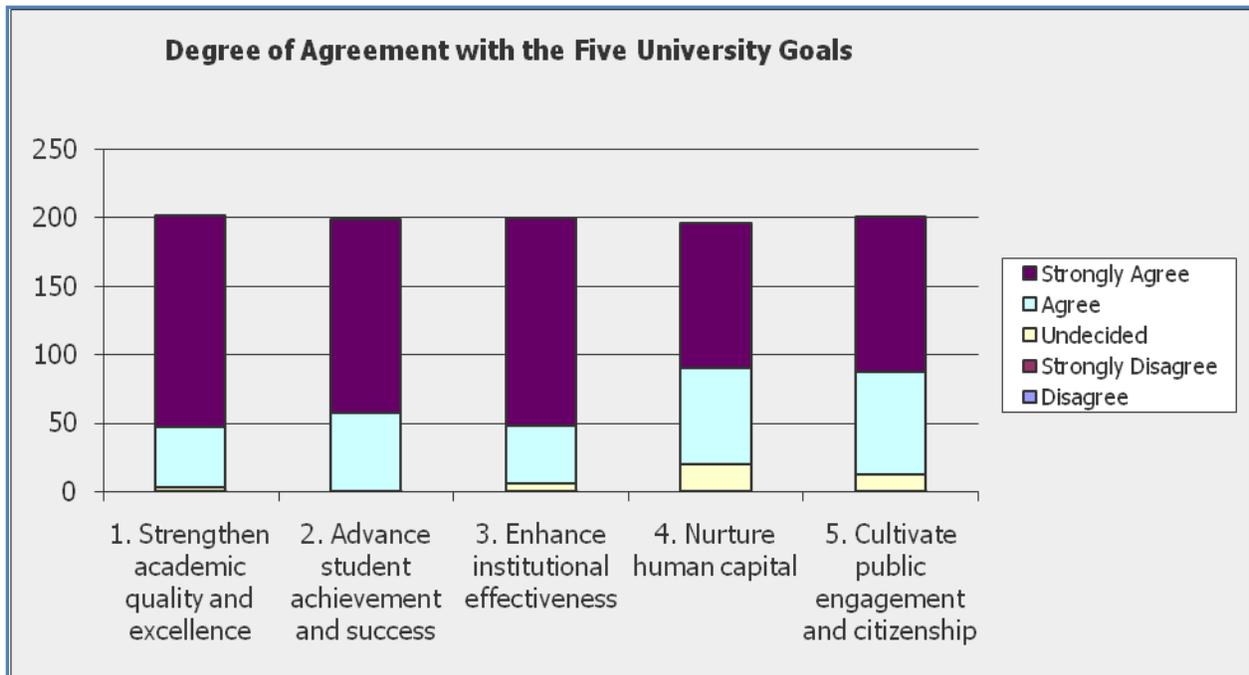
Current Core Values

The University has five Core Values explicated in *Pathways to Greatness*. These include: Scholarship, Diversity, Respect, Integrity and Service. The survey asked respondents to identify their top three values from a list that included the five from *Pathways* and others generated by members of the Strategic Planning Council. The results, presented in the table that follows, suggest the following are viewed as the most appropriate core values for Cheyney University: Academic Excellence, Academic Integrity, Respect, Scholarship and Honesty. While values such as diversity, public service and public leadership are not ranked as high, many respondents in their open comments supported their continued inclusion in the list of core values.

Table 3
Respondents' Preferences for Core Values

Core Value	Response Percent	Response Count
Honesty	26.4%	61
Academic Integrity	57.1%	132
Dependability	21.6%	50
Scholarship	31.6%	73
Public Leadership	27.7%	64
Academic Excellence	72.3%	167
Respect	33.8%	78
Diversity	16.9%	39
Public Service	25.1%	58
Would you add another core value or have a comment? If so, please share.		51
<i>answered question</i>		231

The survey was also structured to ascertain respondents' level of agreement with strategic goals included in *Pathways to Greatness*. The results, summarized in the table that follows, suggest continued support for the strategic goals as stated in the *Pathways* document.



Using the aforementioned as a general framework, the Strategic Planning Council solicited input from faculty, staff and other university constituents, and they reviewed institutional documents provided by departments and the Office of Institutional Research. Information from these sources was employed to clarify and revise, as needed, the objectives and strategies for the five strategic goals. Subsequent deliberations resulted in the re-writing of Goal 3 to better emphasize fiscal responsibility as a mechanism for improving institutional effectiveness; and, a new goal was added, Goal 6, to focus on the “pervasive use of technology to improve teaching and learning; including support services, business processes, and the procurement of external support.”

Goal 1: Strengthen Academic Quality and Excellence

Results from the community-wide survey conducted to assess constituents’ (N=235) level of agreement with goals included in *Pathways to Greatness* reveal that 98% of persons responding to the question (n=199) agreed or strongly agreed that the University should remain committed to the institution’s goal to *Strengthen academic quality and excellence*. To assess progress made to date, members of the Council interviewed faculty and staff on campus and reviewed a variety of institutional documents. As a result, they were able to determine that much has been accomplished over the past five years relative to Goal 1. More specifically, respondents reported that academic programs were reviewed by departments in response to Office of the Chancellor request to affirm or discontinue low-enrolled programs. As part of this process, faculty members considered outcomes as enrollment, graduation rates, resources, and relevance in making recommendations to the Provost about the future status of degree programs identified as under-enrolled or low-enrolled. Further, discipline and industry changes and evolutions had resulted in various curricular changes presented to, and approved by, the Curriculum Committee.

For example, respondents cited massive efforts undertaken by faculty and staff in the School of Education and Professional Studies where curricula in the Fashion Merchandising and Management and Hotel Restaurant and Tourism programs were revised to align with national standards and/or research-based best practices. Further, the teacher education faculty reviewed courses and curricula, assessment tools, processes, and procedures; and, governance structures as part of the preparation for a fall 2009 site visit from the National Council for Accreditation for Teacher Education (NCATE). At the same time, faculty

revised courses and curricula for teacher certification and educational leadership to align with the new, more rigorous standards required by the Pennsylvania Department of Education.

Other initiatives designed to strengthen academic quality and excellence included the implementation of new degree programs, the establishment of the Aquaculture program and facility, and the renewed involvement in the Frederick Douglas Program. New degree programs include: Bachelor’s degrees in Liberal Studies, Graphic Design, and Geographic Information Systems; along with, master’s degrees in Educational Leadership and Public Administration. Other initiatives designed to strengthen academic quality include more vigorous involvement with cross registration to resolve problems associated with low enrolled courses, the restructuring of dual admissions agreement with the Community College of Philadelphia, and a proposed joint program offerings with West Chester University.

Respondents also chronicled significant progress made in science, technology, engineering and mathematics (STEM) programs. First, the undergraduate enrollment in STEM programs increased by 52% between 2005 and 2008 despite the overall 11% decline in undergraduate enrollment experienced by the University. The Department of Natural and Applied Sciences has submitted rationale to reinstate six programs that were previously placed in moratorium. In addition to new STEM courses in Limnology, Marine Biology, and biotechnology, the Council found that collaborations with other researchers has resulted in a significant increase in the number of students and faculty involved in research projects within the university and in other area labs, including Thomas Jefferson College of Medicine, Los Alamos National Lab, The Winstar Institute, and Penn State University.

Teaching in the STEM disciplines has been enhanced by undergraduate workshops organized within the department; and, by increased engagement in the use of Smart classroom technology and software by STEM faculty members; major course revisions that include Invertebrate Zoology (SLF 250), Biology I & II (SLF 110 & 125), Ecology (SLF 418); and, new course offerings-- Human Nutrition (SLF 460) and Research Methods (SLF 480). The objectives and strategies for achieving Goal 1 are presented in the table that follows.

Objectives and Strategies for Goal 1: Strengthen Academic Quality and Excellence

Objectives
<ol style="list-style-type: none"> 1. Modify existing programs and implement new programs that are relevant to the demands of the 21st Century. 2. Increase diversity throughout the University community. 3. Strengthen science, technology, engineering and mathematics (STEM). 4. Implement fully, the University’s Academic Plan and implement appropriate assessments to ensure that students acquire skills, knowledge and dispositions articulated as university-wide outcomes.
Strategies
<ol style="list-style-type: none"> 1. Continuously conduct reviews of the University’s academic programs in accordance with the approved cycle/schedule agreed on by the University and PASSHE. 2. Create new professional/applied programs in Natural and Applied Sciences that meet state, regional and national needs.

Strategies
<p>3. Implement and/or expand ethnic studies curricula and multi-cultural activities to serve the needs of an increasingly diverse campus population.</p> <p>4. Establish joint academic and non-academic programs and collaborative initiatives with other system universities.</p> <p>5. Establish centers of excellence that build on synergy created by the interdisciplinary organization of academic units within the College of Arts and Sciences and the College of Education and Professional Studies.</p> <p>6. Provide professional development and support services to improve student success in core introductory courses.</p> <p>7. Increase student engagement via service learning and the establishment of learning communities.</p> <p>8. Identify mentors for every student.</p> <p>9. Provide internships for students related to programs that reflect student career choices.</p> <p>10. Provide mechanisms, programs, and support services needed to better ensure career-readiness and/or readiness for graduate school.</p> <p>11. Develop comprehensive assessment system, supported by information technologies, to provide a basis for deciding on the efficacy of academic and support services, as well as, revisions to the same.</p>
Personnel Responsible
<p>President, Provost and Vice President for Academic Affairs, VP of Student Affairs, Deans, Heads of Academic Departments, Executive Director of University College, Director of Internships</p>
TimeLine
<p>2010 - 2015, Ongoing</p>

Goal 2: Advance Student Achievement and Success

Results from community-wide survey reveal that 98.9% of all persons responding to this question, (N=199), strongly agreed (70.8%) or agreed (28.1%) with continuing this goal that was established in the 2005-10 *Pathways to Greatness*. While it ranked last among the strategies articulated for “advancing student achievement,” it is interesting to note that 142 of the 197 persons responding to the item believed that strengthening the intercollegiate athletic program was a legitimate endeavor for the University to undertake. Over the past three years, two new sports programs have been added—Women’s Bowling and Women’s Tennis. In addition, the number of athletic scholarship recipients more than doubled from 57 awarded in 2004 to semester was 116 awarded in fall of 2009.

Data presented in Table 4 reveal trends in undergraduate enrollment over the five year period, fall 2005 to fall 2009. These data reveal persistence rates for the five years, fall to spring, have remained relatively stable with the exception of fall 2009. It should be noted, however, that this rate is affected by the full implementation and enforcement of fiscal policies that require returning students to clear prior to being enrolled in spring classes; i.e. that is to say, students with outstanding balances were no longer permitted to enroll in classes. It is expected that as initiatives related to the administration and processing of financial aid (see revised financial aid manual in the appendix to this document) are fully implemented,

the fall to spring persistence rate will likely increase. It is also worthy to note that the mean SAT for entering freshmen in 2009 represents the lowest in the five year time period; this corresponded with a national drop in SAT scores during this time period. Strategies for recruiting better prepared students are therefore included in this strategic plan along with, strategies for improving support services available to students who are admitted. In all cases, the references to baselines will utilize fall 2009 as the measures for determining progress toward achieving goals and objectives.

Table 4.
Undergraduate enrollment five year trends

Year (Fall)	UG Enrollment	First/FT Fresh.	Fall to Spring	Fall to Fall	Avg. SAT
2005	1401	400	361 (90%)	254 (64%)	791
2006	1494	437	394 (90%)	244 (56%)	757
2007	1319	278	255 (92%)	172 (62%)	793
2008	1333	280	252 (90%)	167 (60%)	792
2009	1402	386	314 (81%)	-	750

Other efforts to advance student achievement are articulated in the University’s Academic Plan which is included as an appendix to this document. These efforts focus on initiatives to strengthen or enhance instruction in core academic courses, increase student engagement through service learning and extracurricular and co-curricular activities, service learning and career-related internships. These initiatives are more directly addressed under Goal 1. However, interviews with a variety of university constituents revealed that plans are underway to re-organize and integrate student support services that currently consist of the Academic Support Center, Writing Center, Career Services, Guidance and Counseling department and Act 101 program. It is believed that integration of these now disjointed services will improve articulation among support service professionals and ultimately, reduce under-performance rate among students in core academic courses.

Objectives and Strategies for Goal 2: Advance Student Achievement and Success

Objectives
<ol style="list-style-type: none"> 1. Develop comprehensive plan to recruit a broader, more diverse range of college-ready students thereby increasing the number by 10% a year over the five year period. 2. Enhance the quality of instruction, learning resources and support services available to students. 3. Increase student engagement by encouraging their participation in clubs, activities, and athletics with faculty, staff, or alumni sponsors. 4. Strengthen The Intercollegiate Athletic Program. 5. Restructure all student support services, so that they more comprehensively support the teaching and learning environments for students and improve student learning outcomes.
Strategies
<ol style="list-style-type: none"> 1. Work collaboratively with area school districts to increase K-12 student engagement in university activities through dual enrollment/pre-college academic programs, mentoring, and sponsored projects. 2. Revise articulation agreements with community colleges to facilitate program-to-program articulation.

Strategies
3. Implement recruitment strategies to enroll freshmen classes with SAT/ACT scores that are equivalent to the PASSHE average and exceed the average for HBCUs.
4. Develop learning communities that build on common interests among students and increase student engagement, retention and achievement.
5. Encourage students to participate in clubs, activities, and athletics to develop support networks and to interact with a faculty, staff, and alumni sponsors.
6. Strengthen initiatives to achieve retention and graduation rates equal to the PASSHE average rates by funding programs and services designed to retain and graduate students.
7. Increase faculty engagement in professional development activities, including the use of technologies to enhance instructional effectiveness and to build on the learning styles and needs of students served.
8. Increase the number of courses delivered via Distance Education; expand students opportunities to participate in Distance Education courses / programs.
9. Increase the number of intercollegiate sports to meet the NCAA Division II standards.
10. Increase the number of athletic scholarships available to students.
Personnel Responsible
President, Provost and Vice President for Academic Affairs, VP of Student Affairs, Deans, Athletic Director, Executive Director for Enrollment Management, Executive Director of University College, Dean of Graduate Studies and Continuing Education.
TimeLine
2010 - 2015, Ongoing

Goal 3: Manage and secure fiscal resources and facilities needed to enhance institutional effectiveness.

The community-wide survey referenced throughout this document, revealed that 97% of respondents (N=200) either agreed or agreed strongly that enhancing institutional effectiveness is a worthy goal for the University. Subsequent interviews with faculty, staff, and senior administrators lead strategic planning committee members to believe that institutional effectiveness is tied to the management and procurement of fiscal resources and facilities, in addition to the establishment and adherence to clearly stated and widely disseminated policies and procedures. As a result, the goal, Enhance Institutional Effectiveness, was rewritten as stated above.

In respect to policies, all divisions of the University have, since Fall 2008, been involved in the process of reviewing and updating policies and refining and enhancing procedures to ensure that the University is consistent in its application of its rules and regulations. At the time of this writing, the University President’s Cabinet has held three rounds of comprehensive reviews through cabinet-level policy retreats that resulted in updates to policies and procedures needed to refocus on quality improvements in the overall operations of the University.

In respect to facilities, the University continues to increase the monitoring of fiscal resources and has established benchmarks of performance related to facilities. Additionally, the University is on-target for the completion of a new science center, a new residence hall and a much improved waste water treatment

plant. Collectively, these efforts will lead to reduction in deferred Maintenance, improved academic space, and more efficient and less costly energy consumption.

Objectives and Strategies for Goal 3:

Manage and secure fiscal resources and facilities needed to enhance institutional effectiveness.

Objectives
<ol style="list-style-type: none"> 1. Continue to Improve the University's physical facilities. 2. Increase the University's budget through grants and private/corporate giving. 3. Maintain the University's regional accreditation status 4. Improve university operations and effectiveness. 5. Increase the public confidence in the University ability to perform its mission.
Strategies
<ol style="list-style-type: none"> 1. Complete building and efficiency projects for the water treatment plant; and, re-purpose Ellis Power by 2012. 2. Complete construction of 400 bed residence hall and fund subsequent phases. 3. Review/assess, disseminate, and develop as needed, the policies and procedures to ensure continuous compliance with the fundamental elements of MSCHE standard on Integrity.
Personnel Responsible
President, Provost and Vice President for Academic Affairs, Vice President of Finance and Administration, Vice President of Institutional Advancement, Director of Facilities, Director of Business Support Services
TimeLine
2010 - 2015, Ongoing

Goal 4: Nurture Human Capital

Results from the community-wide survey reveal that 85% of all respondents felt that the goal established in the 2005-10 *Pathways to Greatness* was very important (51%) or important (34 %). In order to maximize the potential for departmental collaboration and synergy, a departmental reorganization occurred during the 2009-2010 years with a focus on providing a more streamlined organization and creating better synergy among faculty who are now organized around interdisciplinary themes that facilitate the sharing of resources and knowledge; and, support creation of centers of excellence that will provide a mechanism for faculty growth in scholarship, teaching and learning. Though not very popular, this reorganization leveraged the talents and skills of various faculty into more diverse and focused departments.

Title III support for the Center for the Advancement of Teaching Learning and Assessment has increased to provide more resources and professional development activities, including but not limited to workshops, seminars, and travel to present at and attend conferences. This heightened attention on professional development clearly assist faculty in gaining new knowledge and even stronger skills to enhance teaching and learning and preparing students for 21st Century careers and graduate school. Over the past academic year, the Center has provided specific training opportunities on such topics as: Effective Advisement, Syllabus Development, Student Internships, Technology Updates, Computer and

Information Literacy, Discipline Specific Workshops, Online Instruction & Distance Learning, Research Methodology, as well as, New Faculty Orientation. In addition, the increased allocation for CATLA has provided much needed support for faculty travel to conferences that are defined as professional development and funds for guest speakers who have provided seminars and workshops along with, faculty training for online certification.

Objectives and Strategies for Goal 4: Nurture Human Capital

Objectives
<ol style="list-style-type: none"> 1. Expand opportunities for professional development for university faculty, administrators, and staff. 2. Expand opportunities for professionals at all levels to share research, expertise and best practices with other System institutions. 3. Increase the percentage of tenured and tenure-track faculty who have earned the terminal degree in their field to 75%; and who demonstrate sensitivity to and experience working with diverse students.
Strategies
<ol style="list-style-type: none"> 1. Coordinate training sessions/workshops on appropriate subjects for faculty, staff, and administrators. 2. Conduct regular technology workshops, via CATLA and other available sources, to maximize the use of available technology in ways that improve teaching, learning and overall institutional effectiveness. 3. Foster community involvement among faculty and staff by marketing university activities, especially 4. In the area of performing arts and art exhibits on campus and in community. 5. Establish and conduct regular all-campus community forums on educational subjects by linking Title III support to faculty-sponsored seminars/symposia; and, provide programs that encourage wellness and fitness for faculty and staff. 6. Establish ambassadorship with community through arts programs; exhibits, performances 7. Partner with other institutions and agencies for professional development and research collaboration 8. Hire individuals with terminal degrees in discipline into tenure-track positions as they become available, using criteria to assess experience working with diverse students.
Personnel Responsible
President, Provost and Vice President for Academic Affairs, Deans, Coordinator of CATLA, Director of Human Resources, Director of Title III
TimeLine
2010 - 2015, Ongoing

Goal 5: Cultivate Public Engagement and Citizenship

Policies and procedures of relevance to advancing and disseminating the vision of the University have been developed by several offices and departments including the Office of Institutional Advancement (OIA), the Office of the President, the Divisions of Academic Affairs, Student Affairs, and Finance and Administration.

Most recently, Cheyney University completed the development of an Institutional Advancement Plan for 2009-2012, that was approved by the internal governing bodies and the University's Council of Trustees.

The *Cheyney University Magazine*, publications, products and marketing materials have been developed in order to develop the CU brand of excellence in recognition of the general lack of cohesion and consistency in branding that exists as evidenced in the wide range of communications from the University to various internal and external constituents. Additionally, a renewed partnership with the Thornbury Township has been initiated with the Township's Recreation and Activities Committee to collaborate on local events. Further, a corporate executive advisory council was established in 2005 in order to engage businesses and their employees in supporting curriculum development and enhancements.

While grant income has increased steadily each year over the past several years, Cheyney University has also committed itself to forging and expanding harmonious and symbiotic relationships with alumni and other shareholders. More specifically, new relationships with the Cheyney University alumni chapters have been established in an effort to cultivate a positive working relationships that will ultimately result in increased financial and student recruitment support for Cheyney University; create new and expanded opportunities for Cheyney University officials and students to meet with alumni to promote the vision, mission and goals of the University; and, cultivate stronger, more positive working relationships with alumni, alumni associations and students to enhance overall support for Cheyney University.

Objectives and Strategies for Goal 5: Cultivate Public Engagement and Citizenship

Objectives
1. Advance and disseminate the vision of Cheyney University through the development of policies, actions, communications and programs.
2. Enhance the capacity of the university to better serve regional economic and community development needs.
3. Promote and increase the level of alternative funding to support new and existing programs and services.
4. Increase consistent visibility throughout the campus community and beyond while strengthening the Cheyney University brand of excellence.
5. Increase the capacity of the university to better serve regional community by expanding the collaboration by fostering a better relationship and include other neighboring townships to CU for a regional appeal.
6. Regularly communicate with alumni, students and staff through traditional and non-traditional means to strengthen CU Family.
7. Foster community involvement among faculty and staff.

Strategies
<p>1. Establish an External Relations Committee under the direction of the VP for Institutional Advancement which includes representation from key academic and administrative departments in order to create a comprehensive set of policies and procedures for creating desired relationships. This will unify and codify that which has been developed by the various units as referenced above.</p> <p>2. Re-activate the Corporate Executive Advisory Council with refined and re-defined, membership criteria refined and leadership structure to promote the mission of the university and more fully engage corporate citizens in the education and professional development of students, faculty, and staff.</p> <p>3. Strengthen the quality of printed and on-line publications by advertising achievements made by faculty, staff, alumni and students; and, establish an Internal Media Advisory Team, under the direction of the Public Relations Director, which includes representation from key administrative departments to support and enhance media relations.</p> <p>4. Establish a set of policies and procedures for disseminating information and specific branding guidelines which will be available on the internal website.</p> <p>5. Create an Activities Committee that is charged to develop and implement initiatives that strengthen networks with immediate neighbors; and, collaborate with Athletics department to utilize facilities for friend-raising activities.</p> <p>6. Produce monthly newsletter, bi-annual alumni magazine, and annual President's report highlighting University successes; encourage CU staff and administrators to report on, promote, and publicize faculty, staff, and student successes internally and externally; and, more fully engage the CU family through enhanced access and use of the University's social networking sites; i.e. the monthly newsletter, website and e-mail blasts.</p>
Personnel Responsible
<p>President, Executive Associate to the President, Vice President for Institutional Advancement, and Director of Public Relations, Director of Development, Director of Alumni Relations, Media Advisory Team</p>
TimeLine
<p>2010 - 2015, Ongoing</p>

Goal 6: Use technology pervasively to enhance teaching and learning; including support services, business processes; and; the procurement of external support.

Cheyney University of Pennsylvania established the Strategic Goal related to technology to highlight accomplishments in moving forward in the 21st century as an institution that recognizes the importance of equipping students with the necessary skills to be successful. The University Instructional Technology (IT) department has a comprehensive university-wide technology plan that addresses all segments of the university community. Overall, the IT Technology plan provides a comprehensive framework to:

1. Provide a variety of ongoing training opportunities for faculty, staff and students to enable them to use technology more creatively and effectively.

2. Provide a reliable infrastructure that supports the emergence of new technologies.
3. Improve productivity and business processes for faculty, staff and students.
4. Improve the integration of technology in the curriculum offerings within the academic programs.

As the University progresses toward successful implementation, revisions and the continuous strategic planning process in the area of technology, major accomplishments to date distinguish advancements in this area. Currently, a cadre of University faculty has completed training in online course development and implementation. These faculty members have taken the lead in developing recommendations for General Education graduate coursework in Education to be offered beginning in Fall 2010.

In addition, the entire university community, in concert with the Pennsylvania State System of Higher Education (PASSHE), is making the technology transition from the BLACKBOARD platform currently in use to the newly system-wide adopted platform- DESIRE 2 LEARN. Extensive administrative training and faculty professional development are occurring.

State-of-the-art equipment, that includes an Apple computer lab complete with high-end scanners, printers, and Smart Board have already been installed to support instruction and innovation in the Graphic Design program that was approved in July of 2009. Additional equipment is being added to supplement the technology already in place and to accommodate heightened student interest and expected increase in enrollment. At the same time, the university's radio and TV studios have been re-located to a larger, more suitable space for production and is being upgraded from analog to HD.

A new *Center for the Advancement of Teaching Learning and Assessment (CATLA)*—a research and training facility, has been re-located to the Leslie Pinckney Hill Library and equipped with the technology and other instructional resources needed to provide ongoing workshops to meet the professional development needs of faculty and staff and better ensure the effective use of technology to enhance teaching, learning, and overall efficiency in job performance.

There have also been significant technological accomplishments within the Department of Natural and Applied Sciences in last five years. Cheyney University Curriculum and Infrastructure Enhancement in STEM (CUCIES) grant was utilized to purchase computers to improve instruction in courses designed to ensure computer literacy and to support student research in bioinformatics that has grown out Pennsylvania department of health grants used to fund collaborative arrangements with Brook Haven National Laboratory, Los Alamos National Laboratory, Wistar Institute, Jefferson University, Children Hospital of Philadelphia, University of Pennsylvania, Drexel University. In addition, the Mary Gould Planetarium at Cheyney University is now equipped with digital projector and will soon acquire digital full dome show software that will be used to teach astronomy and increase outreach initiatives in the communities that surround the University.

The project, entitled “Building Engagement and Attainment in Mathematics and the Sciences” (BEAMS), is funded by a five-year, \$ 2.5 million grant from the National Science Foundation (NSF), through its HBCU-Undergraduate Program initiative. HBCU-UP is one of several NSF initiatives designed to strengthen the participation of under-represented minority groups in the Science, Technology, Engineering and Mathematics (STEM) disciplines The program includes training students in the use of modern equipment and technologies; as well as assisting students in securing paid summer internships/programs at local, regional, national and international levels.

In terms of curricular integration, laptop computers are provided to the more than 250 students enrolled at Cheyney University in the Keystone Honors Program; a program that provides full financial support to cover cost of attendance high achieving students who Pennsylvania residents. Additionally, the

Nanofabrication Manufacturing Technology (NMT) project; a joint project of Cheyney University and Pennsylvania State University, allows students to spend a semester at Pennsylvania State University and take transferable courses for up to 18 credit hours in nanotechnology and related fields.

In the School of Education and Professional Studies, Cheyney University will use its Congressionally-directed grant of \$ 95,000 to develop an E-Learning Center to prepare early childhood education pre-service teachers to integrate best practices through the use of technology in the instructional process. The purpose of this project is to provide early childhood education pre-service teachers with the knowledge, skills, and attitudes needed to integrate technology throughout the curriculum, instruction, field experiences, assessments, and evaluations. The E-Learning Center is designed to improve students' learning environment by augmenting traditional lecture-based learning with experiential learning that is interactive and collaborative. Advances in technology are changing the way that educators present information and ideas to children. With the implementation of the E-Learning Center, Cheyney University students will be positioned to *advance* the technological capabilities of the school districts they go to work for, by bringing in knowledge of the latest innovations in educational technology. These funds will be used to purchase computer equipment and software for the E-Learning Center. The E-Learning Center will not be just a physical entity or collection of computers, but an entity incorporating technology instruction into professional education courses.

Other accomplishments in the area of technology that have occurred over the past five years include:

- State-of-the-Art Smart Classroom in George Washington Carver Science Center, the University's home for the STEM disciplines.
- A \$200,000 in equipment and software to connect University library to the Keystone Library Network (KLN).
- The NSF-BEAMS Resource Center in George Washington Carver Science Center, room 247 that now houses sixteen computers equipped with science and mathematics software to aid student learning and provide tutorial help to other students in STEM departments.
- Computer upgrades in The Academic Skills Center located in Vaux Logan Building that uses professional tutors as well as upper level science students for one-on-one tutorial help in all subject areas.

Some specific scientific equipment that has been made available to enhance instruction in STEM areas include:

- Shimadzu-2010EV LCMS (Liquid Chromatograph Mass Spectrometer) with Advanced Data Station.
- Bruker-Avance IIIITM 300 High Performance Digital NMR (Nuclear Magnetic Resonance) Spectrometer
- Shimadzu-QP-2010S GCMS (Gas Chromatograph Mass Spectrometer) with Advanced Data Station.
- Shimadzu-Spectrofluorophotometer, RF 5301 with Advanced Data Station.
- CEM-Discover LabMate with Intellivent Technology, 120 V
- Shimadzu-AA-6300 Flame Atomic Absorption Instrument with Graphite Furnace, GFA-EX7i and Standard Data Station.
- Advanced Instrument-Model 3320 Osmometer.
- Shimadzu-Fourier Transform Infrared Spectrophotometer 8400S with Standard Data Station.
- Shimadzu-Ultra-Violet Visible Spectrophotometer 2401 PC with Standard Data Station.

Cheyney University is proud of its accomplishments in the area of technology, and it is planning strategically to make greater improvements, investments and advances to more fully utilize technology to

enhance teaching, learning and overall institutional effectiveness. In response to the need, the University community has embraced an additional goal for the Strategic Plan: *Use technology pervasively to enhance teaching and learning; including support services, business processes; and; the procurement of external support.* Major objectives and strategies for accomplishing the goal are outlined in the table that follows.

Objectives and Strategies for Goal 6: Use technology pervasively to enhance teaching and learning; including support services, business processes; and; the procurement of external support.

Objectives
<ol style="list-style-type: none"> 1. Use technology to increase alternative funding to support teaching and learning for faculty, staff, and students. 2. Develop collaborations with appropriate entities as needed to acquire and provide professional development for faculty in the use of state-of-the art technologies to enhance teaching and learning with special emphasis on core introductory courses. 3. Provide on-going assessment toward progress in achieving strategic goals and objectives. 4. Improve technology resources for students. 5. Use technology to improve effectiveness and provide on-going professional development as needed.
Strategies
<ol style="list-style-type: none"> 1. Launch Sponsored Programs Intranet site with FAQ, resource links, samples of awarded grants, feature faculty and staff grantees, provide frequently needed forms, etc; and, work with CATLA and academic/administrative departments to increase formal and informal grant writing and post-award workshops. 2. Work in conjunction with the Office of the Chancellor to provide professional development and technological resources needed to reduce under-performance in core introductory math courses by 20% a year, using fall 2010 as a baseline. 3. Utilize resources available through Educational Testing Service to provide alternative instructional models for developing requisite skills needed to reduce under-performance in core introductory language arts courses. 4. Provide training as needed for administrative personnel, staff, and faculty to monitor progress toward achieving university goals through alignment of divisional, departmental and individual activities with strategic initiatives and assessment of impact toward achieving overall strategic goals. 5. Implement plan to develop state-of-the –art learning centers for students and classrooms to enhance teaching and learning.
Personnel Responsible
Provost and Vice President for Academic Affairs, Vice President for Finance and Administration, Coordinator of CATLA, and Director of Information Technology (IT)
TimeLine
2010 - 2015, Ongoing

The Office of the President

Major Initiatives Aligned with University Strategic Plan

Office of the President

Goal 1: Strengthen Academic Quality and Excellence

Objective – Work with Academic Affairs to develop Centers of Excellence that are interdisciplinary, encourage grant support, serve as internship placements, focus public service, and enhance the academic quality of the University

Division Objectives	Strategies/Activities	Expected Outcomes	Resources	Personnel Responsible	Timeline
Stimulate interest in the development of centers of excellence in areas that will help distinguish the University	<ol style="list-style-type: none"> 1. Discuss the advantages of developing centers of excellence in academic affairs 2. Secure funds for the development of centers of excellence. 3. Monitor resource allocation to ensure that it supports the development of centers of excellence and the improvement of academic quality. 4. Seek earmarks and grant funding to support the centers of excellence. 	<ol style="list-style-type: none"> 1. The Center of Excellence in Communications Media, Fine Arts, and Entertainment Arts will help recruit talented students, faculty, and a more positive image for Cheyney University 2. The development of a center of excellence in Applied and Natural Sciences will coincide with the construction of a new science building and help to attract talented faculty—as positions become available 	Title III funding, grant funding, earmarks	President, Provost and Vice President for Academic Affairs, Deans, Vice President for Institutional Advancement, and the Vice President for Finance & Administration	Ongoing (2010 to 2015) and measured yearly.
Encourage the development of programs and follow-through that will develop a pipeline of talented students for Cheyney University	<ol style="list-style-type: none"> 1. Through Student Affairs, realign personnel to develop retention and mentoring programs for students 2. Continue to encourage the development of precollege and dual enrollment programs. 	<ol style="list-style-type: none"> 1. Improved retention and graduation rates will demonstrate our ability to help students progress from entrance to graduation. 2. Increased numbers of dual enrolled students will serve as a pipeline to Cheyney University 	Act 101, funds from School District of Philadelphia, and other grant funds	President, Vice President for Student Affairs, Dean of Graduate Education and Continuing Studies	Ongoing (2010 to 2015) and measured yearly.
Encourage, and reward faculty and staff, who demonstrate academic excellence	<ol style="list-style-type: none"> 1. Employ <i>Vital Communications</i> and the <i>Cheyney University Magazine</i> to recognize academic excellence. 	<ol style="list-style-type: none"> 1. Faculty and staff will increase the number and quality of scholarly and service activities. 	Foundation Funds and University budget	President, Director of Public Relations, Media Advisory Team	Ongoing (2010 to 2015) and measured yearly.
Develop a Community of Interest	<ol style="list-style-type: none"> 1. Enhance image as University spokesperson to develop a community of interest to help support the academic quality and development of centers of excellence. 2. Tell the positive story of Cheyney University at every possible community event to encourage interest in the mission and values of Cheyney University. 	<ol style="list-style-type: none"> 1. More citizens in the region will view Cheyney University as a quality institution 2. Contributions from donors will increase 	University Budget Foundation Funds	President, Provost and Vice President for Academic Affairs, Executive Associate, Director of Public Relations, Media Advisory Team	Ongoing (2010 to 2015) and measured yearly.

Office of the President

Goal 2: Advance Student Achievement and Success

Objective: Work to garner support and funds to enhance the quality of instruction, learning resources and support services available to students.

Division Objectives	Strategies/Activities	Expected Outcomes	Resources	Personnel Responsible	Timeline
1. Identify foundations, earmark potentials, and potential donors interested in funding specific services to students such as technology products.	<ol style="list-style-type: none"> Through Institutional Advancement, work to meet with more potential donors, representatives of corporations to increase potential for funding. Include foundations, legislators, and potential donors on the mailing lists for Cheyney University Magazine and <i>Vital Communications</i>. 	<ol style="list-style-type: none"> Steady increases in corporate giving Image of University continues to improve 	University budget CU Foundation	Executive Associate to the President, Provost and Vice President for Academic Affairs, and Vice President for Institutional Advancement.	Ongoing (2010 to 2015) and measured yearly.
<ol style="list-style-type: none"> Encourage alumni and others to mentor students who intend to pursue specific careers. Encourage the development of a functioning internship program for all juniors 	<ol style="list-style-type: none"> Meet with alumni groups and ask for volunteers for mentors Through Student Affairs, encourage the development of a system on campus for monitoring mentorship experiences and gathering feedback from students. Through Student Affairs, encourage the development of an internship program for all juniors 	<ol style="list-style-type: none"> Each Student has a mentor. Every student completes a career-related internship prior to their graduation; preferably in their junior year. 	University Budget	President, Vice President for Institutional Advancement, Vice President for Student Affairs, Director of Alumni Relations, Internship Coordinator, Executive Director of University College	Ongoing (2010 to 2015) and measured yearly.
1. Continue Cabinet to Cabinet and other dialogues with student leaders/.	<ol style="list-style-type: none"> Schedule two Cabinet to Cabinet meetings in the Fall and schedule one in the Spring Semester. Model behavior for planning and conflict resolution for students. <p>Expected Outcomes:</p> <ol style="list-style-type: none"> Students and administrators develop a rapport Students learn how to conduct themselves in a professional meeting. Students gain practice in problem-solving. 	<ol style="list-style-type: none"> Student and administrators develop more positive rapport. Students learn how to conduct themselves in a professional meeting. Students demonstrate higher levels of civility in their interactions with one another and with administrators; and, engage in problem solving. 	University Budget	President, Vice President for Student Affairs, Executive Assistant to the President	Ongoing (2010 to 2015) and measured yearly.

Office of the President

Goal 3. To manage and secure fiscal resources and facilities needed to enhance institutional effectiveness.

Objective: Continue to seek funds and support to improve the University's physical facilities.

Division Objective:	Strategies/Activities	Expected Outcomes	Resources	Personnel Responsible	Timeline
Advocate for continued support for improving the University physical facilities	Inform legislators of the need to improve campus facilities so that the economic development of the region improves because of an increased, quality workforce.	New and renovated facilities	Cheyney Foundation	President, Vice President for Institutional Advancement, and the Vice President for Finance and Administration	New student housing complete in Spring 2012, new science center complete in 2014. Continued renovations and deferred maintenance projects are ongoing (2010 to 2015) and measured yearly.

Office of the President

Goal 4. Nurture Human Capital

Objective: Expand opportunities for professional development for university faculty and academic administrators

Division Objective	Strategies	Expected Outcomes	Resources	Personnel Responsible	Timeline
Work through Academic Affairs to increase opportunities for faculty, academic administrators, and staff to improve skills needed to perform job functions more efficiently and effectively.	<ol style="list-style-type: none"> Encourage a more systematic University professional development program through Human Resources Recognize faculty and staff who have completed training to encourage more participation Recognize good work of faculty and staff through various communication mechanisms. Encourage professional development for all staff <p>Expected Outcomes:</p> <ol style="list-style-type: none"> Professional development is viewed positively by the University Community. Increased numbers of faculty and staff participate in professional development 	<ol style="list-style-type: none"> Professional development is viewed positively by the University community as evidenced by increased number of requests supported via Academic Affairs. . Increased number of faculty and staff participate in professional development. 	<p>University Budget</p> <p>Cheyney/KSI Micro Soft Institute</p> <p>Title III</p>	President, Provost and Vice President for Academic Affairs, and Director of Human Resources	Ongoing (2010 to 2015) and measured yearly.
Through all divisions, work with managers to appropriately manage relationships with staff to encourage productivity and minimize distractive behavior.	<ol style="list-style-type: none"> Recognize all staff who engage in professional development <p>Expected Outcomes:</p> <p>Over the years, professional development and positive reinforcement will be the tone of the University.</p>		University Budget	President, Vice Presidents, and the Director of Human Resources	Ongoing (2010 to 2015) and measured yearly.

Office of the President

Goal 5: Cultivate Public Engagement and Citizenship

Objective: Enhance the capacity of the university to better serve regional economic and community development needs.

Division Objective:	Strategies/Activities	Expected Outcomes	Resources	Personnel Responsible	Timeline
Through academic affairs, increase the degree offerings that respond to the needs of the region	<ol style="list-style-type: none"> 1. Encourage academic affairs to plan degree programs that respond to the needs of the region 2. Monitor the contributions that alumni make to the region 3. Employ the University campus as a forum to discuss issues related to public engagement and citizenship 	<ol style="list-style-type: none"> 1. The University develops more academic programs that respond to the needs of the region. 2. Data collected will demonstrate the contribution that the University is making to the region. 	Office of the Chancellor E&G Budget	President, Provost and Vice President for Academic Affairs, Dean of Graduate and Continuing Education, Director of Institutional Research	Ongoing (2010 to 2015) and measured yearly.
Engage in public dialogue on the need to increase the pool of highly qualified and responsible citizens	<ol style="list-style-type: none"> 1. Participate in speaking engagements to raise awareness of the need for more educated citizens who will contribute to the public well-being 2. Discuss the need to increase the pool of qualified citizens in writing 	<ol style="list-style-type: none"> 1. Increase the brand awareness of Cheyney University and the impact the University can make on the economic development of the region.. 	University Budget	President, Provost and Vice President for Academic Affairs, and Deans	Ongoing (2010 to 2015) and measured yearly.

Office of the President

Goal 6. Use technology pervasively to enhance teaching and learning; including support services, business processes; and; the procurement of external support.

Objective: Through all divisions of the University, develop collaborations with appropriate entities as needed to acquire and provide professional development for faculty in the use of state-of-the-art technologies to enhance teaching and learning with special emphasis on core introductory courses.

Division Objective:	Strategies/Activities	Expected Outcomes	Resources	Personnel Responsible	Timeline
Encourage the use of technology to support the teaching and learning environment.	<ol style="list-style-type: none"> 1. Through Academic Affairs, encourage faculty to engage in professional development such as MERLOT. 2. Invite faculty from other institutions to campus to demonstrate the use of the technology 3. Encourage the hiring of faculty who demonstrate best practices in employing technology to support the teaching and learning environments. <ol style="list-style-type: none"> 1. 	Faculty will be more willing to employ and model technology to support the teaching and learning environment.	Title III	President, Provost and Vice President for Academic Affairs, CATLA Coordinator	Ongoing (2010 to 2015) and measured yearly.
Encourage competition for grant funds to secure the latest in technology to support the teaching and learning environment.	<ol style="list-style-type: none"> 1. Through Institutional Advancement, seek grants to increase use of appropriate technology on campus. 		Title III	President, Vice President for Institutional Advancement, Executive Director for Economic and Workforce Development, Deans	Ongoing (2010 to 2015) and measured yearly.

Office of the Provost & Vice President for Academic Affairs

Major Initiatives Aligned with University Strategic Plan

Office of the Provost & Vice President for Academic Affairs

Goal 1: Strengthen Academic Quality and Excellence

SP Objective: Implement Academic Plan

Division Objectives	Strategies/Activities	Outcomes	Resources	Personnel Responsible	Timeline
Address under-achievement in core introductory courses and increase student retention: from freshman to sophomore year	The primary strategy to address underachievement, beginning with spring 2009 semester, will be to redeploy Title III professional development funds to support faculty in targeted courses—core introductory courses—who engage in development activities to learn and implement instructional interventions known to increase student achievement. These interventions include a broad range of instructional strategies, including culturally responsive pedagogy, that build on the strengths of learners, identify and address areas of weakness, and implement strategies and services that lead to success in courses that provide the foundation of skills needed to progress.	Reduce average rate of under-achievement in core intro courses by 10% each year using Fall 2010 as a baseline.	Title III funding	Provost, Academic Deans, Heads of Academic Departments, Faculty	Ongoing (2010 to 2015) and measured yearly.
Improve support services at freshman and sophomore levels	Provide more intensive academic support services for freshmen and sophomore level students; and, assess current services that are provided to determine the effectiveness of activities already underway; and, organizational structure(s) currently in place.	Increase persistence rate by 5% per yr., using Fall 2010 as a baseline.	Act 101	Provost, Executive Director of University College	Ongoing (2010 to 2015) and measured yearly.
Provide effective pre-college services and programs to enhance pool of college-ready students who apply to and are ultimately enrolled at Cheyney.	Cheyney University will continue to increase outreach efforts to enhance dual enrollment for students in Philadelphia public and charter high schools; and school districts that surround the main campus. Cheyney University will increase engagement of high school students in university activities and grant-funded project activities.	Decrease the number of conditional admits by 2% per year, using fall 2010 as a baseline.	Dual Enrollment BEARS	Provost, Vice President for Student Affairs, Executive Director of Enrollment Management, Executive Director of University College	Ongoing (2010 to 2015) and measured yearly.
Collaborate with external constituents to improve instructional effectiveness	As consideration for using the CU Urban Center, Cheyney faculty will complete a rigorous program, provided by Philadelphia Federation of Teachers (PFT), designed to provide new teachers with the skills to improve learning outcomes in the areas of mathematics and language arts. This specialized training is provided during the summer in Orlando, Florida and the PFT will pay all expenses for CU faculty who wish to participate in this professional development and complete the training required to become certified to deliver the PFT research-based instruction.	Reduce under-achievement rate in developmental and core math courses by 5% per year, using Fall 2010 as a baseline.	PFT	Provost, Cheyney Red Balloon Team, Heads of Academic Departments and Faculty	Summer 2010 and ongoing. February 2011 and yearly. Winter and Spring AASCU meeting (Provost)
Identify appropriate assessments for select majors and general education courses	Pilot ETS web based Proficiency Profile Gen Ed Assessment and major field tests to determine appropriateness for adoption.	Generate data needed to assess and revise GE and to align courses with outcomes.	ETS 2010/11 E&G Budget	Director of General Education Programs	Fall 2012

Office of the Provost & Vice President for Academic Affairs

Goal 2: Advance Student Achievement and Success

SP Objective: Enhance the quality of instruction, learning resources and support services available to students.

Division Objectives	Strategies/Activities	Outcomes	Resources	Personnel Responsible	Timeline
Collaborate with Office of Chancellor to secure resources needed to improve outcomes in introductory math courses	Select faculty will participate in training to learn and implement strategies designed to enhance the effective use of information technology to improve student learning outcomes in mathematics. National Center for Academic Transformation (NCAT) will provide consultants to assist with on-campus training and implementation	Reduce under-achievement rate in developmental and core math courses by 5% per year, using Fall 2010 as a baseline	Office of the Chancellor, State System of Higher Education NCAT	Provost and Vice President for Academic, STEM faculty members	Fall 2010 and ongoing. This initiative will be measured yearly.
Implement appropriate assessments for majors and general education that have established reliability and validity.	Implement ETS or other web based Proficiency Profile Gen Ed Assessment and major field tests to develop baselines for achievement in majors and obtainment of competencies in general education.	Develop system and support needed to administer instruments to 100% of students by 2015.	ETS 2010/11 E&G Budget	Provost and Director of General Education Programs	Fall 2011 for Freshmen and Spring 2012 for Seniors. This initiative will be measured yearly.
Identify and secure resources needed to improve outcomes in early writing courses, academic support center, and refurbish writing center.	Pilot Criterion on line Writing Assessment in select Elements of Writing courses and in the Academic Success Center to determine appropriateness for adoption in the fall 2010.	Reduce under achievement in required composition courses by 10% per year, using Fall 2010 as a baseline.	ETS Office of the Provost	Chair of Humanities and Communication Arts, Language Faculty, Executive Director of University College, Director of Academic Success	Summer 2011 and ongoing. This initiative will be measured yearly.

Office of the Provost & Vice President for Academic Affairs

Goal 3. To manage and secure fiscal resources and facilities needed to enhance institutional effectiveness.

SP Objective: Continue to Improve the University's physical facilities.

Division Objective:	Strategies/Activities	Outcomes	Resources	Personnel Responsible	Timeline
Create living/learning communities based in campus dormitories that build on common interests/career goals of students	Apply strategies used in Keystone Honors Academy to identify and implement learning communities for academic disciplines, athletics, and other identifiable constituent student groups.	Increase retention from freshman to sophomore year by 5% per year, using Fall 2010 as a baseline.	Dormitory Facilities SGCA E&G budget	Provost, Vice President for Student Affairs, Director of Residence Life, and the Executive Director of University College	2011 to 2012 learning communities will be implemented. 2012 to 2015 refinement and review of data.

Office of the Provost & Vice President for Academic Affairs

Goal 4. Nurture Human Capital

SP Objective: Expand opportunities for professional development for university faculty and academic administrators.

Division Objective	Strategies	Outcomes	Resources	Personnel Responsible	Timeline
Increase opportunities for faculty, academic administrators, and staff to improve skills needed to perform job functions more efficiently and effectively.	Provide training sessions/workshops on appropriate subjects for faculty, staff, and administrators; and, conduct regular technology workshops, via CATLA and other available sources, to maximize the use of available technology in ways that improve teaching, learning and overall instructional effectiveness.	Increase the number of faculty who use D2L by 30% per year, using Fall 2010 as a baseline.	Title III Cheyney/KSI Micro Soft Institute	Provost and Vice President for Academic Affairs, CATLA Coordinator, Academic Deans	Ongoing (2010 to 2015) and measured yearly.
Increase accountability among faculty and staff who use university funds to support professional travel.	Establish and conduct regular all-campus community forums on educational subjects by linking fully, Title III support to faculty-sponsored seminars/symposia; and, provide programs that encourage wellness and fitness for faculty and staff.	Increase the number of faculty-lead seminars/presentations on campus.	Title III	Provost and Vice President for Academic Affairs, Vice President for Finance and Administration	Ongoing (2010 to 2015) and measured yearly.
SP Objective: Increase the percentage of tenured and tenure-track faculty who have earned the terminal degree in their field to 75%; and who demonstrate sensitivity to and experience working with diverse students					
Increase the number of faculty who are sensitive to the needs of urban learners and the changing demand for flexibility in course offerings and delivery systems.	Hire individuals with terminal degrees in discipline into tenure-track positions as they become available, using criteria to assess experience working with diverse students, distance education technologies, and in diverse settings; i.e. on and off campus.	Increase by 5% per year, the number of faculty who seek Title III support for professional development. Ensure 100% of new hires are evaluated on criteria stated in the objective.	E&G Budget HR	Provost and Vice President for Academic Affairs, Academic Deans, Director of Human Resources	Ongoing (2010 to 2015) and measured yearly.

Office of the Provost & Vice President for Academic Affairs

Goal 5: Cultivate Public Engagement and Citizenship

SP Objective: Enhance the capacity of the university to better serve regional economic and community development needs.

Division Objective:	Strategies/Activities	Outcomes	Resources	Personnel Responsible	Timelines
Expand locations and variety of program offerings	Increase graduate, undergraduate, and non-credit continuing education programs at the Center City location and other locations as appropriate.	Increase the number of credit and non-credit students matriculating at Center City location by 25% per year, using fall 2010 as a baseline.	Office of the Chancellor E&G Budget	Provost and Vice President for Academic Affairs, Dean of Graduate Studies and Continuing Education	Ongoing (2010 to 2015) and measured yearly.
Increase on-line courses	Train additional faculty to teach on-line courses, support course development and increase marketing.	Increase the number of online courses by 10% per year, using Fall 2010 as a baseline.	Title III Private support (through Office of Advancement)	Provost and Vice President for Academic Affairs, Dean of Arts & Sciences	Ongoing (2010 to 2015) and measured yearly.

Office of the Provost & Vice President for Academic Affairs

Goal 6. Use technology pervasively to enhance teaching and learning; including support services, business processes; and; the procurement of external support.

SP Objective: Develop collaborations with appropriate entities as needed to acquire and provide professional development for faculty in the use of state-of-the art technologies to enhance teaching and learning with special emphasis on core introductory courses.

Division Objective:	Strategies/Activities	Outcomes	Resources	Personnel Responsible	Timeline
Develop collaborations to increase professional development in the use of technology to improve teaching and learning	Implement activities with Office of the Chancellor and KSI to acquire and provide professional development for faculty in the use of state-of-the art technologies to enhance teaching and learning with special emphasis on core introductory courses	Increase the faculty completing training in the use of technology by 10% per year using Fall 2010 as a baseline. Reduce under-performance rate in core introductory courses by 5% per year, using Fall 2010 as a baseline.	Office of the Chancellor KSI, ETS, Title III	Provost and Vice President for Academic Affairs, Academic Deans, CATLA Coordinator	Ongoing (2010 to 2015) and measured yearly.
Implement supplemental instruction to improve student success in core introductory courses.	Utilize resources available through Educational Testing Service to provide alternative instructional models for developing requisite skills needed to reduce under-performance in core introductory language arts courses	Reduce under-performance rate in core introductory language arts courses by 5% per year, using Fall 2010 as a baseline.	Title III	Provost and Vice President for Academic Affairs, Executive Director of University College, Director of Academic Success	Fall 2011

Office of Student Affairs & Student Life
Major Initiatives Aligned with University Strategic Plan

Pathways to Excellence

Office of Student Affairs & Student Life
Goal 1: Strengthen Academic Quality and Excellence

Division Objectives	Strategies/Activities	Outcomes	Resources	Personnel Responsible	Timeline
<p>A. Provide remediation of basic math and reading skills programs for first year students</p> <p>B. Provide students with the additional time needed to master skills where assistance is needed</p> <p>C. Allow students to utilize modules at their own pace</p> <p>D. Create learning situations that are less overwhelming</p> <p>E. To provide specialized services to student who are admitted to the university conditionally through a summer bridge program (“Success in Advance”) program</p>	<p>A. Basic concepts to be included in modules will be determined by students’ placement exam scores and professors’ recommendations</p> <p>B. Required labs with members of target population</p> <p>C. In person and On-line communication with participants and professors</p> <p>D. Professors will develop modules to be completed by students</p> <p>E. Professional Resource Staff will communicate with professors to report students’ progress</p> <p>F. Modules will provide an opportunities for college students to review developmental basic math and reading skills needed prior to entering higher level that require higher lever reading and math skills</p> <p>G. Modules provided in sequences will help students focus their attention and efforts on improving essential reading and math skills</p> <p>H. Workshop development to include: Understanding the Financial Aid Process, location of university services, Acclimation to academics, and self-esteem issues</p>	<p>A. Increase in academic progress at three weeks, 12 weeks, and end of the semester</p> <p>B. Continuous interaction with students as they make the transition from high school to college</p> <p>C. Students enrolled in Summer and Fall Semesters of this program will successfully acclimate to the University environment. Members of this population will receive support services that will enable them to acclimate to the University</p> <p>D. For the year of 2009, the retention rate for First Year Students was 60%. It is anticipated that this rate will increase as a result of serviced provided by the Academic Success Center through the “Success in Advance” program</p> <p>E. It is anticipated that the enhancement of these specialized services will continue to support the increase of the retention rate of members of the target populations during this five year grant cycle</p>	<p>Staffing, office space, technology and hardware, peer academic liaisons.</p> <p>E&G funds, Title III</p>	<p>Executive Director of Enrollment Management, Director of Academic Success Center</p>	<p>Ongoing (2010 to 2015) and measured yearly.</p>

Office of Student Affairs & Student Life
Goal 2: Advance Student Achievement and Success

Division Objectives	Strategies/Activities	Outcomes	Resources	Personnel Responsible	Timeline
<p>A. Develop effective admissions services and programs which promote and complement the university enrollment goals to increase enrollment by 25% over the next 4 years</p> <p>B. Develop and employ a variety of recruiting and marketing strategies to achieve an established admissions goal with regards to enrollment management and increase in enrollment by 25% over the next 4 years.</p> <p>C. Develop a plan to increase incoming freshman SAT scores by 80 points over the next 4 years.</p> <p>D. Develop and implement measures, especially to utilize technology and the internet, which promote effective communication and positive relations with prospective students, parents, and other people of the public, by 25% over the next 4 years.</p>	<p>A. Conduct two annual open house programs</p> <p>B. Conduct 4 student receptions</p> <p>C. Conduct a summer bridge program for conditional students to attend</p> <p>D. Conduct summer orientation programs for new incoming students to attend</p> <p>E. Increase total high school visitation, and college fairs</p> <p>F. Increase total application pool</p> <p>G. Increase total admitted pool</p> <p>H. Increase total deposits paid</p> <p>I. Increase the amount of Keystone scholarship applicants</p> <p>J. Identify students with 850 or high SAT scores and 3.0 or high GPA</p> <p>K. Enhance our web based technology abilities and increase our communication with students via the internet</p> <p>L. Follow and execute admissions marketing and recruitment plan</p> <p>M. Follow and execute the admissions marketing and recruitment plan</p> <p>N. Cross function with the Keystone Honors Academy</p>	<p>A. 25% increase in prospective student participation and annual admissions service programs</p> <p>B. 25% increase in first time new student population</p> <p>C. 80 point SAT score increase in incoming freshman</p> <p>D. 25% increase in prospective students utilizing the on-line applications as a means to apply for admissions</p>	E & G Funds	<p>Vice President for Student Affairs, Executive Director of Enrollment Management, Media Advisory Team, Executive Director of University College, Guidance and Counseling</p>	<p>Ongoing (2010 to 2015) and measured yearly.</p> <p><i>*Enrollment Management Plan completed Fall 2011 by the Executive Director for Enrollment Management.</i></p> <p><i>Marketing Plan completed June 2011 by the Media Advisory Team.</i></p>

Office of Student Affairs & Student Life

Goal 3. To manage and secure fiscal resources and facilities needed to enhance institutional effectiveness.

Division Objective:	Strategies/Activities	Outcomes	Resources	Personnel Responsible	Timeline
A. Develop a comprehensive and holistic student activities support program	<p>A. Identify one campus building to house all student activities and programs by September 2010</p> <p>B. Review all current student activities functions and programs to modify and evaluate all student programs.</p> <p>C. Develop mentoring program for incoming freshmen by August 2010.</p>	<p>A. Students will have another location in which to participate in various new physical and learning activities thus facilitating socialization and growth.</p> <p>B. Building will be multi-purpose for both leisure and learning</p> <p>C. Freshmen will have mentors, thus eliminating undue stress of college life</p>	<p>A. Location</p> <p>B. E & G Funds</p> <p>C. Title III Funds</p>	Vice President for Student Affairs, Director of Residence Life and Housing, Executive Director of University College, Director of Student Activities	Ongoing (2010 to 2015) and measured yearly.

Office of Student Affairs & Student Life

Goal 4. Nurture Human Capital

Division Objective	Strategies	Outcomes	Resources	Personnel Responsible	Timeline
<p>A. Identify 4 employees eligible for professional development on a rotating basis from each respective department within the Division of Student Affairs identify</p> <p>B. Incorporate four new strategies for training that enhance current financial aid office operations and flow.</p> <p>C. Continue to seek 5 opportunities for volunteer activities for students such as public, private, and faith based organizations.</p>	<p>A. Conduct meeting with employees to discuss their professional development needs</p> <p>B. Discuss information received with various entities with directors</p> <p>C. Obtain necessary funding through E & G, grants, and other sources</p> <p>D. Meet with organizations that have agreed to assist.</p>	<p>A. Employees receive professional development, which ensures correct competencies in financial aid</p> <p>B. Students receive assistance from financial aid employees who are correct and competent</p> <p>C. Increased employee morale.</p> <p>D. Students embrace the concept of service learning</p>	<p>E & G Funds</p> <p>Title III</p>	Vice President for Student Affairs	Ongoing (2010 to 2015) and measured yearly.

Office of Student Affairs & Student Life
Goal 5: Cultivate Public Engagement and Citizenship

Division Objective:	Strategies/Activities	Outcomes	Resources	Personnel Responsible	Timeline
<p>A. Develop 15 internship opportunities for students in government and non-profit organizations during academic year and summer months.</p> <p>B. Develop 10 volunteer activities/opportunities for students in such public, private and faith based organizations during academic year an summer months</p>	<p>A. Conduct student seminars for preparing resumes and applications for internships/volunteer experiences</p> <p>B. Solicit guest speakers</p> <p>C. Identify internships</p> <p>D. Develop Contact Lists</p> <p>E. Identify Volunteer opportunities</p> <p>F. Meet with organizations</p> <p>G. Contact Students</p> <p>H. Develop a forum for students to share experiences with other students</p> <p>I. Field trips to prospective organizations</p>	<p>A. 50% of students applying will obtain government and non-profit internships during academic year and summer months</p> <p>B. 50% of students seeking volunteer opportunities will be placed.</p> <p>C. Students obtain internships and volunteer experiences</p> <p>D. Students develop interviewing and resume writing skills</p> <p>E. Students develop network amongst government and non-profit agencies</p> <p>F. Students present experiences in public forum</p>	E & G Funds	Vice President for Student Affairs, Executive Director of University College, Internship Coordinator, Director of Career and Professional Services	Ongoing (2010 to 2015) and measured yearly.

Office of Student Affairs & Student Life
Goal 6. Use technology pervasively to enhance teaching and learning; including support services, business processes; and; the procurement of external support.

Division Objective:	Strategies/Activities	Outcomes	Resources	Personnel Responsible	Timeline
<p>A. Increase student campus computer labs</p> <p>B. Use computer programs and labs to teach developmental courses (reading, writing, mathematics) through the Academic Success Center</p>	<p>A. Seek Title III funding for retention and support activities</p> <p>B. Seek Title III funding for retention and remedial support activities</p>	<p>A. Increase in student retention</p> <p>B. Fewer students in developmental courses</p>	A. Title III funding	Vice President for Student Affairs, Executive Director of University College, Director of Academic Success, Director of Information Technology, Executive Director of Economic and Workforce Development	Ongoing (2010 to 2015) and measured yearly.

Office of Institutional Advancement
Major Initiatives Aligned with University Strategic Plan

Office of Institutional Advancement
Goal 2: Advance Student Achievement and Success

Objective	Strategies/Activities	Outcomes	Resources	Personnel Responsible	Timeline
Enhance the quality of instruction, learning resources and support services available to students.	Engage more communication majors in writing for the monthly newsletter and seasonal alumni magazine.	Students will benefit by having published writing samples for their portfolio.	N/A	Vice President for Institutional Advancement, Director of Public Relations, Media Advisory Team, Internship Coordinator	Ongoing (2010 to 2015) and measured yearly.
Cultivate a positive working relationship with student athletes as pre-alumni	Engage and make students aware of the “C” Club and other alumni activities and the important of giving back to the University	An increase in financial and student recruitment support for Cheyney University	E&G	Vice President for Institutional Advancement, Director of Alumni Relations	Ongoing (2010 to 2015) and measured yearly.

Office of Institutional Advancement
Goal 3: To manage and secure fiscal resources and facilities needed to enhance institutional effectiveness

Objective	Strategies/Activities	Outcomes	Resources	Personnel Responsible	Timeline
Increase the University’s budget through grants and private/corporate giving.	Work with CATLA and academic/administrative departments to increase formal and informal grant writing and post-award workshops. Produce first annual Sponsored Programs report which features all grants submitted, providing analysis of all submissions (amount, via discipline, etc.) and awards.	All those who attend a workshop receive formal acknowledgement and subsequent grant seeking is tracked. Longitudinally, a comparison of reports from year to year will track increased grant submissions, increase in number of faculty and staff submitting, diversity of departments represented, amount submitted and amount awarded.	E&G	Vice President for Institutional Advancement, Provost and Vice President for Academic Affairs, Deans	Ongoing (2010 to 2015) and measured yearly.
	Secure alumni contributions to enhance the financial strength of Cheyney University.	To increase the total yearly giving from alumni	E&G	Vice President for Institutional Advancement, Director of Alumni Relations	Ongoing (2010 to 2015) and measured yearly.
	Working with public relations and major gifts/planned giving to conduct alumni prospect identification and then develop targeted vehicles (mailings, online,etc.) for generating increased support.	Increased giving that can be tracked according to targeted vehicle.	E&G	Vice President for Institutional Advancement, Director of Development, Director of Alumni Relation Relations, Prospect Researcher, Director of Public Relations	Ongoing (2010 to 2015) and measured yearly.

Office of Institutional Advancement
Goal 4: Nurture Human Capital

Objective	Strategies/Activities	Outcomes	Resources	Personnel Responsible	Timeline
Expand opportunities for professional development for university faculty, administrators, and staff.	<p>Continue collaboration between faculty and administrative FPDC members to train faculty in responding to this RFP.</p> <p>The Provost's Fund for Innovation is established which is guided by a cross-discipline committee with guidance from the Provost (Academic Affairs) and the Office of Sponsored Programs (Institutional Advancement).</p>	<p>The number of submissions will increase as will the number and frequency of awards.</p> <p>Faculty apply for, and are awarded grants, which are assessed via final reports.</p>	<p>PASSHE FPDC grants, E & G</p> <p>Seed funding will come from Title III and from DCED Innovation grant via Thomas Jefferson U.</p>	Vice President for Institutional Advancement, Provost and Vice President for Academic Affairs	Ongoing (2010 to 2015) and measured yearly.
Establish a vehicle for faculty and staff to be able to conduct applied research with commercial applications.	A faculty member will be identified as the Tech Transfer Coordinator, working with Academic Affairs and Sponsored Programs.	Faculty and staff will be motivated to pursue bench to business research. Longitudinally, patents will be secured.	Seed funding will come from Title III and from DCED Innovation grant via Thomas Jefferson U.	Vice President for Institutional Advancement, Provost and Vice President for Academic Affairs	Ongoing (2010 to 2015) and measured yearly.

Office of Institutional Advancement
Goal 5: Cultivate Public Engagement and Citizenship

Objective	Strategies/Activities	Outcomes	Resources	Personnel Responsible	Timeline
<p>Engage alumni in key Advancement functions Including but not limited to fund raising, student mentoring and special events.</p> <p>To secure familiarity with and buy-in of the Advancement Plan by all key stakeholder groups.</p> <p>Advance and disseminate the vision of Cheyney University through the development of policies, actions, communications and programs.</p>	<p>Develop an alumni and “friends of Cheyney University” volunteer structure to prove leadership for a \$1 million alumni challenge campaign.</p> <p>Distribute the plan as a prelude to implementation.</p> <p>Establish an external relations committee. Conduct quarterly meetings of the external relations committee beginning Summer 2012. Minutes of such meetings are to be distributed to all committee members and the President’s Cabinet.</p> <p>Establish an External Relations Committee under the direction of the VP for Institutional Advancement which includes representation from key academic and administrative departments in order to create a comprehensive set of policies and procedures for creating desired relationships. This will unify and codify that which has been developed by the various units as referenced above.</p>	<p>Complete challenge campaign by June 30, 2011.</p> <p>Produce annual progress reports on the Institutional Advancement Plan beginning in June, 2010.</p> <p>A policies and procedures manual will be created which will be available on the Cheyney University website.</p>	CU Foundation, private funds	Vice President for Institutional Advancement, Director of Development, Director of Alumni Relations	Ongoing (2010 to 2015) and measured yearly.
<p>Enhance the capacity of the University to better serve regional economic and community development needs.</p>	<p>Corporate Executive Advisory Council is re-activated, membership criteria refined, a leadership structure established.</p>	<p>Webpage is updated to reflect implementation of the goals.</p> <p>A brochure is developed for marketing, Council membership recruitment.</p> <p>Council meets one in Year 1 and then each semester beginning in year 2.</p>	E & G	Vice President for Institutional Advancement, Executive Director of Economic and Workforce Development, Executive Associate to the President, Media Advisory Team	Ongoing (2010 to 2015) and measured yearly.
	<p>Council begins creating affinity groups to adopt academic departments & programs, cross-fertilization with Career Services and Economic & Workforce Development.</p>	<p>Council structure includes liaison assignments to departments and programs.</p> <p>Council members engage their company and others to participate in career fair and in pursuit of workforce and economic development opportunities.</p>	E & G	Vice President for Institutional Advancement, Executive Director of Economic and Workforce Development	Ongoing (2010 to 2015) and measured yearly.

Objective	Strategies/Activities	Outcomes	Resources	Personnel Responsible	Timeline
Promote and increase the level of alternative funding to support new and existing programs and services.	<p>Launch Sponsored Programs Intranet site with FAQ, resource links, samples of awarded grants, feature faculty and staff grantees, provide frequently needed forms, etc.</p> <p>Work with CATLA and academic/administrative departments to increase formal and informal grant writing and post-award workshops.</p> <p>Produce first annual Sponsored Programs report which features all grants submitted, providing analysis of all submissions (amount, via discipline, etc.) and awards.</p>	<p>Work with IT department to track visits to Intranet page.</p> <p>All those who attend a workshop receive formal acknowledgement and subsequent grant seeking is tracked.</p> <p>Longitudinally, a comparison of reports from year to year will track increased grant submissions, increase in number of faculty and staff submitting, diversity of departments represented, amount submitted and amount awarded.</p>	E & G	Vice President for Institutional Advancement, Director of Public Relations, CATLA Coordinator, Media Advisory Team	Ongoing (2010 to 2015) and measured yearly.
Increase consistent visibility throughout the campus community and beyond while strengthening the CU brand of excellence.	<p>Strengthen the quality of printed and on-line publications by advertising achievements made by faculty, staff, alumni and students.</p> <p>Establish an Internal Media Advisory Team, under the direction of the Public Relations Director, which includes representation from key administrative departments that support media relations.</p> <p>Establish a set of policies and procedures for disseminating information and specific branding guidelines which will be available on the internal website.</p>	<p>CU will gain control of our image by ensuring the public has better knowledge of our successes and achievements.</p> <p>A Public Relations form will be used as a way to track and fulfill all publicity requests and support printed and on-line publications.</p> <p>A more cohesive approach to University relations and marketing will be achieved and seen through improved brand recognition.</p>	Brochures and postcards- Title III, E&G, Cheyney Foundation	Vice President for Institutional Advancement, Director of Public Relations, Executive Assistant to the President, Media Advisory Team.	Ongoing (2010 to 2015) and measured yearly. <i>*A yearly Marketing Plan has been completed since June 2010 by the Media Advisory Team.</i>
Increase the capacity of the university to better serve regional community by expanding the collaboration by fostering a better relationship and include other neighboring townships to CU for a regional appeal.	<p>Create an Activities Committee that meets internally to brainstorm additional ways to network with immediate neighbors.</p> <p>Collaborate with Athletics department to utilize facilities for friend-raising activities.</p>	<p>Monthly event planning meetings with Activities Committee in order to support and enhance the quality of entertainment and lecture events on campus and improve advertising of events which will increase overall attendance of these events.</p> <p>Strengthen relationships aiding fundraising events, arts and cultural programming and improve University's image.</p>	<p>E&G for event advertisements</p> <p>E&G for receptions, etc.</p>	Vice President for Institutional Advancement, Executive Associate to the President, Media Advisory Team, Arts & Lectures Co- Coordinators	Ongoing (2010 to 2015) and measured yearly.

Objective	Strategies/Activities	Outcomes	Resources	Personnel Responsible	Timeline
Regularly communicate with alumni, students and staff through traditional and non-traditional means to strengthen CU Family.	<p>Produce monthly newsletter, twice a year alumni magazine, and annual President's report highlighting University successes.</p> <p>Encourage CU staff and administrators to utilize PR publicity form to promote successes internally and externally.</p> <p>Encourage the CU family to join the University's social networking sites via the monthly newsletter, website and e-mail blasts.</p>	<p>Improved public image supporting fundraising initiatives and strengthening the University's brand of excellence.</p> <p>University Title III reporting and positive PR story tracking will be easily documented, supplementing the current news clip files for the archives.</p> <p>This will provide more CU family interaction with daily updates of news tidbits or announcements available in a timely manner.</p>	<p>Cheyney Magazine- CU Foundation President's Annual Report- E&G</p> <p>N/A</p> <p>N/A</p>	Executive Associate to the President, Director of Public Relations, Media Advisory Team	Ongoing (2010 to 2015) and measured yearly.
Develop a positive working relationship with the National Alumni association and other alumni	Employ the leadership of respective class agents to assist the University in recruitment support. Determine the overall goal and assign individual class goals.	Secure alumni contributions to enhance and strength the enrollment of Cheyney University	E&G	Vice President for Institutional Advancement, Director of Alumni Relations	Ongoing (2010 to 2015) and measured yearly.
Enhance alumni relations through the delivery of services to alumni Market the initiative on the webpage, wolves unit, face book and by e-mail correspondence	Market the initiative on the webpage, wolves unit, face book and by e-mail correspondence	Update and increase alumni awareness of the positive news concerning the University.	N/A	Vice President for Institutional Advancement, Director of Alumni Relations	Ongoing (2010 to 2015) and measured yearly.
Continue to enhance alumni relations	Select a company to locate lost alumni. Improve communication to alumni. Maintain and continue to upgrade the alumni development information	Reclaim 10% of the 80% "lost alumni"	E&G	Vice President for Institutional Advancement, Director of Alumni Relations	Ongoing (2010 to 2015) and measured yearly.

Office of Institutional Advancement

Goal 6: Use technology pervasively to enhance teaching and learning; including support services, business processes; and; the procurement of external support.

Objective	Strategies/Activities	Outcomes	Resources	Personnel Responsible	Timeline
Use technology to increase alternative funding to support teaching and learning for faculty, staff, and students.	Launch Sponsored Programs Intranet site with FAQ, resource links, samples of awarded grants, feature faculty and staff grantees, provide frequently needed forms, etc.	Work with IT department to track visits to Intranet page	E & G	Vice President for Institutional Advancement, Vice President for Finance and Administration, Director of Information Technology	Completed 2010 to 2011
Improve technology resources for students.	Utilize and publicize social networking as a means for disseminating information for academic support services.	Increased number of fans on Facebook and increased number of followers on Twitter.	N/A	Media Advisory Team	Ongoing (2010 to 2015) and measured yearly.

Office of Finance and Administration
Major Initiatives Aligned with University Strategic Plan

Office of Finance and Administration
Goal 1: Strengthen Academic Quality and Excellence

Objective	Strategies/Activities	Outcomes	Resources	Personnel Responsible	Timeline
Promote the benefits of the Post Office to the campus community and increase its visibility. Update the facilities (as much as possible) while not incurring any substantial cost.	<ol style="list-style-type: none"> 1. Institute new contract with PASSHE preferred vendor 2. Install new mailing system 	Lower postal and shipping costs	Budget	Director, Business Support Services	11/2011 to 06/2012
To keep the Academic Departments aware of changes to editions and additional materials that could be used to strengthen the curriculum.	Monitor changes of publisher offerings and foster relationships with publisher representatives to help find out about supplemental materials and opportunities.	Enrichment of staff and students learning experiences	Campus Store Staff	Bookstore Manager	7/1/2011 through 6/30/2012
Recruit and employ most qualified candidates.	<p>Broaden advertising venues.</p> <p>Introduce additional on-line processes.</p>	Attract and retain diverse and motivated employees in an efficient and cost effective manner/applicant tracking.		Director of Human Resources	Ongoing process; timeline to hire shortened; diverse search committees used including alumni when applicable. All positions posted with deadline on website and job board.
Development onboarding process and introduction schedule for all new hires.	<p>Meet payroll deadlines and provide more efficient customer service.</p> <p>Coordinate first day of in line with system and departments</p>	Better informed new employee and smoother transition into University environment.		Director of Human Resources	Ongoing process; detailed pre-hire orientation conducted, including completion of new hire documents before 1st day. Delaying start if dept. not prepared first onboarding

Objective	Strategies/Activities	Outcomes	Resources	Personnel Responsible	Timeline
Conduct and oversee reference and background screening processes.	<p>Closer involvement with all search committees.</p> <p>Collect search data in an effort to continually improve services.</p>	<p>Reduced turnover in high volume departments.</p> <p>New employee receives accurate position description at start of employment and understands expectations.</p> <p>Goals and objectives established from beginning of employment.</p>		Director of Human Resources	<p>Ongoing process; all final candidates go thru clearance and when not successful are notified in writing.</p> <p>Search committees receive HR guidelines at 1st meeting.</p> <p>Job descriptions updated for all new hires</p>
	<p>Review position description for accuracy of job duties and responsibilities.</p> <p>Update employee handbook and work with faculty committee to develop informative handbook.</p> <p>Develop exit interview process and forms.</p> <p>Update University employment application and other recruiting forms.</p>	<p>Effective and timely performance evaluations.</p> <p>Informed campus community.</p> <p>Accurate disbursement of factual information.</p> <p>University property appropriately obtained before employee exit.</p> <p>Data collected and reported to document validity of equal employment opportunities.</p>		Director of Human Resources	Ongoing process; tracking of completed

Office of Finance and Administration
Goal 2: Advance Student Achievement and Success

Objective	Strategies/Activities	Outcomes	Resources	Personnel Responsible	Timeline
Utilize work study students in Business Support Office	1. Mentor work study students and teach office etiquette and real world business practices.	1. Students have tangible skills for their resume		Director, Business Support Services	11/2011 to 06/2012
To provide textbooks and course materials that cost less through strategic buying and the development of rental programs.	Have longer term adoptions in the core curriculum offerings to help foster rental programs and provide a model for a strategic buying plan throughout the year and not just during Book Buyback Programs	Lower cost Course materials will make the students more likely to purchase the course materials they need to be successful	Campus Store Staff Support from The Provost and Faculty. Formation of committees to make decision on what courses and programs would benefit from these initiatives.	Bookstore Manager	7/1/2011 through 6/30/2012
Enhance core employee competencies and knowledge.	Regular and current information provided to new employees and current in areas affected by service to students.	Better served and knowledgeable campus community. Improved communication between units.		Director of Human Resources	Ongoing process
Collaborate with other departments and divisions providing services to students.	Involve and encourage all Human Resources & Payroll staff members to obtain more understanding of areas providing direct student services. Training faculty and staff on Employee Self Service (ESS).	Demonstrated and more efficient products delivered on time. Increased access to technology-driven processes, resulting in "green" environment. Real-time and accurate information.		Director of Human Resources	Ongoing process; students entering time electronically Ongoing training of ESS

Office of Finance and Administration

Goal 3: To manage and secure fiscal resources and facilities needed to enhance institutional effectiveness.

Objective	Strategies/Activities	Outcomes	Resources	Personnel Responsible	Timeline
Proactively seek funding for the Environmentally Preferred Purchasing Program. The goal of this objective is to obtain funding to implement Cheyney's Environmentally Preferred Purchasing Program.	Work with PASSHE to secure grant funding for environmentally friendly programs to save long term dollars in the areas of water conservation and solar HVAC.		Budget and grants	VP for Institutional Advancement Director of Business Support Services	11/2011 to 06/2012
Emergency Preparedness	<ol style="list-style-type: none"> 1. Plan strategy for preservation of records. 2. Work out a plan to relocate to another building or WCU 3. Scan Records /Record Storage plan for files. 		University Budget	Director, Public Safety, Director Facilities, Dean Library	06/2011 to 06/2012
Foster relationships with Vendors to gain display units and signage to increase the positive atmosphere of the Campus Store.	Work to combine sales with display fixtures as an incentive for the vendor to have a larger amount of floor space, and more product sales.	New fixtures and beautification of the campus facility and a more joyful experience for visitors to the Campus Store.	Campus Store Capital Items Budget	Bookstore Manager	7/1/2011 through 6/30/2012
Review Budget to Actual Reports Monthly	Controller will review budget to actual reports and inform responsibility manager when expenditures are approaching budget.		Business Office	Controller	Recurring Monthly from 7/1/2011 through 6/30/12
Develop a payables process which is communicated to all University personnel and strictly adhered to.	Assistant Controller is working on documenting the new payables process as well as the roll out strategy. The Controller will review the final plan and have it approved by the Vice President of Finance and Administration.		Business Office VP of Finance and Administrations' Office.	Controller	7/1/2011 through 8/31/11

Objective	Strategies/Activities	Outcomes	Resources	Personnel Responsible	Timeline
<p>Continued reduction in facilities deferred maintenance and operating cost</p> <p>Implement and organizational structure that allows energy awareness and incorporate it into daily activities</p> <p>Develop Operational Standards and Benchmarks, including setting policy</p> <p>Identify required resources for facilities maintenance and operations.</p> <p>Develop and Implement Sustainability Initiatives.</p>	<p>Development of suitable Capital Plan and replacement plan. Implementation of Energy Services and Control Plan</p> <p>Completion of Heating Systems replacement Project and related Energy Control System</p> <p>Develop building- level operating standards. Metric Operating Standard for facilities, facility buildings and systems</p> <p>Benchmark with other Universities</p> <p>Maintain the quality and quantity of our urban-rural community footprint</p>		<p>PASSHE Planning modules and Cheyney Bond Financing</p> <p>NORESO Guaranteed Energy Program</p> <p>Facilities Guide on website, and benchmarking on an annual basis</p> <p>Data collection and analysis by Sightlines Inc Contract.</p> <p>Participation in grant activity and capital planning resources</p> <p>Public-Private partnerships, Science Student Internships within facilities and County and Township agreements for sustainable initiatives</p>	Director of Facilities	<p>3/2010 to 3/2012</p> <p>10/2011 to 10/2011</p> <p>10/2010 to 01/2012</p> <p>01/2010 to 06/2012</p>
<p>Introduce, initiate and encourage workforce planning process and initiatives.</p>	<p>Monitor compensation program in line with system objectives and budget constraints.</p> <p>Access positions and realign staff responsibilities & duties.</p> <p>Seek cross training opportunities and shared resources with other PASSHE schools.</p>	<p>Increased motivation and higher quality job performance.</p>		Director of Human Resources	Ongoing process
<p>Conduct and obtain support for audit of human resource and payroll records.</p>	<p>Seek human resources & payroll “best practices” in line with system management Directives.</p>	<p>Reduction of fiscal errors.</p> <p>Accurate data reports.</p> <p>Higher trained and skilled employees.</p>		Director of Human Resources	Ongoing process

Objective	Strategies/Activities	Outcomes	Resources	Personnel Responsible	Timeline
1. Accreditation for Campus Police – CUPD will be the only PASSHE police department that will be accredited. This will demonstrate that CUPD follows the most up to date and best law enforcement practices.	<ol style="list-style-type: none"> 1. A Safer Campus 2. Accreditation is a proven modern management model that once implemented, will generate a blue print that guides in the efficient use of all resources and will improve safety campus wide. 3. Accreditation also demonstrates that above standards are met for public safety. 	<p>Cheyney University will benefit in a number of ways by having a nationally accredited police agency.</p> <p>It will reduce liability exposure, increase interagency cooperation, coordination and accountability.</p> <p>It will show how much CU cares about the Campus Community because every officer will have worked hard to obtain the honor and keep the accreditation which equates to tremendous police service.</p>	CUPD Budget – Other possible funding available	Director, Public Safety	07/11-07/14

Office of Finance and Administration
Goal 4: Nurture Human Capital

Objective	Strategies/Activities	Outcomes	Resources	Personnel Responsible	Timeline
Pursue Supplier Diversity Program by community outreach, attendance at trade fairs, collaboration with other PASSHE universities and personnel at the Dixon Center. Goals include increasing the number of MBE/WBE vendors doing business with Cheyney, increasing the number of prime MBE/WBE vendors/contractors (as opposed to subcontractors/vendors) and increasing awareness of MBE/WBE vendors/contractors that Cheyney is a potential customer. Host a Regional Procurement Fair at Cheyney.	<ol style="list-style-type: none"> 1. Attend conferences and trade shows promoting diversity. Create and maintain diversity vendor list for procurement contracts. 	Increase visibility of school.	University Budget	Director of Business Support Services	11/2011 to 06/2012
Collection of input from staff	Development of a monthly meeting with entire staff to discuss what is going well, what needs improvements, round table discussion about any and all matters.	Better understanding of where we are and where we need to go to improve the Campus Store.	Campus Store Staff	Bookstore Manager	7/1/2011 through 6/30/2012

Objective	Strategies/Activities	Outcomes	Resources	Personnel Responsible	Timeline
Attending regional and national conventions.	Actively seek out educational opportunities in our special subset in the education community.	To gain knowledge about the industry and trends that will affect the approaches we use to be successful.	Campus Store Staff Travel Expenses Budgeted	Bookstore Manager	7/1/2011 through 6/30/2012
Add training component to monthly Business Office Meeting to highlight one Business Office position per meeting.	Controller will highlight the role of one Business office employee per month and define how their role impacts the fiscal operation of the University.		Business Office	Controller	Recurring Monthly from 7/1/2011 through 6/30/12
Provide training to Business Office Staff to improve skills needed to perform job functions more efficiently and effectively.	Provide opportunities for training including allowing all employees to attend the PASSHE Budget and Accounting Directors meeting.		Business Office	Controller	7/1/2011 through 6/30/12
Work through Human Resources to increase training opportunities for staff and management Improve skills needed to perform job functions more efficiently and effectively.	<ol style="list-style-type: none"> 1. Encourage a systematic facilities oriented development program through Human Resources and vendor provided education programs. 2. Recognize faculty and staff who have completed training to encourage more participation 	<ol style="list-style-type: none"> 1. Staff development is viewed positively by Finance and Administration as evidenced by increased number certifications received 2. Increased number of staff participating in development activities. 	University Budget and little or no cost vendor programs Cheyney/KSI Micro Soft Institute Budget allowances	Director of Facilities Human Resources	Ongoing; workshops presented Fall 2011 to encourage use of Staff ESS. Participation was measurable. Retirement vendors on campus increased and scheduled through year to inform of options of both faculty and staff.
Through the finance and Administration division, work with managers to appropriately manage relationships with staff to encourage productivity and minimize distractive behavior within the division.	<ol style="list-style-type: none"> 1. Recognize all staff within the division needed to move facilities effectiveness forward 2. Expected Outcomes include business support and human resources participation 		University Budget, effective communications and communication of policy	Director of Facilities	06/2011 to 06/2012
Increase commitment and support to labor/management relationship building with all collective bargaining units.	Increased local representation with local labor leaders.	Timely resolution of complaints and grievances. Reduction of grievances advancing to higher PASSHE labor management and legal. Reduction of complaints to outside agencies.		Director of Human Resources	Ongoing process; successfully closed 11 union grievances Working with and responding to PASSHE Labor Relations dept. all grievances

Objective	Strategies/Activities	Outcomes	Resources	Personnel Responsible	Timeline
Seek development and training opportunities.	Participation in local “meet & discuss” with identified goals, objectives & resolved concerns.			Director of Human Resources	Ongoing process; established open lines of communication and data sharing. Participate in monthly M&D sessions, with 4 unions
Streamlined processes & procedures.	Update and educate HR/PR processes. Support service recognition initiatives by providing information to university communication network	Reduced time and effort. Increased respect and trust among colleagues. Improved continuous partnerships.		Director of Human Resources	Ongoing process
To provide professional development for faculty in the use of instructional classroom technology.	3. Complete the construction of the CATLA lab. The lab is designed as a training facility that emulates the instructional technology tools found in SMART multimedia classrooms throughout campus. 4. Provide training to faculty in the operation of instructional technology (SMART, multimedia, video conferencing, online distance learning).	1. Faculty will learn how to use and apply instructional technology in a classroom environment. 2. Faculty will be willing to embrace and utilize instructional technology within their related course development on a regular basis.	Title III	Director of TeleCommunications	1)The CATLA lab has been completed 2) The CATLA Director has been trained on operating all Smart and multimedia equipment in the lab. The lab is available for faculty training
Fill department vacancies, specialty roles and identify police officers who will benefit from professional development. Incorporate new strategies for training that will enhance safety and current police department operations	A. Provide training opportunities. B. Hire a full-time specialist detective/manager to streamline investigations, categorize case files and evidence. C. Train all officers in updated procedures. Enhance patrol initiatives	Crime Prevention Safer Campus	CUPD Budget – Other possible funding available	Director, Public Safety	Ongoing

Office of Finance and Administration
Goal 5: Cultivate Public Engagement and Citizenship

Objective	Strategies/Activities	Outcomes	Resources	Personnel Responsible	Timeline
1. Identify areas of cost savings to respond to and minimize the impact of budget cuts at the University and State levels.	<ol style="list-style-type: none"> 1. Work with PASSHE Directors to work on system saving initiatives that benefit all universities. 2. Partner with department heads to maximize savings utilizing procurement process. 	<ol style="list-style-type: none"> 1. Cost savings to University 2. Initiatives in place to lower levels of risk 	PASSHE	VP for Finance and Administration Director, Business Support Services	11/2011 to 06/2012
Make regular visits to different groups on and off campus to gain an understanding of how we can help them and fill their needs when they visit the Campus Store.	Seek out opportunities to be involved with the campus events and provide support in any way we are able, Pan-Hellenic Council, SGCA, Clubs and Groups	Increased knowledge of the people and happenings around us and exposure for the Campus Store.	Campus Store Staff Time	Bookstore Manager	7/1/2011 through 6/30/2012
Support and encourage employees to participate in career and networking organizations and community events.	Attend local and regional association activities. Add to and improve human resources and payroll website with links to additional resources.	Broader exposure for the university. More informed community, faculty, staff and administrators. Increased and positive image.		Director of Human Resources	Ongoing based on budget constraints Ongoing update of website; added forms
A. Outreach to the Campus and Surrounding Community B. Improve relations	<ol style="list-style-type: none"> A. Schedule Cheyney Police Open House B. Meet and greet the police officers, dispatchers and security officers C. Encourage Crime reporting D. Raise awareness to the community regarding the role of the Cheyney Police Officer 	<ol style="list-style-type: none"> A. Improved relations with the students, faculty, staff and surrounding community. B. Visibly demonstrate our commitment to keep our campus safety. 	CUPD Budget – Other possible funding available	Director, Public Safety	Ongoing

Office of Finance and Administration
Goal 6:

Objective	Strategies/Activities	Outcomes	Resources	Personnel Responsible	Timeline
Encourage the use of technology to support the teaching and learning environment.	<ol style="list-style-type: none"> Set aside seminars for staff learning Implement technology to stream line processes in mailroom and receiving 	<ol style="list-style-type: none"> Processing of shipping and receiving streamlined in storeroom and mail center 	University Budget	VP for Institutional Advancement Director of Information Technology	Ongoing process
Seek out products that will help further the development of our students to keep up in the ever changing medium that effects our daily lives and how we use these tools to learn.	Expand our products in the area of technology, trying to stay on the cusp of technology but in a fiscally safe manner, not over reaching.	Supply our students with the tools they need to continue their learning experience.	Campus Store Staff Time IT Assistance	Bookstore Manager	7/1/2011 through 6/30/2012
Encourage, increase and use IT resource services both internally and externally.	<p>Research new technology in human resource and payroll management.</p> <p>Introduce on-line training and professional development opportunities.</p>	<p>Increased university population will be served.</p> <p>Compliance with collective bargaining agreements and applicable laws and regulations.</p>		Director of Human Resources Director of IT	Ongoing process
To provide state-of-the-art instructional technology classrooms that are designed to enhance the educational experience for students and faculty.	<ol style="list-style-type: none"> Increase the number of SMART, multimedia, audio/visual and instructional classrooms throughout campus. Provide faculty training and development opportunities pertaining to the use of technology in the classroom. 	Faculty will be willing to embrace and employ technology within the classroom environment.	Title III	Director of TeleCommunications	Ongoing. In 2010-2011, three Smart boards were installed in DSS, including the Graphic Design Smart Lab and the Carver Science auditorium received a multimedia upgrade. Faculty were trained on all equipment. Distance Learning Center upgrade, Carver Science portable Small board, Harris-Turner Smart lab scheduled for early Spring 2012

Objective	Strategies/Activities	Outcomes	Resources	Personnel Responsible	Timeline
To carry out the mission of the Center of Excellence in Communications Media, Fine Arts and Entertainment Arts.	2. Complete the design and construction of a state-of-the-art television facility and radio station.	1. Communication Arts students will have access to high quality television and radio equipment. 2. Students will be better prepared for careers in related communication fields. 3. The University will be positioned to attract and retain Communication Arts majors.	Title III Office of Institutional Advancement	Director of TeleCommunications	Phase II (relocating the TV studio & Radio station from Vaux to DSS) – completed. Equipment upgrades to both TV and Radio are scheduled for early Spring 2012.
A. Upgrade equipment to enhance safety measures and prevent crime. B. Update Website	A. Install LiveScan inkless fingerprinting and records check B. Comply with Clery Act, update website and UCR statistics by assigning Detective Manager to monitor and update	A. With the installation of the LiveScan machine, Cheyney Police will be more visible and accessible on campus instead of spending time traveling to PA State police for every arrest or detention. B. Safer Campus C. Increased Enrollment	A. Title III funding	Director, Public Safety	11/10 – 10/11 Ongoing