



Indiana University of Pennsylvania
SCHOOL OF GRADUATE STUDIES AND RESEARCH

Centers and Institutes 2016 - 2017 Annual Report

Centers & Institutes 2016 – 2017 Annual Report

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Centers and Institutes Annual Report

Notes from the School of Graduate Studies and Research

You may notice some changes to this year's Centers and Institutes Annual Report. In an effort to improve the annual reporting process, we revised the method we use to collect information from the University's Centers and Institutes (C&I). These changes helped streamline the annual reporting process and, in many cases, improved the quality of the reports submitted.

At the start of the fiscal year, all C&I were asked to provide three to seven goals for the upcoming year mapped to the university strategic plan. These goals were used to create individualized Annual Report templates, which were sent to the C&I at the end of the fiscal year. The Annual Report template asked each C&I to review the goals they had submitted and provide an update on their program through a goal narrative. In addition, we requested information about their personnel, a breakdown of each C&I's budget in terms of revenue and expenses, and any additional information the C&I directors felt relevant.

The revised template for this year's report was the product of careful review of previous reports to identify areas for improvement. In particular, the old template personnel and budget sections were expanded with drop-down menus and text boxes to help us gather more information about the personnel affiliated with each C&I. We requested that each C&I provide a list of their personnel, their role, relevant releases or hours worked, and how the position is funded. As a result, we were able to gather much more detailed information about C&I personnel, which is included in the personnel section in each report.

A second area of the annual report template that saw a major overhaul was the budget section, which was revised to gather more specific information about the revenue and expenses for each C&I. As C&I are required to be financially self-supporting, we had hoped this revision would provide a more detailed picture of the budget situation of the C&I. Unfortunately, accurate budget reporting remains an area for improvement, as many C&I did not respond to this prompt, or did not provide all the information requested. In particular, many C&I did not list their expenses, or provided expenses that were incomplete. Personnel expenses were one of the more noticeable items missing. We will be reviewing these budget reports with the C&I and working to improve our report template to address this issue.

In addition to our revised reporting process, we also refreshed the design of this annual report. In previous years, reports were constructed by simply compiling the returned annual report templates into a single document. This year, in an effort to improve the readability and design of this report, we extracted the information from the new electronic templates and used that information to construct this report in a format we hope you find easier to read and navigate.

We believe the changes introduced this year have helped streamline the annual reporting process and encouraged the C&I to provide more detailed information. There are still many improvements to be made and we hope to continue refining this process in future years.

Summary of Centers and Institutes Activity Fiscal Year 2016 - 2017

While the new C&I reporting template yielded many improvements in the quality of data collected, we note that many C&I still did not accurately report their revenue and expenses (For example, in many cases, personnel expenses were not included in the reports). The SGSR will be reviewing the budget reports and working with the C&I to improve this component of the annual report. The table below includes the budget information that was provided but should not be considered an accurate representation of the C&I budgets.

Center/Institute	Revenue	Expenses
Academic Affairs	American Language Institute	\$ 625,079.00
	Center for Teaching Excellence	N/A
	Frederick Douglass Institute	N/A
Student Affairs	Intercollegiate Athletic Institute for Sports Camps	\$ 80,445.00
College of Education and Educational Technology	Center for Career & Technical Personnel Preparation	\$ 1,150,571.00
	Center for Creativity and Change	\$ 6,629.00
	Center for Media Production and Research	\$ 8,341.54
	Child Study Center	\$ 1,420.00
	The Literacy Center	\$ 2,950.00
	Speech, Language & Hearing Clinic	\$ 133,437.00
College of Fine Arts	IUP Community Music School	\$ 49,000.00
	The Wood Center at IUP	\$ 32,750.00
College of Health and Human Services	Center for Health Promotion & Cardiac Disease Prevention	\$ 4,875.00
	Center for Research in Criminology	N/A
	Criminal Justice Training Center	\$ 404,335.00
	Institute for Rural Safety & Health	\$ 695,254.00
	PA/OSHA Consultation Program	\$ 2,088,222.00
College of Humanities and Social Sciences	Administrative & Leadership Research & Training Center	\$ 729,104.00
	Archeological Services	\$ 197,369.20
	Center for Digital Humanities & Culture	N/A
	Center for Film Studies	N/A
	Center for Northern Appalachian Studies	N/A
	Institute for Mine Mapping, Archival Procedures & Safety (IMAPS)	\$ 320,000.00
	Mid-Atlantic Addition Research & Training Institute (MARTI)	\$ 50,000.00
College of Natural Sciences and Mathematics	Center for Applied Psychology	\$ 26,342.00
	Center for Statistics Education	N/A
	Institute for Cyber Security	\$ 1,600.00
	Software Development Center	\$ 3,000.00
Eberly College of Business and Information Technology	Center for Family Business	\$ 45,979.00
	Excellence in Entrepreneurial Leadership Center	N/A
	Government Contracting Assistance Program	\$ 764,578.00
	Small Business Development Center	\$ 156,629.00
	Small Business Incubator	\$ 82,000.00
	Small Business Institute	\$ 2,000.00

American Language Institute

Contact: Michele Petrucci

Affiliation: Academic Affairs – Office of International Education

Phone: 724-357-2402

Fax: 724-357-2514

Address: 860 Grant Street, 214 Eicher Hall, Indiana, PA 15705

Website: www.iup.edu/ali

Purpose of Center/Institute

The American Language Institute (ALI) strives to provide high-quality noncredit intensive English programs (IEP) for English Language Learners to improve their English language proficiency and cultural understanding as they seek to enter colleges and universities in the U.S., to study abroad temporarily, or to acquire English for social, business, or technical purposes.

2016 – 2017 Goals

Goal #1

Description: Complete investigation and make final decision/commitment on pursuing accreditation for ALI.

Type: Administration

Plan to Achieve Goal: Dedicated time to review, discuss and where possible, attend workshops on accreditation process through CEA (Commission on English Language Program Accreditation).

Plan to Assess Progress toward Achieving Goal: Progress will be either to remove this as an ALI goal (not pursue accreditation) or continue this as a goal into 2017-2018 as the accreditation process, once begun, will take 12-18 months.

Strategic Plan: 1.1.3. Use the formal program accreditation and review processes to ensure that programs are responsive and aligned with institutional goals.

Goal Narrative:

COMPLETED - For the foreseeable future, the ALI will not pursue accreditation through CEA: The Commission on English Language Accreditation. While the ALI is in an excellent position (sound administration and academics) to pursue accreditation, its reduced enrollment has dampened enthusiasm for the process and costs both in time and money. CEA accreditation was projected to cost ~\$10,000 for the initial accreditation review with each year costing ~\$2800-\$5000 (dependent on enrollment).

Goal #2

Description: Establish a full-time Tutoring Supervisor position to oversee both:

- 1) ACE Tutoring (American Culture and English) which is part of the ALI curriculum
- 2) SkillZone which is an academic support and tutoring program available to all international students and scholars

Type: Personnel

Plan to Achieve Goal: Work with Provost and Human Resources to advocate for a full-time position, as opposed to 2 part-time, contracted positions, using ALI funds to support.

Plan to Assess Progress toward Achieving Goal: Achievement of this goal will be easy to assess: position or not position created

Strategic Plan: 2.3.3. Attract and support more international students and scholars.

Goal Narrative:

IN PROGRESS - University-wide hiring freeze from October 2016 to present (with some thawing) as well as enrollment and budget concerns have temporarily delayed moving forward on this position which is envisioned to combine the responsibilities of 2 part-time, contracted positions: ACE Tutoring Supervisor (20 hours/week) and SkillZone Supervisor (25 hours/week). It is further envisioned that this position become "Assistant Director: ALI and Tutoring Services (SUA 2)" and the current Assistant Director: ALI be promoted to Director (management). These changes would help to further stabilize and professionalize the ALI. During both 2014-2015 and 2015-2016, ~\$41,000/annum was spent on hourly wages for the 2 contracted, tutoring positions.

Goal #3

Description: Improve ALS-RTC marketing materials (brochure, website, etc.) and marketing plan.

Type: Communication and Marketing

Plan to Achieve Goal: Multi-pronged approach and activities:

- 1) Develop additional short-term programs (high school students, Summer university programs (English language, American culture and an academic discipline (Business, Education, etc.), professional development for international faculty and staff, etc.)
- 2) Apply for EducationUSA Academy (U.S. Department of State) - if selected, one of several U.S. universities to host 15-17 year old students for one month during Summer 2017
- 3) Review ALI marketing materials and as needed, revise
- 4) Utilize teacher and staff experiences and connections to reach new markets: Francophone Africa, South Korea, Honduras, etc.

Plan to Assess Progress toward Achieving Goal: Overall enrollment numbers (headcount) plus nationality representation. Also, funds generated for ALI

Strategic Plan:

- 2.3.1. Pursue international opportunities for partnerships that leverage IUP's strengths and that are consistent with institutional priorities.
- 4.1.1. Implement a coordinated marketing program to support admissions (undergraduate and graduate), advancement, and IUP brand recognition.

Goal Narrative

IN PROGRESS -

- Short-Term and Special Group Proposals: Japanese translation of recruiting materials, HBU (Summer/Fall 16, Fall 16/Spring 17, Spring 17), IFA (Summer 16 follow up), Indonesian Grant (Summer 18), Instituto Cultural Peruano (Spring 17), KGU (Spring/Summer 17), Miyazaki (Fall 16, Spring 17), Providence University (Summer 17 ALI, Education Teacher Training Fall 17/Spring 18), Proyecta 100 Mil (Summer 17, Fall 18), UDLAP (Summer 17). SACM reports every term and on demand.
- EducationUSA Academy: submitted proposal for Summer 17 (09/16) and while not accepted, strongly encouraged to reapply for Summer 18. Initial planning for this proposal included meeting with Honors College to partner on course offerings (15 students)
- Brochure translated into French (especially for Francophone Africa) and currently looking to translate into Vietnamese. Continued membership with EnglishUSA and, while not accreditation of the ALI, it does review and vet organizations that apply. EnglishUSA logo is now on ALI website. International ebrochure was finally completed in Spring 2016 and includes an ALI section and ability to apply from within the document. The ebrochure is also available in the following languages: English, Arabic, Chinese (Mandarin and Simplified), and Indonesian. Bookmarks with QRcode to the ebrochure were also created.
- One instructor from Togo translated the ALI brochure into French. We have not been able to optimize the instructors connections-- there are too many demands on their time.

Center/Institute Personnel

Dr. Michele Petrucci

- Executive Director
- 10 Hours/Week
- Funded by Center Service Fees or Contracts for Services

Ms. Emma Archer

- Assistant Director
- 37.5 Hours/Week
- Funded by Center Service Fees or Contracts for Services

Ms. Cindy Smeltzer

- Secretary
- 37.5 Hours/Week
- Funded by Center Service Fees or Contracts for Services

Jocelyn Amevuvor

- SkillZone Supervisor
- 25 Hours/Week
- Funded by Center Service Fees or Contracts for Services

Taylor Snyder

- ACE Tutoring Supervisor
- 20 Hours/Week
- Funded by Center Service Fees or Contracts for Services

Student Workers

- Seventy-Eight (78)
- 6-15 Hours/Week
- Provide office help and tutoring
- Funded by Center Service Fees or Contracts for Services

Graduate Assistants

- Four (4)
- 2 x 20 HR GA and 2 x 10 HR GA
- Funded by Center Service Fees or Contracts for Services

Instructors

- Seventeen (17)
 - 6-15 Hours/Week
 - Funded by Center Service Fees or Contracts for Services
-

Center/Institute Budget

This Center/Institute covers basic office expenses from their own budget. In addition, the Internet access is provided by IUP but other office expenses are covered by the ALI.

Revenue

Source	Description of Service Provided	Amount
ALI Tuition & ALI Tech Fee	Teaching	\$625,079
Total		\$625,079

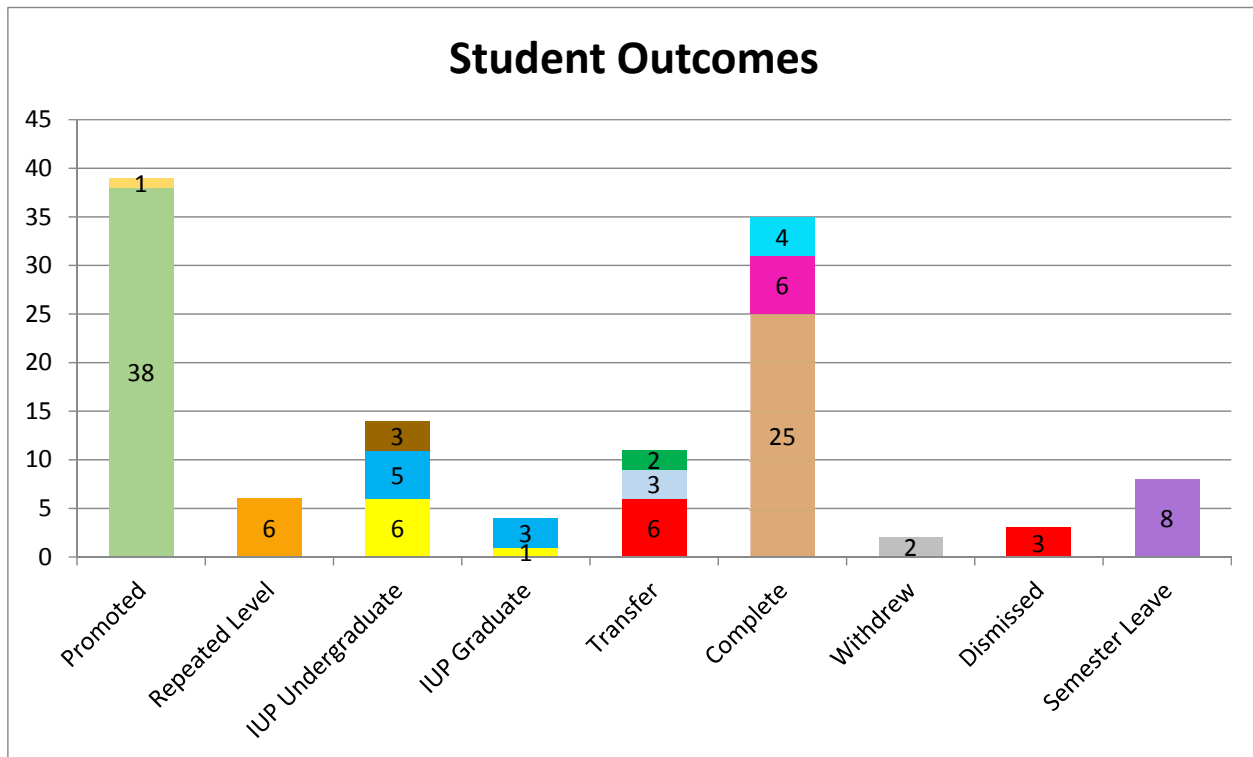
Expenses

Source	Description of Expense	Amount
ALI Personnel	Staff, instructors, GAs, student workers	\$387,398
Office	Supplies, phones, vehicles maintenance, etc.	\$29,246
Major Purchases	Software, copier, scanners	\$10,942
OIE Personnel	Staff (0.5 Receptionist, 0.5 Immigration Clerk and through resignation 12/16, 1.0 Education Abroad Advisor	\$71,703
Total		\$499,289

What resources/assistance does this Center/Institute require to achieve their goals for the upcoming year?

To diversify and increase the ALI's enrollment, focused and sustained marketing and recruitment needs to continue and to be expanded. As in previous years, our primary goal is to offer exceptional academic and cultural education for ALI students and to contribute to IUP's mission. Toward this end, we will continue to focus on providing learning opportunities in the classroom with highly-qualified well supported instructors. We will also provide educational opportunities outside of the classroom through SkillZone, campus programming, trips and events, and connections with the community.

Student Outcomes 2016-2017 Academic Year

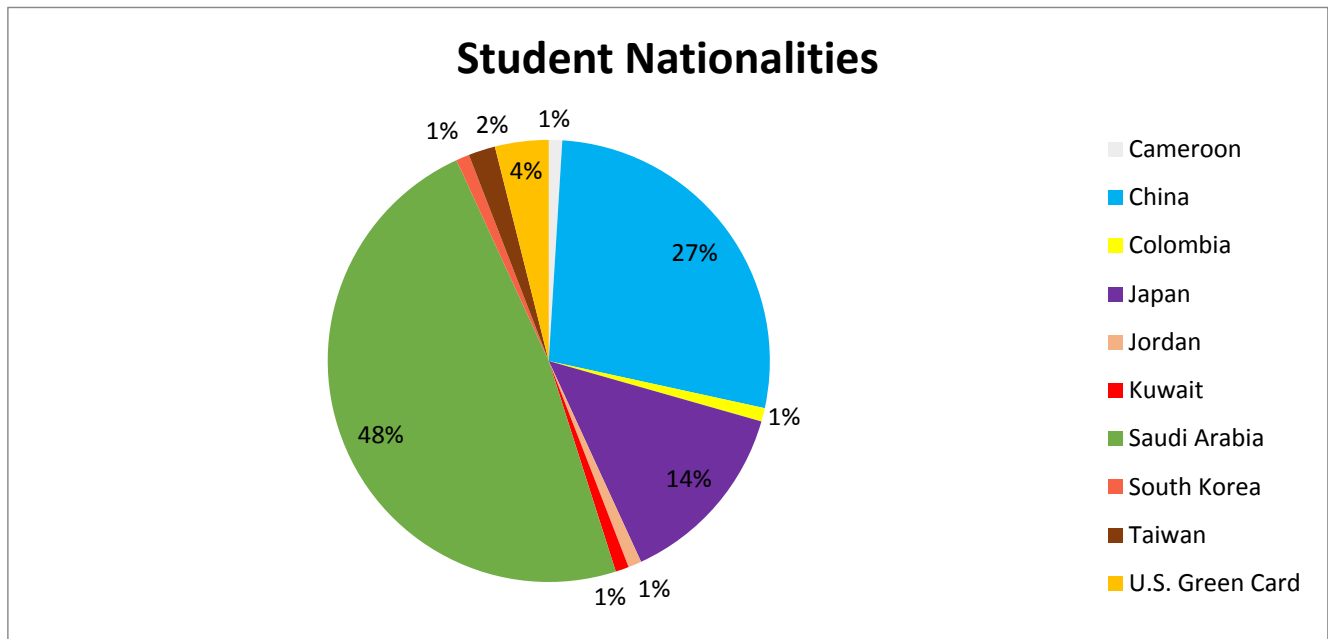


- Promoted – 38 to next level, 1 skipped a level
- Repeated Level – 6
- IUP Undergraduate – 6 TOEFL/IELTS, 5 Bridge Pathway, 3 Other
- IUP Graduate – 1 Test, 3 Bridge Pathway
- Transfer – 6 IEP, 3 UG, 2 Grad
- Complete – 25 Exchange, 6 F2/Green Card, 4 F1
- Withdrew – 2
- Dismissed – 3
- Semester Leave – 8
(Medical Leave or Home for a Semester)

Student Outcomes 2015-2016 Academic Year

- Promoted – 60 to next level, 2 skipped a level
- Repeated Level – 22
- IUP Undergraduate – 4 Exchange, 9 TOEFL/IELTS, 9 Bridge Pathway
- IUP Graduate – 2 TOEFL/IELTS, 7 Bridge Pathway
- Transfer – 2 IEP, 12 UG, 3 Grad
- Complete – 30 Exchange, 6 F2/Green Card, 6 F1, 1 student with job offer
- Withdrew – 4
- Dismissed – 4
- Semester Leave – 22
(Medical Leave or Home for a Semester)

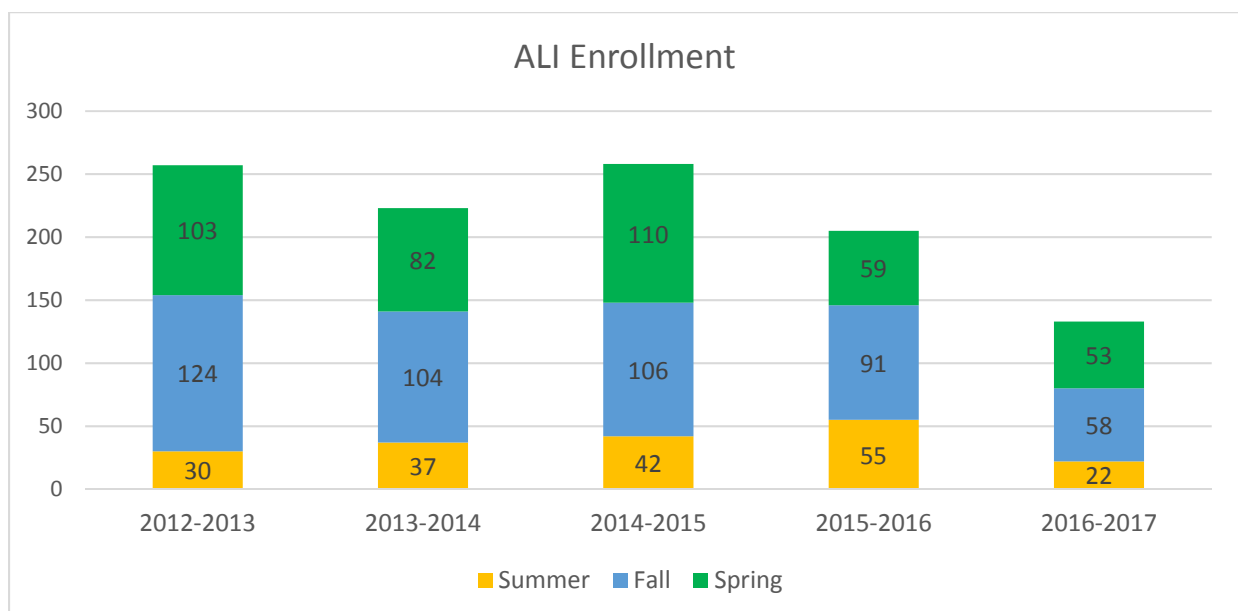
ALI 2016-2017 Academic Year



- Cameroon – 1
- China – 28
- Colombia – 1
- Japan – 14
- Jordan – 1
- Kuwait – 1

- Saudi Arabia – 49
- South Korea – 1
- Taiwan – 2
- U.S. Green Card – 4 (Colombia, China, Saudi Arabia, Uruguay)

Individual Students 102 (Enrollments 133)



ALI 2015-2016 Academic Year

- Argentina – 1
- Brazil – 3
- China – 17
- Colombia – 1
- Indonesia – 1
- Japan – 15
- Jordan – 2
- Saudi Arabia – 86
- South Korea – 3
- Taiwan – 6
- Ukraine – 1
- U.S. Green Card – 2 (Colombia & Ukraine)
- **Individual Students 138 (enrollments 205)**

ALI 2014-2015 Academic Year

- Brazil – 12
- China – 12
- Indonesia – 1
- Japan – 31
- Jordan – 3
- Nigeria – 1
- Saudi Arabia – 96
- South Korea – 4
- Syria – 1
- Taiwan – 10
- Venezuela – 1
- Vietnam – 1
- **Individual Students 173 (enrollments 200)**

ALI 2013-2014 Academic Year

- Angola – 1
- Brazil – 3
- China – 7
- Indonesia – 1
- Iran – 1
- Japan – 13
- Jordan – 2
- Libya – 3
- Mexico – 1
- Korea – 4
- Saudi Arabia – 90
- Syria – 3
- Taiwan – 13
- Venezuela – 1
- **Individual Students 147 (enrollments 223)**

ALI 2012-2013 Academic Year

- Angola – 1
- China – 12
- Japan – 20
- Jordan – 1
- Libya – 7
- Mali – 1
- Saudi Arabia – 96
- South Korea – 5
- Syria – 1
- Taiwan – 21
- Turkey – 1
- U.S. Green Card – 1
- **Individual Students 167 (enrollments 257)**

ALI 2011-2012 Academic Year

- Angola – 1
- Brazil – 1
- China – 22
- Colombia – 3
- Congo – 1
- Japan – 14
- Jordan – 2
- Kazakhstan – 1
- Libya – 3
- Pakistan – 1
- Saudi Arabia – 61
- Spain – 2
- South Korea – 5
- Taiwan – 14
- **Individual Students 131 (enrollments unavailable)**

Pages

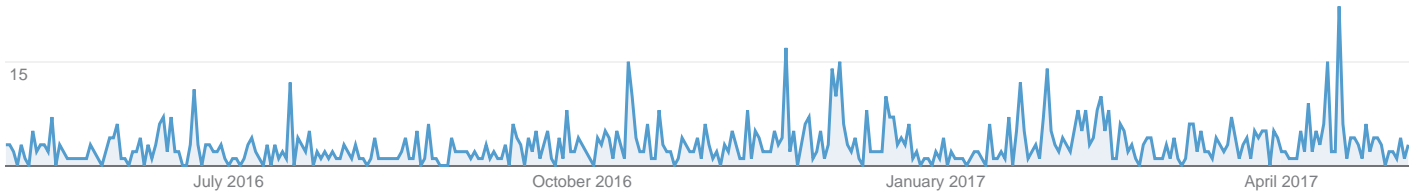
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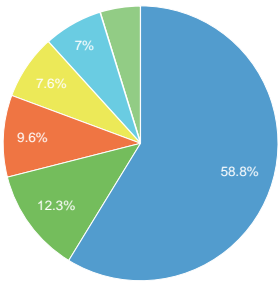
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2.	Indiana University of Pennsylvania - ApplyESL.com English School Information	134	12.28%
3.	印第安納賓夕法尼亞大學 / Indiana University of Pennsylvania 學校及語言課程資訊 - ApplyESL.com	105	9.62%
4.	펜실베이니아 인디애나 대학교 (IUP) / Indiana University of Pennsylvania 의 어학교 정보 - ApplyESL.com	83	7.61%
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6.	Indiana University of Pennsylvania - ApplyESL.com Información de la Escuela en Inglés.	52	4.77%

Contribution to total: Pageviews ▼



Rows 1 - 6 of 6

Center for Teaching Excellence

Contact: Stephanie Taylor-Davis

Affiliation: Academic Affairs

Phone: 724-357-7800

Fax: 724-357-2281

Address: 103 Stabley Library – IUP, 429 South Eleventh Street, Indiana, PA 15705

Website: www.iup.edu/teachingexcellence

Purpose of Center/Institute

The mission of the Center for Teaching Excellence is to foster the enhancement of teaching excellence in all its forms.

2016 – 2017 Goals

Goal #1

Description: Maintain continuity and quality of CTE programming with improvements in efficiency.

Type: Administration

Plan to Achieve Goal: Plan programs based on needs and interests expressed by faculty.

Improve administrative efficiency with procedural guides and systems for data collection and management.

Plan to Assess Progress toward Achieving Goal: Number of programs; Number of faculty attending; Link programs with established faculty interest; Faculty evaluations of programming; Review current evaluation instruments for continuous assessment; Implement automated data collection systems, where appropriate; Continued development of a timeline and procedures guide for CTE.

Strategic Plan:

1.4.2. Engage IUP's community of teacher-scholars to strengthen undergraduate education through faculty professional development and innovative classroom practices.

1.4.3. Enhance undergraduate and graduate student learning through technology that augments face-to-face and peer-learning experiences.

1.5.1. Engage IUP's faculty community to define for IUP the teacher- scholar model.

4.7.1. Stimulate individual efforts to advance university goals by coordinating and expanding professional development opportunities.

Goal Narrative:

Goal 1 will continue to be a focal area for 2017-2018. CTE and the Reflective Practice Project are offers quality faculty professional development opportunities and has increased the total number and diversity of programs this year. Faculty input provides the basis to determine topic areas and this year significant progress has been made to extend programming to those who are either not interested or are not able to attend traditional, face-to-face CTE/RP meetings.

Faculty attendance at face-to-face meetings is generally stable with slightly lower numbers compared to the previous year. Participation spans all faculty ranks with representation (although highly variable) across all colleges. For the many faculty served by CTE, especially those reaching Active or Active Plus status, engagement in continuous faculty development is achieved with a relatively small monetary investment by the university per faculty member (especially when compared to the cost of funding travel and registration to conferences and other trainings). Faculty response to offerings and overall programs were rated positively with regard to faculty reports on their ability to apply information, perceptions on program usefulness, and whether or not they were inspired to make a change in their teaching. However, the response rate is poor and so in 2017-2018 CTE will use paper-and-pencil feedback surveys to be completed immediately following events. See the below Additional Information table or request the Details and Outcomes Data report for further explanation.

Achievement Highlights for
GOAL #1: Maintain continuity and quality of CTE programming with improvements in efficiency.

Continued, consistent, quality faculty professional development opportunities through New Faculty Orientation, the Reflective Practice Project, Other Events (e.g., Preparing Future Faculty, Lunch and Learn webinar meetings) and new collaborative programming (e.g., Office of Housing, Residential Living, and Dining; IUP Racial Justice Coalition for Change).	Facilitated opportunities to recognize faculty efforts for excellence in teaching through CTE Faculty Recognition Awards. Also recognized faculty for Active or Active Plus participation in Reflective Practice [88 faculty (compared to 115 last year) across 30 (compared to 28 last year) departments and representing all faculty ranks].
Contracted with an external expert in the Living Learning Communities to offer a Saturday workshop to faculty as well as OHRDL staff. This event helped to connect personnel in Academic Affairs and those in Student Affairs.	Supported faculty development efforts with Teaching Circle mini-grants (5 awards totaling \$1851.84 compared to 5 awards last year in the amount of \$1072.55). Outcomes of teaching circles are numerous and significant, including presentations and publications (articles and books).
Offered a new program offering, Preparing Future Faculty, in collaboration with the IUP School of Graduate Studies and Research and the Office of the Provost. PFF included 6 sessions offered by CTE. This monthly seminar program is offered to orient graduate students to the principles of teaching and academic careers. All sessions were videotaped and made available on the CTE website.	Maintained and/or increased attendance. Attendance count at RP Large Group meetings (n=10, same number of meetings as last year) was 193 faculty (compared to 197 last year). Attendance count at Saturday Workshops (n=2 compared to 3 workshops last year) was 40 (compared to 71 last year), with per workshop attendance average at 20 this year and 23.6 last year. Twenty-four total teaching circles were formed with a total count of 197 faculty participants (compared to 29 teaching circles last year involving 242 participants).
Continued subscription to the Monday Morning Mentors to diversify delivery format and to reach additional faculty.	Initiated use of an I-Card scanner to track attendance at Large Group meetings.
Revised New Faculty Orientation based on participant feedback and to address university needs (e.g., Campus Climate Study and civility)	Maintained Reflective Practice Co-Director (volunteer) positions. Two Co-Directors were on sabbatical leave in spring 2017 and continued to offer their service to CTE/RP.
Administered university-wide survey about CTE programs and services (awareness and perceived importance) in April 2017. Data will be analyzed and results provided in 2017-2018.	

Goal #2

Description: Promote best practices to support excellence in traditional and online teaching.

Type: Innovation

Plan to Achieve Goal: Use evidence-based best practices to drive faculty professional development opportunities supported by CTE.

Plan to Assess Progress toward Achieving Goal: Number of programs; Number of faculty attending; Identification of scholarly resources in support of best practices; Matrix of best practices and key messages of CTE programming

Strategic Plan:

- 1.4.1. Reaffirm IUP's commitment to a curriculum that develops critical thinking, effective communication, personal responsibility, and a passion for lifelong learning.
- 1.4.2. Engage IUP's community of teacher-scholars to strengthen undergraduate education through faculty professional development and innovative classroom practices.
- 4.7.2. Consistently recognize and reward our faculty and staff accomplishments.
- 2.1.3. Expand IUP's use of recognized high impact practices to increase undergraduate student engagement and retention.
- 2.3.5. Ensure that every student has an opportunity to participate in at least one of a coordinated set of out-of-classroom learning experiences

Goal Narrative:

Goal 2 has been met for 2016-2017 (refer to highlights provided in the attached Additional Information sheet). Continuation of the Monday Morning Mentors extended programming related to online teaching with 15 of 32 webinars on various technology-related topics. Four of the 24 teaching circles formed through Reflective Practice, along with 2 of 5 teaching circle mini-grants funded further supports online and technology-based teaching and learning. Eleven (4 specific to technology) LibGuides were also developed to provide resources on best practices for traditional and online teaching this year and completion of the CTE website redesign improved accessibility to handouts and links, and videos from meetings and workshops. The CTE Director serves on several IUP committees in order to be as connected as possible to issues and priorities that impact CTE or to identify where CTE can make a positive contribution. CTE is generally functioning at a capacity for what is feasible within given staffing and resources; however, is an increasing interest by many faculty for more guidance in best practices in online teaching. This will be an emphasis area for 2017-2018. Restructuring by the university to increase availability of instructional designers for faculty is a positive step and the CTE Director has had several meetings with this new office as well as attended a live webinar conference with them. See the below Additional Information table or request the Details and Outcomes Data document for further explanation.

Achievement Highlights for

GOAL #2: Promote best practices to support excellence in traditional and online teaching.

Funded support for teaching circles through mini-grants (2 of 5 awards with online teaching or technology-related focus).	Extended programming on best practices in general with Monday Morning Mentors with 15 of 32 webinars on technology or online teaching topics.
Allowed IT Support staff to attend technology and online teaching related Reflective Practice Events that are for faculty only to enhance information exchange and productivity.	Wrote 1 proposals and obtained funding (from internal Centers & Institutes grant awards) to forward RP Co-Director faculty development for attendance at the Teaching Professor Conference in June 2017.
Developed 11 LibGuides to provide evidence-based resources on best practices (4 specific to technology).	Facilitated the formation of 24 teaching circles (4 with a focus on online and/or technology-based teaching).
Attended technology-focused live webinars and general "teaching and learning" conferences to stay up-to-date, scout for speakers and program ideas to bring to our campus.	Served on numerous committees to be as connected as possible to issues and priorities that impact CTE or to identify where CTE can make a positive contribution.

Goal #3

Description: Develop a social media presence for CTE.

Type: Communication and Marketing

Plan to Achieve Goal: Expand reach of CTE to serve and engage faculty without proximity to Indiana campus or those who cannot or do not want to attend CTE events. Increase attention to teaching excellence and encourage reflective practice among "followers" on social media. Leverage the experience and insights of faculty (possibly including retired faculty) to promote teaching excellence. Market CTE events.

Plan to Assess Progress toward Achieving Goal: Number of 'followers', 'hits', 'friends', 'retweets' - depending on media selected; Faculty evaluations of value of CTE social media.

Strategic Plan:

1.4.2. Engage IUP's community of teacher-scholars to strengthen undergraduate education through faculty professional development and innovative classroom practices.

4.7.1. Stimulate individual efforts to advance university goals by coordinating and expanding professional development opportunities.

Goal Narrative:

Significant progress on Goal 3 has been made in 2016-2017. The New Faculty Support and the Faculty Showcase sections of the website have been improved with additional information. "Faculty Feature" articles (n=3) and videos (n=2) were completed this year and using Faculty Highlights to maintain a list of news featured in the IUP Daily when faculty are recognized for teaching by national organizations, etc. provide a mechanism for CTE to advocate for keeping excellence in teaching as a mainstay of IUP's future. The CTE Overview video was completed this year. The Faculty Café section of the website opened and the first CTE-produced PodCast was launched. Additional PodCasts are planned for next year, as well as a CTE Blog on teaching and learning. The addition of a 10-hour per week (part-time) graduate student as part of

the CTE staff allowed these and other projects to come to fruition. See the below Additional Information table or request the Details and Outcomes Data document for more information.

**Achievement Highlights for
GOAL #3: Redesign the CTE website and develop a social media presence for CTE.**

Videotaped portions of a CTE-sponsored Saturday workshop so content could be made more widely available through single sign-on access.	Recorded and released CTE's first PodCast.
Added social media elements to the CTE website by establishing the Faculty Café section of the website.	Finalized and released the 'About CTE' Video. This video is available on the CTE website and was shown at both New Faculty Orientation and the CTE annual Recognition Dinner.
Embarked on a new initiative to showcase IUP faculty excellence in teaching that includes: (1) "Faculty Features" (5 articles and 2 videos were produced). Faculty Featured were honored at the CTE annual Recognition Dinner where foam board posters and a video trailer were shown; (2) Continued to add to a repository on the CTE website of Faculty Highlights to document faculty in the news for accomplishments and recognition related to teaching.	Administered Faculty-only survey about the use of Social Media for professional development in the area of teaching in April 2017. Data will be analyzed and results provided in 2017-2018.

Goal #4

Description: Explore areas for the CTE to diversify and/or expand its role at IUP.

Type: Innovation

Plan to Achieve Goal: Conduct a needs/interest assessment. For those areas deemed feasible and needed, outline the framework for a proposal. Identification of resources that may increase the capacity of the CTE.

Plan to Assess Progress toward Achieving Goal: Number of new programs; Number of new types or topical areas for events; Number of partners; Number of attendees; Program evaluations; Increases in funding or resources for CTE

Strategic Plan:

- 1.1.4. Ensure that our physical infrastructure supports academic programs of high quality and value.
- 1.5.3. Engage IUP's community of teacher-scholars to identify and solve common roadblocks to success in research, scholarship, and creative activity.
- 2.1.5. Provide faculty professional development opportunities that focus on advising tools and practices.
- 2.2.2. Strengthen professional development to prepare faculty and staff to support students from traditionally underrepresented and underserved student populations.
- 4.2.1. Strengthen IUP's welcome to and support for people of all backgrounds and abilities.

Goal Narrative:

As evidenced by the Additional Information table below as well as the Details and Outcomes Data document (available upon request), significant progress on this goal has been made in 2016-2017. Over the last year there has been continued interest and action to diversify and/or expand CTE's role at IUP and all CTE staff and volunteers are excited to engage and partner with other groups. This year CTE has worked closely with the Advisory Board for Living-Learning Excellence, the Office of Housing, Residential Living, and Dining, the Teamwork Grant principal investigators, the new office for instructional design support, the IUP Coalition for Racial Justice and Change, and the APSCUF New Faculty Committee. While no progress has been made to secure space (minimum requirements with rationale in a document entitled, "Space Request: Strengthening the Capacity of the CTE to Support Faculty and Student Success" (available upon request), this continues to be a high priority. This year's attendance at the POD Network Conference by the CTE Director has enabled CTE to become more connected and familiar with types of activities happening in terms of faculty development in the area of teaching at other institutions. As stated in last year's report, in order for CTE to grow, it must have more resources - time, space, finances. The university-wide CTE Survey administered in April 2017 will provide some guidance to help CTE prioritize and evaluate programs and services in 2017-2018. In the absence of these, CTE has maximized its opportunities to communicate and partner with other entities on our campus. Additionally, CTE leaders have presented outcomes of our Center's work at national conferences - both diversifying our roles as well as contributing to dissemination of best practices.

Achievement Highlights for
GOAL #4: Explore areas for the CTE to diversify and/or expand its role at IUP.

Effectively utilized the additional 10-hour (half-time) graduate assistantship allocation provided to CTE this year.	Supported a Faculty Learning Community (10 faculty participants) that was launched in spring 2016 to promote knowledge/skill development in the Scholarship of Teaching and Learning.
Addressed to some degree all 10 High Impact Practices identified by LEAP through diverse CTE program offerings.	Presented information about CTE and its outcomes at two national conferences.
Sustained outreach efforts to partner and collaborate with other offices on campus.	

Center/Institute Personnel

Stephanie Taylor-Davis

- Director
- 20 Hours/Week, 6 credit release
- Dept, College, or Unit funded.

Sharon Aikins

- Staff
- 9.375 Hours/Week
- Dept, College, or Unit funded

Tyrone Jones

- Student
- 10 Hours/Week
- Dept, College, or Unit funded.

Marie Webb

- Student
 - 10 Hours/Week
 - Dept, College, or Unit funded.
-

Center/Institute Budget

This Center/Institute covers basic office expenses from their own budget. In addition, the Center for Teaching Excellence is not financially self-supporting. It is funded by the Provost's Office. There is also a small CTE Foundation account that accepts donations, but has not been well promoted. To extend beyond the April 2016 email sent to faculty by CTE, in December 2016 the CTE Director and Administrative Assistant met with Evan Bohnen to describe CTE and to request assistance in this area. To date there has not been follow-up from this meeting and so CTE will reach out in 2017-2018. It should be recognized that the value of direct faculty contribution to the development of their peers easily matches the actual dollars that currently fund CTE operations. CTE's achievements must largely be credited to the generous donation of service that faculty presenters provide to benefit their fellow colleagues. IUP's faculty are enriched by the presence of the Center for Teaching Excellence, and the support of the Office of the Provost is greatly appreciated.

Revenue

Source	Description of Service Provided	Amount
	N/A	
Total		

Expenses

Source	Description of Expense	Amount
	N/A	
Total		

What resources/assistance does this Center/Institute require to achieve their goals for the upcoming year?

CTE has made considerable strides to enhance programs and services and to use its resources effectively. For future consideration as resources/assistance become available, CTE requests the following: a 3-credit per semester release for a current RP Co-Director to serve as a Reflective Practice Coordinator, an additional 20-hour per week graduate assistantship position, and allocation of a designated meeting room space on campus. Greatest challenges facing the CTE with respect established goals continue to be inadequate staffing and lack of space. Inadequate staffing is a barrier to more effectively: (1) address the demand for more program options, particularly to add flexibility for time of day and day of week offerings, (2) to gather and process more complete assessment and outcomes data on CTE RP programming impacts, (3) to further diversify with options to attract those faculty who currently do not participate, and (4) to develop innovative and more extensive training in areas such as online teaching/learning and high impact practices. Time and lack of space for the Director and RP Co-Directors to interface more regularly poses significant challenges. If to be maintained at the level piloted in 2016-2017, additional funds must be allocated to support CTE's service in support of the f Preparing Future Faculty programming to support current IUP graduate students across all Colleges with an interest in careers in academia will require additional funding.

Frederick Douglass Institute

Contact: Veronica Watson

Affiliation: Academic Affairs

Phone: 724-357-3299

Fax: N/A

Address: Humanities & Social Sciences Bldg 315

Website: iup.edu/douglassinstitute/

Purpose of Center/Institute

The Frederick Douglass Institute for Intercultural Research is an interdisciplinary, campus wide body that coordinates high impact practices for faculty and students designed to increase and support equity and diversity at IUP.

2016 – 2017 Goals

Goal #1

Description: Support departments in effective and equity-minded recruitment and selection processes.

Type: Other: Core mission

Plan to Achieve Goal:

1. Support faculty and HR staff attendance at PASSHE Summit Pre-Conference workshop on limiting unintentional bias in hiring processes.
2. Promote departmental participation in recruiting for Douglass Scholars Fellowship.
3. Work with departments to develop strategies for utilizing Douglass Scholars in equity and inclusion efforts in their college/department.

Plan to Assess Progress toward Achieving Goal:

1. Track numbers of attendees; follow up with HR regarding language in ads for faculty positions
2. Track contacts and dissemination of Fellowship ad by departments to professional listservs.
3. Track numbers of faculty and/or departments that the FDI works with on #3 above.

Strategic Plan: 2.2.3. Hire and retain a more diverse faculty and staff.

Goal Narrative:

Support faculty & HR staff to attend PASSHE Summit Pre-Conference workshop: 12 faculty and HR staff attended through the FDIIR. I also worked with 3 deans and 1 department chair to develop plans for utilizing Douglass Scholars selected for AY 17-18. Efforts to promote departmental participation in recruitment for Douglass Scholar were put on hold due to the university's hiring freeze.

Goal #2

Description: Retain and support professional development and advancement of women and faculty of color

Type: Other: Core Mission

Plan to Achieve Goal:

1. Continue to support and promote BLEND faculty mentoring program.
2. Expand faculty mentoring options to include white males.
3. Engage more faculty of color in established and/or emerging FDI initiatives.

Plan to Assess Progress toward Achieving Goal:

1. Track retention and professional advancement of women faculty and faculty of color.
2. Collaborate with the APSCUF New Faculty Committee to implement the Colleague Connection, and promote that mentoring program among all new faculty.
3. Recruit more faculty to FDIIR to support programs and initiatives, especially those serving students.

Strategic Plan: 2.2.3. Hire and retain a more diverse faculty and staff.

Goal Narrative:

The BLEND faculty mentoring program continued, serving 18 new women and minority faculty in AY 16-17. The faculty mentoring options were expanded to include white males. Those additional faculty were served through the APSCUF New Faculty Committee program, Colleague Connection. The FDI coordinated communication with all new faculty, informing them about the appropriate program. The FDI also provided general information about both BLEND and Colleague Connection through a new landing page on its website: <http://www.iup.edu/douglassinstitute/mentoring-opportunities-for-new-faculty/>. Evaluation of the BLEND project continues. Two additional faculty from the departments of Religious Studies and Human Development & Environmental Studies joined the FDI to begin planning for a new initiative for graduate students of color, to be launched in AY 2017-18.

Goal #3

Description: Contribute to campus climate that prepare students to work and live in a culturally diverse and global future.

Type: Innovation

Plan to Achieve Goal:

1. Continue the Issues of Diversity: Voices from the Field working paper series.
2. Continue the Douglass Debate Society team.
3. Continue the Douglass Research Academy (DRA).
4. Continue the Each One Reach One service-learning program.
5. Establish a Real Talk campus-wide, student-led discussion series.

Plan to Assess Progress toward Achieving Goal:

1. Deliver at least 4 Issues of Diversity panels in spring 2017.
2. Continue weekly training of new debate squad.
3. Have at least 3 IUP teams compete in the Douglass Debate Society tournament.
4. Continue weekly meetings of the DRA.
5. Have DRA students present their research project in at least one state and/or national conference.
6. Continue weekly training of students working with Each One program.
7. Have students participate in an Alternative Spring Break experience in LA communities impacted by floods.
8. Deliver at least 4 Real Talk sessions per semester.

Strategic Plan:

- 2.3.4. Expand multicultural programming.
- 2.3.5. Ensure that every student has an opportunity to participate in at least one of a coordinated set of out-of-classroom learning experiences

Goal Narrative:

Issues of Diversity: Voices from the Field continued in AY 16-17 with 6 panels during the months of March - April. A total of 24 faculty, undergraduate and graduate students presented their original research. For the first time ever, Issues of Diversity panels were featured as a Six O'Clock Series, with 3 panels running simultaneously on March 6 (see IoD1 - IoD10). Seventy-five people attended the event with approximately 96% of respondents indicating the session should be offered in the future (see IoD Evaluation Results and IoD2017 flyer). Weekly training of the Douglass Debate Team continued; 20 students trained and 4 teams competed in the Douglass Debate Society Tournament. One of those teams came in 3rd place in the tournament. The 20 or so undergraduate students participating in the Douglass Research Academy also had great success. Students settled into 3 research teams and conducted research throughout the year, culminating in presentations at the IUP Scholars Forum and the Issues of Diversity series. One team was recognized with a first place award from Sigma Xi The Scientific Research Honor Society for their project, "IUP Students' Perceptions of Crime on Campus" (see award1). Research on the impact of the Douglass Research Academy continues with a preliminary report due in July 2017. Each One Reach One students contributed to the

Hunger Awareness Week activities at IUP. Real Talk was canceled as Promising Scholars were accommodated in existing FDI programs.

Center/Institute Personnel

Veronica Watson
 •Director
 •8 Hours/Week
 •Dept, College, or Unit funded.

Kalani Palmer
 •Affiliated Faculty
 •Volunteer

Nixon Cleopha
 •Affiliated Faculty
 •Volunteer

Mary MacLeod
 •Affiliated Faculty
 •Volunteer

Jean Nienkamp
 •Affiliated Faculty
 •Volunteer

Susan Boser
 •Affiliated Faculty
 •Volunteer

Melanie Hildebrandt
 •Affiliated Faculty
 •Volunteer

Center/Institute Budget

This Center/Institute covers basic office expenses from their own budget.

Revenue

Source	Description of Service Provided	Amount
	N/A	
Total		N/A

Expenses

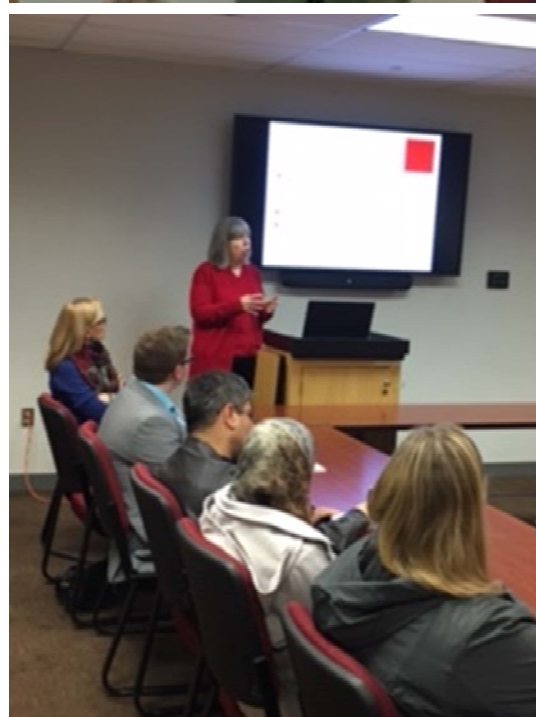
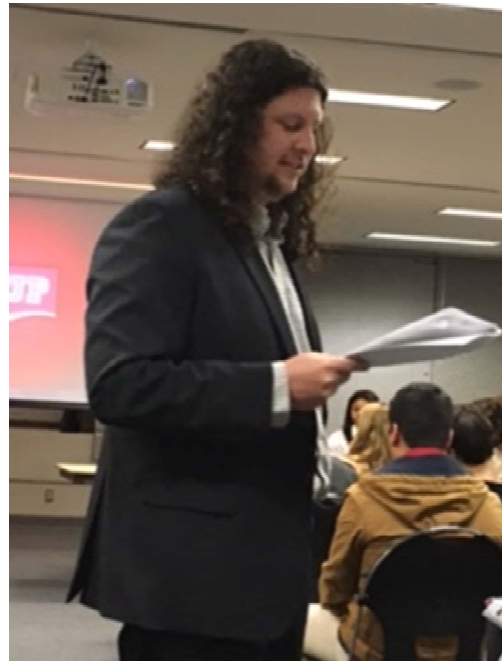
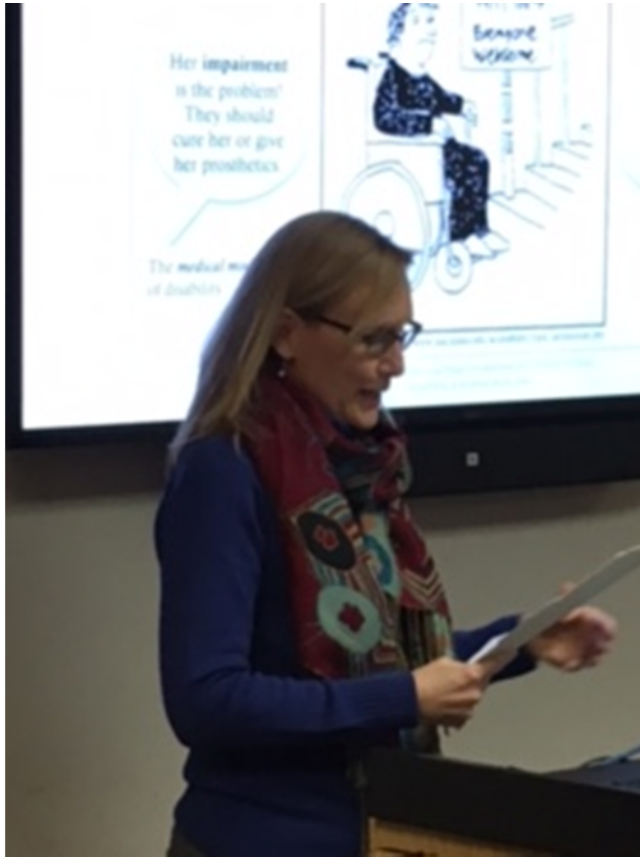
Source	Description of Expense	Amount
	N/A	
Total		N/A

What resources/assistance does this Center/Institute require to achieve their goals for the upcoming year?

Maintenance of operating budget provided by Provost's Office & Social Equity.
Maintenance of 1/2 time GA to support office and research activities of the FDI (already awarded). Social media intern to promote FDI opportunities and events among students.
Funding for one DRA team to present at a national conference.

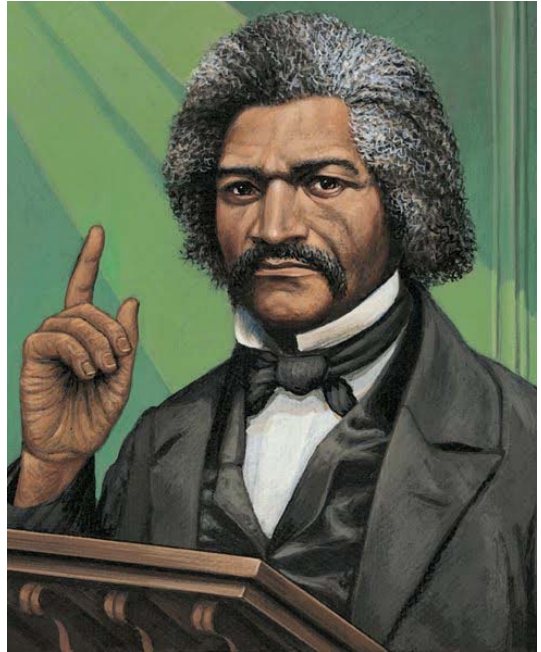
Supplemental Information





Issues of Diversity: Voices from the Field

3 Panels as part of Six O'Clock Series:



Program Title—Issues of Diversity

Please circle the number that most accurately reflects your feelings and opinions towards tonight's program:
5=very accurate/effective/helpful; 1=not accurate/effective/helpful.

1. The presenter(s) were effective (i.e. organized, enjoyable, understandable.)

1	2	3	4	5	n/a
4.3%	2.2%	4.3%	30.4%	58.7%	0.0%

2. The program improved my understanding of diversity issues.

1	2	3	4	5	n/a
4.3%	2.2%	4.3%	26.1%	63.0%	0.0%

3. The program improved my decision-making and reasoning skills.

1	2	3	4	5	n/a
4.3%	4.3%	15.2%	34.8%	39.1%	2.2%

4. The program was relevant to my personal goals and aspirations.

1	2	3	4	5	n/a
2.2%	8.7%	15.2%	30.4%	41.3%	2.2%

5. The program was relevant to my professional goals and aspirations.

1	2	3	4	5	n/a
4.3%	6.5%	10.9%	26.1%	50.0%	2.2%

6. The program will help me to improve my communication skills.

1	2	3	4	5	n/a
4.3%	8.7%	15.2%	34.8%	34.8%	2.2%

7. The program will help me make better and healthier life choices.

1	2	3	4	5	n/a
6.5%	2.2%	10.9%	32.6%	39.1%	8.7%

8. The program will help me to better understand and work with others.

1	2	3	4	5	n/a
2.2%	6.5%	10.9%	26.1%	52.2%	2.2%

9. The program made me want to actively advocate for the topic addressed.

1	2	3	4	5	n/a
6.5%	4.3%	15.2%	23.9%	47.8%	2.2%

10. The program made me want to explore more of my own and other culture(s).

1	2	3	4	5	n/a
4.3%	6.5%	10.9%	19.6%	50.0%	8.7%

11. The program made me more self-aware and want to work on self-improvement.

1	2	3	4	5	n/a
4.3%	4.3%	6.5%	21.7%	56.5%	6.5%

12. Should the program be offered in the future?

YES	NO
95.7%	4.3%

13. What made you want to come to this program (circle all that apply)?

The Beak	10.9%
Faculty Member	17.4%
Twitter	0.0%
Personal Interest	19.6%
Extra Credit/Class Requirement	84.8%
Other	4.3%

of Attendees: 75 (I-Cards scanned, does not include panelists or others who were part of program)

Intercollegiate Athletic Institute for Sports Camps

Contact: Steve Roach/Lisa Bash-Ward

Affiliation: Intercollegiate Athletics

Phone: 724-357-4295

Fax: 724-357-2754

Address: Kovalchick Convention & Athletic Complex, 711 Pratt Drive, Suite 204, Indiana PA 15705

Website: <http://www.iup.edu/sportscamps/>

Purpose of Center/Institute

IUP Athletics continues to conduct multiple camps/clinics to area elementary, junior high, and senior high students. In addition to providing skill development and instruction to individual participants as a community service, the sports camps environment remains to be a key area for training, employment, and experience for IUP students aspiring to become coaches, counselors, and advisors.

2016 – 2017 Goals

Goal #1

Description: Improve the institute's webpage to increase better communication and marketing of our sport camps

Type: Communication and Marketing

Plan to Achieve Goal: Goal #1 is a long term continuing goal. This goal is about 60% complete.

The plan is to schedule meeting time with the CMPR Department in October to resume where we left off and to re-evaluate the webpage design accomplishments in Ektron. I will reach out to CMPR and/or the Web Team to discuss edits in the Ektron Staging Workplace. Additional pictures need to be added to the live carousel on our webpage: <http://www.iup.edu/sportscamps/>. This webpage requires additional edits. I will require training to edit, publish, and approve web layouts in Ektron to maintain a webpage in the future.

Plan to Assess Progress toward Achieving Goal: I will be contacting the Web Team to setup training and development of web analytics for our sports institute page. We will measure webpage usage by utilizing web analytics and track the visits to a reporting instrument. Revisiting the progress on the webpage revitalization will begin in October and the plan is to resume the discussions with CMPR and identify a student who can finish the project under a new pricing model. Continue to report and measure progress against an October timeline to guarantee a finished product.

Strategic Plan: 4.1.1. Implement a coordinated marketing program to support admissions (undergraduate and graduate), advancement, and IUP brand recognition.

Goal Narrative:

Goal #1 is approximately 70% complete in the final edits of the landing page(s) for camps/clinics. The goal remains long term and continuous to achieve and maintain effective communication & marketing of our sport camps.

Figure 1 was added to this report to provide a visualization of the live carousel created for this center in September 2016. The landing page requires a few more edits in Ektron. I have contacted the Center for Media Production and Research (CMPR) to hire a student under the new pricing model to finish the landing page - \$35.00 for the initial and oversight fees, then \$7.25/hour. We are near the end of accomplishing this goal, but short of a few edits. My plan is to have this fully updated by the end of June, beginning of July 2017. I have submitted an iHelp request to schedule our center's initial training in Ektron for a student and staff member. This training will permit the designated athletics personnel to make future edits with our landing page(s) on an as-need basis.

In September 2016, I have been granted permission to be an approver and submit for items to be published on our central site for sports related items for athletics Hawks Nest webpage. The permission will assist our center's immediate needs for edits/updates. As an approver, I have been placed on to an email distribution to receive IUP Web Team invites for training and workshops that will provide assistance in web page maintenance. The permission automatically creates a news feed and calendar of events in the work area of Ektron. This area will require training and continuous cleaning in the sets of folders for page layouts.

In February 2017, the IUP Web Team converted our Hawk's Nest website to a mobile-friendly template. This enhancement permits cell phone users to browse our full website in a mobile view. The menus, links, pictures, etc. are automatically created to be viewed in the enhanced mobile environment. This was a significant improvement from the IUP Web team project efforts to better showcase our center's landing page.

Additionally, my initial iHelp request has been rerouted from IT Services to the IUP Web Team to inquire the process and track the number of visits to our landing pages for sport camps/clinics. Once the web analytics is setup, this tracking mechanism will assist us in monitoring the interests and to improve our communication and marketing efforts. The project will be discussed with an assigned representative and I will provide our projected time-line for completion to be August 2017.

Goal # 1 aligns with the Intercollegiate Athletics Strategic Plan in the following areas:
Strategy:

- 1.1
- 2.1
- 4.1

Goal #2

Description: Goal #2 is a short term continuing goal. This goal was a short term goal and should be a long term continuing goal. In our department we have continuous turnover in personnel.

Type: Administration

Plan to Achieve Goal: I hired a student who will work a portion of her office time with me to setup a timeline and track the startup meetings with our camp directors and to ensure each director identifies their list of potential camp workers and submits the electronic supplemental contracts prior to the 10-day grace period. This plan must be a continuous effort to make sure we are communicating the payment processes to new hires.

Plan to Assess Progress toward Achieving Goal: The plan is to log each supplemental contract submitted for camps and clinics. I will have a report created to track those supplementals submitted prior to the 10-day grace period and those that fell short of the goal. This reporting instrument will identify the areas we need to improve in communication and/or meet with the area earlier to identify the potential workers and encourage the submission of the supplemental sooner to administration.

Strategic Plan: 3.5.2. Promote shared responsibility among faculty, staff, students, and campus leaders for institutional compliance.

Goal Narrative:

Goal #2 will remain a continuing goal to ensure we inform new personnel of the supplemental contract processes when conducting camps/clinics.

A student was identified in August 2016 to assist in the creation of a template to track the supplemental contract submissions. The template was created December 2016 to include the SAP, Employee, Amount, Dates of Service columns. This effort remains continuous to assist in minimizing after-the-fact supplemental contracts and encourage the 10-day prior to event submission. This form has been updated to include the following columns for tracking purposes; "Date Submitted to VP of SA" and "Did We Meet 10-Day Grace Period columns". The updated form is attached to the end of this report (**Figure 2**)

Additionally, the supplemental contract template is made available on the athletics O drive for all of our camp directors' use. The form and instructions are located at: O:\Forms\Athletic Dept - Business Office\Summer Camp-Clinics Forms\Payroll\Other Payroll - Supplemental. All summer camp directors have been reminded of the submission of their supplemental contracts from the initial e-mail communication April 2017. This e-mail communication entails all specifics in summer camp/clinic preparation and the supplemental form processes.

In December 2016, a folder was created on the athletics O drive to assist in tracking communication and one-on-one meetings with the camp directors. We established the first sub folder for softball in December 2016 and women's basketball in May 2017. Sub folders have been created for each potential sport who could host camps/clinics. This electronic setup will assist us to better organize all the continuous communication and one-on-one efforts of this center.

Our summer camp checklist was updated April 2017 that includes the supplemental contract process reminder for the camp directors. This checklist is used to go over with each camp director prior to the start of their camp/clinic and during startup meetings/discussions of scheduled events.

The plan will be to continue to track the startup meetings with our camp directors and to ensure each director identifies their list of potential camp workers and submits the electronic supplemental contracts prior to the 10-day grace period. This plan must be a continuous effort to make sure we are communicating the payment processes to new hires.

Goal # 2 aligns with the Intercollegiate Athletics Strategic Plan in the following area:
Strategy: 3.1

Goal #3

Description: Increase in net revenues generated through camps/clinics by increasing the participation among sport teams. Goal #3 is a short term continuing goal.

Type: Other: Additional Operational and Scholarship Funds

Plan to Achieve Goal: The plan is to schedule camp meetings, identify inactive potentials, one-on-one meetings, and seek out sports who are running lower numbers, review previous annual reports. 2% increase in total gross fees collected to support scholarships and intercollegiate sport operations

Plan to Assess Progress toward Achieving Goal: I will develop a reporting instrument to track the sports annual camps and clinic revenues. The report will identify a clear trend of the revenues. The plan is to have a student assist me in developing the instrument and tracking the history. We will identify potential risks that would affect any decreases from one year to the next. (Example -- facilities are down during camp season, change in coaching, etc.)

Strategic Plan: 3.2.1. Develop unit performance targets.

Goal Narrative:

Progress has been made on the technological side of our center and indirectly improves our efforts with accomplishing Goal #3.

We purchased an Apple iPad and a TouchNet Ingenico iSMP device to be used collaboratively in the setup of payment terminal for all camps/clinics. The payment terminal will handle all point-of-sale transactions and accept walk-up registrations on camp/clinic day(s). The payment terminal system is a technological improvement in accepting point-of-sale transactions and a way for funding to post next business day to the sport camp cost center. The payment terminal will be setup in a wireless environment and be used at most of the camp/clinic registration sites across campus. For all registrations occurring at south campus for baseball, soccer, and softball; there will be WiFi setup at the concessions stand area to handle walk-up registrations. All other camps walk-up registrations, including Tennis, will take place at the Memorial Field House front lobby check-in location. This improvement will decrease the amount of time staff will need to prepare a deposit and the posting time of revenue once it has been generated. All sport camp revenue generated accounts who receive funds on the day of camp will now be in position to have the funds available sooner to their center. We plan to introduce and train the appropriate personnel to use the payment terminal during middle of the Summer 2017.

A reporting instrument was created to assist in capturing the history and possible affects of camp revenue increases and decreases. A template was added to the end of this report **Figure 3.**

Additionally, there is an annual summer camp report completed at the end of each fiscal year to assist us in reviewing the trends, accomplishment, etc. with each sport camp. The annual report has been added to the end of this report **Figure 4**.

This goal will remain short term and continuous to identify revenue increases and potential risks that would affect any decreases from one year to the next. A continuous effort will be made to schedule camp meetings, identify inactive potentials, one-on-one meetings, and seek out sports who are running lower numbers, and review previous annual reports.

Goal # 3 aligns with the Intercollegiate Athletics Strategic Plan in the following areas:

Strategy:

- 1.1
- 2.1
- 4.1

Goal #4

Description: Compliance: Continued development and improvement of camp/clinic education/awareness related to BOG Policy 2014-01: Protection of Minors

Type: Administration

Plan to Achieve Goal: Goal # 4 is a short term continuing goal. The department personnel will continue annual training on required policies and issues related to minor safety & security, track receipt of training through an electronic online report.

Plan to Assess Progress toward Achieving Goal: 100% of our personnel will be trained prior to running a camp/clinic through the online training. The plan is to contact Human Resources to inquire if there is a reporting mechanism available to directors on all those potential workers who completed the training annually.

Strategic Plan: 3.5.1. Ensure adequate staffing, training/expertise, and professional development opportunities for offices with oversight and compliance responsibilities.

Goal Narrative:

Goal #4 remains the same process for annual training required policies and issues related to minor safety and security. Communication with human resources will continue to ensure email addresses/correspondence is consistent and up to date with employees. Human Resources setup a process for camp/clinic employees to receive email(s) from the LawRoom to complete online training for Title IX - Protection of Minors Training. Users are able to print a certificate identifying their completion. The goal remains short term and continuous.

Goal # 4 aligns with the Intercollegiate Athletics Strategic Plan in the following area:

Strategy: 3.1

Goal #5

Description: Monitor the goals retention and progression to better report/display results for annual reporting. This is a short term, continuing goal.

Type: Retention and Progression

Plan to Achieve Goal: A student will assist in verifying camp/clinic data and to ensure the camp activity is in order for 1-year and 5-year reporting.

Plan to Assess Progress toward Achieving Goal: I will have a student assist me in developing a reporting instrument to include all goals and to ensure all details relating to the goals are properly recorded and to show a history of accomplishments, trends, improvements, etc. The student will assist in organizing the collection of activity on a regularly basis to ensure we are progressing in the goals for 1-year and 5-year reporting.

Strategic Plan:

3.5.1. Ensure adequate staffing, training/expertise, and professional development opportunities for offices with oversight and compliance responsibilities.

3.4.2. Introduce appropriate process revisions and/or technological solutions.

Goal Narrative:

A student was identified in August 2016 to assist me in developing a reporting instrument to include all goals and to ensure all details relating to the goals are properly recorded and to show a history of accomplishments, trends, improvements, etc. The challenge we face now, this person does not receive federal work study. We are waiting to hear back from financial aid on the status for Fall 2017. If this person does not qualify for federal work study, then I will reduce the work schedule to a limited, part-time basis. In the short term, this is a challenge we face. I will take advantage of any opportunity we may have in the future to request/apply for the \$1,000 program funds from Dr. Creely's office. As of right now, the plan will be to identify a federal work study student who can take over assisting me in camp reporting to fully accomplish organizing the collection of activity on a regularly basis to ensure we are progressing in the goals for 1-year and 5-year reporting.

A reporting instrument has been created and will be used to capture the activity. The template has been added to the end of this report (**Figure 5**).

Center/Institute Personnel

Steve Roach <ul style="list-style-type: none"> •Director of Athletics 	Lisa Bash-Ward <ul style="list-style-type: none"> •Co-Director 	Karyl Miller <ul style="list-style-type: none"> •Staff •1 Hours/Week 	Sherry Yachup <ul style="list-style-type: none"> •Staff •1 Hours/Week
Joe Lombardi <ul style="list-style-type: none"> •Head Men's Basketball Coach - Sport Camp Director •Funded by Center Service Fees or Contracts for Services 	Tom McConnell <ul style="list-style-type: none"> •Head Women's Basketball Coach - Sport Camp Director •Funded by Center Service Fees or Contracts for Services 	Kelly Mazzante <ul style="list-style-type: none"> •Assistant Basketball Coach - Sport Camp Director •Funded by Center Service Fees or Contracts for Services 	Jocelyn Floyd <ul style="list-style-type: none"> •Assistant Basketball Coach - Sport Camp Director •Funded by Center Service Fees or Contracts for Services
Anthony Rebyanski <ul style="list-style-type: none"> •Head Baseball Coach - Sport Camp Director •Funded by Center Service Fees or Contracts for Services 	Larry Peterson <ul style="list-style-type: none"> •Head Tennis Coach - Sport Camp Director •Funded by Center Service Fees or Contracts for Services 	Scott Pennewill <ul style="list-style-type: none"> •Head Women's Volleyball Coach - Sport Camp Director •Funded by Center Service Fees or Contracts for Services 	Gary Agard <ul style="list-style-type: none"> •Head Women's Field Hockey Coach - Sport Camp Director •Funded by Center Service Fees or Contracts for Services
Mindy Richmond <ul style="list-style-type: none"> •Head Women's Lacrosse Coach - Sport Camp Director •Funded by Center Service Fees or Contracts for Services 	Adel Heder <ul style="list-style-type: none"> •Head Women's Soccer Coach - Sport Camp Director •Funded by Center Service Fees or Contracts for Services 	Howard Magee <ul style="list-style-type: none"> •Assistant Women's Soccer Coach - Sport Camp •Funded by Center Service Fees or Contracts for Services 	Chris Villa <ul style="list-style-type: none"> •Head M/W Swimming Coach - Sport Camp Director and Aquatics Director •Funded by Center Service Fees or Contracts for Services
Adam Stoner <ul style="list-style-type: none"> •Assistant Swimming Coach - Sport Camp Co Director •Funded by Center Service Fees or Contracts for Services 	Bill Graham <ul style="list-style-type: none"> •Head Women's Softball Coach - Sport Camp Director •Funded by Center Service Fees or Contracts for Services 	Shawna Bellaud <ul style="list-style-type: none"> •Assistant Women's Softball Coach - Sport Camp •Funded by Center Service Fees or Contracts for Services 	Michelle Burgher <ul style="list-style-type: none"> •Head W. Track/Field Coach - Sport Camp Director •Funded by Center Service Fees or Contracts for Services

Center/Institute Budget

This Center/Institute covers basic office expenses from their own budget. In addition, brochure printing is charged back to the specific camp account. Phone lines/Internet use and copying expenses are charged to the main athletics account.

Revenue

Source	Description of Service Provided	Amount
Camper Fees	Soccer Camp	\$1,260
Camper Fees	Softball Camp	\$5,950
Camper Fees	Field Hockey Camp	\$2,600

Camper Fees	Lacrosse Camp	\$800
Camper Fees	Tennis Camp	\$875
Camper Fees	Baseball Camp	\$8,270
Camper Fees	Men's Basketball Camp	\$32,490
Camper Fees	Women's Basketball Camp	\$11,149.5
Camper Fees	Volleyball Camp	\$17,050
Total		\$80,445

Expenses

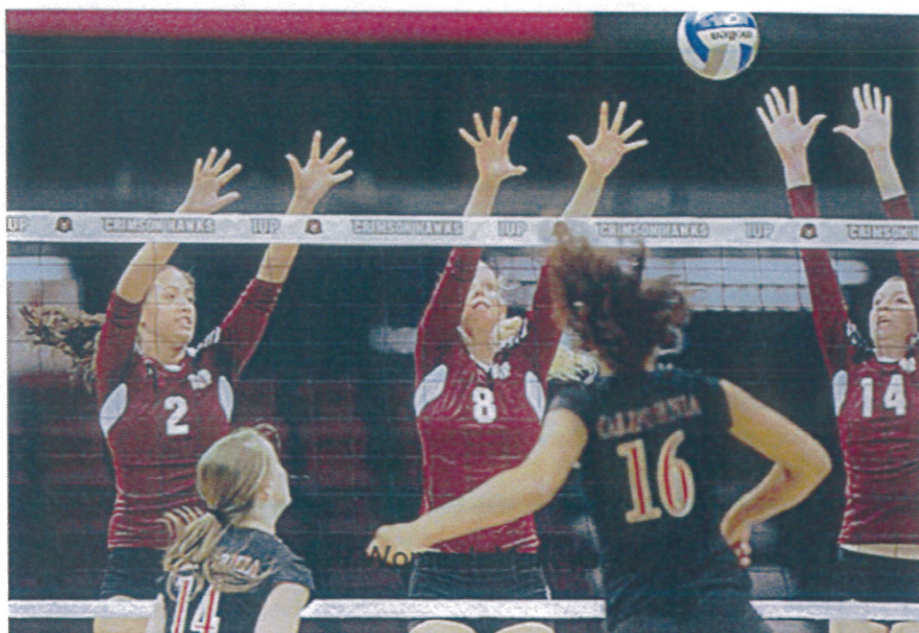
Source	Description of Expense	Amount
All Internal/External	Total Camp Expenses	\$46,666.18
Total		\$46,666.18

What resources/assistance does this Center/Institute require to achieve their goals for the upcoming year?

UE/Professional/Grant Funding to hire a student worker to assist in the day-to-day camp operations/administration and be trained in Ektron. Setting time aside to train a student worker to assist me on working with the time lines, phone calls, communication with departments, and meetings

Figure 1 - Goal #1

INTERCOLLEGIATE ATHLETIC INSTITUTE FOR SPORTS CAMPS



The Intercollegiate Athletic Institute for Sports Camps was created within the Department of Intercollegiate Athletics to organize, develop, and implement sports camps for area elementary, junior high, and senior high students. In addition to providing skill development and instruction to individual participants, the sports camps provide training, employment, and experience for IUP students aspiring to become coaches, counselors, and advisors.

Sports camp opportunities at the university are promoted through media coverage, brochures, sports team websites, and advertising in various publications. The activity fee for camp participants ranges from \$30 to \$575, and prices vary depending upon whether the camp is specified as a residential or day camp. Meals and other auxiliary services are provided.

The institute provides camps in the following sports:

- For women: Lacrosse, soccer, field hockey, and volleyball
- For men: Baseball
- For men and women: Basketball, swimming, track and field, and tennis

Call 724-357-2782 for services offered by the Intercollegiate Athletic Institute for Sports Camps, or visit [Intercollegiate Athletic Institute for Sports Camps](#) to register.

Steve Roach, Director of Athletics
Mrs. Lisa Bash-Ward, Business Officer, Camp Director
Indiana University of Pennsylvania
Memorial Field House, Room 107
660 South Eleventh Street
Indiana, PA 15705

Phone: 724-357-2782
Fax: 724-357-2754


Club Sports Office
Memorial Field House
660 South Eleventh Street
Indiana, PA 15705
Phone: 724-357-2057
Fax: 724-357-3446

Office Hours
Monday through Friday
8:00 a.m. – 12:00 p.m.
1:00 p.m. – 4:30 p.m.



Indiana University of Pennsylvania

All Stores

Select a Store 

Athletic Camps and Clinics

Welcome to IUP Athletic Camps and Clinics!

Here you will be able to register and pay for a number of camps and clinics sponsored by IUP Athletics.

The Intercollegiate Athletic Institute for Sports Camps was created within the Department of Intercollegiate Athletics to organize, develop, and implement sports camps for area elementary, junior high, and senior high students. In addition to providing skill development and instruction to individual participants, the sports camps provide training, employment, and experience for IUP students aspiring to become coaches, counselors, and advisors.

Sports camp opportunities at the university are promoted through media coverage, brochures, sports team websites, and advertising in various publications. The activity fee for camp participants ranges from \$30 to \$575, and prices vary depending upon whether the camp is specified as a residential or day camp. Meals and other auxiliary services are available on campus.

IUP Marketplace accepts Mastercard, Discover, American Express, Visa, and Electronic Checks as payment methods.

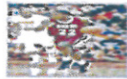
**Boys' Basketball Camp****Swimming Camp****Volleyball Camp****Women's Basketball Camp****Baseball Summer
Camp- June 28 - 30,
2017**

Figure - Goal #2

[illegible]

Reporting Instrument to Track History of Gross Revenues
Identify Possible Affects Causing Increases/Decreases in Revenue
Summer Camps/Clinics

Figure - Goa 1 #3

Soccer	2016-2017	2017-2018	2018-2019	2019-2020	Four-year History of Gross Revenues
Gross Revenues	\$ 1,260.00				\$ 1,260.00
Possible Affects	decreased revenues due to lower participation				
Softball	2016-2017	2017-2018	2018-2019	2019-2020	Four-year History of Gross Revenues
Gross Revenues	\$ 5,950.00				\$ 5,950.00
Possible Affects	increased revenues due to scheduling a clinic				
Field Hockey	2016-2017	2017-2018	2018-2019	2019-2020	Four-year History of Gross Revenues
Gross Revenues	\$ 2,600.00				\$ 2,600.00
Possible Affects	decreased revenues due to facility renovations, held a clinic				
Lacrosse	2016-2017	2017-2018	2018-2019	2019-2020	Four-year History of Gross Revenues
Gross Revenues	\$ 800.00				\$ 800.00
Possible Affects	decreased revenues due to low participation				
Tennis	2016-2017	2017-2018	2018-2019	2019-2020	Four-year History of Gross Revenues
Gross Revenues	\$ 875.00				\$ 875.00
Possible Affects	decreased revenues due lower participation and changed to 1 Day				
Baseball	2016-2017	2017-2018	2018-2019	2019-2020	Four-year History of Gross Revenues
Gross Revenues	\$ 8,270.00				\$ 8,270.00
Possible Affects	decreased revenues, change in coaching, lower participation				
Men's Basketball	2016-2017	2017-2018	2018-2019	2019-2020	Four-year History of Gross Revenues
Gross Revenues	\$ 32,490.00				\$ 32,490.00
Possible Affects	increased revenues due to slight increase in participation				
Women's Basketball	2016-2017	2017-2018	2018-2019	2019-2020	Four-year History of Gross Revenues
Gross Revenues	\$ 11,150.00				\$ 11,150.00
Possible Affects	decreased revenues, change in camps offered, lower participation				
Volleyball Camp	2016-2017	2017-2018	2018-2019	2019-2020	Four-year History of Gross Revenues
Gross Revenues	\$ 17,050.00				\$ 17,050.00
Possible Affects	increased revenue due to a new hire who scheduled camps				
Total Gross Revenues Generated					\$ 80,445.00

2017 CAMP REPORT

Figure I - Goal #3

CAMP	#s	GROSS	Refund	Internal Costs-5%	Housing	Meals	Trainer Meals	Overages	Program	Purchases	Brochures	Outside Payroll	IUP Payroll	Student Payroll	Balance	Total to Program
Baseball Summer Camp 6/13-16/16	41	\$ 4,510.00	\$ -	\$ 225.50	\$ -	\$ -	\$ -	\$ -	\$ 2,142.25	\$ -	\$ -	\$ -	\$ 3,100.00	\$ 850.00	\$ (1,807.75)	\$ 334.50
Fall Showcase Camp 10/15/16	35	\$ 2,480.00	\$ 280.00	\$ 110.00	\$ -	\$ -	\$ -	\$ -	\$ 1,045.00	\$ -	\$ -	\$ -	\$ 168.00	\$ 137.75	\$ 739.25	\$ 1,784.25
Baseball Winter Skills & Prospect Camp 1/29/17	19	\$ 1,645.00	\$ 85.00	\$ 78.00	\$ -	\$ -	\$ -	\$ -	\$ 741.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 741.00	\$ 1,482.00
4012204225 Baseball Total	95	\$ 8,635.00	\$ 365.00	\$ 413.50	\$ -	\$ -	\$ -	\$ -	\$ 3,928.25	\$ -	\$ -	\$ -	\$ 3,268.00	\$ 987.75	\$ (327.50)	\$ 3,600.75
WBB Jamboree 6/18/16	15	\$ 2,932.00	\$ -	\$ 146.60	\$ -	\$ -	\$ -	\$ -	\$ 1,392.70	\$ 920.00	\$ -	\$ 45.32	\$ 500.00	\$ 759.44	\$ (832.06)	\$ 560.64
WBB Day Camp 8/1-4/16	53	\$ 7,905.00	\$ 300.00	\$ 380.25	\$ -	\$ 137.19	\$ -	\$ -	\$ 3,543.78	\$ -	\$ -	\$ -	\$ 1,000.00	\$ 2,896.38	\$ (352.60)	\$ 3,191.18
WBB Day Camp 6/27-7/1/16	43	\$ 5,125.50	\$ -	\$ 256.28	\$ -	\$ -	\$ -	\$ -	\$ 2,434.61	\$ 90.00	\$ -	\$ -	\$ -	\$ 337.13	\$ 2,007.48	\$ 4,442.10
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4012204227 Women's Basketball Total	111	\$ 15,962.50	\$ 300.00	\$ 783.13	\$ -	\$ 137.19	\$ -	\$ -	\$ 7,371.09	\$ 1,010.00	\$ -	\$ 45.32	\$ 1,500.00	\$ 3,992.95	\$ 822.82	\$ 8,193.92
MBB Day Camp 6/20-23/16	56	\$ 8,268.00	\$ 320.00	\$ 397.40	\$ -	\$ -	\$ -	\$ -	\$ 3,775.30	\$ 1,905.25	\$ 265.44	\$ -	\$ 2,000.00	\$ 1,203.52	\$ (1,598.91)	\$ 2,176.39
MBB Day Camp 7/25-28/16	50	\$ 7,928.00	\$ -	\$ 396.40	\$ -	\$ -	\$ -	\$ -	\$ 3,765.80	\$ -	\$ -	\$ -	\$ 3,000.00	\$ 1,811.90	\$ (1,046.10)	\$ 2,719.70
MBB Team Camp 7/8-10/16	109	\$ 23,200.00	\$ 640.00	\$ 1,128.00	\$ -	\$ 1,331.94	\$ -	\$ -	\$ 10,050.03	\$ 2,770.00	\$ -	\$ 1,450.00	\$ 5,000.00	\$ 1,105.64	\$ (275.61)	\$ 9,774.42
4012204226 Men's Basketball Total	215	\$ 39,396.00	\$ 960.00	\$ 1,921.80	\$ -	\$ 1,469.13	\$ -	\$ -	\$ 24,962.22	\$ 4,675.25	\$ 265.44	\$ 1,450.00	\$ 10,000.00	\$ 4,121.06	#####	\$ 14,670.51
VB Overnight 7-17-20/16	42	\$ 12,095.00	\$ 295.00	\$ 590.00	\$ 3,024.00	\$ 2,296.65	\$ -	\$ -	\$ 2,944.68	\$ 3,266.89	\$ -	\$ 1,343.96	\$ 1,000.00	\$ 1,500.00	\$ (4,166.18)	\$ (1,221.50)
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4012204237 W. Volleyball Camp Total	42	12095	295	590	3024	2296.65	0	0	2944.675	3266.89	0	1343.96	1000	1500	\$ (4,166.18)	\$ (1,221.50)
11/27/16 ID Camp	18	\$ 1,260.00	\$ -	\$ 63.00	\$ -	\$ -	\$ -	\$ -	\$ 598.50	\$ 361.44	\$ -	\$ 100.00	\$ -	\$ -	\$ 137.06	\$ 735.56
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4012204232 Soccer Total	18	\$ 1,260.00	\$ -	\$ 63.00	\$ -	\$ -	\$ -	\$ -	\$ 598.50	\$ 361.44	\$ -	\$ 100.00	\$ -	\$ -	\$ 137.06	\$ 735.56

2/18/17 Eval Camp		70	\$ 5,950.00	\$ 255.00	\$ 284.75	\$ -	\$ -	\$ -	\$ -	\$ 2,705.13	\$ 325.62	\$ -	\$ -	\$ -	\$ 2,379.51	\$ 5,084.63	
4012204233	Softball Total	70	\$ 5,950.00	\$ 255.00	\$ 284.75	\$ -	\$ -	\$ -	\$ -	\$ 2,705.13	\$ 325.62	\$ -	\$ -	\$ -	\$ 2,379.51	\$ 5,084.63	
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
4012204234	Swimming Total	0	\$ -	0	0	0	\$ -	0	0	0	0	0	0	0	\$ -	\$ -	
7/19/16																	
	10	\$ 350.00	\$ -	\$ 17.50	\$ -	\$ -	\$ -	\$ -	\$ 166.25	\$ 10.00	\$ -	\$ 150.00	\$ -	\$ -	\$ 6.25	\$ 172.50	
8/9/16																	
	7	\$ 245.00	\$ -	\$ 12.25	\$ -	\$ -	\$ -	\$ -	\$ 116.38	\$ 10.00	\$ -	\$ 100.00	\$ -	\$ -	\$ 6.38	\$ 122.75	
6/28/16																	
	8	\$ 280.00	\$ -	\$ 14.00	\$ -	\$ -	\$ -	\$ -	\$ 133.00	\$ 10.00	\$ -	\$ 156.00	\$ -	\$ -	\$ (33.00)	\$ 100.00	
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
4012204235	Tennis Total	25	\$ 875.00	\$ -	\$ 43.75	\$ -	\$ -	\$ -	\$ -	\$ 415.63	\$ 30.00	\$ -	\$ 406.00	\$ -	\$ -	\$ (20.38)	\$ 395.25
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
4012204235	Track & Field Total	0	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
4012204237	Volleyball Total	0	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
10/8/16																	
	18	\$ 900.00	\$ 100.00	\$ 40.00	\$ -	\$ -	\$ -	\$ -	\$ 380.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 380.00	\$ 760.00	
4012204230	Lacrosse Total	18	\$ 900.00	\$ 100.00	\$ 40.00	\$ -	\$ -	\$ -	\$ -	\$ 380.00	\$ -	\$ -	\$ -	\$ -	\$ 380.00	\$ 760.00	
4/22/17																	
	28	\$ 2,700.00	\$ 100.00	\$ 130.00	\$ -	\$ -	\$ -	\$ -	\$ 1,235.00	\$ 32.40	\$ 278.85	\$ -	\$ -	\$ -	\$ 923.75	\$ 2,158.75	
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
4012204228	Field Hockey	28	2700	100	130	0	0	0	0	1235	32.4	278.85	0	\$ -	0	\$ 923.75	\$ 2,158.75

Figure : Goal #5

Reporting Instrument To Log Activity Summer Camps/Clinics Timeline to be used for 1 Year and 5 Year Reporting	
<i>* Report history of accomplishments, trends, improvements, etc. relating to summer camp activity.</i>	
Goal #1	
Description	
Improve the institute's webpage to increase better communication and marketing of our sport camps	
Date	Description of Activity
Sept 2016	carousel was finalized and approved in the staging area of Ektron - now live
Sept 2016	granted permission as an approver for edits in Ektron - Hawks Nest website
Feb 2017	enhancement using mobile device
Goal #2	
Description	
Goal #2 is a short term continuing goal using supplemental requests. This goal was a short term goal and should be a long term continuing goal. In our department we have continuous turnover in personnel.	
Date	Description of Activity
Sept 2016	student worker identified to assist in camp related paperwork activity
Dec 2016	folder created on athletics O drive for two sports to track one on one communication
April 2017	reminder sent to camp directors regarding supplemental request - 10 grace period
Goal #3	
Description	
Increase in net revenues generated through camps/clinics by increasing the participation among sport teams.	
Goal #3 is a short term continuing goal.	
Date	Description of Activity
May 2017	Annual report was prepared identify the camp revenues and expenses
Goal #4	
Description	
Compliance: Continued development and improvement of camp/clinic education/ awareness related to BOG Policy 2014-01: Protection of Minors	
Date	Description of Activity
Current	Activity remains the same
Goal #5	
Description	
Monitor the goals retention and progression to better report/display results for annual reporting. This is short term, continuing goal.	
Date	Description of Activity
May 2017	Reporting instrument created to better track the camp/clinic activity for 1 year and 5 year reporting
Other Improvements Not Part of the Current Goals	
Description	
Implementation of the Waiver of Liability, Assumption of Risk, and Indemnity Agreement in Market Place	
Date	Description of Activity
April 2016	Implementation of Waiver of Liability, Assumption of Risk, and Indemnity Agreement in Market Place

Center for Career and Technical Personnel Preparation

Contact: W. Barnett Knorr

Affiliation: College of Education and Educational Technology

Phone: 724-357-4434

Fax: 724-357-6200

Address: 1110 Maple Street, Reschini House Indiana, PA 15705

Website: www.cte.iup.edu

Purpose of Center/Institute

Provide coursework, advisement, mentoring and professional development for career and technical educators and administrators.

2016 – 2017 Goals

Goal #1

Description: Develop a new distribution of assigned duties and revise the organization chart.

This goal is necessary because of the fiscally necessary reduction in staff for the 2016-17 academic year.

Type: Administration

Plan to Achieve Goal: Adjusted duties will be reflected in a list of recorded responsibilities. A new organization chart will be created and approved. This is a short term goal but an annual activity.

Plan to Assess Progress toward Achieving Goal: Clarity of assignments and the chain of command will be established.

Strategic Plan: 3.2.2. Develop and implement a budget allocation model that incorporates performance targets and revenue incentives.

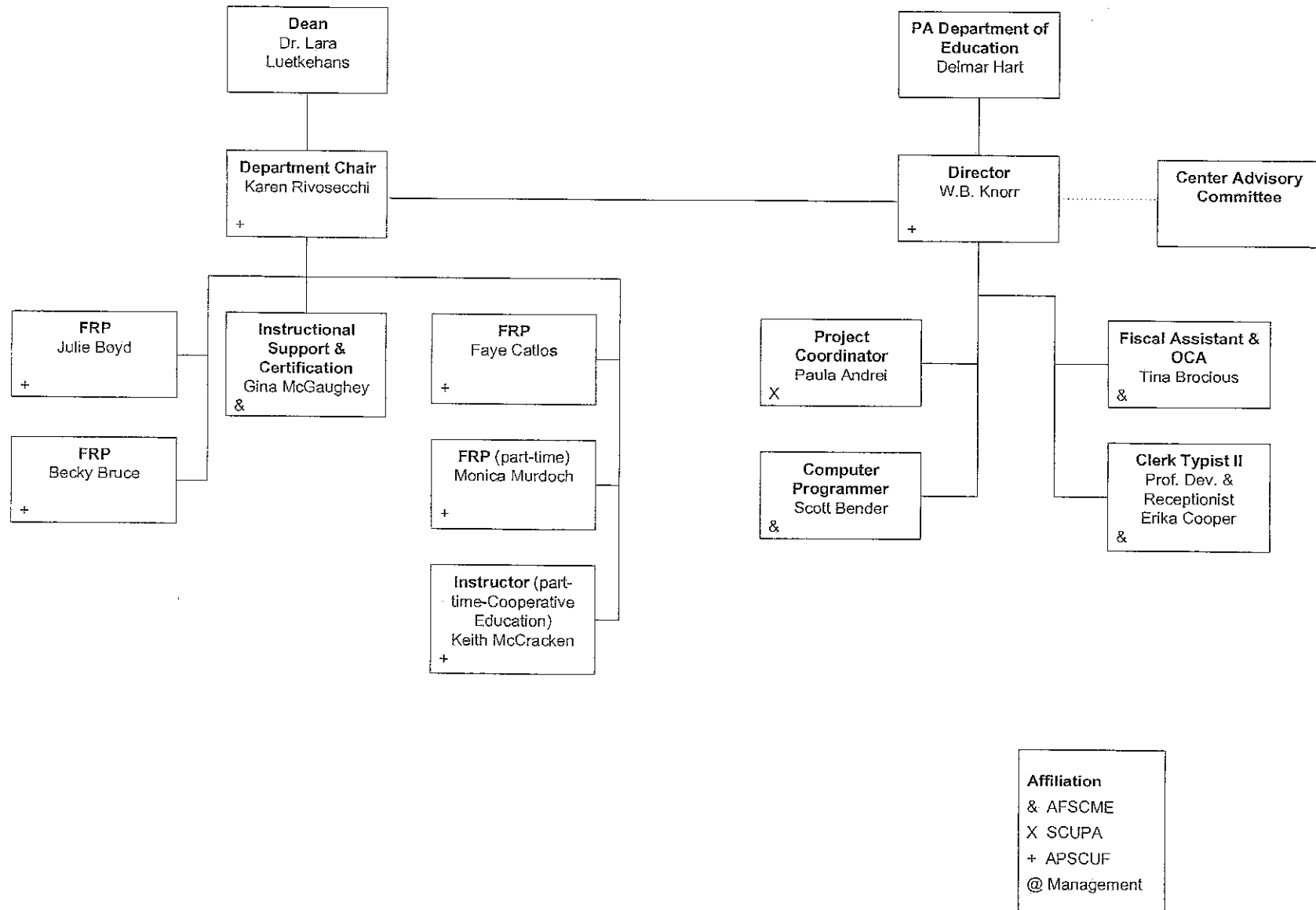
Goal Narrative:

Duties have been reassigned and a new organization chart developed. See below.

Center for Career and Technical Personnel Preparation Indiana University of Pennsylvania

Organizational Chart

1/1/2017



\$1,094,890													
CENTER BUDGET - 2016-17													
Description		CM	TUC	CBTE	TGC/CBLT	OCA	W&S	PI	CURR	PLAC	SP	SUB TOTAL	TOTAL
PERSONNEL													93.82%
SALARIES													
P Andrei	67,564			6,756			47,295					54,051	
S Bender	45,192	20,336		9,038	11,298							40,673	
T Brocious	48,315	26,573		4,832		16,910						48,315	
G Clevenger-50%	57,673			11,535			5,767	5,767	2,884	2,884		28,837	
E Cooper	39,695			17,863			17,863					35,726	
G McGaughey	42,271			33,817					4,227	4,227		42,271	
AY - 9 MONTH													
J Boyd	71,333			64,200							7,133	71,333	
B Bruce	54,470			49,023							5,447	54,470	
F Catlos	64,648			58,183							6,465	64,648	
M Murdoch 50%	49,406			22,233							2,470	24,703	
B Knorr 75%	72,996	25,549			18,249	10,949						54,747	
B Knorr-Leadership 25%	72,996			18,249								18,249	
K Rivosecchi-75%	95,594	9,559	4,780	52,577							4,780	71,696	
Coop Instructor 25%	48,940			12,235								12,235	
Learning Lab Instr	15,600			15,600								15,600	
		82,018	4,780	376,140	29,547	27,860	70,925	5,767	7,111	7,111	26,295		637,553
Fringe Benefits													
AFSCME		34,948	0	62,461	8,417	12,598	52,839	4,297	5,298	5,298	0	186,155	
APSCUF		19,345	2,634	145,720	10,055	6,033	0	0	0	0	14,489	198,275	
Adjunct Faculty		0	0	5,297	0	0	0	0	0	0	0	5,297	
												0	389,726
Purchased Prof Tech													0.57%
Honoraria				500	500	2,800	1,000	1,400				6,200	6,200
Purchased Prop Serv													0.07%
Repair & Main				750								750	750
Oth Pur Serv													
Travel													
Substance \$46		1,840		1,840	690		3,680	1,150				9,200	

lodging \$100		1,000		1,000	900		500	400				3,800	3.28%
mileage .575/mile		3,000		16,000	1,500	500	1,500	400				22,900	35,900
Description		CM	TUC	CBTE	TGC/CBLT	OCA	W&S	PI	CURR	PLAC	SP	SUB TOTAL	TOTAL
Communications													
Telephone& Postage		1,500		1,500	700	500	500	300				5,000	0.71%
Printing & Adv		500		500	250	250	500	300				2,300	
Memberships		500										500	7,800
Supplies & Mat													
Supplies & Materials		1,500		4,200	900	1,000	801	360				8,761	2.19%
Instr Mat & Software		1,000		1,500	1,000	10,000	1,200	500				15,200	23,961
Equipment													0.27%
Instr & Supp Equip		3,000										3,000	3,000
													1,104,890
Anticipated Fees						-10,000							-10,000
TOTAL		150,150	7,413	617,407	54,459	51,541	133,445	14,874	12,408	12,408	40,784		1,094,890
PERCENTAGE		13.71%		56.39%	4.97%	4.71%	12.19%	1.36%	1.13%	1.13%	3.72%		

Goal #2

Description: Plan and conduct a dynamic pre-induction program for new CTE Instructors that draws on experienced center staff, field administrators, PDE personnel, experienced teachers, relatively new CTE teachers and the OCA staff.

Type: Innovation

Plan to Achieve Goal: Place new CTE Teachers in the shops, labs and classrooms by arming them with instructional techniques, classroom management skills and the resources necessary to thrive in their new environment.

Plan to Assess Progress toward Achieving Goal: Written evaluation by approximately 50 program participants. Survey CTC Directors for training needs. Consult with PSU and Temple for effective program additions. Evaluation by PDE personnel.

Strategic Plan: 1.1.2. Engage leadership to adopt continuous program assessment to ensure that programs reflect disciplinary advances and are aligned with the needs of students and society.

Goal Narrative:**Appendix 1:** Pre-Induction Agendas and Evaluation Data

Note: Consulted with the two other Career and Technical Centers on a formal basis on

November 3, 2016, February 15, 2017 and May 2, 2017 (Temple and Penn State).

Maintain frequent informal contacts (email - phone conversation with Temple and Penn State.)

Goal #3

Description: Enroll a minimum of 35 new students per year in the Career and Technical Training Program.

Type: Retention and Progression

Plan to Achieve Goal: Continue to build the enrollment of the program.

Plan to Assess Progress toward Achieving Goal: Progress will be measured by the number of new students enrolled by January 15, 2017.

Strategic Plan: 4.1.1. Implement a coordinated marketing program to support admissions (undergraduate and graduate), advancement, and IUP brand recognition.

Goal Narrative:

Forty-four new students were enrolled during the 2016-17 academic year. This includes 33 students in the CTE teacher preparation program, and 11 students in the Cooperative Education program.

Maintaining the standards of the established field-based program with this number of new students with reduced funding from the Pennsylvania Department of Education, Bureau of Career and Technical Education, has been a testament to the dedication of department faculty.

Goal #4

Description: Maintain a minimum enrollment of 100 students in the Intern, Vocational I, and Vocational II Programs.

Type: Retention and Progression

Plan to Achieve Goal: Retain those students who start the program.

Plan to Assess Progress toward Achieving Goal: Progress will be measured by the number of students enrolled by January 15, 2017.

Strategic Plan: 1.4.1. Reaffirm IUP's commitment to a curriculum that develops critical thinking, effective communication, personal responsibility, and a passion for lifelong learning.

Goal Narrative:

- Fall Semester showed 132 registered students.
- Spring Semester showed 110 registered students.

In addition to registration in department coursework, the following documents numbers of department students registered in other IUP coursework. Enrollment in these courses is facilitated and encouraged by the department chairperson through advisement aids that correlate on-line offerings to coursework required for certification. Given the non-traditional enrollment and demographics of our student population, these advisement aids have been critical in accomplishing these numbers.

Students Enrolled in Non-CTE Courses by Semester

Semester	Students Enrolled	Courses Enrolled
Summer/Fall	49	69
Winter	4	4
Spring	34	34
Total	87	107

Goal #5

Description: Establish supplemental funding source(s) and/or new funding models. Seek grants and contracts to provide additional Center support.

Type: Grants

Plan to Achieve Goal: Provide financial support for the Center.

Plan to Assess Progress toward Achieving Goal: Progress will be measured by non-Perkins funds received.

Strategic Plan:

- 1.4.1. Reaffirm IUP's commitment to a curriculum that develops critical thinking, effective communication, personal responsibility, and a passion for lifelong learning.
- 3.2.2. Develop and implement a budget allocation model that incorporates performance targets and revenue incentives.

Goal Narrative:

Competitive grant opportunities were non-existent in areas that would support our traditional operation. However, the Center was able to secure the following contracts and financial support:

- Health Occupations Workshop
- Family and Consumer Science Workshop
- Culinary Workshop
- PACTEC Coordination Contract
- PA Department of Corrections Contract

Center/Institute Personnel**W Barnett Knorr**

- Director
- 37.5 Hours/Week
- External Grant or State/Fed. Award

Karen Rivosecchi

- Co-Director
- 37.5 Hours/Week
- External Grant or State/Fed. Award

Julie Boyd

- Affiliated Faculty
- 37.5 Hours/Week
- External Grant or State/Fed. Award

Becky Bruce

- Affiliated Faculty
- 37.5 Hours/Week
- External Grant or State/Fed. Award

Faye Catlos

- Affiliated Faculty
- 37.5 Hours/Week
- External Grant or State/Fed. Award

Monica Murdoch

- Affiliated Faculty
- 18 Hours/Week
- External Grant or State/Fed. Award

Paula Andrei

- Staff
- 37.5 Hours/Week
- External Grant or State/Fed. Award

Scott Bender

- Staff
- 37.5 Hours/Week
- External Grant or State/Fed. Award

Tina Brocious

- Staff
- 37.5 Hours/Week
- External Grant or State/Fed. Award

Geralyn Clevenger

- Staff
- Retired Dec 2016
- 37.5 Hours/Week
- External Grant or State/Fed. Award funded

Erika Cooper

- Staff
- 37.5 Hours/Week
- External Grant or State/Fed. Award

Gina McGaughey

- Staff
- 37.5 Hours/Week
- External Grant or State/Fed. Award

Keith McCracken

- Affiliated Faculty
 - 9 Hours/Week
 - External Grant or State/Fed. Award
-

Center/Institute Budget

This Center/Institute covers basic office expenses from their own budget.

Revenue

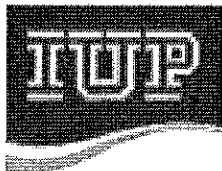
Source	Description of Service Provided	Amount
PDE - BCTE	Provide coursework, advisement, mentoring and professional development for career and technical educators and administrators.	\$1,094,890
PA CTEC Conference	Provide conference coordination for the annual conference	\$28,681
PA Dept of Corrections	Provide an educational program of studies for State Correctional Vocational Instructors	\$27,000
Total		\$1,150,571

Expenses

Source	Description of Expense	Amount
	See Goal #1	\$1,094,890
Total		\$1,094,890

What resources/assistance does this Center/Institute require to achieve their goals for the upcoming year?

Funding and replacement of key employees due to retirement, continues to be our most significant concern. Various ideas are being discussed to reduce salary and benefit costs when replacing these employees.



VOED 101: Introduction to Career & Technical Education

Pre-Induction

Friday, August 19, 2016

9:00 am - 4:30 pm

Indiana University of PA

B-23 Davis Hall

Schedule of Activities

9:00 - 9:15 am..... **Greetings**..... Barney Knorr, Director
IUP Center for Career and Technical Personnel Preparation

Karen Rivosecchi
Department Chair and Instructional Program Coordinator
IUP Center for Career and Technical Personnel Preparation

9:15 - 10:15 am..... **Introductions: Who We Are and Why We're Here** Karen Rivosecchi

10:15 - 10:30 am..... Break

10:30 am - noon..... **PA Department of Education Certification Requirements**
IUP Certification Program - Coursework Overview Karen Rivosecchi

Noon - 1:00 pm..... Lunch - Folger Dining Hall

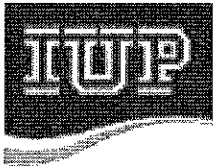
1:00 - 2:00 pm **IUP Certification Program**
Occupational Competency Assessment (OCA) Overview Barney Knorr
Tina Brocious, OCA Assistant

2:00 - 2:15 pm Break

2:15 - 4:30 pm **Exploring IUP Related Websites** Karen Rivosecchi

*Speech screening and course registration will be conducted throughout the day as time permits.

Funding for this event is provided by the Carl D. Perkins Vocational And Applied Technology Act. This grant is awarded by the PA Department of Education, Bureau of Career and Technical Education and administered by the IUP Center for Career and Technical Personnel Preparation.



VOED 101/Pre-Induction

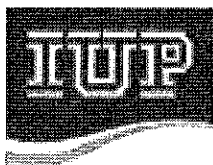
Saturday, August 20, 2016
9:00 am - 4:30 pm
Indiana University of PA
B-23 Davis Hall

Schedule of Activities

- 9:00 am - noon..... **Classroom Management**..... Instructor: Julie Boyd
Topics include:
 Getting Organized
 Classroom Rules
 Grading
 Discipline
- Noon - 1:00 pm..... Lunch
- 1:00 - 2:00 pm **PA Professional Code of Conduct** Instructor: Faye Catlos
- 2:00 - 2:15 pm Break
- 2:15 - 3:15 pm **Safety** Instructor: Faye Catlos
Topics include:
 Safety Guidelines Worksheet Review
 Teaching/Testing for Safety
 Documentation
- 3:15 - 3:30 pm Break - Move to Computer Lab
- 3:30 - 4:30 pm **Safety (continued)**
Topics include:
 Safety Curriculum Resources
 Youth at Work - Talking Safety Curriculum for Pennsylvania

Speech screening will be conducted throughout the day as time permits.

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VOED 101: Introduction to Career & Technical Education

Pre-Induction

Friday, September 9, 2016

9:00 am - 4:30 pm

Indiana County Technology Center

Schedule of Activities

9:00 am Welcome back..... Karen Rivosecchi

9:30-11:00 am Best Practices for New Teachers: CTE Classrooms in Action

Time Schedule

9:30-9:50 Rotation 1 with debrief

10:00-10:20 Rotation 2 with debrief

10:30-10:50 Rotation 3 with debrief

Instructor/occupational area

Mike Rescente, Machining

Heidi Allison, Health Occupations

Tim Bash, Carpentry

Jon Krecota, Graphics and Electronic Media

11-11:45 pm Lunch

11:45 - Meet Your Learning Lab Resource Person (LRP) Karen Rivosecchi

12:45 pm Meri Beth Elder - Central Westmoreland Career and Technology Center

Chris Richardson - Clarion County Career Center

Mariea Sargent - Erie County Technical School

Bruce Thomas - Greater Johnstown Career and Technology Center

Meet Your Field Resource Person (FRP) Karen Rivosecchi

Julie Boyd, Becky Bruce, Faye Catlos, Monica Murdoch

1:00-2:45 pm The 3 R's: Respect, Rapport, and Responsibility Del Hart, Coordinator

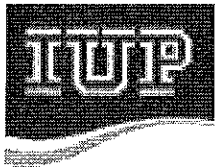
Programs of Study & Professional Development

PA Department of Education, Bureau of Career and Technical Education

Preparing for a 339 Review Del Hart

3:00-4:30 pm IUP Website - Questions and Concerns..... Karen Rivosecchi

Funding for this event is provided by the Carl D. Perkins Vocational And Applied Technology Act. This grant is awarded by the PA Department of Education, Bureau of Career and Technical Education and administered by the IUP Center for Career and Technical Personnel Preparation.



VOED 101: Introduction to Career & Technical Education

Pre-Induction

Saturday, September 10, 2016

9:00 am - 4:30 pm

Indiana University of PA

B-23 Davis Hall

Schedule of Activities

9:00 - 10:00 am **Curriculum and Programs of Study** Monica Murdoch

10:00 - 10:15 am Break

10:15 am - 12:30 pm ... **Instructional Planning** Monica Murdoch

Topics include:

Generation Z

Sequencing Instruction

Unit Planning

Individualized Competency-Based Learning Guides

Six Word Summaries

12:30 - 1:30 pm Lunch

1:30 - 3:00 pm **Special Needs** Becky Bruce

Topics include:

Universal Design Video and Discussion

Special Needs Acronyms

Disability Types and Characteristics

IDEA Basics

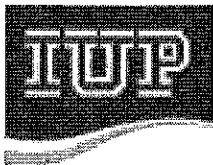
How Difficult Can this Be? - Video and Note-Taking Activity

IEP Treasure Hunt

3:00 - 3:15 pm Break

3:15 - 4:30 pm **Special Needs (continued)**

Funding for this event is provided by the Carl D. Perkins Vocational And Applied Technology Act. This grant is awarded by the PA Department of Education, Bureau of Career and Technical Education and administered by the IUP Center for Career and Technical Personnel Preparation.



VOED 101: Introduction to Career & Technical Education

Pre-Induction

Friday, January 13, 2017

9:00 am - 4:30 pm

Indiana University of PA

B-23 Davis Hall

Schedule of Activities

9:00 - 9:15 am **Greetings**..... Barney Knorr, Director
IUP Center for Career and Technical Personnel Preparation

Karen Rivosecchi
Department Chair and Instructional Program Coordinator
IUP Center for Career and Technical Personnel Preparation

9:15 - 10:15 am **Introductions: Who We Are and Why We're Here** Karen Rivosecchi

10:15 - 10:30 am Break

10:30 am - noon **PA Department of Education Certification Requirements**

IUP Certification Program - Coursework Overview Karen Rivosecchi

Noon - 1:00 pm Lunch - Folger Dining Hall

1:00 - 2:00 pm **IUP Certification Program**

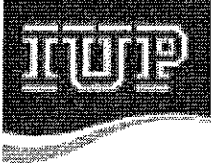
Occupational Competency Assessment (OCA) Overview Barney Knorr
Tina Brocious, OCA Assistant

2:00 - 2:15 pm Break

2:15 - 4:30 pm **Exploring IUP Related Websites** Karen Rivosecchi

*Speech screening and course registration will be conducted throughout the day as time permits.

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VOED 101: Introduction to Career & Technical Education

Pre-Induction

Saturday, January 14, 2017

9:00 am - 4:30 pm

Indiana University of PA

B-23 Davis Hall

Schedule of Activities

9:00 am - noon..... **Classroom Management**..... Instructor: Julie Boyd

Topics include:

Getting Organized

Classroom Rules

Grading

Discipline

Noon - 1:00 pm..... Lunch - Folger Dining Hall

1:00 - 2:00 pm **PA Professional Code of Conduct** Instructor: Faye Catlos

2:00 - 2:15 pm Break

2:15 - 3:15 pm **Safety** Instructor: Faye Catlos

Topics include:

Safety Guidelines Worksheet Review

Teaching/Testing for Safety

Documentation

3:15 - 3:30 pm Break - Move to Computer Lab

3:30 - 4:30 pm **Safety (continued)**

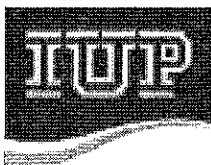
Topics include:

Safety Curriculum Resources

Youth at Work - Talking Safety Curriculum for Pennsylvania

*Speech screening and course registration will be conducted throughout the day as time permits.

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VOED 101: Introduction to Career & Technical Education

Pre-Induction

Friday, January 20, 2017

9:00 am - 4:30 pm

Indiana County Technology Center

Schedule of Activities

9:00 am Welcome back..... Karen Rivosecchi

9:30-11:00 am Best Practices for New Teachers: CTE Classrooms in Action

Time Schedule

9:30-9:50 Rotation 1 with debrief

10:00-10:20 Rotation 2 with debrief

10:30-10:50 Rotation 3 with debrief

Instructor/occupational area

Mike Rescente, Machining

Heidi Allison, Health Occupations

Tim Bash, Carpentry

Jon Krecota, Graphics and Electronic Media

11-11:45 pm Lunch

11:45 - Meet Your Learning Lab Resource Person (LRP) Karen Rivosecchi

12:45 pm Palma Darenkamp - Parkway West Career and Technology Center

Meri Beth Elder - Central Westmoreland Career and Technology Center

Chris Richardson - Clarion County Career Center

Marlea Sargent - Erie County Technical School

Bruce Thomas - Greater Johnstown Career and Technology Center

Meet Your Field Resource Person (FRP) Karen Rivosecchi

Julie Boyd, Becky Bruce, Faye Catlos, Monica Murdoch

1:00-2:45 pm The 3 R's: Respect, Rapport, and Responsibility Del Hart, Coordinator

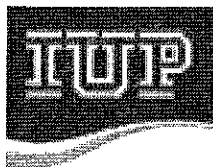
Programs of Study & Professional Development

PA Department of Education, Bureau of Career and Technical Education

Preparing for a 339 Review Del Hart

3:00-4:30 pm IUP Website - Questions and Concerns Karen Rivosecchi

Funding for this event is provided by the Carl D. Perkins Vocational And Applied Technology Act. This grant is awarded by the PA Department of Education, Bureau of Career and Technical Education and administered by the IUP Center for Career and Technical Personnel Preparation.



VOED 101: Introduction to Career & Technical Education

Pre-Induction

Saturday, January 21, 2017

9:00 am - 4:30 pm

Indiana University of PA

B-23 Davis Hall

Schedule of Activities

9:00 - 10:00 am **Curriculum and Programs of Study** Monica Murdoch

10:00 - 10:15 am Break

10:15 am - 12:30 pm ... **Instructional Planning** Monica Murdoch

Topics include:

Generation Z

Sequencing Instruction

Unit Planning

Individualized Competency-Based Learning Guides

Six Word Summaries

12:30 - 1:30 pm Lunch

1:30 - 3:00 pm **Special Needs** Becky Bruce

Topics include:

Special Needs Acronyms

Universal Design Video and Discussion

Disability Types and Characteristics

IDEA Basics

How Difficult Can this Be? - Video and Note-Taking Activity

IEP Treasure Hunt

3:00 - 3:15 pm Break

3:15 - 4:30 pm **Special Needs (continued)**

Funding for this event is provided by the Carl D. Perkins Vocational And Applied Technology Act. This grant is awarded by the PA Department of Education, Bureau of Career and Technical Education and administered by the IUP Center for Career and Technical Personnel Preparation.

Pre-Induction - Fall 2016 Days 1 & 2

Friday, August 19 and Saturday, August 20

#1. Karen Rivosecchi explained that in Pennsylvania all teachers must hold a state-issued instructional certificate and that there are regulations that govern teacher certification. She explained that the PA School Code specifies the regulations, PDE administers or oversees the regulations, and IUP is responsible for following the regulations. Did this explanation give you a better understanding of why you have to enroll at IUP and complete all requirements?

Answer	%	Count
Yes	100.00%	10
No	0.00%	0
Total	100%	10

#2. Karen also explained the types of state-issued teaching certificates and the certification requirements. How would you rate your understanding of each after this discussion?

Question	Much Better		Better		About the Same		Total
Types of state-issued teaching certificates (examples: Emergency permit, Voc Intern, Voc Inst I, Voc Inst II)	60.00%	6	40.00%	4	0.00%	0	10
Certification requirements (multi-panel brochure)	80.00%	8	20.00%	2	0.00%	0	10

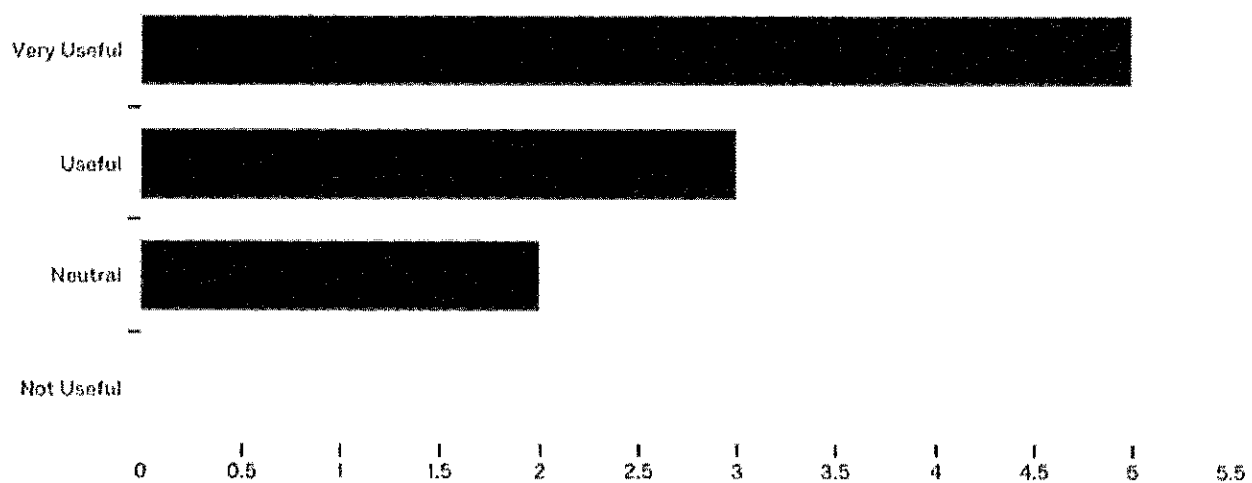
#3. Credits that you have earned from other post-secondary institutions MAY be used (transferred) to IUP and MAY count toward certification requirements. Did you find the discussion about the credit transfer beneficial?

Answer	%	Count
Yes	80.00%	8
No	0.00%	0
Not applicable	20.00%	2
Total	100%	10

#4. Barney Knorr and Tina Brocious explained the requirements for you to complete the Occupational Competency Assessment. How would you rate your understanding of your personal requirements after talking with them?

Answer	%	Count
Much Better	60.00%	6
Better	30.00%	3
About the Same	10.00%	1
Total	100%	10

#5. At the end of the day on Friday, you had the opportunity to experience MyIUP and to register for the course. How useful did you find this exercise?

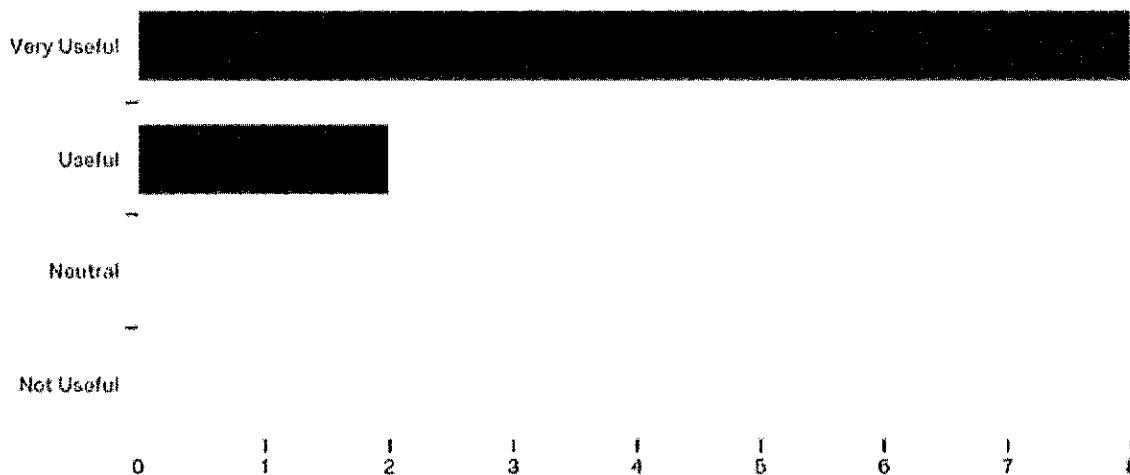


Answer	%	Count
Very Useful	50.00%	5
Useful	30.00%	3
Neutral	20.00%	2
Not Useful	0.00%	0
Total	100%	10

#6. On Saturday, Julie Boyd introduced you to several classroom management topics. Please rate each using the scale provided.

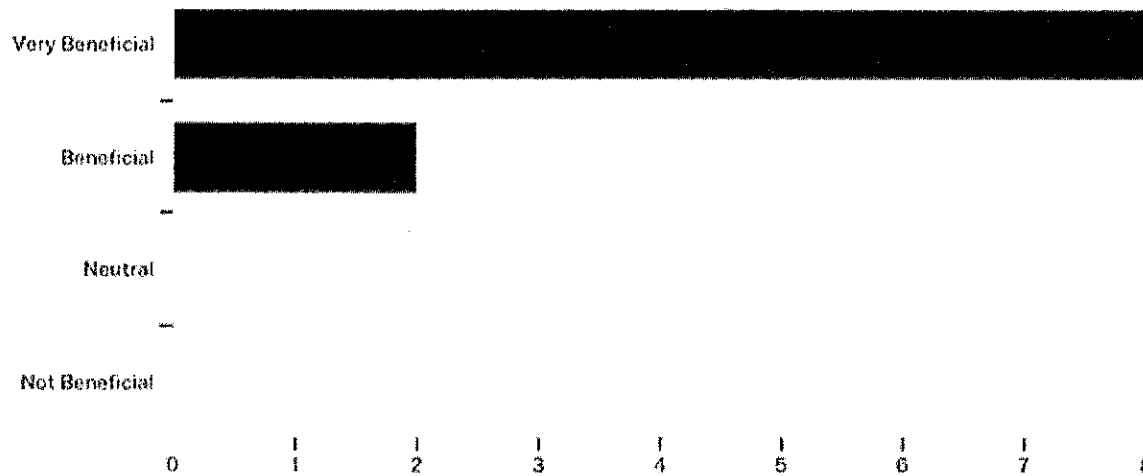
Question	Getting Organized		Classroom Rules		Grading Policy		Discipline Policies and Challenges		Total
Very Useful	88.89%	8	100.00%	9	88.89%	8	88.89%	8	9
Useful	100.00%	2	50.00%	1	100.00%	2	100.00%	2	2
Neutral	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
Useless	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
Very Useless	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

#7. Career and technical educators are expected to manage the learning environment to control potential hazards in the CTE classroom and lab. To what degree did you find the discussion of classroom and lab safety useful?



Answer	%	Count
Very Useful	80.00%	8
Useful	20.00%	2
Neutral	0.00%	0
Not Useful	0.00%	0
Total	100%	10

#8. It is critical that you maintain professional standards at all times, understand that the Code of Ethics applies to all teachers in Pennsylvania, and that any hint of impropriety could put your reputation and/or teaching certificate in jeopardy. For these reasons, did you find the discussion of the Code of Ethics beneficial?



Answer	%	Count
Very Beneficial	80.00%	8
Beneficial	20.00%	2
Neutral	0.00%	0
Not Beneficial	0.00%	0
Total	100%	10

#9. Please complete the following statement: I came to pre-induction expecting to learn...

Basically, everything you covered.

The process of what I have to do.

The requirements for this course and beyond with IUP.

Learn what I will need to do to get certified to become a vocational teacher.

I had no expectations. With that said it was not only useful, but necessary, no one starting a career of this nature, could survive without this class.

About my first days as a CTE educator and my IUP experience.

What I would need to acquire my VOC 1 certificate and what to expect with the OCA and NOCTI test.

#10. If you responded to the previous question, how well were your expectations met?

Answer	%	Count
All of my expectations were met	50.00%	5
Most of my expectations were met	40.00%	4
Some of my expectations were met	10.00%	1
None of my expectations were met	0.00%	0
Total	100%	10

Pre-Induction - Fall 2016 Days 3 & 4

Friday, September 9 and Saturday, September 10

#1. On Friday, you had the opportunity to visit a variety of classrooms where you saw different teaching techniques, teacher/student interactions, and classroom/lab arrangements. Did you find this experience beneficial?

Yes



No

0

1

2

3

4

5

6

7

Answer	%	Count
Yes	100.00%	7
No	0.00%	0
Total	100%	7

#2. What did you learn or observe that you could take back to your classroom and implement?

How to work with IEP students more effectively.

The breakdown of what the kids needed to be complete for each year of instruction.

I learned how to use the monthly breakdown for my task list.

Getting to visit Indiana County Technical Cent was very helpful. I got some very good ideas for my shop and some information that will help save my school some money.

A lot. The trip through the shop was very helpful in setting up the interior of mine.

Program information.

Big colorful signs. Rules and Task list posted. Class ran itself.

#3. Please share any thoughts that you have for enhancing this experience for future new teachers.

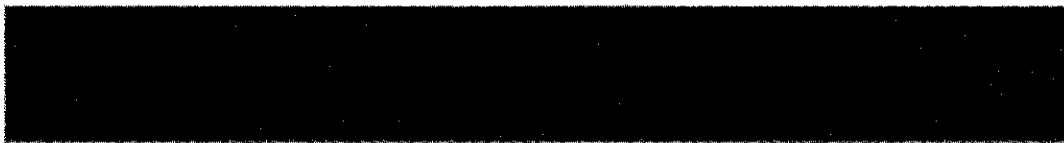
Tour more classrooms at the ICTC. That was extremely helpful.

More time with other teachers.

It was good to see how seasoned teachers work.

#4. Later that morning, you had the opportunity to meet your Learning Lab Resource Person (LRP). Did you find this beneficial?

Yes



No

0 1 2 3 4 5 6 7

Answer	%	Count
Yes	100.00%	7
No	0.00%	0
Total	100%	7

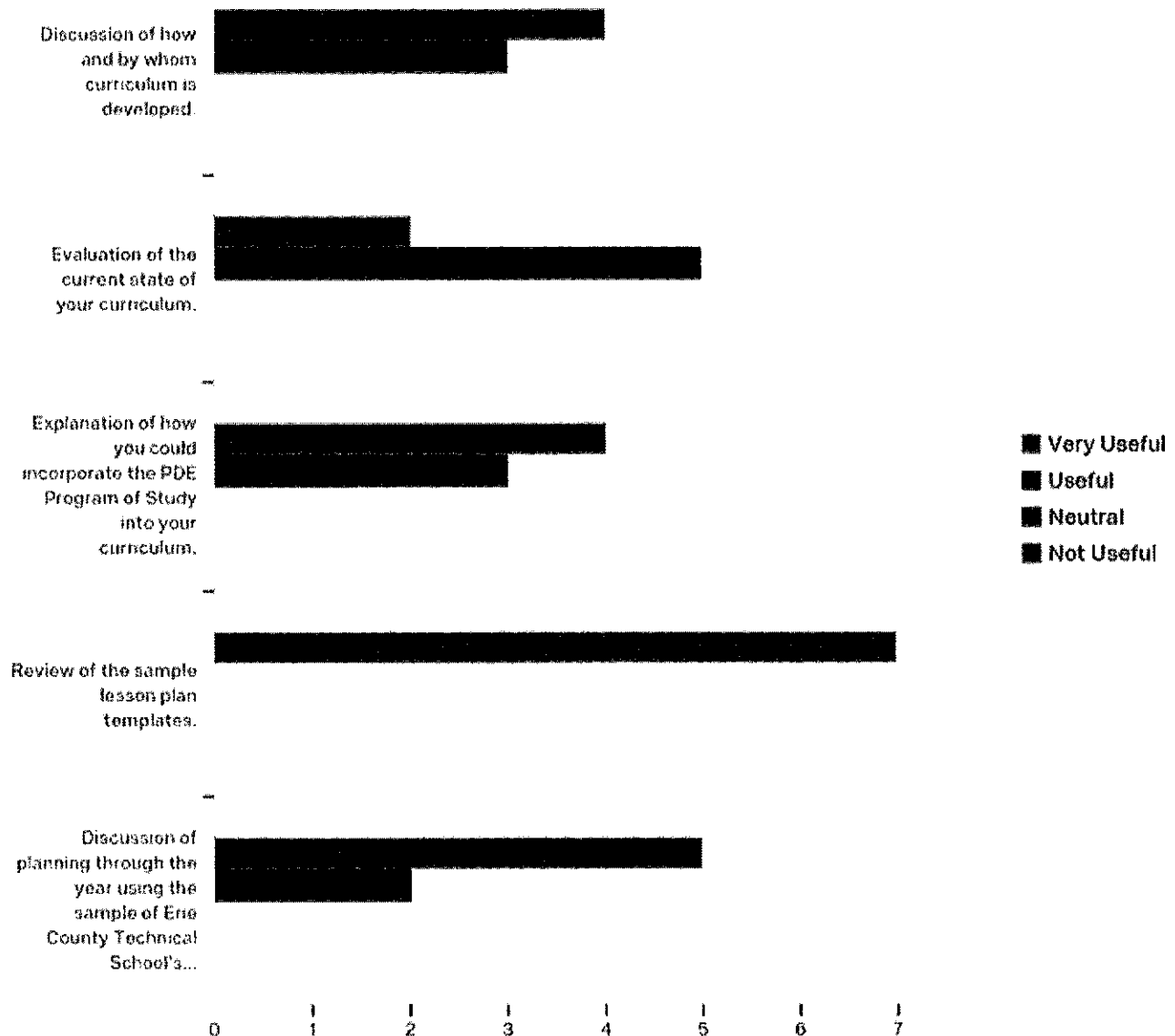
#5. On Friday afternoon, Dr. Del Hart shared with you some strategies and techniques to help you establish respect, rapport, and responsibility in your classroom and how you can make it on your students' "list". Choose the statement that best closely reflects your view:

Answer	%	Count
I will be able to use these strategies/techniques immediately.	88.89%	8
I will be able to use these strategies/techniques in the coming months.	11.11%	1
I am unsure if I will be able to use these in the future.	0.00%	0
Total	100%	9

#6. The contract between the PA Department of Education (PDE) and your school is contained within the 339 document. Did you find Dr. Hart's review of this document beneficial?

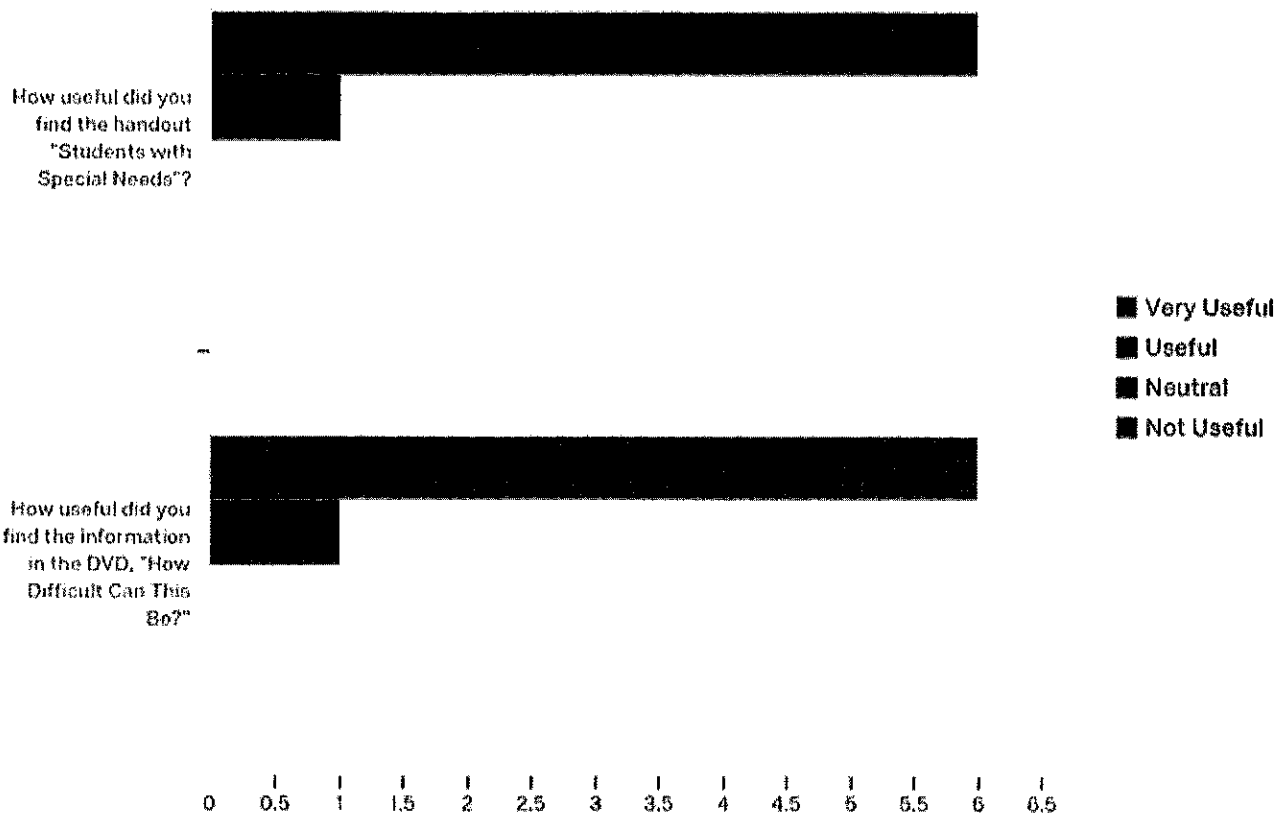
Answer	%	Count
Yes	88.89%	8
No	0.00%	0
N/A-The 339 document does not currently apply to my teaching environment	11.11%	1
Total	100%	9

#7. On Saturday, Monica Murdoch presented information on curriculum, programs of study, and instructional planning. To what degree did you find each topic useful?



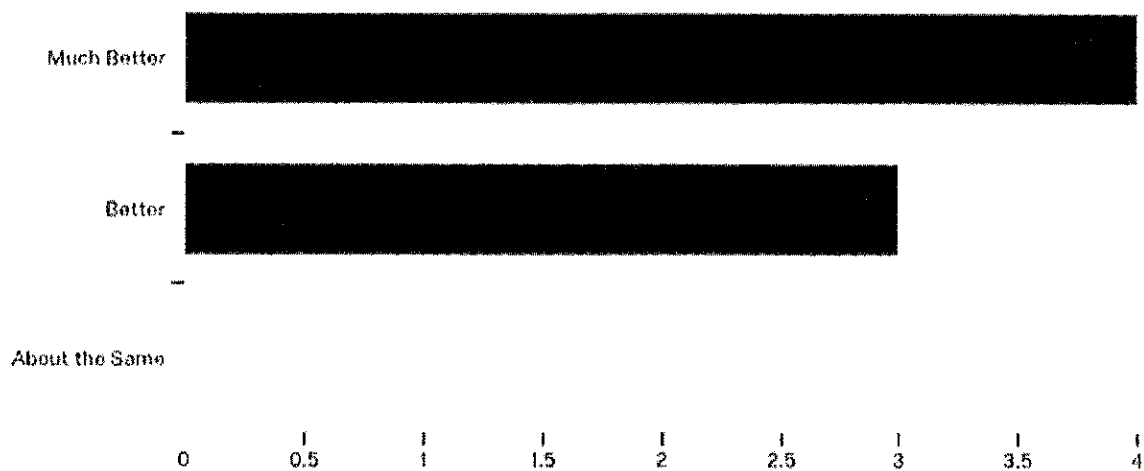
Question	Discussion of how and by whom curriculum is developed.		Evaluation of the current state of your curriculum.		Explanation of how you could incorporate the PDE Program of Study into your curriculum.		Review of the sample lesson plan templates.		Discussion of planning through the year using the sample of Erie County Technical School's quarterly sequence charts as a guide.		Total
Very Useful	57.14%	4	28.57%	2	57.14%	4	100.00%	7	71.43%	5	7
Useful	60.00%	3	100.00%	5	60.00%	3	0.00%	0	40.00%	2	5
Neutral	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
Not Useful	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

#8. On Saturday afternoon, Becky Bruce introduced the importance of understanding the legal requirements and responsibilities for teaching students with special needs. Choose the best response for each question related to this topic.



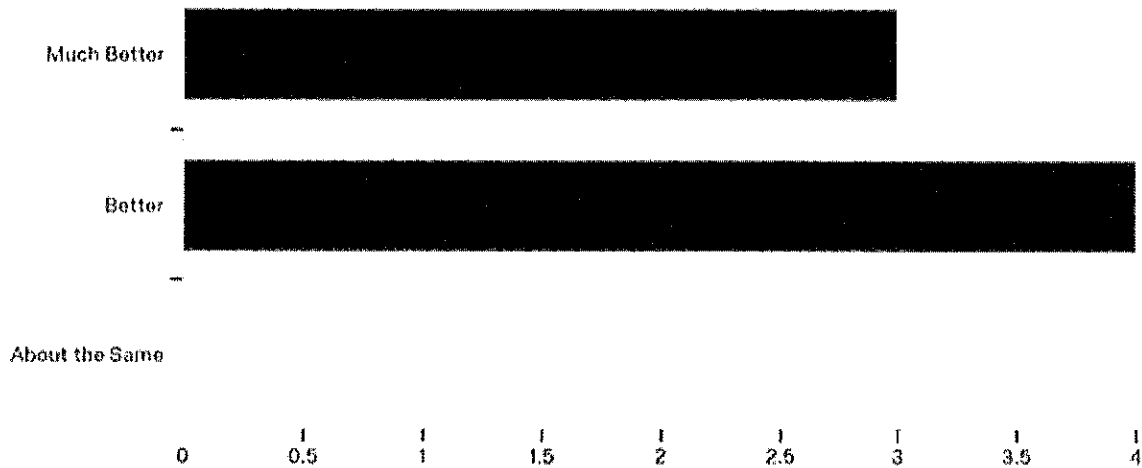
Question	How useful did you find the handout "Students with Special Needs"?		How useful did you find the information in the DVD, "How Difficult Can This Be?"		Total
Very Useful	85.71%	6	85.71%	6	7
Useful	50.00%	1	50.00%	1	2
Neutral	0.00%	0	0.00%	0	0
Not Useful	0.00%	0	0.00%	0	0

#9. How would you rate your understanding of the basics of the Individual's with Disabilities Education Act (IDEA) after discussion of this topic?



Answer	%	Count
Much Better	57.14%	4
Better	42.86%	3
About the Same	0.00%	0
Total	100%	7

#10. Becky introduced the Individualized Education Plan (IEP) - its purpose, what teachers should do at an IEP meeting, and the mandatory requirement to accommodate the student's needs. How would you rate your understanding of the IEP after this introduction?



Answer	%	Count
Much Better	42.86%	3
Better	57.14%	4
About the Same	0.00%	0
Total	100%	7

#11. Please complete the following statement: During the second session of VOED 101/Pre-Induction, I expected to learn...

About IEP's, lesson plans and question current teachers about their experiences in the certification process.

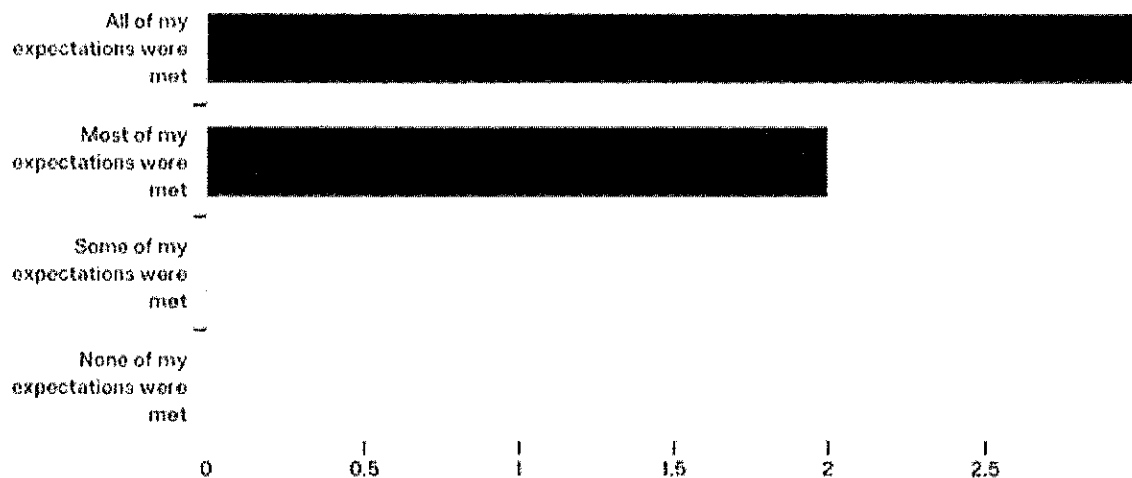
With the timing of these classes and what the school is currently have me going to I am feeling over whelmed with information at this time. I believe that the introduction to the different areas was very helpful. I am excited about working with the LRP (Bruce) and Faye so I can start getting my classes put together correctly.

About how other instructors run their shop.

Everything that was on the Syllabus.

About IEP's and curriculum.

#12. If you responded to the previous question, how well were your expectations met?



Answer	%	Count
All of my expectations were met	60.00%	3
Most of my expectations were met	40.00%	2
Some of my expectations were met	0.00%	0
None of my expectations were met	0.00%	0
Total	100%	5

#13. Please take this opportunity to share additional comments or suggestions that would help us to improve pre-induction. If you provided feedback on the first evaluation, and your feedback remains the same, you do not need to provide it again.

I thought it went well and was helpful, can't think of anything to improve but more time at the ICTC in more classrooms. Even if it is a quick walk through to see the set up.

The part that I need more help with is dealing with trouble students. I teach at a high school and some students do not want to be here at all and fight everything every day. They are very disruptive to the point parents want them removed from the class. After talking to the vocational teachers in Indiana their students want to be there and work fairly well. High school might have a different challenges.

All went well. Thanks for putting time into us as the new guys.

Pre-Induction - Spring 2017 Days 1 & 2

Friday, January 13 and Saturday, January 14

#1. Karen Rivosecchi explained that in Pennsylvania all teachers must hold a state-issued instructional certificate and that there are regulations that govern teacher certification. She explained that the PA School Code specifies the regulations, PDE administers or oversees the regulations, and IUP is responsible for following the regulations. Did this explanation give you a better understanding of why you have to enroll at IUP and complete all requirements?

#	Answer	%	Count
1	Yes	100.00%	13
2	No	0.00%	0
	Total	100%	13

#2. Karen also explained the types of state-issued teaching certificates and the certification requirements. How would you rate your understanding of each after this discussion?

#	Question	Much Better		Better		About the Same		Total
1	Types of state-issued teaching certificates (examples: Emergency permit, Voc Intern, Voc Inst I, Voc Inst II)	61.54%	8	38.46%	5	0.00%	0	13
2	Certification requirements (multi-panel brochure)	75.00%	9	25.00%	3	0.00%	0	12

#3. Credits that you have earned from other post-secondary institutions MAY be used (transferred) to IUP and MAY count toward certification requirements. Did you find the discussion about the credit transfer beneficial?

#	Answer	%	Count
1	Yes	76.92%	10
2	No	7.69%	1
3	Not applicable	15.38%	2
	Total	100%	13

#4. Barney Knorr and Tina Brocious explained the requirements for you to complete the Occupational Competency Assessment. How would you rate your understanding of your personal requirements after talking with them?

#	Answer	%	Count
1	Much Better	61.54%	8
2	Better	30.77%	4
3	About the Same	7.69%	1
	Total	100%	13

#5. At the end of the day on Friday, you had the opportunity to experience MyIUP and to register for the course. How useful did you find this exercise?

#	Answer	%	Count
4	Very Useful	50.00%	6
5	Useful	41.67%	5
6	Neutral	8.33%	1
7	Not Useful	0.00%	0
	Total	100%	12

#6. On Saturday, Julie Boyd introduced you to several classroom management topics. Please rate each using the scale provided.

#	Question	Getting Organized	Classroom Rules	Grading Policy	Discipline Policies and Challenges	Total
1	Very Useful	50.00% 6	58.33% 7	63.64% 7	54.55% 6	9
2	Useful	41.67% 5	41.67% 5	36.36% 4	45.45% 5	7
3	Neutral	8.33% 1	0.00% 0	0.00% 0	0.00% 0	1
4	Useless	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0
5	Very Useless	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0

#7. Career and technical educators are expected to manage the learning environment to control potential hazards in the CTE classroom and lab. To what degree did you find the discussion of classroom and lab safety useful?

#	Answer	%	Count
6	Very Useful	75.00%	9
7	Useful	8.33%	1
10	Neutral	16.67%	2
11	Not Useful	0.00%	0
	Total	100%	12

#8. It is critical that you maintain professional standards at all times, understand that the Code of Ethics applies to all teachers in Pennsylvania, and that any hint of impropriety could put your reputation and/or teaching certificate in jeopardy. For these reasons, did you find the discussion of the Code of Ethics beneficial?

#	Answer	%	Count
1	Very Beneficial	75.00%	9
5	Beneficial	25.00%	3
6	Neutral	0.00%	0
2	Not Beneficial	0.00%	0
	Total	100%	12

#9. Please complete the following statement: I came to pre-induction expecting to learn...

Requirements, expectations and process for certification. Intro to IUP processes.

All that would be involved in obtaining the vocational certification and classes needed to obtain it.

Everything that was covered, I expected.

What is expected of me as a teacher. I also expected to learn what would help make me a better teacher

How to register for classes and how IUP works and what classes to take.

How and where to find useful tools and strategies used in the class room.

Course requirements and steps needed to achieve all of the requirements.

I had no idea what I was going to learn. I did find all the information extremely helpful in understanding what the classes were going to be like.

About the steps needed for my certifications.

#10. If you responded to the previous question, how well were your expectations met?

#	Answer	%	Count
1	All of my expectations were met	69.23%	9
2	Most of my expectations were met	23.08%	3
3	Some of my expectations were met	7.69%	1
4	None of my expectations were met	0.00%	0
	Total	100%	13

#11 - Please provide us with any additional comments or suggestions that would help us to improve pre-induction.

The info relevant to certification & IUP processes was beneficial. Program agendas included sessions related to tips/techniques to support new teachers. I didn't get much out of those sessions because they seemed a little superficial & delivered as an intro to what will be covered in upcoming classwork. Considering the challenges (& expense) of taking us out of the classrooms for 2 workdays, I'd rather be onsite for the process intro & connect remotely for the "tips & tricks" intro.

Useful information provided both sessions!

I think more computer lab would be helpful, just to get better acquainted with IUP's site and to become more familiar with the navigation of the site.

Maybe move classrooms a little more...8 hours in one class is to long (even for an adult)

Pre-Induction - Spring 2017 Days 3 & 4

Friday, January 20 and Saturday, January 21

#1. On Friday, you had the opportunity to visit a variety of classrooms where you saw different teaching techniques, teacher/student interactions, and classroom/lab arrangements. Did you find this experience beneficial?

#	Answer	%	Count
1	Yes	100.00%	12
2	No	0.00%	0
	Total	100%	12

#2. What did you learn or observe that you could take back to your classroom and implement?

Teacher toolbox items

I observed different classroom management techniques to keep students involved & focused. I would like to implement mechanisms that would keep the students active, concentrating, task/goal focused, while less dependent on my needing to redirect, discipline or "hold hands" every moment of the class time.

A better way to perform the competencies list.

I loved how the health occ displayed their POS. I hope to use that system in my classroom.

Learning study guides for students to use for tests.

Skills checklist for career occupations.

The classroom set up for all of the classrooms.

I enjoyed visiting the Commercial Arts. He had wonderful class room ideas.

#3. Please share any thoughts that you have for enhancing this experience for future new teachers.

The list of recommended observations was large with limited time to consider them before the tour... silences awkward. The awkwardness may have been lessened if instructors or students might have initiated introductions, experiences, etc or if we had a chance to formulate questions before entering the labs?

I wish we had time to meet with our shop and see how these teacher run their program.

Teachers that were visited have everything in order, one thing I am trying to figure out is accommodating a student that is in a wheelchair in the shop.

Two days both very helpful.

It would have been really nice to actually visit the same field, to see what they had and have a chance to get feedback from that teacher.

#4. Later that morning, you had the opportunity to meet your Learning Lab Resource Person (LRP). Did you find this beneficial?

#	Answer	%	Count
1	Yes	100.00%	12
2	No	0.00%	0
	Total	100%	12

#5. On Friday afternoon, Dr. Del Hart shared with you some strategies and techniques to help you establish respect, rapport, and responsibility in your classroom and how you can make it on your students' "list". Choose the statement that best closely reflects your view:

#	Answer	%	Count
1	I will be able to use these strategies/techniques immediately.	66.67%	8
2	I will be able to use these strategies/techniques in the coming months.	25.00%	3
3	I am unsure if I will be able to use these in the future.	8.33%	1
	Total	100%	12

#6. The contract between the PA Department of Education (PDE) and your school is contained within the 339 document. Did you find Dr. Hart's review of this document beneficial?

#	Answer	%	Count
1	Yes	91.67%	11
2	No	8.33%	1
3	N/A-The 339 document does not currently apply to my teaching environment	0.00%	0
	Total	100%	12

#7. On Saturday, Monica Murdoch presented information on curriculum, programs of study, and instructional planning. To what degree did you find each topic useful?

#	Question	Discussion of how and by whom curriculum is developed.		Evaluation of the current state of your curriculum.		Explanation of how you could incorporate the PDE Program of Study into your curriculum.		Review of the sample lesson plan templates.		Total
1	Very Useful	66.67%	8	66.67%	8	75.00%	9	81.82%	9	9
2	Useful	33.33%	4	33.33%	4	25.00%	3	18.18%	2	4
3	Neutral	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
4	Not Useful	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

#8. On Saturday afternoon, Becky Bruce introduced the importance of understanding the legal requirements and responsibilities for teaching students with special needs. Choose the best response for each question related to this topic.

#	Question	How useful did you find the handout "Students with Special Needs"?		How useful did you find the information in the DVD, "How Difficult Can This Be?"		Total
1	Very Useful	76.92%	10	75.00%	9	10
2	Useful	23.08%	3	25.00%	3	4
3	Neutral	0.00%	0	0.00%	0	0
4	Not Useful	0.00%	0	0.00%	0	0

#9. How would you rate your understanding of the basics of the Individual's with Disabilities Education Act (IDEA) after discussion of this topic?

#	Answer	%	Count
1	Much Better	45.45%	5
2	Better	45.45%	5
3	About the Same	9.09%	1
	Total	100%	11

#10. Becky introduced the Individualized Education Plan (IEP) - its purpose, what teachers should do at an IEP meeting, and the mandatory requirement to accommodate the student's needs. How would you rate your understanding of the IEP after this introduction?

#	Answer	%	Count
1	Much Better	33.33%	4
2	Better	58.33%	7
3	About the Same	8.33%	1
	Total	100%	12

#11. Please complete the following statement: During the second session of VOED 101/Pre-Induction, I expected to learn...

More about IEP's and curriculum

Overview of students with special needs & IEP

I learned more than expected.

Information on the 339 and also special education

#12. If you responded to the previous question, how well were your expectations met?

#	Answer	%	Count
1	All of my expectations were met	60.00%	6
2	Most of my expectations were met	40.00%	4
3	Some of my expectations were met	0.00%	0
4	None of my expectations were met	0.00%	0
	Total	100%	10

#13. Please take this opportunity to share additional comments or suggestions that would help us to improve pre-induction. If you provided feedback on the first evaluation, and your feedback remains the same, you do not need to provide it again.

No responses.

Center for Creativity and Change

Contact: John McCarthy, Ph.D.

Affiliation: College of Education and Educational Technology - Department of Counseling

Phone: 724-357-2306

Fax: 724-357-7821

Address: Department of Counseling, 206 Stouffer

Website: <http://www.iup.edu/counseling/centers/>

Purpose of Center/Institute

The Center for Creativity and Change seeks to advance the knowledge base of undergraduate and graduate students as well as mental health professionals and the general public through the delivery of workshops on counseling, mental health, and creativity-related topics.

2016 – 2017 Goals

Goal #1

Description: Reach the 25-workshop level by May 2017

Type: Outreach

Plan to Achieve Goal:

- 1) Workshop on solution-focused counseling will be offered in October 2016
- 2) Workshop on creative group leadership will be offered in March 2017.

These two workshops would represent the Center's 24th and 25th workshop since 2002, respectively.

Plan to Assess Progress toward Achieving Goal:

- 1) Being able to offer the workshop in regard to registration levels
- 2) Total number of registrants in each workshop.

Strategic Plan: 4.1.1. Implement a coordinated marketing program to support admissions (undergraduate and graduate), advancement, and IUP brand recognition.

Goal Narrative:

Both the October 2016 and the March 2016 workshops were successful events as measured by a) attracting sufficient registrants to be able to offer them; b) the participant evaluations; and c) the fact that a profit was realized on the two events.

The Fall 2016 workshop featured 58 participants; the Spring 2017 workshop drew 34 participants.

The Department of Counseling began to offer workshops in Spring 2002, and these efforts developed into the Center for Counselor Training and Services in 2005. Since 2005, 25 workshops have been offered. Since 2002, 31 workshops have been organized.

Goal #2

Description: To advance the scope of the Center via professional development programming for non-mental health professionals

Type: Innovation

Plan to Achieve Goal:

- 1) Workshop on innovation in November at IUP Monroeville Center
- 2) Workshop on creative problem-solving in March in Greensburg (partially grant-funded)

Plan to Assess Progress toward Achieving Goal: W

- 1) Ability to offer the workshop based on number of registrations;
- 2) Number of registrants

Strategic Plan: 4.1.1. Implement a coordinated marketing program to support admissions (undergraduate and graduate), advancement, and IUP brand recognition.

Goal Narrative:

Both workshops were successfully developed in regard to a) identifying speakers and venues; b) developing the brochure; and c) creating marketing lists. Unfortunately, neither workshop garnered sufficient interest to be able to offer them. The first workshop was to be held in the Monroeville area (IUP Monroeville Graduate and Professional Center), and the second one was slated to be offered at the Intermediate Unit in Greensburg. Despite our marketing efforts, the interest in them was low.

Goal #3

Description: Collaborate on creativity-oriented projects with Pittsburgh area high school

Type: Outreach

Plan to Achieve Goal:

- 1) Center director would take the lead in offering/co-offering creative-problem solving lessons in the high school
- 2) Center director would coordinate a career-focused speaker series of successful professionals in the high school

Plan to Assess Progress toward Achieving Goal:

- 1) Approval of proposed projects from high school administration
- 2) Number of segments offered
- 3) Qualitative feedback from participants and teachers/administrators.

Strategic Plan: 4.4.2. Advance regional development through IUP's business and economic partnerships.

Goal Narrative:

The Center director contacted a Pittsburgh-area high school about both ideas, and there was interest in the second idea (career speaker series). Since November 2016, four programs have been offered at the high school. Attendance has ranged from approximately 8-20, and career speakers have included a journalist, a former FBI agent, a software engineer, and a government professional. Feedback has been positive. The Center Director will meet with school administrators to determine if the program will continue in the 2017-2018 academic year.

Center/Institute Personnel

John McCarthy, Ph.D.

- Director
 - Center Service Fees or Contracts for Services
-

Center/Institute Budget

This Center/Institute's basic office expenses was covered by the IUP Monroeville Center. Expenses were limited to workshop materials such as speaker handouts, agendas, and evaluations.

Revenue

Source	Description of Service Provided	Amount
Registration Fees	Workshops	\$6,629
Total		\$6,629

Expenses

Source	Description of Expense	Amount
	N/A	
Total		N/A

What resources/assistance does this Center/Institute require to achieve their goals for the upcoming year?

The Center has two workshops scheduled for 2017-2018. The Fall 2017 workshop will be held in Greensburg, while the Spring 2018 workshop will take place at the KCAC in Indiana. No assistance is needed for these projects.

In addition, the Center hopes to start a strengths-based initiative in 2017-2018, the details of which will be planned in Summer 2017. The Center director will contact C/I about possible assistance.

The Center Director has nominated the Center for an award from the Association for Creativity in Counseling (ACC). The submission deadline for award materials was May 1, 2017. No assistance is needed for this project.

The Center Director has submitted a presentation proposal for the 2017 ACC conference to be held in September 2017. The presentation would be on the Center's history, growth, and offerings as they relate to the Counseling profession.

Finally, the Center will be closing in May 2018.

Center for Media Production and Research

Contact: Stephanie Keppich

Affiliation: College of Education and Educational Technology– Department of Communications Media

Phone: 724-357-3771

Fax: N/A

Address: Stouffer Hall Room G-9, 1175 Maple St., Indiana, PA 15705

Website: <http://www.iup.edu/cmpr/>

Purpose of Center/Institute

Enhance, build and seek opportunities for Center for Media Production and Research (CMPR) students to gain knowledge and skills to become more marketable in their chosen communications field. Students are capable of providing media product for university stakeholders, community groups, organizations and corporations.

2016 – 2017 Goals

Goal #1

Description: Enhance opportunities for students to work in production setting with real world clients.

Type: Outreach

Plan to Achieve Goal: We plan to grow the number of members/students engaged in CMPR projects. We will achieve this by offering free workshops to the entire student body allowing them the ability to learn software necessary to work on our projects. Secondly we will actively search for projects from internal and external clients allowing our students to gain necessary interaction with clients to succeed in production.

Plan to Assess Progress toward Achieving Goal: The CMPR survey's students after workshops to ensure we are meeting their expectation for learning software. We keep records on who attended workshops and if they were repeat participants. / We also have lists of members who worked on which projects and how they were engaged with the Center through the year.

Strategic Plan:

- 1.3.3. Engage in continuing education and training for members of the regional, state, national, and global workforce.
- 2.2.2. Strengthen professional development to prepare faculty and staff to support students from traditionally underrepresented and underserved student populations.
- 2.1.3. Expand IUP's use of recognized high impact practices to increase undergraduate student engagement and retention.

Goal Narrative:

For AY 2016-2017, the CMPR had a successful year with more than 25 paying media projects tackled and completed.

Our first goal of offering free workshops was implemented. Fall 2016 saw seven weeks of workshops covering Adobe software and basic production equipment. During the first workshop dedicated to teaching an introductory Adobe class, we surveyed the students in attendance to determine which concepts they wanted to be taught. From that survey we developed 6 workshops to meet student demand. In the following weeks of the fall semester this content was covered. Equipment and concepts: audio, lighting and cameras. Software: Adobe Premiere (video editing), After Effects (3D design), Audition (audio mixing).

Spring of 17 workshop sessions were limited to four and focused on growing skills from beginning to intermediate in both After Effects and Premiere software. Total numbers of attendees for fall and spring were 25 students attending a total of eleven workshops.

Our second goal of actively searching for projects for students to gain experience was significantly impacted in the spring of 2017 when the CMPR Director alternative work assignment was reduced from six to three credit hours. While our list of members remained strong with 45 on our email distribution list, we did not reach out to undergraduates as much as hoped. The director leaned on three CMPR graduate assistants to do recruitment and training of undergraduates for the Center. After more than one undergraduate didn't follow through on assignments, the three graduate students focused their efforts on completing projects in the queue.

In the fall 2016, a Communications Media practicum student working with the CMPR director created a Trello account, an on-line project management system allowing students to participate in projects by going on line to sign up for a job.

In spring 2017 the CMPR was successful in fielding a production team to stream live the men's basketball PSAC championship held at the KCAC. Because a course with trained students had just wrapped its coursework in live production, several students offered to work the games to get the extra experience. This project engaged more students with the Director of the CMPR and presented them an opportunity to be paid for their work with the Center.

Goal #2

Description: Increase the role of the Center in research and scholarly activities.

Type: Innovation

Plan to Achieve Goal: The CMPR has a goal to continue engagement with research by supporting scholars in various disciplines by providing resources for academics needing research support. Such as transcription, coding, video support and computer lab access. Pursue submission of production works to professional competitions.

Plan to Assess Progress toward Achieving Goal: We will track by keeping records whether or not we reach the goal of supporting 3-5 research based projects this year.

Strategic Plan: 1.5.3. Engage IUP's community of teacher-scholars to identify and solve common roadblocks to success in research, scholarship, and creative activity.

Goal Narrative:

During AY 2016-17, the CMPR engaged in and met the goal of supporting research of 3 scholars in various disciplines.

The CMPR provided audio equipment and training on the equipment for an Administration and Leadership Studies DEd student recording a focus group for his dissertation. A Communications Media and Instructional Technology PhD student was supported by CMPR

transcription services. Finally, a professor in the College of Education and Educational Technology and Director of the Literacy Center asked for video support recording a reading assessment. Her plan was to place the videos of the assessments on-line for her students to be able to visualize the process since the course she teaches in assessments is done on-line.

One CMPR project under consideration to be submitted to a professional competition is a 2 minute animated informational video explaining a local (Indiana Borough) insurance company. The project was started by undergraduate students and completed by a PhD graduate assistant with students working in every phase of the media project; conception, design, script writing, music direction and mixing, animation, artwork, and editing. Through the 9 month project 4 students and the CMPR director were intimately involved in the production.

Goal #3

Description: Support IUP marketing and recruitment efforts through the creation of video, web, and new media.

Type: Communication and Marketing

Plan to Achieve Goal: Work with the university level and other departments, academic and non-academic, to produce 4-6 promotional videos, support website initiatives and other media needs as identified.

Plan to Assess Progress toward Achieving Goal: We plan to track and record our work to supporting marketing and communications across the university.

Strategic Plan: 1.3.3. Engage in continuing education and training for members of the regional, state, national, and global workforce.

Goal Narrative:

The CMPR has been actively involved in supporting marketing and promotional activities for IUP. Our most recent and successful undertaking involved working for the Communication Media department in scripting and supporting the creation of a 30 second promotional video for the Communications Media and Instructional Technology PhD program. Working with the Communications Department chair, the CMIT PhD coordinator and the Director of photography, the Center wrote the commercial script, provided logistical support, day of shooting crew for the production audio mixing/mastering and commercial delivery to Comcast. It ran on cable channels in the Pittsburgh television market.

In addition, the Center continued to work on updating web content for the Frederick Douglass Institute; collaborated and did research and script writing for a 15 second promo for COEET to run on cable program, Education Today; took professional career head shots for the departments of: Safety Science and Kinesiology, Health and Sport Science; created a promotional video for the IUP swim team and/ worked for the Graduate School to record their 3 minute thesis competition during Research Week, which was later posted to their IUP webpage.

Goal #4

Description: Seek greater operational support for the CMPR.

Type: Administration

Plan to Achieve Goal: Develop a business plan to accurately project how the center can move toward a revenue recovery operation.

Plan to Assess Progress toward Achieving Goal: We will complete a comprehensive business plan that allows the CMPR to position itself in the short term and long term to be able to compete in the market.

Strategic Plan: 3.1.2. Further engage IUP's academic leadership in advancement and development.

Goal Narrative:

The CMPR Director sought institutional support to develop a business plan to outline a path toward revenue recovery. A meeting with Steve Osborne, a faculty member in the Eberly College of Business was helpful to begin the process of outlining a plan. A first draft was completed and submitted in January of 2017 to Dr. B. Gail Wilson, chairperson for the Department of Communications Media. Feedback was given to update and remove language and information that had previously been how the CMPR was directed before leadership changed in 2015. Updates to content were occurring when the Center Director's hours were cut in the spring of 2017.

A business plan for the Center for Media Production and Research remains as a first draft document.

Center/Institute Personnel

Stephanie Keppich

- Director
- 6 credits fall, 3 credits spring
- Dept, College, or Unit funded.

Josh Miller

- Student
- 20 Hours/Week
- Dept, College, or Unit funded.

Ramy Shaaban

- Student
- 20 Hours/Week
- Dept, College, or Unit funded.

Amanda Dunlop

- Student
- 20 Hours/Week
- Dept, College, or Unit funded

Nicolette Querry

- Student
 - 15 Hours/Week
 - Dept, College, or Unit funded.
-

Center/Institute Budget

This Center/Institute's basic office expenses are covered by the Department of Communications Media and College of Education and Educational Technology

Revenue

Source	Description of Service Provided	Amount
	See Below	
Total		

Expenses

Source	Description of Expense	Amount
	Computer Laptop	\$1,489.05
	FirstCom Music License	\$1,416.68
	Misc Equipment replacement, batteries, lightbulbs, SD cards, extension cords	\$711.9
	Student worker	\$297.25
Total		\$3,914.88

What resources/assistance does this Center/Institute require to achieve their goals for the upcoming year?

- Continued funding of the Director
- Funding of Graduate Assistant(s)

Date	Client	Project	Invoice	Pro Bono
10.3.16	RTA apartments	Design illustration, script and video	315	
	IUP Wiggins speech shoot	Record talk at scholarship event		0
10.6.16	Flick Film Festival	provide TV's for day of event	250	
	Big Hearts Little Hands	Public Service Announcement/promotional		0
1.26.17	Government and Employee Civil Services	Animation with narration	400	
10.26.16	IUP Safety Science Headshots	Returning customer – event October 14	100	
11.20.16	IUP COMM Media Headshots	Captured professional student pictures	40	
	YMCA Piranha logo	Designed logo for YMCA		0
5.13.16	Ovations	Lively Arts Videos for coming shows	180	
9.28.16	Delany Auto Group	Post Production on Video for Commercial Delivery	340	
6.3.16	Len Kensey	Kickstarter Video Zip n Store	600	
11.7.16	IUP Frederick Douglass videos	3 videos as pilot projects for Institute	385	
11.7.16	IRMC doctor clips	5 videos for internal use in hospital	1000	
	IUP CMPR Brochure	Designed for potential clients		0
	IUP CMPR Intern video	Clean up video from summer (promotional)		0
	IUP CMPR Workshops	Software and hardware training – 13 at first mtg		0
	GCES Facebook images	Created monthly Facebook compatible images		0
10.26.16	Calvary Church	Extracted still images from video	45	
5.4.17	IUP Cyber Security Conference	still images taken in HUB	340	
	Raising Stars	Created logos and updated website		0
12.19.16	IUP CMIT Commercial	Script development, logisitics planning, audio mixing	300	
2.20.17	IUP Natural Science Lecture	Recorded Guest lecturer @ Eberly	75	
3.22.17	IUP Literacy Center Video	Recorded live assessment in TV studio	200	
3.12.17	IUP KHSS Headshots	Captured professional student pictures	60	
5.1.17	IUP Frederick Douglass Web Updating	Ongoing news updating	102	
2.2.17	IRMC Yoga Video	Recorded and edited yoga/meditation video	480	
	IUP COMM Media Infographic	Worked on infographic for new students		0
	IUP Swimming Promo	Recorded and edited promo video		0
	IUP COE-ET Commercial	Edited script and created video for college		0
4.24.17	IUP 3-Minute Thesis	Recorded and edited student thesis presentations	175	
4.3.17	IRMC Training Video	Record presentation at IRMC	150	
4.21.17	THRIVE Summit	Recording audio and video presentations	245	
5.1.17	IUP Ph.D. Research	Aid in recording focus group discussions	40	
4.10.17	IUP Transcription Ph.D.	Sharon Storch	49	
9.20.16	IUP Women's Basketball Videos	12 promo videos used during the season on jumbotron inside KCAC	545	
	ESPN NFL Football Draft	provide video clips from IUP football games of Ethan Cooper to ESPN for draft coverage		0
	NFL Network	provide video clips from IUP football games of Ethan Cooper to ESPN for draft coverage		0
	East Pike PTA Web updating	3 updates during AY		0
10.10.16	IUP Graduate Commencement 12. 17. 16	set up tricastar and use team of 4 to broadcast from Fisher	910	
4.10.17	IUP Men's Basketball Playoffs	set up tricastar and use team of 12 to broadcast from KCAC	1015.54	

8341.54

Child Study Center

Contact: Mark R. McGowan

Affiliation: College of Education and Educational Technology– Department of Educational and School Psychology

Phone: 724-357-5000

Fax: 724-357-6946

Address: 242 Stouffer Hall

Website: <http://www.iup.edu/schoolpsychology/csc/>

Purpose of Center/Institute

The center is designed to:

- A. Serve as a training facility for graduate students in the School Psychology Program
- B. Provide a service to children, families, and schools
- C. Assist faculty in contributing scholarship to the field of school psychology.

2016 – 2017 Goals

Goal #1

Description: Maintain adequate client referral numbers to meet the training needs of 2nd year EDSP School Psychology Certification program enrollees in EDSP 949.

Type: Communication and Marketing

Plan to Achieve Goal: This goal is addressed by contacting referral sources each year, i.e., physician's offices, school districts, and community mental health centers. Additionally, on an as needed basis, the CSC will place advertisements in newspapers, radio stations, and other local publications.

Plan to Assess Progress toward Achieving Goal: Set semester goals for completed psychoeducational evaluations of clients assessed in the Child Study Center. These goals are dependent on enrollment in EDSP 949 for spring and summer I sessions. Specifically, we must schedule 1.5 psychoeducational assessments per School Psychology Certification student enrolled in EDSP 949 in Spring semesters and 1 psychoeducational assessment per School Psychology Certification student enrolled in EDSP 949 in Summer I semesters.

Strategic Plan: 4.4.1. Work with our state and federal liaisons to advance IUP's presence in educational, workforce, and economic development programs.

Goal Narrative:

The bulk of the CSC activities for 2016-2017 were the same activities offered in previous years including serving as a training facility for graduate students in the EDSP; delivering high-quality, low-cost psychoeducational evaluations to school-age students thought to or previously identified as having a disability or mental giftedness; providing families with free, brief psychoeducational counseling; and assisting faculty as they endeavor in scholarly research.

CSC student clinicians, supervised by two EDSP faculty, provided service to 30 children this year for comprehensive psychoeducational evaluations. The children were served during the

traditional clinic offered in the spring semester. Two children were served without paying a fee. The remaining 28 families paid the full amount of \$75 for services. As of May 9, 2017, the fees received for these services totaled \$1,420.00. Outstanding payments are expected to be paid in full in the coming weeks.

As previously indicated, the most any family pays for CSC services is \$75. The typical cost for comparable services in the private sector is approximately \$500 - \$1,500. Given the mission of the CSC as an onsite training facility for graduate students and the need to be highly competitive for clients, the \$75 fee has remained the same for over nine years. The CSC also values providing high quality services to income-eligible families that would otherwise not have access.

In the Fall of 2015, a CSC client satisfaction survey was conducted by the CSC graduate assistants. Clients from spring and summer 2015 were mailed a survey and asked to voluntarily complete it so that the CSC could improve the services provided. Results indicated that the majority of parents were “Mostly” or “Very” satisfied with the services rendered by the CSC.

As the Annual Reporting Form indicates, the Child Study Center provided service to 30 children this fiscal year. It is relevant to note that the number served this fiscal year is greater by 14 children by comparison to fiscal year 2015-16. However, this difference is attributable to the number of student clinicians providing service through the center.

Goal #2

Description: Maintain adequate inventories of current, psychometrically sound psychoeducational assessment instruments (e.g., tests, rating scales) to fulfill the training needs of EDSP School Psychology Certification students enrolled in EDSP 812, 813, and 814.

Type: Administration

Plan to Achieve Goal: Each year the CSC inventories the materials made available to the faculty and students in the Educational and School Psychology Department. These inventories are cross referenced with publishers to ensure that the most current instruments are being used by the CSC.

Plan to Assess Progress toward Achieving Goal: Estimate semester needs for assessment instruments, including protocols and related equipment (e.g., external hard drives for recording test administrations to volunteers or clients). These estimates are dependent on enrollment in EDSP 812, 813, 814, and 949 and the instruments used in each course.

Strategic Plan: 1.1.4. Ensure that our physical infrastructure supports academic programs of high quality and value.

Goal Narrative:

The CSC relies heavily on funds provided through ESF funds so that testing materials can be purchased for use in the CSC and related coursework (e.g., EDSP 812, 813, 849, 949). The materials are at a significant cost, typically \$15,000 per year, and are essential to the appropriate training of our graduate students. As such, funds provided by IUP are critical to the maintenance of the EDSP training program. This is especially salient given that revenues generated from clients seen at the CSC are insufficient in financially supporting the overhead associated with operating the CSC. Readers are reminded of one mission of the CSC to provide a low-cost, high-quality product service to the community and, as such, fees for services are held remarkably

low so that the CSC can attract clients which, in turn, serve as essential elements of training in the EDSP's various programs.

The CSC is budgeted to spend \$15,496 on testing materials in fiscal year 2016-17. By comparison to fiscal year 2015-16, approximately \$4,311.60 in ESF funds was spent on testing materials.

Much of the variance between fiscal year 2015-16 and 2016-17 is due to new tests purchased for the center, which typically cost between \$1,500.00 to 2,500.00 per instrument.

Goal #3

Description: Provide consultation to parents, educators, and community agencies (e.g., mental health, advocacy groups) regarding special education and gifted education eligibility practices, procedures, and policies.

Type: Outreach

Plan to Achieve Goal: Given the longstanding history of service to the community, the CSC is recognized as a resource for current information and guidance on matters pertaining to educational regulations, student learning, and pediatric mental health.

Plan to Assess Progress toward Achieving Goal: All consultative requests made to the Child Study Center regarding special education and gifted education eligibility practices, procedures, and policies will be thoroughly addressed.

Strategic Plan: 4.2.1. Strengthen IUP's welcome to and support for people of all backgrounds and abilities.

Goal Narrative:

The CSC has been offering consultative service to parents, educators, and community agencies throughout the 2016-17 fiscal year. Many of these outreach efforts occur informally in response to phone calls to the CSC.

Goal #4

Description: Work toward financial sustainability

Type: Grants

Plan to Achieve Goal: Brainstorm ideas and sources of internal or external contracts / grants

Plan to Assess Progress toward Achieving Goal: Investigate / pursue additional revenue streams through contracts or other sources to assist in supporting the Center's consumables, technology, and services

Strategic Plan: 3.1.3. Expand initiatives in corporate and foundation relations.

Goal Narrative:

Over the course of fiscal year 2015-16, the CSC purchased new video/audio capturing equipment and software for all of the clinic rooms. The cost for the new equipment was \$41,968.95. With \$22,000 in support from the Dean of the COE-ET, the department allocated \$19,968.95 from ESF. During the current fiscal year, the CSC has been working closely with Dr. Onyett and the IT department to install the new technology. The installation was completed in Fall 2016.

Goal #5

Description: Upgrade the use of technology in the Child Study Center for psychoeducational evaluations.

Type: Infrastructure

Plan to Achieve Goal: Faculty first familiarize themselves with the fluent administration, scoring, and interpretation of platform-based psychoeducational assessment prior to including in their courses by end of AY 2016-2017.

Plan to Assess Progress toward Achieving Goal: Purchase and implement platform-based psychoeducational assessment tools (e.g., Q-Global) into relevant, existing courses such as EDSP 812 and EDSP 949.

Strategic Plan:

3.1.3. Expand initiatives in corporate and foundation relations.

3.4.2. Introduce appropriate process revisions and/or technological solutions.

Goal Narrative:

The CSC has purchased rights to use platform based instruments in three courses (EDSP 812, EDSP 849, EDSP 949) beginning in Fall of 2017. The cost associated with this purchase is \$750.00. Given that this is the first implementation of these instruments, this year will be used as a pilot to evaluate ongoing needs and benefits of these instruments.

Center/Institute Personnel

N/A

Center/Institute Budget

This Center/Institute did not indicate how they cover basic office expenses.

Revenue

Source	Description of Service Provided	Amount
	See Below	
Total		

Expenses

Source	Description of Expense	Amount
	N/A	
Total		

What resources/assistance does this Center/Institute require to achieve their goals for the upcoming year?

N/A

**Annual Report:
Fiscal Year 2016-2017**

Center/Institute Name: Child Study Center

Organization ¹ or Individual ² Information		Number of Clients Served		Amount of Income Requested <i>(grants applied for or contracts bid on)</i>	Amount of Income Received <i>(grants, contracts, fees, etc.)</i>	Pro Bono Value <i>(If public service with no monetary remuneration)</i>
Service provided to ³	Type of Organization Receiving Service ⁴	PA Residents	Non-PA			
30 children	Community Residents	30	0	\$2,025.00 (Total amount for services)	\$1,420.00 (Total received for services and donations)	\$150.00
TOTAL		30	0	\$2,025.00	\$1,420.00	\$150.00

Literacy Center

Contact: Julie W. Ankrum

Affiliation: College of Education and Educational Technology

Phone: 724-357-2400

Fax: 724-357-2961

Address: B-5 Davis Hall

Website: www.iup.edu/literacy

Purpose of Center/Institute

The Literacy Center provides assessment and instruction for children and adolescents who need assistance with reading and writing.

2016 – 2017 Goals

Goal #1

Description: Continue to provide tutoring services year-round through tutoring program in fall and spring semesters and the Summer Reading Program.

Type: Outreach

Plan to Achieve Goal: Through ongoing communication with families who have participated in programs offered by the Literacy Center; posting current information and application forms on the Literacy Center's website, sharing information with personnel in local schools.

Plan to Assess Progress toward Achieving Goal: Achievement of this goal will be assessed through the number of children who participate in the tutoring and Summer Reading Programs.

Strategic Plan: 4.3.2. Increase community and university participation at IUP exhibitions, performances, and presentations.

Goal Narrative:

This goal was met. Undergraduate students enrolled in literacy methods courses provided literacy tutoring in the fall and spring semesters. In the fall semester, four tutors provided one-on-one tutoring to four children. This past spring we had an overwhelming response for tutors. Several undergraduate students provided tutoring to more than one child. In total, seven students, in addition to our Literacy Center Supervisor, provided one-on-one tutoring to 14 students.

Eleven graduate students provided literacy tutoring to 22 children through the Summer Reading Program in 2016.

Goal #2

Description: Continue to utilize undergraduates enrolled in a reading methods course as tutors who will be supervised by a graduate assistant.

Type: Innovation

Plan to Achieve Goal: The students enrolled in literacy methods courses will be given the opportunity to apply the literacy content knowledge that they learn in class to actual teaching situations during tutoring.

Plan to Assess Progress toward Achieving Goal: Achievement of this goal will be assessed by documenting the number of undergraduate students who apply to be volunteer tutors in the Literacy Center.

Strategic Plan: 2.1.3. Expand IUP's use of recognized high impact practices to increase undergraduate student engagement and retention.

Goal Narrative:

This goal was met. Four students enrolled in ECED 351 applied for and were assigned to be tutors during the fall 2016 semester. In the spring, eight students enrolled in ECED 351 and ECED 451 applied to serve as tutors; one student had to withdraw from the program, so seven students were assigned to serve as tutors in that semester.

Goal #3

Description: Graduate students enrolled in LTCY 770/771 Seminar and Practicum for Reading Specialists will continue to utilize the Literacy Center resources to provide effective literacy instruction to children who are enrolled in the Literacy Program.

Type: Innovation

Plan to Achieve Goal: The graduate students are given the opportunity to act in the role of Reading Specialist by using Literacy Center resources to provide individualized assessment, diagnosis, and remediation of children with literacy needs.

Plan to Assess Progress toward Achieving Goal: Achievement of this goal will be through documented observations of graduate students and ongoing / reviews of their lesson plans during LTCY 770/771 as Reading Specialist candidates enrolled in these capstone courses instruct children during the Summer Reading Program.

Strategic Plan: 1.4.1. Reaffirm IUP's commitment to a curriculum that develops critical thinking, effective communication, personal responsibility, and a passion for lifelong learning.

Goal Narrative:

The goal was met. Eleven students enrolled in LTCY 770/771 used Literacy Center resources to provide effective literacy instruction children enrolled in the Summer Reading Program.

Center/Institute Personnel

DeAnna Laverick

- Director (Summer, Fall 2016)
- 1.5 AWE Summer 2016
- Dept, College, or Unit funded.

Julie Ankrum

- Director-Spring 2017
- Dept, College, or Unit funded.

Wenxi Schwab

- Graduate Assistant:
Supervisor of Literacy Center
 - 20 Hours/Week
 - Dept, College, or Unit funded.
-

Center/Institute Budget

This Center/Institute's basic office expenses are covered by the Department of Professional Studies in Education.

Revenue

Source	Description of Service Provided	Amount
Tutoring Fall 2016	Families paid \$50 per child for tutoring services. Four children were enrolled	\$200
Tutoring Spring 2017	Families paid \$50 per child for tutoring services. 14 children were tutored	\$700
Summer Reading Program 2017	Families paid \$50 to enroll student in the SRP; several children withdrew, forfeiting their fee. Seventeen students will be tutored in the program.	\$1,050
C & I Grant	For conference presentations Fall 2017	\$1,000
Total		\$2,950

Expenses

Source	Description of Expense	Amount
Amazon.com	Caldecott and Newbery Honor books	\$ 203.27
Reading Recovery Books	Leveled Readers (for tutoring and course assignments)	\$ 1,496
Pearson	G-RADE Assessments for practicum course	\$ 880

N/A	Literacy Professional Organization Reimbursement for Literacy Committee members	\$ 761.5
Heinemann	Professional Books (resources for students and faculty)	\$ 132
Kurtz Brothers	Chart Tablets	\$ 46.5
Lakeshore	Teaching Materials (for tutoring and course assignments)	\$ 210.95
Total		\$3,730.22

What resources/assistance does this Center/Institute require to achieve their goals for the upcoming year?

The Literacy Center Supervisor has moved on, and we are in need of a Graduate Assistant to fill this position. This person in this position provides support with research and maintains the resources housed in the Literacy Center. The Director of the Literacy Center completed and submitted a Request for an Additional Graduate Assistant.

Speech Language and Hearing Clinic

Contact: Karen Goltz Stein

Affiliation: College of Education and Educational Technology

Phone: 724-357-2451

Fax: 724-357-2486

Address: 263 Davis Hall

Website: www.iup.edu/speech

Purpose of Center/Institute

The Speech, Language and Hearing Clinic seeks to improve the quality of life of people who have disorders of communication and swallowing by preparing our students to deliver quality services, to clientele of diverse ethnic and cultural backgrounds, and of ages that extend across the human lifespan.

2016 – 2017 Goals

Goal #1

Description: Community Outreach: Provide outstanding and lasting service to our community and surrounding regions

Type: Outreach

Plan to Achieve Goal: The Speech, Language and Hearing Clinic will provide the needed speech, language and hearing services identified by area HeadStart centers, school districts, hospitals, rehabilitation centers and skilled care facilities.

Plan to Assess Progress toward Achieving Goal:

- Speech-Language -Hearing Screenings will be provided for preschool and school-age children and therapeutic support will be offered at the clinic
- Central Auditory Processing Disorders will be evaluated and treated (an area not routinely addressed by speech-language pathologists in the schools)
- Dementia screenings will be conducted under the supervision of faculty at area nursing facilities

Strategic Plan: 4.3.2. Increase community and university participation at IUP exhibitions, performances, and presentations.

Goal Narrative:

- Speech, language and hearing screenings have been provided for local and regional preschool and school-age children.
- Our students have provided off campus therapy at skilled care, acute care and in local private and public schools. Graduate students under the supervision of faculty conducted Dementia, Swallowing, Voice and Speech-Language Screenings for residents at the Rustic Manor personal care facility. Graduate students provided suggestions for facilitating memory. The use of Memory Wallets/Notebooks were suggested.

- Our audiology clinic provided the necessary diagnostic and therapeutic services for children with Central Auditory Processing Disorders. (School districts refer students for these much needed services that are not provided in the schools.)
- Dr. Cynthia Richburg presented “Fracking Noise and Lights: Impacts on Local Residents” at a conference entitled “Health and Shale Gas Development: State of the Science”
- Dr. Shari Robertson provided a free stress management workshop for our local community on “Using Effective Communicative Strategies in the Workplace.”
- Dr. Price wrote the AAC (Augmentative and Alternative Communication) funding applications for 2 of her IUP Clinic clients and was able to get the family’s insurance and Medicaid to cover the cost of these \$6,500 (each) devices. The families’ of each client were very appreciative, realizing that to purchase this AAC device on their own would have been a significant hardship or would not have occurred at all.
- Dr. Price’s expertise in the area of AAC also assisted the Homer City, Punxsutawney, and Marion Center School Districts in helping them with AAC implementation. Dr. Price has provided binders and a CD containing many AAC resources and has helped to coordinate training for the school based teams who work with 3 of her IUP Clinic students. Additionally, Dr. Price has provided community outreach into the public schools by attending her students’ school IEP meetings and assisting to write their present communication levels and IEP goals for AAC.
- This past Spring, “Book Talk for Preschoolers” was initiated at Indikids. Each week two 30 minute sessions of book reading and language activities were provided to 8 students from two classrooms at Indikids. Parents also received information regarding the books that were read, the vocabulary taught, and the grammar and concepts addressed.
- Community Outreach provided by NSSLHA, our student Organization: Approximately \$4000 was raised this year and donated back to our community: Relay for Life received \$1200 and other charities such as Operation Smile (serving children with cleft palates), ovarian cancer research, donation of toys for local children and Speech Therapy Cambodia.

Goal #2

Description: Strengthen alumni outreach initiative

Type: Outreach

Plan to Achieve Goal: Current graduate and undergraduate speech-language pathology students will get to know our alumni and career opportunities in our field and across the United States by participating in an event coordinated through IUP Alumni Services. Alumni will provide input into the Speech-Language Pathology Program's strategic plan

Plan to Assess Progress toward Achieving Goal: Distinguished alumni will return to campus and will provide breakout sessions and panel discussions discussing their work and career opportunities as well as give advice to our current students. They will also discuss work opportunities in various regions of the United States. An Alumni Advisory Group will be established.

Strategic Plan:

4.6.1. Improve communication with the alumni community.

4.6.5. Increase opportunities for connections between alumni and the IUP student community.

Goal Narrative:

IUP speech-language pathology alumni who graduated in 2006 held a reunion on campus (October 28 & 29, 2016) that included social events as well as professional presentations for current students.

Our alumni presented a number of educational sessions held in Breezedale Alumni Center that were well attended by current students including first and second year graduate students and undergraduate students (about 60 total). Small group round tables allowed students to ask questions and learn about a range of topics.

Two question and answer panels were included during the day. Specific lectures included the following:

Jess Dam Andersen (Connecticut):

- Feeding & swallowing skill development: The very basics for infants, transitional feeders, and toddlers
- Early feeding skill assessment in the NICU: Volume versus infant guided feeding

Fatima Hassan (Florida):

- Supervision and the clinical fellowship year
- EBS Spanish immersion program / Bilingual certification

Lindsey Savinda (Pennsylvania):

- Adult dysphagia in acute care
- Tracheostomies and Passy Muir Valves; Head & neck cancer swallowing rehabilitation

Alumni planned a variety of social events including coffee at The Commonplace, happy hour at Benjamin's restaurant, a Saturday line-up including a family friendly lunch, a trip to a local Fall festival and pumpkin patch, and an evening of dinner and drinks at local favorites. David

Maudie provided tours of the campus and highlighted all the changes, He also had the opportunity to sit down over coffee with them to discuss the importance of our alumni contributions. They were also anxious to revisit the speech-language pathology program classrooms and clinic. Local alumni from 1993 and 2010-2012 also joined in some activities. The group included alumni from PA, VA, NY, FL, CT, who brought spouses and 16 children along to enjoy the festivities.

This event was a great success and helped reconnect alumni to the IUP campus and current students! We look forward to future alumni reunions for students who have graduated from the speech-language pathology Master's degree program.

Goal #3

Description: Investigate additional revenue generation to support clinic upgrades and expansion of services.

Type: Innovation

Plan to Achieve Goal: Clinic will increase/maintain revenue.

Plan to Assess Progress toward Achieving Goal:

- New revenue streams and grants will be investigated
- Contracts with area school districts and grants will be investigated to generate additional revenue
- Alumni support for the clinic will be investigated by inviting Dave Maudie to join our alumni event

Strategic Plan:

3.2.1. Develop unit performance targets.

3.1.4. Enhance programs for planned giving.

Goal Narrative:

- Alumni support for the clinic was encouraged by inviting Dave Maudie to join our Speech-Language Pathology and Audiology alumni event on October 28 & 29, 2016. Dave provided information and conducted campus tours, highlighting the importance of alumni to IUP.
- Once again this year, our Center applied for and received a \$1000 grant from IUP Centers and Institutes. The title of our project for 2017 is "Sound Awareness Training for Provision of Central Auditory Processing Therapy." At times the traditional speech-language therapy options alone do not work well for children with a diagnosis of Central Auditory Processing Disorder (CAPD). These children are referred to our clinic from surrounding school districts for the specialized treatment for this disorder. Children diagnosed with CAPD often also experience reading and comprehension problems. This program will be used to improve auditory processing skills.
- Due to a re-interpretation of the 2009 Medicare Legislation, the American Speech-Language-Hearing Association has advised all university clinics to immediately begin to bill all Medicare eligible patients for services despite the fact that services will probably be denied. This would require all supervisors to enroll in and submit claims to Medicare or provide free care to all adult and pediatric clients who receive our services. Since our

clinic does not have the billing software or other resources required to bill, our clinic has, for the time being, elected to not collect fees for services but instead provide free services for all. Therefore, the revenue report reflects this significant change in policy and a reduction in revenue.

Center/Institute Personnel

Karen Goltz Stein

- Director
- 6 credits release per semester
- Dept, College, or Unit funded.

Celia Barber

- Clinic Secretary
- 40 Hours/Week
- Dept, College, or Unit funded

Center/Institute Budget

This Center/Institute's basic office expenses are covered by the Department of Communication Services, Special Education and Disability Services

Revenue

Source	Description of Service Provided	Amount
Clinical Services	Diagnostic, Screening and Therapy services	\$3,912
Center's Grant	"Sound Awareness Training for Provision of Central Auditory Processing Therapy"	\$1,000
QUOTA	Test forms to be used for provision of screenings in the community	\$250
Social Security Office	Photo Copies of Clinical Documents	\$27
Tuition	Undergraduate Clinic for 8 students for 2 Therapy Clinics	\$19,678
Tuition	Graduate Clinic Tuition for 22 students each pay for ten credits of Clinic	\$108,570
Total		\$133,437

Expenses

Source	Description of Expense	Amount
Staples and various	Clinic expendables	\$318.41
Various	Clinic materials (books, apps, therapeutic materials)	\$596
Matt Ford	Guest Speakers	\$150

ASHA	Clinic supervision certification expense (ASHA dues for faculty supervising in clinic))	\$1,442
Off Campus Supervisor & Student	Off campus first year student expense (included a one semester honorarium match related to a Center's grant for offsite supervisors	\$972.5
Total		\$3,478.91

***Additional Budget Information Below**

What resources/assistance does this Center/Institute require to achieve their goals for the upcoming year?

Since 2009, our clinic has been using one of the last of the Landro Enterprise Server systems sold by IRIS Technologies for the purpose of clinical supervision. Two years ago, it had to be reconfigured by IT support services to run on Windows 8 as support for Windows XP was terminated. The result has been a supervision technology system that has become increasingly unreliable, requiring constant visits by IT personnel and sometimes in the loss of recorded sessions from the server. The system needs to be replaced before it becomes even less stable, and before the current version of Windows is no longer supported. A preliminary quote from Casino Vision, a company that specializes in such technology, indicates that \$77,559 in technology fee funds would be necessary to fund this need.

The Council for Academic Programs in Communication Sciences and Disorders Conference provides up to date information for clinic directors as well as an opportunity to network with other directors from across the country. Funding is requested for attendance at this conference.

Annual Report
Fiscal Year 2016-2017

Organization ¹ or Individual ² Information		Number of Clients Served		Amount of Income Requested (grants applied for or contracts bid on)	Amount of Income Received (grants, contracts, fees, etc.)	Pro Bono Value (If public service with no monetary remuneration)
Service provided to ³	Type of Organization Receiving Service ⁴	PA Residents	Non-PA Residents			
I. Speech & Language Evaluations						
A. University Students	IUP	0				
B. University Staff	IUP	3				
C. Community Individuals		25				
D. Outside Agency		0				
Subtotal: Speech & Language Evals. (\$131 unit)		28			\$505	\$3,163
II. Speech & Language Therapy						
A. University Students	IUP	2				
B. University Staff and Faculty	IUP	0				
C. Community Clients		85				
D. Outside Agencies (ARIN IU 28/others)		25				
E. Elementary Schools (off-campus)		107				
F. HeadStart Preschools (off-campus)		32				
G. Medical Facilities (off-campus)		193				
Subtotal: Speech & Language Therapy (\$75/unit)		444			\$2697	\$263,411
Subtotal: Speech & Language Clinic		472			\$3,202	\$266,574
III. Hearing Testing						
A. University Student Full Evals.(\$72/unit)	IUP	3				
B. University Staff/Faculty						
1. Full Evaluations (\$72/unit)	IUP	8				
2. Hearing Conservation (\$16/unit)	IUP	37				
C. Community Clients						
1. Full Evaluations (\$72/unit)		70				
2. APD Evaluations(\$300 private rate)		6				
3. APD Screenings (\$100 private rate)		0				
D. Outside Agencies						
1. ARIN/Indikids (\$72/unit)	ARIN	1				
2. Evergreen Homes (\$72/unit)		0				
Subtotal: Audiology Clinic		125			\$520	\$7,776
IV. COE Speech & Hearing Screenings (\$56 /unit)	IUP	220			\$0	\$12,320
V. Preschool, School Age, and Adult Screens (\$56/unit)	Outside Agency	496			\$190	\$27,586
VI. Grants and other Income					\$1,250	
TOTAL:(Speech&Language Clinic and Audiology Clinic)		1,313			\$5,162	\$314,256

**Speech, Language, and Hearing Clinic
Indiana University of Pennsylvania
Fiscal Year Comparisons**

	June-May 2013-14	June-May 2014-2015	June-May 2015-2016	June-May 2016-2017
Speech /Lanugage Pathology Evaluations				
Full Evaluations	26.00	29.00	25.00	28.00
Screenings-Preschool/Kindergarten/Adult	223.00	362.00	319.00	187.00
Client Contact Hours Speech/Language EVAL	127.50	177.00	146.00	123.00
Speech/ Language Pathology Treatment				
IUP Clinic Clients Served	114.00	111.00	85.00	87.00
Agency Clients Served at the IUP Clinic (ARIN/Indikids)	17.00	12.00	15.00	25.00
School Age and Preschool Clients Served (off campus)	52.00	60.00	127.00	107.00
HeadStart Preschool Clients Served (off campus)	28.00	36.00	32.00	32.00
Medical Facility Clients Served (off campus)	167.00	123.00	202.00	193.00
Contact Hours Speech/Language THERAPY	2039	1854.00	1944.00	1651.00
Total Number of Speech/Language Clients Served	626.00	733.00	805.00	659.00
Total Number of Speech/Language Contact Hours	2166.50	2031.00	2090.00	1774.00
Hearing Testing				
Audiology Clinic Clients	80.00	109.00	86.00	125.00
Screens-Preschool and School Age	562.00	660.0	648.0	309.00
Contact Hours Audiology	143.50	159.00	139.00	110.00
University Speech and Hearing Screenings				
College of Education screens (CCAC and IUP)	265.00	220.00	205.00	196.00
Vocational Education screens (IUP Distance Educ.)	30.00	75.00	36.00	24.00
Total University Students Screened	299.00	300.00	241.00	220.00
University Screening Contact Hours	149.50	150.00	120.50	110.00
TOTAL NUMBER OF CLIENTS SERVED	1567	1802	1782	1313.00
TOTAL NUMBER OF CLIENT CONTACT HOURS	2460	2423.00	2350.00	1994.00
TOTAL CLIENT REVENUE	\$5,519.00	\$ 6,165.00	\$ 6,465.00	\$ 3,912
TOTAL GRANT AND OTHER REVENUE	\$ 1,000.00	\$ 1,170.00	\$ 1,377.50	\$ 1,250
TOTAL REVENUE	\$6,519.00	\$ 7,335.00	\$ 7,842.50	\$ 5,162

IUP Community Music School

Contact: Jeff Wacker

Affiliation: College of Fine Arts

Phone: 724-357-4565

Fax: 724-357-7899

Address: 403 S. 11th St. / PAC, Rm. 202

Website: www.iup.edu/communitymusic

Purpose of Center/Institute

The mission of the IUP Community Music School is to provide IUP and the greater Indiana community and region with private and group music instruction on the IUP campus at a variety of price points and levels of teacher expertise.

2016 – 2017 Goals

Goal #1

Description: Closely track Fall 2016 income/expenses for previous semester comparison to determine program sustainability after forced move of CMS finances by IUP from Student Coop into IUP payroll.

Type: Administration

Plan to Achieve Goal: Through online Studio Helper program and Excel spreadsheets, continue to accurately record what have been routine costs - instructor payments, ensemble music, Studio Helper subscription charges, advertising, etc. - as well as new costs, to include the hard costs of paying benefits, and additional staff time by CMS director and other IUP personnel.

Plan to Assess Progress toward Achieving Goal: Compare current semester data to previous semesters in terms of income/expense.

Strategic Plan: 4.3.2. Increase community and university participation at IUP exhibitions, performances, and presentations.

Goal Narrative:

The Fall of 2016 marks the start of the IUP Community Music School (IUPCMS) receiving tuition and fees into its SAP account, and paying instructors through IUP Payroll. The additional costs to the IUPCMS are as follows:

1.) Staff Time - Although difficult to access the amount of time spent by offices that process supplemental pay forms, the time the IUPCMS director has spent is significant, requiring many more hours of work than previous, and more than allotted percentage-wise of duties. The offices that spend time processing the supplemental pay forms are Grants Accounting; office of the Dean, College of Fine Arts Dean, Human Resources (clearances, onboarding, and ultimately supplemental approval), and IUP Payroll.

Although not a cost to the IUPCMS, an additional cost to IUP is the clearances. Previously instructors purchased their own clearances and provided the result to the IUPCMS

(most already had them as music education majors in Step 1). By law, HR cannot accept them, but as the instructors must be paid through IUP payroll, then they must be treated as IUP employees and clearances provided.

2.) Benefits - In addition to paying instructors, benefits were added to the cost of IUPCMS. In the case of all instructors except IUP music faculty members, the additional cost was 8.43%. For the music faculty members, the additional cost varied, depending upon what retirement plan they were in, but anywhere from 17.72-38.38%. Whether the IUPCMS would lose or make money on the student of a music faculty member depended upon the rank of the professor and what they were allowed to make as an hourly wage by their Collective Bargaining Agreement. The more junior the member, the more the lesson fees covered; the more senior, the less they covered.

For the Fall semester only:

Tuition: \$24,425

Fee's: \$6,225

Salary: \$21,805

Benefits \$2,260

Various Expenses (advertising, monthly Studio Helper fees, music, etc.): \$1,825

PROFIT: \$4,760

Based on just the Fall semester, and realizing that the operating support provided by various donors to the amount of about \$20,000 is critical towards the doors staying open, it would appear that it is currently a sustainable model. While expenses will vary throughout the year (heavier advertising costs to start the academic year), if each semester follows this pattern, it will allow the IUPCMS to leverage funds for additional matching grant support, purchase additional music for ensembles, and provide additional scholarship to students.

The numbers are fairly similar to previous years, which means the major difference is simply that instead of having the funds for benefits apply directly towards the program, they support the social security, Medicare, and retirement of all the instructors (only IUP music faculty in regards to retirement; all others just social security and Medicare).

Goal #2

Description: Work with CFA development officer and Lively Arts office to identify additional/new donated external funding support sources.

Type: Administration

Plan to Achieve Goal: Ensure that regular meetings between the CFA development officer, Anthony Cancro, and Lively Arts Executive Director, Hank Knerr, include the CMS as an agenda item for potential donors. Depending on time, potentially be a part of those meetings. Would like to see no less than one per month with an update on potential sources. Accompany Cancro on potential donor meetings as needed/requested.

Plan to Assess Progress toward Achieving Goal: Monthly calendar reminder to review progress with Knerr and Cancro, and/or meeting agenda review. Creation of potential donor list with meeting results.

Strategic Plan: 3.1.5. Coordinate fundraising strategies with the Foundation for IUP.

Goal Narrative:

In August of 2015, the Development Office secured a gift from a single private donor in the full amount needed to support the operating budget - salary/benefits of the director - for the entire year. Unexpectedly, two other substantial donations also came in that year, providing a certain level of stability at least for the next year or two.

In August of 2016, while that gift did drop in half, the other two gifts also came in at the same amounts, with the total nearly covering the operating budget. Combined with the previous year's cushion, the salary/benefits were again covered.

Meetings do take place on a regular basis being the development officer for the CFA, Anthony Cancro, but at this there has not been any commitments from additional funding sources. There are some potential sources, however, to include the County Music Association Foundation which looks to support music education.

This will continue to be an area to try and be more involved in, especially with meeting potential donors with Anthony as it's important they see the face/director of the program, and hear about its successes from him.

Goal #3

Description: Ensure the credit card payment option through creation of a single page Upay site by IUP IT is completed and available for Spring 2017 semester.

Type: Administration

Plan to Achieve Goal: Resubmit IT Services request to ensure original request still in queue for site creation; then regular IT contact during the process of creating, editing, finalizing, testing, and then implementing a CMS UPay site.

Plan to Assess Progress toward Achieving Goal: When the site is accurately processing payments into the CMS Cost Center, this immediate goal will have been achieved.

Strategic Plan: 4.3.2. Increase community and university participation at IUP exhibitions, performances, and presentations.

Goal Narrative:

Once this project was approved, additional meetings with IT and the Bursar's office took place in the early part of the semester to go review the needs and parameters. While the goal was not achieved for the start of the Spring semester, it was up and running in the IUP Marketplace by April 1.

To date we have successfully received 16 credit card payments, with the response being very positive from each of the users. While this does not seem a very heavy use, we had already received the majority of our payments for the semester by then, and it is going to take a little time for our regular customers to transition out of the mode they've been using since the inception of the IUPCMS - checks, money orders, and occasionally cash - and start taking advantage of the easy online payment process.

The only downfall right now is that email notifications of payment do not always take place. However, this simply necessitate running a payment report through TouchNet to ensure there wasn't a payment before sending out a reminder notice of an overdue payment - a minor inconvenience.

Center/Institute Personnel

Jeff Wacker

- Director
- Funded by donations to the Foundation for IUP

Center/Institute Budget

This Center/Institute's basic office expenses are covered by the Lively Arts and College of Fine Arts.

Revenue

Source	Description of Service Provided	Amount
Donations	Supports Operating	\$18,400
Tuition, Fees	Supports Instructor Salary/Benefits, Additional Operating	\$30,600
Total		\$49,000

Expenses

Source	Description of Expense	Amount
Studio Helper	Online Program	\$1,300
Various	Advertising - Print, Radio, Posters	\$1,200
JW Pepper	Music - Crimson Youth Choir	\$450
Total		\$2,950

What resources/assistance does this Center/Institute require to achieve their goals for the upcoming year?

Additional staffing, which simply comes down to additional resources for salary/benefits and operating.

The Wood Center at IUP

Contact: BA Harrington

Affiliation: College of Fine Arts

Phone: 724-357-2538

Fax: 724-357-3296

Address: 470 S 11th St, 115 Sprowls Hall

Website: N/A

Purpose of Center/Institute

The Wood Center at IUP broadly focuses on wood as a material for research, design, and fabrication.

2016 – 2017 Goals

Goal #1

Description: Re-establish the Wood Center's Artist-in-Residency program with a new emphasis on woodturning.

Type: Personnel

Plan to Achieve Goal: We will seek funding sources to support the cost of the residency, beginning with a new proposal to the Windgate Charitable Foundation. We will continue to work with Anthony Cancro in Advancement to search for other potential donors whose interests match our goals and reach out to those prospects.

Plan to Assess Progress toward Achieving Goal: We will assess our achievement based on whether or not we have a residency in place for the 201-2018 academic year.

Strategic Plan: 1.1.1. Accelerate curriculum innovation by engaging faculty to revise the University processes that review and approve changes to courses and programs.

Goal Narrative:

We were successful in securing two years of funding from the Windgate Charitable Foundation to renew our Artist-in-Residency program starting in Fall 2017. The grant totals \$50,000 (\$25,000 each year), which is short of the \$105,000 (\$35,000 for three consecutive years) we requested, but is a good start and shows the foundation's interest in continuing to fund our programs. John Hallett, a woodturner from Australia was recruited and accepted the residency for Fall 2017, which will include a 4.0 teaching load of one, 3-credit woodworking class. John's class will include a woodturning component. We continue to work with Anthony Cancro in search of other funding streams that may provide additional sources in order to bring a second resident artist in the spring. We are currently working on a proposal to the Hillman Foundation in Pittsburgh.

Goal #2

Description: Expand the Harvest-to-Use initiative.

Type: Innovation

Plan to Achieve Goal: Operate the sawmill more regularly. Research feasible lumber drying solutions. Seek funding sources for the acquisition of equipment to retrieve logs from and transport Wood-Mizer to off-campus sites

Plan to Assess Progress toward Achieving Goal: Assessment will be based on the quantity of lumber milled and plans for some type of drying chamber (i.e. solar kiln). Assessment will also be based on ability to mill non-campus lumber.

Strategic Plan:

1.1.4. Ensure that our physical infrastructure supports academic programs of high quality and value.

4.1.2. Communicate IUP's marketing objectives and strategies internally to secure university-wide awareness and support.

Goal Narrative:

We did not mill as many logs as hoped, but we did make headway on researching portable solar kilns as a feasible, economic solution to speeding up the drying of lumber. We have also identified a hydraulic trailer as the equipment needed to transport logs from off-campus to our milling site. A foundation has been identified as a possible source of grant money that could fund this equipment and programming in conjunction with the Sustainability Studies Program. Harrington will be team-teaching a course in Spring 2018 with Dr. Michael Tyree in the Biology Department called "Wood: Seed to Art" that will launch this partnership.

Despite our lack of equipment, we managed to collaborate with a local business owner to secure and mill into logs a large ash tree that was cut down on the property of a local resident in Fall 2016. We received three additional inquiries from local residents who wanted to offer logs. The graduate students cut up the wood from two of these trees into turning blanks, and the third log was deemed not worth the effort, but these inquiries are evidence that more people are aware of The Wood Center and our Harvest-to-Use program.

Goal #3

Description: Market the "Sutton Bench" as a way to increase awareness of the Wood Center and to raise funds for new equipment.

Type: Communication and Marketing

Plan to Achieve Goal: Seek ways to advertise the bench to IUP alumni and others who might be interested. Produce an adequate number of benches to satisfy our market, and secure enough donations to purchase a larger laser engraver.

Plan to Assess Progress toward Achieving Goal: Assessment will be based on the quantity of benches produced and the amount of donations secured toward the purchase of a new laser engraver.

Strategic Plan: 4.1.2. Communicate IUP's marketing objectives and strategies internally to secure university-wide awareness and support.

Goal Narrative:

We received three inquiries from IUP alumni about the Sutton Bench after it appeared in the Summer 2016 issue of the IUP Magazine. Aramark gave The Wood Center a donation for a Sutton Bench in April 2017. The bench now resides in the Crimson Cafe outside of the Starbucks and includes in the engraving a memorial to a former Aramark employee who passed away suddenly last spring. The Center is currently fabricating a bench for The IUP Foundation that will be presented at their anniversary celebration this coming fall for which we will receive another donation.

Goal #4

Description: Participate in 2017 Northern Appalachian Folk Festival.

Type: Outreach

Plan to Achieve Goal: Secure student interest to manage a booth at the festival. Devise a plan for the booth in line with the festival theme. Secure a booth in time to participate in the festival.

Plan to Assess Progress toward Achieving Goal: Assessment will be based on our participation in the festival and our engagement with the public. (Specifics on how we assess engagement will depend on what the Center offers in its booth.)

Strategic Plan: 4.3.1. Increase participation in workshops, conferences, and extended studies.

Goal Narrative:

The Wood Center is scheduled to host a booth at the Northern Appalachian Folk Festival on the weekend of September 8-10, 2017. We will have small items made by students for sale as well as turning demonstrations by graduate students using our portable, tabletop lathes. Two of our graduate students who also have Art Education degrees will be teaching a festival workshop with BA Harrington on making jug band instruments.

Center/Institute Personnel

BA Harrington

- Director
- 10 Hours/Week, 4.0 release/semester
- Dept, College, or Unit funded

Michael Bennett

- Student
- 10 Hours/Week
- Graduate Assistantship

Tyler Gaston

- Student
- 10 Hours/Week
- Graduate Assistantship

Todd Steffy

- Shop Technician
 - Art Dept Position that Supports Woodworking Curriculum
 - 18 Hours/Week
 - Dept, College, or Unit funded
-

Center/Institute Budget

This Center/Institute's basic office expenses are covered by the Department of Art and are not in addition to the basic office expenses required of my professorship or of the woodworking program as part of the curricular offerings of the department.

Revenue

Source	Description of Service Provided	Amount
Aramark-IUP	"Sutton Bench"	\$2,500
Windgate Charitable Foundation	External Grant for Student Scholarships & Visiting Artists (2nd of 3 year installment)	\$30,000
Indiana Insurance	Student Scholarships for Walking Sticks made for Walk Works Decathlon	\$250
Total		\$32,750

Expenses

Source	Description of Expense	Amount
Moreau Garage Door	Lumber/Laser Engraving	\$1,200
IUP Foundation	Donation Processing Fee	\$150
Total		\$1,350

What resources/assistance does this Center/Institute require to achieve their goals for the upcoming year?

Continued assistance with grant acquisition.

Center for Health Promotion and Cardiac Disease Prevention

Contact: Mark Sloniger

Affiliation: College of Health and Human Services – Department of Kinesiology, Health and Sport Science

Phone: 724-357-5508

Fax: 724-357-3777

Address: 241 Zink Hall

Website: www.iup/healthpromo/

Purpose of Center/Institute

Serve IUP and the surrounding community by providing educational and research opportunities.

2016 – 2017 Goals

Goal #1

Description: Update center's mission statement and goals.

Type: Development

Plan to Achieve Goal: Meet with center personnel to discuss and update mission statement and goals.

Plan to Assess Progress toward Achieving Goal: Determine if mission statement and goals have been updated.

Strategic Plan: 4.4.3. Advance IUP's research and scholarship partnerships.

Goal Narrative:

This short term goal has been partially achieved in that formal discussions have taken place between Center Personnel. Therefore, progress has been made in terms of updating the mission statement and goals of the Center, and personnel are committed to complete this task in the Fall of 2017. Input from senior as well as newer faculty members such as Dr. Kristi Storti, Dr. Hayden Gerhart and Dr. Adam Katchmarchi has been and will continue to be vital to this process. The previously mentioned faculty are responsible for a number of exciting projects at various stages of planning and/or implementation that will soon contribute to the growth of the Center.

Goal #2

Description: Complete and submit Centers and Institutes Redirection Form for approval

Type: Development

Plan to Achieve Goal: Meet with center personnel to complete form once mission statement and goals have been updated.

Plan to Assess Progress toward Achieving Goal: Determine if Centers and Institutes Redirection form has been submitted.

Strategic Plan: 4.4.3. Advance IUP's research and scholarship partnerships.

Goal Narrative:

This short term goal has been partially achieved in that formal discussions have taken place between Center Personnel. Discussions have been focused upon redefining the mission statement as well as determining the types of activities that will be supported by the Center. Center Personnel have committed to completing and submitting the Centers and Institutes Redirection Form in the Fall of 2017.

Goal #3

Description: Track activities and services offered through center.

Type: Administration

Plan to Achieve Goal: Require center personnel to report activities to director of center on an annual basis.

Plan to Assess Progress toward Achieving Goal: Determine if list of activities has been compiled.

Strategic Plan: 4.3.2. Increase community and university participation at IUP exhibitions, performances, and presentations.

Goal Narrative:

This short term goal has been partially achieved as activities and services offered through the Center have been recorded. However, the expectation is that the list of activities and services supported by the Center will grow significantly in the near future. Therefore, the expectation is for future reports to reflect increased Center related activity.

Goal #4

Description: Track budget for center.

Type: Administration

Plan to Achieve Goal: Utilized budget tracking tool that has been identified.

Plan to Assess Progress toward Achieving Goal: Determine if budget tracking has taken place.

Strategic Plan: 4.4.3. Advance IUP's research and scholarship partnerships.

Goal Narrative:

This short term goal has not been met. Perhaps it was premature to set this particular goal. Suggested approach would be to wait until mission statement and list of potential activities/services are complete. In hindsight, establishment of this goal may have been premature. Although it should be noted that the Center maintains a cost center in SAP and utilized in AY16/17 for revenue and expenditures.

Goal #5**Description:** Discuss ways to increase awareness of center's activities.**Type:** Communication and Marketing**Plan to Achieve Goal:** Meet with center personnel to discuss ways to promote awareness of center's activities.**Plan to Assess Progress toward Achieving Goal:** Determine if center personnel have met to discuss the issue.**Strategic Plan:** 4.4.3. Advance IUP's research and scholarship partnerships.**Goal Narrative:**

This short term goal has not been met. Perhaps it was premature to set this particular goal. Suggested approach would be to wait until mission statement and list of potential activities/services are complete. In hindsight, establishment of this goal may have been premature.

Center/Institute Personnel

Mark Sloniger

- Director
- 5 Hours/Week
- Funded by Center Service Fees or Contracts for Services

Center/Institute Budget

This Center/Institute does not have basic office expenses. Everyday operations of the Center are self-supported.

Revenue

Source	Description of Service Provided	Amount
Criminal Justice Training Center	Fitness Testing of Police Academy Candidates	\$4,875
Total		\$4,875

Expenses

Source	Description of Expense	Amount
	N/A	
Total		N/A

What resources/assistance does this Center/Institute require to achieve their goals for the upcoming year?

N/A

Center for Research in Criminology

Contact: Dennis Giever

Affiliation: College of Health and Human Services

Phone: 724-357-2720

Fax: 724-357-4018

Address: G-12 Wilson Hall

Website: <http://www.iup.edu/crimresearch/>

Purpose of Center/Institute

The mission of the Center for Research in Criminology is to conduct and promote scholarly research in criminology and criminal justice by sponsoring research, establishing relations with other institutions/agencies, and acting as a resource center for information, technical assistance, and any other research activities that are related to the general study through research.

2016 – 2017 Goals

Goal #1

Description: Increase sufficient and stable external funding to the Criminology and Criminal Justice Department

Type: Innovation

Plan to Achieve Goal: Increase sufficient and stable external funding provided to the Criminology and Criminal Justice Department faculty and students to support research expenses

Plan to Assess Progress toward Achieving Goal: Monitor grants applied for by faculty and students. Monitor grants awarded to faculty and students

Strategic Plan: 1.5.4. Increase extramural funding to support student and faculty research and scholarship at IUP.

Goal Narrative:

The Center for Research in Criminology receives support from the School of Graduate Studies and Research and from funded research that is undertaken by the Department of Criminology and Criminal Justice. However, the CRC is still in need of funding to support faculty and students research, workshops, and presentation costs. Due to lack of sufficient and stable external funding, it is difficult to support faculty and students in terms of research expenses, workshops, and presentations. Increasing extramural funding to support faculty and students in Department of Criminology and Criminal Justice is crucial. The CRC will continue to work on increasing external funding by monitoring grants applied for by faculty and students.

Goal #2

Description: Disseminate information about CRC's services and potential grants to the Criminology and Criminal Justice Department faculty and students

Type: Innovation

Plan to Achieve Goal: Allow the Criminology and Criminal Justice Department faculty and students to be aware of and reach out CRC's services and potential grants for support of their research assistants.

Plan to Assess Progress toward Achieving Goal: Track and review methods used to distribute information about CRC's services and potential grants to the Criminology and Criminal Justice Department faculty and students (e.g. emails, newsletter, social media posts, etc.)

Strategic Plan:

1.5.2. Engage faculty and academic leadership to clarify expectations for tenure and promotion.

1.5.4. Increase extramural funding to support student and faculty research and scholarship at IUP.

Goal Narrative:

CRC Director and the CRC graduate assistant disseminated information about CRC services to faculty members in the Department of Criminology and Criminal Justice. Especially, the CRC graduate assistant informed the faculty members that CRC provides a service for linking community relations with faculty. Through e-mails, the faculty members were informed about the CRC was planning to promote community service types of presentations in order to establish relations with other institutions and agencies at the local level such as civic groups and schools in Indiana County. For next 2017-2018 academic year, the CRC will continue to disseminate information about CRC services to the faculty members as well as students in the Department of Criminology and Criminal Justice.

Goal #3

Description: Gather information regarding the Criminology and Criminal Justice Department faculty and students' research interests and needs and create a database of their research interest

Type: Innovation

Plan to Achieve Goal: Allow the Criminology and Criminal Justice Department faculty and students to share their research interests and increase research collaborations

Plan to Assess Progress toward Achieving Goal: Data will be set and updated a quarterly basis. Provide this database to all faculty and students

Strategic Plan: 2.1.6. Expand student access to advising information through technology.

Goal Narrative:

In order to create a database regarding faculty's research interests, the CRC graduate assistant asked for faculty members' help. Through e-mails and interviews, the assistant was able to gather information about faculty members' detailed research interests. Based on the information, CRC director and the assistant are working on a project. The purpose of the project is to promote community service types of presentations for community members and students in

Indiana County. CRC director and the assistant have designed an advertising brochure that includes detailed information about individual faculty members and their presentation topics. Currently, CRC director and the assistant are working with Dr. Ron Mabon, Director of Design and Marketing, for the brochure. This summer, the CRC will disseminate the brochure to civic groups and schools in Indiana County and assist the faculty members in terms of offering a series of presentations.

Goal #4

Description: Coordinate educational and practical workshops for Criminology and Criminal Justice Department students to enhance their knowledge about research

Type: Innovation

Plan to Achieve Goal: Enhance students' knowledge on research methods and analysis. Increase collaboration and interaction between students and faculty.

Plan to Assess Progress toward Achieving Goal: Monitor completion of at least two workshops per semester. Review feedback from workshop participants.

Strategic Plan: 1.4.3. Enhance undergraduate and graduate student learning through technology that augments face-to-face and peer-learning experiences.

Goal Narrative:

The goal of coordinating educational or practical workshops for the Department of Criminology and Criminal Justice students was not accomplished due to time constraints and lack of funding. However, currently, the CRC graduate student will be working over the summer to come up with workshops in order to enhance students' knowledge on research methods and analysis. For instance, the CRC will try to set up several workshops for criminology graduate students regarding how to obtain research grants, the process of journal publication, and advanced research methodology. In order to coordinate those workshops, the CRC will ask for faculty members' help to present on those topics and assist criminology graduate students to encourage participating the potential workshops.

Goal #5

Description: Enhance collaborate with other departments for research

Type: Outreach

Plan to Achieve Goal:

- Reach out to other department faculty to discuss research ideas, proposals, etc.
- Set up collegiate faculty socials
- Increase collaboration and interaction with other departments for research

Plan to Assess Progress toward Achieving Goal: Collaborate with the Indiana University of Pennsylvania research center to set up meetings and research collaborations with disciplines outside of the Criminology and Criminal Justice Department. Review feedback from participants

Strategic Plan:

- 1.4.3. Enhance undergraduate and graduate student learning through technology that augments face-to-face and peer-learning experiences.
- 2.1.6. Expand student access to advising information through technology.

Goal Narrative:

As explained in the previous goal, the goal #5, enhancing collaborations with other departments for research, was not accomplished due to time constraints and lack of funding. However, the CRC graduate assistant will be working over the summer to come up with some possible workshop ideas that can be done through collaboration with other departments. Using the data regarding the Department of Criminology and Criminal Justice faculty's research interests, the assistant will reach out to other department heads to solicit research ideas, proposals, etc.

Goal #6

Description: Increase external funding to center in support of center's core research areas

Type: Innovation

Plan to Achieve Goal: Increase external funding to support faculty, students, workshops, advertising, equipment, and supplies.

Plan to Assess Progress toward Achieving Goal:

- Set deadline for completion of new grants this academic school year
- Monitor feedback from funders
- Track awards

Strategic Plan: 1.5.4. Increase extramural funding to support student and faculty research and scholarship at IUP.

Goal Narrative:

A challenge in completing this goal is the lack of external funding to center in order to support faculty, students, workshops, advertising, equipment and supplies. With the lack of funding, it is difficult to support faculty and students in the Department of Criminology and Criminal Justice in terms of offering workshops and advertising the CRC's services. More external funding would allow for more CRC sponsored activities. Over the summer, the CRC graduate assistant will try to come up with some possible external funding.

Goal #7

Description: Create/maintain databases for research in the U.S.A. (e.g. electronic/web-based data) and for international research (e.g. Korean data provided by Korean Institute of Criminology)

Type: Innovation

Plan to Achieve Goal: Allow the Criminology and Criminal Justice Department faculty and students to access data bases for research in the U.S.A. Allow the faculty and students to access data bases for international research

Plan to Assess Progress toward Achieving Goal: Database will be set and updated a quarterly basis. Provide databases to faculty and students

Strategic Plan:

2.1.6. Expand student access to advising information through technology.

2.3.1. Pursue international opportunities for partnerships that leverage IUP's strengths and that are consistent with institutional priorities.

2.3.2. Expand education abroad opportunities for students.

Goal Narrative:

In order to create a database for international research (e.g., Korean data provided by Korean Institute of Criminology), the CRC graduate assistant asked Dr. Seounghyun Lee, who is a senior researcher at the Korean Institute of Criminology (KIC), to provide data. KIC is a national research and development institute in South Korea. During this summer, the CRC graduate assistant will go to South Korea and have meeting with Dr. Seounghyun Lee regarding creating a Korean database. The assistant will create a database for international research. Especially, the database will consist of Korean policies for perpetrators of school violence, Korean Juvenile Justice System, and the education programs for Korean juvenile offenders in youth detention centers. After creating the Korean database, the assistant will provide a list of data to faculty and students in the Criminology and Criminal Justice Department in order to promote their international research.

Center/Institute Personnel

Dennis Giever

- Director
- 2 Hours/Week
- Volunteer

Hyeonna Bak

- Graduate Assistant
 - 20 Hours/Week
 - Dept, College, or Unit funded.
-

Center/Institute Budget

This Center/Institute does not cover basic office expenses from their own budget.

Revenue

Source	Description of Service Provided	Amount
	N/A	
Total		N/A

Expenses

Source	Description of Expense	Amount
	N/A	
Total		N/A

What resources/assistance does this Center/Institute require to achieve their goals for the upcoming year?

N/A

Dear whom it may concern,

My name is Hyeonna Bak, a doctoral research assistant in the Center for Research in Criminology (CRC) at Indiana University of Pennsylvania. I am writing this letter to see if you or your students would be interested in having guest speakers on a variety of crime and justice related topics.

The CRC works with the IUP Department of Criminology and Criminal Justice and the Graduate School to maintain a supportive research environment for faculty members and to nurture graduate student research. The CRC also works to facilitate research contacts by the Department of Criminology and Criminal Justice faculty, other faculty members at IUP, state and local criminal justice officials, and funding agencies. Dr. Dennis M. Giever, a professor in the Department of Criminology and criminal Justice, is the Director of the CRC.

In order to establish relations with other institutions and agencies at the local level, the CRC aims to promote community service types of presentations. In that regard, faculty of the Department of Criminology and Criminal Justice are offering a series of presentations for active and prospective community members and students in Indiana County to provide access to various crime and justice topics in which you may have an interest.

If you are interested in having guest speakers, please see the brochure that includes detailed information about individual faculty members and their topics. If you have any questions concerning the presentations, please email the individual faculty presenter, or me, Hyeonna Bak (h.bak@iup.edu). Thank you for your time and consideration.

Looking forward to hearing from you.

Sincerely,
Hyeonna Bak, Doctoral Research Assistant
The Center for Research in Criminology
Department of Criminology and Criminal Justice, 200 Wilson Hall
Indiana University of Pennsylvania,
Indiana, PA 15705



Dr. Alida V. Merlo

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Dr. Merlo's current research interests include juvenile justice, criminal justice policy, and women and the law.

Dr. Merlo's work has been published in a number of peer reviewed journals. She has presented her research at international and national conferences. Dr. Merlo's books include *Reaffirming Juvenile Justice: From Gault to Montgomery* with Peter J. Benekos (Forthcoming), *The Juvenile Justice System: Delinquency, Processing and the Law* (2016), 8th Edition, co-authored with Peter J. Benekos and Dean J. Champion, *Controversies in Juvenile Justice and Delinquency* (2009), 2nd Edition, co-edited with Peter J. Benekos, *Crime Control, Politics, and Policy* (2006), 2nd Edition, co-authored with Peter J. Benekos, and *Women, Law & Social Control* (2006), 2nd Edition, co-edited with Joycelyn M. Pollock. Dr. Merlo is the past president of the Academy of Criminal Justice Sciences. She is the recipient of the Academy of Criminal Justice Sciences Fellow Award and Founder's Award. In 2016, she received the College of Health and Human Services Outstanding Research Award.



Dr. Sadie J. Mummert

Phone: 724-357-1250
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Dr. Mummert's research interests include victims of crime and gender differences in victimization.

Dr. Mummert's main research areas are centered on victims of violence including sexual victimization, intimate partner violence/dating violence, victims' rights and programs, victimization of special population (e.g., children, elderly, incarcerated), human trafficking victims, victimization at school. Dr. Mummert's work has been published in the *Journal of Interpersonal violence*, the *Journal of Criminal Justice education*, and the *International Criminal Justice Review*.



Dr. Daniel Scott

Phone: 724-357-3786
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Dr. Scott's research interests include juvenile delinquency, juvenile justice youth violence, and gang involvement.

Dr. Scott's primary research interests are in juvenile justice, the causes of juvenile delinquency with a focus on youth violence and aggression, and contemporary criminological theory. His current research utilizes mixed methods in order to analyze juvenile gang involvement and youth correctional violence from both the staff and offender perspectives. Dr. Scott's work has been published in *Group Processes & Intergroup Relations*, and the *Journal of Criminological Research, Policy, and Practice*. He has also presented research at various conferences nationally and internationally, and teaches courses in juvenile justice/juvenile law, and on contemporary issues in criminology.

Center for Research in Criminology

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Department of Criminology and Criminal Justice Center for Research in Criminology



The mission of the Center for Research in Criminology is to conduct and promote scholarly research in criminology and criminal justice; to sponsor research; to establish relations with other institutions and agencies at the local, state, national, and international level; to attract scholars for residency programs; to act as a resource center; to act as a clearinghouse for proposals and information; to provide technical assistance; and to engage in any other research activities that relate to the general study through research.



Dr. Dennis M. Giever

Phone: 724-357-6941
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Dr. Giever's work is focused on research methodology, statistics, national infrastructure protection, and criminological theory.

Director of the CRC

Dr. Giever has worked on a number of large research projects, including research for two National Institute of Justice grants: Evaluating a Metropolitan Area-Driving While Intoxicated (DWI) Drug Court, and a National Evaluation of the Gang Resistance Education and Training (G.R.E.A.T) program. Dr. Giever has also worked on the Pine Grove Evaluation Project for the National Institute for Correctional Education, and on a grant entitled "An Evaluation of Pennsylvania's Juvenile Prosecution and Defense Capacity Building Projects."



Dr. Bitna Kim

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Dr. Kim's research interests include international and comparative criminology, gender and crime, police-community corrections partnerships, intimate partner homicide, and domestic violence.

Dr. Kim's work has been published in a number of peer reviewed journals (e.g., *Crime and Delinquency*, *Journal of Criminal Justice*, *Trauma, Violence & Abuse*, *Police Quarterly*, *Policing*, *Federal Probation*, *Prison Journal*). She has presented research at various national and international academic conferences. Dr. Kim has served as principal investigator for several public and privately funded research projects that examine the effectiveness of police-probation/parole partnerships in Texas and Pennsylvania. In 2016, Dr. Kim received a University Senate Distinguished Faculty Award at I.U.P. and an Honor of Beto Chair Resident Scholar at Sam Houston State University.



Dr. Jon A. Cooper

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Dr. Cooper's research interests include criminal justice theorizing, the nexus of race, ethnicity, class, gender, and the justice system, and the police organization.

Dr. Cooper's work is focused on encouraging academics, students, and practitioners to engage in more deliberate theorizing. Additionally, he focuses on policing research, with an emphasis on how the organization behaves and changes. Dr. Cooper is the director of the Criminology Advising Center, the faculty adviser for Alpha Phi Sigma, and the National Criminal Justice Honor Society. Dr. Cooper has presented on numerous aspects of crime prevention with community groups in addition to national and international academic conferences.



Dr. Daniel R. Lee

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Dr. Lee's research interests include criminological theory, criminal justice policy, violence and crime prevention.

Dr. Lee received a distinguished paper award for his research on the relationship between citizen perceptions of police and fear of crime, presented at the second Istanbul Conference on Democracy and Global Security. Dr. Lee serves as an editor for *Criminal Justice Policy Review*, and is an editorial board member to *The Prison Journal*, *Youth Violence and Juvenile Justice*, and *Western Criminology Review*. His recent research has been published in *Journal of Interpersonal Violence*, *Criminal Justice Policy Review*, and *American Journal of Criminal Justice* among other academic outlets. Currently, Dr. Lee is engaged in research projects evaluating specialized treatment courts for veterans, enhanced probation, and correctional education programs.



Dr. Chivon Fitch

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Dr. Fitch's research interests include gender and crime, prostitution, and gender differences in the effects of incarceration.

Dr. Fitch's work has focused on the gendered nature of shame as a mechanism of social control in offending and conformity, program evaluation, prostitution/human trafficking, women's rights, LGBTQ rights, and the application of geographic information systems for criminology. Dr. Fitch's work has been published in *The Sociology Compass*, *The Journal of Family Issues*, and *The Journal of Adolescent Health*. She has presented research at various national and international academic conferences.



Dr. John A. Lewis

Phone: 724-357-5604
E-mail: J.A.Lewis@iup.edu

Dr. Lewis's current research interests include legal impact studies, deterrence theory, community policing, and juvenile alcohol use.

Dr. Lewis was a faculty Fellow at the John P. Murtha Institute for Homeland Security and was the Director of the Criminal Justice Training Center (CJTC). Dr. Lewis instructs PA Act 120, 165, and 180 training for municipal police officers and cadets, and develops curriculum for both the University and the CJTC, to include Human Behavior and Communications, Cultural and Religious Considerations, Personal Bias and Procedural Justice, Terrorism, Leadership, and Ethics.

Criminal Justice Training Center

Contact: Dennis Marsili

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Address: S.W. Jack Bldg., Suite 300, 57 South 9th Street, Indiana, PA 15701

Website: <http://www.iup.edu/crimjustice/>

Purpose of Center/Institute

The center's role in both the university and the community is to provide high-quality education and training programs for the continuing professionalism and advancement of the criminal justice system.

2016 – 2017 Goals

Goal #1

Description: Secure Criminal Justice Training Center's Financial Future.

Type: Administration

Plan to Achieve Goal:

- Strategy: 1.1. Justify MPOETC Act 120 curriculum for academic credits.
 - Tactic 1.1.1. Engage department of criminology and criminal justice to approve MPOETC Act 120 training completion for 15 CRIM free elective credits (2XX). If this approach fails, engage Provost to approve MPOETC Act 120 training completion for 15 credits GNRL free elective credits (2XX).
 - Tactic 1.1.2. Advertise (brochures, CJTC website, Expos) cost effectiveness of obtaining academic degree with Act 120 certification to enhance employment opportunities, while increasing enrollment for IUP and the CJTC.
 - Tactic 1.1.3. Engage administration at CALU and RMU (if approved) to approve MPOETC Act 120 training completion for 15 academic credits.
- Strategy: 1.2 Expand opportunities for MPOETC and law enforcement training.
 - Tactic 1.2.1. Recruit National Guard and U.S. Army Reserve military police and air police to attend Act 165 training.
 - Tactic 1.2.2. Develop classes to support personnel related to the criminal justice system to better use available CJTC assets (e.g., EVOC classes, ethics classes, etc.).
 - Tactic 1.2.3. Coordinate with interested personnel to determine the best approach to offering MPOETC and CJTC classes (evenings, weekends, blended).
- Strategy: 1.3 Realign CJTC personnel.
 - Tactic 1.3.1. Justify the necessity for a CJTC Director (Operational Professional 190) and an upgraded administrative position from a Clerk Typist 2 to a Clerk Typist 3, delaying the hiring of a permanent program coordinator at IUP (SCUPA 2).

- Tactic 1.3.2. Develop a steering committee to:
 - Assist the Director with short-term and long-term planning,
 - Identify activities that enhance community awareness of the CJTC,
 - Solicit externally-funded grants,
 - Better utilize the academic asset of the university.

Plan to Assess Progress toward Achieving Goal:

- MPOETC Act 120 for academic credits approved by IUP and CALU NLT Dec. 2016.
- \$50,000 budget surplus as of 30 June 2017.
- Personnel realignment completed by 01 February 2017.
- Steering committee initial quarterly meeting completed by 30 September 2016.

Strategic Plan: 1.4.1. Reaffirm IUP's commitment to a curriculum that develops critical thinking, effective communication, personal responsibility, and a passion for lifelong learning.

Goal Narrative:

All aspects of Goal 1 were accomplished for this year, with one exception, the reclassification of the administrative assistant to Admin 3 from Admin 2. The reclassification rejection is under review, and will be revised and resubmitted in 2017/2018.

MPOETC Act 120 curriculum completion was approved for academic credits (15 free electives) at IUP, CALU, and RMU, which is being advertised at all three locations. Act 165 (Partial Waiver Training) is scheduled to start at RMU (August 07, 2017). An Applied Associate Degree in Police Science (AAS) has been approved at CALU and is in development at IUP, permitting students to use the Act 120 completion for AAS requirements. A Steering Committee has been developed and meets quarterly/as necessary to guide the CJTC Director in developing classes that support the local community and law enforcement agencies. Several classes have been developed and offered, to include: eight hour law enforcement class for situation de-escalation, 40 hour instructor development class, Emergency Vehicle Operation Course (EVOC) for instructors, Stop the Bleed course for self-aid by first responders, law enforcement firearms simulator refresher training, basic and advanced firearms training for community members, etc.). Academic initiatives were coordinated with the university to include using the firearms simulator to enhance student awareness of police officer safety (230 students), coordinating with a doctoral student to collect data (IRB approved) about IUP students' perceptions about police officers and use of deadly force, coordinating with the criminology department for research (IRB approved) to focus on minority group members' perceptions of use of force by police officers.

Goal #2

Description: Provide innovative academic programs of high quality and value.

Type: Administration

Plan to Achieve Goal:

- Strategy: 2.1. Develop an AAS Degree in Policing and Technology (61 crs) at IUP, CALU, and RMU (if approved).
 - Tactic 2.1.1. Engage IUP's department of criminology and criminal justice and CALU's department of criminal justice to approve an AAS degree in Policing and Technology. If this approach fails, engage IUP's department of continuing education to approve the AAS degree in Policing and Technology
 - Tactic 2.1.2. Obtain PASSHE approval for AAS.
 - Tactic 2.1.3. Develop the curriculum proposals required for University Senate approval for a new program under an existing program.
 - Tactic 2.1.4. Advertise (brochures, CJTC website, Expos) cost effectiveness of obtaining an AAS that encompasses already completed Act 120 certification to enhance employment opportunities, while / increasing enrollment for IUP and the CJTC.
 - Tactic 2.1.5. Assess available courses and resources to offer the AAS as an on-line program.

Plan to Assess Progress toward Achieving Goal:

- Department approval at IUP and CALU for AAS by 01 November 2016.
- If required, Continuing Education approval of AAS by 01 December 2016.
Administration/PASSHE approval 01 March 2017.
- If approved (department/administration/PASSHE) Senate approval by 31 March 2017.
- Listed in Undergraduate Catalog for 2017/2018 academic year.

Strategic Plan:

- 1.1.1. Accelerate curriculum innovation by engaging faculty to revise the University processes that review and approve changes to courses and programs.
- 1.2.2. Develop and implement undergraduate and graduate programs in public health.

Goal Narrative:

Goal 2 was partially completed. The AAS approval has occurred at CALU and RMU, but was delayed at IUP pending department approval of a new program. The AAS finally received department approval and is being drafted to be forwarded to PASSHE as a new program. Program delivery for AAS has been designed for both on campus and online delivery, with inclusion or exclusion of 15 credits for Act 120 completion.

Goal #3

Description: Secure a CJTC site in the Pittsburgh area to replace the loss of the site at Carnegie Mellon University.

Type: Outreach

Plan to Achieve Goal:

- Strategy: 3.1. Obtain approval from MPOETC, PASSHE, and IUP to replace the CMU training site with a new training site located in or near Pittsburgh.
 - Tactic 3.1.1. Coordinate a meeting with administrators from plausible site to assess interest.
 - Tactic 3.1.2. Coordinate with PASSHE legal to develop a Memorandum of Understanding (MOU) between IUP and proposed site.
 - Tactic 3.1.3. Coordinate with IUP, PASSHE legal, and proposed site to sign the MOU.
 - Tactic 3.1.4. Coordinate with proposed site for classrooms and access to fitness facilities.
 - Tactic 3.1.5. Coordinate with MPOETC for an onsite inspection and facility approval.
- Strategy: 3.2. Recruit for Act 120 and Act 165 classes at new site.
 - Tactic 3.2.1. Coordinate with site to offer 15 credits for completion of ACT 120 training.
 - Tactic 3.2.2. Coordinate with site to offer AAS degree in Policing and Technology (on line and face to face).
 - Tactic 3.2.3. Coordinate with site to offer both 19 week and 49 week Act 120 courses.
 - Tactic 3.2.4. Coordinate with site for community initiatives related to the CJTC.
 - Tactic 3.2.5. Offer steering committee membership to site CJ program director and site police program coordinator.

Plan to Assess Progress toward Achieving Goal: Act 120 class started by Spring 2017 at RMU or another Pittsburgh approved site.

Strategic Plan:

- 4.1.1. Implement a coordinated marketing program to support admissions (undergraduate and graduate), advancement, and IUP brand recognition.
- 4.4.1. Work with our state and federal liaisons to advance IUP's presence in educational, workforce, and economic development programs.

Goal Narrative:

Goal 3 was completed. Robert Morris University has signed a Memorandum of Understanding with IUP to host CJTC cadets. The first Act 165 (Partial Waiver) class should be started on 07 August 2017.

Goal #4

Description: Develop community based programs to support communities housing IUP's CJTC programs and other local communities.

Type: Outreach

Plan to Achieve Goal:

- Strategy: 4.1. Conduct quarterly steering committee meetings.
 - Tactic 4.1.1. Partnership with criminal justice professional for training opportunities.
 - Tactic 4.1.2. Assess the needs and concerns of the community with issues related to law enforcement.
 - Tactic 4.1.3. Recommend low-cost and no-cost training for community members.
 - Tactic 4.1.4. Identify subject matter experts for delivery of material.
 - Tactic 4.1.5. Identify grant opportunities related to community training.
- Strategy: 4.2. Assess training needs of local agencies and the community members.
 - Tactic 4.2.1. Communicate with local leaders about community needs.
 - Tactic 4.2.2. Develop material for community-based programs.
 - Tactic 4.2.3. Participate in local community events involving public service.
 - Tactic 4.2.4. Conduct periodic CJTC open house activities for community and students.
 - Tactic 4.2.5. Coordinate with faculty to offer training to students (self-defense, situational awareness, legal issues with underage drinking, etc.).

Plan to Assess Progress toward Achieving Goal:

- Quarterly steering committee meetings are conducted.
- A minimum of three external grants are applied for prior to June 2017.
- Minimum of ten community activities not related to MPOETC specific training are conducted by CJTC personnel, between the two/three sites.
- Two new low-cost/no-cost initiatives are developed and offered at the community level.

Strategic Plan: 4.1.1. Implement a coordinated marketing program to support admissions (undergraduate and graduate), advancement, and IUP brand recognition.

Goal Narrative:

Goal 4 was accomplished. A Steering Committee was established (Indiana County DA, two local Chiefs of Police, IUP faculty members, a NAACP Representative, a retired District Judge, Director of the CJTC, and three CJTC location representatives (IUP, CALU, RMU). Steering committee meetings were conducted quarterly to assess areas where the CJTC could support community events and law enforcement agencies. Quarterly meetings were reduced to semi-annual meeting unless there was a necessity to call for an additional (ad-hoc) meeting.

Over 160 IUP CRIM students, 23 members of IUP's NAACP student organization, 14 Political Science students, and 35 Psychological students participated in the legal use of deadly force training hosted by the CJTC, which included training about justified use of force to include the use of deadly force, weapons safety training, and hands on training using a Firearms simulator.

Community members participated in a Basic Firearms Safety class (18) and an Advanced Firearms Safety class (6).

Several law enforcement agencies sent officers for firearms safety training, Emergency Vehicle Operation Classes (EVOC), Stop the Bleeding - First Responder Self Aid and First Aid, an 8 hour De-escalation Training course, and a 40 hour Instructor Certification Training course.

Two IRB approved research projects were developed by CRIM doctoral students to 1) explain the justification for the use of deadly force to community members (in progress) and 2) assess students' attitudes about police officers in their communities (completed).

Center/Institute Personnel

Dennis Marsili

- Director
- 40 Hours/Week
- Funded by Center Service Fees or Contracts for Services

Delores Karcher

- Administrative Assistant (2)
- 40 Hours/Week
- Funded by Center Service Fees or Contracts for Services

Various Faculty

- CJTC Instructors (Act 120, Act 180, Act 165, Act 235)
- Funded by Center Service Fees or Contracts for Services

Student Workers

- 20 Hours/Week
- Funded by Center Service Fees or Contracts for Services

Vacant

- Program Coordinator
 - 40 Hours/Week
 - Funded by Center Service Fees or Contracts for Services
-

Center/Institute Budget

This Center/Institute covers basic office expenses from their own budget.

Revenue

Source	Description of Service Provided	Amount
Act 180 and non-academy training	Act 180 training and other training not related to MPOETC mandated requirements (Community Firearms Safety, Instructor Development EVOC, etc)	\$68,904.96
Act 120 cadet tuition CALU	Tuition and Fees from CALU cadets	\$56,700.96
Act 120 cadet tuition IUP	Tuition and Fees from IUP cadets	\$278,728.81
Total		\$404,335

Expenses

Source	Description of Expense	Amount
Act 180 and non-academy training	Instructor costs for training delivery, firing range rental, parking passes CJTC facility	\$12,341.21
CALU Act 120 Training	Instructor costs for training delivery, firing range rental, and room rental at CALU	\$46,082.97
Various suppliers	Ammunition, range supplies, vehicle maintenance, gasoline, and Taser cartridges, non-personnel (office supplies, telephone, etc.)	\$31,747.92
IUP Act 120 Training	Personnel (Director, Admin/Staff, Instructors)	\$221,687.51
Total		\$311,860

What resources/assistance does this Center/Institute require to achieve their goals for the upcoming year?

Advancement of Administrative Assistant from Clerk Typist 2 to Clerk Typist 3, as CALU and RMU develop full-time academies associated with academic curriculum and MPOETC expands curriculum an additional 200 contact hours.

Immediate hire of a program coordinator for IUP CJTC to coordinate and over watch daily activities at IUP, while Director focuses on overseeing other programs (CALU/RMU), implementing new MPOETC curriculum, and works on developing new programs at the three locations to generate additional revenue.

Federal Work Studies funding returned to budget and not paid from operating budget.

Additional collaboration with Department of Criminology and Criminal Justice, as well as other departments, to develop training curriculum for law enforcement and civilian agencies, as well as seeking grant funding for projects.

Institute for Rural Health and Safety

Contact: Louis J. Pesci

Affiliation: College of Health and Human Services - Department of Kinesiology, Health and Sport Science

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Fax: N/A

Address: 2712 West Pike Road, Indiana, PA 15701

Website: www.iup.edu/IRHS

Purpose of Center/Institute

The IUP Institute for Rural Health and Safety brings together university personnel from various disciplines and professional backgrounds to solve problems related to rural health and safety.

2016 – 2017 Goals

Goal #1

Description: Actively encourage innovation in the delivery of current programs and the development of new, high demand programs. Encourage innovative research, scholarship and grantsmanship and the development of new research teams that cross departments and/or colleges.

Type: Innovation

Plan to Achieve Goal:

- EMT: Expand the EMT program to various sites/location in Western Pennsylvania using a hybrid style course.
- Paramedic: To establish a paramedic program at IUP.
- Create a new track at IUP in the College of HHS for students that are only looking for a certification.
- Establish financial aid for the paramedic program once the first several classes have been offered.
- Advanced EMT: To establish an Advanced EMT program for college credit.
- Other courses: To establish other medical courses.

Plan to Assess Progress toward Achieving Goal:

- Track enrollment numbers by program that register for the college credit.
- Articulation agreement or partnerships established with Citizen's Ambulance.
- Approval by universities curriculum committees for a paramedic program.

Strategic Plan: 1.1.2. Engage leadership to adopt continuous program assessment to ensure that programs reflect disciplinary advances and are aligned with the needs of students and society.

Goal Narrative:

EMT: Expand the EMT program to various sites/location in Western Pennsylvania using a hybrid style course. A total of nine EMT courses were offered from May 2016 to May 2017 which are as follows: 2016 Summer Hybrid, 2016 Summer Traditional, 2016 Summer Pleasantville, PA Hybrid, 2016 Fall Coudersport, PA Hybrid, 2016 Fall IUP Hybrid, 2016 Fall IUP Traditional, 2016 Fall Pleasantville, PA Hybrid, 2017 Spring IUP Hybrid, 2017 Spring IUP Traditional. A total of 123 students were trained.

Paramedic: To establish a paramedic program at IUP. In November 29, 2016 we received our Letter of Review from the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). In January of 2017, the first IUP Paramedic program started with 28 students.

Create a new track at IUP in the College of HHS for students that are only looking for a certification. The paramedic program is worth 30 transfer credits for individuals enrolling at IUP. Enrolling at IUP is not required for either the EMT or Paramedic certifications.

Establish financial aid for the paramedic program once the first several classes have been offered. After meeting with staff from the IUP Financial aid office it was determined that financial aid could not be awarded until the IUP Paramedic Program was accredited.

Advanced EMT: To establish an Advanced EMT program for college credit. The Advanced EMT program was put on hold until the first IUP Paramedic was completed in January of 2018.

Other courses: To establish other medical courses. In the Spring of 2017, the IRHS applied to the American Heart Association (AHA) to become a training center. This was done because the Indiana Regional Medical Center contacted the IRHS and asked if we would take over the AHA training center they are currently operating. The application was accepted by the AHA. Once the AHA observes a PALS/ACLS course and approves we will receive a AHA training center certificate. The following courses that we will add to the IRHS training list are as follows: ACLS-Update (Advanced Cardiac Life Support), PALS-Update (Pediatrics Advanced Life Support), ACLS-Provider (Advanced Cardiac Life Support), PALS-Provider (Advanced Cardiac Life Support), PHTLS (Pre-Hospital Trauma Life Support), Health Care Provider, Heart Saver-CPR, Pediatrics CPR/First Aid, Paramedic 54 hr Refresher for Registry, Con-ed Medical, and Skills for Medics.

Goal #2

Description: The Institute will attend conferences and training, work on projects, and create partnerships that establish, build and maintain its excellence in the field.

Type: Development

Plan to Achieve Goal:

- NHTSA/PennDOT: Continue to obtain the Federal CTSP grant funded by NHTSA and administered by PennDOT, which supports one full-time staff and one part-time secretary. NRG/Homer City: To continue the training of advanced interior/exterior Structure Fire Fighting certification training, Industrial 1st Responder certification/recertification training and continuing education classes for Station Emergency Response Teams for NRG Energy Inc and Homer City, which supports one full-time staff and one part-time secretary.
- State Farm: Submit grant and partner with State Farm to support traffic safety education programs.
- Health Resource Service Administration Grant: Fulfill grant contract to equip and train local first responders and service agencies in use of naloxone.
- Center for Rural PA Grant: If awarded, analyze trends in reportable crashes for Pennsylvania, including urban I rural differences, impact of proximity to trauma hospitals, and impact of unconventional gas wells.
- Continuing Education: Staff will attend conferences and training's relative to their profession, including Lifesavers, PA DUI Association, Coalition for Teen Driving, Pennsylvania Association for Safety Education (PASE), Transportation Research Board (TRB), Active Living, Safe Routes to School, among others.
- Driving Perception Program: Continue to offer driving courses for companies that require fleet driver training.

Plan to Assess Progress toward Achieving Goal: Number of conferences attended and papers/posters presented. Number and amount of contracts and grants obtained.

Strategic Plan: 4.4.2. Advance regional development through IUP's business and economic partnerships.

Goal Narrative:

NHTSA/PennDOT: Continue to obtain the Federal CTSP grant funded by NHTSA and administered by PennDOT, which supports one full-time staff and one part-time secretary.

NRG/Homer City: To continue the training of advanced interior/exterior Structure Fire Fighting certification training, Industrial 1st Responder certification/recertification training and continuing education classes for Station Emergency Response Teams for NRG Energy Inc and Homer City, which supports one full-time staff and one part-time secretary. Fee-for-Service contract will end December 2017. Contract was for three years and renewal is in the process for 2018.

State Farm: Submit grant and partner with State Farm to support traffic safety education programs. This is still an active partnership.

Health Resource Service Administration Grant: Fulfill grant contract to equip and train local first responders and service agencies in use of naloxone. Grant completed in September 2016. Documentation submitted to HRSA.

Center for Rural PA Grant: If awarded, analyze trends in reportable crashes for Pennsylvania, including urban I rural differences, impact of proximity to trauma hospitals, and impact of unconventional gas wells. Grant was awarded for \$15,000 and completed in July 2016.

Continuing Education: Staff will attend conferences and training's relative to their profession, including Lifesavers, PA DUI Association, Coalition for Teen Driving, Pennsylvania Association for Safety Education (PASE), Transportation Research Board (TRB), Active Living, Safe Routes to School, among others. Staff attended several conferences and trainings which included the following: Safe Routes to Schools, Pennsylvania Association for Safety Education, and the PA Traffic Safety Conference.

Driving Perception Program: Continue to offer driving courses for companies that require fleet driver training. Trained Hancock Forest Management on the DPP in the Fall of 2016. Trained Ligoneer Twp on the DPP in April 2017.

Goal #3

Description: The Institute will increase marketing for our programs to local and national communities, contribute to policy and guidelines to further our mission, and increase hands-on opportunities for faculty/students to engage in community collaborations.

Type: Outreach

Plan to Achieve Goal:

- CTSP Grant: Continue to obtain the Federal CTSP grant funded by NHTSA and administered by PennDOT.
- Continue to partner with AAA, State Farm and other private donors.
- Increase opportunities for faculty and students to engage in community collaborations related to traffic safety.
- DCNR Grant: Partner with Indiana County Office of Planning and Development to conduct Walkability Assessments for the Indiana County Walk Works program in collaboration with the University of Pittsburgh's Graduate School of Public Health's Center for Public Health Practice.
- Retention - Progression: Partner with the Pennsylvania Dept. of Ed. (PDE) to streamline the Safety/Driver Education certification process in PA for both public and private instructors. To require every individual seeking a safety/driver education certification or a private driving instructor license in PA to complete the 12 Safety/Driver Education credits offered at IUP.

Plan to Assess Progress toward Achieving Goal: Number of students funded by grants or working on internships through IRHS. Number of faculty and outside institutions affiliated with IRHS. PDE and the IUP HSC will proctor the certification exam and track the passing rate established by PDE.

Strategic Plan: 1.1.2. Engage leadership to adopt continuous program assessment to ensure that programs reflect disciplinary advances and are aligned with the needs of students and society.

Goal Narrative:

CTSP Grant: Continue to obtain the Federal CTSP grant funded by NHTSA and administered by PennDOT. Received the CTSP grant from Oct 1, 2016 to September 30, 2017. Grant being submitted again for 17/18 federal fiscal year.

Continue to partner with AAA, State Farm and other private donors. The IRHS has received several donations from State Farm that supports the Indiana Highway Safety Project grant. State Farm was a sponsor of the Safe Kids Bike Rodeo which was held in May 2017 at IUP on the multiple-car driving range.

Increase opportunities for faculty and students to engage in community collaborations related to traffic safety. No report.

DCNR Grant: Partner with Indiana County Office of Planning and Development to conduct Walkability Assessments for the Indiana County Walk Works program in collaboration with the University of Pittsburgh's Graduate School of Public Health's Center for Public Health Practice. Both grants for Indiana County Walk Work Program and University of Pittsburgh completed in July 2016. A new Walk Works contract for Clymer, PA is in the process of being authorized for Spring/Summer 2017.

Retention - Progression: Partner with the Pennsylvania Dept. of Ed. (PDE) to streamline the Safety/Driver Education certification process in PA for both public and private instructors. To require every individual seeking a safety/driver education certification or a private driving instructor license in PA to complete the 12 Safety/Driver Education credits offered at IUP. This is still an active project and will continue throughout 2017/2018. Multiple meetings have been held in Harrisburg, PA at PDE with different avenues being pursued.

Center/Institute Personnel**Dr. Louis Pesci**

- Director
- 37.5 Hours/Week, 6 credit release
- Dept, College, or Unit funded.

Chuck Allias

- Paramedic Director
- 37.5 Hours/Week
- Funded by Center Service Fees or Contracts for Services

Eric Dawkins

- EMT Coordinator
- 37.5 Hours/Week
- Funded by Center Service Fees or Contracts for Services

Jeff Grim

- Coordinator for Traffic Safety Programs
- 37.5 Hours/Week
- External Grant or State/Fed. Award funded

Tracy Gordish

- Secretary
 - 37.5 Hours/Week
 - Funded by Center Service Fees or Contracts for Services
-

Center/Institute Budget

This Center/Institute covers basic office expenses from their own budget. In addition, IRHS does not pay for rent, which is covered by the Dean's office. Telephone and Internet at one time was split between the IRHS and IUP IT.

Revenue

Source	Description of Service Provided	Amount
IUP Highway Safety Project	State grant from PA DOT	\$127,000
HRSA	Federal Grant for Opioid Reversal Project	\$100,000
NRG	Fee-for-Service for Emergency Responder Training	\$108,014
NRG - Homer City	Fee-for-Service for Emergency Responder Training	\$43,440
Paramedic Program	Paramedic Program Student Fees (1200hr program)	\$178,500
EMT Program	Emergency Medical Technician Program	\$116,750
CPR Training	CPR/Health Care Provider Training	\$10,550
Rosebud Mine	Fee-for-Service for Rosebud Mining (Con Ed. Medical)	\$6,500
Hancock Forest Management	Driver Proficiency Program	\$1,000
Ligoneer Twp	Driver Proficiency Program	\$1,000
Walk Works Clymer	Walkability assessment for Clymer, PA.	\$2,500
Total		\$695,254

Expenses

Source	Description of Expense	Amount
Citizens Ambulance Service	Rent at Citizens Ambulance West Pike facility. \$601.00 per month.	\$7,212
Citizens Ambulance Service	Paramedic student per head fee. \$260.00 per student. Jan 2016-Dec 2016	\$6,760
Citizens Ambulance Service	EMT traditional student per head fee. \$25.00 per student. Jan 2016-Dec 2016	\$1,600
Citizens Ambulance Service	EMT Hybrid student per head fee. \$23.25 Jan 2016-Dec 2016	\$2,700
Citizens Ambulance Service	EMR student per head fee. \$25.00 Jan 2016-Dec 2016	\$275
Total Service Copier Contract	Copier Contract - Jan 2016-Dec 2016	\$600
Comcast Service	Telephone and Internet Service. \$355.00 per month.	\$4,260
Total		\$23,407

What resources/assistance does this Center/Institute require to achieve their goals for the upcoming year?

Advertising the EMT and Paramedic program on the IUP campus and surrounding areas/region. Faculty needs to make incoming freshman and currently enrolled students aware that if they possess either an EMT or Paramedic certificate it may be worth transfer credit depending on their major.

PA OSHA Consultation Program

Contact: Samuel J. Gualardo

Affiliation: College of Health and Human Services

Phone: 724-357-4095

Fax: N/A

Address: 57 S. Ninth St, Indiana, PA 15705

Website: <http://www.iup.edu/pa-oshaconsultation/>

Purpose of Center/Institute

To provide OSHA consultation services for private sector employers located throughout Pennsylvania.

2016 – 2017 Goals

Goal #1

Description: Meet the requirements set forth by Federal OSHA as established in the FY17 Consultation Activities Project Plan (Note: Completion of the aforementioned goals are dependent on requests received and full staffing levels)

Type: Administration

Plan to Achieve Goal: Implementation of FY17 Consultation Annual Project Plan

Plan to Assess Progress toward Achieving Goal: Weekly goal status reviews.

Strategic Plan: 4.1.2. Communicate IUP's marketing objectives and strategies internally to secure university-wide awareness and support.

Goal Narrative:

YTD Consultation Activities Project Plan completion is on track to meet or exceed the FY17 goals.

Goal #2

Description: Develop 2 future director candidates.

Type: Administration

Plan to Achieve Goal: Assign key administrative functions to 2 potential candidates in FY17.

Plan to Assess Progress toward Achieving Goal: Assigned administrative functions will be evaluated for completion and quality.

Strategic Plan: 4.1.2. Communicate IUP's marketing objectives and strategies internally to secure university-wide awareness and support.

Goal Narrative:

Key administrative functions were assigned to the IH Supervisor and the Safety Supervisor in FY17. They completed performance reviews of the fy16 staff and assisted with the completion of the FY16 Consultation Activities Project Report thus far.

Goal #3

Description: Consultants will increase social media presence.

Type: Communication and Marketing

Plan to Achieve Goal: Consultants will increase social media - Facebook presence by completing weekly submissions.

Plan to Assess Progress toward Achieving Goal: Weekly goal progress monitoring of Facebook metrics.

Strategic Plan: 4.1.2. Communicate IUP's marketing objectives and strategies internally to secure university-wide awareness and support.

Goal Narrative:

Social media has increased substantially in FY17 through Facebook postings primarily. Additionally, webinars have been developed and delivered on numerous subjects.

Center/Institute Personnel

Sam Gualardo
•Director
•37.5 Hours/Week
•Funded by PA OSHA-PA DOL

Bryan Seal
•IH Supervisor
•37.5 Hours/Week
•Funded by PA OSHA-PA DOL

Greg Sipos
•Safety Supervisor
•37.5 Hours/Week
•Funded by PA OSHA-PA DOL

Tammy Harvey
•Management Tech 1
•37.5 Hours/Week
•Funded by PA OSHA-PA DOL

Lori Lavanish
•Steno Clerk
•37.5 Hours/Week
•Funded by PA OSHA-PA DOL

Bryan Brougher
•Health Consultant
•37.5 Hours/Week
•Funded by PA OSHA-PA DOL

Dane Sprankle
•Health Consultant
•37.5 Hours/Week
•Funded by PA OSHA-PA DOL

Annette Olesen
•Health Consultant
•37.5 Hours/Week
•Funded by PA OSHA-PA DOL

John Mulroy
•Safety/ Health Consultant
•37.5 Hours/Week
•Funded by PA OSHA-PA DOL

Tom Paterson
•Safety/ Health Consultant
•37.5 Hours/Week
•Funded by PA OSHA-PA DOL

Shaun McGinnis
•Health Consultant
•37.5 Hours/Week
•Funded by PA OSHA-PA DOL

Dave Yanoschick
•Safety Consultant
•37.5 Hours/Week
•Funded by PA OSHA-PA DOL

Cindy Mellen
•Safety Consultant
•37.5 Hours/Week
•Funded by PA OSHA-PA DOL

Mark McGahan
•Safety Consultant
•37.5 Hours/Week
•Funded by PA OSHA-PA DOL

Center/Institute Budget

This Center/Institute covers basic office expenses from their own budget.

Revenue

Source	Description of Service Provided	Amount
Federal OSHA- PA DOL	Consultation services to PA employers	\$2,088,222
Total		\$2,088,222

Expenses

Source	Description of Expense	Amount
	N/A	
Total		N/A

What resources/assistance does this Center/Institute require to achieve their goals for the upcoming year?

To solve the match contribution problem with the assistance of PA DOL

OSHA Information System

Consultation Evaluation

Purpose/Description
The "Consultation Evaluation" report provides summary metrics about a Project's performance, reported out by the desired number of consultants, and the desired parameters of Federal, state, and local emphasis programs. This report will be helpful in preparing CAPP and CAPR documents for OSHA

Prompts	Selected Values
RID(s)	0394201
Consultant ID(s)	
Opening Conference Date	10/1/2016 To 4/20/2017
Close Conference Date	Start Date To End Date
Request Date	Start Date To End Date
Service Requested	
Visit Type(s)	
Hazard Type(s)	
Ownership(s)	
Emphasis Program Type(Request)	
Emphasis Program Name(Request)	
Strategic Plan(Request)	
Emphasis Program Type(Visit)	
Emphasis Program Name(Visit)	
Strategic Plan(Visit)	
Additional Code Type(Request)	
Additional Code ID(Request)	
Additional Code Value(Request)	
Additional Code Type(Visit)	
Additional Code ID(Visit)	
Additional Code Value(Visit)	
Site NAICS(Start)	
Site NAICS(End)	
Site NAICS	
Industry Sector(s)	
Section(s)	
Part(s)	
Paragraph(s)	
Subparagraph(s)	
Federal Standard Reference(s)	
State Standard Reference(s)	
State(s)	
State/County(ies)	

OSHA Information System
Consultation Evaluation

Consultant ID	Consultant Name	# of Visits	Service Type - Health	Service Type - Safety	Service Type - Both	# of Initial Visits	# of Follow-up Visits	# of T&E Visits	Scope-Full	Scope-Limited	# of Hazards	# of Serious Hazards	# of Imminent Hazards	# of Regulatory Hazards	# of Other Hazards	# of Hazards Abated On Site	# of Employees Trained Informal On Site	# of Workers at Risk	# of Employees In Establishm ent	# of Employees Controlled by the Employer
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RID : 0394201																				
C0461	cynthia mellen	37		27	10	28	5	4	26	2	198	163		6	29	54	276	6,814	2,027	4,901
C7301	Dane Sprankle	30	22		8	26	1	3	14	12	140	102			38	4	122	4,483	1,327	3,698
F6294	shaun mcginnis	34	23		11	28	3	3	23	5	223	178			45	7	49	7,574	1,407	2,847
G6038	Greg Sipos	39		31	8	34	4	1	32	2	221	167		2	52	24	122	2,298	1,359	2,383
H6644	Bryan Brougher	42	21	1	20	34	6	2	30	4	359	256			103	55	268	19,775	2,140	6,089
L4448	David Yanoschick	31		22	9	26	1	4	22	4	246	148		3	95	7	259	6,236	1,410	2,695
P3095	Mark McGahen	40		36	4	35	3	2	34	1	232	184			48	20	102	11,381	2,315	5,243
R0726	Thomas Paterson	32	11	11	10	29	1	2	26	3	206	138		6	62		53	1,547	1,452	3,498
R3460	Annette Olesen	34	18		16	30	2	2	26	4	190	148			42	6	226	7,172	2,125	6,629
T7704	BRYAN SEAL	42	27		15	37	3	2	32	5	232	192			40	11	163	7,125	1,715	2,717
Totals		361	122	128	111	307	29	25	265	42	2,247	1,676		17	554	188	1,640	74,405	17,277	40,700
Grand Totals		361	122	128	111	307	29	25	265	42	2,247	1,676		17	554	188	1,640	74,405	17,277	40,700

Administration and Leadership Studies Research and Training Center

Contact: Sherri B. Chippo

Affiliation: College of Humanities and Social Services

Phone: 717-720-4066

Fax: 717-720-4430

Address: 2986 N 2nd St, DUC Richards Hall, Harrisburg, PA 17112

Website: <http://www.iup.edu/sociology/als/research/>

Purpose of Center/Institute

The ALS-RTC is an applied, interdisciplinary center that engages Administration and Leadership Studies (ALS) doctoral students in order to provide sponsored research, program evaluation, policy analysis, technology transfer, and training for public and nonprofit sector organizations.

2016 – 2017 Goals

Goal #1

Description: Increase external funding to center in support of Center's core research areas.

Type: Grants

Plan to Achieve Goal: Set deadlines for completion of at least two new or renewed grants this year; monitor feedback from funding organizations; track awards

Plan to Assess Progress toward Achieving Goal: We will assess our achievement based on whether or not we have a residency in place for the 201-2018 academic year.

Strategic Plan: 4.4.3. Advance IUP's research and scholarship partnerships.

Goal Narrative:

The ALS-RTC has maintained an aggressive research and evaluation agenda in FY 2016-17. Ongoing projects include those with the Pennsylvania Turnpike Commission, the Pennsylvania Department of Transportation, and the Pennsylvania Commission on Crime and Delinquency (PCCD). Through these initiatives, the ALS-RTC has provided for external funding of \$362,614. This funding supports two full-time assistant professors, one part-time assistant professor, and one graduate student directly supporting PCCD's research, evaluation, and policy planning efforts. Activities include:

- Facilitate and serve in a support capacity to the Commonwealth's Criminal Justice Population Projections Committee (CJPPC).
- Provide general research and advisory support directly to the PCCD Executive Director.
- Assist with data-oriented requests for information.
- Provide general statistical analysis support.

- Provide support as needed for the various Commission Advisory Committees
- Develop quality grant applications aligned with the standards of PCCD selected grant funders.
- Conduct analyses of specialized (directed by PCCD staff) criminal and juvenile justice priority areas to identify gaps, patterns, and potential actions for improvement and usefulness.
- Provide academic resources including literature scans, subject matter best practice identification, and strategy guidance to PCCD managers and identified stakeholders.
- Conduct a field scan, internal review, and analysis of current position of the Data Collection Reporting and Outcomes Project (DCROP), paying particular attention to discovering the use, functional efficacy, and effectiveness of Efforts to Outcomes (ETO) software and the Empowerment and Satisfaction Questionnaire – Long Form (ESQ-LF) instrument.
- Draft conceptual framework and methodology for OVS' Phase II of the Victims Needs Assessment, a quantitative and qualitative research study aimed at understanding crime victims' needs for services, barriers to services, and satisfaction with those services.
- Provide doctoral support for evaluation and analysis to the Victims Services Advisory Committee (VSAC), and the Standards & Services Subcommittee to support their efforts in developing and implementing a consistent set of standards for all VOCA funded programs, and aligning services and activities with the newly developed standards.

In addition, the ALS-RTC has expanded external through several smaller grants and amendments as follows:

1. DMC Youth Forum, Susquehanna Police Department \$7,500
2. DBE Methodology & Goal Revision \$46,478 (Amendment)
3. Criminal Justice Research Consultant for Cumberland County \$22,000
4. Annie E. Casey Foundation \$80,000

Our FY 2017-18 goal is to maintain this funding for current projects and identify new areas to support PCCDs needs. In addition, the ALS-RTC team will continue to explore additional funding with other agencies.

Goal #2

Description: Develop and implement a succession plan for ALS-RTC operations

Type: Administration

Plan to Achieve Goal: Continue development and maintenance of Standard Operating Procedures (SOP) describing key Center operations, planning documents

Plan to Assess Progress toward Achieving Goal: Updated and complete SOP in place.

Strategic Plan: 4.7.1. Stimulate individual efforts to advance university goals by coordinating and expanding professional development opportunities.

Goal Narrative:

Staffing for the ALS-RTC remained stable for FY 2016-17. No new positions were added and none were eliminated. The ALS-RTC continues to work on identifying, filling, and stabilizing positions in support of current research efforts.

Our focus this year was to address the salary gap created by the step increases provided to permanent faculty as part of the newly ratified agreement. Aside from the ALS-RTC Director, John Anderson, all existing Center employees are considered "temporary" because of the 100% grant-funded nature of these positions. Temporary faculty were not awarded step increases under the new agreement. Because compensation issues like this can have a negative impact on retention and recruitment, it was important to address and resolve this issue promptly as part of succession planning efforts.

Our ongoing Succession Plan focuses on recruiting researchers from current doctoral students who express interest in working for the ALS-RTC in support of the various grants that are funded. The funding varies from year to year as do the needs for research support. The ALS-RTC operates "virtually" through a team of full-time and part-time researchers and graduate students to respond to short- and long-term needs as they arise. One of the primary challenges in succession planning is the requirement to reappoint current temporary faculty on an annual basis. The year-to-year commitments offered to faculty and staff who work on multi-year projects may be a deterrent for recruitment of individuals looking for job stability. Our FY 2017-18 goals are to explore options to resolve or minimize this issue.

Two projects have already been identified for additional researchers. One part-time position is in the process of being filled from our doctoral student base. This position will provide data analysis support for the Victims Services Needs Assessment. An additional full-time temporary position is being considered in support of a proposed research project for PCCD. Hiring is dependent on project approval.

Goal #3

Description: Improve ALS-RTC marketing materials (brochure, website, etc.) and marketing plan.

Plan to Achieve Goal: Establish timelines for design and implementation; track progress toward deadlines.

Plan to Assess Progress toward Achieving Goal: Assessment will be based on increased community/regional/global awareness about Center strengths, resources, activities, and capabilities to better engage new partners/clients in new activities. Ultimately, increased demand for research and training services will result.

Strategic Plan: 4.4.3. Advance IUP's research and scholarship partnerships.

Goal Narrative

Our FY 2016-17 marketing goal was to expand research and evaluation opportunities beyond ongoing projects with the Pennsylvania Turnpike Commission, the Pennsylvania Department of Transportation, and the Pennsylvania Commission on Crime & Delinquency. The ALS-RTC staff have been successful in expanding our research and evaluation activities, which now include the Susquehanna Township Police Department, Cumberland County Adult Probation & Parole, and the Annie E. Casey Foundation. Through these combined initiatives, the ALS-RTC has two full-time assistant professors, one part-time assistant professor, and one graduate student directly supporting PCCD's research, evaluation, and policy planning efforts.

Our FY 2017-18 goal is to maintain the full-time support for current projects. In addition, we plan to identify new areas to support PCCDs needs, expand research efforts for the DMC Youth Project with the Susquehanna Township Police Department, build on recidivism research to include additional counties, and pursue additional training opportunities with the Pennsylvania Department of Transportation and the Pennsylvania Turnpike Commission. In support of this, the Pennsylvania Turnpike Commission agreed to extend the current Interagency Agreement for another three years, through 2019.

The ALS-RTC has been working on updating our ALS-RTC brochure and website. Due to a shortage of time and resources, we fell short of our goal for FY 2016-17. We will aim to complete this work in FY 2017-18.

Center/Institute Personnel

John A. Anderson

- Director
- 37.5 Hours/Week
- Dept, College, or Unit Funded

Sherri B. Chipppo

- Co-Director
- 37.5 Hours/Week
- External Grant or State/Fed. Award Funded

John Cookus

- Affiliated Faculty
- 37.5 Hours/Week
- External Grant or State/Fed. Award Funded

Robert Orth

- Affiliated Faculty
- 37.5 Hours/Week
- External Grant or State/Fed. Award Funded

Lisa Layden

- Staff
- 10 Hours/Week
- Dept, College, or Unit Funded

Timothy Peoples

- Staff
 - 10 Hours/Week
 - External Grant or State/Fed. Award Funded
-

Center/Institute Budget

This Center/Institute covers basic office expenses from their own budget. In addition, the Administration and Leadership Studies program covers some of this Center's costs.

Revenue

Source	Description of Service Provided	Amount
PA Commission on Crime	Provide research, data & policy analysis and evaluation services	\$364,614
PA Turnpike Commission	Update Maintenance Safety Days Curriculum	\$30,000
PA Department	DBE Methodology & Goal Development for 2018 - 2020	\$224,990
Annie E. Casey Foundation	Research and analysis on juvenile delinquency and recidivism	\$80,000

Susquehanna Twp Police	Perform evaluation and analysis activities for DMC Youth Forum	\$7,500
Cumberland County	Conduct criminal justice research on recidivism in adult probation	\$22,000
Total		\$729,104

Expenses

Source	Description of Expense	Amount
Davenport Communications	Assistance on the research team for the DEB Methodology	\$55,750
PA State University	Assistance on the research team for the DEB Methodology	\$67,500
Total		\$123,250

What resources/assistance does this Center/Institute require to achieve their goals for the upcoming year?

The ALS-RTC operates remotely at the PASSHE campus in Harrisburg, PA. The distance from IUP's main campus presents a variety of operational challenges. Many of the processes established for operational needs such as hiring, procurement of services, contracting, performance evaluations, reporting, supplemental payment requests, expense reimbursements, etc. Are not easily accomplished without the day-to-day working relationships enjoyed by the IUP campus community. Over the years, both IUP and the RI have grown to understand these challenges and work with us to meet these procedural requirements. We sincerely appreciate the support and special consideration given to our center. Many of the staff have adapted procedures to streamline requests, allowing for electronic approvals, scanned documentation, and more. Our primary request for assistance would be to continue working with us, adapting where opportunities arise, and including our challenges, needs, and contributions among those of all centers within the IUP community.

In addition to geographic challenges, our center operates completely on outside funding. Since no university funds provide support for the center, all faculty are "temporary" and requirement reappointment on an annual basis. As noted in the report for Goal 2, this is one of the primary challenges in succession planning. In addition to the process of submitting requests for reappointment, we are now required to complete "Exception to Hire" paperwork as well as posting and applying for positions that are currently held. This process requires formation of a review committee, review of applicants, and the selection of candidates before a request for reappointment can be made. A great deal of time and effort go into this process on an annual basis, taking time from operational needs. In addition, the uncertainty of being reappointed has a significant influence on retention of talented and experienced faculty. The ALS-RTC would like assistance in exploring options to address this issue such as reappointments for more than a year at a time. Where funding is committed for projects over multiple years, the reappointment of faculty to support these projects should run concurrently. This not only provides a greater sense of security for the temporary faculty but also the funding agencies.

Archaeological Services

Contact: William J Chadwick

Affiliation: College of Humanities and Social Sciences – Department of Anthropology

Phone: 724-357-2659

Fax: 724-357-7637

Address: McElhaney Hall, Room G-1, 441 North Walk, Indiana, PA 15705

Website: <http://www.iup.edu/archaeological/>

Purpose of Center/Institute

IUP Archaeological Services Center offers consultation, on-site surveys, Phase I and Phase II evaluations, and full Phase III excavations of significant sites primarily within the Upper Ohio River Basin.

2016 – 2017 Goals

Goal #1

Description: Renew PennDOT MOU to conduct various supports for cultural resource management within the state.

Type: Grants

Plan to Achieve Goal: Enter a new MOU to continue providing the existing 2 tasks (PHAST and Geomorphology) in addition to the creation of new list of tasks associated with MOU. These additional tasks may include Geophysical Tasks and Artifact Curation. Under existing MOU, institute works with PennDOT staff to generate specific tasks required for their mission that can be funded through this MOU. The institute has 2 active tasks for 2016-17 underway, (1) the PHAST program which funds a full time GA to supervise interns conducting small scale CRM projects and (2) the Geomorphologist task which provides geoarchaeological expertise to PennDOT managers on short notice.

Plan to Assess Progress toward Achieving Goal: Have a new MOU signed by the end of Spring 2017

Strategic Plan:

4.4.2. Advance regional development through IUP's business and economic partnerships.

4.4.3. Advance IUP's research and scholarship partnerships.

Goal Narrative:

On January 25, the IUP Archaeological Services Center entered into an Inter-Agency Agreement (IAA) with the Pennsylvania Department of Transportation (PennDOT) to conduct Cultural Resource Management services throughout the Commonwealth. This IAA is a five year agreement (2017-2022) and is valued up to \$830,000.00.

The three initial Task Assignments under this agreement are (1) Geomorphic Assessments (Task Assignment 1) from January 25, 2017 January 24, 2018 with a starting value of \$50,000.00, (2) the Pennsylvania Highway Archaeological Survey Team (Task Assignment 2) from January 25, 2017 to May 11, 2018 with a value of \$129,644.01, and (3) Archaeological

Geophysics (Task Assignment 3) from January 25, 2017 January 24, 2018 with a starting value of \$15,000.00

As of this writing, the number of Task Orders completed or scheduled per Task Assignment type under the old and new IAA are:

- 21- Geomorphic Assessments (Task Assignment 8 under old IAA and Task Assignment 1 under new IAA)
- 1 - Archaeological Geophysics (Task Assignment 3 under new IAA)

PHAST (Task Assignment 11 under old IAA and Task Assignment 2 under new IAA) is an ongoing task without specific subordinate task orders.

Goal #2

Description: Outreach to the public and industry

Type: Outreach

Plan to Achieve Goal: Increased the exposure of the Institutes goals and products to the public and the billion-dollar Cultural Resource Management Industry.

Plan to Assess Progress toward Achieving Goal: This goal will be measured through:

- Conference Presentations: William Chadwick: "CRM and the Academy: Crafting the Dialog for Facing Educational and Industry Challenges" Panel Session at the American Cultural Resources Association (ACRA) Annual Meeting, September 2016
- A Display at:
 - IUP Archaeology Day
 - SAA 2017 CRM Expo

Strategic Plan:

4.3.1. Increase participation in workshops, conferences, and extended studies.

4.4.1. Work with our state and federal liaisons to advance IUP's presence in educational, workforce, and economic development programs.

Goal Narrative:

The Center established a display at the 2016 IUP Archaeology Day on October 15, 2016 held within the Department of Anthropology.

The Center displayed marketing materials at the 2017 Middle Atlantic Archaeological Conference and the Society for American Archaeology 2017 CRM Expo in conjunction with the Applied Archaeology M.A. display.

Goal #3

Description: Continue quality administration of center.

Type: Administration

Plan to Achieve Goal: Maintain a logical record filing system for Archaeological Services Center documents. Develop an inventory of equipment used by the center in conducting services.

Plan to Assess Progress toward Achieving Goal: Maintain appropriate records and quality control so that fiscal, personnel, scheduling, legal, and other issues are minimized. Inventories of specific equipment types will be developed and maintained.

Strategic Plan:

3.2.1. Develop unit performance targets

3.4.1. Review business processes to eliminate redundancy, simplify workflows, and reduce use of paper forms.

3.5.1. Ensure adequate staffing, training/expertise, and professional development opportunities for offices with oversight and compliance responsibilities.

Goal Narrative:

Continuing to cull documents that are no longer needed or that are duplicated in electronic files. A challenge to this task has been the volume of documentation and the amount of duplication of individual documents.

All new electronic documents are being filed in a logical system within a single master folder with topic specific sub-folders that supports the needs of the center.

Storage closet space within the Anthropology Department Flotation Laboratory has been organized and an inventory created for the equipment within each closet.

Goal #4

Description: Support and maintain continuing 4-year MOU with the National Park Service (NPS) to conduct archaeological site assessment at Fort Necessity National Battlefield.

Type: Grants

Plan to Achieve Goal: Continue to provide Center time and materials in support for 4-year archaeological survey

Plan to Assess Progress toward Achieving Goal: Completion of archaeological survey and associated interim and final report documentation and presentations at local, regional, and national meetings.

Strategic Plan:

4.3.1. Increase participation in workshops, conferences, and extended studies.

4.4.1. Work with our state and federal liaisons to advance IUP's presence in educational, workforce, and economic development programs.

4.4.3. Advance IUP's research and scholarship partnerships.

Goal Narrative:

Supported the completion of two Cultural Resource Management Technical reports for the National Park Service.

- Mike Whitehead and Ben Ford - 2016 Phase I Archaeological Testing and Metal Detection at Great Meadows, Great Meadows Restoration Project, Fort Necessity National Battlefield.
- Mike Whitehead and Ben Ford - 2017 Geophysical and Archaeological Investigations at Great Meadows, Fort Necessity National Battlefield, Volume II: Archaeological Ground Truthing Report.

An archeological crew will be retuning in May 2017 to conduct further metal detection survey.

Has employed one (1) non-student, five (5) graduate students, and four (4) undergraduate students during this fiscal year.

Center/Institute Personnel

Dr. William J Chadwick

- Director
- 10 Hours/Week, 1/4 Faculty Release
- External Grant or State/Fed. Award funded.

Dr. Phillip Nesius

- Affiliated Faculty
- External Grant or State/Fed. Award funded.

Dr. Benjamin Ford

- Affiliated Faculty
- External Grant or State/Fed. Award funded.

Barbara Wodowski

- Staff
- Dept, College, or Unit funded.

Katherine Peresolak

- Student
- 15 Hours/Week
- External Grant or State/Fed. Award

Matthew Bjorkman

- Student
- 10 Hours/Week
- Dept, College, or Unit funded.

Heather MacIsaac

- Student
- 10 Hours/Week
- Dept, College, or Unit funded.

Mike Whitehead

- Temporary Hire
- External Grant or State/Fed. Award funded.

Zaakiyah Cua

- Student
- Funded by Center Service Fees or Contracts for Services

Samantha Taylor

- Student
- External Grant or State/Fed. Award

Eden VanTries

- Student
- External Grant or State/Fed. Award

Hannah Harvey

- Student
- External Grant or State/Fed. Award

Cheryl Frankum

- Student
- External Grant or State/Fed. Award

James Miller

- Student
- External Grant or State/Fed. Award

Hannah Winters

- Student
- External Grant or State/Fed. Award

Brennan Winzer

- Student
- External Grant or State/Fed. Award

Ashley Taylor-Fahenstock

- Student
 - External Grant or State/Fed. Award
-

Center/Institute Budget

This Center/Institute covers basic office expenses from their own budget.

Revenue

Source	Description of Service Provided	Amount
PennDOT Task 9	Geomorphic Assessments under old IAA	\$37,120.36
PennDOT Task 11	PHAST under old IAA	\$48,761.60
PennDOT Task 1	Geomorphic Assessments under new IAA	\$36,231.48
PennDOT Task 2	PHAST under new IAA	\$8,555.60
PennDOT Task 3	Archaeological Geophysics under new IAA	\$3,116.17
NPS / Fort Necessity NB	Cultural Resource Management Services	\$58,588.54
EAC / Archaeology	Geomorphic Assessment for Catfish Run Bridge Replacement, Madison Township, Pennsylvania.	\$4,995.46
Total		\$197,369.20

Expenses

Source	Description of Expense	Amount
Total		N/A

What resources/assistance does this Center/Institute require to achieve their goals for the upcoming year?

N/A

Center for Digital Humanities and Culture

Contact: Kenneth Sherwood

Affiliation: College of Humanities and Social Sciences – Department of English

Phone: 724-762-5571

Fax: N/A

Address: Sutton 352

Website: www.iupdhc.org

Purpose of Center/Institute

The Center for Digital Humanities and Culture (DHC) at IUP supports scholarship, proof-of-concept explorations, and project applications of digital technologies in Humanistic inquiry.

2016 – 2017 Goals

Goal #1

Description: Omeka Development: continue to develop a digital scholarship archive service for IUP researchers.

Type: Innovation

Plan to Achieve Goal: Implement mapping & mapping in the Women's diary project, share with the IUP community, and develop the capacity to provide access to the platform beyond the pilot project.

Plan to Assess Progress toward Achieving Goal: Survey of Omeka users; system testing (to validate functionality is available).

Strategic Plan: 1.5.3. Engage IUP's community of teacher-scholars to identify and solve common roadblocks to success in research, scholarship, and creative activity.

Goal Narrative:

Beta phase of the Women's Diary Project was completed in conjunction with the P.I., Dr. Heflin. Functionality was established (i.e. and Omeka instance is hosted now on the DHC server. At this time no resources are available for expanding the service.

Goal #2

Description: DH Visibility: raise the profile of DH and foster a DH community at IUP

Type: Outreach

Plan to Achieve Goal: Initiate a DH reading group, sponsor presentations, workshops, and/or classroom outreach by IUP faculty and/or visiting researchers; explore opportunities for offsite workshops or hosting a DH event such as ThatCamp.

Plan to Assess Progress toward Achieving Goal: Survey participants; track number of events; qualitatively assess participant satisfaction.

Strategic Plan:

1.5.3. Engage IUP's community of teacher-scholars to identify and solve common roadblocks to success in research, scholarship, and creative activity

Goal Narrative:

Fall 2016:

DHC faculty Sherwood and Holm facilitated a faculty/student reading group of one dozen which discussed a transformational scholarly text in the field (_Graphs Maps and Trees_, Franco Moretti).

Faculty Sherwood in conjunction with Art Professor Bob Sweeney sponsored visit of Finnish programmer/educator/artist Tomi Dufva, who offered a "Coffee Talk and Roundtable" on Tuesday and a Creative Coding Workshop on Wednesday, Nov 8/9. 20 were in attendance.

Faculty Sherwood and graduate student Mark DiMauro coordinated the Keywords: Chats in Digital Culture events; four minute discussion workshops on topics relative to DH, including Interactive Fiction, Machima, Flarf, Glitch Aesthetics. Talks were led by Sherwood, DiMauro, and graduate students Markle and Yonus.

Spring 2016:

Faculty member Dan Weinstein presented on Twine hypertext authoring for College Technology Day.

Goal #3

Description: Capacity: Develop organizational and technical support capacity

Type: Scholarship

Plan to Achieve Goal: Utilize in-house expertise, assignment of GAs, and interns to advance projects; seek grant support for dedicated GAs, research fellows, and/or developer labor. Use IUP PIMA resource of peer mentoring to better position DHC for external funding.

Plan to Assess Progress toward Achieving Goal: Success in achieving internal and external funding.

Strategic Plan: 1.5.4. Increase extramural funding to support student and faculty research and scholarship at IUP.

Goal Narrative:

Mark DiMauro, Literature and Criticism G.A. had assigned hours for the development of a Wordpress facility. Graduate student Adam Colton donated hours in maintaining the server and continuing development of the Omeka project.

There is no assigned graduate or technical support beyond what the affiliate faculty can provide for next year.

Sherwood participated in PIMA. Wrote one unfunded fellowship application to the Processing Foundation; submitted one college proposal for Domain of One's Own. He has also developed a draft proposal for a college wide Digital Humanities initiative and is currently working with faculty in other departments to explore curricular implications, equipment and personnel needs, and funding opportunities.

The DHC, via Sherwood and Weinstein, collaborated with the Library and Women's Studies, along with English faculty Matt Vetter, to facilitate the Art+Feminism Wiki edit-a-thon

in which several dozen faculty, staff, and student participants learned about social web 2.0 references and contributed to Wikipedia.

Dr. Vetter was invited to affiliate with the DHC.

Sherwood and Todd Thompson attended a workshop on teaching with Lexomic computational/linguistic tools at the NEMLA conference in Baltimore.

Goal #4

Description: Membership Growth: Involve more faculty and graduate students more deeply in DHC Work.

Type: Innovation

Plan to Achieve Goal: Revise the organizational structure of the DHC, establishing a board or faculty affiliation system; seek recognition of ongoing scholarly projects and leverage support through DHC; work with affiliate faculty to prioritize development of additional projects such as CommentPress or Voyant text visualization.

Plan to Assess Progress toward Achieving Goal: Regular meetings, attendance; broad participation

Strategic Plan: 1.1.4. Ensure that our physical infrastructure supports academic programs of high quality and value.

Goal Narrative:

Several college faculty participated in DHC events this year. Faculty were invited to "join" as affiliated and two have elected to do so, providing bios.

One steering committee meeting was held.

Students were involved in the Creative Coding, WikEditing, and Keywords events.

Center/Institute Personnel

Dr. Kenneth Sherwood • Director • 5 Hours/Week	Dr. Gian Pagnucci • Co-director	Dr. Dan Weinstein • Co-director • External Grant or State/Fed. Award funded.	Matt Vetter • Affiliated Faculty
Dr. Mike Sell • Affiliated Faculty	Dr. Tanya Heflin • Affiliated Faculty	Adam Colton • Developer • 10 Hours/Week	Mark DiMauro • Graduate Assistant • 10 Hours/Week • Lit Crit GA
	Melanie Holm • Affiliated Faculty	Oriana Gatta • Affiliated Faculty	

Center/Institute Budget

This Center/Institute does not have a budget. Center is located is shared with faculty office space. Some equipment has been purchased over the years in one-off fashion.

Revenue

Source	Description of Service Provided	Amount
	N/A	
Total		

Expenses

Source	Description of Expense	Amount
	N/A	
Total		N/A

What resources/assistance does this Center/Institute require to achieve their goals for the upcoming year?

Fulfillment of DH prospects would require the ability to consistently appoint a DH GA with relevant experience and some funding for a regular developer. No faculty release has been available for DH work.

Center for Film Studies

Contact: Thomas J. Slater

Affiliation: College of Humanities and Social Sciences – Department of English

Phone: 724-357-4869

Fax: 724-357-2265

Address: HSS 506A; Indiana U. of Pa; Indiana, PA 15235

Website: <https://www.iup.edu/filmstudies/>

Purpose of Center/Institute

To promote film studies at IUP.

2016 – 2017 Goals

Goal #1

Description: Establish a student film club to help promote film studies and plan future events.

Type: Innovation

Plan to Achieve Goal: The Center's intern is establishing the club which will begin meeting in early October. We will be inviting English graduate students who have already established their own film series to join and help plan and organize future activities.

Plan to Assess Progress toward Achieving Goal: We will measure progress by having the club elect officers (chair and secretary), set a schedule of meetings, and make decisions about at least three activities such as attending a film, defining regular topics for blog discussions, and planning our own film screenings and campus visits from filmmakers and scholars.

Strategic Plan: 1.4.1. Reaffirm IUP's commitment to a curriculum that develops critical thinking, effective communication, personal responsibility, and a passion for lifelong learning.

Goal Narrative:

Our intern wrote a constitution for the club and took the first steps towards getting it officially recognized. We called two meetings, promoted them as heavily as we could, and did everything we could think of to entice students, but we were unsuccessful. I think this year will be much more successful because we will be working with an already existing group, the Popular Culture Methodologies group, and they are not only organizing film showings but also reaching out to relevant faculty and other groups on campus to guarantee larger audiences. I'm thinking about offering independent discussion sessions for students as well for students who wish to get more understanding of film(s) for their own academic needs or personal interests. I will ask other faculty to join me in this effort and hopefully spread interest through this approach.

Goal #2

Description: Bring guest filmmakers to campus for presentations.

Type: Innovation

Plan to Achieve Goal: We are inviting filmmakers David Altrogge and Natalia Kaniasty, both IUP grads, to campus to show their work and talk with students about entering the filmmaking profession, developing skills, and the social issues their work addresses.

Plan to Assess Progress toward Achieving Goal: We will base our success on their appearance on campus and attracting a diverse group of student to the events. We will ask students to sign in and list their major.

Strategic Plan: 1.4.1. Reaffirm IUP's commitment to a curriculum that develops critical thinking, effective communication, personal responsibility, and a passion for lifelong learning.

Goal Narrative:

Natalia Kaniasty visited in December. We had approximately 20 people attend the screening of her film Home Range and discussion with her.

During Spring semester, we worked with the Dept. of Criminology to bring Dr. Kevin Karshard from Saltsbury State Univ. in Maryland, author of the Prison Films volume in the prestigious Short Cuts series from the British Film Institute press. Dr. Karshard spoke to approximately 50 students in March on the night after the presentation from the producer of Orange is the New Black. Diversity was measured simply by observation and informal discussions with students attending. I did not use any sign-in sheets, but will collect student banner ID's in the future.

Goal #3

Description: Get more faculty involved in planning and directing the Center

Type: Administration

Plan to Achieve Goal: Currently, the Center has three active participants in our planning, Tom Slater (English), Theresa Smith (Religion), and Paul Arpaia (History). We also have a student intern and need to make sure we have a new one in Spring semester as well. Each of us currently involved can ask one or two colleagues to join.

Plan to Assess Progress toward Achieving Goal: We will measure success by the addition of at least four new members to the Center board of directors who will help plan future activities.

Strategic Plan: 1.4.1. Reaffirm IUP's commitment to a curriculum that develops critical thinking, effective communication, personal responsibility, and a passion for lifelong learning.

Goal Narrative:

Drs. Slater, Smith, and Arpaia organized a film series that ran throughout fall semester. Dr. Arpaia and Dr. Slater also presented a film during Holocaust memorial week for the third year in a row. This year's film was Europa, Europa (Agnieska Holland, 1990), attended by

approximately 50 students and followed by a very good discussion. Participation in the Center's activities is already increasing for next year. Dr. Rosalee Stillwell and Dr. Curtis Porter have been working with Dr. Slater, some of their students, and the English graduate student Pop Culture Methodologies group to organize a film series and other activities for next year. We have also been reaching out to other groups such as the Office for International Experience and the IUP Against Islamophobia group to help organize other film showings and guarantee audiences.

No new board members were added but it is hoped that Dr. Stillwell may be added next year. Assessment of progress toward achieving goal will be revised for next year.

Goal #4

Description: Update IUP English Film Studies web pages.

Type: Innovation

Plan to Achieve Goal: Each of the four IUP English Film Studies web pages will be updated to reflect current info, new possibilities we're offering through the Center, internship possibilities, and upcoming classes.

Plan to Assess Progress toward Achieving Goal: We will have new pages created as soon as possible. All four need to be improved and updated. We will have counters for visits to each page. We will be able to refer students to these pages and the Center for Film Studies page to get info about the program. We will attract more English majors and minors as a result.

Strategic Plan: 1.4.1. Reaffirm IUP's commitment to a curriculum that develops critical thinking, effective communication, personal responsibility, and a passion for lifelong learning.

Goal Narrative:

Intern Laura Wick did some work on this in Spring semester and will hopefully continue with it over the summer as this necessary overhaul barely got started.

I am hoping to get an intern this year who will be able to make the webpage updates a priority and reality by the end of the year.

Center/Institute Personnel

N/A

Center/Institute Budget

This Center/Institute does not have a budget. Center is located is shared with faculty office space. Some equipment has been purchased over the years in one-off fashion.

Revenue

Source	Description of Service Provided	Amount
	N/A	
Total		

Expenses

Source	Description of Expense	Amount
	N/A	
Total		N/A

What resources/assistance does this Center/Institute require to achieve their goals for the upcoming year?

N/A

No report provided.

Institute for Mine Mapping, Archival Procedures, and Safety

Contact: Robert Wilson

Affiliation: College of Humanities and Social Sciences – Department of Geography and Regional Planning

Phone: 724-357-3420

Fax: N/A

Address: 102 Eicher Hall, Indiana, PA 15705

Website: <http://www.iup.edu/minemaps/>

Purpose of Center/Institute

The core mission of the IUP Institute for Mine Mapping, Archival Procedures and Safety (IMAPS), is to develop a locus of knowledge and expertise in archiving, digitally recording, and geographically referencing historical coal mine maps, as well as initiating new mine safety protocols based on the existence of digital map data products.

2016 – 2017 Goals

Goal #1

Description: Pursue additional external funding from existing contracts.

Type: Grants

Plan to Achieve Goal: Be awarded grants to enable the expansion of IMAPS to support continued student training opportunities. Negotiate new round of funding with DEP. Pursue additional funding with DEP/Safer PA related to abandoned gas well identification.

Plan to Assess Progress toward Achieving Goal: This goal will be measured on the count and dollar amounts received from grants pursued.

Strategic Plan: 4.4.1. Work with our state and federal liaisons to advance IUP's presence in educational workforce, and economic development programs.

Goal Narrative:

Negotiations for a new round of DEP funding will begin later this year. Additional funding was obtained through a Safer PA grant to support the development of a crowd sourcing phone application to aid in the identification of abandoned oil and gas wells. This will be a collaborative project between the Energy team, IMAPS and the BTG.

IMAPS also submitted a grant request to The Center for Rural Pennsylvania, requesting additional funding to support the creation of an abandoned oil and gas well data base. The proposal attempts to leverage previous map work completed for the DEP to create a new set of data that would aid a different DEP agency.

Goal #2

Description: Participate in the efforts of the Energy Group.

Type: Grants

Plan to Achieve Goal: By attending scheduled coordinating meetings.

Plan to Assess Progress toward Achieving Goal: Participation in the Energy group will provide exposure to new grant and contract opportunities specifically in the Energy sector. The effectiveness of this participation will be measured by the count of new grant opportunities.

Strategic Plan: 4.4.1. Work with our state and federal liaisons to advance IUP's presence in educational, workforce, and economic development programs.

Goal Narrative:

IMAPS participated in all of the Energy group scheduled meetings (except one due to a scheduling conflict). The group has submitted three (3) proposals. We were awarded the Safer PA crowd sourcing application and work will begin on it in late summer 2017. Additionally, two Letters of Intent proposals for funding were sent to The Center for Rural Pennsylvania and we are to receive status notification by early July 2017.

Goal #3

Description: Integrate work experience at IMAPS into Geography and Regional Planning curriculum.

Type: Scholarship

Plan to Achieve Goal: Integration of project management and enterprise GIS activities formally into curriculum.

Plan to Assess Progress toward Achieving Goal: Number of students participating.

Strategic Plan: 2.1.3. Expand IUP's use of recognized high impact practices to increase undergraduate student engagement and retention.

Goal Narrative:

The Geography and Regional Planning Department is currently working on a curriculum revision for the undergraduate program. Project management and enterprise GIS components are being incorporated into this process.

Center/Institute Personnel

Robert Wilson

- Director
- 50 Hours/Week
- External Grant or State/Fed. Award funded.

21 Student Workers

- Students
 - 182 Hours/Week
 - External Grant or State/Fed. Award funded.
-

Center/Institute Budget

This Center/Institute covers basic office expenses from their own budget.

Revenue

Source	Description of Service Provided	Amount
DEP	Scanning, metadata collection and entry, and georeferencing mine maps	\$320,000
Total		\$320,000

Expenses

Source	Description of Expense	Amount
	N/A	
Total		N/A

What resources/assistance does this Center/Institute require to achieve their goals for the upcoming year?

Continued support from the Research Institute in seeking, processing, and administering grant related activities.

Contact: Victor Garcia

Affiliation: College of Humanities & Social Sciences

Phone: 724-357-4405

Fax: 724-357-3944

Address: Stright Hall, Room 107-E, 210 South Tenth Street, Indiana, PA 15705

Website: <http://www.iup.edu/marti/default.aspx>

Purpose of Center/Institute

MARTI's primary mission centers on developing and implementing research, education, and training programs in the areas of substance use disorders, treatments, environmental/community health, domestic violence intervention, and mental health issues; and also includes related leadership and diversity programs aimed at the institute's many clients and community stakeholders.

2016 – 2017 Goals

Goal #1

Description: To complete NIH-funded study, "Latino Migrant Laborers' Use of Drug Abuse Recovery Houses, National Institute of Drug Abuse (NIDA), NIH. The study was granted a one year extension. The successful completion of NIH grants establishes the necessary track record for additional grant consideration.

Type: Grants

Plan to Achieve Goal: Through the successful completion of quarterly deadline over the next year (August 15, 2016 to August 14, 2017) & the preparation of conference papers and manuscripts for publication.

Plan to Assess Progress toward Achieving Goal: Progress will be measured by the number of conference papers and manuscripts prepared and submitted for publication from August 15, 2016 to August 16, 2017.

Strategic Plan: 4.4.3. Advance IUP's research and scholarship partnerships.

Goal Narrative:

In regards to goal #1, the NIH-funded study, "Latino Migrant Laborers' Use of Drug Abuse Recovery Houses", will successfully end on August 14, 2017. Two manuscripts pertaining to the study were published during the period of the report. The two are as follows:

- Pagano, A., Garcia, V., Recante, C., & Lee, J. (2016). Sociopolitical Contexts for Addiction Recovery: Anexos in U.S. Latino Communities. *International Journal of Drug Policy*, 37: 52-59. This publication was selected for Editors' Choice in the journal. The editors-in-chief make the selection on the basis of the article's contribution to evidence, method, or theory in the fields of drug use research and global drug policy.

- Garcia, V., Pagano, A., Recante, C., & Lee, J. (2017). The Anexo in Northern California: An Alcoholics Anonymous-Based Recovery Residence in Latino Communities. *Journal of Groups in Addiction & Recovery*. This manuscript was peer reviewed, selected for a special issue in the journal, and will be published within a month.

In addition to these publications, Dr. Anna Pagano, at the Prevention Research Center (PRC) in Oakland, CA, and Dr. Garcia have started to develop the follow up study. The plan is to complete and submit the new study, tentatively titled “Latino Recovery House Outcomes”, to the National Institutes of Drug Abuse (NIDA) in October 2017. The specific aims of the study is found in Appendix 1 of this report. The study is in response to FOA PA-17-041, “Addressing the Etiology of Health Disparities and Health Advantages among Immigrant Populations.” Immigrants with substance use disorders (SUD) have recovery-related challenges and strengths, and culturally specific ways of understanding and practicing recovery that differ from their U.S.-born counterparts. These differences, which are poorly understood, may contribute to disparities in treatment utilization. Through comparative ethnography, we will investigate differences in how immigrant versus U.S.-born Latinos in SUD recovery programs understand and practice recovery. Using a modified patient-centered outcomes approach, we will then create a culturally-appropriate survey instrument incorporating immigrant Latinos’ own perspectives on relevant and realistic recovery goals. Our community-engaged study will also produce guidelines for improving SUD recovery measures for immigrants in general.

Goal #2

Description: To increase external funding in support of the institute's core research areas in minority and community health.

Type: Grants

Plan to Achieve Goal: By re-submitting at least one of two previously reviewed NIH grant proposals for funding review in June 2017.

Plan to Assess Progress toward Achieving Goal: Progress will be measured by the re-submission of one of the two grant proposals.

Strategic Plan: 4.4.3. Advance IUP's research and scholarship partnerships.

Goal Narrative:

The two grant applications scheduled to be revised and resubmitted, as part of goal #2, were: “Latina Immigrants’ Use of Twelve Step Groups for Substance Abuse Recovery”, 1R21DA042255-01A1 & “A Community-Based Approach to Reduce Alcohol Use in Women of Mexican Origin”, 1R34AA024260-01. The former was submitted by my colleague, Dr. Anna Pagano, at PRC, and the latter at IUP. Instead of working on the two, Dr. Garcia prepared a new research application, Juramentos and Recovery: The Use of a Religious-Based Alcohol Intervention among Mexican Immigrant Farmworkers, 1R15MD011476-01. The application was submitted on June 2016. It is currently under NIH Council Review. The specific aims of the study is found in Appendix 2 of this report. The NIH R15, also known as Academic Research Enhancement Award (AREA), is designed to support meritorious research, expose students to research, and strengthen the research environment of the applicant’s institution. The proposed study in the R15 grant application investigates the use of the juramento in southeastern

PA—an understudied Catholic practice mainly used in Mexico to abstain from drinking—among Mexican farmworkers.

Goal #3

Description: Launching a new research initiative on the regional opiate use problem that has resulted in an opiate abuse epidemic, including heroin use. This new initiative is a result of MARTI's emphasis on health disparities.

Type: Grants

Plan to Achieve Goal: Through the development of a R21 NIH grant proposal to either examine the causes of opiate addiction or to identify and examine treatment pathways to opiate use in Indiana County and surrounding counties. The development of this proposal will be in conjunction with local community organizations.

Plan to Assess Progress toward Achieving Goal: Achievement will be determined by the submission of application on February 2017.

Strategic Plan: 4.4.3. Advance IUP's research and scholarship partnerships.

Goal Narrative:

In regards to goal #3, MARTI-CBH successfully launched an opioid initiative, the MARTI-CBH Regional Opioid Research and Outreach Initiative. Originally, the initiative was to be organized around a R21 NIH-funded research project. However, given the urgency of the opioid problem in the region, the decision was made not to wait until the research project was developed and funded but to start with the MARTI Summer School and the Opioid Prevention and Community Health (OPACH) measure, to be discussed in this section and in Goals #4 and #6. The objective of OPACH is to serve as a clearinghouse of regional prevention and intervention efforts, in addition to being a resource, both online and non-online, on local prevention, treatment, and stakeholders in Indiana and the surrounding counties. The MARTI-CBH Regional Opioid Research and Outreach Initiative was created in response to the alarming increase in opioid-related drug overdoses resulting in deaths in local counties. Out of 67 counties in Pennsylvania, Armstrong County, Cambria County, and Indiana County respectively rank second, third and fourth in drug overdoses in the Commonwealth. Dr. Victor Garcia, Director, together with Dr. Alex Heckert, Associate Director, and Dr. Erick Lauber, Director of Community Health and Leadership, are spearheading this initiative, which is organized around research development, the MARTI Summer School, and community outreach, and also includes the Health Disparities Lecture Series, the Opioid/Heroin Treatment and Other Resources online page, and other initiative efforts.

Opioid Research Development

The initiative will include the development of a research project on the rural-based help-seeking pathways of men and women in search of treatment for their opioid problem. The specific aims of the project is found in Appendix 3 of this report. It will draw from a major NIH-funded research project on help-seeking pathways among Latino immigrants in California, being conducted by Dr. Garcia, Dr. Anna Pagano (PI), medical anthropologist, and other colleagues at the Prevention Research Center (PRC) in Oakland, CA. For more information about the California project please visit <https://www.iup.edu/marti/research/use-of-mutual-help-recovery-houses-by-latino-migrant-laborers-with-substance-use-disorders/>. NIH R21 funding will be sought for the project. The R21 research proposal will be developed in partnership with PRC,

where Dr. Garcia is an adjunct Senior Research Scientist. Plans are to submit the proposal to NIDA on October, 2017, for possible funding starting in the spring of 2018. NIH has made the opioid and heroin problem in the region a major funding priority. In summary, the grant application will consist of:

- Qualitative/ethnographic research;
- Two-year study for \$275,000;
- Research sites, Indiana and surrounding counties;
- Research subjects, men and women seeking treatment;
- Findings to be used for identifying obstacles for treatment and successful pathways.

Annual Summer School Conference

The 2017 MARTI Summer School is also part of the initiative. The title of the summer school is "Promoting Recovery and Wellness: For Individuals, Families, and Communities" (see <http://www.iup.edu/marti/events/summer-school-conference/>). The many sessions will address the opioid epidemic in the region, with a particular focus on responses from Western Pennsylvania. It will be held from July 10th to 14th. The MARTI-CBH Summer School Committee has labored long hours in organizing the different sessions. The committee is comprised of Dr. Alex Heckert, Associate Director; Drs. Christian Vaccaro and Melissa Swauger, MARTI research associates; Ms. Crystal Deemer, Training and Conference Coordinator; and Dr. Dennis Daley, Senior Clinical Director of Substance Use Services at UPMC Health Plan and Professor of Psychiatry and Social Work at the University of Pittsburgh. The conference will cover a number of topics, including the following:

- Substance use (SU) and disorders (SUDs);
- Use of peers in treatment and recovery;
- Educating educators on SU and SUD issues;
- Efficacy of medication-assisted treatments for opioid and alcohol dependence;
- Stories of success and resilience.

Community Outreach

Within this larger initiative, Dr. Erick Lauber, newly appointed Director of Community Health and Leadership, launched the Opioid Prevention and Community Health (OPACH) measure. The major mission of this initiative is community outreach regarding opioid abuse and treatment. As Director of Community Health and Leadership, he has been busy attending local and regional meetings on community-based prevention and intervention efforts aimed at reducing heroin and other opioid use. Additionally, Dr. Lauber has also developed short videos for understanding substance use disorders. Please visit <http://lifeframingintl.com/> to view some of the videos. He has also presented the results of his research on the media's portrayal of the heroin/opioid problem at recent meetings. Dr. Lauber is scheduled to present at more meetings in the coming months. He is also working on other opioid-related projects that he will announce soon. Additional information of Dr. Lauber's outreach activities are presented in the discussion of the next goal, goal #4.

Health Disparities Lecture Series

The health disparities lecture series featured Aleisha Albertson of the Blair County Drug and Alcohol Program who talked about her experiences with addiction and the need for community support in the treatment of SUDs. Her talk was held on April 11th at 5:30 PM, in

Room 126 in the HSS building. Lisa McCann, sociology graduate assistant, was instrumental in recruiting our speakers and facilitating their talks on campus.

Opioid/Heroin Treatment and Other Resources

The initiative also includes an opioid/heroin resource page on the MARTI-CBH web page. The resources were located by Shelly Maras, sociology graduate assistant, and Brigitte Burrell and Nancy Sosa Lopez, MARTI research assistants and anthropology majors. The webpage contains the following:

- A listing with links to local and regional treatment resources;
- Resources on health and addiction.

Kacie's Cause Subchapter

The establishment of a local subchapter of Kacie's Cause, a nonprofit organization (<http://kaciescause.com/>), is also an initiative effort. Kacie's Cause is dedicated to educating communities about drug addiction and offering information on resources for addiction treatment and recovery support. This subchapter will be located on campus. It will accomplish the following:

- Generate awareness of the heroin and opioid addiction crisis in Western Pennsylvania;
- Convey the need for community support in the addiction treatment process;
- Reduce the stigma that often accompanies addiction.

International Overdose Awareness Day

As part of the initiative, the institute will organize a campus activity in conjunction with International Overdose Awareness Day (<https://www.overdoseday.com/>), a global event that is observed annually on August 31. Locally, this event will serve to raise awareness of drug overdose and death and engage campus and local communities. The purpose of this campus activity is to:

- Promote drug overdose awareness;
- Inform on how to recognize the signs of overdose and how to respond;
- Reduce the stigma associated with overdose and drug-related death;
- Acknowledge grief experienced by families and friends of those who have died from overdose;
- Acknowledge loved ones who died from overdose through a memorial activity.

Other Initiative Activities

In May, 2017, Dr. Garcia also participated in the Seminar on Addiction at Calvary Presbyterian Church in Indiana, PA. He spoke on the dangers of SUDs to the individual, family, and community, and also shared his research experience examining SUDs in Latino immigrant communities.

Goal #4

Description: Launching a community outreach initiative around opiate addiction in the region in conjunction with Goal #3

Type: Outreach

Plan to Achieve Goal: By developing, in collaboration with community partners, online resources on opiate use and treatment to be placed on the MARTI webpage.

Plan to Assess Progress toward Achieving Goal: Achievement will be accomplished by the completion of the online resources by the end of the Spring Semester, 2017.

Strategic Plan: 4.4.1. Work with our state and federal liaisons to advance IUP's presence in educational, workforce, and economic development programs.

Goal Narrative:

A community outreach effort around opiate addiction in the region, as mentioned in goal #3, was developed and implemented by Dr. Erick Lauber, under the auspices of the Opioid Prevention and Community Health (OPACH). He has spent much time and effort establishing community partnerships through this initiative, including receiving training from the Commonwealth Prevention Alliance and serving on the Open Door Board. OPACH is a community-wide initiative cooperating extensively with AICDAC, the Drug Free Communities coalition, the county Drug Overdose Task Force, the Open Door, and other organizations. Detailed information about the OPACH and proposed projects is found in Appendix 4 of this report. A major project is setting up online resources on opiate use and treatment by the end of Fall 2017. Its goal is to reduce demand for opioid and related drugs in the local environment. The OPACH Initiative advances several strategic goals of the university. It contributes to the development of the public health major (tactic 1.2.2); it increases student engagement and retention (tactic 2.1.3) and promotes responsible behavior (tactic 4.2.2); it provides an opportunity for students to experience an out-of-classroom learning experience (tactic 2.3.5); and it strengthens IUP's collaboration with local and community leaders (tactic 4.2.4). The OPACH Initiative, building upon the work of regional and national organizations such as CADCA, the PITT PERU/TAC org, and others, specifically intends to:

- Build a community coalition focused on opioid and other drug use prevention.
- Coordinate local prevention and education efforts.
- Develop and disseminate targeted and localized media materials.
- Provide training and educational opportunities for a wide range of IUP students.
- Support IUP faculty research efforts in this area.
- Develop and manage a group of community change agents and speakers.
- Recruit and manage volunteers, and staff a volunteer coordinator position.
- Create and circulate a newsletter, and develop and maintain a website.
- Support local efforts to expand treatment and recovery options, such as recovery houses or centers.
- Support ongoing school-based prevention efforts, including IUP's.
- Support work-based programs on opioid and substance abuse.
- Receive and participate in training efforts by regional, state and national organizations.
- Evaluate and document all activities of the initiative.
- Replicate and export best practices through conferences, journals and community building efforts.

Goal #5

Description: Continue retention program, Caring about Latino Student Achievement, aimed at Latino students (part of the MARTI-CALSA Initiative)

Type: Retention and Progression

Plan to Achieve Goal: Through online academic services and at least one workshop per semester on improving academic performance & at least one educational presentation at a community forum in southeastern PA.

Plan to Assess Progress toward Achieving Goal: Achievement will be accomplished by providing online academic services, at least one workshops per semester, and one educational presentation at a community forum in southeastern PA.

Strategic Plan:

1.4.3. Enhance undergraduate and graduate student learning through technology that augments face-to-face and peer-learning experiences.

4.4.1. Enhance undergraduate and graduate student learning through technology that augments face-to-face and peer-learning experiences.

Goal Narrative:

Caring about Latino Student Achievement (CALSA) remained active during the period covered during this report. The original plan was to provide online resources, campus workshops, and community outreach. Because of limited resources and an emphasis on the MARTI-CBH Regional Opioid Research and Outreach Initiative, a very labor-intensive effort, CALSA concentrated on providing online resources to Latino and other students and one-on-one mentoring. Eight students in particular were active in helping to launch the initiative. They conducted literature searches, contacted prospective speakers, and put together resource guides that will be placed on the MARTI-CBH webpage in the near future. These same students also brought up-to-date the online CALSA resources and served as mentors for Latino freshmen students, mainly helping them with classroom assignments and financial aid issues. In regards to the latter, they helped students identify prospective scholarship opportunities and assisted them in preparing scholarship applications. Instead of workshops, Dr. Garcia also mentored Latino students, especially in regards to pursuing public and global health and identifying internships in public health. Although Dr. Garcia and the students did not make community presentations, Dr. Garcia and the students spoke at the Latino Exploration Day Program on April 1st. The program was held in the HSS building.

Goal #6

Description: To continue the MARTI Summer School

Type: Outreach

Plan to Achieve Goal: By offering the institute's Summer School annually or bi-annually, contingent on resources and funding.

Plan to Assess Progress toward Achieving Goal: Achievement will be accomplishing the MARTI Summer School summer, 2017.

Strategic Plan: 4.4.2. Advance regional development through IUP's business and economic partnerships.

Goal Narrative:

As mentioned in the discussion of goal #3, the 27th MARTI summer conference will be held on campus from July 10 to July 14, 2017. The emphasis this year is the opiate and opioid national addiction crisis, in addition to the suicide crisis that also seems to be prevalent throughout the nation. Presentations from nationally known speakers will address these major public health concerns. Some of the featured presentations are:

“Regional Strategies to Address the Opioid Epidemic”- Dennis C. Daley, PhD. Dr. Daley is the Senior Clinical Director of Substance Use Services at UPMC Health Plan and a Professor of Psychiatry and Social Work at the University of Pittsburgh School of Medicine.

“Medication Assisted Treatment for Opioid Addiction: The New Gold Standard”- Antoine B. Douaihy, MD. Dr. Douaihy is a Professor of Psychiatry and Medicine at the University of Pittsburgh School of Medicine and Senior Academic Director of Addiction Medicine Services at Western Psychiatric Institute and Clinic.

“Suicide, Mental Illness and Substance Use: Current Issues”- Ralph May, PsyD. Dr. May is the Co-Chair of the Indiana County Suicide Attack and the Clinical Director of the Indiana County Critical Incident Stress Debriefing Team.

“Understanding Chronic Pain, Opioids and Addiction”- Ajay D. Wasan, MD, MSc. Dr. Wasan is the Vice-Chair for Pain Medicine in the Department of Anesthesiology at the University of Pittsburgh Medical Center and a Professor of Anesthesiology and Psychiatry at the University of Pittsburgh School of Medicine.

“Relationship Detox: Helping Chemically Dependent Clients Develop Health Relationships in Recovery”- Mark Sanders, LCSW, CADC. Mr. Sanders is a lecturer at the University of Chicago and the author of Relationship Detox: How to Have Healthy Relationships in Recovery and Slipping through the Cracks: Intervention Strategies for Clients with Multiple Addictions and Disorders.

“Opioid Addiction and the Family: Using a Strength-Based Model for Treatment and Recovery”- Robert J. Ackerman, PhD. Dr. Ackerman is a former Professor and Program

Director of Sociology, University of South Carolina at Beaufort, and a Professor Emeritus in the Department of Sociology at Indiana University of Pennsylvania.

“Substance Use Prevention and Intervention in College Health Settings”- Ann Sesti, MA, NCC, LPC. Dr. Sesti is the Director of the Alcohol, Tobacco and Other Drug Program on campus and a certified BASIS (Brief Alcohol Screening and Intervention with College Students) trainer.

The training provided at the summer school will include 25.5 hours of continuing education and is intended for professionals who are interested in helping populations of all ages who are affected by the national addiction and suicide crises. Attendees and target audiences include:

- School teachers and administrators
- Psychologists
- Guidance counselors
- Alcohol and drug counselors
- Social workers and family therapists
- Community mental health workers
- Juvenile justice workers
- Clergy
- Health care professionals
- Nurses
- Children and youth services workers
- Prevention specialists

The summer school will be approved for approximately 25 PCB, PA SW, CRCC and NBCC credits and approximately 25.5 Act 48 contact hours. Graduate and undergraduate credits will be available through IUP at an additional fee, with Drs. Melissa Swauger and Christian Vaccaro as professors of record. MARTI has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 6411. It is also approved by the American Psychological Association to sponsor continuing education for psychologists.

Full-Time conference attendees who complete all required evaluation and attendance documentation will be eligible to receive the maximum number of contact hours. Daily registrants can receive credit for each day in attendance.

Center/Institute Personnel

Dr. Victor Garcia

- Director
- 30 Hours/Week, 1/4 release
- Dept, College, or Unit funded.

Dr. Alex Heckert

- Associate Director
- 10 Hours/Week
- External Grant or State/Fed. Award funded

Dr. Erick Lauber

- Director of Community Health & Leadership
- 20 Hours/Week
- Volunteer

Dr. Christian Vaccaro

- Affiliated Faculty
- 5 Hours/Week
- Dept, College, or Unit funded.

Dr. Melissa Swauger

- Affiliated Faculty
- 5 Hours/Week
- Dept, College, or Unit funded.

Dr. Michelle Sandhoff

- Affiliated Faculty
- 5 Hours/Week
- Volunteer

Dr. Brandon Vick

- Affiliated Faculty
- 5 Hours/Week
- External Grant or State/Fed. Award funded

Dr. Susan Boser

- Affiliated Faculty
- 5 Hours/Week
- External Grant or State/Fed. Award funded

Dr. Hilario Molina

- Affiliated Faculty
- 5 Hours/Week
- Volunteer

Dr. Abigail Adams

- Affiliated Faculty
- 5 Hours/Week
- Volunteer

Ms. Crystal Deemer

- Staff
 - 5 Hours/Week
 - Volunteer
-

Center/Institute Budget

This Center/Institute covers basic office expenses from their own budget.

Revenue

Source	Description of Service Provided	Amount
The Center for Rural Pennsylvania	A study on employment opportunities for rural residents with disabilities in Pennsylvania	\$50,000
Total		\$50,000

Expenses

Source	Description of Expense	Amount
	N/A	
Total		\$34,617

What resources/assistance does this Center/Institute require to achieve their goals for the upcoming year?

MARTI's needs for the upcoming year have not changed from the previous fiscal years. They continue to be as follows:

- Office Space, especially for NIH projects, MARTI-CBH Regional Opioid Research and Outreach Initiative, and CALSA.
- Operating Budget

In addition, the institute is need of the following:

- Clerical support: MARTI has no clerical support. Ms. Crystal Deemer, MARTI's ex-Administrative Assistant, continues to provide some assistance because of MARTI's association with the Sociology Department, and she continues to assist MARTI as it proceeds with its transition under new leadership.
- Graduate Assistant: MARTI was not allotted a separate Graduate Assistant (GA) for this coming year for research support and other assistance. Two part-time GAs were designated through the Department of Sociology. The two were assigned to Dr. Heckert. The GAs are important for operating MARTI's student-based programs, such as CALSA, and for assisting Dr. Garcia and others in the pursuit of additional grant funding.
- Release Time for Directors and Research Associates: Developing competitive research grants is a challenge without release time from teaching. Additional research should be provided to the Directors, and release should also be provided to the Research Associates. Researchers at competitor research institutes and universities have half the teaching load of researchers at IUP.
- An Increase in Operating Budget: An increase in MARTI's current operating budget will allow the institute to expand its research and training activities and, more importantly, to develop competitive external funding applications.
- Equipment: MARTI also needs new equipment, especially desktop computers. Unlike academic departments, MARTI and other institutes on campus do not receive new computers on a rotating basis.

Latino Recovery House Outcomes

A. Specific Aims

This proposed R01 study will assess recovery outcomes for Mexican and Central American immigrants with substance use disorders (SUDs) who utilize Latino-focused recovery houses. Building on our previous R21 research, we will use a modified patient-centered outcomes approach¹ to determine (1) which recovery outcomes are most important to Latino immigrants with SUDs; and (2) to what extent Latino-focused SUD recovery houses help Latino immigrants to achieve their recovery goals.

There are nearly 15 million Mexican and Central American immigrants in the United States.^{2,3} While in the US, they encounter difficult working conditions and social isolation, stressors which place them at high risk for developing SUDs.⁴ Regional studies of male Latino immigrants reveal prevalence rates of 80% for heavy episodic drinking,⁵ 40% for alcohol dependence,⁶ and over 60% for cocaine use.⁷ While recent female Latina immigrants initially exhibit lower SUD rates, their prevalence rises with exposures to multiple stressors and US substance use norms.⁸⁻¹⁴

When Latino immigrants seek SUD treatment, they encounter barriers such as few Spanish-language programs, long waiting lists, lack of health insurance, and many treatment programs' reluctance to accept unauthorized immigrants.¹⁵⁻¹⁸ Often, the only resources available to them are mutual-help residences shared by Spanish-speaking Latino immigrants in recovery from SUDs. These Latino-focused recovery houses, which provide structured environments and mandatory Twelve Step meetings, have been created by and for Latino immigrants across the United States.¹⁹⁻²¹ However, little is known about the recovery outcomes of Latino immigrants who access these recovery houses, or about Latino immigrants' culturally specific SUD recovery goals. Our prior research indicates these may differ from recovery outcomes commonly examined in treatment research with non-Latino, non-immigrant SUD treatment populations. Therefore, existing survey instruments may not adequately assess Latino immigrants' SUD recovery experiences.

The specific aims of this proposed R01 study are:

1. To examine Latino immigrants' perceptions of which SUD recovery outcomes are most important.
2. To create a new or adapted survey instrument incorporating the recovery outcomes identified as most important by Latino immigrants with SUDs.
3. To assess patient-centered SUD recovery outcomes for Latino immigrants who utilize community-based, Latino-focused SUD recovery houses.

We will combine ethnographic and survey research to gather information about Latino immigrants' recovery outcomes at 6 Latino-focused SUD recovery houses in Northern California. First, we will conduct 240 hours of participant observation (40 hours per site) to document the recovery houses' daily routines and therapeutic activities. Second, we will conduct semi-structured interviews with 30 established residents (5 per site) who have been in their program for at least 3 months, and with 5 house directors (1 per site). Interviews will provide us with information on 1) residents' perspectives on meaningful recovery outcomes; and 2) residents' and directors' perceptions of how the programs help residents to achieve their recovery goals. Third, we will use the information gleaned from semi-structured interviews to culturally and linguistically adapt existing measures of addiction severity and recovery (Assessment of Recovery Capital;²² Addiction Severity Index, Spanish ASI-6^{23, 24}). Fourth, we will track 2-year recovery outcomes of 120 new residents (20 per site), using the culturally adapted survey instruments and conducting follow-up qualitative interviews at regular intervals. Surveys will apply the same culturally appropriate metrics each time to measure participants' recovery progress. Follow-up interviews will investigate which recovery outcomes are most important to participants at various points in the recovery process, as well as the role of the recovery house in aiding (or hindering) participants' recovery. With these three types of data (observation, interview, and survey), we will collect well-triangulated information on the SUD recovery outcomes of Latino immigrants residing in Latino-focused SUD recovery houses.

Our objectives are to assess the impact of Latino-specific recovery houses—a commonly used recovery resource—on Latino immigrants' SUD recovery experiences; and to translate study findings into policy guidelines aimed at improving these services. It is important to identify community-based recovery resources that are cost-effective, culturally relevant, and accessible for this population.

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SPECIFIC AIMS

The proposed R15 research project will investigate the use of the juramento to abstain from alcohol use.¹ Mexican immigrants and migrants first introduced this Catholic practice with origins in Mexico to Catholic parishes in the U.S. southwest decades ago,^{2,3} and today they continue to do the same in new immigration destinations.⁴ The PI and a team of skilled students will examine its use among Mexican immigrant farmworkers. The juramento is a ritualized pledge made to a saint for heavenly intervention with a drinking problem. The intervention is in the form of divine support to fulfill a pledge of abstinence for a specified period of time. The juramento, according to available evidence, provides individuals seeking help with a period of sobriety, hope for recovery, and a reconnection to family, community, and faith.^{1,4}

There are an estimated five million farmworkers in the country, and the majority are Mexican immigrants.⁵ Regional studies of farmworkers have identified high drinking prevalence rates, as high as 80% for regular binge drinking⁶ and 39% for alcohol dependence,⁷ and 44% for harmful and hazardous drinking.⁸ Faced with difficult living and working conditions many farmworkers develop depression and anxiety disorders⁹, and turn to alcohol and drugs for relief from their emotional and physical suffering.¹⁰ And when these laborers seek treatment for their drinking and substance abuse disorders, they encounter extraordinary barriers.^{11, 12, 13, 14} When farmworkers cannot access formal treatment, they turn to alternatives in their communities, such as Spanish-language Alcoholics Anonymous meetings and anexos, including juramentos.

The objective of the project is to examine juramento use among Mexican immigrant farmworkers in southeastern Pennsylvania, and in the process, to include graduate and undergraduate students in the research through a qualitative health research program designed to develop the research environment at a teaching university working on launching a public health program in the near future. Specifically, using a modified version of the Latino Immigrant SUDs Help Seeking Model, we propose learning who in the farmworker population uses juramentos, how juramentos contribute to sobriety and recovery, what are the help-seeking pathways that include the juramentos, and what are the benefits and drawbacks of juramentos. Since very little is known about juramento use among Mexican immigrant farmworkers, the research will be exploratory and will use the qualitative method. The use of juramentos for attaining and maintaining sobriety has not received in-depth research, even though it is a common religious practice used for this purpose in Mexico and in Mexican immigrant communities across the United States. The knowledge gained will provide us with insights on the juramento's contributions to alcohol recovery.

The specific aims of this exploratory study are:

1. To establish who in the Mexican immigrant farmworker population (e.g., age, marital status, migration history) makes a juramento and why;
2. To identify the individual-level factors (e.g., age, marital status, immigration background), treatment and intervention-level factors (e.g., program language and rituals), and structural factors (e.g., immigration policy, health access policy, and labor conditions) that shape the help-seeking pathways of Mexican immigrant farmworkers that include juramento use.
3. To examine the sobriety and recovery practices of the juramentos (e.g., prayer, prayer cards, church attendance);
4. To ascertain the farmworkers' perceptions of the juramento's benefits (e.g., faith-based intervention and cultural familiarity) and possible drawbacks (e.g., short-term sobriety and lack of continuous support).

The study will lend support to a broader understanding of the juramento as an intervention for sobriety among Mexican farmworker populations and to the framing of future research of this understudied religious-based intervention. The findings will make the following contributions to the research and practice fields:

1. Introduce a cultural and religious alcohol intervention practiced in Mexican immigrant communities.
2. Describe the Mexican immigrant farmworkers who use juramentos and their help-seeking pathways.
3. Identify the juramento's sobriety practices and describe how these practices contribute to recovery.
4. Contribute knowledge of the juramento of use to alcohol treatment programs that serve Mexican immigrants.

Our short-term goal is to learn about juramento use among farmworkers and to advance a student qualitative health research program. Our mid-term goals are to prepare an R01 study on the efficacy of the juramentos and sustain the qualitative health research program. Our long-term goal is to generate new scientific

knowledge on the juramento's sobriety promoting features that will inform alcohol treatment services for Mexican and other Latino immigrants.

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Help-Seeking Pathways of Opioid Abusers in Rural Western Pennsylvania

A. Specific Aims

The abuse of opioid drugs is a major public health problem in the Appalachian region,^{1,2,3} particularly in Pennsylvania.⁴ This drug problem is widespread as a result of multiple causes, among which are the over-prescription of opiate-based painkillers (e.g., Vicodin, OxyContin, and Suboxone)^{3,5,6} and the aggressive distribution of heroin.^{4,7} Other contributing factors are poverty,^{8,9} chronic unemployment,^{8,9} social isolation,^{10,11,12} and mental health issues.^{13,14} In a first-of-its-kind partnership, the National Institute on Drug Abuse (NIDA), together with the Appalachian Regional Commission (ARC), is calling for additional epidemiological research in the region.¹⁵ We also need to study and understand how opioid drug abusers access and receive treatment, if we are going to stem its deadly consequences.

According to a recent U.S. Drug Enforcement Agency (DEA) report,⁴ Western Pennsylvania, more than any other region in the state (outside of the Philadelphia metropolitan area), is experiencing an unprecedented number of opioid drug overdoses resulting in death. Three counties—Armstrong, Cambria, and Indiana—respectively rank second, third, and fourth in the number of overdoses in the commonwealth.¹ In light of these alarming rates, we need to learn just how individuals in these rural counties overcome barriers to treatment so that we can help others to do the same. Rural-based barriers identified in the literature include, but are not limited to, distance to treatment facilities,^{16,17,18} cost and health insurance restrictions,^{19,20} shortage of treatment facilities and under-resourced centers,^{21,22} and limited treatment for women.^{22,23,24}

The proposed R21 research project examines how opioid drug abusers go about seeking and accessing treatment in rural Western Pennsylvania—an increasingly impoverished area with limited health resources. Specifically, drawing on our ethnographic research on help-seeking pathways of Latino immigrants in California,^{25,26,27} we plan to identify and study the help-seeking pathways of opioid drug abusers already in treatment. The major questions driving our research are: who do treatment seekers contact for help and what community resources do they draw on in their search for help? What strategies do they use to overcome barriers? What treatments do they access and why? The possibility of gendered pathways will also be explored. We will look at how men and women in rural areas go about seeking and getting into treatment to see whether gender-specific pathways to sobriety and recovery are pursued. Women are highly stigmatized for their drug use,^{28,29} which together with other factors, such as domestic violence²⁸ and childcare needs^{22,23} may influence how they seek treatment.

The specific aims of the proposed R21 study are:

1. To identify the help-seeking pathways of heroin and other opioid abusers in rural areas.
2. To ascertain differences in the help-seeking pathways of men and women in these areas.
3. To examine individual-level factors (e.g., age, marital status, education background), treatment and intervention-level factors (e.g., program and requirements), and structural factors (e.g., availability of treatment and access barriers) that shape the help-seeking pathways of the men and women.

We will use the ethnographic method to gather information on the help-seeking pathways of 20 opioid abusers in each of the three counties referred to earlier (n=60). In each county, half will be men and half women. We will also include four treatment providers in each county (n=12) to learn more about treatment programs and availability. Our research findings will lend support to a broader understanding of help-seeking pathways in rural Western Pennsylvania and to the framing of treatment-seeking research in similar regions. The following contributions will be made to the research and practice fields:

1. Knowledge of the help-seeking pathways of heroin and other opioid abusers in rural and impoverished areas, in particular, the use of successful strategies to access treatment.
2. Information on gendered help-seeking pathways and the challenges that women face in seeking treatment.
3. Awareness of individual, structural, and treatment factors that influence help-seeking pathways.
4. An understanding of the complex and dynamic relationship between seeking treatment for opioid abuse and accessing it.

Our short-term goal is to use the findings to develop a R01 research project with a larger sample that extends into surrounding states to see if the same or similar pathways are pursued with comparable results in receiving treatment. Our long-term goal is to continue to generate new scientific knowledge on these pathways that will inform drug treatment services in medically underserved areas of the Appalachian region.

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OPACH project proposal

(Lauber – May 17, 2017)

A. Need and Purpose

The abuse of opioid drugs is well documented in Western Pennsylvania. For years a great deal of time and money has been spent on reducing the supply of drugs, however, the rate of overdose deaths for Indiana County keeps climbing. Though many school-based prevention programs exist (with only minimal funding), nearly nothing has been done at the community level. However, most overdose victims in Indiana County are over 30.

The OPACH Initiative by MARTI-CBH is a community *change* effort headed by Dr. Erick Lauber, Director of Community Health and Leadership at the institute. It is a community-wide initiative cooperating extensively with AICDAC, the Drug Free Communities coalition, the county Drug Overdose Task Force, the Open Door, and other organizations. Its goal is to reduce demand for opioid and related drugs in the local environment.

The OPACH Initiative advances several strategic goals of the university. It contributes to the development of the public health major (tactic 1.2.2); it increases student engagement and retention (tactic 2.1.3) and promotes responsible behavior (tactic 4.2.2); it provides an opportunity for students to experience an out-of-classroom learning experience (tactic 2.3.5); and it strengthens IUP's collaboration with local and community leaders (tactic 4.2.4).

B. Overarching Goals

The OPACH Initiative must build upon the work of others. With the help of two students this past year, Dr. Erick Lauber has been researching community-level prevention programs, hoping to find best-practices. Unfortunately, not much is there beyond a rather generic literature on "coalition building". Therefore, new ideas are needed. And though the local initiative will have to create many of its programs and tasks, it will also have to do solid testing and evaluation of each component. One clear goal of the project is to build an exportable program that can be used in rural communities throughout the state and the region. Because of this desire to disseminate the work, but also to continue learning from others, the initiative participants are also planning on attending several state-wide, regional and national conferences on this topic.

A clear goal of the project is also to involve many students from IUP, probably all studying diverse disciplines but certainly from the Jnl/PR Dept, the Sociology and Anthro Depts, and the new Public Health program.

C. Specific Projects

Information clearinghouse and coalition building

There is a clear need in the community to consolidate and disseminate information about prevention efforts, and to coordinate community-level activities. Coalition building can be done using the TAC framework recently presented at the KCAC opioid epidemic conference (April 26, 2017). TAC is the Tactical Assistance Center for the University of Pittsburgh School of Pharmacy Program Evaluation and Research Unit. It describes an implementation process that includes available resources and worksheets. Dr. Lauber has made contact with this unit during his work with the local Drug Overdose Task Force. An

information clearinghouse function can be provided by the OPACH Initiative in conjunction with the local Single County Authority (the AICDAC organization). It should consist of a “closed” information repository (website) and calendar that supports those actively working on the problem, but also include an outreach communication channel that “pushes” information on to these individuals. A newsletter may serve this purpose, but research and testing is needed to verify the appropriate communication medium for this audience. The clearinghouse will also provide relevant data to the community-facing website/repository described below.

Public Information Campaign

Any textbook on Public Relations can provide the outline of a public awareness/education campaign. It generally involves at least eight steps: 1) establish overall purpose, objectives, and outcomes, 2) collect initial information, 3) identify the audience, 4) decide on key messages, 5) select actions/activities, 6) select communication tools, 7) develop a plan, 8) evaluate and revise. Once a campaign starts, many of these steps are occurring simultaneously for different elements of the campaign. At present, some ideas for implementing the campaign include building new multimedia materials, creating a community-facing newsletter/media channel, creating a managing a small speakers bureau, generating press releases, conducting a social media campaign, and creating and staging public PR events.

Support of other people’s efforts

One clear need is for IUP to use its skills to support current and developing activities in the area of prevention being conducted by other organizations. For example, more rigorous evaluation of school-based prevention programs could be done. Additional support for local Narcan trainings or medical professional trainings could be provided. Support for AICDAC’s Drug Free Communities Coalition grant re-application and IUP’s own substance abuse prevention work through Ann Sesti’s office could be provided. Support for a local recovery center, or in-house activities for patients in treatment could be provided. Much could be done. But it will demand close collaboration with local organizations, and IUP must demonstrate its support.

D. Possible Later Activities

Community Training programs

One of Dr. Lauber’s new ideas is to provide training to community members and family members on how to discuss substance abuse with family, friends and neighbors. Building upon the successful QPR (Question, Persuade and Refer) currently being used for suicide prevention, Dr. Lauber hopes to work experts to develop a similar training program for communities.

Training Businesses about Opioid and Substance Abuse

It is also possible to develop new training materials for businesses. This work should build upon the work of others, but currently, no local organization has the capacity for new efforts in this area. IUP should take the lead.

Participation in Public Health degree(s)

Of course, the OPACH Initiative should contribute to the success of the new Public Health programs at IUP.

Center for Applied Psychology

Contact: Derek R. Hatfield

Affiliation: College of Natural Sciences and Mathematics– Department of Psychology

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Fax: 724-357-7817

Address: 210 Uhler Hall, 1020 Oakland Ave., Indiana, PA 15705

Website: www.iup.edu/cap/

Purpose of Center/Institute

The Center for Applied Psychology (CAP) was formed in 1987 to provide a training and service center for the Doctor of Psychology (Psy.D.) program in Clinical Psychology at Indiana University of Pennsylvania (IUP). The CAP operates several clinics and projects that provide supervised practical experience for doctoral students in all phases of applied psychological practice and research, including services that are designed to complement other mental health services in the community.

2016 – 2017 Goals

Goal #1

Description: Provide clinical training experiences for doctoral students.

Type: Other: Support core academic programs

Plan to Achieve Goal: Students will provide therapy and assessment services. 100% of the 1st and 2nd year doctoral students will receive training in the CAP, along with approximately 50% of 3rd and 4th year doctoral students.

Plan to Assess Progress toward Achieving Goal: Student activity will be tracked and summarized.

Strategic Plan: 1.1.3. Use the formal program accreditation and review processes to ensure that programs are responsive and aligned with institutional goals.

Goal Narrative:

100% of the 1st and 2nd year students in the Clinical Psychology Doctoral Program provided psychological services in the CAP during this academic year. Fifteen of our twenty-five 3rd and 4th year students also participated in CAP clinical training activities (60%). With the exception of the Police Employment evaluations and Lethal Weapons Certification evaluations, all clinical activities performed in the CAP were conducted by students in the doctoral program.

These training experiences are our primary activity in the CAP. Our students conduct the psychotherapy and psychological assessments themselves (under supervision from faculty). This past year, our students have provided treatment for numerous individuals experiencing depression, anxiety, suicidal thoughts, eating disorders, relationship difficulties, autism-spectrum disorders, trauma-related experiences, children with conduct problems, adults with personality disorders, etc. Our students have also conducted psychological evaluations for many reasons,

including neuropsychological evaluations, forensic evaluations, impairments in functioning, learning disorders, autism evaluations, etc.

The faculty who supervise this clinical work are devoted individuals - each of them does considerably more work than is typical for a single "class," which this is for them. They are to be commended for their efforts on our students' behalf.

Goal #2

Description: Provide affordable psychological services to the local and IUP communities.

Type: Other: Community service provision

Plan to Achieve Goal: Through outreach efforts, the CAP will continue to provide psychological services to the community.

Plan to Assess Progress toward Achieving Goal: Service utilization data (including the number of clients seen) will be tracked and summarized.

Strategic Plan: 4.7.1. Stimulate individual efforts to advance university goals by coordinating and expanding professional development opportunities.

Goal Narrative:

- Therapy sessions conducted in the CAP during the past academic year - 470.
- Psychological assessments completed - 47.
- Police Academy evaluations completed - 61.

These services were provided to both members of the local community and to IUP students.

Goal #3

Description: Update CAP procedures to accommodate changes in Police Academy and Police Employment evaluations (Within the next two years).

Type: Administration

Plan to Achieve Goal: Within two years, a proposal for a new structure of supervision will be submitted to the Department and Dean.

Plan to Assess Progress toward Achieving Goal: We will have a faculty member who is sufficiently compensated for completing this work.

Strategic Plan: 3.4.2. Introduce appropriate process revisions and/or technological solutions.

Goal Narrative:

This goal remains "in progress." We were able to complete all Police Academy evaluations within seven days of the testing and interview. A Clinical Forensic Psychologist was hired by the Psychology Department and he has taken over the primary responsibility for the Police Academy evaluations, which is progress in the right direction. He has not yet obtained a Pennsylvania license to practice independently and must therefore be supervised by one of our other faculty members. For almost all of the Police Academy evaluations, students are involved in the process of evaluation, under the supervision of our faculty member overseeing the evaluation. In our current system of supervision, the faculty member is insufficiently compensated for the work. Until he is licensed, however, we must wait to submit our proposal for a new supervision system to the Dean. Therefore, this goal will of necessity be continued into the coming year.

Goal #4

Description: Create a system for long-term storing of clinical data for research purposes.

Type: Infrastructure

Plan to Achieve Goal: Clinical forms will be chosen and a standard data collection procedure will be established. External hard drives will be purchased to store therapy session recordings.

Plan to Assess Progress toward Achieving Goal: We will have clinical forms chosen and a standard data collection procedure established. External hard drives will have been purchased to store therapy session recordings.

Strategic Plan: 1.5.5. Engage our community of teacher-scholars and advisory groups to identify ways to strengthen our graduate programs.

Goal Narrative:

This goal was not accomplished during the past academic year. We did receive quotes from IT for external hard drives. It will remain a goal for the upcoming year.

Goal #5

Description: Customize Titanium, the CAP's electronic medical record system.

Type: Administration

Plan to Achieve Goal: In conjunction with support staff and clinical supervisors, we will reach agreement on the type of changes we seek. These changes will then be implemented.

Plan to Assess Progress toward Achieving Goal: Titanium will be customized to more specifically match the CAP's functions

Strategic Plan:

1.5.5. Engage our community of teacher-scholars and advisory groups to identify ways to strengthen our graduate programs.

1.1.4. Ensure that our physical infrastructure supports academic programs of high quality and value.

Goal Narrative:

We have changed our plans during the past academic year in regards to this goal. Our hope is to share a Titanium account with the University Counseling Center, who also purchases the software. We both pay for a Titanium license and by sharing this, we can cut the cost in half for each of our budgets. Also, we can share server space, also reducing our occasional replacement costs for servers. This is contingent on IT successfully "separating" electronically the two centers on Titanium, thereby allowing for complete confidentiality to exist within each agency. IT told us that this can be done. We will work with IT over the coming months to hopefully move this process along.

Goal #6

Description: Update the CAP website in a manner that will better demonstrate our wonderful facilities to prospective graduate students.

Type: Innovation

Plan to Achieve Goal: In consultation with the Clinical Training Committee of IUP's Psy.D. program in Clinical Psychology, we will update the website to better represent the training activities that can occur in the CAP.

Plan to Assess Progress toward Achieving Goal: The website will be updated.

Strategic Plan: 4.1.1. Implement a coordinated marketing program to support admissions (undergraduate and graduate), advancement, and IUP brand recognition.

Goal Narrative:

This goal was not accomplished during the past academic year due to other priorities, including the time-intensive American Psychological Association's re-accreditation visit this spring. It will remain a goal for the upcoming year.

Goal #7

Description: Update reception and client services rooms to create more aesthetically appealing setting appropriate for variety of age groups of clients served by the CAP.

Type: Infrastructure

Plan to Achieve Goal: We will select and purchase new art for the agency to replace the pictures most people find appalling.

Plan to Assess Progress toward Achieving Goal: Decor from over two decades ago will be replaced.

Strategic Plan: 4.1.1. Implement a coordinated marketing program to support admissions (undergraduate and graduate), advancement, and IUP brand recognition.

Goal Narrative:

This goal was not accomplished during the past academic year due to other priorities. It will remain a goal for the upcoming year.

Center/Institute Personnel

Derek R. Hatfield, PhD

- Director
- 8.5 Hours/Week, 3 credit AWE/semester
- Dept, College, or Unit funded.

David J. LaPorte, Ph.D.

- Co-Director

Donna Buggy

- Staff
- 37.5 Hours/Week
- Dept, College, or Unit funded.

Karen Eash

- Student Clinic Assistant
- 10 Hours/Week
- Funded by Center Service Fees or Contracts for Services

Marissa Perrone

- Student Clinic Assistant
- 10 Hours/Week
- Dept, College, or Unit funded.

Tim Carnevale

- Student Clinic Assistant
- 10 Hours/Week
- Dept, College, or Unit funded.

Graduate Assistantship - Fall 2016, Spring 2017

- Student Worker
- 10 Hours/Week
- Funded by Center Service Fees or Contracts for Services

Center/Institute Budget

This Center/Institute covers basic office expenses from their own budget.

Revenue

Source	Description of Service Provided	Amount
Consumers	Testing, therapy	\$26,342
Total		\$26,342

Expenses

Source	Description of Expense	Amount
NCS Pearson	Assessment materials	\$1,835
PAR	Assessment materials	\$1,032
WPS	Assessment materials	\$549
Riverside/Harcourt	Assessment materials	\$1,040
ASEBA	Assessment materials	\$548

American Psych Pub	Books	\$233
ADPTC	Membership	\$200
Amazon	Office Supplies	\$865
Personnel Expenses	Wages + Benefits	\$28,315
Total		\$34,617

What resources/assistance does this Center/Institute require to achieve their goals for the upcoming year?

We have noticed a trend over the past 18 months of declining Police Academy evaluations (the Academy has fewer applicants). This is the largest source of income for the CAP. If this trend continues, or even maintains at current levels, the CAP budget will run a deficit. Two of our goals for next year will be to reduce our expenses and increase revenue. If approved by the Dean, the proposal mentioned in goal #3 can accomplish both. Other efforts will be pursued as well, but this would be the single biggest form of assistance that the CAP requires to keep our financial house in order.

No report provided.

Institute for Cyber Security

Contact: David T. Smith

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Website: <http://www.iup.edu/cybersecurity/>

Purpose of Center/Institute

To promote Cyber Security/Information Assurance awareness and practices across campus, with other institutions, and with the community.

2016 – 2017 Goals

Goal #1

Description: Promote Cyber Security (CybrSec)/ Information Assurance (IA) across IUP

Type: Communication and Marketing

Plan to Achieve Goal:

- Hold regular meetings of the steering committee throughout the year. Steering committee has members across campus (at least 3/sem).
- ICS web site is up to date and promotes CybrSec/IA awareness.
- Host Cyber Security/IA Day
- Host colloquia throughout the year on CybrSec/IA topics (at least 3/yr).
- Maintain active student clubs in CybrSec/IA that meet regularly during the semester and engage in CybrSec/IA activities.
- Jointly promote National Cyber Security Awareness Month with IT Support and University Libraries.

Plan to Assess Progress toward Achieving Goal:

- CybrSec/IA practices are disseminated across campus via committee members.
- Website for ICS is updated with latest CybrSec/IA from across campus.
- Students/faculty/others attending Cyber Security/IA Day and colloquiums gain insights into CybrSec/IA issues and practices.
- Students in CybrSec/IA clubs gain CybrSec/IA experience beyond the classroom.
- Cyber Security awareness is promoted across the university

Strategic Plan:

3.6.2. Deploy state-of-the-art approaches to network security.

4.2.2. In partnership with community leaders, promote responsible behavior among students.

4.2.4. Strengthen IUP's reputation as a safe and responsible academic community through communication with student leadership and local and community partners.

Goal Narrative:

The ICS (Institute for Cyber Security) Steering Committee met four times during the academic year. Dr. Thresesa McDevitt joined the committee in fall 2016. The committee now has representation from IUP Support Services, IUP Libraries, and all of the colleges, except Fine Arts. The fall faculty strike and other factors in the spring impeded the frequency that the committee was able to meet.

The Ninth Annual Cyber Security/IA Day was held Nov 3rd 2016 and featured key note speaker, Mr. Daniel Goddard, Director Information Directorate, Air Force Research Laboratory, Rome, NY. Mr. Goddard provided a motivational talk to challenge students to tackle problems in cyber security akin to the challenge to put a man on the moon. Other speakers at the event were Dr. Moerland IUP Provost, Mr Joseph Jesson CTO for Assurennet Inc and Able Devices, Mr. Kevin Dodds Chief Information Security Officer S&T Bank, Mr. Dan Larkin Director of Fraud and Prevention PNC Bank, and Mr. Paul de Souza Founder and Director Military Cyber Professionals Association. In addition a panel session with representatives from IUP support Services, IUP Career Center, and IUP Libraries discussed "What Every College Student Should Know about Online Image, Privacy, and Security Issues". Over 100 were in attendance.

While the web site for the institute was updated, additional updates to bring it current need to be made. This will be done summer 2017.

The institute participated in four CAE-Tech Talk Webinars through the year. Attendance by students picked up during the spring semester.

The Cyber Security Club resumed meetings, however further effort is needed to promote this activity. This will be a focus this coming year. The IUP ACM student's chapter covered some topics on cyber security. Attendance at chapter events remains strong.

The institute was very successful in collaborating with IUP Libraries and IUP Support Services to promote National Cyber Security Awareness Month. This year a weekly promotion included links to cyber security videos together with online mini quizzes. Participation by students, faculty, and staff in the quizzes provided entry in a drawing for prizes. Over 425 participated in at least one of the quizzes.

Goal #2

Description: Maintain NSA/DHS Center of Academic Excellence (CEA) CybrSec/IA accreditation and pursue ABET accreditation.

Type: Innovation

Plan to Achieve Goal:

- Maintain NSA designation as CAE/CD.
- Attend annual conferences supporting NSA/DHS CAE Centers.
- Complete reports to NSA/DHS as requested.
- Complete application for ABET accreditation of Cyber Security track.

Plan to Assess Progress toward Achieving Goal:

- IIA personnel are up to date on directions of NSA/DHS CAEs. Knowledge gained at conferences is brought back and adopted at IUP.
- Students benefit from adoption of gained knowledge
- Accreditation of the Cyber Security track by both NSA/DHS and ABET will benefit recruiting and increase value to the program degrees.

Strategic Plan:

- 1.1.3. Use the formal program accreditation and review processes to ensure that programs are responsive and aligned with institutional goals.
- 1.2.3. Develop and implement undergraduate and graduate programs in digital science and security.
- 4.3.1. Increase participation in workshops, conferences, and extended studies.

Goal Narrative:

IUP is currently designated by NSA/DHS to be a Center of Academic Excellence (CAE) in Cyber Defense through 2021. The required annual report was prepared and submitted on time to NSA/DHS CAE office.

Drs. Waleed Farag, David Smith, Deanne Snavely, and Timothy Moerland attended the CAE Community Principles Meeting and/or CAE Designation Ceremony in June 2016 in Huntsville. Dr. Waleed Farag attended the CAE Community Meeting in conjunction with the 2016 NICE conference in November 2016 in Kansas City and is schedule to attend the CAE Principles Meeting in June 2017 in Huntsville.

IUP dropped pursuit of ABET accreditation as part of the reaccrediting of the Computer Science Language and Systems track. Over the past year ABET has defined separate accreditations for Cyber Security. IUP will consider applying for this new accreditation.

Goal #3

Description: Establish/maintain relationships with CybrSec/IA corporations, government agencies and educational institutions

Type: Communication and Marketing

Plan to Achieve Goal:

- Seek to form agreements with community colleges, high schools, and other CAE centers to promote CybrSec/IA.
- Follow-up on agreements to insure continuous activity in accordance with agreements.
- Form articulation agreements for transfer credit.
- Reach out and meet with corporations and government agencies in CybrSec/IA sector.

Plan to Assess Progress toward Achieving Goal:

- IUP gains reputation as an active CAE CybrSec/IA Center
- Articulation agreements enable transfer students to leverage credit earned in CybrSec/IA and Computer Science towards IUP CybrSec/IA degrees.
- Placement of CybrSec/IA students as interns in CybrSec/IA corporations and government agencies.
- Placement of CybrSec/IA graduates in permanent positions at CybrSec/IA corporations and government agencies.

Strategic Plan:

4.2.2. In partnership with community leaders, promote responsible behavior among students.

4.4.1. Work with our state and federal liaisons to advance IUP's presence in educational, workforce, and economic development programs.

4.4.2. Advance regional development through IUP's business and economic partnerships.

Goal Narrative:

An updated MoU was established with Penn Highlands Community College. Web sites were updated to reflect this announcement. Director has maintained contact with the Penn Highlands Director, Dr. Kevin Slonka throughout the year. While no formal articulation agreement was made, the Penn Highland programs and IUP programs were reviewed with respect to transfer of credit to IUP.

IUP participated in planning meetings on a joint proposal with Westmorland Community College, Butler County Community College, and Community College of Allegheny County to secure an America's Promise Grant to provide tuition funding for students in cyber security programs.

While no new formal articulation agreements were made with other institutions, the institute has worked with the IUP transfer office to define transfer credits for specific courses taken at community colleges and other institutions.

The institute in conjunction with the Computer Science Department placed over 5 interns in cyber security roles at several agencies and companies including Department of Homeland Security, Air Force Laboratory, Raytheon Systems, and Critical Systems. Most of the interns

received offers for permanent positions on graduation. Other graduates have secured permanent cyber security positions at these agencies and companies, and at Concurrent Technologies Corporation, Lockheed Martin, and Cerner Corporation.

Goal #4

Description: Expand and diversify community outreach on CybrSec/IA.

Type: Outreach

Plan to Achieve Goal: Participate in at least two IUP community outreach programs by contributing presentations, discussions, and activity on CybrSec/IA topics. Host at least one summer camp for high school students on CybrSec/IA.

Plan to Assess Progress toward Achieving Goal:

- IUP gains reputation as an active CAE CybrSec/IA Center.
- Information passed on in community outreach activities is for the betterment of the community.
- Summer camps promote CybrSec/IA practices while at the same time foster interest in high school students pursuing education in CybrSec/IA.

Strategic Plan: 1.3.2. Engage younger and older populations in opportunities for learning across the life span.

Goal Narrative:

IUP hosted a Cyber Security Seminar for the Western Pennsylvania Business community. The event was sponsored by IUP Office of Extended Studies, S&T Bank, and InfraGard Pittsburgh Members Alliance. Eight speakers and panelist including United District Attorney for the Western District of Pennsylvania, FBI Special Agent for the Pittsburgh Field Office, Intelligence Analyst at the National Cyber-Forensics Training and Alliance, and Senior Security Analyst gave talks and panel session on Social Engineering, Business E-Mail Compromise, Understanding Ransomware, and other topics. Mr. Jonathan Roumfort served as a panelist. Over 175 were in attendance from business, academia and other institutions.

Dr. Jennifer Gossett and Mr. Ben Dadson (IUP Support Services) gave Cyber Security presentations at 20th Annual Health, Safety, Security and Environment (HSSE) Conference and Exhibition hosted by The American Chamber of Commerce of Trinidad & Tobago (AMCHAM T&T).

Dr. Theresa McDevitt and Mr. Paul Grieggs presented "Campus Awareness of Cybersecurity Threats and Online Privacy Issues" at Kinbercon 2017, an event for leaders in education, healthcare, economic development, libraries, public media, and government in Pennsylvania to share experiences.

Dr. Farag presented "Essential Fundamentals of Cybersecurity" at the 2nd Technology Day sponsored and organized by the Indiana Area School District as a professional development conference for their faculty and staff on January 16, 2017.

Dr. Rodger published "Triple bottom line accounting for optimizing natural gas sustainability: A statistical linear programming fuzzy ILOWA optimized sustainment model approach to reducing supply chain global cybersecurity vulnerability through information and

communications technology" in the Journal of Cleaner Production, Vol 142, Part 4, pgs 1931-1949, January 2017.

Dr. Farag presented "Fostering a Strong Cybersecurity Culture in High and Middle School Students and Teachers through a Holistic Multidisciplinary Approach" at the 2016 Centers of Academic Excellence Community Meeting held in Kansas City, MO on November 3, 2016.

IUP successfully hosted its first GenCyber Cyber Security Summer Camp in summer 2016. Camp was funded by an NSF GenCyber grant. Over 45 middle/high school students and teachers attended the camp. 9 faculty contributed 13 modules on cyber security topics.

Dr. Farag presented three talks; "IUP GenCyber 2016 Best Practices for Combination Camps", "IUP GenCyber 2016 Camp Presentations and Activity Demonstrations", and "Online Safety and Ethics in IUP GenCyber Summer 2016 Camp" at the NSA GenCyber Directors Spring Meeting held in San Antonio, May 1-2, 2017.

Dr. Waleed Farag and Dr. Mac Fiddner was awarded two NSF/GenCyber grants to host two cyber security summer camps in summer 2017. The first is a repeat of the 2016 summer camp, the second is an advance topics camp for middle and high school students.

Center/Institute Personnel

Dr. David T. Smith •Director •5 Hours/Week, 1/4 release per year •Dept, College, or Unit funded.	Dr. Waleed Farag •Affiliated Faculty •2 Hours/Week	Dr. James Rodger •Affiliated Faculty •0.5 Hours/Week	Dr. David Chambers •Affiliated Faculty •0.5 Hours/Week
Dr. Dennis Giever •Affiliated Faculty •0.5 Hours/Week	Dr. Dighton Fiddner •Affiliated Faculty •0.5 Hours/Week	Dr. Deanne Snavelly •Affiliated Dean •0.5 Hours/Week	Dr. Jennifer Gossett •Affiliated Faculty •0.5 Hours/Week
Dr. William Oblitey •Affiliated Faculty •0.5 Hours/Week	Dr. Pankaj •Affiliated Faculty •0.5 Hours/Week	Dr. Lloyd Onyett •Affiliated Faculty •0.5 Hours/Week	Dr. Theresa McDevitt •Affiliated Faculty •0.5 Hours/Week
Mr. Paul Grieggs •Affiliated Faculty •0.5 Hours/Week	Mr. Jonathon Roumfort •Affiliated Faculty •0.5 Hours/Week	Mr. Michael Husenits •Affiliated Staff •0.5 Hours/Week	

Center/Institute Budget

This Center/Institute's basic office expenses are covered by the Computer Science Department.

Revenue

Source	Description of Service Provided	Amount
CAE affiliated offices	Travel funds to attend CAE community meetings	\$1,600
Total		\$1,600

Expenses

Source	Description of Expense	Amount
	N/A	
Total		

What resources/assistance does this Center/Institute require to achieve their goals for the upcoming year?

N/A

Software Development Center

Contact: Rick Adkins

Affiliation: College of Natural Sciences and Mathematics

Phone: 724-349-7346

Fax: 724-357-7908

Address: 213 Stright Hall, IUP Mathematics Department, Indiana, PA 15705

Website: <http://www.iup.edu/softwaredev/>

Purpose of Center/Institute

The Software Development Center provides IUP students with real-world experience in designing and developing high-quality software, and improves the region's quality of life by building software systems for clients and by improving the software development expertise of the region.

2016 – 2017 Goals

Goal #1

Description: Increase internal and external funding in support of SDC's core areas

Type: Innovation

Plan to Achieve Goal: Document work for one external and one internal client. Participate in one or more RFP or grant application

Plan to Assess Progress toward Achieving Goal: Document work for one external and one internal client. Participate in one or more RFP or grant application

Strategic Plan:

3.1.2. Further engage IUP's academic leadership in advancement and development.

4.3.1. Increase participation in workshops, conferences, and extended studies.

4.1.1. Implement a coordinated marketing program to support admissions (undergraduate and graduate), advancement, and IUP brand recognition.

Goal Narrative:

This year we hired three student workers to develop SDC projects. The SDC was able to serve several clients, including two external and three internal clients (one of the internal clients was a continuation from last year). Some of the work associated with client projects was used to create student research projects in COSC473. Thirteen students from COSC473 contributed to these projects.

The SDC assisted with two grant proposals this year, including one for \$356,692 in which the SDC would provide \$20,000 of software development assistance. Unfortunately, this grant was not funded.

Goal #2

Description: Include more students working to complete SDC client projects

Type: Personnel

Plan to Achieve Goal: Additional students involved with center (both employment and education); survey students annually to determine impact of SDC activity on their academics and career preparation

Plan to Assess Progress toward Achieving Goal: Survey students annually to determine impact of SDC activity on their academics and career preparation

Strategic Plan:

2.3.5. Ensure that every student has an opportunity to participate in at least one of a coordinated set of out-of-classroom learning experiences

1.1.4. Ensure that our physical infrastructure supports academic programs of high quality and value.

1.4.2. Engage IUP's community of teacher-scholars to strengthen undergraduate education through faculty professional development and innovative classroom practices.

Goal Narrative:

This year we hired three student workers to develop SDC projects. The SDC was able to serve several clients, including two external and three internal clients (one of the internal clients was a continuation from last year). Some of the work associated with client projects was used to create student research projects in COSC473. Thirteen students from COSC473 contributed to these projects.

Goal #3

Description: Include more students in outreach/service activities supported by the SDC

Type: Outreach

Plan to Achieve Goal: Provide at least one outreach activity working with students at a K-12 institution. Provide assistance to public or non-profit organization. Recruit one or two IUP students to assist with these outreach activities

Plan to Assess Progress toward Achieving Goal: Outreach and service to both general public and K-12 institutions. Both areas should build connections with IUP through the SDC, which will be helpful in recruiting and identifying future SDC clients

Strategic Plan:

4.3.1. Increase participation in workshops, conferences, and extended studies.

1.3.1. Engage fully in regional, state, and national workforce development initiatives.

1.3.2. Engage younger and older populations in opportunities for learning across the life span.

1.3.3. Engage in continuing education and training for members of the regional, state, national, and global workforce.

2.3.5. Ensure that every student has an opportunity to participate in at least one of a coordinated set of out-of-classroom learning experiences

Goal Narrative:

We did not offer a K-12 outreach activity in 2016-2017.

Goal #4

Description: Sponsor annual open workshop or training activity

Type: Scholarship

Plan to Achieve Goal: Engage faculty and students in professional development by learning and sharing skills on state-of-the-art technology; share these skills with others

Plan to Assess Progress toward Achieving Goal: Measure success of activity by number of participants engaged in training

Strategic Plan:

4.1.1. Implement a coordinated marketing program to support admissions (undergraduate and graduate), advancement, and IUP brand recognition.

4.3.1. Increase participation in workshops, conferences, and extended studies.

1.3.1. Engage fully in regional, state, and national workforce development initiatives.

1.1.4. Ensure that our physical infrastructure supports academic programs of high quality and value.

Goal Narrative:

As part of the student work on SDC client projects in COSC 473, students shared skills they acquired and demonstrated the results for their projects in May 2017. Students created content that describes their work and the technology/methods that were utilized. We are planning to showcase this on our center website.

Goal #5

Description: Expand internet presence and dissemination of information about the SDC through center website

Type: Communication and Marketing

Plan to Achieve Goal: The web presence needs additional detail. The center needs to add information about prior successes and new initiatives

Plan to Assess Progress toward Achieving Goal: Measure success by presence of more content on the website. Track number of hits on main SDC homepage

Strategic Plan:

4.1.1. Implement a coordinated marketing program to support admissions (undergraduate and graduate), advancement, and IUP brand recognition.

Goal Narrative:

Our public page is at: <http://www.iup.edu/softwaredev/>

We also have web services running on one SDC computer, but no content has been installed for public dissemination. The URL for this machine is: <http://hammer.sdc.iup.edu/>

We are planning to take the results from the student contributions to this year's 5 projects and showcase the work and the technology/methods utilized on our center website.

Center/Institute Personnel

Dr. Rick Adkins •Director •3 Hours/Week •Volunteer	Dr. David T. Smith •Co-Director •Volunteer	Alyssa Buntz •Student •10 Hours/Week •Funded by Center Service Fees or Contracts for Services
Neal Messer •Student •2 Hours/Week •Funded by Center Service Fees or Contracts for Services	Joe Venezia •Student •5 Hours/Week •Funded by Center Service Fees or Contracts for Services	Joe Venezia •Student •5 Hours/Week •Funded by Center Service Fees or Contracts for Services

Center/Institute Budget

This Center/Institute covers basic office expenses from its own budget.

Revenue

Source	Description of Service Provided	Amount
Work on MPCVS Survey Tool	Provided Swift code and iOS interface app for survey data plus database development.	\$3,000
Total		\$3,000

Expenses

Source	Description of Expense	Amount
	N/A	
Total		

What resources/assistance does this Center/Institute require to achieve their goals for the upcoming year?

Our web server is becoming dated and we have concerns over its long-term reliability. We are working to relocate software on this server to other resources, but we may need to replace the resource with another computer to serve future clients.

Center for Family Business

Contact: Ellen Ruddock

Affiliation: Eberly College of Business and Information Technology

Phone: 724-357-2323

Fax: N/A

Address: 324 Eberly COBIT, 664 Pratt Dr., Indiana, PA 15705

Website: www.iup.edu/centerforfamilybusiness

Purpose of Center/Institute

The CFB supports family business owners through educational forums on succession, valuation, leadership and other areas of interest in a peer to peer, solicitation free environment

2016 – 2017 Goals

Goal #1

Description: Plan a CFB 20th Anniversary Celebration luncheon and tribute to the Center's founders.

Type: Communication and Marketing

Plan to Achieve Goal: Schedule event with Dr. Camp, founding members, Advisory Board availabilities.

Plan to Assess Progress toward Achieving Goal: Event scheduled and promoted in 2016-2017.

Strategic Plan: 4.1.1. Implement a coordinated marketing program to support admissions (undergraduate and graduate), advancement, and IUP brand recognition.

Goal Narrative:

Action Taken:

An Advisory Board Luncheon was held on Friday, May 19, 2017 in Eberly to honor the Founders and to thank the sponsors and advisors for their financial support and participation in presentations.

Goal Complete.

Goal #2

Description: Website improvements including a redo introductory video of CFB website and establish a page of services offered by the CFB and MSG partners.

Type: Communication and Marketing

Plan to Achieve Goal: Schedule video recording with TSTD and coordinate with Wendy Kopczyk.

Plan to Assess Progress toward Achieving Goal: Enhance professional image of website with video, pictures and information.

Strategic Plan: 4.1.1. Implement a coordinated marketing program to support admissions (undergraduate and graduate), advancement, and IUP brand recognition.

Goal Narrative:

Action Taken:

Improvements have been made to the website and also to online registration and payment for events through The IUP Marketplace.

The video script is written and will be scheduled, recorded and changed this summer by new director.

Goal #3

Description: Offer student internship to help with marketing and website.

Type: Communication and Marketing

Plan to Achieve Goal: Identify student, determine availability, determine stipend.

Plan to Assess Progress toward Achieving Goal: Increased traffic to website.

Strategic Plan: 4.1.1. Implement a coordinated marketing program to support admissions (undergraduate and graduate), advancement, and IUP brand recognition.

Goal Narrative:

Action Taken:

A student was hired at a stipend of \$300 in September. She made suggestions for website improvements and designed several flyers and promotional materials for events. She attended events as her schedule allowed.

Website online registration/payment was improved.

She was hired in January at a stipend of \$300 to continue designing promotional material.

Goal complete.

Goal #4**Description:** Increase CFB Scholarship by \$30,000 by end of FY 2017**Type:** Development**Plan to Achieve Goal:** Identify prospects, prepare proposals, schedule appointments, ask for gifts to scholarship, follow up to secure gifts, thank donors.**Plan to Assess Progress toward Achieving Goal:** Scholarship becomes endowed and can be offered to students. Scholarship continues to grow.**Strategic Plan:** 4.3.2. Increase community and university participation at IUP exhibitions, performances, and presentations.**Goal Narrative:**

Action Taken:

Two additional gifts of \$1,000 were secured for the CFB Scholarship. \$2,500 is needed to endow the scholarship. \$7,500 is needed to meet 2017 goal.

Center/Institute Personnel

Ellen Ruddock

- Director
- 20 Hours/Week
- Funded by FIUP - Sponsors

Meghan Moore

- Clerical

Center/Institute Budget

This Center/Institute's basic office expenses are covered by the Center, the Dean's Office, and the Director.

Revenue

Source	Description of Service Provided	Amount
Carry Forward	Budget Carryover from 2015-2016	\$10,168.77
Sponsorships	2016-2017 Sponsorships	\$32,750
NCG Memberships	Next Generation Council Memberships	\$1,900
Registrations	IUP Marketplace/Powerlink Registrations	\$1,160
Total		\$45,979

Expenses

Source	Description of Expense	Amount
Ellen Ruddock Professional Services	Director Pay	\$19,000
Foundation for IUP Fees	Quarterly Account Management Fees	\$1,103
Copies/Printing/Mailings	Copies & Printing	\$1,147
Indiana Gazette	Newspaper Ads	\$1,375
St. Pier Group/Renda Broadcasting	Radio Ads	\$856
Aramark	Catering Services	\$1,117
KCAC	Conference Services	\$635
Katerina Brattina	Intern Payroll	\$600
Indiana Floral	Floral Centerpiece Arrangements	\$280
Distinguished Family Business	Distinguished Family Business Awards	\$880
Family Business Publishing Co	Subscriptions	\$534
Total		\$27,527

What resources/assistance does this Center/Institute require to achieve their goals for the upcoming year?

Additional sponsorships will help to achieve goals

Supplemental Materials



Center for Family Business
and
**INDIANA COUNTY
BAR ASSOCIATION**
PRESENT

"Nuts & Bolts of Wage & Hour Compliance"

Learn to avoid the most common problems of wage and hour compliance for business.

Alan C. Blanco, ESQ., Rothman Gordon
Patti A. Hudson, CPA, Wessel & Co.

And

"Maximizing Success in Succession"

Getting started on masterminding your legacy.

William Lestitian, ESQ, CPA, Rothman Gordon

**Thursday, June 22, 2017
11:30 a.m. – 2:00 p.m.**

2 CLE Substantive Credits Available (Approval pending)
Lunch will be provided

**ROTHMAN
& GORDON**



**Register Online
\$20 per person**

[www.iup.edu/
centerforfamily
business](http://www.iup.edu/centerforfamilybusiness)

OR
**Call 724-357-
2323**

KCAC
711 Pratt Drive
Indiana PA 15701

**INDIANA
COUNTY
BAR
ASSOCIATION**

CENTER FOR FAMILY BUSINESS PRESENTS

TUESDAY, APRIL
25TH 2017

7:30 – 9:30 A.M.
KCAC, 711 PRATT DRIVE,
INDIANA PA 15705



7:30 a.m. Breakfast
8:00 Panel
9:15 Q&A
9:30 Adjourn

Nightmares or Sweet Dreams

Business owners and advisors - learn about
funding for growth, transition, succession,
innovation and more.



www.iup.edu/centerforfamilybusiness

Panel:

Luke Shively, McNaughton Moving and Storage
Lindsay Cost, VP, SBA Specialist, Huntington Bank
Chris Brown, VP, Insurance Executive, Huntington Bank

Registration \$20 per person
Click for **Online Registration**
Or call 724 357-2323

Co-Hosts:



Small Business Development Center
Indiana University of Pennsylvania

Helping businesses start, grow, and prosper.



THE IUP CENTER FOR FAMILY BUSINESS

presents the

ANNUAL FAMILY BUSINESS AWARD

Please join us in honoring the

DELANEY FAMILY

DISTINGUISHED FAMILY BUSINESS 2016



THE DELANEY
AUTOMOTIVE
GROUP

MONDAY, SEPTEMBER 26, 2016

5:00-6:30 P.M.

EBERLY AUDITORIUM

664 PRATT DRIVE, INDIANA, PA 15705

PUBLIC INVITED

Parking will
be available in
stadium lot.

5:00 Presentation by
the Delaney Family

6:00 Tree dedication
and recognition, outside
the Eberly College of
Business



Wednesday, May 10, 2017 | 7:30 AM – 9:30 AM

Kovalchick Complex, 711 Pratt Drive, Conference Room 6/7 | Indiana, PA 15701

7:30 AM Breakfast & Registration, 8:00 AM Panel Discussion and Q&A

Panelists:

Dr. Patrick Shannon
IRMC

Alan C. Blanco, Esquire
Labor Law, Rothman Gordan

Deb Miran, former Patient Advocate,
Maryland Medical Cannabis Commission

\$25 to attend, students free

Please pay in advance to Chamber office

Medical marijuana is now legal in Pennsylvania. Managing medical cannabis in the workplace is a delicate balance between the employer's duty to accommodate and maintaining a safe workplace.



RSVP by Wednesday, May 3, 2017

Business Name: _____ **Number Attending:** _____ **Contact Phone:** _____

Attendee Names: _____

Email Address: _____

Please return to: Indiana County Chamber of Commerce, 1019 Philadelphia Street, Indiana, PA 15701

Cash, Check or Charge Accepted

Call: 724-465-2511

email: jmountain@indianacountychamber.com

Fax: 724-465-3706



TUESDAY, NOVEMBER 1, 2016

IUP CENTER FOR FAMILY BUSINESS

“Overtime & Salary Rules & Regulations”

New Wage & Hour Law takes effect December, 1 2016

This seminar will give an overview of the new overtime rules, salary vs hourly, overtime exemption tests and duties and strategies to comply.

Featuring:

Patti A. Hudson, CPA, Shareholder, Wessel & Company

Alan C. Blanco, Esq., Attorney, Rothman Gordon



7:30 Networking
Breakfast
8:00 Seminar with
Q & A to follow
9:30 Adjourn

\$20 per person

Register online
[www.iup.edu/center
forfamilybusiness](http://www.iup.edu/centerforfamilybusiness)
Or Call
(724) 357- 2323

KOVALCHICK
CONVENTION &
ATHLETIC CENTER
711 Pratt Drive
Indiana PA 15701



Business is tough,
but you don't have to go through it alone.

Sales Boot Camp

Join us to learn **“How to Grow Your Business to \$1 Million”**
using a PowerLink Advisory Board!

Learn the stages of small business growth

- Develop a plan to dramatically increase your sales
- Discover the common stumbling blocks in growing
- Hear the real-life experiences of successful business owners

This is a hands-on workshop!

Wednesday, March 29 | 1:00-4:00 PM

**Eberly College of Business & Information Technology
S&T Board Room
201 Eberly Hall
664 Pratt Drive, Indiana PA 15701**



Registration: \$20/person at www.powerlink.org
\$10/student

Questions: call Karen Wright at **412.848.2894**
karen@powerlink.org

Business is tough, but you don't have to go it alone



When you are faced with a business challenge, wouldn't it be great to receive input from business advisors who have been there before you? Introducing the **PowerLink Think Tank** – a group of business leaders with the expertise to help you figure out those tough business issues.

Join us for lunch at Indiana University of Pennsylvania on Wednesday, September 14.

You will have the opportunity to learn about how **Think Tank** can help you to overcome your business challenges and raise your company to its next level of success. Join us and learn new skills to grow your business. And, maybe you will want to take a swim in the **Think Tank** at our next session in October.

Wednesday, September 14, 2016
12:00 Noon

Eberly College of Business & Information Technology
664 Pratt Drive, Indiana PA 15705

2nd Floor S&T Board Room 201
Lunch will be provided
\$20 per person

Reservations Required
Online at www.iup/centerforfamilybusiness or 724-422-2858

Questions? Call Karen Wright at 412-848-2894

Sponsored by



ExcEL Center - Excellence in Entrepreneurial Leadership

Contact: John Lipinski

Affiliation: Eberly College of Business and Information Technology

Phone: 412-251-9122

Fax: N/A

Address: 308J Eberly Hall

Website: www.iup.edu/excel

Purpose of Center/Institute

The ExcEL Center exists to promote entrepreneurship at IUP

2016 – 2017 Goals

Goal #1

Description: Increase student exposure to the entrepreneurship community by connecting them with off campus experts and resources.

Type: Outreach

Plan to Achieve Goal:

- 1) Invite more guest speakers to campus to connect with the students
- 2) Strengthen our partnership with Thrill Mill to give our students more direct access to the regional entrepreneurial and investment community
- 3) Host area agencies (e.g. Small Business Development Administration, Ben Franklin Partners) to give our students firsthand knowledge of government programs available to assist their entrepreneurial efforts.

Plan to Assess Progress toward Achieving Goal: Each of our initiatives can be measured in terms of number of points of contact made available to our students. We will be tracking the number of guests and students who take advantage of access to Thrill Mill.

Strategic Plan: 2.1.3. Expand IUP's use of recognized high impact practices to increase undergraduate student engagement and retention.

Goal Narrative:

1. Guest speakers included Charlie Batch, Mike Molli, and John O'Connor. Next year, we intend to continue and grow our speaker series.
2. We will continue the development of our partnership with Thrill Mill
3. The SBA visited our program twice. We will continue working with the SBA. We still intend to develop a relationship with Ben Franklin Partners.

Goal #2

Description: Involve students in the entrepreneurial process via business plan competitions.

Type: Innovation

Plan to Achieve Goal: We are seeking to participate in 4 competitions this year. PASSHE Business Plan Competition, Shark Tank, International Video Pitch Competition, and the Business of Humanity Competition.

Plan to Assess Progress toward Achieving Goal: Our number 1 measure is the number of students that we are able to get to participate in these competitions. Our number 2 measure is the number of students who win in these competitions (3 out of 4 are outside of IUP).

Strategic Plan: 1.4.2. Engage IUP's community of teacher-scholars to strengthen undergraduate education through faculty professional development and innovative classroom practices.

Goal Narrative:

We had 24 students participate in the PASSHE business plan competition. This resulted in two finalists. We will continue our participation in this competition. We will also continue our Shark Tank competition and, in the fall of 2017, we will begin a new competition called The Business of Humanity in conjunction with the University of Pittsburgh.

Goal #3

Description: Increase student participation in Entrepreneurial activities.

Type: Innovation

Plan to Achieve Goal: Work across the campus community to develop an innovation lab to help both faculty and students develop innovative ideas and work towards commercial products.

Plan to Assess Progress toward Achieving Goal: Work with administration to create opportunities for cross departmental collaboration and generate opportunities for students to work on entrepreneurial projects.

Strategic Plan: 4.1.2. Communicate IUP's marketing objectives and strategies internally to secure university-wide awareness and support.

Goal Narrative:

This goal is still under development.

Center/Institute Personnel

John Lipinski

- Co-Director
- 5 Hours/Week
- External Grant or State/Fed. Award funded.

Center/Institute Budget

This Center/Institute's basic office expenses are covered by Eberly School of Business.

Revenue

Source	Description of Service Provided	Amount
Grant		N/A
Total		N/A

Expenses

Source	Description of Expense	Amount
	N/A	
Total		N/A

What resources/assistance does this Center/Institute require to achieve their goals for the upcoming year?

N/A

Government Contracting Assistance Program

Contact: Ron Moreau

Affiliation: Eberly College of Business and Information Technology

Phone: 724-357-7824

Fax: 724-357-3082

Address: Robertshaw Rm 5, 650 South 13th Street

Website: www.iup.edu/ptac

Purpose of Center/Institute

To provide technical assistance to firms interested in selling goods and services to the local, state or federal government.

2016 – 2017 Goals

Goal #1

Description: To meet or exceed set goals as outlined by the funding agency

Type: Administration

Plan to Achieve Goal: Continued outreach and assistance to clients seeking government contracts through counseling, training, events & trade fairs

Plan to Assess Progress toward Achieving Goal: Our center utilizes an online CMS type software called Neoserra that is designed to track hours and activities of our center. Reports of all kinds can be generated from the various data elements collected on each session/client event

Strategic Plan: 4.4.2. Advance regional development through IUP's business and economic partnerships.

Goal Narrative:

We focused our outreach specifically to Fayette County - Fayette is one of our five counties in our service area that we felt needed additional outreach and attention given our historical data and information. We formulated a partnership with the Fay-Penn Economic Development Council and have participated in several outreach programs in the last 8 months. Additional programs are scheduled throughout the summer. We have seen our new client numbers rise in this area and will continue to work to grow this relationship.

Goal #2

Description: To partner and network with regional economic development organizations

Type: Administration

Plan to Achieve Goal: By partnering and networking, firms can be reached via their local chambers of commerce and economic development organization. GCAP outreach extends to 5 counties in Western PA, so partnering is key in promotion and sponsorships of programs.

Plan to Assess Progress toward Achieving Goal: Maintain memberships in regional organizations, attend and participate in their business events, become a known face in the counties that we serve so as to be recognized as an economic development partner in the region

Strategic Plan: 4.4.2. Advance regional development through IUP's business and economic partnerships.

Goal Narrative:

Our program sponsored and participated in 19 regional events in Allegheny, Armstrong, Fayette, Indiana and Westmoreland Counties in the past year. Our partners included economic development groups, universities, chambers of commerce and government agencies.

One specific event in Moon Twp attracted 45 defense contractors - firms already successful in selling to the Department of Defense. Our center was a participant and sponsor with DCMA (Defense Contract Management Agency). DCMA is responsible for overseeing DoD contracts and working with contractors to ensure compliance and delivery to the war fighter.

Goal #3

Description: To promote and market GCAP through print, advertisement and web/social media presence

Type: Communication and Marketing

Plan to Achieve Goal: Through newspaper, magazine, billboard (electronic) and or web/social media means, to advertise the services of our center to the business community.

Plan to Assess Progress toward Achieving Goal: Much of this is based on circulation and or visual occurrences on any given day. Actions by those viewing the "advertisement" on Facebook can be tracked and measured as to the impact of the expense of the various promotions. Much of this can be done inexpensively and we hope to get a good return on our marketing dollars.

Strategic Plan: 4.4.2. Advance regional development through IUP's business and economic partnerships.

Goal Narrative:

The GCAP has promoted its Facebook site through e-mail, print and word of mouth to our partners and clients.

Additional work needs to be done to broaden the scope and reach of the information, however we have laid the groundwork to accomplish this mission.

We will continue to increase our presence in this arena.

Center/Institute Personnel

Ron Moreau

- Director
- IUP Location
- 37.5 Hours/Week
- External Grant or State/Fed. Award funded.

Sara Gromely

- Student
- IUP Location
- 15 Hours/Week
- Dept, College, or Unit funded.

David Pinkosky

- Counselor
- Southwestern PA Commission
- 37.5 Hours/Week
- External Grant or State/Fed. Award funded.

Jamie Colecchi

- Counselor
 - Southwestern PA Commission
 - 30 Hours/Week
 - External Grant or State/Fed. Award funded.
-

Center/Institute Budget

This Center/Institute covers basic office expenses from their own budget.

Revenue

Source	Description of Service Provided	Amount
2015-16 DoD Funds	Procurement Technical Assistance to business firms	\$190,897
2015-16 DoD Funds	Procurement Technical Assistance to business firms	\$191,023
2016-17 DoD Funds	Procurement Technical Assistance to business firms	\$191,295
2016-17 IUP Match	Procurement Technical Assistance to business firms	\$191,363
	Additional Information Below	
Total		\$764,578

Expenses

Source	Description of Expense	Amount
	N/A	
Total		N/A

What resources/assistance does this Center/Institute require to achieve their goals for the upcoming year?

Continued financial support from DoD and IUP will allow the program to continue to assist area firms in selling to the government.

Funding

September 1, 2015 - August 31, 2016 DoD \$190,897 Match \$191,023

September 1, 2016 - August 31, 2017 DoD \$191,295 Match \$191,363

Pending Funding

September 1, 2017 - August 31, 2018 DoD \$188,513 Match \$189,744

Staff: 3 Counselors, 1 Student Worker

2 Outreach Centers - Indiana & Pittsburgh

Outreach to 5 Counties in Western PA (Allegheny, Armstrong, Fayette, Indiana, Westmoreland)

105 active clients (counseling - 30 min or more)

97 small

8 large

340:54 hours of counseling time

19 Training/outreach programs

33 contract awards

\$417,000,000 in government contract awards during the period

Thousands of Western PA jobs created/saved/retained as a result of government contract awards

Return on DoD investment: \$711 in contract awards for each DoD dollar invested during the last 10 years

Small Business Development Center

Contact: Tony Palamone

Affiliation: Eberly College of Business and Information Technology

Phone: 724-357-5729

Fax: N/A

Address: IUP Small Business Development Center, Eberly College of Business and Information Technology, Room 108, 664 Pratt Drive, Indiana, PA 15705

Website: <http://www.iup.edu/business/sbdc/>

Purpose of Center/Institute

The Small Business Development Center at Indiana University of Pennsylvania seeks to sustain and grow the economy of Indiana County and the surrounding region by providing entrepreneurs with the education, information, and tools necessary to make smart decisions and build successful businesses.

2016 – 2017 Goals

Goal #1

Description: Remain a Member in good standing of the Pennsylvania SBDC Network (PASBDC) assuring Federal and State Funding.

Type: Scholarship

Plan to Achieve Goal: New this year a partnership with PowerLink to help 2nd stage growth businesses

Plan to Assess Progress toward Achieving Goal:

Track annual targets in our data base relative to:

- # of clients
- Capital raised
- Hours of service
- Sales increases
- Job impacts

Strategic Plan: 1.4.3. Enhance undergraduate and graduate student learning through technology that augments face-to-face and peer-learning experiences.

Goal Narrative:

Our big hope for the year is to put in place a mechanism that is effective at helping 2nd stage businesses started locally grow into economic engines that power sales and job growth. Toward that end we have continued to work with PowerLink to expand that capacity & make available to local businesses the help offered through Customized Advisory Boards.

The first client who chose to participate, believes that the Board is helping him in significant ways. Also this client marks a significant milestone for PowerLink in that prior to their association with us they only accepted female owned enterprises for inclusion into their program. Our Director believes that PowerLink offers a synergy to the work of SBDCs that is

not available elsewhere and he has taken the initiative to introduce several other SBDC Directors to this prospect and they are beginning programs with PowerLink. Time will produce a verdict on how successful these efforts are.

We continue to do our traditional consulting and deliver consulting to the clients who come to us and report on the metrics referred to above. It should be noted that the results reflected below are for a partial year which is in process and discussions with banks reflect little new business activity.

Metrics collected to date 6/30/2016-4/24/2017 and only reflect what we were able to collect and verify:

- # of clients - 102
- Client Capital raised - \$1,330,333
- Hours of service - 2,003
- Business starts or acquisitions - 12
- Sales Increases - \$1,871,500
- Job impacts – 74

Goal #2

Description: Remain a Member in good standing of the Partnerships for Regional Economic Progress (PREP).

Type: Innovation

Plan to Achieve Goal: Continuing our efforts to serve clients efficiently and effectively & moving forward with our student centered Agency program

Plan to Assess Progress toward Achieving Goal:

Track annual targets in our data base relative to:

- # of clients
- Capital raised
- Hours of service
- Sales increases
- Job impacts

Strategic Plan: 4.4.2. Advance regional development through IUP's business and economic partnerships.

Goal Narrative:

We have attended regular PREP meetings in Pittsburgh and participated in a positive constructive way. We have reported metrics in the State's Executive Pulse database on clients who have signed a confidentiality waiver.

Agency program reported on under Goal 3 below

Goal #3

Description: Prepare IUP students for success in work & life, in addition to academic success.

Type: Other: Adding real world experience to academic training

Plan to Achieve Goal: Involving students in actual cases and exposing them to the ever evolving set of tools to accomplish client goals which often involve marketing and digital media

Plan to Assess Progress toward Achieving Goal: We collect testimonials from students and real business people about the value of the special experience students are receiving here at the SBDC & we collect satisfaction and results data from clients

Strategic Plan: 4.4.2. Advance regional development through IUP's business and economic partnerships.

Goal Narrative:

Continued to develop The Agency as a student driven consulting unit hosted at the SBDC. This effort was entered into a nationwide competition relative to best practices in student engagement. IUP's entry delivered by our Director, Tony Palamone was entitled; Prometheus Unbound; Reigniting the Spirit of Student Engagement. We took home a third place award.

Students are engaged in client work with a number of clients locally and regionally. This client work exposes them to a wide range of considerations and roles as they wrestle with their own organizational development and with client issues. These considerations and roles include: organizational management, productivity and culture, HR and recruiting, communication - internal and external. Organized into committees to deliver results there are teams engaged in:

- Business Development Team,
- Public Relations/Communications/Digital Media Team
- Creative Team
- Reports & Analytics Team

Applying skills in these areas helps students round out and complete their classroom learning by tying ideas back to reality. Reality is sometimes a little messy and oftentimes needs to be filtered and unscrambled to be able to find and apply the right technique, tactic or skill. This involves learning to think.

We have received testimonials from a number of students who have landed jobs at good starting salaries primarily based upon their experiential work with The Agency here at IUP & value this experience as critical to their development and success.

The clients being aided by the students have also extended our reach and reputation as the projects they are undertaking are beyond the scope of what the SBDC normally does and sometimes extends beyond our typical geographic footprint.

Center/Institute Personnel

Tony Palamone

- Director
- 37.5 Hours/Week
- External Grant or State/Fed. Award funded.

Richard Hoover

- Business Consultant
- 37.5 Hours/Week
- External Grant or State/Fed. Award funded.

Wendy Kopcyk

- Management Technician
- 10 Hours/Week
- Dept, College, or Unit funded.

Center/Institute Budget

This Center/Institute covers basic office expenses from their own budget.

Revenue

Source	Description of Service Provided	Amount
PA DCED through PASBDC	Operation of SBDC - work with clients	\$ 66,428
US SBA through PASBDC	Operation of SBDC - work with clients	\$ 90,201
Total		\$156,629

Expenses

Source	Description of Expense	Amount
	N/A	
Total		N/A

What resources/assistance does this Center/Institute require to achieve their goals for the upcoming year?

N/A

Small Business Incubator

Contact: Robert Boldin

Affiliation: Eberly College of Business and Information Technology

Phone: 724-357-2179

Fax: 724-357-4510

Address: 650 South 13th St, IUP Robertshaw Bldg, Room 5

Website: www.iup.edu/incubator

Purpose of Center/Institute

The purpose of the Incubator is to provide lost cost rental space and consulting for new and developing businesses with the goal of enhancing regional economic development.

2016 – 2017 Goals

Goal #1

Description: Revise and Update Incubator Policies and Procedures

Type: Administration

Plan to Achieve Goal: Due to changes in the functioning of the Incubator, the updated manual will clearly describe for tenants and advisory board members the various aspects of Incubator operations.

Plan to Assess Progress toward Achieving Goal: Completion of the revision and update.

Strategic Plan: 4.1.2. Communicate IUP's marketing objectives and strategies internally to secure university-wide awareness and support.

Goal Narrative:

Incubator policies and procedures have been updated as of 3/7/2017. Currently awaiting approval by President Michael Driscoll.

Goal #2

Description: Attract new tenants to the Incubator

Type: Communication and Marketing

Plan to Achieve Goal: Marketing will be undertaken through radio advertising, Chamber flyer distribution and newspaper advertising.

Plan to Assess Progress toward Achieving Goal:

Prospective tenants will be asked how they learned about the Incubator.

Strategic Plan: 4.4.2. Advance regional development through IUP's business and economic partnerships.

Goal Narrative:

1. One new licensee entered the Incubator in mid-summer 2016. SROG Agency owned by Steve Rogerson is a manufacturing representative company selling eight different brands

of clothing and shoes. It markets to outdoor type stores covering the Northeast (Maine to Washington DC).

2. SROG was referred to the Incubator by a previous tenant.
3. Flyers were distributed through the Chamber of Commerce and the Incubator was marketed by radio advertising.
4. Dan Widzowski (August 2016) became an external tenant who has an outside mailbox and uses the Incubator's address only. He is not a licensee.

Goal #3

Description: Periodically update the Incubator website so that current information is reflected.

Type: Administration

Plan to Achieve Goal: Apply for a small grant to be able to hire personnel with the skill to update the website.

Plan to Assess Progress toward Achieving Goal: Incubator director will periodically review the website information and have personnel make the appropriate / changes.

Strategic Plan: 4.4.2. Advance regional development through IUP's business and economic partnerships.

Goal Narrative:

Website was reviewed and updated to reflect current information. Student worker participated in web training to navigate and update the website.

Center/Institute Personnel

Robert Boldin

- Director
 - 10 Hours/Week with faculty release
 - Dept, College, or Unit (Eberly College) funded
-

Center/Institute Budget

This Center/Institute covers basic office expenses from their own budget.

Revenue

Source	Description of Service Provided	Amount
Eberly College of Business	Director/Administration of facility	\$ 82,000
Total		\$82,000

Expenses

Source	Description of Expense	Amount
	N/A	
Total		N/A

What resources/assistance does this Center/Institute require to achieve their goals for the upcoming year?

Billboard advertising, marketing funds, conference travel, infrastructure updates.

Small Business Institute

Contact: Stephen Osborne

Affiliation: Eberly College of Business and Information Technology

Phone: 724-357-5760

Fax: 724-357-5743

Address: 314 Eberly

Website: www.iup.edu/sbi

Purpose of Center/Institute

The SBI provides free consulting services for businesses and not-for-profit organizations in the region using teams of faculty and students.

2016 – 2017 Goals

Goal #1

Description: Identify several organizations and then shortlist approximately 25 for consideration to have the SBI conduct a consulting project for them

Type: Outreach

Plan to Achieve Goal: As always - maintain contact with and integration with the community

Plan to Assess Progress toward Achieving Goal: The potential, shortlisted and selected clients/cases are routinely documented

Strategic Plan: 4.4.2. Advance regional development through IUP's business and economic partnerships.

Goal Narrative:

- Approximately 30 organizations were shortlisted
- Of which, 12 projects were eventually undertaken and completed.

Goal #2

Description: Recruit, have apply, interview, select and ultimately accept Undergraduate and Graduate students to participate in the SBI Program

Type: Outreach

Plan to Achieve Goal: Applications and resumes are submitted and retained. Selected students are enrolled into a designated section of MGMT 495 or MGMT 695 (Business Policy)

Plan to Assess Progress toward Achieving Goal: Approximately 50 - 60 students engaged in the program

Strategic Plan: 1.1.2. Engage leadership to adopt continuous program assessment to ensure that programs reflect disciplinary advances and are aligned with the needs of students and society.

Goal Narrative:

- Students recruited throughout the MGMT 495 – Business Policy classes
- After interviewing the students in individual interviews, 52 were selected to participate in the SBI Program.

Goal #3

Description: Conduct in-depth consulting cases for businesses and not-for-profit organizations

Type: Outreach

Plan to Achieve Goal: Interact with clients, create written reports and oral presentations

Plan to Assess Progress toward Achieving Goal: 14 in-depth consulting projects (350 - 500 hours each) conducted annually

Strategic Plan: 1.1.2. Engage leadership to adopt continuous program assessment to ensure that programs reflect disciplinary advances and are aligned with the needs of students and society.

Goal Narrative:

In Depth Consulting Projects

Fall 2016

- Armed and Feminine
- Downtown Indiana & Dynamic Management
- Jimmy Stewart Airport and GAI Consultants
- St. Bernard Regional School
- Tailored Marketing & Association of Independent Housekeepers (AIHP)
- Number of Student Counselors: 22 (1 MBA, 21 Undergraduate students)
- Student Hours: Approximately 850
- SBI Director Hours: 323
- Assistant SBI Director Hours: 104

Spring 2017

- Renda Broadcasting
- Roadway Pharmacy
- Downtown Indiana & Dynamic Management
- Jimmy Stewart Airport and GAI Consultants
- St. Bernard Regional School
- Schroth Industries
- Tailored Marketing & Association of Independent Housekeepers (AIHP)
- Number of Student Counselors: 30 (1 MBA, 29 Undergraduate students)
- Student Hours: Approximately 1250
- SBI Director Hours: 350
- Assistant SBI Director Hours (est.): 100

Goal #4

Description: Faculty - Engage in and supervise the consulting cases to ensure timely, quality & useful results and recommendations for clients

Type: Outreach

Plan to Achieve Goal: 1 faculty member (occasionally 2) per project whose time and efforts will be documented.

Plan to Assess Progress toward Achieving Goal: Client feedback. IUP SBI will annually enter the National Project of the Year competition.

Strategic Plan: 4.4.2. Advance regional development through IUP's business and economic partnerships.

Goal Narrative:

Fall 2016

- SBI Director Hours: 323
- Assistant SBI Director Hours: 104

Spring 2017

- SBI Director Hours: 350
- Assistant SBI Director Hours (est.): 100

Recent SBI Program Awards

- 2016 – 2014-2015 Project of Year (Undergraduate Feasibility) 3rd Place National
- 2015 – 2013-2014 Project of Year (Undergraduate Feasibility) 1st Place National
- 2014 – 2012-2013 Project of Year (Undergraduate Feasibility) 3rd Place National
- 2013 – 2011-2012 Project of Year (Undergraduate Specialized) 2nd Place National
- 2011 – 2009-2010 Project of Year (Graduate Business Plan/Feasibility Study) 3rd Place National
- 2010 – 2008-2009 Project of Year (Undergraduate Specialized) 3rd Place National
- 2009 – Resolution of Commendation by IUP Board of Trustees
- 2009 – 2007-2008 Case of Year (Graduate Specialized) 1st Place National
- 2008 – 2006-2007 Case of Year (Undergrad Feasibility, Undergrad Comprehensive, Graduate Specialized) 1st Place National, 2nd Place National, 3rd Place National.

Center/Institute Personnel

Stephen Osborne

- Director
- 23 Hours/Week

Joette Wisniewski

- Co-Director
 - 7 Hours/Week
-

Center/Institute Budget

This Center/Institute covers basic office expenses from their own budget.

Revenue

Source	Description of Service Provided	Amount
Contributions	SBI Projects	\$ 2,000
Total		\$2,000

Expenses

Source	Description of Expense	Amount
	N/A	
Total		N/A

What resources/assistance does this Center/Institute require to achieve their goals for the upcoming year?

Additional cash – client contributions