Indiana University of Pennsylvania
SCHOOL OF GRADUATE STUDIES AND RESEARCH

Centers & Institutes

2015 - 2016

Annual Report

Centers & Institutes
2015 – 2016 Annual Report

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Summary of Centers and Institutes Activity
Fiscal Year 2015-2016

	Organization or Individual 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 (Public service with no monetary remuneration)
	Service Provided By	Type of Organization Receiving Service	PA Residents	Non-PA Residents			
AA	American Language Institute			205		$608,000	
	Center for Teaching Excellence						
	Frederick Douglass Institute	Individuals					
SA	Intercollegiate Athletic Institute for Sports Camps	Individuals	750		$102,198	$102,198	
COE&ET	Center for Career & Technical Personnel Preparation	Government Agencies				$1,193,846	
	Center for Media Production and Research	University, Individuals				$8,575	
	Child Study Center	Individuals	30		$2,025	$680	$300
	IUP Center for Creativity and Change	Individuals				$5,327	
	The Literacy Center	Individuals			$750	$1,000	
	Speech, Language & Hearing Clinic	Individuals, University	1,731			$7,842.50	$382,508
FA	IUP Community Music School	Individuals				$65,368.75	
	The Wood Center at IUP	Private Companies, Individuals, University				$34,750	$2,000

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	Service Provided By	Type of Organization Receiving Service	PA Residents	Non-PA Residents			
HHS	Center for Health Promotion & Cardiac Disease Prevention	University, Agencies, Individuals	1088			$6,540	
	Center for Research in Criminology	University					
	Criminal Justice Training Center	Individuals	878			$532,800	$32,500
	Institute for Rural Safety & Health	Government Agencies, Private Companies	429,168		$565,172.84	$565,172.84	$3,600
	PA/OSHA Consultation Program	Private Companies			$2,088,111		
HSS	Administrative & Leadership Research & Training Center	Government Agencies, Non-Profits	12.8 M		$769,175	$769,175	
	Archeological Services	Government Agencies	All	All	$385,674.97	$326,824.36	
	Center for Digital Humanities & Culture	Individual				$800	
	Center for Film Studies						
	Center for Northern Appalachian Studies	Non-Profits	110			$4,000	$2,000
	Institute for Mine Mapping, Archival Procedures & Safety (IMAPS)	Government, Private Companies, Non-Profit			$993,582.37	$993,582.37	
	Mid-Atlantic Addition Research & Training Institute (MARTI)	University, Non-Profits, Individuals	4,857+	150	$300,000	$65,000	$40,500

Summary of Centers and Institutes Activity
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	Service Provided By	Type of Organization Receiving Service	PA Residents	Non-PA Residents			
NSM	Biotechnology Research Institute	Individuals	50		$600		
	Center for Applied Psychology	Individuals, Schools, Agencies	271			$46,711.25	$2,425
	Center for Statistics Education	Schools	62		$59,847	$59,847	
	Institute for Cyber Security						
	Software Development Center	University	214	70	$4,000	$4,000	$2,000
ECOB&IT	Center for Family Business	Individuals	59		$20	$460	$27,000
	Excellence in Entrepreneurial Leadership Center	Individuals	300	40			$6,000
	Government Contracting Assistance Program	Private Businesses	337 Firms		$191,295	$190,951	
	Small Business Development Center	Private Businesses	All			$165,230	
	Small Business Incubator	Private Businesses	12			$89,000	
	Small Business Institute	Private Businesses					$95,000

Contact:	Dr. Michele Petrucci, Executive Director	Phone:	724-357-2402
	Ms. Emma Archer, Assistant Director	Fax:	724-357-5640
Affiliation:	Indiana University of Pennsylvania	Address:	860 Grant Street
Website:	www.iup.edu/ali		214 Eicher Hall

1. **In one sentence, please describe the purpose/mission of this 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.

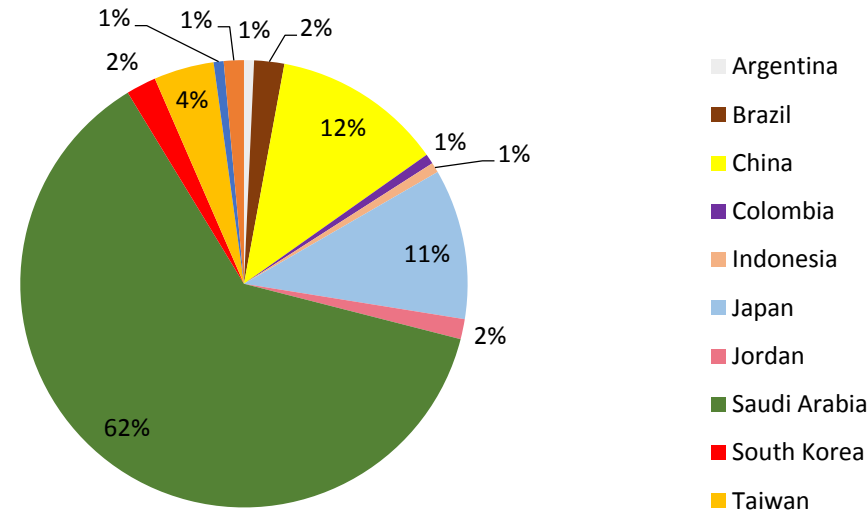2. **What progress has been made towards goals set in the strategic planning document?**

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
1 Administration: Diversify & Increase Enrollment	LT	CT & NG	Enrollment data and recruitment efforts (fairs/travel, publications, web, etc.)	Support 01E's overall goal to increase IUP's international student and scholar enrollment and increase income to support further internationalization on of IUP	1. Goal, 1.3. Strategy, 1.3.3. Tactic 2. Goal, 2.3. Strategy, 2.3.1. Tactic, 2.3.3. Tactic

Describe progress and achievement/challenges of the above goal

NOT COMPLETED/CONTINUOUS IMPROVEMENT - The ALI, like IEPs across the U.S., experienced a drop in enrollment for 2015-2016 due to decreased sponsored/scholarship students from both Brazil and Saudi Arabia

Total 2015-2016 enrollment: 205 (255 for 2014-2015 and 215 for 2013-2014)
• Summer 2015: 55 (52 full-time, 1 part-time, 2 bridge)
• Fall 2015: 91 (51 full-time, 8 part-time, 2 Session II, 16 UG bridge, 3 grad bridge, 11 Hebei University - China)
• Spring 2016: 59 (35 full-time, 3 part-time, 1 Session II, 15 UG bridge, 3 grad bridge, 2 one course)

Student Nationalities

Legend:
- Argentina
- Brazil
- China
- Colombia
- Indonesia
- Japan
- Jordan
- Saudi Arabia
- South Korea
- Taiwan

Pie chart values: 62%, 4%, 2%, 1%, 1%, 1%, 2%, 12%, 1%, 1%, 11%, 2%

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 and Ukraine)

Total Students 138

ALI 2014-2015 Academic Year
- Brazil – 12
- China – 12
- Indonesia – 1
- Japan – 31
- Jordan – 3
- Nigeria- 1
- Saudi Arabia Full-Time – 86
- Saudi Arabia Part-Time – 10
- South Korea – 4
- Syria – 1
- Taiwan – 10
- Venezuela – 1
- Vietnam – 1

Total Students 173

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 Full-Time – 78
- Saudi Arabia Part-Time – 12
- Syria – 3
- Taiwan – 13
- Venezuela – 1

Total Population 147

Student Outcomes

Categories: Promoted (60, 2), Repeated Level (22), IUP Undergraduate (4, 9, 9), IUP Graduate (2, 7), Transfer (2, 12, 3), Complete (30, 6, 6, 1), Withdrew (4), Dismissed (4), Semester Leave (22)
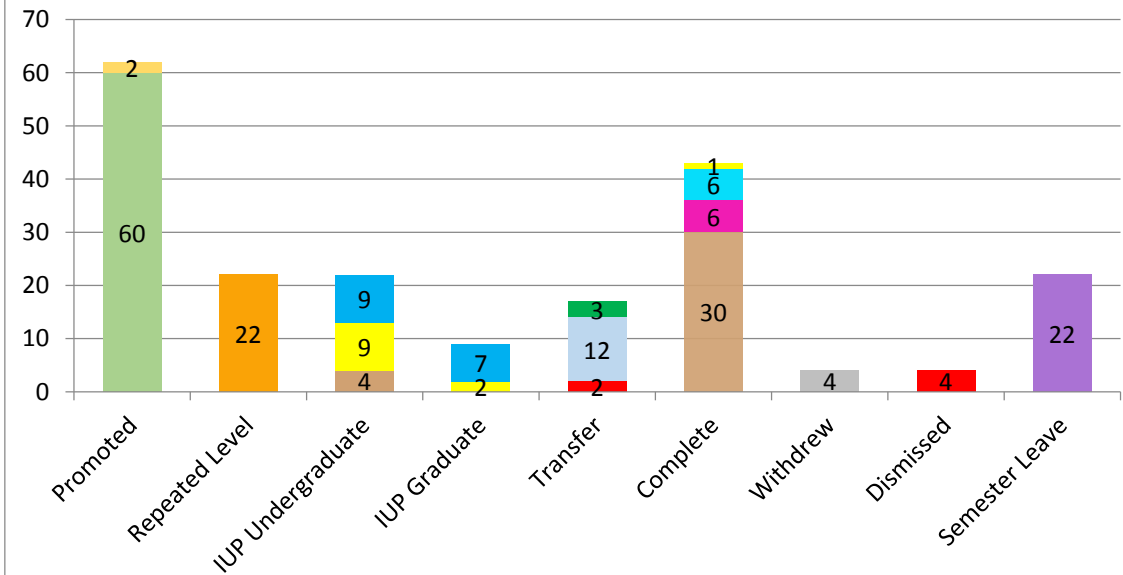
Student Outcomes 2015-2016 Academic Year
- Promoted – 60 to next level, 2 skipped a level
- Repeated Level – 22
- IUP Undergraduate – 4 Exchange, 9 TOEFL/IELTS, 9 Bridge Pathway
- IUP Graduate – 2 TOEFL/IELTS, 7 Bridge Pathway
  - Transfer – 2 IEP, 12 UG, 3 Grad
- Complete – 30 Exchange, 6 F2/Green Card, 6 F1, 1 student with job offer
- Withdrew – 4
- Dismissed – 4
- Semester Leave – 22
- (Medical Leave or Home for a Semester)

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
2	Administration: In collaboration with Human Resources and Payroll, streamline hiring process	LT	NG	Improved satisfaction with onboarding process at IUP and reduced administration for ALI	Improve process for ALI employees from application through completion of service (HR, Payroll, etc.)	3. Goal: Secure IUP's financial future. 3.4. Strategy: Improve the efficiency of conducting university business. 3.4.1. Tactic: Review business processes to eliminate redundancy, simplify workflows, and reduce use of paper forms. 3.4.2. Tactic: Introduce appropriate process revisions and/or technological solutions.

Describe progress and achievement/challenges of the above goal.

COMPLETED - Over the course of 2015-2016, the ALI met with both HR and Payroll to find solutions to manual and time-consuming processes. This area has definitely improved and we expect, for 2016-2017, few obstacles.

- Instructors gained access to ESS, with option to view pay information online and request electronic tax forms
- Revised position descriptions sent to HR for adjunct pool; discussion of transitioning to an online time entry system in place of supplemental contracts.
- Review of instructor applications and interviews with qualified candidates (12)
- Supplemental contracts prepared: monitoring of progress and effort to facilitate communication
- Instructor handbook, pre-arrival guides, and orientation materials updated for 2015-2016
- Lesson plan files created for all classes for unexpected absences and emergencies.
- ALI secure iBlog site used more actively to share resources. All instructors have access and several have added information or content to the site as well as downloading information.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
3	Innovation: In Conjunction with OIE, further develop SKillZone program located in ALI classroom and computer lab (208 & 206 Eicher, repsectively)	LT	CT	Increase faculty knowledge and usage of SkillZone as a resource for international students and scholars (ALI through doctoral)	SkillZone is a free drop-in center for all IUP international students (ALI, undergrads, exchange, and grads) to access support for essential academic skills and positively contribute to the students' academic success and retention.	2. Goal: Prepare all of IUP's students for success in work and life, in addition to academic success. 2.2 Strategy: Focus on access, support, and opportunity for students from traditionally underrepresented and underserved student populations 2.2.2 Tactic: Pursue academic programing and support that increases opportunities for our diverse undergraduate and graduate student populations across all IUP campuses

Describe progress and achievement/challenges of the above goal

COMPLETED/CONTINUOUS IMPROVEMENT - During 2015-2016, SkillZone was proactive in rebranding/expanding brand recognition and outreach efforts to faculty.

SkillZone worked to finalize its branding and perfect its infrastructure. Once that was completed in August, SkillZone was able to use fall 2015 and spring 2016 to focus on promotion. SkillZone has done well in creating its brand, promoting through various avenues, and hiring and training tutors. Feedback from each semester has shown that SkillZone has consistently provided students with a good tutoring experience and has achieved its mission to support international students and scholars academically and culturally. Enrollment has decreased over the last year, even with great promotional attempts. This is most like because of lower enrollment within the ALI. Since SkillZone's hours and location have correlated so strongly with the ALI, a goal for the upcoming semester is to pilot different hours, try to get a satellite location in the library, and continue to promote in various departments at IUP.

Enrollment Data: Summer 2015: 460 attendees   Fall 2015: 834 attendees   Spring 2016: 722 attendees

SkillZone switched from using PDF to JotForm for their faculty reports. The JotForm allows the faculty report form to be embedded in the email, which makes them easier to access for professors. We consulted The Writing Center about how they designed their form. Then, we began developing ours. We purchased a JotForm account and had our JotForm placed on all desktops in the tutoring lab, Eicher 206, for tutors to access easily.

Brochures provide ALI instructors with information on what SkillZone is, how to use it for make-up tests and assignments, and faculty report forms. It also provided information on the differences between SkillZone and ACE tutoring. Subsequently, a similar brochure was designed for all IUP classes. The main difference between that brochure and the ALI brochure is that it addresses questions like "Is SkillZone a part of IUP?" and "How can SkillZone partner with my class?"

A faculty resource section was added to the SkillZone website which includes the brochure, referral form, and syllabus description. A quick link was added to the ASC@IUP webpage for student resources.

SkillZone has been connecting with faculty allies in different departments: English Department, Library, Biology and Anthropology Departments.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
4	Personnel: Advocate for Tutoring Supervisor position					2. Goal: Prepare all of IUP's students for success in work and life, in addition to academic success. 2.2 Strategy: Focus on access, support, and opportunity for students from traditionally underrepresented and underserved student populations 2.2.2 Tactic: Pursue academic programing and support that increases opportunities for our diverse undergraduate and graduate student populations across all IUP campuses

Describe progress and achievement/challenges of the above goal

IN PROGRESS - 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 and SkillZone Supervisor. 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 as well as position it for a positive CEA accreditation evaluation. During both 2014-2015 and 2015-2016, ~$41,000/annum was spent on hourly wages for the 2 contracted, tutoring positions.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
5	Outreach: Design custom programs & market	LT	CT	Continue to develop and respond to requests for short term programs (institutions, governments, etc.) and market a range of options outlining English for Specific Purposes (ESP) programs detailing possibilities for customizing a short term program (2-8 weeks); i.e. academic offerings (language, culture, discipline specific, etc.), housing & meal costs, cultural and educational excursions, etc.	Attract short term programs for specific groups desiring language, culture and regional experiences	1. Goal: Provide innovative academic programs of high quality and value. 1.2. Strategy: Bring forward new degree-granting programs that respond to student interest, reflect disciplinary advances, and serve the needs of society, with emphasis on interdisciplinary programs that leverage existing faculty expertise.

Describe progress and achievement/challenges of the above goal

COMPLETED/CONTINUOUS IMPROVEMENT - The ALI developed more short-term proposals than normal and worked effectively with the Office of Housing, Residence Life, and Dining to keep costs competitive; especially, for Summer programs.

Programmatic Initiatives
- Mission statement revised to better reflect ALI and IUP values.
- Website Redesign Progress: Conversion completed, organization improved, resources for current and prospective students added, student testimonials updated, forms converted to fillable pdf, call to action buttons redirected to ALI admission pages

Short-Term and Special Group Program Proposals
- JAPAN - KGU (FA15, SP16 & SU16, FA16) - still waiting for response from KGU regarding FA16
- JAPAN - Miyazaki (FA16 & SP17 or SP17 only) - 1 student for Fall16 & Sp17 (3 weeks each visit)
- CHINA - IFA (SU16) - high school students - still waiting for response from Mr. Dai
- CHINA - Hebei University professors - Yes, 4th cohort arriving late-June until mid-December (SU16 - 4 ALI courses and FA16 - 1 ALI course and 1 grad Education course and classroom observations)
- COLOMBIA - EAN (SU16) - No
- MEXICO - Proyecta 100 Mil (SU16 TEFL & ESL) - still waiting for response from Mexican Government but unlikely
- TURKEY - Ozyegin University (SU16) - No
- TURKEY - Kadir Has University (SU16) - No

3. **What are the Center's needs (if any) for the upcoming year to further the achievement of goals?**

To diversify and increase the ALI's enrollment, focused and sustained marketing and recruitment will need to occur. This will require the allocation of more funds to this area.

Potentially, other additional costs (time and money) may be needed following the ALI's Self-Study and its final decision whether to pursue potential, CEA accreditation. This is projected to cost ~$10,000 for the initial accreditation review with each year costing ~$2800-$5000 (dependent on enrollment). The ALI is in an excellent position to pursue accreditation but the reduced enrollment has dampened enthusiasms for the process and costs.

4. **Personnel involved in the operation or oversight of this center or institute? Examples: advisory board, director, co-director, affiliated faculty members, administrative assistants, support staff, GA's, etc.**

- Dr. Michele Petrucci - Associate Vice President: International Education and Global Engagement and Executive Director: American Language Institute (Management)
- Ms. Emma Archer - Assistant Director: American Language Institute (SUA)
- Ms. Cindy Smeltzer, Secretary: American Language Institute (AFSCME)

- Instructors: 22 part-time contract positions (13 Ph.D., D.Ed. or ABD/ 9 MA in TESOL or English)
- Graduate Assistants: 2 MA TESOL (1 GA withdrew in February), 1 MA SAHE, 1 Ph.D. English (SkillZone)
- Student Employees: 6 undergraduate / 1 graduate
- ACE Tutoring Supervisor - part-time contract position (20-25 hours/week)
- SkillZone Supervisor - part-time contract position (20-25 hours/week)
- ACE and SkillZone Tutors: 63 (includes paid positions and volunteers)

5. **Sources of funding from IUP for personnel and operating commitments? [By policy (item #8), all IUP C&I are required to be financially self-supporting.**

The ALI is self-sufficient and generates enough revenue to maintain its operations. ALI students are primarily sponsored students (Saudi Arabia Cultural Mission and Brazil Science) with some exchange students, self-paying students and professors from Hebei University.
ALI Tuition approved by IUP's Council of Trustees.
- $3500 per academic semester (full-time)
- $2500 per academic semester (part-time and Bridge)
- $500 for one course only
- $3000 per summer
ALI Technology Fee approved by IUP's Council of Trustees.
- $200 per semester

Annual Report: American Language Institute

Fiscal Year 2015-2016

Organization or Individual 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	**Type of Organization Receiving Service**	**PA Residents**	**Non-PA Residents**			
Intensive English Program (IEP)		0	205	$0	~$608,000	$0
Total	N/A	0	205	$0	~$608,000	$0

Center for Teaching Excellence						
May 16, 2015 – May 15, 2016						
Contact:	Stephanie Taylor-Davis, PhD, RD, LDN Director		Phone:	724-357-7800		
			Fax:	724-357-2281		
Affiliation:			Address:	103 Stabley Library		
Website:	www.iup.edu/teachingexcellence			429 South Eleventh Street		

1. **In one sentence, please describe the purpose/mission of this Center/Institute.**

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

2. **What progress has been made towards goals set in the strategic planning document?**

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
1 Administrative Goal: Maintain continuity and quality of CTE programming with improvements in efficiency.	LT	CT	• Number of programs • Number of faculty attending • Programs that link with established faculty interest • Faculty evaluations of programming • Review of current evaluation instruments for continuous assessment. • Implement automated data collection systems, where appropriate. • Development of a timeline and procedures guide for CTE.	Evidence of faculty professional development opportunities. Evidence that programs are meeting need and interest. Improve administrative efficiency with a procedural guide and a system for data collection and management. Concrete operations guidance for CTE director and staff.	Maps to IUP Strategic Plan, Goal 1: Provide innovative and academic programs of high quality and value. Strategy 1.1, Tactic 1.1.2, 1.1.4, Strategy 1.4, Tactic 1.4.1, 1.4.2, 1.4.3, Strategy 1.5, Tactic 1.5.1, 1.5.2, 1.5.3, 1.5.7 Goal 2: Prepare all of IUP 's students in work and life, in addition to academic success. Strategy 2.1 Tactic 2.1.3, 2.1.5, Strategy 2.2, Tactic 2.2.2, 2.2.3., Strategy 2.3, Tactic 2.3.1, 2.3.5., 2.3.6. Goal 3: Secure IUP's financial future. Strategy 3.4, Tactic 3.4.1., 3.4.2. May Map to PASSHE Performance Funding Program - University-Specific Measures High Impact Practices **Note: See Strategic Plan for Full List**

Describe progress and achievement/challenges of the above goal

As evidenced by the Additional Information document provided to accompany this annual report (pp. 2-31), this goal has clearly been met for 2015-2016. Assessment and utilization of evaluation findings are continuously being examined and revised. This will be a focal area for 2016-2017. CTE and the Reflective Practice Project are ambitious and strive to offer quality faculty professional development opportunities. Challenges include inadequate staffing to address the demand for more program options, particularly with added flexible for time of day and day of week offerings. Time and lack of space for the Director and RP Co-Directors to interface more regularly poses challenges. Poor response rate on solicitations for program feedback by participants is a barrier for more comprehensive program evaluation. With each point of data collection, however, the clarity of questions posted and the rationale for asking is becoming more refined and streamlined. A complication in our current system that we are attempting to correct is to reach near-flawless tracking of faculty attendance at events.   See ADDITIONAL INFORMATION document for more details.

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., Box Night) and new collaborative programming (e.g., ASC@IUP, BLEND, IUP Libraries).	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 (115 faculty (compared to 99 last year) across 28 departments and representing all faculty ranks).
Offered face-to-face programs (excluding teaching circle meetings on 30 days compared to 18 last year).	Supported faculty development efforts with Teaching Circle mini-grants (5 awards totaling $1072.55 compared to 7 awards last year in the amount of $2498.54). Outcomes of teaching circles are numerous and significant, including presentations and publications (articles and books).
Contracted with external experts in the Scholarship of Teaching and Learning (SoTL) to offer a campus-wide Keynote, to consult with CTE staff on the development of Faculty Learning Communities, and to offer a Saturday workshop on SoTL for faculty.	Maintained and/or increased attendance. Attendance count at RP Large Group meetings (n=10 compared to 8 meetings last year) was 197 faculty (compared to 199 last year). Attendance count at Saturday Workshops (n=3 compared to 2 workshops last year) was 71 (compared to 51 last year). Twenty-nine total teaching circles were formed with a total count of 242 faculty participants (compared to 24 teaching circles last year involving 209 participants). It is estimated that nearly 250 different faculty were reached this year through attendance at a CTE event.
Established the first Faculty Learning Community offered by CTE with 10 faculty selected by a competitive application process – topic area is SoTL.	Added one Reflective Practice Co-Director (volunteer) to add promotion of effective advising to CTE's programming.
Added new program offering, Brown Bag Lunch and Learn webinars, in collaboration with IUP Libraries.	Initiated use of Qualtrics to collect participant feedback within 24-48 hours of program. Added paper-and-pencil, open-ended questions immediately following workshops to collect qualitative, immediate reactions on program impact.
Continued subscription to the Monday Morning Mentors to diversify delivery format and to reach additional faculty.	Drafted Procedural Guides for key events and program areas so there is some documentation to guide current staff (as well as for succession planning).
Revised New Faculty Orientation based on participant feedback and to address university needs (e.g., Protection of Minors, Middle States)	University-wide survey about CTE will be administered in early fall 2016.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
2	Innovation/Programming Goal: Promote best practices to support excellence in traditional and online teaching	LT	CT	• Number of programs • Number of faculty attending • Identification of scholarly resources m support of best practices • Matrix of best practices and key messages of CTE programming	Evidence-based best practices drive faculty professional development opportunities supported by the CTE	Maps to IUP Value: "Employing evidence in decision making and in demonstrating results." Maps to IUP Strategic: Goal 1: Provide innovative and academic programs of high quality and value Strategy 1.1, Tactic 1.1.1., 1.1.2, Strategy 1.4, Tactic 1.4.1, 1.4.2, 1.4.3 Goal 2: Prepare all of IUP's students in work and life, in addition to academic success. Strategy 2.1 Tactic 2.1.2, 2.1.3, 2.1.6., Strategy 2.2, Tactic 2.2.2, 2.2.3.

Describe progress and achievement/challenges of the above goal.

As evidenced by the Additional Information document provided to accompany this annual report (pp. 32-38), this goal has been met for 2015-2016. CTE is generally functioning at a capacity for what is feasible within given staffing and resources; however, there is an interest by many faculty for more guidance in best practices in online teaching. This will be a focal area for 2016-2017. Challenges include time and effort necessary to identify and coordinate to plan training with campus experts, including IT Support. An instructional designer on the CTE staff would be most welcome. Mapping of CTE programming (and its evaluation by attendees) to best practices guidelines will allow for more concrete determination of the depth and breadth of how CTE efforts are going in this area. With limited release time to manage the diverse CTE programs and services, getting things done like completing the "matrix" often is relegated to the "back-burner", but it still remains a goal. Another asset that CTE has been trying to engage more fully is the accomplishments and advances in best practices that are learned by faculty department and cross-disciplinary teaching circles. Teaching circles have a high participation rate and generally produce scholarly outcomes and shared practices that "work". CTE will explore further on how to more widely share the knowledge, skills, and perspectives reported by teaching circles. The overall funding base for CTE limits the amount and types of external experts that can be brought to campus. It also limits any ability to provide more extended training opportunities for faculty such as intensive, "boot camps" related to pedagogy, instructional technology, or retreats to develop "flipped classroom" or in the design of projects related to the scholarship of teaching and learning. See ADDITIONAL INFORMATION document for more details.

Achievement Highlights for	
GOAL #2: Promote best practices to support excellence in traditional and online teaching.	
Funded support for teaching circles through mini-grants (3 of 5 awards with online teaching or technology-related focus).	Extended programming on best practices in general with Monday Morning Mentors with 4 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.	Redesigned the CTE website to improve accessibility to handouts and links to evidence-based resources from meetings and workshops. Also added links to journals and conferences on the scholarship of teaching and learning (SoTL).
Developed 12 LibGuides to provide evidence-based resources on best practices (2 specific to technology).	Facilitated the formation of 29 teaching circles (8 with a focus on online and/or technology-based teaching).
Planned 4 of the 9 Brown Bag Lunch and Learn meetings to include online and technology-based teaching and learning topics.	Recruited teaching circle members as presenters for Large Group meetings and Saturday workshops.
Attended "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.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
3	Communication and Marketing Goal: Redesign the CTE website and develop a social media presence for CTE.	ST	CT	• Number of 'followers', 'hits', 'friends', 'retweets', depending on media selected • Faculty evaluations of value of CTE social media	Expand reach of CTE to serve faculty engage faculty without proximity to Indiana campus or those who do not attend CTE events. Increase attention to teaching excellence and encourage reflective practice among 'followers'. Leverage the experience and insights of faculty to promote teaching excellence Market CTE events	Maps to IUP Strategic Plan, Goal 1: Provide innovative and academic programs of high quality and value. Strategy 1.4 Tactic 1.4.2, 1.4.3 Goal 2: Prepare all of IUP's students in work and life, in addition to academic success. Strategy 2.1 Tactic 2.1.5, Strategy 2.2, Tactic 2.2.2, 2.2.3. Goal 3: Secure IUP's financial future. Strategy 3.1, Tactic 3.1.5. Goal 4: Strengthen IUP's value to our local, state, and global partners. Strategy 4.1, Tactic 4.1.1, Strategy 4.2, Tactic 4.2.1, 4.2.6.

Describe progress and achievement/challenges of the above goal

As evidenced by the Additional Information document provided to accompany this annual report (pp. 39-40), significant progress on this goal has been made in 2015-2016. CTE is very pleased with the results and feedback on the redesign of its website. In the six major components of the new framework, the following updates and additions have been made: (1) Reflective Practice = more accessible and current information; (2) Teaching Resources = review of currency and more sensible organization; added information on subscriptions, conferences, journals (3) New Faculty Support = additional resources to support faculty across their early years, not just for the 3-day orientation, establishment of a central repository with links out to other offices on campus who have information for new faculty; (4) Programs and Services = listing of additional ways CTE is prepared to help faculty; addition of Faculty Learning Communities (5) Grants and Awards = includes easy-to-navigate information about CTE opportunities as well as other sources at the university; (6) Faculty Showcase = addition with plans to add "Faculty Feature" articles and a collection of Faculty Highlights, including maintaining a list of news featured in the IUP Daily when faculty are recognized for teaching by national organizations, etc. CTE has worked closely with the IUP Communications Media Department to develop a short (approximately 4 minute) Overview of CTE video. Little progress has been made, with the exception on experimenting with Twitter, in the realm of social media. This will remain as an eventual goal, but with staff limitations this is not likely to happen in the near future. A realization this year is a heightened awareness of how much of CTE's ability to do its work is hampered by the lack of a well-designed, comfortable environment for collaboration. Physical space presence is paramount and far supersedes a social media presence. CTE needs to have a suitable home so it is readily recognizable and accessible to faculty (and sends a positive message to students about IUP's commitment to quality teaching and the effort that many faculty put into improving their teaching methods and approaches. See ADDITIONAL INFORMATION document for more details.

Achievement Highlights for GOAL #3: Redesign the CTE website and develop a social media presence for CTE.	
Wrote 2 proposals and obtained funding (from internal Centers & Institutes grant awards) to forward website and media projects.	Videotaped portions of two CTE-sponsored meetings so content could be made more widely available through single sign-on access.
Accomplished a dramatic redesign of the CTE website. The homepage now is organized into six key sections which address the four planned outcomes of this goal.	Experimented (lightly) with the use of Twitter during several Large Group meetings and Saturday workshops.
Worked closely with Department of Communications Media to develop an overview video (approximately 4 minutes) about CTE, including arranging for photography of and videotaping of CTE functions. This video is in its final stages of editing (last communication with the student developer was on 4/13/16).	Wrote two documents (both available upon request): (1) to articulate the value of CTE for faculty, students, and the university (The Value of IUP's Center for Teaching Excellence (CTE) for the University), and (2) the importance of securing physical space and identifying minimum requirements for CTE (Space Request: Strengthening the Capacity of the CTE to Support Faculty and Student Success). Each of these provides narrative to describe the goals of "presence for CTE" that extend beyond the virtual/online environment.
Began a new initiative to showcase IUP faculty excellence in teaching that includes: (1) "Faculty Features" articles (3 interviews conducted this year), and (2) a repository of Faculty Highlights to document faculty in the news for accomplishments and recognition related to teaching.	Determined that a physical home for CTE on campus is as, or even more, important than developing its virtual presence.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
4	Explore areas for the CTE to diversify and/or expand its role at IUP.	LT	CT	• Secure space for CTE that will effectively and efficiently sustain CTE and allow it to best meet the needs and interests of faculty. • Investigate one or more of the following areas: Faculty Advising, Scholarship of Teaching and Learning, "Preparing Future Faculty", High Impact Practices • Conduct a university-wide needs I interest survey about the CTE in general and its programs and services. • Conduct a review of what CTE at other institutions (outside of the State System) are doing. • Meet with the RI, Foundation, Provost and Deans to identify potential sources of funding and support resources for new initiatives.	For those areas deemed feasible and needed, outline the framework for a proposal. Comparison table of IUP CTE and activities at other institutions. Identification of resources that may increase the capacity of the CTE.	Maps to IUP Strategic Plan, Goal 1: Provide innovative and academic programs of high quality and value. Strategy 1.1, Tactic 1.1.4, Strategy 1.2, Strategy 1.4, Tactic 1.4.1, 1.4.2., 1.4.3., Strategy 1.5 Tactic 1.5.1., 1.5.3 Goal 2: Prepare all of IUP 's students in work and life, in addition to academic success. Strategy 2.1 Tactic 2.1.2, 2.1.3, 2.1.5, Strategy 2.2, Tactic 2.2.3. Goal 4: Strengthen IUP's value to our local, state, and global partners. Strategy 4.6, Tactic 4.6.1., 4.6.2. **Note: See Strategic Plan for Full List**

Describe progress and achievement/challenges of the above goal

As evidenced by the Additional Information document provided to accompany this annual report (pp. 41-43), significant progress on this goal has been made in 2015-2016. All CTE staff and volunteers are excited to engage and partner with other groups. Over the last year there has been continued interest and action to diversify and/or expand CTE's role at IUP. Good things are happening and many ideas are in the mix of possibilities. The fact is, though, that CTE cannot be all things it might want to be. Challenges to CTE's growth and contributions to the university are limited by minimal staffing (20-hour per week release for Director, 1/4 time Administrative Assistant, and 10-hour graduate assistant) and a heavy reliance on the good will of faculty volunteers. All entities are constricted by time, money, staffing, and space - we know this is a reality. Its benefit to CTE is to some extent it does encourage collaboration and partnership with others. Inadequate space severely limits the types of services, consultation, and mentoring that CTE is able to offer to cultivate and nurture the community of teacher-scholars at IUP. Nevertheless, CTE historically and today is active and accomplishes many, many terrific things in a wide variety of areas and formats to support quality teaching and learning at IUP. 2015-2016 has been no different. See ADDITIONAL INFORMATION document for more details.

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

Communicated verbally and in writing the concern and the importance for CTE to be allotted physical space appropriate for its current functions and to enhance its abilities to better serve the university in promoting teaching excellence and effective advising roles of faculty.	Promoted awareness and knowledge/skill development in the Scholarship of Teaching and Learning by bringing in external expert speakers/consultants to offer a keynote address to the university community and a Saturday Workshop. Launched a Faculty Learning Community
Requested additional staff support with an initial request for increased graduate assistantship allocation for CTE.	Addressed to some degree all 10 High Impact Practices identified by LEAP through diverse CTE program offerings.
Reflected to define in writing the often intangible value of CTE for faculty, students, and the university. This effort helped CTE better understand itself and hopefully will serve to help others to more fully appreciate what CTE offers as well as its potential.	Drafted a university-wide survey for input about CTE to be administered in fall 2016 via Qualtrics.
Added a new volunteer Co-Director for Advising and Student Success. Collaborated with 2 other offices to expand involvement in delivery of programming to promote effective Faculty Advising. Offered a Large Group meeting and Saturday workshop for faculty development in this area and developed/compiled resource materials.	Planned for a monthly meeting series for graduate students interested in becoming future faculty or Teaching Associates to be offered in fall 2016 to orient graduate students to the principles of teaching and academic careers.
Increased outreach efforts to partner and collaborate with other offices on campus.	Presented information about CTE and its outcomes at one national conference. Gained acceptance to present at two additional conferences in 2016-2017.

3. **What are the Center's needs (if any) for the upcoming year to further the achievement of goals?**

Many of the goals are in progress and so simply more time and effort with advance their achievement. Some of the goals require additional resources to provided better support for faculty and student success. There is much potential for CTE to grow. To sustain current operations, and certainly to increase programs and services, adequate physical space is of highest priority as well as additional resources for staffing to sustain current programming and move forward with expressed goals to optimize programs and services and maximize the value that CTE can contribute to advance the university's mission, vision, and strategic plan. See ADDITIONAL INFORMATION document for more details.

4. **Personnel involved in the operation or oversight of this center or institute? Examples: advisory board, director, co-director, affiliated faculty members, administrative assistants, support staff, GA's, etc.**

The Center for Teaching Excellence is staffed by a CTE Director (6 credit release in fall and spring semesters; 6 credit contract in summer), 1/4 time administrative assistant, and a 10-hour per week Graduate Assistant (additional graduate assistant allocation has been requested for 2016-2017 - awaiting decision). Six volunteer Co-Directors help to facilitate the activities of the The Reflective Practice Project. The CTE Advisory Board is comprised of 13 members. See ADDITIONAL INFORMATION document for more details.

5. **Sources of funding from IUP for personnel and operating commitments? [By policy (item #8), all IUP C&I are required to be financially self-supporting.**

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. Although funded by the Provost Office, the value of direct faculty contribution easily matches the actual dollars that fund CTE operations. CTE's achievements must largely be credited to the generous donation 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. See ADDITIONAL INFORMATION document for more details.

Annual Report: Center for Teaching Excellence

Fiscal Year 2015-2016

Organization or Individual 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	Type of Organization Receiving Service	PA Residents	Non-PA Residents			
Total						

Frederick Douglass Institute for Intercultural Research

May 16, 2015 – May 15, 2016

Contact:	Dr. Veronica Watson	Phone:	724-357-3299
		Fax:	
Affiliation:		Address:	HSS 318
Website:	http://www.iup.edu/douglassinstitute/		

1. **In one sentence, please describe the purpose/mission of this Center/Institute.**

The Frederick Douglass Institute for Intercultural Research is an interdisciplinary, campus wide body that serves as a resource for information about and advocacy for issues related to faculty and student diversity at IUP.

2. **What progress has been made towards goals set in the strategic planning document?**

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
1 Retain and support professional development and advancement of women and faculty of color	LT	CT	Continue BLEND program. Adapt program to respond to feedback from newer faculty	Increased retention of women and minority faculty participants	Strategic Plan 2.2.3

Describe progress and achievement/challenges of the above goal

1. The BLEND Faculty Mentoring program offered monthly programming (September 2015 through March 2016) for faculty of color and women faculty hired in 2015-16.
2. More informal networking and interaction between mentors and protégés was encouraged as a part of the BLEND programming. This change was in direct response to feedback received from 2014-15 participants.
3. A special session was organized by BLEND entitled Cultivating and Strengthening Co-mentoring Relationships with Faculty and Graduate Assistants to Enhance Research Productivity. It was facilitated by guest speaker Dr. Carol Mullen of Virginia Tech. Dr. Crystal Machado secured separate funding through the Social Equity and President's Office for this program.
4. APSCUF support for the BLEND program continued in 2015-16.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
2 Support departments in effective and equity-minded recruitment processes	LT	CT	Continue to support departments by coordinating faculty of color to meet with diverse candidates and serving as a resource for strategies to diversify applicant pool	Coordinating access to faculty of color to meet with diverse candidates. Meetings to strategize about how to disseminate that info	Strategic Plan 2.2.3

Describe progress and achievement/challenges of the above goal.

1. Watson made herself available to meet with departments who invited faculty of color for campus visits.
2. Watson continued to share strategies designed to disrupt bias in the faculty hiring process with other faculty.

In the last year the number of departmental requests to the FDI for faculty of color to meet with candidates of color during campus interviews has fallen off. It is unclear whether departments and/or colleges have forgotten that some faculty of color have committed to being helpful in the campus interview process when candidates of color are being brought in, or whether there are simply fewer candidates of color being invited for campus interviews. Without a review of data related to the diversity of the hiring pools at each stage of the screening process, it is impossible to determine the cause for the decline in requests. But I will try to get information about this service, and other opportunities that the FDIIR provides, to the chairs at the beginning of each semester.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
3 Create pipeline of diverse candidates	LT	CT	Increase number of applicants to Douglass Scholars Fellowship at IUP		Strategic Plan 2.2.3

Describe progress and achievement/challenges of the above goal

1. IUP received 15 applications for the 2015-16 Douglass Scholars Fellowship. IUP hired Dexter Gabriel who was pursuing his PhD in History from SUNY Stony Brook. Mr. Gabriel was an active and engaged colleague during his tenure with us, attending meetings of the Pan African Studies committee, the Frederick Douglass Institute Collaborative, the Research Institute and events hosted by the History Department and the African American Cultural Center, to name a few. He also completed his dissertation and presented at 2-3 conferences while with us. Dr. Gabriel earned his PhD in April 2016 and is leaving IUP for a tenure track position at the University of Connecticut.
2. Watson worked with a graduate assistant and a faculty member to create an expanded list of programs and other outlets to which the announcement of the Douglass Scholars Fellowship could be disseminated. Beginning fall 2016 this will be the master list used to circulate the Fellowship announcement.
3. IUP received 8 Douglass Fellowship applications for 2016-17. Of those, 4 departments indicated an interest in hosting Scholars and the FDI Board approved making offers according to a ranked list the Board developed. Unfortunately, we were not successful in hiring any of the candidates.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
4 Increase Board membership to support near GEAR UP initiative	ST	NG	Increase Board membership by 1-2 faculty		

Describe progress and achievement/challenges of the above goal

This goal was not met. It is difficult to find faculty willing to commit service time to the Douglass Institute because there are so many demands on our time and because involvement in diversity-related endeavors is not really recognized or valued in university tenure and promotion processes. At best it is seen as a good-will add-on, and at worst it is regarded as something that takes faculty away from the things they should really be focusing on. Additionally, IUP only enrolled 6 GEAR UP students to the university, and thus far those students have opted not to be involved in FDI initiatives. I want to revise the wording of this goal for 2016-17 to read: "Maintain FDI Board membership sufficient to support new and continuing initiatives of the Frederick Douglass Institute." This revised phrasing will allow me to report on various student initiatives of the Douglass Institute (as I do below) that are not related to GEAR UP student support, such as the Douglass Debate Team and the Douglass Research Academy.

While the Board did not increase, two faculty from the departments of English and Philosophy did become active with the FDIIR as coaches for the Douglass Debate Team. Training was held weekly throughout the fall and spring semesters, and of the ten students who participated, eight were students of color. For the first time ever IUP entered teams in the statewide Douglass Debate Society tournament, which took place on April 21 at Millersville University. Of the four teams who competed, IUP took 2nd and 3rd place.

The Douglass Research Academy (DRA) is designed to increase the involvement of underrepresented, first-gen, and low income undergraduate students in research and to encourage them to pursue graduate-level research and study. We want to nurture an inquisitive spirit and the sense of being researchers-in-training to students who are traditionally less likely to see themselves in this light or to be encouraged in this path in their majors. We strive to demystify the research processes and to help participants to understand the power of research to engage the problems and challenges they see in the world. Eight students, seven of whom are students of color, participated in the DRA in AY 2015-16. Under the guidance of Dr. Susan Boser, participants received a full introduction to scholarly research. They "conducted research on research," exploring the types of research projects that undergraduates are involved in at IUP; met with staff of the Research Institute to learn how research is funded; and met with a variety of faculty and community members to learn how research is conceptualized and used in policy making, institutional/organizational decision-making processes, and to advance knowledge in a variety of fields. As the highlight of their year long experience with the DRA, they arrived at a research subject, began preliminary study of the problem, and participated in the Undergraduate Scholars Forum poster session and presented in an Issues of Diversity panel.

Research continues on the impact the Douglass Research Academy has on the conceptions of research among first generation, low income and students of color. A preliminary report on the findings will be complete by July 1.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
5	Continue Issues of Diversity series	ST	CT	Schedule at least 5 panels in spring 2016; send directed invitation to previous year panelists	Showcase and create community among those doing research in areas related to diversity, social justice, and equity	Strategic Plan 2.1.3, 2.2.3

Describe progress and achievement/challenges of the above goal

1. Nine Issues of Diversity panels were scheduled in spring 2016. Eighteen faculty, graduate and undergraduate student presenters shared their research in the series.
2. Department chairs of presenters were notified of their participation in Issues of Diversity and asked to share that information with faculty and students in the department. Presenters were also encouraged to invite people to the panels and to attend other sessions themselves.
3. The average attendance for panels in the series was 8-10 people.

Over the last several years, audience participation in the Issues of Diversity series has been declining. The brown bag lunch series, which was largely an unused model when Issues of Diversity was launched, has now become common and the lunch hour crowded with activity. Meanwhile, the time required to solicit and review proposals, set up and schedule panels, secure spaces, has increased. The FDI Director and Board members also commit to attending as many scheduled panels as possible. Yet attendance is still not robust. The FDI director has recommended to the Board that the series be discontinued as of 2016.

3. **What are the Center's needs (if any) for the upcoming year to further the achievement of goals?**

   I would like to request a GA to support the various initiatives of the Frederick Douglass Institute. There is simply too much to do to continue without additional support. As it currently stands, the FDI operates with no secretarial support other than that which is sporadically provided by the English Department, which leaves all activities like the submission of purchasing card logs, copying, meeting preparation, website maintenance, etc., for the director to handle. As indicated above, we are also pursuing a research project on the Douglass Research Academy, which requires assistants to attend meetings, take and transcribe notes, assist with data analysis, prepare reports, etc., and we also have needs associated with the Douglass Debate team.

   I would also like to discuss the possibility of receiving a federal and/or state work study allocation to support student participation in the Douglass Research Academy.

4. **Personnel involved in the operation or oversight of this center or institute? Examples: advisory board, director, co-director, affiliated faculty members, administrative assistants, support staff, GA's, etc.**

   There is a director and Board that provides oversight of the Frederick Douglass Institute.

   Ideally the FDI Board would have representation from each college to increase our ability to engage each college in critical conversations about diversity at IUP, but currently it only has faculty from two colleges.

5. **Sources of funding from IUP for personnel and operating commitments? [By policy (item #8), all IUP C&I are required to be financially self-supporting.**

   Funding for the Frederick Douglass Institute comes from the Office of the Provost and the Office of Social Equity.

Annual Report: Frederick Douglass Institute

Fiscal Year 2015-2016

Organization or Individual 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	**Type of Organization Receiving Service**	**PA Residents**	**Non-PA Residents**			
IUP Community: Faculty, Students and Departments	IUP Faculty and Students					
Total						

	Intercollegiate Athletic Institute for Sports Camps		
	May 16, 2015 – May 15, 2016		
Contact:	Steve Roach – Athletic Director Lisa Bash-Ward – Business Officer	Phone:	724-357-4295 (HAWK)
		Fax:	724-357-2754
Affiliation:	Intercollegiate Athletics	Address:	711 Pratt Drive
Website:	http://www.iup.edu/sportscamps/default.aspx		KCAC

1. **In one sentence, please describe the purpose/mission of this 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.

2. **What progress has been made towards goals set in the strategic planning document?**

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
1	Communication and Marketing: Improve the institute's webpage to increase better communication and marketing of our sport camps	LT	NG	Measure webpage usage by utilizing web analytics and track the visits to a reporting instrument Report and measure progress against a set timeline to guarantee the launch date	Recharge our institute's webpage and increase the page views by 500 visits Webpage will be unveiled during Spring 2016	Maps to Division of Student Affairs Keystone: http://www.iup.edu/studentaffairs/about/default.aspx Accountability & Sustainability

Describe progress and achievement/challenges of the above goal

The Intercollegiate Athletic Institute for Sports Camps was awarded a Center & Institutes Marketing grant of $1,000 for website revitalization assistance. During the startup meeting with Dr. Mark Piwinsky and his team, we discussed the Center & Institute and the MarketPlace landing pages and options to improve design and appearance by using still photos to develop a panoramic video using voice over video. It was discussed with Dr. Piwinsky's to have his team brainstorm and review other sister institutions camp pages to see what is trending. We did not have the second meeting to discuss utilizing web analytics as a reporting instrument to track webpage visits.

In the Spring of 2016, I reached out to Stephanie Keppich, Director of Center for Media Production and Research, to setup a follow-up meeting to reacquaint some of the great ideas her area brainstormed for us in the Summer and Fall of 2015. Since our meeting, Stephanie has formed a team of four interns to assist in the summer camp webpage revitalization. The team has been trained to work on the website in Ektron. This training has verified the team of interns are ready to begin the work to improve the look of the landing pages for our institute. We are at the point of submitting a request to the web team to permit four interns to execute the edits/updates on the camp webpage. This project is on the calendar and has been extended to be completed by August/September 2016. A summary report will be presented to Dr. Hilliary Creely, Centers & Institutes, regarding the use of this award by September 1, 2016.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
2 Infrastructure: Improvement in departmental operations related specifically to supplemental payment requests	ST	NG	Set dates for the timeline in submitting supplemental payments Implement a startup meeting with each director to identify a list of potential workers for their camp/clinic	90% of the supplement requests will be submitted within the 10-day grace period	Maps to Division of Student Affairs Keystone: http://www.iup.edu/studentaffairs/about/default.aspx Accountability & Sustainability

Describe progress and achievement/challenges of the above goal.

The supplemental payment request process has been discussed during camp meetings, one-on-one discussions with camp directors, and through e-mail notifications. The business office is processing supplemental requests through the electronic approval process on the X drive. The camp directors are submitting supplemental payment request forms electronically to their business office contact for further processing across campus.

As of this report date, 46 camp supplemental requests have been submitted through the business office for processing. Eleven percent of the supplemental requests submitted fell short of the 10-day grace period. Although the process is a little cumbersome and the receipt of some requests fell short of the deadline, the efforts from the athletic group have been realized and is beginning to work effectively. Through time and continuous training of the use of this payment request, the process will be seamless and become a part of the everyday business.

The goal was to establish a template to illustrate a timeline in submitting the supplemental payments. However, this timeline was not initiated and will be considered in the future. Submitting the supplemental payment requests in a timely manner is a continued effort to ensure our area maintains accountability in the process. As a continued effort, a timeline will be created and used as a reminder to our group of the importance in submitting supplemental requests for their camp potential workers.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
3	Administration: Increase in net revenues generated through camps/clinics by increasing the participation among sport teams	ST	CT	Schedule camp meetings, identify inactive potentials, one-on-one meetings, 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	Maps to Division of Student Affairs Keystone: http://www.iup.edu/studentaffairs/about/default.aspx Accountability & Sustainability

Describe progress and achievement/challenges of the above goal

The above goal is a continued effort with the sport teams and to encourage hosting camps/clinics. Camp directors have an opportunity to raise funds for team operations and/or athletic scholarships. Our directors advertised by way of brochures, sport team websites, MarketPlace, flyers, Indiana Gazette, and lawn signs. A summer camp startup meeting was held in April 2016 to discuss summer camp processes with camp directors. Our group continues to work through the challenges in the employment and background clearance processes for external workers. Athletics met with Human Resources and expressed they provide a presentation to our coaches during our last group meeting regarding the open/closed events, and the different categories of workers who would fall under the background check process. Most of our efforts continue to be directed to how each camp would have the ability to continue to operate due to policies and procedures. We continue to work out details to see if certain camps can even run with the new processes. We continue to strive in securing the best practices, so our area can move forward again to offer the services to the community and provide additional funding for team operations.

It is anticipated there will be a decrease in total gross revenues for 2016-2017. The installation of a new football field and maintenance on the track has limited some of the camps/clinics being offered for Summer 2016

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
4	Compliance: Continued development and improvement of camp/clinic education/awareness related to BOG Policy 2014-01: Protection of Minors	St	NG/CT	Annual training of departmental personnel on required policies and issues related to minor safety & security, track receipt of training through a signed document	100% of our personnel will be trained prior to running a camp/clinic	Maps to Division of Student Affairs Keystone: http://www.iup.edu/studentaffairs/about/default.aspx Individual and Community Well-Being

Describe progress and achievement/challenges of the above goal

Mandated annual training of the department personnel on required policies and issues related to minor safety and security is conducted by the University's Title IX Coordinator. Trainings are tracked through the Office of Social Equity."

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
5 Retention/Progression: Monitor the goals retention and progression to better report/display results for annual reporting	ST	NG/CT	Record data and activity to specific goal recording templates	Data and activity will be recorded to monitor retention and progression of the goals for 1-year and 5-year reporting	Maps to Division of Student Affairs Keystone: http://www.iup.edu/studentaffairs/about/default.aspx Accountability & Sustainability

Describe progress and achievement/challenges of the above goal

Recording templates have not been developed to assist in monitoring the goals progression to provide better results for annual reporting. However, for Goal #3 there is a reporting instrument used to capture data related to gross revenues, total number of participants, etc. for each active camp/clinic. This template is used to collect data for various needs of our department and for the annual report to Centers & Institute. See Camp Report below.

2016 Camp Report																
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
Fall Showcase 10/4/15	58	$3,960	$960	$150	-	-	-	-	$1,425	-	-	-	$500	$300	$625	$2,050
Winter Camp 1/30/16	37	$2,755	-	$138.75	-	-	-	-	$1,318.13	-	-	-	$1,060	-	$258.13	$1,576.25
Summer Camp 6/15-6/18/15	55	$6,050	$110	$297	-	-	-	-	$2,821.50	-	-	-	$3,500	-	($678.50)	$2,143
Baseball Total	150	$12,785	$1,070	$585.75	-	-	-	-	$5,564.63	-	-	-	$5,060	$300	$204.63	$5,769.25
Jamboree 6/20/15	16	$3,400	$200	$160	-	-	-	-	$1,520	$1,000	-	-	-	$232	$288	$1,808
Day Camp 6/29-7/2/15	33	$4,697.50	-	$234.88	-	-	-	-	$2,231.31	$484.40	-	$490	-	$1,239.75	$17.16	$2,248.48
Day Camp 8/3-6/15	54	$7,970	$532.50	$371.88	-	-	-	-	$3,532.81	$1,098.11	-	-	$1,000	$1,189	$245.70	$3,778.52
Elite Camp 6/18/15	40	$1,600	-	$80	-	-	-	-	$760	-	-	-	$400	$268.25	$91.75	$851.75
Elite Camp 8/4/15	22	$880	-	$44	-	-	-	-	$418	-	-	-	-	$65.25	$352.75	$770.75
Shooting Camp 7/13-14/15	27	$1,755	-	$87.75	-	-	-	-	$833.63	$1,055	-	-	-	$203	($424.38)	$409.25
Women's Basketball Total	192	$20,302.50	$732.50	$978.50	-	-	-	-	$9,295.75	$3,637.51	-	$490	$1,400	$3,197.25	$570.99	$9,866.74

Day Camp 6/22-25/15	27	$3,892.50	-	$194.63	-	-	-	-	$1,848.94	$558	-	-	$990	$959	($658.06)	$1,190.88
Day Camp 7/27-30/15	49	$6,802.50	$150	$332.63	-	-	-	-	$3,159.94	$60	-	$245	-	$3,153.75	($298.81)	$2,861.13
Team Camp 7/10-12/15	124	$27,200	-	$1,360	$4,752	$3,701.24	-	-	$8,693.38	$2,259.45	-	$3,150	$6,048.80	$322.63	($3,087.50)	$5,605.88
Men's Basketball Total	200	$37,895	$150	$1,887.25	$4,752	$3,701.24	-	-	$22,998.01	$2,877.45	-	$3,395	$7,038.80	$4,435.38	($13,340.13)	$9,657.88
11/27/15	29	$2,310	$280	$101.50	-	-	-	-	$964.25	$460	-	-	$450	-	$54.25	$1,018.50
Soccer Total	29	$2,310	$280	$101.50	-	-	-	-	$964.25	$460	-	-	$450	-	$54.25	$1,018.50
8/23-29/15	-	$7,384	-	$369.20	$5,291.52	$552.16	-	-	$585.56	$857.40	-	-	-	-	($271.84)	$313.72
10/22/15-12/19/15	2	$240	-	$12	-	-	-	-	$114	-	-	$228	-	-	($114)	-
11/7/15	32	$1,091	$120	$48.55	-	-	-	-	$329.99	$259.29	-	-	$70	-	$.69	$330.68
1/17/16-2/16-16	1	$80	-	$4	-	$262.48	-	-	$38	-	-	-	$76	-	($38)	-
Swimming Total	35	$8,795	$120	$433.75	$5,291.52	$814.64	-	-	$1,067.55	$1,116.69	-	$228	$146	-	($423.15)	$644.40
8/4/15	14	$490	-	$24.50	-	-	-	-	$232.75	-	-	-	$125	-	$107.75	$340.50
7/14/15	15	$525	-	$26.25	-	-	-	-	$249.38	-	-	$15	$125	-	$109.38	$358.75
7/23-25/15	13	$3,120	$155	$148.25	$336	$435.76	-	-	$1,022.50	$134	-	-	$500	-	$388.50	$1,410.99
7/14/15	15	$525	-	$26.25	-	-	-	-	$249.38	-	-	$15	$125	-	$109.38	$358.75
8/4/15	14	$490	-	$24.50	-	-	-	-	$232.75	-	-	-	$125	-	$107.75	$340.50
Tennis Total	71	$5,150	$155	$249.75	$336	$435.76	-	-	$1,986.75	$134	-	$30	$1,000	-	$822.75	$2,809.49
7/23-25/15	13	$3,120	$155	$148.25	$336	$435.76	-	-	$1,022.50	$104	-	$30	$500	-	$388.50	$1,410.99
Track & Field Total	13	$3,120	$155	$148.25	$336	$435.76	-	-	$1,022.50	$104	-	$30	$500	-	$388.50	$1,410.99
10/18/15	34	$1,700	$150	$77.50	-	-	-	-	$736.25	$59.99	-	-	-	-	$676.26	$1,412.51
Lacrosse Total	34	$1,700	$150	$77.50	-	-	-	-	$736.25	$59.99	-	-	-	-	$676.26	$1,412.51
7/19-22/15	26	$10,140	$390	$487.50	$2,448	$2,733.24	-	-	$2,040.63	$410.22	-	-	$3,332.13	-	($1,701.72)	$338.91
Field Hockey Total	26	$10,140	$390	$487.50	$2,448	$2,733.24	-	-	$2,040.63	$410.22	-	-	$3,332.13	-	($1,701.72)	$338.91

3. **What are the Center's needs (if any) for the upcoming year to further the achievement of goals?**

   Should additional award(s) become available and be offered by the Center & Institutes, then our institute would consider submitting a proposal to hire a student worker to assist in monitoring and maintaining the documentation to meet the recording needs for all goals. The funding opportunity will assist us in our long and short term goals, as described in our institute's strategic planning document.

4. **Personnel involved in the operation or oversight of this center or institute? Examples: advisory board, director, co-director, affiliated faculty members, administrative assistants, support staff, GA's, etc.**

   The total success of this institute attributes to many key areas across campus. The personnel commitment when conducting camps/clinics involves many areas as well outside of Athletics such as; accounts receivables, accounts payable, procurement, campus housing, campus dining, campus police, facilities, camp directors, human resources, payroll, and the athletic business offices. These areas all provide an effort to facilitate the necessary paperwork and processes to conduct camps/clinics. The camp directors will spend many hours in preparation to conduct a camp/clinic for participants.

5. **Sources of funding from IUP for personnel and operating commitments? [By policy (item #8), all IUP C&I are required to be financially self-supporting.**

   N/A

Annual Report: Intercollegiate Athletic Institute for Sports Camps

Fiscal Year 2015-2016

Organization or Individual 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	Type of Organization Receiving Service	PA Residents	Non-PA Residents			
Baseball		150		$12,785	$12,785	
Basketball, Men's		200		$37,895	$37,895	
Basketball, Women's		192		$20,301	$20,301	
Field Hockey		26		$10,140	$10,140	
Lacrosse		34		$1,700	$1,700	
Soccer		29		$2,310	$2,310	
Swimming		35		$8,795	$8,795	
Tennis		71		$5,150	$5,150	
Track & Field		13		$3,120	$3,120	
Total		750		$102,198	$102,198	

1. **In one sentence, please describe the purpose/mission of this Center/Institute.**

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

2. **What progress has been made towards goals set in the strategic planning document?**

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
1 Administrative Goal: Develop a new distribution of assigned duties and revise the organization chart*	ST	CT	Adjusted duties will be reflected in a list of recorded responsibilities. A new organization chart will be created and approved.	Clarity of assignments and the chain of command will be established.	IUP Strategic Plan: . Continuous Improvement . Resource Development IUP Values Employing evidence in decision making

Describe progress and achievement/challenges of the above goal

Duties have been reassigned and a new organization chart developed.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
2 Innovation Goal: 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.	LT	CT	Written evaluation by approximately 50 program participants. Survey CTC Director's for training needs. Consult with PSU and Temple for effective program additions. Evaluation by PDE personnel.	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	IUP Strategic Plan: • Student Development and Success • Enrollment Management • Continuous Improvement • Resource Development IUP Values: • Responding to the needs of students • Employing evidence in decision making

Describe progress and achievement/challenges of the above goal.

The bi-annual Pre-Induction Workshop was refined to include additional activities to enhance the experience for new career and technical teachers. Building upon program additions from corresponding Centers at Temple and Penn State Universities, an off-site experience at the Indiana County Career & Technology Center was added. Opportunities to visit CTE classrooms with veteran teachers whose classrooms and practices provide additional insight has been well received by participants.

Further enhancements include structured visits to classrooms of CTE teachers who teach the same program code, i.e., Carpentry, Culinary Arts, Health Assisting, Computer Networking, etc. Likewise this enhancement has been well received by program participants.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
3 Retention/Progression Goal: Enroll a minimum of 35 new students per year in the Career and Technical Training Program.	LT	CT	Progress will be measured by the number of new students enrolled by January 15, 2016	Continue to build the enrollment of the program.	IUP Strategic Plan: • Enrollment Management IUP Values: • Demonstrating an excellent return on educational investment

Describe progress and achievement/challenges of the above goal

Forty-two new students were enrolled during the 2015-16 academic year. This includes 36 students in the CTE teacher preparation program, 4 students in the Cooperative Education program and 2 students in the Vocational Supervisor/Director 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.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
4 Retention/Progression Goal: Maintain a minimum enrollment of 100 students in the Intern, Voc I and Voc II programs	LT	CT	Progress will be measured by the number of students enrolled by January 15, 2016	Retain those students who start the program	IUP Strategic Plan: • Enrollment Management IUP Values: • Demonstrating an excellent return on educational investment

Describe progress and achievement/challenges of the above goal

Fall Semester showed 145 registered students. This is 31% or 45 students above our goal.

Spring Semester showed 116 registered students. This is 14% or 16 students above our goal.

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	43	57
Winter	20	20
Spring	34	37
TOTAL	97	114

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
5	Grants/Financial Stability Goal: Establish supplemental funding source(s) and/or new funding models. Seek grants and contracts to provide additional Center support	LT	CT	Progress will be measured by non- Perkins funds received	Provide financial support for the Center	This is a departmental goal and relates to ensuring financial stability

Describe progress and achievement/challenges of the above goal

Grant opportunities were non-existent in areas that would support our traditional operation. However, we were invited by PDE BCTE to conduct additional professional development activities for which the Center Grant was supplemented:

Non-traditional (ICTC Summer Camp)	$10,000
Enhancement of Academic Skills of CTE Interns	$6,000
Professional Development of CTE Support Personnel	$4,000
Health Occupations Workshop	$7,000
Culinary Workshop	$632

3. **What are the Center's needs (if any) for the upcoming year to further the achievement of goals?**

   Funding is our most significant concern. Retirement and benefit costs are soaring and our income sources are limited.

4. **Personnel involved in the operation or oversight of this center or institute? Examples: advisory board, director, co-director, affiliated faculty members, administrative assistants, support staff, GA's, etc.**

   Personnel
   7 Faculty members including Center Director and Department Chair
   6 Support Staff including Management, SUA, Computer Programmer, Fiscal Assistant and Clerk/Typist II positions.

   Oversite
   Center Advisory Committee - Consists of 15 members representing CTE Administrators, Industry Personnel, Students and IUP faculty and Administrators from other departments. The committee meets twice a year.

   PDE BCTE - Conducts annual evaluations.

5. **Sources of funding from IUP for personnel and operating commitments? [By policy (item #8), all IUP C&I are required to be financially self-supporting.**

   Our grant source is PDE BCTE. We are self-supporting.

Annual Report: Center for Career and Technical Personnel Preparation

Fiscal Year 2015-2016

Organization or Individual 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	Type of Organization Receiving Service	PA Residents	Non-PA Residents			
PDE, Bureau of Career & Technical Education (BCTE)	State Government			$1,112,815	$1,112,815	
PA Career and Technical Education Conference (PACTEC)	PACTEC Policy Committee			$45,031	$45,031	
PA Department of Corrections	State Government			$3000/per student per semester	$21,000 - Fall 2015 (Received)	
					$15,000 - Spring 2016 (Pending)	
Total					$1,193,846	

Center for Media Production and Research			
May 16, 2015 – May 15, 2016			
Contact:	Stephanie Keppich	Phone:	724-357-3771
		Fax:	
Affiliation:		Address:	Stouffer Hall 121- Office G-9
Website:	http://www.iup.edu/cmpr/		1175 Maple St, Indiana PA 15705

1. **In one sentence, please describe the purpose/mission of this 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.

2. **What progress has been made towards goals set in the strategic planning document?**

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
1	Enhance opportunities for students to work in production setting with real world clients.	LT	CT NG NG NG	Number of students engaged in CMPR projects. Number of external clients and projects. Number of internal clients and projects Number of external pro bono projects Number of internal pro bono projects	Involve 25-30 students per semester plus 15-20 summer interns. Support 4-6 external client projects per year. Support 5-8 internal client projects per year. Engage in 2-4 external pro bono projects per year. Engage in 2-4 internal pro bono projects per year.	PASSHE - 1. Excellence 2. Student career prep, 4. Results focus IUP 2015 - 1. Innovative 2. Prepare students 4. Value (local, state, global partners). IUP 2007 - 1. Excellence 2. Student success 3. Civic engagement 5. Enrollment management 6. Continuous improvement 7. Resource development 8. Safety AA - 1. Retention/outcomes 2. Core programs 4. Innovative practices

Describe progress and achievement/challenges of the above goal

For FY 2015-2016, the CMPR underwent organizational changes as a new director transitioned into the position and kept the CMPR on track for meeting or exceeding goals.
Discussions concerning work load and project management were undertaken with the dean of the College of Education and Education Technology and chair of the Communications Media department and revealed a plan to control project intake, be cognizant of output quality/timeliness and efficiently manage client expectations to adhere closely to industry standards. A focus on creating a self-sustaining Center was determined and the resources refocused to meet this change of philosophy

During the academic year, the CMPR exceeded the continuing goal of involving 25-30 students per semester. We had 45 student volunteers on our roster who were sent emails and updates through social media, as to projects being launched and jobs they were invited to engage in. The CMPR fell short of taking on 15-20 student summer interns. Instead we accepted 10 undergraduates as interns and 2 graduates working as Media Project managers, for a total of 12 interns. During the academic year, the CMPR had 2 graduate assistants assigned for fall and spring semesters, who were instrumental in maintaining consistency as leadership transitions. 3 practicum students worked in the fall semester and 3 were enrolled in practicums for spring 2016. Total practicum credit hours were 4 and 6, respectively.

In terms of meeting goals, 3 of the 4 new goals (NG) were met or far exceeded. Students worked with 2 external clients for video production. We had 9 internal (IUP) clients paying for services ranging from video production to web design/maintenance. We completed 3 external pro bono and 12 internal pro bono projects well exceeding our goal for internal pro bono projects. 7 of those projects were in support of COE&ET, for a total of 25 projects for AY 2015-2016. Some are return clients; Frederick Douglass Institute, IRMC, IUP Safety Sciences. New clients include; Calvary Presbyterian Church, the Y of Indiana County, Flick Film Festival and the IUP Institute for Rural Health and Safety.

Challenges faced were keeping students involved in the CMPR. While the Center was successful completing the majority of projects during AY 15-16, keeping students engaged and maintaining continuous interest from varying groups of students, remains a challenge. They are pulled in so many directions during their time and we are just another entity asking for their commitment. We will be refocusing our efforts in retention, face-to-face interaction and planning meaningful communications to keep our students engaged with the Center and working hard to teach them the value of our projects and how our product can build their portfolio.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
2	Increase the role of the Center in research and scholarly activities.	LT	CT	Number of supported research works Pursue submission of production works to professional competitions.	Support 3-5 works per year Submit 2-4 works per year for production competitions and/or judging.	PASSHE - 1. Excellence 2. Student career prep, 4. Results focus IUP 2015 -1. Innovative 2. Prepare students IUP 2007 - 1. Excellence 2. Student success 4. Marketing 6. Continuous improvement

Describe progress and achievement/challenges of the above goal.

During the past year, the CMPR has been engaged in projects supporting research and scholarly work for Communications Media and other IUP academic departments. The Center was successful in recruiting work and meeting our goal of supporting 4 graduate students in their PhD research work.

The Center supported the dissertation research of 2 students in the Communications Media PhD program. These studies included intensive coding for a dissertation on news stories in Nigeria and Uganda. Two CMPR students were successfully recruited and paid from funds in our Research Institute account for their work on this 5 month long coding project. Another other CMIT PhD student, utilized our computer lab to run studies in which subjects were asked to watch videos on computers. Two other students enrolled in the Administrative and Leadership Studies PhD program inquired about CMPR research services. We provided transcription service for one and equipment for a video interview, for another.

A CMPR broadcast of IUP Men's Basketball was submitted to a national professional competition. The Telly Awards, have been honoring top media production in film, video, web and cable for 37 years. Their goal is to "strengthen the visual arts community by inspiring, promoting, and supporting creativity." Each year, the Telly Awards receive over 10,000 entries from all over the country. Our students, some enrolled in COMM481 Live Sports Production and some who were volunteers with the CMPR, were on the crew that won two Telly awards. One submission won for Student Video Production of a TV Program and another submission won for Online Video Sports Production. A broadcast from the Crimson Hawks Men's basketball game played on February 17 against the University of Pittsburgh Johnstown was recognized for both awards.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
3	Support IUP marketing and recruitment efforts- video, web, and new media	LT	CT NG	Work with the university level and other departments to produce promotional videos and website new media materials Number of internal pro bono projects	Support 4-6 initiatives per year Offer 2-4 limit hour projects pro bono per academic year.	PASSHE - 1. Excellence 2. Student career prep, 3. Funding IUP 2015 - 1. Innovative 2, prepare students IUP 2007 - 1. Excellence 2. Student success 4. Marketing 6. Continuous improvement. AA- 2. Core programs 4. Innovative practices

Describe progress and achievement/challenges of the above goal

The CMPR has been actively involved in supporting marketing and promotional activities for IUP. Our most recent and successful undertaking involved a collaboration with IUP's Northpointe campus and the Communications Media online degree program. After pitching the idea to the university's marketing director, Northpointe Director Rich Muth, was given the go ahead to utilize the Center for Media Production and Research to produce his commercial concept from start to finish. Our students collaborated with the NP director, the chair of COMM Media, IUP's videographer and IUP's marketing director to write the script, produce original music for the track use under the video, shoot original video and interviews and create graphics to be used inside the :30 piece. It will run on cable channels in the Pittsburgh television market.

In addition, the Center is creating promotional videos and/or web materials for a number of IUP entities. These include videos, still photography, web or video support for: the School of Graduate Studies and Research, College of Education and Education Technology, Department of Safety Sciences, Department of Journalism, Department of Theatre and Dance, Department of Communications Media, Disability Services, the Labyrinth Center, Latin American Studies, Women's Basketball, and Flick Film Festival. With funding provided by the School of Graduate Studies and Research, we have undertaken web and video projects for various Centers and Institutes namely IUP's Institute for Rural Health and Safety, Frederick Douglass Institute and we are revisiting work that was incomplete on the website redo for Sportscamps, funding for which was awarded AY 2014-2015.

While we exceeded our goals in both university level work and pro bono projects, the Center will need to come closer to matching our new goal of 2-4 internal pro bono projects, if we are to stay on the track of becoming self-sufficient. We completed 11 projects pro bono for IUP clients. Clearly, the need is great for projects utilizing media to be created within the university setting. However, if the new model of working toward the CMPR becoming self-sustaining is to be met, we need to carefully reconsider our choosing of projects and be more mindful of how our time is being spent. On the other hand, providing our valuable resource, free of charge to various stakeholders, creates goodwill and interdisciplinary collaboration.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
4	Support production work for IUP-TV, web and instructional purposes. This includes the IUP Broadcast Initiative.	LT	CT	Provide technical assistance, project support and client connections.	Support 2-3 courses per year. Assist in 2-4 production for TV, web and instructional purposes. (includes other IUP departments - ties to Goal 5)	PASSHE -1. Excellence 2. Student career prep, 4. Results Focus IUP 2015 - 1. Innovative 2, prepare students 3. Financial 4. Value (local, state, global partners). IUP 2007 -1. Excellence 2. Student success 5. Enrollment management 6. Continuous improvement. AA- 1. Retention/outcomes 2. Core programs 4. Innovative practices

Describe progress and achievement/challenges of the above goal

The CMPR has supported multiple courses this year through providing equipment to faculty members in their communications media coursework, namely COMM 230, COMM 351, COMM 403, COMM 451.

The significant amount of CMPR resources was focused on producing IUP football and basketball for the fall and spring semester. This undertaking is no small feat. In fall 2015 there was no Communications Media course associated with Live Broadcast production of IUP football as the retirement of Dave Lind and the transition of Directors within the CMPR, left the games uncovered. The CMPR was approached to run the live broadcasts by providing the crew, equipment and expertise to continue the broadcasts as in previous seasons. The CMPR covered the cost of paying 5-7 experienced students to run the equipment during the game. The director, technical director, slow-motion operator, graphics and some camera operators were paid. The other students were a mish-mash of varying levels of students, in terms of experience working in Live Broadcasting and reliability. High turnover and retraining was a reality due to reliability, the workload of hauling equipment, extended hours needed to set up and break down the production and the intensity and focus needed to operate the equipment during the game. The upside of this was, several students found their calling and fell in love with live production and the CMPR was able to expose no less than 30 new students to what live broadcasting looks like. The downside is, as camera operators change, the quality of the broadcast suffers since we rarely had the same personnel from game to game. It was also a financial burden and resources depleted, to pay students as well as provide one meal during the 10 hour day. Thankfully this conundrum only occurred in the fall semester as it was decided to associate a course with IUP basketball production. Having a stable crew and students enrolled for credit in COMM 481, Concepts of Sports Broadcasting, made many of the challenges faced during the fall football season, non-existent.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
5	Build ties with other departments and community groups and organizations to provide production experiences for our students and support collaborative efforts	LT	CT	Expand work with external organizations Grow partnerships with IUP departments on productions and research	Support 4-6 external client groups per year Work with 4-6 IUP client groups per year	PASSHE -1. Excellence 2. Student career prep, 3. Funding 4. Results Focus IUP 2015 - 1. Innovative 2, prepare students 3. Financial 4. Value (local, state, global partners). IUP 2007 -1. Excellence 2. Student success 3. Civic Engagement 4. Marketing 5. Enrollment management 6. Continuous improvement. AA- 1. Retention/outcomes 2. Core programs 4. Innovative practices

Describe progress and achievement/challenges of the above goal

Over the past year, our network has remained consistent and our goal to support IUP client groups met and exceeded.   Within IUP, this includes new work with Disability Services, the Institute for Rural Health and Safety and Department of Journalism. Continuing work occurred with the Athletic Department, Department of Communications, Latin American Studies, Communications and Marketing, College of Education and Education Technology, College of Fine Arts and Department of Safety Sciences.

For the community, our collaborations with IRMC, ARIN and Indiana Borough continue. New partnerships include Big Hearts Little Hands at the Y of Indiana County, Calvary Presbyterian Church, and individuals.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
6 Seek greater operation support of the CMPR	LT	CT/NG	Develop a business plan that includes a charge model for services Seek support for GA's release time and student workers Improve effort tracking system	Increase paying clients or funded projects by 4-6 per year Seek institutional support for projects Incorporate comprehensive time tracking system	PASSHE - 3. Funding, 4. Results focus IUP 2015 - 1. Innovative 2. Prepare students 3. Financial IUP 2007 - 6. Continuous improvement 7. Resource development AA - 2. Core programs 3. Innovative practices

Describe progress and achievement/challenges of the above goal

The CMPR has reconsidered the goal to develop a charge model for services. In conversation with directors of other Center's, it was advised to not create a rate card, due to the nature of the programs and the variability of cost of production. However, the extreme range of variability in client projects makes such a model difficult. For example, producing a two minute video can take as little as 2-3 days to many weeks or months depending on the complexity and nature of the scenes needed. Furthermore, a business plan is proving to be a challenging task. The director has sought support from the business school in determining a way forward but without expertise in the area of writing a plan, resources are not available to begin the research necessary to provide a plan.

This AY, we received 12-credits of faculty AWE to support the CMPR. Previously the Center received 9 credits AWE. In summer, 6-weeks of faculty support is required and is being paid by the Center through the RI to meet that requirement.

The center is using paper based system to track student hours since manpower was not supported to continue use of Nutcache. (Nutcache was a web-based time keeping system for students adopted 2014-15).

3. What are the Center's needs (if any) for the upcoming year to further the achievement of goals?

CMPR Director Stephanie Keppich is serving in the of director as a temporary, part time, faculty member in Communications Media. For long term sustainability of the CMPR, a long term, permanent director position should be created and hired.

Since the CMPR was tasked with live production of IUP football and basketball games, a permanent solution in the form of technical support is essential to ease and success of the broadcasts. To do this a television production truck would positively impact the gargantuan task of setup and take down of the equipment for these events. To understand the need of a production truck, it is best to explain what we currently go through for set up. For a 1 o'clock kick off, our student crew, Stephanie Keppich and Chris Barber, meet in the basement of Davis, 5 hours prior to kickoff, where all our equipment is stored. The Tricaster (consisting of 6 different pieces of equipment), six cameras, tripods for each, microphones and 8 reels of cable (audio and video), multiple boxes of support cables (HDMI, SDI, XLR), 2 separate intercom systems (one for director & one for announcers) and laptop and monitor to generate the score bug. Each of these pieces of equipment are unpacked and the control area is assembled by hand, cameras placed in position with corresponding cables runs reaching up to 400 feet, microphones, intercoms, computers attached, assembled and troubleshooting begins. A production truck would allow the control room to remain stationary, inside the truck, where everything is wired, connected and at the ready with flip of a switch. The bulk of the time spent in set up is on "wiring" our mobile control room. A production truck would eliminate at least 3 hours of set up and an hour of break down, saving 5 total hours of production time. Our production time for a typical IUP football game that doesn't go into overtime, includes 5 hours prior to kickoff, 3 hours in game time and 2 hours for breakdown, disassembly of the entire mobile control room and hauling back to Davis for storage. All of this is compounded when the surroundings at George P Miller Stadium are unsatisfactory. Our crew operates in the former locker room under the stands. Standing water, animal droppings, peeling paint, no heat, a layer of dirt, minimal lighting and discarded equipment is our standard operating environment. A truck would move our students a healthier, climate controlled location.

Currently, overtime for our Engineer in charge, Chris Barber, is supported by COE&ET.

Both of our current GAs, tasked with managing interns this summer, are graduating in August. The other GA who is a PhD student and worked with us during AY 2015-16, was not awarded assistance and will not be returning in the fall. Roughly 90% of our undergraduates are finishing their education, as well. Given the level of technical skills needed to work effectively in the Center, advanced undergrads and GAs from the Masters in Adult Education and Communications Technology are usually the best prepared. Many of the AECT students have done our undergraduate program and acquired the strong technical and production background needed. However, the AECT Masters is a one year program so continual turnover is an issue. A few of our current undergraduates have applied to the Masters in AECT and are possible GAs or student employees for next year that could provide important skills and leadership. Unfortunately, the number of students continuing from AECT into the Communications Media doctoral program is minimal so the one-year turnover issue for graduate-level remains.

Perhaps the two most important elements of the Center's mission are its roles in preparing students for their professional careers and providing University and community service. These are important goals with significant value to the University, community and the student. The combination of training, supervision and real-world clients benefits all parties. But it is difficult to quantify and price these contributions. The project work of the CMPR is University or community service. Developing a pricing mechanism for individual projects while recognizing the need for ongoing service is a significant challenge. The complexity and diversity of the projects create added

challenges. This is an area to continue to investigate.

At the same time, the value to our students must be recognized. To be competitive for the best jobs in media production requires the high-level skills and client-based experience the CMPR can provide. The Center recognizes expanding these client-based opportunities to other courses including our media field studies (Comm 408), feature programming (Comm 407) and news process (Comm 451) classes, would be a boon to the Center and students. Furthermore, the Communications Media department has created Live Sports Production (Comm 360) to support students involved in the live production of football and basketball.

The CMPR would benefit from the increased involvement from faculty in Communications Media and other departments. While the College has worked to provide support for release time, this remains a major challenge. In essence, while a valuable service is provided to students, the university and the community, the nature of the work is such that it does not receive a level of recognition in the faculty evaluation process and University awards structure is commensurate with the time, commitment and productivity involved in the operations of the Center. This creates a degree of disincentive for involvement.

As a technical field, the CMPR and the department face the challenge of maintaining currency with rapidly-evolving technology. This is a particular issue with client-based work. The massive files created in video production pose major storage issues and the computers needed to handle these files are much more expensive. As a corollary, recruiting and training qualified students and keeping faculty current on these technologies is an ongoing need.

4. **Personnel involved in the operation or oversight of this center or institute? Examples: advisory board, director, co-director, affiliated faculty members, administrative assistants, support staff, GA's, etc.**

The Center's staffing consists of our director, technician and our production staff. The primary administrative team consists of the Director, Mrs. Stephanie Keppich, technician Chris Barber, Communications Media Department administrative assistant Tammy Lucas and two Graduate Assistants who were assigned to the Center through the AY.

The production portion also includes Mrs. Keppich, Mr. Barber, and Communications Media faculty members Dr. Mark Piwinsky, Dr. Christopher Juengel. In addition, the Center benefits from the time and effort provided by our student volunteers and our summer student interns. Also Mr. Jordan Brown and Ms. Lauren Brown are each serving in a supervisory capacity during summer 2016, fulfilling the internship requirement for their Adult Education and Communications Technology Master's program.

Worth mention is oversight, guidance and financial support from Dr. Lara Luetkehans, Dean of the College of Education and Education Technology and Dr. B. Gail Wilson, Department Chair for Communications Media.

5. Sources of funding from IUP for personnel and operating commitments? [By policy (item #8), all IUP C&I are required to be financially self-supporting.

The Center plays both a major service and educational role for the department and the University. In addition to funding support through COE-ET and Fine Arts, student and volunteer support is critical. A major portion of the work performed in the Center is from time contributed by students and faculty, students in credit-bearing internships or practicums, and students covered from revenues generate. Some of our projects are billed directly, other are contributed as volunteer service with time from our credit bearing students, and faculty and graduate student volunteer time. In other cases, student positions (Graduate Assistantships or wages) are provided in exchange for expected services. Finally, some projects are University priorities that the Department and CMPR fulfill. These may not include direct funding but are encompassed in the general support level provided. As the CMPR provides a natural location to bring together many of these tasks, it is a focal point for these types of initiatives within the College and department and has had the corresponding resources redirected to it. This includes promotional and recruiting work as well as documenting important events and activities.

In the past year, COE-ET support has included 12-credits of faculty release to help cover sports and other University service functions. During the summer of 2015, six credits of administrative contracts were assigned to the Center to help cover projects and coordinate the large number of credit-generating internships in or affiliated with the Center. GA support has included a GA provided jointly by the College and our doctoral program to create promotional and instructional materials.

In addition, the Center has received funding through its designated account for many of the University-based projects. Our external clients provide payment through the Research Institute or, in some cases, through the Foundation.

Annual Report: Center for Media Production and Research

Fiscal Year 2015-2016

Organization or Individual 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	**Type of Organization Receiving Service**	**PA Residents**	**Non-PA Residents**			
Calvary Presbyterian Church	Indiana, PA Church				$600	
Indiana Regional Medical Center	Indiana, PA Hospital				$1,000	
IUP Disability Services	University				$1,000	
Institute for Rural Health and Safety	University				$1,000	
IUP Winter Commencement	University				$500	
Flick Film Festival	University				$300	
CMIT PhD Student	PhD Student				$3,000	
School for Graduate Studies and Research	University				$175	
IUP COE&ET	University				$1,000	
IUP Ovations	University				$180	
IUP Teaching Excellence	University				$125	
ALS PhD Student	PhD Student				$100	
Total					$8,575	

Child Study Center			
May 16, 2015 – May 15, 2016			
Contact:	Mark R. McGowan	Phone:	724-357-2174
		Fax:	724-357-6946
Affiliation:	Indiana University of PA	Address:	Educational and School Psychology Department
Website:	http://www.iup.edu/schoolpsychology/csc/		Stouffer Hall, Room 246

1. **In one sentence, please describe the purpose/mission of this 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.

2. **What progress has been made towards goals set in the strategic planning document?**

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
I	Maintain adequate client referral numbers to meet the training needs of 2nd year EDSP School Psychology Certification program enrollees in EDSP 949 Practicum II.	ST	CT	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 pscyhoeducational assessment per School Psychology Certification student enrolled in EDSP 949 in Summer 1 semesters	Meet goals for each spring and summer session per enrollment in those courses, thus providing adequate training experience for our student clinicians prior to their year-long, field-based internship experience (EDSP 852)	Maps to the President's Vision of "engaging students in carefully designed open-ended, hands-on experience to reinforce and enrich what students learn in the classroom" in that all the knowledge and training provided to School Psychology Certification students culminates in the capstone work in the Child Study Center with actual clients referred for psychoeducational evaluations. Notably, IUP's Child Study Center is unique compared to many other institutions' School Psychology programs which do not have onsite training clinics such as ours. **Note: See Strategic Plan for Full List**

Describe progress and achievement/challenges of the above goal

The bulk of the CSC activities for 2015-2016 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 and summer semesters. Four children were served without paying a fee. The remaining 26 families paid the full amount of $75 for services. As of May 1, 2016, the fees received for these services totaled $680.00. 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 eight 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 2014-15. However, this difference is attributable to changes in the reporting cycle and number of student clinicians providing service through the center.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
2 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	ST	CT	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	Adequate inventory levels are maintained for major cognitive and achievement assessment batteries (e.g., Woodcock-Johnson series; Wechsler series; Stanford-Binet; Kaufman series), parent and teacher rating scales (e.g. Conners, Behavior Assessment System for Children, Million Adolescent Personality Inventory), and other assessment instruments	Maps directly to AA 2012-2015.2 Maps to College goal of maintaining Specialized Program Accreditation (SPA) allowing the continued awarding of a professional degree that makes our graduates employable in schools across the United States Meets the Department's need of providing appropriate resources to teach core School Psychology Certification courses

Describe progress and achievement/challenges of the above goal.

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, 949). The materials are at a significant cost, minimally $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 $4,311.60 on testing materials in fiscal year 2015-16. By comparison to fiscal year 2014-15, approximately $5,000 in ESF funds were spent on testing materials.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
3 Upgrade the use of technology in the Child Study Center for psychoeducational evaluations	LT	CT	Purchase and implement platform-based pscyhoeducational assessment tools (e.g., Wechsler Q-Local) into relevant, existing courses such as EDSP 812	Faculty first familiarize themselves with the fluent administration, scoring, and interpretation of platform-based pscyhoeducational assessment prior to including in their courses by end of AY 2015 - 2016 Once faculty are fluent with platform-based assessment tools, these will be incorporated into course activities (e.g. EDSP 812) in subsequent academic years (e.g. 2016 - 2017)	Maps to the President's Vision of faculty using "technology to enhance student learning and augment the face-to-face and peer-learning experiences" of traditional courses Maps directly to AA 2012-2015.1 Manage university enrollments and improve student retention to ensure financial stability and improve student outcomes - Prospective applicants to the graduate programs offered by the Department may desire to attend a training program that embraces the movement toward cutting edge pscyhoeducational assessment practices. **Note: See Strategic Plan for Full List**

Describe progress and achievement/challenges of the above goal

Given the budgetary demands facing the CSC due to the need to purchase updated instruments, the purchasing of the platform based instruments has been placed on hold for this fiscal year.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
4 Upgrade the video-recording capabilities of the Child Study Center to ensure high-quality video/audio capturing of all pscyhoeducational assessment sessions with clients	LT	CT	Apply for internal funding (e.g., ACPAC or University Senate) to support the substantial upgrade of hardware and software in the Child Study Center to ensure adequate recording and supervision of sessions with clients	Submit an internal grant application within the next two academic years	Maps to the President's Vision of faculty using "technology to enhance student learning and augment the face-to-face and peer-learning experiences" of traditional courses Maps directly to AA 2012-2015.1 Manage university enrollments and improve student retention to ensure financial stability and improve student outcomes - Prospective applicants to the graduate programs offered by EDSP may desire to attend a training program that capitalizes on cutting-edge technologies to provide direct, immediate feedback to students in training. **Note: See Strategic Plan for Full List**

Describe progress and achievement/challenges of the above goal

Over the course of this fiscal year, 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. The CSC has been working closely with Dr. Onyett and the IT department to install the new technology, which should be completed for Fall 2016.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
5 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.	ST	CT	All consultative requests made to the Child Study Center regarding special education and gifted education eligibility practices, procedures, and policies will be thoroughly addressed.	All logs of consultative requests will be documented and closed out in a timely manner.	Maps to the President's Vision to assess "society's needs and opportunities and [meets] them." Specifically, often parents are overwhelmed, confused, or un informed of special education or gifted education practices, procedures, and policies. The Child Study Center responds to these inquiries with the expert advice of the Department faculty. Maps to a Department and Child Study Center goal of providing a high quality, low-cost consultative service to local and regional families advocating for the educational needs of students with special and gifted needs.

Describe progress and achievement/challenges of the above goal

The CSC has been offering consultative service to parents, educators, and community agencies throughout the 2015-16 fiscal year. Many of these outreach efforts occur informally in response to phone calls to the CSC.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
6 Work toward financial sustainability	LT	CT	Investigate/pursue additional revenue streams through contracts or other sources to assist in supporting the Center's consumables, technology, and services	Brainstorm ideas and sources of internal or external contracts/grants	Maps to the College's goal of increasing funding sources to support the needs of programs and departments Maps to the Department's goal of increasing financial stability in support of its central functions of training future school psychologists

Describe progress and achievement/challenges of the above goal

Given the CSC's primary role as a training facility for students, the number of clients served by the clinic is limited based upon the number students enrolled in the practicum courses offered in the spring and summer. Therefore, the revenue we are able to generate through the provision of services to children, families, and agencies in the community is limited. We have been very successful this year in finding and securing funding through internal and external grants. As noted previously, the CSC was awarded a grant for $22,000 for new technology and software. The CSC continues to explore opportunities for internal and external funding sources to support the center's operations.

3. **What are the Center's needs (if any) for the upcoming year to further the achievement of goals?**

The CSC relies heavily on the assistance of two full-time Graduate Assistants (GA). These GAs are invaluable to the daily operation of the CSC. Without these two GAs, the CSC would not be able to provide the high quality services to families, faculty, and public school districts. Given that the CSC serves an additional service of providing on-site training to graduate students in the School Psychology M.Ed. / Certification program and School Psychology D.Ed., the experiences offered via the CSC are invaluable to our students. Again, the GAs supporting the daily operation of the CSC are critical.

4. **Personnel involved in the operation or oversight of this center or institute? Examples: advisory board, director, co-director, affiliated faculty members, administrative assistants, support staff, GA's, etc.**

One faculty member in the EDSP serves as the Director of the CSC. There are two full-time GAs, who are primarily responsible for the day-to-day operation of the CSC, as well as overseeing clinic days when clients and their families come to the CSC to receive services. This amount of personnel commitment has remained consistent for over ten years, and it is anticipated that this similar level of personnel commitment will continue in the foreseeable future.

5. **Sources of funding from IUP for personnel and operating commitments? [By policy (item #8), all IUP C&I are required to be financially self-supporting.**

The CSC Director receives a three-credit Alternate Work Equivalent (AWE) during the fall semester as compensation for service to the CSC and the EDSP. Note that the Director works year-round for the CSC, but officially receives the AWE release in the fall semester. Two, full-time GAs are provided through the department/college. Purchase of psychoeducational assessment materials, legally and ethically vital to the operation of the CSC and the training needs of most EDSP graduate programs, is afforded via EDSP ESF funds. The operation of the CSC would not be possible if any of these personnel or budget commitments were reduced. As a consequence, the integrity of all graduate programs offered in the EDSP would be gravely compromised if budgets were reduced.

Annual Report: Child Study Center

Fiscal Year 2015-2016

Organization or Individual 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	Type of Organization Receiving Service	PA Residents	Non-PA Residents			
30 Children	Community Residents	30	0	$2,025	$680	$300
Total		30		$2,025	$680	$300

1. **In one sentence, please describe the purpose/mission of this Center/Institute.**

   The mission of the Center for Creativity and Change is to advance and enhance the creative thinking and problem-solving abilities of IUP community members and professional leaders throughout the region via outstanding trainings, video programs, consultation services, and other innovative measures.

   Note: A proposal to modify this mission statement will be submitted.

2. **What progress has been made towards goals set in the strategic planning document?**

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
1 Outreach: Workshop (one- day) on reality therapy in October	ST	CT (workshop series)	Number of participants (50+)	Positive feedback on evaluations	Maps to Values # 1 and 3 (regarding "responding to needs of students...with range of scholarship" and "excellent return on educational investment"). The latter is pertinent in that the presenter is an internationally known presenter on the topic.

Describe progress and achievement/challenges of the above goal

This goal was fully accomplished, as the workshop was held in Greensburg, PA, on 10/2/15. The attendance for the event was 54 individuals, which included Counseling faculty/students and alumni.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
2 Outreach: Workshop (one- day) on creativity and counseling in Spring 2016	ST	CT (workshop series)	Number of participants (50+)	Positive feedback on evaluations	Maps to Values # 1 and 3 (regarding [11] responding to needs of students...with range of scholarship" and "excellent return on educational investment"). The latter is pertinent in that the presenter is one of the foremost figures in the world on this topic.

Describe progress and achievement/challenges of the above goal.

The Center offered a Spring 2016 event that featured a prominent figure in the Counseling profession (Dr. Sam Gladding of Wake Forest University). The attendance for this event was 48 individuals and included the same audiences as the Fall workshop.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
3 Innovation/ Grants: Possible workshop on creative problem-solving (Note: The Center has applied for a Rotary grant for this possible event.)	ST	CT (workshop series)	Maximum number of participants (23) is met	Positive feedback on evaluations	Maps to Value #4 (regarding "employing evidence in decision making...")

Describe progress and achievement/challenges of the above goal

This grant proposal was not accepted.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
4 Innovation/ Grant: Director has received a Professional Development Grant to explore other centers for creativity/innovation	LT	NG	Journal publication on this topic	Director is contacted by other centers and universities based on journal article; Possible expanded programs for the Center	Maps to Value #3 (regarding "responding to the needs of students and society with a range of innovative programs...")

Describe progress and achievement/challenges of the above goal

This manuscript is currently being written.

3. **What are the Center's needs (if any) for the upcoming year to further the achievement of goals?**

    Marketing: In AY 16-17, the Center will offer a workshop(s) for professionals outside of the Counseling profession (i.e. corporations, non-profits, school districts, etc.). Marketing such events is a foremost need, particularly in the Monroeville/greater Pittsburgh area.

4. **Personnel involved in the operation or oversight of this center or institute? Examples: advisory board, director, co-director, affiliated faculty members, administrative assistants, support staff, GA's, etc.**

    1) Director (Dr. McCarthy);
    2) A significant portion of his graduate assistant's time is involved in Center support;
    3) The Center has an Advisory Board that meets one time/semester; and
    4) The Chairperson of the Department of Counseling and its faculty members are regularly appraised and offer feedback/ideas.

5. **Sources of funding from IUP for personnel and operating commitments? [By policy (item #8), all IUP C&I are required to be financially self-supporting.**

    Self-supporting via workshop registrations

Annual Report: Center for Creativity and Change

Fiscal Year 2015-2016

Organization or Individual 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	**Type of Organization Receiving Service**	**PA Residents**	**Non-PA Residents**			
IUP Community and Western PA	No Specific Organization	Not Known	Not Known	No grants or contracts bid on	$2,621 in registration fees	
IUP Community and Western PA	No Specific Organization	Not Known	Not Known	No grants or contracts bid on	$2,706 in registration fees	
Total					$5,327	

1. In one sentence, please describe the purpose/mission of this Center/Institute.

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

2. What progress has been made towards goals set in the strategic planning document?

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
1	Administrative goal: transition from 2 co- directors in 2014-2015 to one director in 2015	ST	NG	Director assumes planning of initiatives and carry out plans	Greater visibility of Literacy Center within the department and the community	

Describe progress and achievement/challenges of the above goal

This goal was accomplished. There is now just one director of the Literacy Center.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
2	Outreach goal: Continue to provide tutoring services year- round through tutoring program in fall and spring semesters and the Summer Reading Program	LT	CT	The number of children receiving tutoring services throughout the year	Stronger connections with local schools; improved community connections	Maps to: 1. President's Vision Bullet #1: Demonstrating and excellent return on educational investment. 2. Strategic Plan Goal 2: Prepare all of IUP's student for success in work and life in addition to academic success.

Describe progress and achievement/challenges of the above goal.

This goal was met for the summer 2015 and fall 2015 semester but not for the spring 2016 semester. There were 6 children who received individualized assessment and instruction during the summer of 2015. There were 9 children who were tutored by eight undergraduate Early Childhood/Special Education majors during the fall 2015 semester, as compared to 5 children who were tutored in the spring 2015 semester. Tutoring was not offered during the spring 2016 semester due to the Literacy Center Director being on sabbatical.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
3	Innovation goal: Continue to utilize undergraduates enrolled in a reading methods course as tutors who will be supervised by a graduate assistant	LT	CT	The number of undergraduate students who apply to be volunteer tutors in the Literacy Center	The students have the opportunity to apply the literacy content knowledge that they learn in ECED 351 to actual teaching situations during tutoring	1. President's Vision Bullet #3: Responding to the needs of students and society with a range of innovative programs and scholarship. 2. Strategic Plan Goal 2: Prepare all of IUP's student for success in work and life in addition to academic success. 4. President's Vision, "Professors . . . engage students in carefully designed open- ended, hands-on experiences to reinforce and enrich what students learn in the classroom."

Describe progress and achievement/challenges of the above goal

This goal was met. Eight students enrolled in ECED 351 applied for and were assigned to be tutors during the fall 2015 semester. There were no tutors in the spring semester, as the Literacy Center Director, who typically teaches ECED 351, was on sabbatical and that particular course was taught by a temporary faculty member. Comparison data from the spring 2015 semester is not available because during that semester, all students enrolled in ECED 351 were required to be available as tutors (as a course assignment) and only five children actually participated in tutoring. As such, the majority of ECED 351 students spent time in the Literacy Center without having children to tutor. The change was made for the fall semester to eliminate the course requirement and only take volunteers from ECED 351 who applied to be tutors and had current clearances on file in the Teacher Education Office.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
4	Innovation goal: 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	LT	CT	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	The graduate students act in the role of Reading Specialist by using Literacy Center resources to provide individualized assessment, diagnosis, and remediation of children with literacy needs	1. President's Vision Bullet #3: Responding to the needs of students and society with a range of innovative programs and scholarship. 2. Strategic Plan Goal 1: Provide innovative academic program of high quality and value 3. Strategic Plan Goal 2: Prepare all of IUP's student for success in work and life in addition to academic success. 4. President's Vision, "Professors . . . engage students in carefully designed open- ended, hands-on experiences to reinforce and enrich what students learn in the classroom."

Describe progress and achievement/challenges of the above goal

This goal was met. Six students enrolled in LTCY 770/771 utilized the Literacy Center resources to provide effective literacy instruction to children enrolled in the Summer Reading Program, as evidenced by observations by faculty supervisors.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
5	Scholarship goal: Literacy Center faculty will co-author a book chapter that describes the tutoring program	ST	NG	Publication of a book chapter	The book chapter will add to the professional literature on literacy tutoring programs	President's Vision, "Professors are active scholars and teachers in their disciplines who work together to expand their impact."

Describe progress and achievement/challenges of the above goal

This goal was met. Dr. DeAnna Laverick and Dr. Kelli Paquette submitted a book chapter that described the implementation of the tutoring program in the Literacy Center. The publication information for this chapter is: Laverick, D. M., & Paquette, K. R. (In press). Service learning through a literacy tutoring program. In K. L. Heider (Ed.), Service learning as pedagogy in early childhood education: Theory, research, and practice. Dordrecht, Netherlands: Springer.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
6	Grants: The Literacy Center faculty will seek grants.	LG	NG	Documentation of grants available for grant applications	Grant funding will be used to begin covering the costs of running the Literacy Center.	College Goal: Per recommendation by Dean Lara Luetkehans.

Describe progress and achievement/challenges of the above goal

Not met. A search for grants was conducted and a potential grant was found; however, the deadline was not feasible for timely submission.

3. **What are the Center's needs (if any) for the upcoming year to further the achievement of goals?**

   There are no needs to further achieve the Center's goals, other than a guarantee that Title IX training will be available for the graduate students enrolled in LTCY 770/771 (Practicum) on the first day of class, before children arrive for instruction on the second day of Summer Session II. If scheduling this training presents an issue, having the D2L module as an option would be helpful. As of this date, it is unknown whether the online module is available. The Literacy Center Director was told in fall 2015 that it was forthcoming.

4. **Personnel involved in the operation or oversight of this center or institute? Examples: advisory board, director, co-director, affiliated faculty members, administrative assistants, support staff, GA's, etc.**

   The Literacy Center Director's graduate assistant provides support with research and maintaining the resources housed in the Literacy Center. Faculty in the Professional Studies in Education Department who teach literacy-related coursework (undergraduate and graduate) have the Literacy Center available to them as a resource for books and instructional materials. The Literacy Committee is comprised of faculty who teach literacy courses and who volunteer to serve on this committee to advise the Literacy Center Director and to purchase resources for the Center.

5. **Sources of funding from IUP for personnel and operating commitments? [By policy (item #8), all IUP C&I are required to be financially self-supporting.**

   The Literacy Center is financially self-supporting. Children who enroll in the fall/spring tutoring program or the Summer Reading Program pay $50 to participate. This money is used to purchase materials that are housed in the Literacy Center for use by literacy students, faculty, and the children enrolled in the programs.

Annual Report: Literacy Center

Fiscal Year 2015-2016

	Organization or Individual 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	**Type of Organization Receiving Service**		**PA Residents**	**Non-PA Residents**			
Children in the Summer Reading Program (Graduate Practicum)			6		$50/child ($300)		
Children in the fall 2016 tutoring program (undergraduate tutors)			9		$50/child ($450)		
C & I grant for conference presentation Fall 2015						$1000	
Total					$750.00	$1,000.00	

Speech Language and Hearing Clinic			
May 16, 2015 – May 15, 2016			
Contact:	Karen Goltz Stein, Director	Phone:	724-357-2451
		Fax:	724-357-2486
Affiliation:	Division of Academic Affairs	Address:	263 Davis Hall
Website:	www.iup.edu/speech		

1. **In one sentence, please describe the purpose/mission of this 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.

2. **What progress has been made towards goals set in the strategic planning document?**

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
1 Community Outreach: Establish a long term community-based service learning project	LT	CT	A community need will be identified and the facility /organization will be contacted. A service learning project will be designed to address the identified needs	Dementia screenings will be conducted under the supervision of faculty at area Senior Care Centers and "Supported Dementia Communication" service learning opportunities will be offered. Local preschool/Headstart children will have speech/language and hearing screenings and offered therapeutic support	4.2 Advance cultural enrichment, tolerance, understanding, and mutual respect in the University and community 4.2.1. Continually improve IUP's welcome to and support for people with disabilities 4.2.2.ln partnership with community leaders, promote responsible behavior among students

Describe progress and achievement/challenges of the above goal

Progress: Goal has been met. 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. Administration at St. Andrews Village was also contacted and requests were made for our graduate students to provide "Supported Dementia Communication" services to patients residing on their Alzheimer's unit, however, once again, our services were declined.

Off campus therapeutic speech-language services were provided to adults with neurogenic disorders under the supervision of certified speech-language pathologists at Beacon Ridge, Loyalhanna, and Scenery Hill Skilled Rehab Centers and at Indiana Regional Medical Center by our first year graduate students. Last year 123 ADULT patients were served at off campus locations compared to 202 ADULT patients this year, a 64% increase in Community Outreach serving the adult population. This is of particular significance since it is of utmost importance for our first year graduate students to obtain clinical experience with adults prior to the start of their second year internships.

Community Outreach was also provided to area and regional preschools, public and private schools. Although the number of children receiving speech-language-hearing screenings remained about the same, 965 screens in 2014-15 and 967 screens this year, our outreach extended to Baldwin Whitehall and Windber School Districts (new locations). Our graduate students continued to provide screenings for children at Homer City and Indiana HeadStart, Indiana Area, Punxsutawney and Blairsville public schools as well as Punxsutawney Christian School. Local preschools (IndiKids and Great Expectations Childcare in Blairsville) were also served. (Our outreach to children would have exceeded 967 speech-language-hearing screenings had our audiologist Dr. Cynthia Richburg been on sabbatical during the Spring semester.)

Pediatric therapy services as well as screenings are also provided to our community. Just as therapy for off campus adults increased this year (64%) so has our off campus pediatric therapy increased from serving 96 children in 2014-15 to serving 109 children this year, a 14% increase. Community outreach to the children of Purchase Line and United School Districts offered new experiences for our students this year. Children at the ARIN preschools (Homer Center and Ford City) and Homer Center HeadStart again received our therapeutic services at their locations. Dr. Price provided a presentation for the DaFeat Autism Group of DuBois PA in April on the topic of social interactionist therapy for kids with autism.

Hearing conservation programs were again presented by our students in area elementary schools with funding for supplies provided by QUOTA International of Indiana. The "Save Your Buds" program is aimed at increasing awareness of the hearing damage caused by exposure to noise through the use of headsets and ear buds while playing music that is too loud.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
2	Strengthen alumni outreach initiative	LT	CT	Connections will be made between faculty and current students and the professional interests of our alumni. These opportunities (visits to campus, speakers, skype) will be documented	An Alumni Advisory Group will be established. An IUP Speech, Language and Hearing Clinic Facebook page will be created Distinguished alumni will be asked to return to campus to meet and discuss their work and give advice to our current students.	4. Goal: Strengthen IUP's value to our local, state and global partners. 4.2.5 Provide opportunities for peer-to- peer positive messaging among students and with alumni. 4.5.1. Improve communication with the alumni community. 4.5.3.Showcase successful alumni

Describe progress and achievement/challenges of the above goal.

Progress: Goal was partially met. Each year there is increased outreach to our alumni. This year a wall in one of our classrooms displays pictures of specific alumni accompanied by a story highlighting various clinical work environments.   Selected alumni over the past 40 years were contacted and asked to provide descriptions of their clinical setting and caseloads. Included in each story, advice was provided to our current students on how to become a successful and productive speech-language pathologist.

Matt Ford, the Clinical Director of the Cleft Palate-Craniofacial Center at the Children's Hospital of Pittsburgh provided a guest lecture during a graduate seminar. In addition to providing excellent clinical information, he also offered shadowing opportunities for our students.

A Facebook page has been created to connect our current students with our alumni. In the future these connections may facilitate internship and employment opportunities for our graduates. Current topics of interest have also been posted (example: Information on autism for April's Autism Awareness Month).

Plans are being made for a reunion of our master degree class of 2006. They will be returning to campus in September for a 10 year reunion celebration and have asked to talk with our first and second year graduate students and share their work experiences and give advice. Our alumni have offered to provide brief presentations on a variety of speech-language pathology topics in their areas of expertise. We will work with Dave Maudie, our College of Education and Educational Technology development officer and the office of Alumni Relations to maximize the impact of this reunion.

Our alumni who have pursued their Clinical Doctorate in Audiology (AuD) have provided presentations via Skype for our Audiology Student Association to discuss the AuD programs at the University of Memphis and East Carolina University and the application process. Each year one or two of our program's undergraduates pursue Clinical Doctorates in Audiology and have appreciated the support from our alumni.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
3	Provide opportunities for students to intern in health care and educational settings with pediatric and adult clients, in diverse clinical settings	LT	CT	New affiliation agreements will be negotiated with national rehabilitation service providers as well as schools serving children with special needs to assure that our graduate students are challenged by diverse internship experiences	Increase the number and variety of internship placement sites for our 1st and 2"d year graduate students Increase out-of-state internship placements to expand opportunities for our students to treat culturally diverse and bilingual clients	2. Goal: Prepare all of IUP's students for success in work and life, in addition to academic success. 2.3.5 Ensure that every student has an opportunity to participate in an out-of-classroom learning experience, such as an internship, an education abroad program, a service learning opportunity, or independent research.

Describe progress and achievement/challenges of the above goal

Although progress toward this goal was achieved again this year, it will continue to be an ongoing goal. This year internship placement sites increased to include expanded opportunities for our students to treat culturally diverse and bilingual clients. Graduate students interned in intercity public schools in Michigan as well as in Lancaster and Mechcanicsburg, next year one of our graduates will have the opportunity to intern in New Jersey. Internships have been secured with new affiliation agreements for our students at several acute care hospitals: Jefferson Medical Center, Windber Hospital, and Pinnacle Select. These acute care facilities offer excellent experiences in the diagnosis and treatment of adults with neurogenic communication and swallowing disorders.

Additional internship sites have been secured this year for next year's interns at Ebensburg Outpatient Clinic as well as at several schools that are new to our program: Avonworth, Brookville, Peters Township, Apollo Ridge, East Allegheny, Northern Bedford and Forest Hills School Districts. Each school and ASHA certified supervisor were selected based upon the diversity in the caseload that they treat. Internships in these newly affiliated placements will provide our graduates with the knowledge and skills necessary to fulfill the American Speech-Language-Hearing Association's requirements and optimally prepare them for employment.

This is the second year that we are fortunate enough to obtain off campus summer internship placements in settings treating adult clients with neurogenic communication and swallowing disorders. In the past many of our graduates would begin their second year internships with only one or two adult client experiences. At times, the feedback that we would receive was that our graduate students did not have the same level of preparation as they entered their second year placements as those coming from other universities. Although our students were academically prepared, not all had the opportunity to work directly with adult clients. By creating these additional off campus adult therapy opportunities, not only do our graduate students gain the experience necessary to be successful in their medical internship placements but also have the opportunity to provide service outreach into our community.

Across our nation medical internships for our graduate students have become increasingly difficult to secure due to the increased productivity demands placed upon supervisors (they struggle to find time for our students) and the ever increasing difficulty in negotiating affiliation agreements with medical facilities who have very strict requirements and terms of agreement. In Western Pennsylvania this problem is heightened with six Speech-Language Pathology Programs trying to secure medical internship placements from a limited number of medical facilities. This issue is exacerbated by the fact that many out of state programs (from Florida to Ohio) are now trying to place interns at sites that we have used on a routine basis, let alone the fact that there are now sixteen graduate speech-language pathology training programs across our Commonwealth.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
4 Actively encourage interdisciplinary diagnostic and therapeutic collaboration among the disciplines of Speech-Language Pathology, Audiology, Psychology, Educational Psychology, Nursing and/or Nutritional Services	LT	CT	Case management and discharge summaries will address the goals and recommendations of other disciplines	Appropriate referrals to other disciplines will be recommended by our graduate students. Speech-Language-Audiology clients' treatment plans will be audited to assure interdisciplinary care is recommended and provided	1 Goal: Provide innovative academic programs of high quality and value. 1.4.1. Reaffirm IUP's commitment to curriculum that develops critical thinking, effective communication, personal responsibility, and a passion for lifelong learning.

Describe progress and achievement/challenges of the above goal

Progress has been made. Interdisciplinary diagnostic and therapeutic collaboration continues to occur routinely with audiology. Students have carefully followed the audiology protocol and have scheduled hearing screenings for their adult clients at least once per year and every semester for pediatric clients. Charts were audited to assure appropriate screening and documentation were completed. In September 2014 only a 40% compliance level was achieved but significant progress was made in working collaboratively with audiology. In April 2015 and May 2016 a 100% compliance level was achieved.

During this past year a speech-language pathology student together with nursing and nutritional studies students participated in a multidisciplinary simulation (in the Nursing Department's Simulation Lab) that involved counseling a patient and family member about swallowing disorders resulting in modified diet recommendations. This was an excellent collaborative experience for all of the students. We look forward to participating in future simulations with respiratory care students as well.

Research (including a health care survey) is being conducted by our undergraduate students in conjunction with students in the undergraduate and graduate program in Safety Science.

Our program continues to work collaboratively on a research project with a doctoral candidate in the TESOL program.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
5	Investigate additional revenue generation to support clinic upgrades and expansion of services	LT	CT	Clinic revenue will increase	Improved financial sustainability of the clinic New revenue streams and grants will be investigated. Contracts with area school districts and grants will be investigated to generate additional revenue	3 Goal: Secure IUP's financial future 3.2.1. Develop unit performance targets

Describe progress and achievement/challenges of the above goal

This year our clinic collected $6,465 in client generated revenue compared to $6,165 collected last year, an increase of 4.9%. Since the IUP Speech, Language and Hearing Clinic is an educational lab clinic designed to provide diverse clinical experiences for our undergraduate and graduate students, clients are often times chosen for the unique clinical experiences that are they provide for our students. Clients are not admitted based upon their ability to pay for services but rather on their need and our students' experiential need to work with a diverse diagnostic population. For these reasons, our summer program must turn away pediatric clients who may be funded by ARIN so that our graduate students may gain experience working with adults in off campus locations where no money is collected by us for their service.

The IUP Speech, Language and Hearing Clinic is a laboratory clinic operated in association with IUP and used for the clinical training of future speech-language pathologists and audiologists. Clients are selected based upon the types of clinical experiences that they can provide for our students. It is the goal of our program to provide each graduate student with both pediatric and adult clinical experience during their first year of graduate school so that they will be prepared for their pediatric and medical internships during their second year. Adult referrals to our clinic are very limited, therefore, off campus medical opportunities for our students are arranged each semester. Some of our students are also given the opportunity to work in preschools for children with autism and many other disabilities. Once again this is a learning opportunity that we cannot duplicate in our clinic.

In the senior year of our undergraduate program, sixteen seniors are able to register for our elective undergraduate clinic experience, which generated the equivalent of $19,678.40 in tuition and fees during the past academic year. During the first year of our two year program, each of our 22 graduate students registers for ten credits of clinical courses (at the differential graduate tuition rate), generating another $108,570 in tuition revenue for the university in support of this faculty supervised service. It is our obligation to provide each student with exceptional clinical learning opportunities across the care and age continuum. To reach this goal students must be sent off campus for clinical experience, reducing our opportunity for scheduling clients on campus that pay for our services. Although revenue could be increased by increasing the number of clients in our clinic, our students would not receive the diverse clinical experiences that they need to be competitive in their internships. Therefore, increased future revenue generated by the IUP Speech, Language and Hearing Clinic will be minimal.

School districts, preschools and Head Start have once again requested our assistance this year with speech, language and hearing screenings, however, they have stated that they are unable to pay for our services. Since our graduate students are in need of these diagnostic experiences, we are pleased to offer them. By participating in these experiences, under the supervision of a certified speech-language pathologist, our students gained clinical hours toward the 400 that are required for ASHA certification and PA licensure, and are thus required for graduation.

Our Clinic was awarded a $1000 marketing grant from Centers and Institutes to develop and implement a strategy to increase client volume and diversity in our clinic.

3. **What are the Center's needs (if any) for the upcoming year to further the achievement of goals?**

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.

4. **Personnel involved in the operation or oversight of this center or institute? Examples: advisory board, director, co-director, affiliated faculty members, administrative assistants, support staff, GA's, etc.**

Speech, Language, and Hearing Clinic
Personnel Commitment

	Work Load Hours per year	FTE (assigned to clinic) per Year
Faculty Commitment (Fall, Spring, Summer)	**64.57**	
3-4 Graduate Clinics/semester	29.37	
1 Undergrad Clinic/semester	8.00	
Diagnostic Clinic	4.00	
Hearing Clinic	4.00	
AWE Clinic Director	14.00	
Staffing Hour	2.00	
AWE Hearing Conservation	3.20	
Staff Commitment per year		**1.00 FTE**
Clerical Clinical Support		

5. Sources of funding from IUP for personnel and operating commitments? [By policy (item #8), all IUP C&I are required to be financially self-supporting.

Our sources of funding include: tuition, educational service fee, our clinic fees and contracts (as specified in goal # 5)

Annual Report: Speech Language and Hearing Clinic
Fiscal Year 2015-2016

Organization or Individual 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	Type of Organization Receiving Service	PA Residents	Non-PA Residents			
I. Speech & Language Evaluations						
A. University Students	IUP	0				
B. University Staff	IUP	0				
C. Community Individuals		25				
D. Outside Agency		0				
Subtotal: Speech & Language Evals. ($131 unit)		**25**			**$882.50**	**$2,932.50**
II. Speech & Language Therapy						
A. University Students	IUP	6				
B. University Staff and Faculty	IUP	0				
C. Community Clients		84				
D. Outside Agencies (ARIN IU 28/others)		10				
E. ARIN Preschools(off-campus)		81				
F. HeadStart Preschools (off-campus)		32				
G. Medical Facilities (off-campus)		213				
Subtotal: Speech & Language Therapy ($75/unit)		**426**			**$4262.50**	**$309,087.50**

Subtotal: Speech & Language Clinic		**451**				**$5,145.00**	**$311,480.00**
III. Hearing Testing							
A. University Student Full Evals.($72/unit)	IUP	4					
B. University Staff/Faculty							
1. Full Evaluations ($72/unit)	IUP	1					
2. Hearing Conservation ($16/unit)	IUP	27					
C. Community Clients							
1. Full Evaluations ($72/unit)		53					
2. APD Evaluations($300 private rate)		3					
3. APD Screenings ($100 private rate)		2					
D. Outside Agencies							
1. ARIN/Indikids ($72/unit)	ARIN	0					
2. Evergreen Homes ($72/unit)		0					
Subtotal: Audiology Clinic		**90**				**$1,215.00**	**4,493.00**
IV. COE Speech & Hearing Screenings ($56 /unit)	IUP	241				**$0**	**$13,496.00**
V. Preschool, School Age, and Adult Screens ($56/unit)	Outside Agency	949				**$105.00**	**$53,039.00**
VI. Grants and other Income						**$1,377.50**	
TOTAL:(Speech & Language Clinic and Audiology Clinic)		**1,731**				**$7,842.50**	**$382,508.00**

Fiscal Year Comparisons

	June-May 2013-14		June-May 2014-2015		June-May 2015-2016
Speech /Language Pathology Evaluations					
Number of Full Evaluations	26.00		29.00		25.00
Number of Preschool/Kindergarten Screenings	223.00		362.00		319.00
Number of Client Contact Hours	127.50		177.00		344.00
Speech/ Language Pathology Treatment					
Number of IUP Clinic Clients Served	114.00		111.00		85.00
Number of ARIN Clients Served at the IUP Clinic	17.00		12.00		15.00
Number of ARIN Clients Served (off campus)	52.00		60.00		100.00
HeadStart Preschool Clients Served (off campus)	28.00		36.00		32.00
Elementary School Clients Served(off campus)					50.00
Number of Medical Facility Clients Served (off campus)	167.00		123.00		202.00
Number of Client Contact Hours SUMMER ONE	186.00		1714.00		1803.20
Number of Client Contact Hours SUMMER TWO	178		140.00		140.30
Total Number of Speech/Language Clients Served	626.00		733.00		805.00
Total Number of Speech/Language Contact Hours	2166.50		2031.00		2089.00
Hearing Testing					
Total Number of Audiology Clinic Clients	80.00		109.00		86.00
Total Number of Preschool and School Age Screens	562.00		660.0		648.0
Total Number of Audiology Contact Hours	143.50		159.00		139.00
University Speech and Hearing Screenings					
College of Education screens (CCAC and IUP)	265.00		220.00		205.00
Vocational Education screens	30.00		75.00		36.00
Total Number of University Students Screened	299.00		300.00		241.00
Number of Client Contact Hours	149.50		150.00		120.50
TOTAL NUMBER OF CLIENTS SERVED	1567		1802		1780
TOTAL NUMBER OF CLIENT CONTACT HOURS	2460		2423.00		2348.50
TOTAL CLIENT REVENUE	$5,519.00		$6,165.00		$6,465.00
TOTAL GRANT AND OTHER REVENUE	$1,000.00		$1,170.00		$1,377.50
TOTAL REVENUE	$6,519.00		$7,335.00		$7,842.50

Community Music School	
May 16, 2015 – May 15, 2016	
Contact: Jeff Wacker	Phone: 724-357-4565
	Fax: 724-357-7899
Affiliation: College of Fine Arts	Address: 403 S. 11th St. / PAC, Rm. 202
Website: www.iup.edu/communitymusic	

1. **In one sentence, please describe the purpose/mission of this 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.

2. **What progress has been made towards goals set in the strategic planning document?**

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
1	Increased enrollment of 2-3% annually	ST & LT	CT but Rev.	Utilize Studio Helper software and MS Excel to track & compare semester enrollments	Additional undergraduate teaching opportunities; additional interaction between greater Indiana community and IUP	Maps to: AA2012-15.1 - "...improve student outcomes."

Describe progress and achievement/challenges of the above goal

The IUP Community Music School achieved substantially better-than-expected growth in enrollment when comparing the 2014-15 and 2015-16 Academic Years.

Fall 2014: 131 students enrolled
Fall 2015: 155 students enrolled
  This is an increase of 24 students, or 15%

Spring 2015: 144 students enrolled
Spring 2016 - 175 students enrolled
  This is an increase of 31 students, or 18%

While there were fewer students taking lessons during the Winter break period of 2015 than 2014, there are many factors during the holidays that influence parental decisions over the break, and these can change from year to year. Obviously, the overall trend is one of very positive increased growth. A comparison of the 2015 and 2016 Pre-summer and summer session demonstrates very similar numbers, with enrollment for the current Summer session less by only 3 students. The summer of 2015 had students signing up throughout June for a few lessons, so the same numbers, or higher, are the expectation by July.

The growth is due to two different factors. One is increased advertising through the Indiana Gazette, as well as adding radio spots for the first time moving into the Fall 2015 semester. The second is simply increased word of mouth from parents and students who are currently in the program and having a great experience. Our online registration form asks how they heard about the program, and these two choices are by far selected the most often.

A third factor is that there is a greater acceptance of both the fee structure for the instructors being fair and appropriate, as well as the once-a-semester Registration Fee also being necessary. This comes from the program beginning to establish an excellent track record. With success comes acceptance and approval. A significant contributing factor is also the instituting a end of year recital opportunity for students. Both the Spring 2014 and 2015 recitals were very well attended with positive comments abounding.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
2 Enhanced relations with community members and public school music teachers	ST & LT	CT	Parental and user feedback on program	Additional arts participation on campus by community	Maps to: AA2012-15.2 - "...targeted student recruitment and community outreach efforts" PASSHE - External grant support (university specific)

Describe progress and achievement/challenges of the above goal.

Positive feedback has come back primarily in the form of verbal feedback, both in person at the concerts presented by the IUPCMS ensembles, as well as over the phone in conversations with the parents of students in the program, and adult students in the program. There is a great deal of appreciation in the quality of the instruction, as well as the program simply existing to provide a "clearinghouse" for music instruction. In particular is mention of of the professionalism of the Teaching Apprentices (undergraduate music education majors recommended by their major professor). This is great to hear as these will soon be our future music educators!

Additional positive feedback has come in the form of emails at various times ranging from a simple "thank you'" to more detailed ones on why they appreciate a particular part of the program that is being offered.

There was at least one inquiry from a local band director asking about the possibility of matching scholarships for students to take private lessons. The teacher would be willing to use some of his budget or work on it within his administration to come up with funds if they could be matched by the IUPCMS. This would need to be looked at very closely as the expressed intent of the Dean of the College of Fine Arts is for the program to become completely self-sufficient, but it could be something that would pay off in the long-term. What it does indicate, however, is that there is more and more recognition of the program and a desire by area band directors for students to be able to participate.

This has also had the added benefit of student recruitment to the IUP Music Department as at least two students of IUP faculty members through the IUPCMS – another very good reason to have the faculty as the "high end" option for lessons – have indicated they plan to attend IUP after their high school graduation.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
3	Work with CFA Dev. Officer and Lively Arts office to identify sources for increase of external funding through donated support	ST	CT	Meetings with potential funders resulting in firm commitments to support	Support for operating. Including salary. music, marketing, printing, etc.	Maps to IUP Vision: Student participation in interconnected learning experiences; student experience as preparation for work/life; IUP & communities working together to build a strong society, connecting community members PASSHE - External grant support (university specific)

Describe progress and achievement/challenges of the above goal

The areas of support for the IUPCMS remained similar for the year with a couple of exceptions. Staying the same was a $2,500 donation from IUP Dining, secured by the director of the Lively Arts, Hank Knerr (the Lively Arts also received $2,500, for a total of $5,000 in support). S&T Bank also provided support. One of two exceptions was the lack of a donation by Indiana Rotary. However, we knew last year's contribution was a one-time donation as Rotary supports many organizations in any given year. As it was also specifically for the purchase of music, we have stretched the use of those funds into this year, too.

The other exception was a very significant gift of $20,000 by Kay B. Smith. At least for this year is alleviated a great deal of pressure on the CFA to come up with the funds to administer the program. It is hoped that a multi-year commitment will come in the future from Ms. Smith.

Being fully self-supportive through fees, donations, and grants is the ultimate goal for the IUPCMS. Additional private and corporate sponsorship will continue to be sought by working with the Development Officer for the College of Fine Arts.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
4	Increased external funding for program support	LT	CT but Rev.	Submission of 1-3 grants by IUPCMS or RI or FIUP during FY 2015-16; monitor feedback and track award	Support for operating, including salary, music, marketing, printing, etc.	Maps to IUP Vision: Student participation in interconnected learning experiences; student experience as preparation for work/life; IUP & communities working together to build a strong society, connecting community members PASSHE - External grant support (university specific)

Describe progress and achievement/challenges of the above goal

As mentioned in Item #3, several funding sources remained the same and there was the substantial private donation by Kay Smith for the 2015-16 year. This was made possible through the work of development officer Anthony Cancro and the dean of the CFA, Michael Hood.

One of the benefits of this level of support was being able to offer a limited number of "scholarships" to regional music educators for their students to participate in one of three IUPCMS ensembles. This did generate additional students and although not any additional revenue for the ones on a "full scholarship," some were on "partial scholarships" and registration fees were still collected. In the bigger picture, however, it created additional good-will between IUP, the IUPCMS, and area music educators. And as goodwill and their positive view of the program continues, we continue to become the "go-to" option for additional music training and learning outside of the public schools.

If the support continues, we would hope to start a matching scholarship where schools contribute to part of the tuition for deserving students identified by their teacher, with those funds being matched by the donated private funding. Given our poorer and more rural region with a high percentage fo students on free or reduced breakfast/lunch, this would be of great benefit to area students and families.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
5	Investigation & potential implementation for Spring 2016 of credit card payments through use of Patron ticketing system	ST	NG	Meetings with Lively Arts Performances Services Asst. on structure, costs, and viability. If determined to enhance customer satisfaction and convenience, will implement.	Provide a more convenient payment experience for customers; ensure full payment immediately for services, requiring less follow-up of IUPCMS personnel	Maps to: AA2012-15.1 -"ensure financial stability." AA2012-15. 2 -"community outreach efforts." PASSHE Stewardship -"Improved employee productivity."

Describe progress and achievement/challenges of the above goal

This goal was acted upon and met, but unfortunately, with some unintended consequences. The Patron system for donations proved ideal to set up a single page for users of the IUPCMS to input their invoice and credit card data and make a full payment with their credit card. While not quite ready for the start of the Spring 2016 semester, it was enabled and made available in early March. While the response from customers was immediately positive, we were told by our budget-holder, the Student Cooperative, that Patron was not to be used in this manner and to remove the option.

In an effort to again find a credit card option, we spoke with the director of the Foundation for IUP, Betsy Lauber, who indicated they could receive money out of the IUP Marketplace, but could not pay IUP faculty - who are the upper tier of the IUPCMS faculty. She then spoke with Rick White and Susie Sink in IUP Finance who met with the director of the Lively Arts, Hank Knerr, and myself, and we were told we could no longer continue paying IUP associated individuals out of IUP affiliated institutions (such as the Research Institute, Student Coop, and the Foundation for IUP). This was due to new guidelines that were newly coming out of PASSHE.

The end result is that the financial portion of the IUPCMS is being transferred into the SAP system and as of the Fall of 2016, will utilize IUP Payroll in the payment of all personnel teaching for the IUPCMS. This, of course, will also necessitate the use of Supplemental Pay Forms for all individuals working through the IUPCMS, although over the past two years the forms have been simplified and should not prove to be too daunting to fill out and submit.

The larger issue is having to pay benefits and into the retirement system for instructors. While initial analysis based on our past year by grants accounting would seem to indicate that this would be manageable, it is something that we will need to watch very closely. So although the goal was successful, it has led to increased challenges that will be part of our next year's goal-setting.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
6	Explore potential expansion through partnerships with public schools	ST & LT	CT but Rev.	Work with public school music teachers in all districts within a reasonable distance of IUP	Teachers offered a limited number of scholarships to their top students, generating interest, excitement, and competition for the scholarships	Maps to: AA2012-15.2 "...targeted student recruitment and community outreach efforts."

Describe progress and achievement/challenges of the above goal

As with the previous year, this was not explored to any real depth for two reasons. One, as the coordinator for all the arts-in-education services for the Lively Arts, the main grant supporting my position is approximately 80% of my time and involves all aspects of an artist residency program in a five-county region as well as the education outreach for all of the Lively Arts Ovations! series artists brought to campus. This load, combined with the amount of near-daily work of the IUPCMS makes it a huge challenge to get out to the school boards and district administration.

Two, in some instruments - primarily voice and piano, which are our most heavily tasked instruments - we were approaching capacity. A partnership that produced an increased number of piano and voice students would have had us turning away students. A few of the "go-getter" instructors who had indicated they would be happy with as many as possible discovered they had a limit and asked for a cap on the number of students assigned to them, and others quickly reached their cap, or were fairly close to it. Unless we find additional instructors, at least for these two areas, expansion would be very difficult.

In the other traditional band instruments that encompass the woodwind and brass families, there were always enough undergraduate teachers to spread the demand through several people. This might a better and more targeted and focused expansion to explore with the public schools. The expansion, though, would need support of schools administration and school boards, primarily from a financial standpoint.'

3. **What are the Center's needs (if any) for the upcoming year to further the achievement of goals?**

The primary need is consistent and reliable funding support from sources external to IUP. The donation by Kay Smith was a huge step in that direction, but it was for just the 2015-16 year. A multi-year commitment would provide the stable foundation necessary to actively explore targeted expansion, to include additional administrative support, as well as finding a pricing structure that is fair to instructors, covers as much of the costs as possible, but also keeps the program affordable in a rural region.

A second need is to simply become comfortable in a completely new financial system for payment of all instructors and associated IUPCMS costs.

4. **Personnel involved in the operation or oversight of this center or institute? Examples: advisory board, director, co-director, affiliated faculty members, administrative assistants, support staff, GA's, etc.**

Hank Knerr – Executive Director for the Lively Arts; provides oversight.

Jeff Wacker – Coordinator, Arts-in-Education Services for the Lively Arts (includes directing the IUPCMS)

Meghan Moore – Clerk Typist II who handles all fiscal matters for the Lively Arts on a PT basis, and works in the Music Department office on a PT time basis; also provides some clerical support for the IUPCMS, primarily financial in paying instructors at the request of the director and budget-tracking.

Instructors – This includes various IUP music faculty members who provide lessons, Teaching Artists (those who already have a bachelors or masters degree in music), and Teaching Apprentices (undergraduate music students recommended by the faculty member that is their main instrument of study).

5. **Sources of funding from IUP for personnel and operating commitments? [By policy (item #8), all IUP C&I are required to be financially self-supporting.**

1. College of Fine Arts
2. IUP Dining
3. S&T Bank
4. Pennsylvania Rural Arts Alliance
5. Registration Fee ($25 per student per semester)
6. Portion of Teaching Apprentice Fee
7. Donated support by Kay B. Smith

Annual Report: Community Music School

Fiscal Year 2015-2016

Organization or Individual 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	Type of Organization Receiving Service	PA Residents	Non-PA Residents			
Students in IUPCMS	N/A	234			$65,368.75	
Total					$65,368.75	

The Wood Center at IUP			
May 16, 2015 – May 15, 2016			
Contact:	BA Harrington	Phone:	724-357-2538
		Fax:	724-357-3296
Affiliation:	Director	Address:	470 S 11th St
Website:			115 Sprowls Hall

1. **In one sentence, please describe the purpose/mission of this Center/Institute.**

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

2. **What progress has been made towards goals set in the strategic planning document?**

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
1	Continue work on rebranding center as a wood-focused program	ST	CT	Finalized vision statement and text for Art Department website and other promotional materials (i.e. decide on signature phrase, graphic look and layout for promotional use "Thinking…Imagining…building with wood") Center name changed with all regular contacts	Clarification of purpose Sustainability as a core concept Collaborations with other organizations	IUP Strategic Goals: Marketing and Promotion AA 2012-2015.4 Department of Art: expands recruitment/retention, reinforces theme of sustainability Draft CFA Strategic Goals and Objectives AY 2011-2014 1.d: "Explore opportunities for interdisciplinary curricular offerings...partnerships 6.a: "Identify how to best package and communicate the college's signature programs."

Describe progress and achievement/challenges of the above goal

- Harrington is currently working with Tony DiMauro on text and layout for Art Department and Wood Center promotional materials to ensure Wood Center materials are consistent with new look and concept of materials developed this spring for Art Department. Communications Media students worked on basic layout for a new Center website to be housed in the Art Department site and the decision was made to do away with the external site. The signature phrase has been changed to "dream...think...create...with wood" to fit with the Art Department's "dream big" campaign.
- The Center name is changed with most regular contacts but the former name is still out there and continued follow-up is required.
- Harrington is working with the sustainability group to develop a new course around Harvest-to-Use.
- Harrington met with the park director and a state forester at Yellow Creek State Park to discuss future collaborations between park educational programming and the Wood Center.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
2	Transition to BA Harrington as director for start of Spring semester, with all responsibilities as noted in revised job description (agreed upon by Harrington and Hood)	ST	NG	Harrington as Principle Investigator with all RI accounts and in control of all other Wood Center accounts	Release time is being worked out for Harrington contingent on continuation of Resident Artist teaching one woodworking course per year Clear communication and relationship developed between Harrington and Windgate Foundation	

Describe progress and achievement/challenges of the above goal.

- Harrington has management of all Wood Center accounts and has taken over all communication with the Windgate Foundation, including a personal phone conversation with John Brown informing him of the change in the directorship and Steve Loar's retirement.
- Harrington and Dean Hood worked out an agreement for release time for the Wood Center directorship with the aim of reestablishing an artist residency and attendant teaching load.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
3	Improve advertising and communications	ST/LT	CT	Updated Wood Center info on Art Dept. site Brochure for recruitment and prospective partners or others interested in the Wood Center External Wood Center website or other social media presence	More prospective student inquiries/increased enrollment More inquiries & requests from off campus Wood Center cited on campus	IUP Strategic Goals Continuous Improvement, Marketing and Promotion Department of Art: expands recruitment

Describe progress and achievement/challenges of the above goal

- Art Department website updates are in progress.
- The Wood Center received $1000 C&I grant for design and printing of promotional materials. The plan is to have a postcard/brochure ready to hand out at the Furniture Society conference in late June, and to have a poster ready for a mailing in Fall 2016 to area high school vocational programs and Art Departments with prospective IUP undergraduates, as well as to undergraduate programs around the country with prospective graduate wood students. Once the postcard/brochure is finalized, a Wood Center sign, including the signature phrase will be ordered for the Grant Street windows and installed by the start of Fall semester.
- A decision was made to not continue an external site and instead to keep the Wood Center's social media presence under the umbrella of the Art Department.
- It's difficult to tell yet what impact this is making, however, we had 5 inquiries from graduates students interested in the wood MFA. We admitted 1 of those students in January of this year, and 3 of the other 4 applied to the program this year: 2 are starting in Fall 2016 and 1 has deferred his enrollment to Fall 2017. We had 3 inquiries from prospective undergraduate students specifically interested in the wood program. 1 of these students visited last summer and will be starting at IUP as a declared Art Major in the fall.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
4	Sponsor and participate in activities that nurture and promote the Wood Center, the Art Department, CFA, and IUP while reaching out to larger community	ST/LT	CT	Record number, nature, and type of events and attendance	Expanded educational opportunities for students and faculty Center representatives recognized off-campus/Center visits from off-campus folks Established collaborations between IUP and Indiana community	AA 2012-2015.4 IUP Strategic Plan: Engaged Learning IUP Strategic Goals: Civic Engagement, Marketing and Promotion

Describe progress and achievement/challenges of the above goal

- Harrington gave two talks on the Wood Center's Harvest-to-Use Program, in October as the featured presenter at the Retired IUP Faculty and Administrator's Luncheon (the event was publicized in the Indiana Gazette), and in April as the spring Sustainability Studies Faculty Lecture.
- The Center helped fund, install and organize programming for the Bartram's Boxes Remix exhibition at the University Museum. Advanced woodworking students helped uncrate and set-up the artworks. Harrington was featured in a commercial for the exhibition produced by the Communications Media Department and aired on IUP TV. Harrington spoke about the

exhibition at the opening reception, and also at a reception during a conference for the Pennsylvania Chapter of the American Association of Family and Consumer Sciences. Harrington also organized a symposium around campus and Indiana community activities related to seeds and planting that involved members of the Allegheny Arboretum, the Student SEEDS Club, and the Indiana Community Garden.

- Spring semester advanced woodworking students designed and built the "Sutton Bench" for an IUP alumni client that resulted in a campus-wide reception hosted by the President's Office in conjunction with the ground-breaking ceremony for the new dining hall. A bench was also donated by the Center to the university and the event has led to possible future commissions of the bench. The event was covered in campus publicity and in the Indiana Gazette and will be noted in the next issue of the IUP Magazine.
- At the end of the fall semester our Artist-in-Residence, Jordan Gehman and several of the advanced wood students exhibited their work at the First Friday Art Showcase at the Disobedient Spirits Distillery in Homer City. The event was such a success that the distillery folks welcomed the advanced wood students to hold another exhibition at the close of spring semester which attracted an equally impressive crowd.
- The Wood Center continues to open our facilities for the monthly meetings of the local chapter of the American Association of Woodturners (AAW). Their December meeting featured our Wood Center Artist-in-Resident and one of our students showing work and demonstrating techniques.

Event Attendance:

Retired IUP Faculty and Administrators Luncheon - 60
Spring Sustainability Faculty Lecture - 12 (IUP faculty and students)
Bartram's Boxes Remix Exhibition Opening Reception - 89 (mixed campus and public)
Bartram's Boxes Remix Exhibition Overall Attendance - 750 (mixed campus and public--305 known student attendees)
American Association of Family and Consumer Sciences PA Chapter Museum Reception - 35 (conference attendees)
Bartram's Boxes Symposium - 12 (mixed campus and Indiana community)
Sutton Bench Reception - ? (campus community including Board of Trustees)
AAW December meeting - 22 (IUP woodworking students and AAW members)

These events have led to greater awareness of and recognition for the Wood Center and its students both on campus and in the greater Indiana Community. We plan to expand our programming to include more of these types of activities.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
5 Continue to obtain funding in support of Wood Center's Vision	ST/LT	CT	Pursue and secure IUP and external funds	Purchase of new equipment and supplies Support teaching residency and visiting artists Support Student Scholarships Support innovative programming	IUP Strategic Goals: Continuous Improvement, Marketing and Promotion Draft CFA Strategic Goals AY 2011-2014: 9.a. "the college will work to improve facilities, resources, and safety aspects of our programs."

Describe progress and achievement/challenges of the above goal

- Secured a $3000 donation from alumnus, Blane Dessey, to fund student scholarships and programming in exchange for the Sutton Bench. There is a potential donation from Aramark in exchange for a Sutton Bench to be engraved in memory of a former employee, and The Foundation for IUP has also inquired about a bench commemorating their 50th anniversary next year.
- Currently working with Anthony Cancro to develop a fundraising project that markets the Sutton Bench to other IUP alumni. The funds raised will cover the cost of new equipment that will allow the laser engraving on the bench panels to be done in-house.
- Received $1500 from a client to CNC rout 72 parts for a restoration project at Fort Ligonier (all visitors to the Fort benefit from this project and it will likely lead to additional work for the Wood Center).
- Currently working with Anthony Cancro on a funding proposal to One-Way (lathe manufacturer) for a turning-specific artist-in-residency, as well as looking for other potential donors to sustainability projects.
- The Bessey Tool Company made a yearly commitment to donate over $250 in woodworking clamps to the Wood Center.
- Received the first $30,000 in a new 3-year grant ($90,000 total) from the Windgate Charitable Foundation to support graduate students, visiting artists, and student field trips. This was the first time the Center was able to fund a graduate student through the 3rd year of the M.F.A. program. Todd Steffy will be graduating in August. Steffy's thesis show was very well received and one of the pieces was juried into the Faculty Selects Exhibition at the upcoming biannual Furniture Society conference. The exhibition work is included in the society's yearly publication. The Windgate grant also allowed the Center to host 12 students on a field trip to NYC to see the very important retrospective exhibition of furniture-maker Wendell Castle's work at the Museum of Art and Design, which included a private tour by the curator. The students also visited the Cooper-Hewitt Design Museum's triennial exhibition on beauty during this trip.
- Will submit a grant proposal this fall to the Windgate Charitable Foundation for a three-year renewal of support for the Artist-in-Residency Program they have previously supported.
- Developed a proposal with Anthony Cancro for the Colcom Foundation that requested support for a sustainability initiative focused on the Center's Harvest-to-Use Program. The proposal included new equipment, programming and an Artist-in-Residence. Although the Wood Center wasn't invited to submit a grant request, we continue to search for other potential funders who may be interested in this type of proposal.

3. **What are the Center's needs (if any) for the upcoming year to further the achievement of goals?**

   Personnel with experience running CNC and other digital equipment. Toward this aim the Art Department Shop Technician position is being re-written to include support for the running of this equipment, and Center funds are being allocated for training to faculty, staff and student workers.

4. **Personnel involved in the operation or oversight of this center or institute? Examples: advisory board, director, co-director, affiliated faculty members, administrative assistants, support staff, GA's, etc.**
   - Director
   - Part-time studio technician
   - Graduate assistants
   - Undergraduate work/study students
   - Emerging artist
   - Artist-in-residence
   - Department secretary

5. **Sources of funding from IUP for personnel and operating commitments? [By policy (item #8), all IUP C&I are required to be financially self-supporting.**

   N/A

Annual Report: The Wood Center at IUP

Fiscal Year 2015-2016

Organization or Individual 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	Type of Organization Receiving Service	PA Residents	Non-PA Residents			
Heritage Restorations	Private Business	(parts are for the restoration project at Fort Ligonier, so the public will ultimately benefit from our work)			$1,500 (yet to be received)	
Blane Dessey	IUP Alumnus	(this commission received much publicity and will likely result in additional commission of the Sutton Bench)			$3,000 (funds used for student scholarships and programming)	
Windgate Charitable Foundation	Wood Center at IUP/ Department of Art				$30,000 (1st of 3-yr installment)	
Bessey Tools North America	Wood Center at IUP/ Department of Art	(funds used for students scholarships and support for resident artist)			$250 (in donated tools)	
IUP	Wood Center donated bench to IUP	(campus community and visitors will view and use the bench)				$2,000 (bench donation)
Total					$34,750	$2,000

Center for Health Promotion and Cardiac Disease Prevention				
May 16, 2015 – May 15, 2016				
Contact:	Mark Sloniger		Phone:	724-357-5508
			Fax:	724-357-3777
Affiliation:	Kinesiology, Health and Sport Science		Address:	241 Zink Hall
Website:	www.iup/healthpromo/			

1. **In one sentence, please describe the purpose/mission of this Center/Institute.**

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

2. **What progress has been made towards goals set in the strategic planning document?**

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
1	Identify individuals interested in contributing to center activities	ST	NG	Determine if a list of interested individuals been created	A list of interested individuals	Responding to the needs of students and society with a range of innovative programs and scholarship

Describe progress and achievement/challenges of the above goal

An inquiry was made in the Fall of 2015 via email/face-to-face discussions to identify Kinesiology, Health and Sport Science (KHSS) faculty interested in involvement in the future of the Center for Health Promotion and Cardiac Disease Prevention (CHPCDP). The individuals identified by this initial inquiry (Ms. Leslie Stenger, Dr. Elaine Blair, Dr. Madeline Bayles, Dr. Kristi Storti, Dr. David Wachob, Dr. Robert Alman and Dr. Mark Sloniger) will be referred to as Center Personnel from this point forward. Two more names were added to the list of Center Personnel in Spring of 2016. Hayden Gerhart plans to integrate his efforts within the field of environmental physiology into the CHPCDP. In the Fall of 2016, he plans to continue his current relationship with the National Institute of Occupational Safety and Health, a branch of the Center for Disease Control and Prevention. This relationship holds great promise in terms of providing funded research opportunities along with his intent to pursue funding from other organizations such as the American College of Sports Medicine, National Strength and Conditioning Association, Department of Defense, and the National Institutes of Health. Specifically, he plans explore specific stimuli to attenuate the negative effects related to different PPE (Personal Protective Equipment) observed in extreme environmental conditions. Some of these effects include overheating, dehydration, reduced cognitive and motor function, increased energy expenditure, and reduced movement economy. His research efforts will focus upon both active EMT/Firefighter/Military personnel, as well as recreational exercisers. Secondly, Adam Katchmarchi wishes to integrate his efforts in aquatic safety into the CHPCDP. He feels that integration into the existing CHPCDP would allow for increased collaboration with national organizations in the field of aquatics such as the National Drowning Prevention Alliance, USA Swimming, USA Swimming Foundation, Starfish Aquatics Institute, the National Water Safety Congress, the American Red Cross, the Aquatic Exercise Association, and many more. These collaborations would potentially result in collective approaches to research, the ability to host multiple seminars and training to benefit IUP students, the procurement of outside resources including technology and funding, and enhancements in the offerings/execution of new and existing aquatic programming at IUP (both community offerings and college course work). Additionally, these efforts would strengthen existing relationships with national organizations and foster the growth of new relationships by providing an outlet for collaborative efforts that would be limited without the structure and function of an existing center.

Therefore, this short term goal has been achieved through the development of a list of individuals interested in the future of the CHPCDP.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
2 Meet with interested individuals to update center's mission statement and goals	ST	NG	Determine if mission statement and goals have been updated	Updated mission statement and goals	Responding to the needs of students and society with a range of innovative programs and scholarship

Describe progress and achievement/challenges of the above goal.

Mark Sloniger, the Director of CHPCDP met with Dr. Hilliary Creely in Spring 2016 to discuss the future of the CHPCDP. Topics of discussion included an update of existing mission statement/goals of the CHPCDP as well as annual report preparation tips. Secondly, initial discussions occurred between Center Personnel, which included the Department of KHSS Chairperson regarding the future of the CHPCDP. Outcomes of initial discussions were a) that there is a strong interest in the continuation of the CHPCDP, and b) that the CHPCDP's mission statement/goals require an update. Additionally, Center Personnel were eager to explore the potential impact that the addition of two new departmental faculty members (Hayden Gerhart and Adam Katchmarchi) may have upon the CHPCDP. Both individuals have indicated a strong interest in utilizing/expanding the activities offered by the CHPCDP. Center Personnel expressed confidence that these two individuals will play a significant role in reshaping the CHPCDP in the immediate future as well enabling it to thrive in the years to come. Center Personnel plan to meet along with the two new faculty members early in the Fall 2016 semester to update the mission statement and goals as well as to submit a Centers & Institutes Redirection Form for approval in Fall 2016.

Therefore, this short term goal has been partially achieved in that formal discussions have occurred between Center Personnel. Additionally, agreement has been reached concerning the desire for the continuation of the CHPCDP as well a need to update the mission statement and goals. The challenge is still to actually update the mission statement and goals. The plan is to accomplish these tasks during the Fall of 2016 as Center Personnel work to prepare the Centers & Institutes Redirection Form for submission.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
3	List and describe potential activities and services to be offered through center	ST	NG	Determine if potential activities and services have been listed and described	Listing and description of potential activities and services	Responding to the needs of students and society with a range of innovative programs and scholarship

Describe progress and achievement/challenges of the above goal

This short term goal has been partially achieved in that an initial list of potential activities/services to be offered through the CHPCDP has been completed. The challenge is to expand this list once the mission statement and goals have been updated. The plan is to expand this list during the Fall of 2016 following additional discussions between Center Personnel.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
4	Discuss and implement ways to increase awareness of center's activities and services	ST	NG	Determine if strategies to promote center activities have been identified	Identification of strategies to promote center activities	Responding to the needs of students and society with a range of innovative programs and scholarship

Describe progress and achievement/challenges of the above goal

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

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
5	Track activities and services offered through center	LT	CT	Determine if a tracking system has been created	Creation of tracking system	Responding to the needs of students and society with a range of innovative programs and scholarship

Describe progress and achievement/challenges of the above goal

Initial progress has been made in achieving this long term goal. A strategy has been developed to track activities/services offered by the CHPCDP. Once a complete list of activities/services have been compiled, a point person will be designated for each activity/service. Point person will be responsible for reporting action/activity to the Director of the CHPCDP on an annual basis. The Director will include this information in the Annual Center Report. Challenge is to designate a point person for each activity/service associated with the CHPCDP. Completion of this task depends upon completion of the list of potential activities/services, which will not be available until Fall of 2016.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
6	Develop and track budget for the center	ST	NG	Determine if a tracking system has been created	Creation of tracking system	Responding to the needs of students and society with a range of innovative programs and scholarship

Describe progress and achievement/challenges of the above goal

A budget template has been identified. Work has been done to customize the template to meet the CHPCDP's needs. Therefore, this short term goal has been partially met. Challenge is to begin to utilize budget tool. Plan is to pilot the budget tool in the Summer and Fall of 2016.

3. **What are the Center's needs (if any) for the upcoming year to further the achievement of goals?**

    None.

4. **Personnel involved in the operation or oversight of this center or institute? Examples: advisory board, director, co-director, affiliated faculty members, administrative assistants, support staff, GA's, etc.**

    Consists of Faculty volunteers within the department that oversee the operation as well as the efforts of Graduate Assistants.

5. **Sources of funding from IUP for personnel and operating commitments? [By policy (item #8), all IUP C&I are required to be financially self-supporting.**

    Everyday operations of the Center are self-supported.

Annual Report: Center for Health Promotion and Cardiac Disease Prevention

Fiscal Year 2015-2016

Organization or Individual 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	**Type of Organization Receiving Service**	**PA Residents**	**Non-PA Residents**			
Academic Support for Department of Kinesiology, Health and Sport Science	University	~1000		N/A	N/A	N/A
Criminal Justice Training Center	Training/Education	86		N/A	$6,450.00	N/A
Community Fitness Testing	Community	2		N/A	$90.00	N/A
Total		1088			$6,540.00	

1. **In one sentence, please describe the purpose/mission of this Center/Institute.**

   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/agencies at the local, state, and national 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; to seek external funding; and to engage in any other research activities that relate to the general study through research.

2. **What progress has been made towards goals set in the strategic planning document?**

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
1 Increase external funding to the criminology and criminal justice department	LT	NG	Monitor grants applied for by faculty and students; monitor grants awarded to faculty and students	Increase external funding provided to criminology and criminal justice faculty and students to assist with research expenses.	Goal 1.5.4. • Grants provide external funding that support faculty and student research.

Describe progress and achievement/challenges of the above goal

Although the Criminology Research Center did not receive external funding, Dr. Giever and Mike Marcantino from the Constables Curriculum Department applied for a grant in the amount of $1,555,104,97. Unfortunately, the Criminology Research Center (CRC) did not receive the grant, but this demonstrates initiative for this goal. This will remain a goal for the ensuing academic year.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
2	Increase amount of grant information distributed to criminology and criminal justice faculty and students	LT	NG	Provide faculty and students with potential grants; provide faculty and students with updated grant guidelines	Allow criminology and criminal justice faculty and students to be aware of potential research grants to apply for, therefore increasing likelihood of financial research assistance.	Goal 1.5.2. • Tenure and promotion expectations can be reached. Goal 1.5.4. • Grants provide external funding that support faculty and student research. Goal 2.2.2. • Grants provide external support that increases opportunities for graduate students in regards to research opportunities. IUP Values: • Knowing students as individuals who work closely with faculty and staff members.

Describe progress and achievement/challenges of the above goal.

Due to both time and money constraints, deadlines for completion of a grant were not achievable. However, with the assistance of Dr. Shellenbarger in the Office of Research and Scholarly Excellence, informational resources about grant work and pay were created. Also discussion of the creation and maintenance of a grant calendar for professor's use could be a great future endeavor. This calendar was mentioned multiple times when discussing useful ideas for the Criminology Research Center (CRC) with Criminology professors. The creation and maintenance of a weekly or biweekly newsletter could also be a great way to advertise grant information to professors; however, this would most likely require more funding to the CRC.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
3	Collaborate with other disciplines for research	LT	NG	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	Set up collegiate faculty socials; use the college research center for meeting and research space	President's Vision: • Collaboration campus- wide. • Collaborative effort between faculty, students, and community members

Describe progress and achievement/challenges of the above goal

A graduate assistant in the Criminology Research Center attended IUP's Graduate Scholar Forum and provided service as a chair of presentations. These forums are visited by all departments, and allow for graduate students to showcase their research. It was a shining example of excellent research in the Criminology department, in which the students swept 1st, 2nd, and 3rd place. One of the CRC's graduate assistants also serves on the College of Health and Human Services Student Advisory Committee, which has representatives from all departments and could serve as a source for collaborative efforts in the future. Collaboration with Dr. Teresa Shellenbarger from the Indiana University of Pennsylvania's Office of Research and Scholarly Excellence allowed for the creation of informational resources. It opened the CRC to more interdisciplinary research, through this office events were held; such as the tea meetings she held in the spring semester. Future work with offices similar to the Office of Research and Scholarly Excellence would be greatly beneficial. Also holding interdisciplinary meet and greets for professors to discuss research ideas could be very beneficial. Getting our professors to attend these meetings is the difficult part; which stresses how useful a newsletter could be to distribute information.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
4	Create a database of faculty research interests	ST	NG	Database will be complete once all Indiana University of Pennsylvania faculties provide their contact information and research interests. Provide this database to all faculty members.	As new faculty members are hired, their information will be added to the database; poll how many faculty use the database each academic year.	Presidents' Vision • Collaboration campus- wide.

Describe progress and achievement/challenges of the above goal

Due to time and resource constraints this did not occur. However, this database might require a lot of maintenance due to professors changing research topics. Similarly Criminology professors did not use a similar database, so advertising the usefulness of this database would be critical. Over the summer (2016), the graduate assistants plan to initiate and configure the database for it to be continued and implemented in fall 2016.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
5	Increase external funding to center in support of center's core research areas	LT	CT	Set deadline for completion of at least one new grant this academic school year, monitor feedback from funders; track awards	Outside income to support equipment/supplies, faculty, release, Gas	Goal 1.5.4. • Grants provide external funding that could enhance the function of the Criminology Research Center.

Describe progress and achievement/challenges of the above goal

Again, this goal was not yet achieved and therefore, remains a goal for the upcoming academic school year.

3. **What are the Center's needs (if any) for the upcoming year to further the achievement of goals?**

We continue to need support from the IUP administration and faculty to develop relationships for potential research collaborations. This is "key" to the CRC success. Additional funding to support potential projected ideas for the CRC may be needed, particularly to support undergraduate and graduate research alike.

4. **Personnel involved in the operation or oversight of this center or institute? Examples: advisory board, director, co-director, affiliated faculty members, administrative assistants, support staff, GA's, etc.**

The director is Dr. Dennis Giever of the Criminology Department. Both Kirsten Piatak and Carley Smathers are graduate assistants working in the center under the center's 20 hour Graduate assistantship (Kirsten - 10 hr, Carley - 10 hr). We currently do not have an advisory board at this time, but these individuals worked to achieve the aforementioned goals and are dedicated to continuing and improving the efforts made this 2015-2016 academic year. The shortcomings mentioned above identified areas that require additional work. As such, these areas will be the focus of the 2016-2017 academic school year.

5. **Sources of funding from IUP for personnel and operating commitments? [By policy (item #8), all IUP C&I are required to be financially self-supporting.**

There is no current financial commitment to this center.

Annual Report: Center for Research in Criminology

Fiscal Year 2015-2016

Organization or Individual 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	**Type of Organization Receiving Service**	**PA Residents**	**Non-PA Residents**			
IUP Graduate Scholar's Forum	Indiana University of Pennsylvania					N/A
Total						

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│                      Criminal Justice Training Center                      │
│                      May 16, 2015 – May 15, 2016                           │
│                                                                            │
│  Contact:      John A. Lewis              Phone:     724-357-3987          │
│                Dennis Marsili             Fax:       724-357-3989          │
│                                                                            │
│  Affiliation:  Interim Director                      S.W. Jack Building, Suite 300 │
│                                                      57 S 9th St., Indiana, PA 15701 │
│  Website:      www.iup.edu/crimjustice/                                    │
└─────────────────────────────────────────────────────────────────────────┘
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1. In one sentence, please describe the purpose/mission of this Center/Institute.

IUP's Criminal Justice Training Centers (CJTC) located at Indiana University, California University, and Carnegie Mellon University offer: PA Act 120 and PA Act 165 training for individuals seeking employment as PA municipal police officers, PA Act 235 training and PA Act 235 refresher training for individuals seeking employment outside law enforcement where possession of a firearm is required, police officer mandatory in-service training (PA Act 180), and police officer non-mandatory in-service training, as well as support to the community through firearms safety classes and other community awareness initiatives.

2. What progress has been made towards goals set in the strategic planning document?

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
1	Increase presence of CJTC mission at IUP, Carnegie Mellon and California University	ST		Track attendance at career fairs in areas where CJTC draws for these programs	Increase enrollment and visibility of program	Provide innovative academic programs of high quality and value. Prepare IUP students for success in work and life in addition to academic success. Secure IUP's financial future

Describe progress and achievement/challenges of the above goal

Goal 1 is a continuing struggle related to recruiting and will remain a battle for the foreseeable future, especially at California University (CALU) and Carnegie Mellon University (CMU) where only part-time classes are available. Similar to the University's experience with declining enrollment based on fewer students attending area schools, the CJTC faces the same recruiting challenges, without the University's recruiting budget. That said, the current recruiting practice of attending high school career fairs has been maintained and new initiatives have been implemented and others are being developed to enhance enrollment at both the CJTC and at IUP. Program visibility is addressed in goal 5.

One new initiative just implemented is working closer with IUP's Department of Criminology and Criminal Justice. This relationship is beneficial for the increased presence and recruiting efforts of each unit. The CJTC previously had not attended the six expos sponsored annually by IUP's Admissions Department. On 23 April 2016, the CJTC did have a representative co-located with the Department of Criminology and Criminal Justice. This joint venture is planned to occur again during the summer expos.

Another new initiative is working with the Criminology and Security Studies Department at Slippery Rock University (SRU). Students interested in attending Act 120 full-time training and Act 180 mandatory in-service training, who are located in this geographical area have four options; Allegheny County Police Academy, Mercyhurst Act 120 Training Academy, Community College of Beaver County, or IUP-Indiana. (Part-time training academies in the immediate area include IUP@CALU, IUP@CMU, and Westmoreland County Community College). IUP has a completion rate of 80% (2014) compared to 68% for Allegheny County, 50% for Mercyhurst, and 95% for Community College of Beaver County. The difference in completion rates and tuition are strong selling point for IUP, a fact that the faculty at Slippery Rock can pass along to their graduating students or those interested solely in Municipal Police Officer Training. Note: Community College of Beaver County offers a Police Technology degree (65/66 credits) to support the Act 120 training, accounting in part for their higher graduation rates based on the student's dual investment (AAS and Act 120 certification).

A discussion about and the initial development of non-credit producing classes to generate funding and to increase community awareness of the CJTC is in progress (e.g., basic firearms training class, intermediate firearms training class, advanced firearms training class, coordination for one hour classes presented as service by IUP faculty and law enforcement officers about crime prevention, social media pitfalls, cyber security, rape prevention, pitfalls of underage drinking and public intoxication, medical marijuana use, heroin in the community, and other community awareness issues. Additionally, various IUP classes have attended firearms simulator training, becoming more aware of the CJTC mission.

HS recruiting scheduled as of 10 May 2016: 09 July 2016, IUP Expo; 30 July 2016, IUP Expo; 23 Oct 2016 Hempfield High School, Greensburg.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
2	Production of new CJTC brochure			Respondents check box on application form requesting brochure. Track # of inquiries	Improve and Assess effectiveness of brochure	

Describe progress and achievement/challenges of the above goal.

The new CJTC brochure was developed and fielded. The brochure is delivered with an information packet when required by potential students.

In reflection, this was not the best use of the brochure as those inquiring about IUP's CJTC Act 120 program often were not comparing IUP to Mercyhurst or Allegheny County. The information in the brochure could be obtained online, which is where the potential student obtained his or her initial information to request the packet. The brochure now is being distributed to potential students who are unaware of the academy's existence (career fairs, criminology and sociology departments at IUP and at other universities and colleges in Western Pennsylvania, school career counselors, IUP expos, etc.). The goal is to reach potential students who are not aware of this opportunity. Additionally, the information will be distributed to potential students who have requested information about IUP's Department of Criminology and Criminal Justice or have applied to IUP as undeclared but in either case have not yet selected IUP as the university they will attend.

The goal of distributing this recruitment material is not to compete with the University or a department for potential students, but to highlight to potential students the opportunities available at IUP, especially if the Act 120 training can be offered for free elective credits; a fantastic recruiting tool for both the University and the CJTC.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
3	Redesign CJTC website			Interview candidates re how they heard about program. Check with IT on website hits.		

Describe progress and achievement/challenges of the above goal

Although the site has changed to meet the University design, the site needs updated which has not occurred. There are strong points to the site, with links to both the college and the Department of Criminology and Criminal Justice, and their sites have links to the CJTC. Information about upcoming events are posted in a timely manner on the front page. Contact information and other information on the home page is accurate.

Community Events section needs to be added for low-cost and no cost events. At least one no cost community awareness event should be scheduled monthly to get people use to using the site.

A crime in the community link could be added with current events related to local crime, DA /Police Chief information, etc. to get community members use to checking out the site on a daily or weekly basis; thus, when training events requiring community participation are scheduled (e.g., basic firearm defense class) the community is aware of the event and share that information throughout the community. Needs a video link displaying actual training events and various instructors (classroom, physical fitness, unarmed self-defense, weapons training simulator, and range training).

The issue is time and resources. The CJTC has one full-time coordinator and one administrative assistant to guide and direct the academy spread out over three locations. Time for maintaining the website, especially with additional, current events is not feasible.

One option discussed is the use of a student worker from COSC or Comm Media to draft material for the site and to recommend options for cleaner site navigation, especially for those outside the university in the community. This student also would work additional duties as a student worker, permitting the administrative assistant to make the approved changes and updates to the site.

For example, the last Facebook post on the site from an outside source was 2011. With a student worker familiar with Comm Media, COSC, or just social networking in general, the site could be improved vastly for low cost.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
4	Target specific population groups			Track enrollment trends by county, municipality and education	Increase enrollment by 25-30%	

Describe progress and achievement/challenges of the above goal

The increase in enrollment, especially 25% to 30%, was not achieved. Enrollment did remain constant with a declining pool from which to recruit, which is commendable. The enrollment trends are similar to those in the Department of Criminology and Criminal Justice, with a majority of the students coming from Indiana county, the collar counties, and Allegheny county.

Minority recruitment is similar to the university's average and female recruitment is under the university average. Minority and female recruitment is an issue for many law enforcement agencies to include the Pennsylvania State Police and Indiana Borough. The CJTC's minority candidate recruitment efforts are hindered by other Act 120 training sites located in major metropolitan areas across the western part of the state (e.g., Allegheny County Police Training Academy, Community College of Beaver County, Mercyhurst College - NorthEast [Erie], and Reading Police Academy-Greensburg); and in the eastern portion of the state (e.g., Montgomery County, Temple University, Allentown, Reading, Harrisburg, Hazelton, Philadelphia, and Scranton). As obtaining housing more than doubles the cost of attending an Act 120 training facility, and housing with a meal plan more than triples the cost, most cadets appear to be commuters, making recruiting students from metropolitan areas to the Indiana area extremely difficult. Again, the recruiting of females and minorities could be enhanced with free elective credit bearing classes as part of a larger degree (BA or AAS).

The planned outcome of a 25% to 30% increase is not unobtainable and should be related to the "larger University vision, strategic plan, or the PASSHE performance indicators". With tuition costs increasing, potential college students and their parents are comparing tuition costs with degree quality and marketability. A majority, if not all, of the Act 120 granting facilities associated with a Pennsylvania college or university offer college credits for completion of the 19 week Act 120 program. Some universities, like Penn State, which does not operate an Act 120 academy still offer 12 to 18 credits for completion of the training to enhance recruitment. IUP accepts these credits as transfer credits from other universities and colleges through established articulation agreements, but does not directly offer college credits for Act 120 training. Offering college credits for Act 120 training would increase both attendance to the CJTC and to IUP. Currently, students who complete the Act 120 training and want the college credits enroll at another college or university, get the credits rolled into their transcript, and then reamin at that university or transfer to IUP, instead of going from the Act 120 training center directly to IUP. Additionally, if IUP offered direct credits, IUP students could attend the CJTC as one of their last four semesters, still graduate in eight semesters with a BA/BS and Act 120 certification, which could be used to enhance recruiting, especially in the social sciences where students have between 30 and 36 free electives.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
5 Movement into new space			Open house to law enforcement agencies, state and local government leaders. Thereafter providing greater exposure of program. Track # attending Open House	Showcase new facility and classroom space	

Describe progress and achievement/challenges of the above goal

The movement into the new space was completed. Dennis Marsili (program coordinator) and Delores Karcher (administrative assistant) deserve special recognition for ensuring a smooth transition, along with recognition for Steve Linta for supporting the technology portion of the move to include setting up the firearms simulator. Their combined efforts ensured a smooth transition at the IUP campus without any disruptions at the CALU or CMU facilities, which rely on their administrative support.

The measurement identified above for progress or achievement "open house... greater exposure of program" and the planned outcome "Showcase new facility and classroom space" appears to be contradictory. The functional aspects of the academy, classroom and simulator area, coordinator's office, and the administrative area virtually are unchanged from what was available in Eicher Hall, although there is an improvement in that these areas are now located on the second and third floors instead of the windowless basement of Eicher Hall. The third floor director's area and the seldom used conference room with fireplace in the S. W. Jack building become the showcase of the facility. The showcase of a training facility should not be the conference room or the Director's office, but the training areas; thus, the facility is not a showcase for police training and is a showcase for the wrong reasons to garner public or government support. The third floor facilities, minus the administrative assistant's area, appear excessive and wasteful, especially when approximately 25% of the CJTC revenue might be required to rent and maintain the facility in the future; making the concept of being financially self-supporting extremely difficult.

In summary, a one story training facility - five offices, gym size area, two 40 person classrooms, one simulator room, and a large storage room located adjacent to the emergency vehicle driving facility (next to ballfield) would be ideal. A low-cost facility like the one described would be recognized within the state and the community as IUP's Municipal Police Officer Training Academy, with the emergency vehicles in the parking area, the emergency vehicle driving range adjacent, signs in the front of the facility and along the roadway (intersections of Rose St. and Kolter Dr. and University Dr. and Kolter Dr.), along with already available and ample parking for students, cadre, and guests. In the current location, there is no parking for students and guests, the five borough parking passes initially agreed upon by the college as an addition to the contract no longer will be provided; thus, no parking for faculty, guests, or cadre, and there is a piece of bond paper on the outside door to the building noting "Municipal Police Academy, 2nd floor". The move was completed, but the facility cannot be showcased as we cannot make the necessary changes to the structure to highlight it as IUP's Municipal Police Officer Training Center.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
6	Curriculum Innovation: Keep abreast of current trends and techniques in law enforcement and thereafter develop courses to suit those needs.	ST		Maintain the integrity of existing program as directed by MPOETC and supplement as needed .January 2017 new content is included in curriculum	Develop relevant course for inclusion into the Act 120 program	Provide innovative academic programs of high quality and value

Describe progress and achievement/challenges of the above goal

All facilities and records have passed the annual MPOETC inspection, with no major discrepancies. All instructors scheduled to teach have received MPOETC certification and have passed both the MPOETC required background checks and the University required background checks, which will be addressed briefly at the end of the goal assessment.

Innovative curriculum has been developed for classes related to Act 180 training (mandatory in-service training) and for community participation (basic, intermediate, and advanced firearms defense classes). Act 120, Act 165, and Act 235 curriculum are developed by MPOETC and fielded to the various schools/training centers.

In collaboration with faculty at IUP various classes have been or are being designed to be offered either as Act 180 material (after MPOETC approval) or as non-mandatory in-service training. These classes include "the pit falls of social networking" and "dealing with the media" (Dr. Papakie - Journalism); "transparency within the community", "police department and university relations - tracking police activities with statistics", and "policing in the 21st century" (Dr. Cooper- Department of Criminology and Criminal Justice); "cyber security and policing" (Dr. Gossett - Department of Criminology and Criminal Justice) and "police ethics for leaders" and "developing leadership in subordinate officers" (Dr. Lewis - Department of Criminology and Criminal Justice).

Challenges to this goal: MPOETC requires all instructors to pass a background check prior to hiring. This check includes all PA offenses, to include traffic, and all federal offenses, with finger print cards required for both the Pennsylvania State Police and the Federal Bureau of Investigation. Additionally, IUP requires these individuals to have background checks similar to those conducted two months earlier by MPOETC. Although this is an issue of redundancy for those teaching at IUP, the travel distance for those teaching only at CALU and CMU is problematic. Further, no student is permitted in the program who is under the age of 18, and those instructors at CALU and CMU do not interact with any IUP students who could be under the age of 18 as they are not teaching on the IUP campus; technically, neither are the instructors teaching in the S.W. Jack building as it is considered off campus. The necessity for two background checks within months of each other has caused problems with getting instructors certified to teach in the program.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
7 International Collaboration: Increase contacts with stakeholder to provide training for law enforcement entities both nationally and internationally	LT		Identify entities such as Moroccan Police that will receive training at IUP in fall of 2015 • Track sources and amount of revenue generated	Increase external revenue	Secure IUP's financial future

Describe progress and achievement/challenges of the above goal

International collaboration and national collaboration is elusive. External funding often is not intended for material delivery, but for assessment of existing programs and identifying best practices. Independently, the CJTC is not capable of training assessment from a methodological perspective, but does have the expertise to assist in an assessment related to police practices. To this goal two initiatives have been discussed and are in the development phase.

Initiative 1: Develop a steering committee for the CJTC, co-chaired by a member of IUP's Department of Criminology and Criminal Justice and the Director of the CJTC. The committee will include members from the Indiana County DA's office, the Indiana County Sheriff's Department, the Greensburg Police Department, the Murraysville Police Department, a senior CJTC instructor, the three program coordinators (IUP, CALU, CMU), and a civilian member magistrate.

The committee will better tie the CJTC to the community and police agencies, and permit additional opportunities to obtain research grants for program assessment as the majority of the grants require a collaboration between the CJTC/IUP and an external agency (Per RI, the CJTC cannot be considered the external agency as it relates to IUP).

Initiative 2: Develop and deliver classes (no cost) to agency leaders highlighting the capabilities of the CJTC that go beyond delivery of Act 120, Act 165, Act 180, and Act 235 training. Through collaboration with other departments at IUP, the CJTC can coordinate training in many areas outside that of traditional law enforcement to meet the specific needs of a department or members of their community (ethics, budgeting, supervision, counseling, risk management, risk assessment, community relations, defensive driver training, drug and alcohol awareness classes, etc.). Classes to agency leaders highlighting the capabilities of the CJTC would be delivered as no-cost; the specific classes scheduled for departments or community agencies would be low-cost to ensure continued public support, but to cover the cost of material development and instructor fees.

Efforts will continue to increase contacts with stakeholders to provide training for law enforcement entities nationally and internationally, primarily through resources at IUP's Research Institute. Additionally, it would appear there are more and better opportunities to secure external funding through program development and assessment. Building local ties through the steering committee for external partners to collaborate with for federal and state grants related to training and program assessment is a must.

3. What are the Center's needs (if any) for the upcoming year to further the achievement of goals?

Facilities located on campus to eliminate rent and maintenance, which will become approximately 25% of the CJTC's annual expenses (See Goal 5 summary).

Classroom space for realignment of available assets (e.g., overlap training when plausible [Act 120 and Act 235 or Act 235 refresher training]).

Internal cost and benefit analysis of CMU and CALU programs.

Tuition increase once MPOETC initiates new 24 week curriculum, currently 19 weeks. Need tuition increase now as $3,850 per student and $30 application fee is lowest in the state. Next closest is $4,100 per student with $50 application fee (generate about $40,000 annually). Requesting back to back annual increases would not garner MPOETC approval, recommend waiting until 2017 to add new curriculum cost and past increases in material & ammunition costs.

Obtaining academic credits for Act 120 training, which already is approved by many colleges and universities in Pennsylvania that offer similar training.

4. Personnel involved in the operation or oversight of this center or institute? Examples: advisory board, director, co-director, affiliated faculty members, administrative assistants, support staff, GA's, etc.

John A. Lewis - Interim Director
Dennis Marsili - Program Coordinator
Delores Karcher - Administrative Assistant
Two student workers - FAFSA or Pell
Program coordinators for CALU and CMU

5. Sources of funding from IUP for personnel and operating commitments? [By policy (item #8), all IUP C&I are required to be financially self-supporting.

Rent for S.W. Jack building through HHS (CJTC and OSHA, estimated rent is $98,000 - have not seen the contract).
Cleaning and maintenance S.W. Jack building (Research Institute - cost unknown).

Annual Report: Criminal Justice Training Center

Fiscal Year 2015-2016

Organization or Individual 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	Type of Organization Receiving Service	PA Residents	Non-PA Residents			
Act 120 Training	Students	142			$477,000	
Act 165 Training	Students	16			$32,000	
Act 180 Training	Students	400			$23,800	
IUP Department of Criminology	Students	120				Firearms Simulator Training
Physical Conditioning Assessment	Students	100@$75 each				$7500.00 IUP KHSS
PSYC - MMPI, NEO-PI-R,	Students	100@$250 each				$25,000.00 IUP PSYC
Nelson Denny Reading test						
Interview with Licensed Psychologist						
Total					$532,800	$32,500.00 (low estimate - some taking these assessments did not become cadets)

1. **In one sentence, please describe the purpose/mission of this Center/Institute.**

   The IUP Institute for Rural Health and Safety (IRHS) brings together university personnel from various disciplines and professional backgrounds to solve problems related to rural health and safety.

2. **What progress has been made towards goals set in the strategic planning document?**

	Description of Goal	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
1	ADMINISTRATION: Manage the unit and self effectively so that fiscal, personnel, scheduling, enrollment, legal, and other issues are minimized Work positively and collaboratively with other units and personnel at IUP	Number of full time and part time employees hired for the 2015-2016 fiscal year. Number of grants submitted and obtained.	Personnel: Increase the number of full time and part time staff. LT/NG Accounting: Increase the number and size of accounts through the IUP Research Institute. C&I Advisory Board: Member of C&I Advisory Board and liaison to Research Institute Advisory Board Driving Range Trailers: Request submitted to IUP Facilities Department to obtain use of trailers to better serve Safety/Driver Ed program and other emerging health programs ST / NG Grants: Submit grants to HRSA, Center for Rural PA, DCNR and others. ST/CT Website: Work with Comm Media and Dean to update website. ST/CT	College Governance: Streamline the communication process and increase opportunities to participate in decision-making further supporting shared governance through inclusion.

Describe progress and achievement/challenges of the above goal

Since January of 2016, the IRHS has hired a new director and coordinator of Emergency Medical Services. Total staff of the IRHS is at five.
The director of the IRHS sits on the C&I advisory board and the IUP Research Institute advisory board. The majority of contracts, fee for services and grants have been moved to the IUP Research Institute. The largest challenge has been the attempt to establish Market Place accounts for the EMT and paramedic programs.

The driving range trailers are being remodeled to accommodate the Safety/Driver Education program course. The driving range trailers will not be ready for use until late summer or early fall of 2016.

The IRHS has submitted multiple grants and fees for service and the following were awarded: Walkability Assessments in Indiana County (DCNR), Walkability Assessment in Indiana Borough (Pitt), Indiana County Rural Opioid Reversal Program (HRSA), Rosebud Mining EMT Program, Evaluation of Driver Education Teachers (AAA), Indiana Regional Highway Safety Project (PA DOT), Crash Data Analysis of PA (Center for Rural PA), and State Farm grant/donation to support driver education programs. All of these are still currently active.

The IRHS website is still being updated with the help from the IUP Communications Media Department from a grant awarded from the Graduate School. Work for phase I is scheduled to be completed by fall 2016, but additional updates will be needed on an ongoing basis.

Description of Goal	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
2 INNOVATION: 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.	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.	EMT: To offer the EMT program for college credit. COMPLETED Expand the EMT program to various sites/location in Western Pennsylvania using a hybrid style course. ST/CT Paramedic: To establish a paramedic program at IUP for college credit and noncredit. LT/NG Create a new track at IUP in the College of HHS for students that are only looking for a certification. LT/NG Advanced EMT: To establish an Advanced EMT program for college credit. LT/NG Pharm Tech: To establish a noncredit Pharm Tech program in partnership with IUP Northpointe. ST/NG Collaboration: Create form for becoming an affiliate or associate of the Institute. COMPLETED	Increase our Interdisciplinary Programs Student, Faculty, and Staff Success Research and Scholarship International and Community Collaborations

Describe progress and achievement/challenges of the above goal.

There have been multiple EMT programs completed since the summer of 2015. The following is a list of EMT programs conducted from summer 2015 to spring 2016:
• Summer 2015 – One traditional and one hybrid program offered.
• Fall 2015 – One traditional and one hybrid program offered.
• Spring 2016 – One traditional and one hybrid program offered.

To date, the IUP Kinesiology, Health, and Sport Sciences Dept. has had two students submit their EMT certificates for credit transfer.

In the spring of 2016 a paramedic program director was hired, as required by CoEMSP for starting a paramedic program. A business plan was submitted to the Provost in May of 2016 prior to submitting the request for accreditation services (RAS) to CoEMSP. The business plan is still under review and once approved the RAS will be submitted to CoEMSP. The projected start date of the paramedic program is early Fall 2016.

The Advanced EMT program will not be started until the paramedic program limited self-study report (LSSR) is submitted in early summer 2016.

The Pharm Tech program is not actively being pursued at this time.

The form for becoming an affiliate or associate of the Institute has been completed. Two faculty members have completed the form, but no advertising of the form is being pursued at this time.

	Description of Goal	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
3	DEVELOPMENT: The Institute will attend conferences and training, work on projects, and create partnerships that establish, build and maintain its excellence in the field.	Number of conferences attended and papers/posters presented. Number and amount of contracts and grants obtained.	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. LT/CT 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. LT/CT AAA: Submit contract to the AAA Pittsburgh Office for Evaluation of Driver Education Teachers. Secure a contract for the continuation of the current contract for 2016. Also to secure training in other states from AAA besides Ohio. ST/LT / CT/NG State Farm: Submit grant and partner with State Farm to support traffic safety education programs. ST/CT Grants: Submit grant proposals to HRSA, DCNR, Center for Rural PA and others. ST/CT URSA Grant: Fulfill grant contract to equip and train local first responders and service agencies in use of naloxone. ST/NG 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. ST/NG Continuing Education: Staff will attend conferences and trainings 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. ST/CT	Enhance our College Presence: International and Community Collaborations Increase our Interdisciplinary Programs Student, Faculty, and Staff Success Research and Scholarship

Describe progress and achievement/challenges of the above goal

From summer of 2015 to spring of 2016 the IUP IRHS has received multiple grants and fee for services. All of these support the staff and daily operations of the institute. The following is a list of the externally funded projects received for this time frame:

- Received external grant from the Center for Rural Pennsylvania for the project titled, "Analysis of PA Crash Statistics Data". February 2016. $15,000.00
- Received external grant from the Pennsylvania Department of Health/University of Pittsburgh for the project title, "Walkworks Proposed Walkability Assessments". February 2016. $3,726.00.
- Received external funding from Rosebud Mining titled, "Continuing Education Training". January 2016. $6,500.00
- Received external grant from the Pennsylvania Department of Conservation and Natural Resources/Indiana County Office of Planning and Development for the project title, "Walkworks Proposed Walkability Assessments". January 2016. $7,500.00. An amendment of added $1,000 in May 2016.
- Received external grant from PA Department of Transportation for the project titled, "Indiana University of Pennsylvania Highway Safety Project". October 2015. $125,000.00
- Received external grant for the US Department of Health Services/Human Resources and Services Administration for the project titled, "Indiana County PA Rural Opioid Reversal Program". September 2015. $100,000.00
- Received external funding from AAA for the project titled, "AAA Driver Education Teacher Evaluation". September 2015. $5,400.00

- Received external grant/donation from State Farm titled, "IUP Highway Safety Centers Community Traffic Safety Program". August 2015. $12,500.00
- Received two external funding contracts from NRG Energy titled, "Emergency Response Training". January 2015 to December 2017. Contracts written for $74,900.00 and $56,269.00 with projections to make $215,000.00 yearly.
- Staff hired as instructor to teach first Pedestrian and Bicycle Transportation Planning course for the Department of Geography and Regional Planning. This model based on model used at University of North Carolina at Chapel Hill with their Highway Safety Research Center. Together with WalkWorks projects, this helps to establish and build our Institute's Center for Transportation's excellence in the field of active transportation.

The IUP IRHS staff attended several conferences which included:
- Attended The Pennsylvania Association for Safety Education. Bedford, PA.
- Attended WalkWorks Conference. Indiana, PA.
- Attended and presented at the Pennsylvania Traffic Safety Conference, Philadelphia, PA.
- Attended and presented at the Rural Opioid Overdose Reversal Grant Program Partnership Meeting, Washington, D.C.

The IUP IRHS staff served on committees in their field which included:
- Pennsylvania Association of Safety Educators (PASE).
- WalkWorks Indiana County Executive Committee.
- IUP Bike Committee, co-chair.
- Indiana County Safe Children's Network.
- Armstrong, Indiana, Clarion Drug & Alcohol Commission.

	Description of Goal	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
4	OUTREACH: 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.	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.	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. ST/CT 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. ST/NG 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. ST/CT Center for Policy and Data Analysis: Continue to look for opportunities, projects, and resources to build the Center for Policy and Data Analysis, modeled after PSU's Population Research Institute, to enhance research capabilities of IUP in rural health and safety. LT/NG Website and Social Media: Update website with help of Comm Media and Dean and maintain and expand social media presence. ST/CT	Enhance our College Presence: Continue our participation in university governance and increase marketing/or our programs lo local and national and international communities, while strengthening our relationships with alumni and donors. International and Community Collaborations: Increase opportunities for faculty and students to engage in international programs and community collaborations, which diversifies the learning experience.

Describe progress and achievement/challenges of the above goal

Most of goals under this category of "Outreach" are still works in progress. All of the grants and fees for service described in this goal are active (see goal 3). The "retention" goal of working with the Pennsylvania Dept. of Education (PDE) has been the most challenging of all the goals listed in this category. The director of the IUP IRHS sits on the PDE Advisory Committee for Driver Education and has traveled to Harrisburg for multiple meetings to update policies on driver education. Specifically, it is the Advisory Committee's goal to change the driver education teacher preparation requirements for both public and private driving instructors in PA. In April of 2016, the Advisory Committee recommended that all private driving instructors in the state take 12 college credits in Safety/Driver Education. This would align with what public school instructors should take in order to become certified instructors. This goal is still actively being worked on and waiting for comments from the PDE Secretary.

3. **What are the Center's needs (if any) for the upcoming year to further the achievement of goals?**

As stated in goal 1, the IUP IRHS needs support in updating the institute's web page. This is critical in advertising for both the EMT program and the establishment of a paramedic program. The request for accreditation services was submitted on 5/17/206 and we are on schedule for a fall 2016 start date. Once we receive the letter of review from the CoEMSP (roughly summer of 2016) we will need to immediately start advertising for the paramedic program. Because the KHSS Dept. offers credit transfer for both the EMT and paramedic programs, the faculty of KHSS will need to be informed on the credit transfer process to ensure incoming students are aware of the credit transfer for these certifications.

4. **Personnel involved in the operation or oversight of this center or institute? Examples: advisory board, director, co-director, affiliated faculty members, administrative assistants, support staff, GA's, etc.**

IRHS Director
- The Director teaches five three credit courses and manages the IRHS. Three courses are taught in the fall and spring semesters with three credits of alternative work assignment for the management of the center. All four of the Safety/Driver Education courses are offered during the summer session. This director's position is University funded.

Director for Emergency Services Training – funded 100% by contracts/grants
- The Division of Emergency Services Training of the IRHS is responsible for the planning and implementation of training programs designed to meet the educational needs of those persons who are presently involved with, or will become involved with the provision of vital emergency services (emergency, medical, fire, and rescue) to residents and visitors of the Commonwealth. The Director for Emergency Services Training is also the paramedic director which is required by CoEMPS for a paramedic program.

Program Coordinator for Emergency Medical Services Programs – funded 100% by contracts/grants
- The program coordinator is responsible for planning, developing, implementing and evaluating programs in areas of Emergency Medical Technician, EMT-Paramedic, EMT-Refresher, EMT Courses for the Coal Industry, Advanced Cardiac Life Support and Introduction to Pre-Hospital Advanced Life Support.

Coordinator for the IUP Highway Safety Project funded 100% by grant
- IUP's IRHS has received a federal highway safety grant through the Pennsylvania Department of Transportation for 30 years. This is a twelve month grant and part of it allows for a temporary, full time project coordinator. The coordinator's primary responsibilities are to work with and assist organizations, groups, agencies, departments and individuals who wish to promote highway safety in the counties of Armstrong, Butler, Clarion, Indiana and Jefferson. This project will promote traffic safety issues to the 427,000 residents in the four counties by various media outlets.

IRHS Secretary funded 55% by Emergency Services Training grants and 45% by the IUP Highway Safety Project grant

- Serves as a secretary for the IRHS to provide support to the Director and Program Director, Division of Emergency Services Training (EST); Program Coordinator, IUP Highway Safety Project.

Student Workers

- We have traditionally had 1 student worker funded by _____. This year, we were able to add 1 intern from the Exercise Science Department and pay 4 student research assistants funded by grants and fees for service projects.

5. **Sources of funding from IUP for personnel and operating commitments? [By policy (item #8), all IUP C&I are required to be financially self-supporting.**

The IUP IRHS has receives funding from the dean's office for the rent of office space at Citizen's Ambulance West Pike complex. Currently, this amount is for $601.00 a month totaling $7,212.00 for the year. The institute also receives operating costs for general operation ($2,500.00), federal student workers ($4,221.00) and state student workers (Presidential Grantmanship Award ($1952.42.00).

Annual Report: Institute for Rural Health and Safety

Fiscal Year 2015-2016

Organization or Individual 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	Type of Organization Receiving Service	PA Residents	Non-PA Residents			
IUP Highway Safety Project	State Gov.	427,000		$125,000.00 Oct 1, 2015-Sept 30, 2016	$125,000.00 Oct 1, 2015-Sept 30, 2016	
State Farm Grant (Donations)	Private	NA		$12,500.00 August 8, 2015	$12,500.00 August 8, 2015	
HRSA	Federal	200		100,000.00 Oct 1, 2015-Sept 30, 2016	120,000.00 Oct 1, 2015-Sept 30, 2016	
NRG	Private	774		$142,888.00 Jan 2015 – Dec 2015	$142,888.00 Jan 2015 – Dec 2015	
NRG (Homer City)	Private	265		$43,603.84 Jan 2015 – Dec 2015	$43,603.84 Jan 2015 – Dec 2015	
Public Safety Programs (EMT/CPR)	Public	409		$76,555.00 2015 – Dec 2015	$76,555.00 Jan 2015 – Dec 2015	
Rosebud Mining (EMT)	Private	510		$12,000.00 Jan 2016 - Dec 2016	$12,000.00 Jan 2016 - Dec 2016	
Adult Driver Education	Public	10				$3,600.00
Center for Rural PA	State	NA		$15,000 Fall 2015 –Fall 2016	$15,000 Fall 2015 –Fall 2016	
AAA	Private	NA		$5,400.00 August 2015 – Sept 2015	$5,400.00 August 2015 – Sept 2015	
DCNR/ICOPD	State	NA		$8,500.00 Oct 1, 2015 – June 1, 30, 2016	$8,500.00 Oct 1, 2015 – June 1, 30, 2016	
PA Dept. of Health/Univ. of Pitt	State	NA		$3,726.00 Feb 8, 2015 – Aug 31, 2016	$3,726.00 Feb 8, 2015 – Aug 31, 2016	
Total					$565,172.84	$3,600.00

Fiscal Year 2014-2015

Organization or Individual 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	Type of Organization Receiving Service	PA Residents	Non-PA Residents			
IUP Highway Safety Project	State Gov.	427,000		$131,000.00 Oct 1, 2014-Sept 30, 2015	$131,000.00 Oct 1, 2014-Sept 30, 2015	
State Farm Grant (Donations)	Private			$5,000.00 August 8, 2014	$5,000.00 August 8, 2014	
DEP – EMT Mine	Federal	15		$17,381.00 Summer 2014	$14,106.00 Summer 2014	
GenOn	Private	750		$113,217.00 Jan 2014 – Dec 2014	$113,217.00 Jan 2014 – Dec 2014	
GenOn (Homer City)	Private	260		$60,475.00 Jan 2014 – Dec 2014	$60,475.00 Jan 2014 – Dec 2014	
Public Safety Programs (EMT)	Public	98		$700.00 per individual Jan, 2014 – Dec 2014	$68,600.00 Jan 2014 – Dec 2014	
Rosebud Mining (EMT)	Private	200		$6,000.00 Jan 2014 - Dec 2014	$11,000.00 Jan 2014 - Dec 2014	
Adult Driver Education	Public	12				$4,320.00
Old Lycoming Twp. Driver Training	County	80		$1,611.36 Fall 2014 –Summer 2015	Fall 2014 –Summer 2015 - $14,000.00	
Total					$417,398.00	$4,320.00

Fiscal Year 2013-2014

Organization or Individual 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	Type of Organization Receiving Service	PA Residents	Non-PA Residents			
IUP HSP - PennDot	State government	427,000		$119,993.00	$119,993.00	
PPL	Utility company	150		$50,000.00	$52,400.00	
DEP – EMT Mine	State government	18		$13,618.00	$13,618.00	
NRG Energy (was GenOn)	Utility company	771		$119,255.00	$119,255.00	
NRG Energy (Homer City)	Utility company	269		$79,006.00	$79,006.00	
Public Safety Programs	Public	384		$54,800.00	$54,800.00	
Rosebud Mining	Local Company	206		$11,000.00	$11,000.00	
Adult Driver Education	Community	10				$3,600.00
IUP Fire Extinguisher Training	RAs, Maintenance, Custodial, Health & Wellness, Clerical, Upper Management staff	209				$5,225.00
Total				$447,672.00	$450,072.00	$8,825.00

1. **In one sentence, please describe the purpose/mission of this Center/Institute.**

   PA OSHA Consultation offers free and confidential safety and occupational health services to small and medium-sized businesses regulated by OSHA through the Commonwealth of PA.

2. **What progress has been made towards goals set in the strategic planning document?**

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
1	Administration: Meet the requirements set forth by Federal OSHA as established in the FY16 Consultation Activities Project Plan (Note: Completion of the aforementioned goals are dependent on requests received and full staffing levels)	ST	CT	Goals completed by 9/30/16	Provide OSHA Consultation Services to PA businesses and their personnel	Maps to Strategic Plan Civic Engagement goals 1, 2, and 3

Describe progress and achievement/challenges of the above goal

On track. Annual goals and objectives established at the beginning of the FY which began on 10/1/15. Ongoing goal progress is managed weekly through the evaluation and dissemination of numerous tracking reports. Formal goal progress is reviewed quarterly with OSHA Region 3. Annual reports are completed and submitted to OSHA Region 3. Formal OSHA operational and financial evaluations are completed by OSHA Region 3 annually which included both offsite and onsite reviews.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
2 Administrative goal: Identify future director candidates & develop succession plan	LT	CT	Plan Developed by 9/30/16	Successor(s) identified and developed through delegated administrative duties	Maps to Strategic Plan Civic Engagement goals 1, 2, and 3

Describe progress and achievement/challenges of the above goal.

On track. Two potential individuals have been identified as a successor to the Director position as part of this plan. Both are being cultivated and challenged through various administrative assignments. Task assigned thus far in FY16 include policy and directive development, new hire staff processing, and staff hiring and development.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
3 Outreach: Consultants will participate in various conference, seminars, and meetings to market consultation services	ST	CT	At least 5 outreach activities provided by 9/30/16	Increased awareness to OSHA Consultation Program offerings	Maps to Strategic Plan Civic Engagement goals 1, 2, and 3

Describe progress and achievement/challenges of the above goal

Complete. Eight formal outreach activities have already occurred in FY16.

3. **What are the Center's needs (if any) for the upcoming year to further the achievement of goals?**

PA OSHA Consultation is in desperate need of additional financial resources to meet client needs. In FY15, funding at $2,088,144.00 and in FY16, the funding requested was $2,088,111.00. PA OSHA Consultation continues to suffer from a significant backlog of client requests. The current backlog is over 400 client requests. This is about 2/3 of the clients served annually. The combination of flat funding and increasing expenses has produced a significant depletion of staff consultant resources available to perform client services. OSHA Consultation has lost six consultant FTE's over the last six years under the current Federal OSHA administration. In addition to depleted OSHA Consultation staff resources, F&A returned to the university continues to erode as a result of this flat funding which is causing a detrimental impact on IUP.

Federal OSHA needs to seriously hear of our federal funding concerns from influential federal and state legislators. This concern has been repeatedly conveyed to OSHA Region 3 with no relief by the Program Director. The Program Director is prohibited by grant stipulations from lobbying legislators and must rely on IUP to take up this charge.

On a similar note, the issue of match funding remains unresolved. Some match assistance has been provided by the PA DOL - Bureau or Workers compensation sporadically over the years. During the current FY, lump sum funds were promised from PA DOL and some match funds are currently being generated through work performed for the State Workers Insurance Fund. This work produced by PA OSHA Consultants (on their own time) and some other retained safety professionals has generated $29,500 thus far this year. In past years, hundreds of thousands of dollars was produced to meet the match using a similar process. PA OSHA Consultation and the College of HSS have gone above and beyond in attempting to address this problem over the years. However, this match contribution is not consistent or stable from year. Match funds need to be permanently secured as a line item in PA state budget to solve this problem. It should also be noted that many states actually overmatch beyond the 10% required by this grant. This overmatch assists in assuring resources are appropriated to the client need. Overmatch funding would also be desirable.

IUP administration needs to seriously lobby federal and state legislators for additional base award funding if this grant is expected to flourish.

4. **Personnel involved in the operation or oversight of this center or institute? Examples: advisory board, director, co-director, affiliated faculty members, administrative assistants, support staff, GA's, etc.**

Mr. Sam Gualardo, MA, CSP Director, Dr. Mary Williams, Interim Dean, HHS, Ms. Amy Cook, Assistant Dean, HHS, Dr. Lon Ferguson, CSP, Chair, Safety Sciences, OSHA personnel on a regional and national level.

5. **Sources of funding from IUP for personnel and operating commitments? [By policy (item #8), all IUP C&I are required to be financially self-supporting.**

Presidents Adv. Grantsmanship - $3444.88
Indirects $6946. 43 - FY16

Organization or Individual 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	Type of Organization Receiving Service	PA Residents	Non-PA Residents			
Employers/Employees in PA	Private Sector Employers	TBD	0	$2,088,111.00	TBD	
Total		TBD	0	$2,088,111.00	TBD	

1. **In one sentence, please describe the purpose/mission of this 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.

2. **What progress has been made towards goals set in the strategic planning document?**

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
1 Improve ALS-RTC Marketing Materials (Brochure, Website, etc.) and marketing plan	ST	CT	Establish timelines for design and implementation; track, progress toward deadlines	Increase community/regional/global awareness about Center strengths, resources, and activities to better engage new partners/clients in new activities	Maps to President's vision for engaging students in carefully designed open-ended, hands-on experiences to reinforce and enrich what students learn in the classroom.

Describe progress and achievement/challenges of the above goal

Our FY 2015-16 marketing goal was to expand research and evaluation opportunities beyond ongoing projects with the Pennsylvania Turnpike Commission and the Pennsylvania Department of Transportation. The ALS-RTC staff have been successful in expanding our research and evaluation activities, which now include the Pennsylvania Commission on Crime and Delinquency (PCCD). Through this initiative, 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 2016-17 goal is to maintain the full-time support for current projects and identify new areas to support PCCDs needs. In support of this goal, PCCD has agreed to streamline reappointments for the two full-time assistant professors through FY-2016-17 and will extend this reappointment to an additional full-time assistant professor this fall pending available funding.

The ALS-RTC is in the process of updating our ALS-RTC brochure. Final edits are underway, along with selection of graphics and photographs for an improved layout. We anticipate publication in July 2016. Updates to the brochure will be carried over to our website for consistency upon finalization.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
2 Develop and Implement a Training Plan for ALS-RTC Staff	ST	CT	Establish target to complete development of plan, monitor progress toward planned training needs. Examples of training needs include procurement policies, SAP, Employee Self Service (ESS), productivity improvement, individual professional development, etc. Actual training needs will be identified in the development of the Training Plan	Ensure Center staff have sufficient knowledge regarding IUP policies and practices, expand individual capabilities, improve productivity, and provide for professional development.	Maps to University strategic plan & PASSHE performance funding metrics related to stewardship of our resources

Describe progress and achievement/challenges of the above goal.

Training for ALS-RTC staff for FY 2015-16 has included required training such as Title IV, and training needed to perform their current research such as E-grants. Individual training plans are incorporated in Faculty Development Committee (FDC) Evaluations annually. Monthly meetings are conducted to discuss progress and identify needs such as training and support. A formal ASL-RTC Training Plan is planned for development as staffing stabilizes under ongoing grant funding and administrative support can be provided

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
3	Increase external funding to the ALS-RTC in support of the center's core research and training priorities	LT	CT	Set deadlines for completion of at least two new grants this year (including submitting a minimum of two grant proposals); monitor feedback from funders; track awards	Outside income to support Center faculty & staff, equipment/supplies, GA's	Maps to AA 12-15 goal 2, "Support core academic programs, high-growth-potential programs and regionally-significant programs through guided resource distribution, targeted student recruitment and community outreach efforts."

Describe progress and achievement/challenges of the above goal

The ALS-RTC has successfully expanded research and evaluation activities beyond ongoing projects with the Pennsylvania Turnpike Commission and the Pennsylvania Department of Transportation to include the Pennsylvania Commission on Crime and Delinquency (PCCD). Through this initiative, the ALS-RTC has increased external funding by $362,614. This additional 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.

Our FY 2016-17 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.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
4	Expand network of partner organizations for collaboration	LT	CT	Develop a list of potential collaborative organizations and establish deadlines to obtain two new commitments with new partners; track projects; monitor feedback	Provide broader base of applied research opportunities for Center faculty and students	Maps to President's vision for enhancing communities throughout the world... work together to build a strong society and robust economy. Also maps to IUP Strategic Plan 2015-2020 Strategy 4.3: Strengthen local, state, federal, and global partnerships in education, research, workforce development, and economic development.

Describe progress and achievement/challenges of the above goal

The ALS-RTC staff has maintained funded collaborative relationships with PennDOT and the Pennsylvania Turnpike Commission and anticipates continued collaboration through FY 2016-17. In addition we have expanded our network to include the Pennsylvania Commission on Crime & Delinquency and the Annie E. Casey Foundation,.

In addition, the ALS-RTC maintains unfunded collaborative partnerships. During FY 2015-16, these included the American Public Works Association, Modern Transit Partnership, and the State Transportation Innovation Council.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
5	Develop Succession Plan for existing ALS- RTC personnel	ST	NG	Identify core activities and responsibilities of existing staff. Obtain sample Succession Plans and adapt the best model for ALS- RTC use	Provides for consistency and sustainability of operations. Facilitates ongoing recruitment of talent	Maps to University strategic plan & PASSHE performance funding metrics related to stewardship of our resources

Describe progress and achievement/challenges of the above goal

The ALS-RTC is working to identify, fill, and stabilize positions in support of current research 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.

3. **What are the Center's needs (if any) for the upcoming year to further the achievement of goals?**

   No needs identified for the coming year.

4. **Personnel involved in the operation or oversight of this center or institute? Examples: advisory board, director, co-director, affiliated faculty members, administrative assistants, support staff, GA's, etc.**

   Dr. John A. Anderson, Director
   Sherri B. Zimmerman, Ph.D. abd, Managing Director
   Robert Orth, Assistant Professor
   John Cookus, Assistant Professor

5. **Sources of funding from IUP for personnel and operating commitments? [By policy (item #8), all IUP C&I are required to be financially self-supporting.**

   100% Grant funded. See "Annual Report" below for details.

Annual Report: Admin and Leadership Studies

Fiscal Year 2015-2016

Organization or Individual 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	**Type of Organization Receiving Service**	**PA Residents**	**Non-PA Residents**			
Pennsylvania Department of Transportation	Government Agency	12.8 M	Unknown	$182,093	$182,093	
Pennsylvania Turnpike Commission	Government Agency	12.8 M	Unknown	$131,528	$131,528	
PA Commission on Crime & Delinquency	Government Agency	12.8 M	Unknown	$364,614	$364,614	
Annie E. Casey Foundation	Charitable Non-Profit	Unknown	Unknown	$10,000	$10,000	
Statistical Analysis Center	Government	Unknown	Unknown	$32,616	$32,616	
Justice Research Institute	Charitable Non-Profit	Unknown	Unknown	$48,324	$48,324	
Total				$769,175	$769,175	

Archaeological Services			
May 16, 2015 – May 15, 2016			
Contact:	William J Chadwick, Ph.D., RPA, PG	Phone:	724-357-2659
		Fax:	
Affiliation:	Anthropology Department	Address:	McElhaney Hall, Room G-1
Website:	http://www.iup.edu/archaeological/		441 North Walk

1. **In one sentence, please describe the purpose/mission of this 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

2. **What progress has been made towards goals set in the strategic planning document?**

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
1	Renew PennDOT MOU	LT	CT	New MOU signed by 2017	Creation of new list of tasks associated with MOU. 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 currently has 2 active tasks for 2015-16 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. Expand ongoing work on the third task providing geophysical expertise to PennDOT managers on short notice.	Maps to STRATEGIC PLAN 2015-2020 goal 4.3 and 4.4 Maps to President's Vision Statement - Responding to the needs of students & society with a range of innovative programs...

Describe progress and achievement/challenges of the above goal

We have created one new task (Task 11) for $90,764.87 to continue providing a Graduate Assistant and support for cultural resource investigations across the state. We have greatly expanded the geomorphology task by an additional $50,000 and extended the completion date to February 11, 2017

Initial discussions with PennDOT representatives have begun regarding the renewal of the PennDOT 5-year MOU. Discussions focused on potential serves to include within the new MOU. These potential services included existing and potentially new services.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
2	Develop new agency to agency linkages with state and federal agencies similar to MOU with PennDOT and MOU with the National Park Service (NPS} to Conduct Archaeological Site Assessment at Fort Necessity National Battlefield	LT	CT	Develop new and continuing relationships with agencies. Undertake introductory meetings with state and federal agencies to explore areas of mutual interest.	MOU or other long term agreements established.	Maps to STRATEGIC PLAN 2015- 2020 goal 4.3 and 4.4 Maps to President's Vision Statement - Responding to the needs of students & society with a range of innovative programs...

Describe progress and achievement/challenges of the above goal.

Submitted proposals with Northeast Region of the National Park Service to conduct archaeological surveys at Morristown, NJ Encampment Site.

A challenge to this goal is the limited number of local opportunities that would be advantageous for our student labor force availability during the academic year.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
3	Support and Maintain 4-year MOU with the National Park Service (NPS} to Conduct Archaeological Site Assessment at Fort Necessity National Battlefield	LT	NG	Continued Archaeological Services time and materials support for 4-year archaeological survey	Completion of archaeological survey and associated report documentation and presentations at local, regional, and national meetings.	Maps to STRATEGIC PLAN 2015-2020 goal 4.3 and 4.4 Maps to President's Vision Statement - Responding to the needs of students & society with a range of innovative programs...

Describe progress and achievement/challenges of the above goal

Completed initial phase report on the geophysical survey and targeted archaeological testing. Began the larger archaeological testing phase during May 2016. Has employed one (1) non-student, two (2) graduate students, and seven (7) undergraduate students.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
4 Quality Administration	ST	NG	Establishment of a logical record filing system for Archaeological Services.	Maintain appropriate records and quality control so that fiscal, personnel, scheduling, legal, and other issues are minimized.	Maps to STRATEGIC PLAN 2015-2020 goal 3.4 and 3.5 Maps to President's Vision Statement - Employing evidence in decision making and in demonstrating results.

Describe progress and achievement/challenges of the above goal

Completed the organization of hard copies of Archaeological Services Center documents. Have begun culling documents that are no longer needed or that are duplicated in electronic files. Retained documents are being filed in a logical system that supports the needs of the center.

A challenge to this task has been the volume of documentation and the amount of duplication of individual documents.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
5 Public Outreach	LT	NG	Conference Presentations: i.e. Phillip Neusius, Ben Ford, and William Chadwick "Partnering for Preservation: IUP's Role as a State University" Paper to be presented at the SAA 81st Annual Meeting (April 2016} Display at: IUP Archaeology Day SAA 2016 CRM Expo	Increased exposure of the Institutes goals and products.	Maps to STRATEGIC PLAN 2015-2020 goal 4.3 and 4.4 Maps to President's Vision Statement - Responding to the needs of students and society with a range of innovative programs...

Describe progress and achievement/challenges of the above goal

Established an informational table at the 2015 IUP Archaeology Day. Attended the 2016 Society of American Archaeology (SAA) CRM expo and provided handouts and information regarding the services provided by the IUP Archaeological Services Center.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
6 Provide increased Applied Archaeology opportunities for students	LT	NG	Increase the number of opportunities for students to participate in applied archaeological projects.	Increased numbers of graduate and undergraduate participation in Archaeological Services projects	Maps to STRATEGIC PLAN 2015-2020 goal 4.3 and 4.4

Maps to President's Vision Statement - Responding to the needs of students & society with a range of innovative programs... |

Describe progress and achievement/challenges of the above goal

The center has submitted several proposals to conduct archaeological surveys in the upper Ohio River Basin. Have obtained one additional research contract during the 2015-2016 fiscal year beyond state and federal agency grants.

Through employment and volunteer, Anthropology Department students participated on externally funded research grants through the Center.

A challenge to this goal is the lack of opportunities that the Center to which the center can propose due to the nature of the contracts. The center currently employs students whose schedules are variable throughout the week. Thus, archaeological field crews are sometime only available a few days a week. This causes the Centers projected time frame for completion of projects to exceed the granting organizations time table. Thus, due to the extended time frame, the Center is not awarded the grant.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
7 Increase Number of New Projects	ST	NG	Development of marketing materials including new Archaeological Services brochure	Increase receipt of Requests for Proposal from potential clients	Maps to STRATEGIC PLAN 2015-2020 goal 4.3 and 4.4

Maps to President's Vision Statement - Responding to the needs of students and society with a range of innovative programs... |

Describe progress and achievement/challenges of the above goal

Developed new marketing materials for the Center that were available for IUP Archaeology Day and the Society of American Archaeology Cultural Resource Management EXPO.

3. **What are the Center's needs (if any) for the upcoming year to further the achievement of goals?**

At this point the majority of the Center's needs are being met through existing support agreement with Dean Asamoah.

Seeking external funding to develop marketing materials to send to local federal and state agencies, CRM, engineering, and environmental companies to provide information on potential services the Center can provide to them. In addition to sending materials to various agencies and companies, funds to visit various agencies and companies to present proposals may be needed.

4. **Personnel involved in the operation or oversight of this center or institute? Examples: advisory board, director, co-director, affiliated faculty members, administrative assistants, support staff, GA's, etc.**

Dr. William J Chadwick, RPA, PG (Center Director) 1/4 time release
Dr. Phil Nesius (Department Chair)
Dr. Ben Ford, RPA (Principal Investigator)
Barbara Wodowski (Anthropology Department Secretary)
Katherine Peresolak (12 month Graduate Assistant funded by PennDOT agreement)
Christopher Swisher (10 hour/week Graduate Assistant funded by Anthropology Department)
Hannah Harvey (Student Assistant funded by Center)
Field Crew: one (1) non-student, six (6) graduate students, and ten (10) undergraduate students

5. **Sources of funding from IUP for personnel and operating commitments? [By policy (item #8), all IUP C&I are required to be financially self-supporting.**

Funds are provided from the Dean for a ¼ time release for the Director and indirectly through the use of the department secretary's time. This funding is in turn reimbursed through Arch Services external funds both as indirects and line items on budgets for staff and student employment as well as equipment shared with the Anthropology Department.

Annual Report: Archaeological Services

Fiscal Year 2015-2016

Organization or Individual 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	**Type of Organization Receiving Service**	**PA Residents**	**Non-PA Residents**			
PennDOT (Task 8)	State Agency	ALL	ALL	$115,000.00	$56,149.39	
PennDOT (Task 9)	State Agency	ALL	ALL	$94,596.91	$94,596.91	
PennDOT (Task 11)	State Agency	ALL	ALL	$90,764.87	$90,764.87	
Fort Necessity NB (FY1)	Federal Agency	ALL	ALL	$79,766.00	$79,766.00	
Blackleggs Creek Watershed Association	Non-Profit	ALL	ALL	$5,547.19	$5,547.19	
Total				$385,674.97	$326,824.36	

Center for Digital Humanities

May 16, 2015 – May 15, 2016

Contact:	Kenneth Sherwood	Phone: 724-465-9597
		Fax:
Affiliation:	IUP	Address: Sutton 351
Website:	iupdhc.org/dhc.chss.iup.edu	

1. **In one sentence, please describe the purpose/mission of this Center/Institute.**

    DHC Mission: 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.

2. **What progress has been made towards goals set in the strategic planning document?**

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
1 Infrastructure: Test, validate, and secure Omeka multi-sites	ST	NG	Assessment of Omeka users at IUP	Implement multiple Omeka exhibits for IUP user communities	Academic Affairs 2012-2015.4 Promote technological innovation and collaboration.

Describe progress and achievement/challenges of the above goal

Paritally met, ongoing: the Omeka installation for Dr. Tanya Heflin's diary project is live and in development. http://dhc.chss.iup.edu/womens-diary/   The customization of this site proved more labor intensive than anticipated. The Omeka capacity is now fundamentally in place, but it is a continuing goal to extend this service to the larger community.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
2	Infrastructure: develop center capacity to support DH projects and research	ST	CG	Omeka Scholarly Archive and Mapping Web Tool installed and operable	- consult with Omeka experts; bring consultant to IUP to demonstrate Omeka with Neatline - develop internal extertise for Omeka service administration and project development -provide faculty/graduate student workshops on building archives within Omeka	IUP Strategic Plan: Academic Excellence: To continue to promote and achieve demonstrated success and quality in teaching and scholarship at the undergraduate and graduate levels. IUP Strategic Plan: Academic Excellence: A. ... 3. Provide support and research/scholarship opportunities for undergraduate and graduate students. Academic Affairs 2012-2015.4 Promote technological innovation and collaboration.

Describe progress and achievement/challenges of the above goal.

See above.

- Met: Mapping tool in place. The Heflin diary site has mapping tool installed. It will be utilized fully once this project moves past the pilot phase. http://dhc.chss.iup.edu/womens-diary/
- Met: Internal expertise has grown. Both developer Colton and director Sherwood are able to install and configure sites upon demand using the DHC server.
- Unmet: Workshops have not yet been implemented, as we continue to seek a means to assure our ability to support additional sites when demanded.

Availability and/or funding for a developer is undetermined. (Previously, graduate student Adam Colton has served in this role as a GA and funded through Heflin's PASSHE grant.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
3	Infrastructure: develop center capacity to support DH projects and research	LT	CG	Proposal developed and submitted through appropriate IUP channels	- Assess interest and scope of service needs - Draft plan for DHC support of an Omeka service for IUP researchers and graduate students	IUP Strategic Plan: Academic Excellence: F. Increase Faculty Research and Scholarship in All its Forms: 2. Improve facilities for research and scholarship.

Describe progress and achievement/challenges of the above goal

Long term goal - ongoing. Sherwood has applied to participate in the PIMA in order to obtain additional guidance in how to develop and fund provision of Omeka or similar services for the IUP scholarly community.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
4 Outreach: Communicate DHC initiatives, raise the profile of DH research, and invite involvement from broader IUP community	LT	CG	Update IUP News Feed and DHC website monthly	-publish news of DHC initiatives and developments in DH fields	Academic Affairs 2012-2015.4 Promote technological innovation and collaboration.

Describe progress and achievement/challenges of the above goal

Met, Ongoing - IUPDHC posted six news items, representing workshops, presentations, and other DH activities involving center faculty this academic year. These were also cross-posted to university news feeds.

The Department of English has funded the acquisition of a wall monitor which will be utilized in providing DHC sign-age AND to create a conference work-capacity.

The DHC space (Sutton 351/352) consists of conjoined faculty offices which will be assigned to TA/Temps/GAs working with the DHC in some capacity.

Heflin presented scholarly research on sources drawn from Omega-Based Women's Diary Archive in November 2015 and discussed the project's DHC affiliation with NEH Program Officers at national workshop in February 2016 on Capitol Hill at the Council for Undergraduate Research Dialogues.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
5 Outreach: Communicate DHC initiatives, raise the profile of DH research, and invite involvement from broader IUP community	ST	CG	Attendance at workshops and demonstrations	- Hold two introductory workshops on use of Omeka - Offer one public demonstration/lecture by an external consultant	IUP Vision: Responding to the needs of students and society with a range of innovative programs and scholarship

Describe progress and achievement/challenges of the above goal

Ongoing: the fulfillment of this goal is pending the public release of the Omeka pilot. We have the capacity and anticipate achieving both outcomes in the coming academic year.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CG)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
6 Innovation/Scholar ship: Support Student-Faculty Research and Professional Development in the Digital Humanities	LT	CG	Train and work with 3 or more IUP students, as projects and student expertise allows	-support 2 HASTAC scholars annually -provide intern and training opportunities for undergraduate and graduate students -provide work study opportunities and provide training	IUP Vision: Knowing students as individuals who work closely with faculty and staff members;

Describe progress and achievement/challenges of the above goal

- Hastac scholars were not nominated this year
- Partially met: training opportunities were provided for graduate students Adam Colton (developer), Sheila Farr (archival work with Heflin diary project), and Mark DiMauro (English department mini-GA, Fall only).
- Additional students who have been working directly with Helfin include: Kaitlin Tonti, Ben Fisher, Nourah Alsubaie, and Samantha Audette.
- Additional work-study / internship opportunities are anticipated if Omeka is launched as a DHC service for the IUP community.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CG)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
7 Innovation/Scholar ship: Support Student-Faculty Research and Professional Development in the Digital Humanities	ST	CG	Launch of a pilot Omeka site	- implement first phase of pilot Omeka project with Dr. Tanya Heflin, Women's Diary Project,PASSHE FPO grant	Academic Affairs 2012-2015.4 Promote technological innovation and collaboration.

Describe progress and achievement/challenges of the above goal

Met. The technical infrastructure for this site has been installed and tested. Scan specifications and a workflow have been developed. Several hundred individual object scans have been produced. Announcement of the pilot launch is anticipated by October.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
8	Innovation/Scholarship: Support Student-Faculty Research and Professional Development in the Digital Humanities	LT	CG	Involvement of additional faculty as DHC affiliates to develop projects	- support scholarly project development involving additional DHC affiliate faculty - solicit and seek to support interdisciplinary scholarly projects - explore feasibility of enhancing DH profile at IUP by offering Omeka training in the context of a ThatCAMP.	Academic Affairs 2012-2015.4 Promote technological innovation and collaboration.

Describe progress and achievement/challenges of the above goal

- Met: Professor Mike Sell has agreed to join the DHC in conducting "Critical Play" game workshops and associated programming in the coming AY.
- Unmet: At this time, we have not adopted any additional scholarly projects beyond Dr. Heflin's diary archive.
- Suspended: (ThatCamp) Additional faculty participation or other support will be required in order to make it feasible to offer a ThatCamp
- Substitution: Dr. Pagnucci has committed English department funds for two honoraria, allowing us to bring in one game-studies and one DH scholar in the coming academic year, helping us to raise the visibility of DH at IUP.
- Alternative: Sherwood convened a CTE Teaching Circle for Digital Humanities teaching in Fall 2016. Participants included: Wender, Thompson, Hafer, Gatta, and Weinstein (English), as well as Allison Downie (Religion). Cole (Theater), Crispell (Math) and Sweeney (Art) signalled a desire to contribute in the future as schedules allow.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CG)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
9 Innovation/Scholarship: Support Student-Faculty Research and Professional Development in the Digital Humanities	LT	CG	Number and prominence of publications and presentations	-present at national conferences about DHC projects -publish articles about DHC projects	IUP Strategic Plan: Academic Excellence: D. Attract and Retain Highly Qualified, Diverse Faculty ... I. Provide support and research/scholarship opportunities for faculty.

Describe progress and achievement/challenges of the above goal

DH affiliated faculty include Sherwood, Weinstein, Pagnucci, and Heflin for AY 15-16. Local and national presentations, workshops, and/or publications associated with Digital Humanities include:

Weinstein, Dan. "Lewis Carol's Game of Logic," Colloquium Series, IUP.

Weinstein, Dan. "William Strong's Sentence Combining Pedagogy" Colloquim Series, IUP.

Pagnucci, Gian. WikiBib Project, a resource including bibliographic entries organized by author as well as 28 different research topics. http://compandtesol.pbworks.com/

Sherwood, Kenneth. "Born-Digital Literature and Pedagogy." [Keynote Address] Creative Writing Festival, Suffolk Community College, Long Island, NY. 15 April 2016.

Sherwood, Kenneth. "Digital Progress" [Roundtable on Open Access] 2016 Banned Books Week, IUP.

Sherwood, Kenneth. "Distanced Sounding: Versioning Poems in the Digital Audio Archive."Close and Distant Listening to Poetry with HiPSTAS and PennSound. [Paper presentation] Convention of the Modern Language Association. 7 January 2016. Austin, TX.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
10 Grants: Administer Current Grants and Seek External Funding	LT	LT	One or more external grant applications filed on behalf of the DHC or affiliate faculty annually	Work with faculty to expand short term grants into applications for internal/external funding	IUP Strategic Plan: Academic Excellence: D. Attract and Retain Highly Qualified, Diverse Faculty ... 1. Provide support and research/scholarship opportunities for faculty.

Describe progress and achievement/challenges of the above goal

Ongoing:

Dr. Sherwood has applied to participate in IPMA for 2016-17, with the goal of successfully building the DHC capacity.

Dr. Heflin was a participant in the Research Institute's Principal Investigator Mentoring Academy during AY 2015-16. As part of this year-long program, she has worked toward completing an National Endowment for the Humanities (NEH) federal grant application to support the "National Diary Digital Archive" under the auspices of NEH's Digital Projects for the Public grant competition. In support of this project, she has workshopped early drafts of this project with NEH and other federal Program Officers; she has collaborated closely with noted diary scholar Dr. Cynthia Huff (who served as Heflin's mentor and has agreed to sign on as a consultant for the larger project); she has overseen numerous graduate students in conducting research work related to the project; and she has coordinated with numerous on-campus and off-campus resources for the 1) technical aspects of the project; 2) archival aspects of the project; and 3) theoretical/scholarly aspects of the project.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
11 Personnel: Develop a mature organizational and technical capacity	ST	CG	Draw upon and build local capacity	-hire IUP students for DHC (technical) developer work	IUP Strategic Plan: Student Development and Success: C. Provide Students with Opportunities for Experiential Learning.

Describe progress and achievement/challenges of the above goal

Partially Met: We have been able to hire IUP students on a sporadic basis. This continues to be a serious challenge in building the DHC capacity, since projects like Omeka require ongoing technical support and training to provide workshops etc.

The DHC faculty met with Dr. Pagnucci in May and anticipate strategically utilizing some extant GA hours within the English department, as well as potentially work-study hours, to begin to more consistently support student labor in this area. A large need remains.

If feasible, Heflin intends to build in some funding for DHC into her NEH grant budget in order to secure both technical and theoretical support for the project.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
12	Personnel: Develop a mature organizational and technical capacity	LT	CG	Demonstrate value and achieve support for DH projects.	-Secure permanent personnel funding for DHC Developer -Secure funding for release time for DHC Director	Academic Affairs 2012-2015.4 Promote technological innovation and collaboration.

Describe progress and achievement/challenges of the above goal

Unmet.

Grant opportunities to support the Omeka diary project may provide some, indirect assistance in this area.

Sherwood hopes that PIMA participation will allow for further progress on this goal.

3. **What are the Center's needs (if any) for the upcoming year to further the achievement of goals?**

Staff hours and release time. Funds for speaker honoraria beyond those available within the department would be useful.

4. **Personnel involved in the operation or oversight of this center or institute? Examples: advisory board, director, co-director, affiliated faculty members, administrative assistants, support staff, GA's, etc.**

Currently, the affiliate faculty and co-directors provide oversight via a committee of the whole, with the co-directors sharing the responsibility for attending Centers meetings and Sherwood completing required reporting.

5. **Sources of funding from IUP for personnel and operating commitments? [By policy (item #8), all IUP C&I are required to be financially self-supporting.**

Organization or Individual 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	**Type of Organization Receiving Service**	**PA Residents**	**Non-PA Residents**			
Women's Diary Project	Dr. Heflin	N/A			$800	
Total					$800	

Center for Film Studies

May 16, 2015 – May 15, 2016

Contact: Tom Slater   Phone: 724-357-4869

                                                       Fax: 724-357-2265

Affiliation: Department of English   Address: HSS 506M

Website: iup.edu/filmstudies

1. **In one sentence, please describe the purpose/mission of this Center/Institute.**

The mission of the Center for Film Studies is to promote film studies at IUP.

2. **What progress has been made towards goals set in the strategic planning document?**

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
1 Co-sponsor and co-organize the inaugural Flick Fledgling Film- makers Festival, April 23, 2016, IUP's first, bringing young filmmakers and families to campus to promote their skills and IUP.	ST/LT	NG	Attract 300-400 people to campus for the festival, have 150 stay for awards ceremony in the evening, attract 50 new students to IUP for film studies, communications/media, and other majors.	.After viewing and judging a few hundred film entries in four distinct categories from Nov.- Apr., we will show film entries all day on 4/23/16 along with providing 6 workshops on filmmaking that should attract at least 20 people each.	Responding to needs of students & society; Using technology innovation to reach students; Provide innovative program; Prepare students for success in work and life; Secure IUP's continued growth; Strengthen IUP's value to state, local, & global partners; Contribute to degrees conferred & student persistence.

Describe progress and achievement/challenges of the above goal

Through the generous support of HSS Dean Asamoah ($1,000) and English Dept. Chair Pagnucci ($500), the Center co-sponsored what was named the Flick Fledgling Filmmakers Festival which was held on Saturday, April 23, 8:30-5:30. The festival consisted of continual screenings of the top films entered, 14 workshops on filmmaking, an opening ceremony at 8:30 and awards ceremony at 4:30, both of which were attended by President Driscoll. Approximately 140 people attended, and the organizers were satisfied with a strong inaugural festival which provided ideas for improving the event next year.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
2	Establish independent film studies reading & discussion group	ST/LT	NG	Hold at least 5 meetings during Spring semester with at least 5 students attending each meeting.	Have at least 1O students share independent film study/no credit or expenses involved.	Responding to needs of students & society; Provide innovative program; Prepare students for success in work and life; Contribute to degrees conferred & student persistence.

Describe progress and achievement/challenges of the above goal.

We were unable to accomplish this, but hope to do so in the coming year

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
3	Find student(s) to control film blog.	STILT	NG	Student(s) will initiate topics on blog and receive feedback from at least 3 students once a week.	At least 50 students will contribute to the blog during spring semester.	Responding to needs of students & society; Using technology innovation to reach students; Contribute to degrees conferred & student persistence.

Describe progress and achievement/challenges of the above goal

The Center now has its first student intern who is scheduled to work with us in Fall, 2016. Building usage of the film studies blog will be one of her primary goals.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
4	Bring guest film artist or scholar to campus	ST	CT	Make contacts, raise funds, set schedule, produce awareness of the events as with film series, get other faculty involved, hold events.	W/ these events, we will provide info on filmmaking, the cultural importance of film, & media careers to stds across campus. We will provide sign-in sheets to get students names, majors, & specific interests in attending. We will ask what kinds of events they would like in the future & invite them to continue the discussion through the IUPfilmstudies.com blog.	Responding to needs of students & society; Provide innovative program; Prepare students for success in work and life; Contribute to degrees conferred & student persistence.

Describe progress and achievement/challenges of the above goal

The Center was able to win a visiting artist's grant from the Academy of Motion Picture Arts and Sciences for the Flick Film Festival. Under this grant, the Academy will provide funding for the transportation, honorarium, room and board for one of its members to visit campus, work with students, and make a presentation. Unfortunately, they were unable to find a member able to attend. But we will begin working with them much earlier this year to identify a guest for next year early enough to use that person's name in promotional materials for the festival.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
5	Host film series organized by English undergraduate and graduate students	ST	NG	Create schedules for film series w/ both graduate & undergraduate students. Obtain funding to provide free snacks & drinks at the films. Provide attendance vouchers. Produce information about the showings through English Dept News List; University News online; The Beak; Center for Film Studies events page; posting of flyers in Leonard Hall, library, and HUB. Get more students from English Honors Society & English Graduate Organization involved in scheduling, publicizing, and blogging about the films.	We will get a record of attendance at each film by asking students for their names, majors, how they found out about the event; what other films they'd like us to schedule, & if there's other ways they'd like to get involved	Responding to needs of students & society; Provide innovative program; Prepare students for success in work and life; Contribute to degrees conferred & student persistence.

Describe progress and achievement/challenges of the above goal

Largely due to the fact that the Center's director was on sabbatical in Fall 2015, we were unable to organize these film series this year which had been held for the previous one and a half years. However, a new student film series drawing on departments and student organizations across campus has been scheduled for Fall 2016.

3. **What are the Center's needs (if any) for the upcoming year to further the achievement of goals?**

We need to continue to increase involvement of faculty and students from across campus, make good use of our student intern to build additional events and activities, and schedule a student film series for Spring 2017. We also need to work this summer to create and distribute promotional materials for the fall film series. We also need to find funding for and schedule visits for other filmmakers as well. The first is planned to be Natalia Kaniasty, writer, director, and IUP graduate. We also need to build interest in film studies among English Dept. students. This is taking place through current revisions to the BA program that will provide greater incentives for students to select film studies courses as part of their program. It also needs to take place through encouraging more graduate students to get involved in reading film studies articles and essays, viewing films, and discussing film independently of class work.

4. **Personnel involved in the operation or oversight of this center or institute? Examples: advisory board, director, co-director, affiliated faculty members, administrative assistants, support staff, GA's, etc.**

Director: Tom Slater; Co-directors, Theresa Smith (Religion), Paul Arpaia (History), Judith Villa and Reena Dube (English).

5. **Sources of funding from IUP for personnel and operating commitments? [By policy (item #8), all IUP C&I are required to be financially self-supporting.**

Funding is through individual requests to support events to Dean Yaw Asamoah (HSS) and Chair Gian Pagnucci (English).

Annual Report: Center for Film Studies

Fiscal Year 2015-2016

Organization or Individual 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	Type of Organization Receiving Service	PA Residents	Non-PA Residents			
Total						

Center for Northern Appalachian Studies			
May 16, 2015 – May 15, 2016			
Contact:	Amanda Poole	Phone:	724-910-0753
		Fax:	
Affiliation:	Assoc Prof of Anthropology	Address:	HSS 313
Website:	http://www.iup.edu/appalachianstudies/		

1. **In one sentence, please describe the purpose/mission of this Center/Institute.**

    The mission of the IUP Center for Northern Appalachian Studies is to provide a locus for the enhanced understanding and appreciation of the richness of our region's diverse cultural heritage through projects that include educational outreach programs, the development of historical archives, and the facilitation of community-based activities.

2. **What progress has been made towards goals set in the strategic planning document?**

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
1	Grants: Increase external funds in support of projects that fulfill our core mission - focusing this year on the NIH-R15 Collaboration with MARTI and the Applied Anthropology Program	LT	NG	Completion of the NIH R15 grant	Outside income to support the growth of community based research in the interest of sustainable development in our region	Maps to IUP Strategic Plan 2015-2020: 1.5.4; Ties directly to the mission of the Center Maps to PASSHE Performance Indicators related to external grant support;

Describe progress and achievement/challenges of the above goal

The Center was awarded the Appalachian Teaching Program Grant for 2015-2016 for research related to the living wage in western PA. Students in ECON 481 Economics of Poverty, and ANTH 360 Applied Anthropology partnered with the Center for Community Growth and Alliance for a Just Society to conduct mixed methods research on the barriers to getting out of poverty in rural PA. Students worked closely with local service providers, including the Indiana County Community Assistance Program (ICCAP) and Department of Human Services (DHS), including coordinators and residents of the Blacklick Homeless Shelter.

Dr. Abigail Adams, Assistant Professor of Anthropology, will be the PI on the 2016-2017 Appalachian Teaching Program Grant, working on an oral history mapping project with her students in ANTH 211 Cultural Anthropology. She is finalizing her grant proposal now for a June submission to the granting agency.

Our plans to apply for the NIH-R15 were delayed, as collaboration with colleagues from MARTI and Anthropology was focused this year on the Global Health Minor proposal. We envision the Global Health Program as providing crucial curricular content and structure for applied community based health research. Consequently, we have pushed this funding goal to June 2016, under the leadership of Dr. Victor Garcia.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
2	Education and Civic Engagement: Provide opportunities for IUP students to engage in civic and professional activities through work on projects that fulfill our core mission	LT	CT	Number of students working on Center projects in partnership with community organizations	Expanded and continuing relationships with regional public, private, and non-profit organizations that can partner with the Center and provide opportunities for student involvement	Maps to IUP Strategic Plan 2.1.3 and 4.1 Maps to President's vision

Describe progress and achievement/challenges of the above goal.

In addition to the three main projects (detailed below), the CNAS brought students into contact with a number of local and regional organizations. CNAS co-sponsored two events on campus this year - a talk by Dr. Peter Buckland of the Penn State Sustainability Institute on local climate action, and a talk by Dr. Thomas Linzey of the Community Environmental Legal Defense Fund on community environmental rights. The later talk was co-sponsored by the Sustainability Studies Program, IUP Student Planners, the League of Women Voters of Indiana County, and the East Run Hellbenders Association. These groups have a number of ongoing activities that students have expressed interest in learning more about, and the League of Women Voters has invited students to work with them on a project to document sustainability and storm water projects across the region.

Our work with the Indiana Community Garden last year led to student volunteer and internship positions this year. At least two students (anthropology majors), have been using materials developed under the 2014-2015 ATP project to work with the garden's programming to educate children and other community members. Another student who had been involved in the ATP project with the community garden is furthering his interest in sustainable agriculture and social science through participating in an ethnographic field school focused on native bee keeping traditions in Malta.

Our work with the Community Development Committee of the Indiana Borough Council also continued to link prospective students with CNAS and community partners. Our brochures detailing the wayfinding project from ATP 2013-2014 were distributed by Admissions to all prospective students attending orientation on campus at one of the Fall events.

Finally, students involved with the ATP project in 2015-2016 will be giving a public workshop on the regional living wage and gender wage disparities at the 2016 Northern Appalachian Folk Festival.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
3 Programming: Expand and deepen community partnerships through work with the Appalachian Teaching Project	ST	CT	Apply for the ATP 2016-2017 grant	Partner with local community organizations to create student research and service opportunities	Maps to IUP Strategic Plan 1.1, 2.1.3, and 4.1 Maps to the CNAS mission Maps to President's vision for IUP

Describe progress and achievement/challenges of the above goal

Our 2015-2016 Appalachian Teaching Progress was a great success, and expanded participation among IUP faculty and students to include the Economics Department. As noted above, students in ECON 481 Economics of Poverty and ANTH 360 Applied Anthropology conducted a mixed methods living wage study of our region. They calculated the regional and local living wage rates for various households, and conducted qualitative interviews with social service providers and their clients in order to better understand local experiences of poverty and the barriers people face obtaining a living wage job. This project provided valuable opportunities to collaborate with local social service providers, such as ICCAP and DHS. Nine students presented their research at the Appalachian Teaching Project Annual Conference in Arlington, VA in December 2015. Students also presented posters and papers at the IUP Undergraduate Scholars Forum, and the PASSHE Anthropology Undergraduate Conference hosted at California University.

Dr. Adams, Anthropology, is going to take the PI role on the 2016-2017 grant. Three CNAS members, Poole, Vick, and Adams, have been collaborating to draft the proposal for this next round of community based research that will take the shape of an oral history project focused on regional community, arts, and heritage.

The Folk Festival continues to provide an important context for student research and service opportunities. In addition to the workshop that will be conducted by ATP students, two students are working with Downtown Indiana: One graduate student in Public History is working to coordinate IUP student volunteers at the upcoming Folk Festival, design a story corps project for the Festival, and conduct an oral history project on local notable figures, starting with Jim Nance. Another student, an undergraduate in the Department of Journalism and PR, is coordinating a PR campaign for the Festival that can reach various constituents, including IUP students and their families. Finally, an Economics major is working with Dr. Vick to study gendered wage gaps in Northern Appalachia, planning to share this research at the Folk Festival and with the Appalachian Regional Commission.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
4	**Programming:** Expand current programming to further develop the Northern Appalachian Folk Festival	ST	CT	Assesses the 2015 Folk Festival; Develop plan and timeline for the 2016 Folk Festival, including expanding IUP student and faculty participation in planning and performances	Expand the Folk Festival in ways that meet goals of the center, college, and university; Continue building and expanding partnerships with groups involved in planning and supporting the Folk Festival	Maps to IUP Strategic Plan 4.1 and 4.2 Maps to the CNAS mission Maps to President's vision for IUP

Describe progress and achievement/challenges of the above goal

Students working on folk fest- include PR student, Robert Tucker (supported by Student Life), deepened collaboration with DI, ATP students giving workshops (living wage calculations and implications for our region);

The Third Annual Folk Festival was a tremendously successful event. Directly in line with the mission of CNAS, this event brought campus and community populations together in a celebration of regional cultural heritage, art, and music. The third annual Folk Festival expanded to include art venders and a greater variety of workshops and musical talent, with Rusted Root as the headlining act. Dr. Poole worked with the Festival Steering committee to coordinate over 35 IUP student volunteers at the information booth, helping to coordinate the set-up of vendors and artists, and assisting at the Children's Alley and the Main Stage.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
5	**Programming:** Work with IUP and community partners to expand the Northern Appalachian Heirloom and Native Seed Bank	ST	CT	Work with Biology and other partners on conducting the second annual seed swap, contributing cultivars to the seed bank at IUP; Work with stakeholders to selectively cultivate seeds that are currently housed in the seed bank	Create opportunities for students, faculty, and community members to participate in a transdisciplinary project that serves as an educational and community resource related to preserving the agroecological heritage of our region	Maps to IUP Strategic Plan 4.1 and 1.4 Maps to the CNAS mission Maps to President's vision for IUP

Describe progress and achievement/challenges of the above goal

For the second year, CNAS worked with partners (including the Biotechnology Research Institute (BRI), the SEEDS Club, the Departments of Biology and Anthropology, and the Indiana Community Garden) to host a community seed swap at IUP on November 8th 2014. The seed swap again drew over 100 people (students, families of students, and community members). As a result of the seed swap, over 20 heirloom seed varieties have been catalogued and stored in the Northern Appalachian Seed Bank – a project begun last year between CNAS and BRI. Students repeated a structured interview instrument with seed savers who attended the seed swap, providing longitudinal data about seed saving practices in our region. Three students, all members of SEEDS club, worked with Dr. Poole to get IRB permission to conduct this research. They also worked with Dr. Poole to design a research poster based on this work to present at the Western Pennsylvania Conservation Conference held Nov 7, 2015 at Clarion University. Given the leadership from the SEEDS club, and the excellent seed swap structure and materials developed during the first seed swap event, this project is a sustainable and valuable annual event that brings together community members, students, and faculty.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
6	**Administration:** Prepare for the possible sabbatical leave of the Center director by cultivating new leadership	LT	NG	Identify an interim director for the 2016-2017 academic year	Maintain continuity of leadership and programming; Expand the stakeholders in the CNAS to allow us to grow in varied directions	Maps to IUP Strategic Plan 4.6 Maps to the CNAS mission

Describe progress and achievement/challenges of the above goal

We are happy to report that Dr. Brandon Vick, PI on the 2015-2016 Appalachian Teaching Project grant, has generously agreed to serve as interim director for 2016-2017. Dr. Vick has hired and is supervising two student workers to help develop the PR campaign for the Folk Festival, and to research labor and gender patterns in Northern Appalachia. Dr. Vick attended the ATP Director's Retreat in Johnson City, TN May 16-17. He has worked with Dr. Poole and Dr. Abigail Adams to develop next year's project. Additionally, Dr. Vick is interfacing with the Folk Festival Steering Committee to facilitate the involvement of IUP faculty and students.

Dr. Abigail Adams will be the PI on the 2016-2017 Appalachian Teaching Project grant. She has joined the Center for Northern Appalachian Studies Advisory Board.

We are grateful for the support of advisory board members, the Graduate School, and the Dean of CHSS. The contribution from CHSS to hire students this year has greatly assisted our work, and paved the way for a successful year next year.

With generous contributions of Federal Work Study funds from the Center for Student Life, we were also able to extend the work of graduate research assistant, Robert Tucker into the summer, as he coordinates IUP student involvement in the Folk Festival, and designs an oral history story core project at the upcoming Festival.

Another key support for CNAS is the allocation of office space in HSS, shared with Sustainability Studies. This office space was used on a near daily basis by our student worker, and has provided a space to house our collection of books, films, research materials, and artifacts.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
7	Outreach: Deepen our network with other regional organizations related to Appalachian Studies	LT	NG	Connect with and encourage IUP student and faculty participation in regional scholarly and public events related to Appalachian Studies; Solidify our position as a regional hub for Northern Appalachian Studies; Advertise our events with these regional partners	Link to related organizations and their events on our website; facilitate IUP student and faculty participation in regional events; Advertise IUP CNAS events with other regional partners, such as the Center for Community Based Studies at Penn State Altoona, the Appalachian Studies Association, and the Northern Appalachian Network at California University	Maps to IUP Strategic Plan 4.1 and 1.4 Maps to the CNAS mission Maps to President's vision for IUP

Describe progress and achievement/challenges of the above goal

We have made substantial progress deepening our network with regional Appalachian Studies programs and organizations. In September we hosted Kostas Skordas, Director of Regional Planning and Research at the Appalachian Regional Commission. Skordas held a workshop at the Northern Appalachian Folk Festival sharing results from the 50 year retrospective of ARC. The workshop was well attended, and participants included a County Commissioner, the head of the Indiana County Tourist Bureau, and several faculty and community members.

Students have presented on their ATP research at a range of venues, including the Undergraduate Research in the Capital event in 2015, the Undergraduate Scholars Forum (2013-2015), and the PASSHE Anthropology Undergraduate conference (2014 and 2015).

Dr. Vick's applied regional research makes valuable contributions to the scope and direction of CNAS. Notably, he presented a paper "Measuring Multidimensional Poverty of Rural Veterans" at the Midwest Economic Association Annual Conference in Chicago, IL in April.

Dr. Poole presented on the Appalachian Teaching Project on a round table about undergraduate student research focused on inequality and justice at the Society for the Anthropology of North America (SANA) Annual Conference in Spring 2015. 2015 ATP student, Elizabeth Bauer, also presented at this round table.

Currently, Dr. Vick is working with a student research assistant, Lucas Mafrica, on an analysis of the gender wage gap in Appalachia. He has been in communication with Kostas Skordas who is interested in the results of this study and integrating this project into an ARC report.

ATP board members will be meeting with the Associate Dean of CHSS, Dr. Gracey, and the CHSS Development Officer in order to discuss proposals for a possible donation to CNAS from an alumnus who has expressed interest in supporting the work of the center.

3. **What are the Center's needs (if any) for the upcoming year to further the achievement of goals?**

   The Center needs continued support for its operations in the form of funding for student research assistants. As our work continues to expand with the involvement of faculty from multiple disciplines, these resources help us to support these projects, increase their efficacy and scope, and finally, provide valuable opportunities for IUP students to work on regional community development initiatives.

4. **Personnel involved in the operation or oversight of this center or institute? Examples: advisory board, director, co-director, affiliated faculty members, administrative assistants, support staff, GA's, etc.**

   Amanda Poole, Director ; Brandon Vick, Interim Director

   Robert Tucker, Graduate Student Research Assistant

   Board members: Jim Dougherty, Community Liaison; Theresa McDevitt, IUP Libraries; Carl Rahkonen, Music Librarian; Susan Comfort, English; Abigail Adams, Anthropology; Lisa McCann, Graduate Student Representative

5. **Sources of funding from IUP for personnel and operating commitments? [By policy (item #8), all IUP C&I are required to be financially self-supporting.**

   $ 1,155 from CHSS for part time graduate student research assistant, Spring 2015 – 14 weeks x 10 hour per week x $8.25/hr
   $ 2,000 from College of Humanities and Social Sciences ESF funds for Seed Swap, Folk Festival, and ATP student research assistants
   $ 1,320 in Federal Work Study funds from Center for Student Life to support student worker on the Folk Festival

Annual Report: Center for Northern Appalachian Studies

Fiscal Year 2015-2016

Organization or Individual 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	**Type of Organization Receiving Service**	**PA Residents**	**Non-PA Residents**			
The Center for Community Growth	Nonprofit, 501c3	95	N/A	$4,000	$4,000	
Northern Appalachian Folk Festival Planning Committee	Volunteer Nonprofit	15	N/A			$2,000
Total		110			$4,000	$2,000

Institute for Mine Mapping, Archival Procedures, and Safety

May 16, 2015 – May 15, 2016

Contact:	Robert Wilson	Phone:	724-357-3420
		Fax:	
Affiliation:	CHSS	Address:	860 Grant Street
			102 Eicher Hall
Website:	http://www.iup.edu/minemaps/		

1. **In one sentence, please describe the purpose/mission of this 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.

2. **What progress has been made towards goals set in the strategic planning document?**

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
1	Pursue additional funding from existing funding sources	ST/LT	CT	Be awarded grants to enable the expansion of IMAPS to support continued student training opportunities	Negotiate new round of funding with the Marcellus Shale Coalition (MSC)	Maps to PASSHE Private Support: Stewardship; University strategic goals of Student Development and Success, Civic Engagement, and Resource Development; Academic Affairs: AA 2012-2014.2 and AA 2012-2015.4

Describe progress and achievement/challenges of the above goal

During the 2015-16 academic year IMAPS received an extension the DEP for mine map processing in the amount of $941,306.37. This extends the mine mapping and scanning effort for an additional three years. This funding provides support for the Director position, 25-30 hourly students per semester and a dedicated graduate assistant. This award provides stable funding for Center operations through June of 2018. Additionally, IMAPS was awarded a contract with PAMAGIC for approximately $17k to assist in the development of a new stream network for Pennsylvania. This project is pass through funding from the USGS for a pilot stream project and provides for a graduate student stipend for one year. The tuition portion was used as match for the project and funded through IMAPS. IMAPS is also participating in the Dominion grant received through the Foundation at IUP. Robert Wilson is one of 5 co-pi's on an approximately $25k project to examine the impact of fracking on abandoned vertical wells from an air quality perspective. This project provided support for 2 student workers.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
2 Increase number of proposals submitted	LT	CT	Set deadlines for completion of at least two new grants this year; monitor feedback from funders; track awards	Outside income to support equipment/supplies, Director salary, and student employment	Maps to PASSHE Private Support: Stewardship; University strategic goals of Student Development and Success, Civic Engagement, and Resource Development; Academic Affairs: AA 2012-2014.2 and AA 2012-2015.4

Describe progress and achievement/challenges of the above goal.

IMAPS submitted four (4) proposals for consideration to foundation, federal, state and private industries. Two have already been funded and the other should receive favorable notification by August 2016.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
3 Participate in the efforts of the Energy Group	ST/LT	CT	Attending scheduled coordinating meetings and working with other team members on collaborative funding proposals.	Exposure to new grant and contract opportunities specifically in the energy sector.	Maps to PASSHE Private Support: Stewardship; University strategic goals of Student Development and Success, Civic Engagement, and Resource Development; Academic Affairs: AA 2012-2014.2 and AA 2012-2015.4

Describe progress and achievement/challenges of the above goal

IMAPS staff regularly attended the Energy team meetings and participated in the development and successful proposal to Dominion foundation. The Energy team meets approximately every 6 weeks to coordinate campus activities and seek funding opportunities. We are currently preparing submissions for an additional round of funding to the Dominion Foundation to extend last year's efforts. We are proposing to utilize the Weyandt property to develop a field based research experience with local High School STEM-interested Students and High School educators. Additionally, CHSS and IMAPS provided the revenue to cover a graduate assistant to research energy related issues. The student was very productive and presented findings at the EnerGIS conference in May 2016 and received a $1,000 scholarship from the Conference for his efforts.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
4	Integrate work experience at IMAPS into Geography and Regional Planning curriculum	LT	CT	Number of students participating.	Integration of project management and enterprise GIS activities formally into the curriculum	Maps to PASSHE Private Support: Stewardship; University strategic goals of Student Development and Success, Civic Engagement, and Resource Development; Academic Affairs: AA 2012-2014.2 and AA 2012-2015.4

Describe progress and achievement/challenges of the above goal

During this reporting period, 28 students assisted in the operations of IMAPS. Several of the students served in higher level positions responsible for quality control of many of the procedures and processes. These students learned project management skills as well as advanced technical and database skills that augmented the instruction received in the Geography department. In addition, 4 students worked directly on a project that was used to meet the fulfillment of class assignments in the Geography department providing tight integration to the class room experience and real world project development and implementation.

3. **What are the Center's needs (if any) for the upcoming year to further the achievement of goals?**

Continued support of the Research Institute (RI) will be invaluable to IMAP's to continue and further our operations. The RI provides many coordinating services to IMAPS relevant to grants, contracts, and equipment acquisition. An on-going concern for IMAPS is the current policy relating to charging administrative fees for the tuition benefit of the graduate assistants. We continue to curtail the number of GA's in our proposals due to the added administrative cost relevant to the hours a GA can provide to a grant.

4. **Personnel involved in the operation or oversight of this center or institute? Examples: advisory board, director, co-director, affiliated faculty members, administrative assistants, support staff, GA's, etc.**

Dean Yaw Asamoah – reporting Dean
Dr. John Benhart - reporting Chair of Geography and Regional Planning
Robert Wilson – Director
3 Graduate assistants
25 Student workers

5. **Sources of funding from IUP for personnel and operating commitments? [By policy (item #8), all IUP C&I are required to be financially self-supporting.**

IMAPS is 100% self-supporting. Current sources of funding include PA DEP, Marcellus Shale Coalition, PAMAGIC (USGS pass through) and Dominion Foundation. The DEP extension will provide 3 additional years of stable funding to support the on-going operations of IMAPS through June 2018. For the current academic year, Dean Asamoah and IMAPS shared the cost of an additional graduate assistant to support research in the Energy area.

Annual Report: Institute for Mine Mapping, Archival Procedures, and Safety

Fiscal Year 2015-2016

Organization or Individual 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	**Type of Organization Receiving Service**	**PA Residents**	**Non-PA Residents**			
DEP	State	X	X	$941,306.37	$941,306.37	
Marcellus Shale Coalition	Private	X		$10,000	$10,000	
Dominion Foundation	Foundation	X		$25,000	$25,000	
PAMAGIC (USGS)	Nonprofit/Federal	X		$17,276	$17,276	
Total				$993,582.37	$993,582.37	

Contact:	Victor Garcia, Director	Phone:	724-357-4405
	Alex Heckert, Associate Director	Fax:	724-357-3944
Affiliation:	College of Humanities & Social Sciences	Address:	Stright Hall, Room 107-E
Website:	http://www.iup.edu/marti/		

1. **In one sentence, please describe the purpose/mission of this Center/Institute.**

   MARTI's primary mission centers on developing and implementing research, education, and training programs in the areas of substance abuse disorders, treatments, environmental/community health, domestic violence intervention, and mental health issues; and it also includes related leadership and diversity programs aimed at the institute's many clients and community stakeholders.

2. **What progress has been made towards goals set in the strategic planning document?**

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
1	Research & Scholarship Goal: Successful completion of current two- year NIH- funded Study, "Latino Migrant Laborers' Use of Drug Abuse Recovery Houses", National Institute of Drug Abuse (NIDA), NIH	LT	CT	Through the successful completion of quarterly deadlines over the next funding year (August 15, 2015 to August 14, 2016) & the preparation of conference papers and manuscripts for publication	Outcomes are two-fold: to publish at least one or two peer-reviewed articles and one or two conference papers & to prepare a follow up NIH-funded research project.	Office of the President Strategic Plan Goals: Academic Excellence: To continue to promote and achieve demonstrated success and quality in teaching and scholarship at the undergraduate and graduate levels. Resource Development: To strengthen efforts to identify, cultivate, and secure financial and human support for the university, its mission, and its vision Civic Engagement: To continue to evolve as a community of staff, students, and faculty who embrace the values, institutional pride, traditions, and history of IUP and are committed to serving the university as well as the region. PASSHE Performance Funding Area - Stewardship: External Grant Support

Describe progress and achievement/challenges of the above goal

The NIH-funded project, "Latino Migrant Laborers' Use of Drug Abuse Recovery Houses" (1 R21 DA037380-01), is on schedule to be completed at the end of June 2016, and the final report will be completed by July 1st. Dr. Garcia and his colleague, Dr. Anna Pagano, at the Prevention Research Center in CA, have prepared three manuscripts for publication and one of them was recently submitted for publication. The manuscript, "Sociopolitical Contexts for Addiction Recovery: Anexos in U.S. Latino Communities", was submitted to the International Journal of Drug Policy. The other two manuscripts are undergoing additional revisions and will be submitted for publication in the near future. They also prepared and presented papers at three conferences: the 3rd Annual Latino Conference Strengthening the Roots in Visalia, CA (August 2015); the 15th Addiction Health Services Research Conference in Marina Del Rey, CA (October 2015), and the 39th Annual Conference of the Association for Medical Education and Research on Substance Abuse in Washington, DC (November 2015).

The dissemination of the project's findings are important given that anexos are understudied treatments that immigrants and day workers have imported from their native country, Mexico, and are being introduced to countless Latino immigrant communities across the country. Anexos are culturally- and language-appropriate treatments and are becoming popular among immigrants and migrants seeking treatment for their substance abuse disorders. Clinicians are unaware of the anexos, and consequently, conventional treatments do not include them in their intervention protocols. Publications and particularly presentations at premier public health conferences, attended by clinicians and other medical and health providers, are a good way of getting the word out on the anexos.

Following up this first of its kind study, Drs. Garcia and Pagano are in discussion about putting together a larger project on the anexos. The plan is to develop the project toward the end of summer, 2016, to submit in October, 2016.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
2A Grant & Research Goal: Increase external funding in support of institute's core research areas in minority and community health	LT	CT	By re-submitting at least one of two previously reviewed NIH grant proposals for funding review in February 2016	The external funding outcomes of this goal are three-fold: to support faculty release, to support Gas, to support undergraduate researchers, and to acquire equipment/supplies	Office of the President Strategic Plan Goals: Academic Excellence Student Development Success Civic Engagement AA 2012 - 2015.2 PASSHE Performance Funding Area - Stewardship: External Grant Support

Describe progress and achievement/challenges of the above goal.

The resubmission of one of the NIH grant proposals, "A Community-Based Approach to Reduce Alcohol Use in Women of Mexican Origin" (1 R34 AA024260-01), was postponed. Data not available needs to be gathered, given that there is little published information on drinking practices of Mexican immigrant women in agricultural regions. In response, we have conducted focus groups at the proposed project site, and two others are scheduled for this summer. The findings will be disseminated in a publication to be developed in the near future. Dr. Garcia and project collaborators at the University of Pennsylvania, University of Delaware, and the Sidney Kimmel Medical College at Thomas Jefferson University in Philadelphia are considering a submittal date of October 25th, 2016, or February 25th, 2017, standard NIH submission dates. The other grant application, Garcia, V. "Concordant Healthy Drinking in Citizen, Migrant, and Non-Migrant Mexican Couples" (1 R03 AA022230-01) was not resubmitted. The decision was to concentrate on the R34 just discussed.

Although a previous grant application was not resubmitted, another NIH grant proposal is scheduled for submittal before June 25th. The grant proposal, "Juramentos and Alcohol Treatment Pathways among Mexican Immigrant Farmworkers", is an NIH R15 grant proposal. The R15 funding mechanism, known as the Academic Research Enhancement Award (AREA), is designed to support meritorious research, expose students to research, and strengthen research environment. The R15 grant application under development in the amount of $300,000 for three years, will investigate the use of the juramento—an understudied Catholic practice mainly used in Mexico to abstain from drinking—among Mexican farmworkers. This religious practice, according to limited evidence, provides the jurado (the one who makes a juramento) with a period of sobriety, offers hope for recovery, and reconnects him to his faith in a time of troubles.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
2B Grant & Research Goal: Increase external funding in support of institute's new major core research area: the Veterans' Research Cluster Initiative.	LT	CT	Through the preparation and submittal of a new NIH grant proposal (for review in June 2016) in conjunction with collaborating institutes on campus and off- campus; incorporating feedback from NIH and making a timely revision and resubmittal at a future date, if needed	The external funding outcomes of this goal are three-fold: to support faculty release, to support GAs, to support undergraduate researchers, and to acquire equipment/ supplies	Office of the President Strategic Plan Goals: Academic Excellence Civic Engagement Academic Affairs Goals AA 2012-2015.2 PASSHE Performance Funding Area - Stewardship: External Grant Support

Describe progress and achievement/challenges of the above goal

The Veterans' Reintegration Research Cluster (VRRC) is under new leadership. This decision is by design. A decision was made by the Cluster to rotate core faculty though the leadership position. Accordingly, Dr. Christian Vaccaro has stepped down from the leadership position and Dr. Michelle Sandhoff is the current coordinator of the committee. The following grant proposals were prepared and submitted: Vaccaro, C. "Preliminary Life-Course Perspective Research on Adult Children in Military Families". NIH (1 R21HD086776-01), National Institutes of Drug Abuse, $275,000 (not funded) and Vaccaro, C., & Shay, C. "IUP Veteran and Military Resource Center: Building Systems of Support, Improving Success, and Raising Visibility University-Wide", Department of Education, $479,576 (not funded).

In addition to the two grant proposals, VRRC members' activities included a number of publications and presentations important for developing research credentials and funding proposals. Former coordinator Dr. Christian Vaccaro published the "Impact Report: Military Resource Center", a Division of Student Affairs Internal Report, with Drs. Rhonda Luckey and Cory Shay. Dr. Vaccaro also presented with Dr. Michele Papakie at the Western Pennsylvania Veterans Health Administration Combat Stress Seminar on "Military Family Strengths and Struggles".

Current coordinator, Dr. Michelle Sandhoff, contributed her chapter, "Religion and Spirituality in the Veteran Life Course", to the edited book, "After the Military: Veterans at Work and in the World" (forthcoming), and worked with Master's student Kacy Crowley to revise and submit her Master's thesis, "Just a Girl in the Army: U.S. Iraq War Veterans Negotiating Femininity", to the journal, Armed Forces & Society. Dr. Sandhoff also organized a panel at the Inter-University Seminar on Armed Forces and Society (IUS) Biennial Conference in Chicago, IL (Oct. 30 - Nov.1, 2015). The panel was titled: Unique Population and Methodological Challenges in Studying the Military. Two of the papers were from VRRC members: Mullins, D. "Sampling and Accountability of Student Veterans" and Sandhoff, M. "Suspicion and Small Population: Methodological Challenges in a Qualitative Study of Muslims in the U.S. Military". In April 2016, Dr. Sandhoff served as the Keynote Speaker for the Alpha Kappa Delta Induction at Mount St. Mary's College in Emmitsburg, MD with her speech, "Building Bridges: Muslims in the U.S. Military and the Importance of Diversity", and was also interviewed as a subject matter expert for the documentary, "The Modern Athena: Full Gender Inclusion of the United States Military".

In the Spring 2016 semester, Dr. Demond Mullins taught the special topics course: SOC 481/581: War & Warriors. Dr. Mullins also published a chapter, "Veterans Expeditions: Community Outdoor Recreation for Veterans" in the forthcoming book, "After the Military: Veterans at Work and in the World". Mullins also presented "Veterans Expeditions on Denali" at the Ethnography Qualitative Research Conference and participated on the panel, "Public Health and the Outdoors" at the Outdoor Industry Association Rendezvous Conference in Seattle.

VRRC member Dr. Brandon Vick presented "Exploring a Multidimensional Index for Veteran Reintegration at the Midwest Economics Association Annual Conference in Evanston, IL on April 1st. Lastly, student VRRC member, Stephanie Bachman, and a team of students presented their project "Returning from War: Battling PTSD and IPV at Home among Veterans", to the Research Cluster and at the IUP Undergraduate Scholars Forum.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
2C	Grant & Research Goal: Increase external funding to support institute's new major core research area: Caring About Latino Student Achievement (CALSA) partially funded by the President's Strategic Initiative Funding	LT	CT	By preparing and submitting an extramural research grant on Latino retention (depending on the funding cycle of US Dept. of Education); monitoring feedback from funders; and making timely revisions and resubmittals, if needed	The external funding outcomes of this goal are three-fold: to support faculty release to support GAs, to support undergraduate researchers, and to acquire equipment/supplies	Office of the President Strategic Plan Goals Academic Excellence Student Development Success Civic Engagement AA 2012-2015.1 AA 2012-2015.2 PASSHE Performance Funding Areas: Success, Access, Stewardship

Describe progress and achievement/challenges of the above goal

MARTI's efforts on developing an external funding application for MARTI's CALSA Program have been constrained by the lack of RFPs from the US Department of Education and other funding sources that address retention programs, such as CALSA. US Dept. of Education RFPs for 2016-2017 have not been released at time of this writing.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
3 Retention Goal: Continue retention program aimed at Latino students at IUP (part of the MARTI- CALSA Initiative)	LT	CT	Through online academic services and at least three workshops per semester on improving academic performance & at least one educational presentation per year at a community forum in southeastern PA	The outcomes of this goal are two-fold: to increase & to retain Latino students at IUP through completion of degree	Office of the President Strategic Goals: Student Development and Success Civic Engagement Academic Affairs Goals AA 2012-2015.1 AA 2012-2015.2

Describe progress and achievement/challenges of the above goal

CALSA, a student-centered and student-operated retention program, the first of its kind in PASSHE, prepares Latino and other interested students for graduate school in public health and related fields. To date, the program has been very successful and remains innovative. It continues to offer a variety of services, as found on the CALSA webpage (visit http://www.iup.edu/page.aspx?id=105705), among them, workshops on academic preparation and student-on-student mentoring. The webpage also has an extensive listing of scholarships and internships. These resources also include student narratives from undergraduate MARTI CALSA students and research assistants who have participated in health related internships. One such example is Nancy Lopez Sosa, a rising senior in the Anthropology Department. During the summer of 2015, she completed a six-week long internship in the rural community of Trancas in the state of Guanajuato located in central Mexico. The internship was sponsored by La Fundación Comunitaria del Bajío, A.C., a nonprofit organization that promotes the development of rural communities through a series of educational, health and economic sectors in the local population. The tasks involved included presentations on healthy habits and common diseases among the elderly population, building individual gardens with the elderly of the community, and gathering information on degenerative diseases impacting the members of the community. For the summer of 2016, Nancy is participating in a 10-week summer internship at the Kennedy Krieger Institute/John Hopkins University through the Maternal Child Health Careers/Research Initiatives for Student Enhancement – Undergraduate Program (MCHC/RISE-UP). MCHC/RISE-UP is a CDC-funded, summer internship program that focuses on the elimination of health disparities. The program provides opportunities for enhances public health leadership training at three different training sites, and each site offers three public health leadership experiences, which include Clinical/Community, Community Engagement and Advocacy, and Research. Program participants may choose up to two of these leadership experiences. CALSA students also engage in community outreach and in the development of culturally- and language-appropriate MARTI web resources aimed at health in the Latino community, such as Mujeres Latinos en Busca de Salud (see http://www.iup.edu/marti/). In addition to workshops, CALSA students contributed to MARTI's Health and Disadvantaged Speaker's Series. See Goal 7.

Due to time constraints, education presentations at community forums in southeastern, PA, were not made. However, in trips to the region to work on grant development, Dr. Garcia met individually with families with prospective IUP students to discuss IUP and the importance of college.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
4A	Innovation Goal: Establish Research & Outreach Collaboration s with other IUP and external centers and institutes	LT	CT	By establishing research and outreach collaborations with the purpose of preparing more competitive and inclusive health and education grants and developing more effective student recruitment and retention efforts across IUP and the Commonwealth	The outcomes of this innovation goal are two- fold: to complement the institute's existing research and community outreach and service expertise & to strengthen the institute's competitiveness in acquiring external funding	Office of the President Strategic Plan Goals: Marketing and Promotion, Continuous improvement, Resource development Academic Affairs Goals: AA 2012-2015.1, AA 2012-2015.2, AA 2012-2015.4 PASSHE Performance Funding Area - Stewardship: External Grant Support

Describe progress and achievement/challenges of the above goal

Collaborations with the Prevention Research Center, a national public health think-tank in Oakland, CA, continue. Besides the current research project (see Goal 1), and plans for a follow up project, the partnership now includes a co-organized workshop for the 39th annual Research Society on Alcoholism (RSA) Scientific Meeting. The workshop "Health Disparities in Alcohol and Other Drug Problems and Health Equity Approaches: Theories, Methods, and Applications" will review scientific goals for research on disparities in problems related to use and misuse of alcohol and other substances, provide frameworks for research and prevention, and demonstrate means to address identified challenges. The RSA meeting, which is scheduled for June 25–29, 2016, in New Orleans, Louisiana, provides a meeting place for professionals from all over to interact and present on their alcohol-related research. For further information visit http://www.iup.edu/page.aspx?id=217301.

Another promising MARTI collaboration is with the Latino Family Center in Pittsburgh. The director of the center, Rosamaria Ponciano, is an IUP alumna and founder of the MARTI-CALSA program. The center provides Latino families with the resources and support they need to raise healthy families and children. It is part of the larger Allegheny County Family Support Network. Current collaboration discussions include helping the Latino Family Center with its grant development and establishing an internship arrangement between the Center and IUP.

Collaborations also continue with Friends of Farmworkers in Erie, PA. See Goal 4C.

Other collaborations in development are with the Administration and Leadership Studies-Research and Training Center, Rehabilitation and Community Providers Association, Venango Training and Development Center, Inc., and Gwendolyn J. Elliott Research and Training Institute are also under development.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
4B	Innovation Goal: Develop a Global Health Minor Proposal	LT	CT	Through the preparation of an application for the global health minor in conjunction with the Department of Anthropology and colleagues in other academic departments and the preparation of new courses for the minor	The outcome of this goal is a new minor in an expanding field of study and area of employment	Office of the President Strategic Plan Goals: Academic Excellence, Student Development and Success, Civic Engagement Academic Affairs Goals: AA 2012-2015.2 PASSHE Performance Funding Area: Stewardship: External Grant Support

Describe progress and achievement/challenges of the above goal

The Global Health Minor was submitted for formal review on 3/23/16. It is currently under review.

Faculty in anthropology, sociology, and economics were involved in the minor's development and serve on the inter-departmental Global Health Minor Committee. Current committee members are Drs. Abigail Adams, Victor Garcia, Amanda Poole, Diane Shinberg, and Brandon Vick. The Global Health minor is an interdisciplinary program that draws from knowledge and health expertise in the social and behavioral sciences, biological sciences, and humanities to prepare students for the global health field. The minor will equip students interested in health and medicine with the analytical and critical-thinking skills needed to gain an understanding of health inequalities resulting from globalization and its adverse economic, social, and political impact on the poor, other disadvantaged populations, and societies. Students will learn about major health disparities and the vulnerabilities of specific populations according to gender, race and ethnicity, class, refugee and citizen status, and other backgrounds and characteristics. The Global Health minor will prepare students for graduate studies in health-related fields and careers in health promoting governmental agencies and non-governmental organizations (NGOs).

The interdisciplinary Global Health minor will be the first minor in this field in PASSHE and the second in Western Pennsylvania, meeting a state-wide and regional need for this program. Through its global and cross-cultural perspectives, it will contribute to IUP's initiative to be a state-wide leader in the development of a broad program in the study of health.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
4C	Innovation and Outreach Goal: Develop further the environmental health initiative started at MARTI last spring by Dr. Hilario Molina II, MARTI Research Associate, in partnership with Friends of Farmworkers (FOF) in Philadelphia. The two - MARTI and FOF - have developed a pesticide education project for farmworkers in Erie County under the EPA's Environmental Justice Program	LT	NG	By creating an innovative pesticide protection curriculum for farmworkers in the commonwealth; developing a new outreach and research site in the commonwealth, Erie, PA; and establishing new collaboration with community stakeholders in Erie, PA	The outcomes of this goal are two-fold: an effective health outreach program aimed at Latino farmworkers in Erie, PA, and a creative pesticide protection curriculum for farmworkers in the commonwealth	Office of the President Strategic Plan Goals: Marketing and Promotion, Continuous improvement, Resource development Academic Affairs Goals: AA 2012-2015.1, AA 2012-2015.2 AA 2012-2015.4 PASSHE Performance Funding Area - Stewardship: External Grant Support

Describe progress and achievement/challenges of the above goal

The environmental health initiative started at MARTI, under the guidance of Dr. Hilario Molina, has had a good start. Dr. Molina is helping a MARTI collaborator to complete a pesticide awareness project "Fulfilling the Promise: Empowering Farmworkers and Overcoming Pesticide-Related Environmental and Health Challenges in Northwestern Pennsylvania". The collaborator is Friends of Farmworkers (FoF), a non-profit advocacy group in Philadelphia. FoF decided to replace the development of a pesticide curriculum with legal advocacy on the behalf of farmworkers exposed to pesticides. A lawyer on staff informs the farmworkers of their rights on this issue. While working on this project, Dr. Molina has established a number of strong relationships with community stake-holders in Erie, PA. He is also currently assisting FoF to develop another project as a follow up to the current project.

The environmental health initiative now includes the prospective work of Dr. Abigail Adams, Assistant Professor of Anthropology. She joined MARTI this past semester as a research associate. Plans are for her to collaborate with a local non-profit community-based organization in order to develop and submit a grant application to the U.S. Environmental Protection Agency's Environmental Justice Program. The grant will be submitted through the community-based organization, as required by the program's guidelines.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
5A	Administration Goal: Create a Director of the MARTI Summer School Position at MARTI	ST	NG	Through the successful recruitment of a Director of the MARTI Sumer School from existing MARTI Research Associates	The outcome of this goal is to strengthen the institute' s competitiveness in acquiring external funding	Office of the President Strategic Plan Goals: Academic Excellence, Civic Engagement Academic Affairs Goals: AA 2012-2015.2, AA 2012-2015.4 PASSHE Performance Funding Area - Stewardship: External Grant Support

Describe progress and achievement/challenges of the above goal

The creation of a Director of MARTI Summer School position has been placed on hold as a consequence of the re-thinking of the MARTI Summer School approach, along with time constraints imposed by other demands on likely candidates for the position. Nonetheless, Dr. Alex Heckert, MARTI Associate Director, and several MARTI Research Associates have been discussing whether to re-structure the MARTI Summer School Conference.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
5B	Administration Goal: Create a Director of Latino Health Initiatives Position at MARTI	ST	NG	Through the successful recruitment of a Latino Health Initiatives Director from existing MARTI Research Associates	The outcome of this goal is to strengthen the institute's competitiveness in acquiring external funding	Office of the President Strategic Plan Goals: Academic Excellence, Civic Engagement Academic Affairs Goals AA 2012-2015.2, AA 2012-2015.4 PASSHE Performance Funding Area - Stewardship: External Grant Support

Describe progress and achievement/challenges of the above goal

The creation of a Director of Latino Health Initiatives is also on hold. The creation of this directorship is contingent on the development of public or global health projects that address the rapidly growing Latino population. Besides Drs. Garcia's and Molina's work with Latinos, other projects on this population have not been generated. The Director of Latino Health Initiatives should have a strong grant development and publication record.

Description of Goal		Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
6A	Outreach & Training Goal: Continue the MARTI Summer School	LT	CT	By offering the institute' s Summer School annually or bi-annually, contingent on resources and funding	The outcome of this goal is to provide education and training to regional educators and health providers on a number of community health issues	Office of the President Strategic Plan Goals: Academic Excellence, Civic Engagement PASSHE Performance Funding Area - Stewardship: External Grant Support

Describe progress and achievement/challenges of the above goal

MARTI's 26th Summer School continued to address the ever-changing needs of today's youth and families. The theme was Positive Opportunities: Populations, Providers, and Programs and the summer school's mission was designed to meet the ever-changing needs of today's youth and families. Presentations included the latest information on treatment for young children, improving school-based programs, working with adolescents, sexual abuse intervention, improving cultural competency, adult recovery strategies, anger and violence, building resiliency in children, and many other topics. Year after year, MARTI has provided the latest techniques for working with children, excellent presenters, and special sections for educators and clinicians, all at a low cost. Owing to financial considerations, the current plan is to offer the Summer School Conference bi-annually. Accordingly, the next Summer School Conference is scheduled for summer of 2017.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
6B Outreach & Training Goal: Develop further the new leadership initiative started at MARTI under the guidance of Erick Lauber, MARTI's Director of Leadership Training and Research	LT	NG	Through the continuation of the Leadership Indiana County program and possible development of others designed to cultivate, develop, and nurture potential leaders within the community through a series of workshops.	The outcomes are two-fold: the continuance of the Leadership Indiana County Program and the possible development of new leadership programs for the region.	Office of the President Strategic Plan Goals: Marketing and Promotion, Continuous improvement, Resource development Academic Affairs Goals AA 2012-2015.1, AA 2012-2015.2, AA 2012-2015.4 PASSHE Performance Funding Area - Stewardship: External Grant Support

Describe progress and achievement/challenges of the above goal

The leadership initiative led by Dr. Erick Lauber, MARTI's Director of Leadership Training and Research, continued with the second offering of the Leadership Indiana County (LIC) program. The program consisted of 14 two-hour sessions that took place August 25th through December 8th, 2015. The Program is a countywide training program designed for 25-45 year old business and community leaders. The sessions featured presentations by local community leaders including: Ellen Ruddock, Director of the Center for Family Business; Rodney Ruddock, Chairman of the Indiana County Commissioners; Jim Struzzi, President of the Indiana County Chamber of Commerce, Jim Wiley, Indiana County Development Corporation (ICDC) president; and David Piper, Chair of the Employment and Labor Relations Department at IUP. The group also toured the Diamond Drug Facility, one of Indiana County's largest employers, which included discussions of how the business has grown and the challenges they face in the heavily regulated pharmaceutical business. As a culminating project, the program also included a community service project through which its participants held a countywide supply drive to benefit the Pathway Homeless Shelter in Indiana County.

In addition to his work with the LIC program, Lauber was awarded the first Living-Learning Partner Award for his work with the Leadership Living-Learning Community at IUP. The award is designed to recognize faculty who advise living-learning communities on campus. Presented on April 24 the award was in recognition of his years of work with the community and their recent re-development of leadership programming. Also at IUP, in March 2016, Lauber presented on teamwork, collaboration, and assertive communication to IUP's Executive Leader Series, a leadership development program at IUP designed to help students develop greater leadership competence and to facilitate positive change at IUP and in the Indiana community. Dr. Lauber also provided leadership training to several local organizations including the student housing staff at IUP, The Eberly College of Business and technology student group, "The Agency", the University Advancement Division at IUP, and the Midday Rotary Club of Indiana. He also volunteers as an instructor at SCI Pine Grove, the state prison near Indiana. He is currently teaching his third class on leadership and entrepreneurship in the prison's re-entry program.

Lauber's work this past year also included the publication of his book on collaboration, communication, and teamwork in the workplace titled "Don't Break the Rope!". Through the use of story, the book covers topics such as how to identify your own and others workplace styles, how to navigate workplace relationships, and several basic principles for handling complicated teamwork situations.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
7 Communication and Marketing Goal: Change the name of the institute	ST	CT	By aligning MARTI programs and initiatives with the institute's new name by 5/31/16	The outcome of the goal is a more integrated set of programs and initiatives under MARTI	Office of the President Strategic Plan Goals: Academic Excellence, Civic Engagement Academic Affairs Goals AA 2012-2015.2, AA 2012-2015.4 PASSHE Performance Funding Area - Stewardship: External Grant Support

Describe progress and achievement/challenges of the above goal

The name change was officially completed on 10/12/15 and changed on the MARTI website and announced to the IUP community on 1/18/16. The new name is the Mid-Atlantic Research and Training Institute for Community and Behavioral Health. The name change keeps the institute's iconic acronym, MARTI. MARTI's program and initiatives were aligned with the new name during the Spring Semester, 2016.

In alignment with the Institute's new name, MARTI launched a speaker series on health and disadvantaged communities during Spring 2016. The series is designed to interest and inform faculty and students who are interested in global and public health about the differences in health care among populations and the many barriers that some groups face in obtaining health care. The major goal of the series is to build awareness of these problems and to provide knowledge on how we can effect positive change in addressing health disparities. An equally important goal is to expose students interested in the health field to health care training and careers. The focus of the Speaker Series for the Spring 2016 semester was on health disparities in the Latino Community.

Dr. Carina Heckert, Assistant Professor of Anthropology and Sociology at the University of Texas, El Paso, inaugurated the speaker series. Dr. Heckert's talk, "Applying Anthropology to Global Health: An Ethnography of Bolivia's AIDS Funding Crisis", discussed her research on people living with HIV/AIDS (PLWHA) in Santa Cruz, Bolivia, the AIDS funding crisis, and how broader discourses on gender equality shape the everyday lives of PLWHA. The second speaker in the series was Gilberto Lopez, a doctoral student in the Social and Behavioral Sciences Department at the Harvard School of Public Health. Lopez's talk, "Social Determinants of Immigrant Health: How Place Matters", focused on migration and mental health in a binational Mixteco community. Lopez's research focused on the central question: How do mental health outcomes vary among migrants, non-migrants, and return migrants? He specifically looked at prevalence of depression and nervios.

3. **What are the Center's needs (if any) for the upcoming year to further the achievement of goals?**

MARTI's needs for the upcoming year have not changed from the previous fiscal years. They continue to be as follows:

- 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. One full-time GA was designated through the Department of Sociology. The GA was assigned to Dr. Heckert. 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.

4. **Personnel involved in the operation or oversight of this center or institute? Examples: advisory board, director, co-director, affiliated faculty members, administrative assistants, support staff, GA's, etc.**

Personnel involved in the operation of MARTI have undergone little change since the last report. It continues to consist of Director Victor Garcia and Associate Director Heckert, Director of Leadership Training and Research Erick Lauber, and the institute's research associates. Personnel also include a sociology MARTI-designated graduate assistant and three undergraduate assistants.

5. **Sources of funding from IUP for personnel and operating commitments? [By policy (item #8), all IUP C&I are required to be financially self-supporting.**

Annual Report: Mid-Atlantic Research & Training Institute for Behavioral and Community Health

Fiscal Year 2015-2016

Organization or Individual 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	**Type of Organization Receiving Service**	**PA Residents**	**Non-PA Residents**			
Community Organizations & Latino Families in So. Chester County, PA	Non-Profit Organizations & Latino Families	250+				$10,500
Use of Mutual-Help Recovery Houses by Latino Migrant Laborers with Substance Use Disorders (Research Grant, National Institutes of Health)	IUP, PRC, and Latino Laborers in CA		150		$65,000	
Juramentos and Alcohol Treatment Pathways among Mexican Immigrant Farmworkers (AREA grant, National Institutes of Health - to be submitted June 25)		2,500		$300,000		
Friends of Farmworkers (FoF)	IUP, FoF, and Farmworkers in Erie County, PA	2,000+				$30,000
MARTI Summer School at IUP (2015)	Clinicians, Counselors, and Educators	107			Pending	
Total		4,857+	150	$300,000	$65,000	$40,500

1. **In one sentence, please describe the purpose/mission of this Center/Institute.**

    The Biotechnology Research Institute helps to prepare students for STEM care

2. **What progress has been made towards goals set in the strategic planning document?**

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
1	Partner with other units in Seed Bank and Seed Swap projects	LT	CG	Hold Seed Swap meet in Fall, 2015, increase attendance by 5%, target audience includes all people in region with an interest in home gardening or heirloom seeds; utilize protocols for seed collection and storage in Seed Bank; day-to-day activities of Seed Bank overseen by Dr.Tyree; increase submissions by 5%; partners include Center for Northern Appalachian Studies, Anthropology Department, Biology Department; Center will help to coordinate and advertise all Seed Bank activities and will participate in fund-raising activities.	Community outreach, source of DNA and germ plasm for student projects in collaboration with Anthropology Department, Center for Northern Appalachian Studies	Strategy 4.3 Strengthen local, state and global partnerships in educational, workforce and economic development programs. Tactic 4.3.2. Advance regional development through IUP's business and economic partnerships. Tactic 4.3.3.Advance IUP's research and scholarship partnerships.

Describe progress and achievement/challenges of the above goal

Seed Swap attendance did not increase by 5%. In fact it was actually lower than attendance in the first year. The reduced attendance was most likely due to less effective advertising and to the fact that the novelty attached to the first Seed Swap had worn off.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
2	Organize and develop wildlife disease diagnostics	LT	CG	Collect and analyze (ELISA) groundhog serum samples, organize and catalogue additional serum samples already held; collect 50 additional serum samples; recruit student to serve as research assistant	Publications in peer-reviewed journals, presentations at meetings, student projects, presentations for IUP graduate and undergraduate students, feature the diagnostics project on the new web site, posters and handbills	Strategy 1.4 Strengthen IUP's academic value for students Tacticl.4.1 Reaffirm IUP's commitment to a curriculum that develops critical thinking, effective communication, personal responsibility and a passion for lifelong learning Strategy 2.1 Commit to students success Tactic 2.1.3 Expand IUP's use of recognized "high-impact" practices i.e. student research)

Describe progress and achievement/challenges of the above goal.

Summer sample collection season has just begun. No samples have been collected yet.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
3	Seek external funding to support the Institute's activities	LT	CG	Grant proposal submissions to external funding agencies	Financial support for student and faculty activities sponsored by the Institute	Strategy 1.5 Advance IUP's status as a Doctoral Research University Tactic 1.5.4 Increase extramural funding to support student and faculty research and scholarship at IUP.

Describe progress and achievement/challenges of the above goal

No grant proposals other than the ACMH proposal mentioned below were submitted.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
4	Develop and deliver instructional modules on emerging infectious diseases	LT	NG	Delivery of modules to non-IUP audiences such as health professionals (e.g. in- service nurses) seeking professional development opportunities; assessment of modules; content of modules will include materials on emerging viral pathogens in Western Pennsylvania such as West Nile Virus and Powassan Virus: these diseases and their local impact are not covered in commercially-available webinars or online classes so they meet a need to fill a gap	Workshops, symposia, lectures delivered through Office of Extended Studies	Strategy 1.3 Tactic 1.3.1. Tactic 1.3.2. Tactic 1.3.3.

Describe progress and achievement/challenges of the above goal

The Center contributed to a proposal to develop and deliver instructional modules about viruses for adult members of the regional workforce. The proposal, coordinated by Dr. Mack at Extended Studies, requested funding for a series of evening lectures on West Nile Virus, Ebola Virus and Influenza A Virus. This request, submitted to the Armstrong County Memorial Hospital, was not approved.

3. **What are the Center's needs (if any) for the upcoming year to further the achievement of goals?**

   None

4. **Personnel involved in the operation or oversight of this center or institute? Examples: advisory board, director, co-director, affiliated faculty members, administrative assistants, support staff, GA's, etc.**

   Director-Dr. Luciano

5. **Sources of funding from IUP for personnel and operating commitments? [By policy (item #8), all IUP C&I are required to be financially self-supporting.**

   No funding required for personnel or operating commitments.

Annual Report: Biotechnology Research Institute

Fiscal Year 2015-2016

Organization or Individual 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	Type of Organization Receiving Service	PA Residents	Non-PA Residents			
General Public		50		$600	0	0
Total		50		$600	0	0

	Center for Applied Psychology			
	May 16, 2015 – May 15, 2016			
Contact:	Derek R. Hatfield, Ph.D.		Phone:	724-357-6228
			Fax:	724-357-7817
Affiliation:	IUP, Psychology Department		Address:	1020 Oakland Ave.
Website:	http://www.iup.edu/cap/			Indiana, PA 15705

1. **In one sentence, please describe the purpose/mission of this 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.

2. **What progress has been made towards goals set in the strategic planning document?**

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
1	Provide clinical training experiences for doctoral students	LT	CT	Student activity will be tracked and summarized	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	1.0, 1.1, 1.1.3, 1.5, 2.3.5 Support core academic programs. The training experiences that doctoral students receive in the CAP are a central feature of our training program. It is an indispensable aspect of the Psy.D. Program.

Describe progress and achievement/challenges of the above goal

100% of the 1st and 2nd year students in the Clinical Psychology Doctoral Program provided psychological services in the CAP during this academic year. Fourteen of our twenty-four 3rd and 4th year students also participated in CAP clinical training activities (58%). 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.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
2	Provide affordable psychological services to the local and IUP communities	LT	CT	Service utilization data (including the number of clients seen) will be tracked and summarized.	Members of the local and IUP communities will have received affordable psychological services.	4.0

Describe progress and achievement/challenges of the above goal.

Utilization data:

Adult clinic served 51 individuals

Family clinic served 62 individuals/families

Assessment clinic served 32 individuals

Police Academy/Employment evaluations for 105 individuals

A total of 380 visits to the CAP were made by IUP students

The Purchase Line School Project served 21 individuals

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
3	Help the Psychology Department hire two new clinical faculty members by aiding the Department in the process of recruitment.	ST	NG	Two new license- eligible faculty members will be on staff by Fall of 2016. A sufficient number of applicants will be interviewed, perhaps with resource assistance from the CAP.	The CAP is in a very precarious situation now with so few licensed psychologists able to supervise in the CAP. If another clinical faculty member leaves, we may not be able to continue to provide services to the community.	1.5, 1.55

Describe progress and achievement/challenges of the above goal

This goal was accomplished with two new faculty members joining the clinical faculty this coming Fall. These two individuals will eventually be working in the CAP in varying capacities, supervising the doctoral students. One specializes in forensic evaluations and it is anticipated that he will soon take over supervising all of these CAP activities. The other has specialty in the area of treatment of childhood disorders.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
4	Update CAP procedures to accommodate changes in Police Academy and Police Employment evaluations	ST	CT	We will have a faculty member who is sufficiently compensated for completing this work. Also, students will be participating more in the evaluation process in order to ease the increased workload caused by the recent requirement changes.	CAP staff will complete and send all evaluations within 7 calendar days of interview. Students will receive more assessment experience. Also, an alternate method of supervision must be explored that is less taxing on the supervising psychologist. Within two years, a proposal for a new structure of supervision will be submitted to the Department and Dean.	3.4

Describe progress and achievement/challenges of the above goal

This goal remains "in progress." We were able to complete all Police Academy evaluations within seven days of the testing and interview. We have altered the entire process that allows for more student participation in the process of the testing and evaluation. Despite these changes, however, the supervising faculty member is insufficiently compensated for this work. We have had discussions about strategies to improve this situation, though a full proposal has not yet been submitted to the Department and the Dean. We anticipate that one of the new faculty members recently hired will take over the Police Academy evaluations and we are waiting until his arrival to finish the details of the proposal. We anticipate that the proposal will be submitted in the coming year, which will meet our original goal.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
5	Create a system for long-term storing of clinical data for research purposes	LT	CT	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	Video recordings of therapy sessions and other clinical data will be securely stored	1.0, 1.4

Describe progress and achievement/challenges of the above goal

This goal was not accomplished during the past academic year due to other priorities. It will remain a goal for the upcoming year.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
6 Customize Titanium, the CAP's electronic medical record system	ST	CT	Data collection will be enhanced and clinical information obtained according to clinic supervisors' requests.	Titanium will be customized to more specifically match the CAP's functions.	Incorporating digital and traditional elements to create engaging new learning environments

Describe progress and achievement/challenges of the above goal

This goal was not accomplished during the past academic year due to other priorities. Discussions have started with the CAP Steering Committee and clinic supervisors, however, related to making these updates. It will remain a goal for the upcoming year.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
7 Modernize CAP's efforts to advertise available services	LT	CT	CAP website will be created or improved to attract consumers by increasing the CAP's web presence. New, diverse, referral sources will be sought.	Useful website for recruitment of "online searchers."	4.0 Incorporating digital and traditional elements to create engaging new learning environments

Describe progress and achievement/challenges of the above goal

This goal was finally completed at the end of the academic year. We have a new consumer-oriented website that we will begin using to market the services provided by the CAP. The website can be found at: http://www.iup.edu/cap
We have just started advertising in Psychology Today, an online resource to help members of the community find professional psychological help.

Next year, our goal will be to redo the "old CAP website" with more of a focus on recruitment of potential doctoral students. This future website will focus more on the training activities that occur in the CAP, while the website that we just completed is directed towards the community and those who are considering receiving services here.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
8	Create new ADA-appropriate forms	ST	NG	Each of the CAP's forms will have an ADA-appropriate version.	Visually impaired clients will be able to have forms in 24-point font.	

Describe progress and achievement/challenges of the above goal

This goal was accomplished during the past academic year. The forms are available to use if a visually-impaired client comes for services at the CAP.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
9	Update reception and client services rooms to create more aesthetically appealing setting appropriate for variety of age groups of clients served by the CAP	LT	CT	Decor from over two decades ago will be replaced. This will occur of the space of the next two years.	A more aesthetically appealing clinic.	

Describe progress and achievement/challenges of the above goal

This goal was not accomplished during the past academic year due to other priorities. It will remain a goal for the upcoming year. The CAP Steering Committee has met and agreed upon priorities for completing this goal.

3. **What are the Center's needs (if any) for the upcoming year to further the achievement of goals?**

    Much of the functioning of the CAP simply needs to be maintained at current levels and our needs therefore remain the same. With the hiring of a forensic clinical psychologist, the doctoral program is developing an unofficial specialty in forensic assessments. The CAP will need to be able to provide additional forensic cases for students to work on. The forthcoming proposal (mentioned in Goal #4) for how to best supervise this work (which will also include the Police Academy/Police Employment evaluations) will be critical to the CAP's ability to provide these services to the community.

4. **Personnel involved in the operation or oversight of this center or institute? Examples: advisory board, director, co-director, affiliated faculty members, administrative assistants, support staff, GA's, etc.**

    Director
    CAP Steering Committee (comprised of seven Psychology Department faculty and one Graduate Student)
    Clerk-Typist
    Four Graduate Assistants
    Five of the clinical faculty members provided supervision in the CAP of psychological services conducted by students

5. **Sources of funding from IUP for personnel and operating commitments? [By policy (item #8), all IUP C&I are required to be financially self-supporting.**

    CAP revenue was the funding source for all assessment materials associated with the provision of clinical services, the Director's summer contract, a summer faculty contract for the provision of Police Academy/Police Employment/Lethal Weapons evaluations, one Graduate Assistantship, part-time student employment, marketing expenses, and all other operating expenses.

    IUP provided a one-class release (AWE) to the Director in the Fall and Spring semesters. With the exception of Police Academy/Police Employment/Lethal Weapons evaluations, all other supervision by faculty was provided in the context of a doctoral program course, which is part of an IUP-funded faculty workload. IUP also funded all utility costs of the facility. Three of the graduate assistants working in the CAP are doing so with assistantships provided to the Psychology Department. IUP also funds the Clerk-Typist salary.

Annual Report: Center for Applied Psychology

Fiscal Year 2015-2016

Organization or Individual 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	**Type of Organization Receiving Service**	**PA Residents**	**Non-PA Residents**			
CAP Clinics: Adult Assessment Family – therapy Family - assessments		51 32 47 15			$7376.25	
IUP Students/NC	380 Visits					$1900
Others/NC	15 Visits					$75
Police Academy/Employ		105			$30,250	
VBH/INS $ Received	Residents Included in Clinic Totals				$8,085	
Purchase Line School Project		21			$1,000	
OVR		-				
Indian Haven		-				
Therapeutic Techniques	9 Students					$450.00
Total					$46,711.25	$2,425

Center for Statistics Education in Pennsylvania

May 16, 2015 – May 15, 2016

Contact:	Dr. Francisco Alarcon	Phone:	724-357-2608
		Fax:	724-357-7908
Affiliation:	Mathematics Department	Address:	210 S. 10th Street
Website:	http://www.iup.edu/statisticsed/		202 A Stright Hall

1. **In one sentence, please describe the purpose/mission of this Center/Institute.**

   To provide customized professional development to K-12 teachers in PA through graduate courses and workshops for ACT 48 credit that bring the hands-on approach and research-based methods to the instruction of Mathematics and Statistics.

2. **What progress has been made towards goals set in the strategic planning document?**

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
1	Re-Design Center's Website	ST	CT	In spring, complete redesign layout. Launch new site in late spring 2016	Begin communication of goals and new mission	1.3, 1.5.4

Describe progress and achievement/challenges of the above goal

The above goal was not met. To date an assistant director has not been identified and the director was off-campus on sabbatical during the spring 2016 semester.
The goal will be completed in the fall 2017 semester.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
2	Align/Update Center with new goals and name	ST	CT	Completion of name change and mission by the end of Fall 2015	Better align the center's name with new initiatives and mission of it	1.3, 1.5.4

Describe progress and achievement/challenges of the above goal.

The above goal was not met. To date an assistant director has not been identified and the director was off-campus on sabbatical during the spring 2016 semester.
The goal will be completed in the fall 2017 semester.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
3	Recruit new Assistant Director and Advisory Group	ST	CT	During the AY 15 - 16 identify interested Assistant Director and form Advisory Group	Have an assistant director with mathematics education experience integrated into the center's activities along with a group of educators who will assist with the planning and goal setting	

Describe progress and achievement/challenges of the above goal

Mathematics Education faculty in the department were invited to consider the position of assistant director, but none was interested. Another attempt at identifying an assistant director will be made during the next academic year.

Several current and retired K-12 and University faculty were approached and invited to serve on the advisory group. The group's composition will be finalized in early fall semester and the group will meet for the first time in October 2017.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
4 Continue and expand math enrichment camp for Junior High age children	ST	CT	In coordination with other camps offered in the College, Math Camp runs again in summer 2016 with a target of at least 20 participants. Success of the program will be determined through surveys completed by participants and their guardians	A summer enrichment camp experience for Jr. High school-age students to run in summer 2016	1.3.2, 2.3.5

Describe progress and achievement/challenges of the above goal

A math camp with 16 participants (students from grades 7-9) was run last summer. The camp was postponed this summer for two primary reasons:
   a) The director was on sabbatical in spring and then injured which created a difficulty in organizing and recruiting.
   b) Once a suitable date was found for the summer the date was in conflict with the Cybersecurity camp offered by the Computer Science Department.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
5 Expand enrichment camps to High School age students for math and science	LT	CT	In coordination with other camps offered by the college, seek expansion in summer 2017 and beyond	Camps for middle/secondary students and/or science camps in collaboration with existing camps in the college	1.3.2, 2.3.5

Describe progress and achievement/challenges of the above goal

This is a long term goal that may be implemented in either 2017 or 18.

3. **What are the Center's needs (if any) for the upcoming year to further the achievement of goals?**

   We could use some assistance in the redesign of the Center's website.

4. **Personnel involved in the operation or oversight of this center or institute? Examples: advisory board, director, co-director, affiliated faculty members, administrative assistants, support staff, GA's, etc.**

   Currently only the director.
   It is expected that the advisory board will be in place and functioning in the upcoming fall semester.

5. **Sources of funding from IUP for personnel and operating commitments? [By policy (item #8), all IUP C&I are required to be financially self-supporting.**

   The center is self-supporting through funds generated from the PD activities offered to area school districts.

Annual Report: Center for Statistics Education

Fiscal Year 2015-2016

Organization or Individual 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	**Type of Organization Receiving Service**	**PA Residents**	**Non-PA Residents**			
Indiana Area School District	Public School	62	0	$ 59,847.00	$ 59,847.00	
Total		62	0	$ 59,847.00	$ 59,847.00	

1. **In one sentence, please describe the purpose/mission of this Center/Institute.**

   To promote Cyber Security/Information Assurance awareness and practices across campus, with other institutions, and with the community.

2. **What progress has been made towards goals set in the strategic planning document?**

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
1	Promote Information Assurance (IA) and Cyber Security (CySec) Awareness across IUP campus	LT	NG	Hold regular meetings of the steering committee throughout the year. Steering committee has members across campus (at least 3/sem). IIA website is up to date and promotes IA/CySec awareness. Host Information Assurance Day (IA Day) Host colloquia throughout the year on IA/CySec topics (at least 3/yr) Maintain active student clubs in IA/CySec that meet regularly during the semester and engage in IA/CySec activities Jointly promote National Cyber Security Awareness Month with IT Support	IA/CySec practices are disseminated across campus via committee members Website for IIA is updated with latest IA/CySec from across campus Students/faculty/others attending IA Day and colloquiums gain insights into IA/CySec issues and practices Students in IA/CySec clubs gain IA/CySec experience beyond the classroom	SP Strategy 3.6 SP Tactic 3.6.2 SP Tactic 4.2.4 SP Tactic 4.2.6

Describe progress and achievement/challenges of the above goal

The steering committee composed of Dr. David Chambers, Dr. Pankay Chaudhary, Dr. Waleed Farag, Dr. Dighton Fiddner, Dr. Dennis Giever, Dr. Jennifer Gosset, Mr. Paul Grieggs, Dr. William Oblitey, Dr. James Rodger, Mr. Jonathon Roumfort, Dr. David Smith and Dr. Deanne Snavely met 5 times throughout the academic year. Dr. Lloyd Onyett joined the committee in the second half of the year. Collectively this represents four academic departments across five colleges, and IUP IT.

The web site was extensively revised at the start of the academic year. The updated site highlights activities for the institute, lists relevant faculty publications, student work and promotes available scholarships. Revisions continued throughout the year including changing references to the Institute for Information Assurance to the Institute for Cyber Security. Updates to the site will continue to be made. The new IUP web site template has not yet been applied to the institute. This will be completed in the upcoming year.

The Eighth Annual Information Assurance Day was held October 29th. Speaking at the event was Dr. Guna Seetharman, Sr. Scientist of Naval Research Laboratory and IEEE Fellow, Mr. Thomas Bowers, Chief Security Analyst at ePlus Technologies Inc., Mr. James Marsteller, CISSP Chief Information Security Officer at the Pittsburgh Super Computing Center, Mr. Joseph Karolchik, President and Founder of Nteligen LLC, Mr. Ben Dadson and Craig Pluchinsky of IUP IT Services, and Mr. Nnamdi Asogwa Project Management Specialist of Cerner IT Healthcare. These talks provided a wide spectrum of cyber security topics. The event was a success with over 100 students and faculty in attendance.

The institute jointly promoted National Cyber Security Awareness Month with IT Support. The Eighth Annual Information Assurance Day was a culminating event.

The information assurance club met regularly through the year. Members of the Information Assurance club and the Lunchtime Hackers club participated in the first Collegiate Pentesting Competition held and sponsored by the Rochester Institute of Technology in Rochester New York. Six IUP students were in attendance.

The institute facilitated viewing of five CAE Tech Talk presentations as colloquiums. These talks were given once a month and each event had two presentations. Students, faculty and staff were invited to attend.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
2	Maintain NSA/DHS Center of Academic Excellence (CEA) IA/CySec accreditation	LT	CT	Obtain NSA designation as CAE/CD Attend annual conferences supporting NSA/DHS CAE Centers	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	SP Goal 1, SP Strategy 1, SP Tactic 1.1.3, SP Tactic 1.2.3, SP Strategy 4.3, SP Tactic 4.3.1, SP Tactic 4.3.3

Describe progress and achievement/challenges of the above goal.

The institute is pleased to report that the National Security Agency and the Department of Homeland Security have designated Indiana University of Pennsylvania as a National Center of Academic Excellence in Cyber Defense Education (CAE-CD) through academic year 2021. Dr. Waleed Farag, Dr. David Smith, Dr. Deanne Snavely, and Dr. Timothy Moerland will be attending the Designation Ceremony at the National Cyber Summit in June. Dr. Snavely and Dr. Moerland will be attending by invitation of the CAE Program Office the Executive Track for Cybersecurity Education at the conference. Dr. Farag and Dr. Smith will, in addition to attending the the National Cyber Summit, be attending the NSA CAE-CD Principle Meeting held the day prior to the summit.

Dr. Farag, Dr. Oblitey, and Dr. Smith attended the 19th Colloquium for Information Security Education. Dr. Farag attended the NSA CAE-CD Principle Meeting and the National Initiative for Cyberseurity Education (NICE) held last November. Dr. Smith will be attending 20th Colloquium for Information Security Education.

Several IUP Students attended these conferences through scholarships and other sponsorships.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
3	Establish/maintain relationships with IA/CySec corporations, government agencies, and educational institutions	LT	NG	Seek to form agreements with community colleges, high schools, and other CAE centers to promote IA/CySec Follow-up on agreements to ensure continuous activity in accordance with agreements Form articulation agreements for transfer credit Reach out and meet with corporations and government agencies in IA/CySec sector	IUP gains reputation as an active CAE IA/CySec Center Articulation agreements enable transfer students to leverage credit earned in IA/CySec and Computer Science towards IUP IA/CySEc degrees Placement of IA/CySec students as interns in IA/CySec corporations and government agencies Placement of IA/CySec graduates in permanent positions at IA/CySec corporations and government agencies	SP Goal 4 SP Tactic 4.2.2 SP Strategy 4.3 SP Tactic 4.3.1 SP Tactic 4.3.2 SP Tactic 4.3.3 SP Strategy 4.4 SP Tactic 4.4.1

Describe progress and achievement/challenges of the above goal

Dr. Oblitey and Dr.Smith visited the Hagerstown Community College. Program brochures and other promotional materials were mutually presented and discussed. The trip resulted in a Memorandum of Understanding between IUP and HCC to mutually promote cyber security awareness and practices.

Dr. Farag, Dr. Fiddner, and Dr. Smith visited RAND Corporation, a nonprofit institution that helps improve policy and decision making through research and analysis. RAND presented their business model and initiatives related to cyber security on a national defense level. Options for growing a relationship between IUP and RAND were discussed including pursuing cyber security grants.

Dr. Norwood, Dr. Smith, and Dr. Snavely pursued articulation agreements with the Community College and Allegheny County. A meeting was scheduled but then cancelled due to time conflicts and administration changes at CCAC. Attempts will be made to reschedule this summer.

Dr. Snavely and Dr. Correia in consultation with Dr. Smith and Dr. Oblitey pursued a relationship forming a relationship with Norwin High School to offer cyber security education in the high school under the guidance of IUP faculty. Proposed program would enable high school students to earn college credit at IUP under an AP like model. The need for this cyber security education was initially put forth and promoted by the Pittsburgh Cyber Security division of the FBI. Unfortunately another university stepped in and secured the relationship. The FBI will look for similar opportunities for IUP to work with other school districts, such as Indiana Area.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
4	Expand and diversify community and outreach on IA/CySec			Participate in at least two IUP community outreach programs by contributing presentations, discussions, and activity on IA/CySec topics Host at least one summer camp for high school students on IA/CySec	IUP gains reputation as an active CAE IA/CySec Center Information passed on in community outreach activities is for betterment of the community Summer campus promote IA/CySec practices while at the same time foster interest in high school students pursuing education in IA/CySec	SP Tactic 1.3.2

Describe progress and achievement/challenges of the above goal

In Summer 2015, the institute hosted a Cyber Security summer camp at the IUP Northpointe campus for high school students. This was a collaborative effort between the departments of Computer Science, Criminology, and Information Science and Decision Support. Dr. Smith provided the Introduction, Object Oriented Programing Lab, Network Programming Lab, Database Lab, and Database Vulnerability Lab. Dr. Farag provide presentations and labs on Fundamental Information Security and on Network Attacks and Countermeasures. Dr. Pankaj and Dr. Rodger Personnel provided presentation and lab on Networks. Dr. Giever provided a presentation on Physical Security. Dr. Gosset provided a presentation on Privacy. Personnel at the Northpointe campus handled advertisement, registration, arrangements for lunch and other logistics. Dr. Muth made arrangements to tour the BYN Mellon Data center that was neighboring the Norhpointe campus. IUP IT Support provided laptops for use by all attendees and support in setting up the equipment. While only eight students were in attendance, the camp was a great success and set the stage for additional camps in the future. The content fit well together and the tour of the data center was an impressive culminating activity.

Dr. Farag facilitated a Cyber Security presentation to a group of Upward Bound Mathematics and Science students during the summer of 2015.

Dr. Farag and Dr. Fiddner have been awarded a NSA 2016 GenCyber Program grant in the amount of $ 49,822 to organize and host a summer cyber security camp at the IUP campus. The camp is intended for 15 middle school students, 15 high school students, and 15 high school teachers to be in attendance. Planning and curriculum development for the camp is in progress.

The Information Assurance Day event mentioned in goal 1 was open to the public to attend.

3. **What are the Center's needs (if any) for the upcoming year to further the achievement of goals?**

4. **Personnel involved in the operation or oversight of this center or institute? Examples: advisory board, director, co-director, affiliated faculty members, administrative assistants, support staff, GA's, etc.**

   Institute operates under the advisement of the institute's steering committee. Steering committee members are: Dr. David Chambers, Dr. Pankay Chaudhary, Dr. Waleed Farag, Dr. Dighton Fiddner, Dr. Dennis Giever, Dr. Jennifer Gosset, Mr. Paul Grieggs, Dr. William Oblitey, Dr. Lloyd Onyett, Dr. James Rodger, Mr. Jonathon Roumfort, Dr. David Smith and Dr. Deanne Snavely.

5. **Sources of funding from IUP for personnel and operating commitments? [By policy (item #8), all IUP C&I are required to be financially self-supporting.**

Annual Report: Institute for Cyber Security

Fiscal Year 2015-2016

Organization or Individual 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	Type of Organization Receiving Service	PA Residents	Non-PA Residents			
Total						

Software Development Center (SDC)
May 16, 2015 – May 15, 2016

Contact:	Rick Adkins	Phone:	724-357-2608
		Fax:	724-357-7908
Affiliation:	SDC Director	Address:	212 Stright Hall, Mathematics
Website:	http://www.iup.edu/softwaredev/		

1. **In one sentence, please describe the purpose/mission of this 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.

2. **What progress has been made towards goals set in the strategic planning document?**

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
1 Increase internal and external funding in support of SDC's core areas	LT	CT	Document work for one external and one internal client Participate in one or more RFP or grant application	Income to support equipment/supplies, faculty activity, student worker	Goal 3, Strategy 3.1 Goal 4, Strategy 4.1, Strategy 4.3 President's Vision

Describe progress and achievement/challenges of the above goal

We have worked with three faculty from the IUP Criminology Department to design and implement a crime reporting survey application for hand-held devices. In addition to supporting their software development, representatives from the SDC met with the IUP IRB to discuss security aspects of the implementation. This work also included students from the Computer Science COSC 473 "Software Engineering Practice" course. Also, information for a project for the IUP Geoscience Department was collected and referred to student teams from the COSC 473 class. SDC director met with students from that class to discuss implementation ideas.

The Software Development Center continued support of the online submission system for the IUP Undergraduate Scholars Forum and the IUP Graduate Scholars Forum, including modifications to the process providing notice and confirmation for photo permission and media releases.

The SDC is in initial discussion for a new software application for "The Penn" (student newspaper) and is working to provide an estimate and design for the work.

The SDC completed an online application for the Mathematics Department's Scholarship Committee that allows reference writers and applicants to electronically submit materials.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
2 Include more students working to complete SDC client projects	ST	CT	Additional students involved with center; survey students annually to determine impact of SDC activity on their academics and career preparation	Students will be more motivated to engage in their academic activities. Student impression of value of learning will improve	Goal 1, Strategy 1.1, Strategy 1.4 Tactic 2.3.5

Describe progress and achievement/challenges of the above goal.

As noted in the prior goal, students were utilized to complete several of the projects that we worked on. Specifically, 4 students were involved in the IUP Criminology Survey, 1 student on the Scholars Forum software, 4 students on the Geoscience project, and 1 student in the preliminary work on "The Penn" project. For a total direct impact on 10 distinct students.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
3	Include more students in outreach/service activities supported by the SDC	LT	CT	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	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	Strategy 4.3 Strategy 1.3, Tactic 1.3.1, Tactic 1.3.2, Tactic 1.3.3 Tactic 2.3.5 Maps to IUP Mathematics Department and Computer Science Department goals to expand high school recruiting activities

Describe progress and achievement/challenges of the above goal

One student was included in the discussions and design meeting for the preliminary work on "The Penn" project. We did not have significant interaction with K-12 institutions during this year.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
4	Sponsor annual open workshop or training activity	ST	NG	Measure success of activity by number of participants engaged in training	Engage faculty and students in professional development by learning and sharing skills on state-of-the-art technology; share these skills with others	Goal 4, Strategy 4.1, Strategy 4.3 Strategy 1.3, Tactic 1.3.1, Tactic 1.3.3

Describe progress and achievement/challenges of the above goal

In conjunction with the IUP ACM student chapter, a workshop on use of 3D printing and associated modeling software was arranged in March 2016.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
5	Transition and re-arrange SDC responsibilities across co-directors, consider including more faculty in center activities		NG	Target: one or two additional faculty will commit to involvement with SDC activities	Engage additional IUP faculty in SDC operations and activities	President's Vision Tactic 1.5.3

Describe progress and achievement/challenges of the above goal

Primary center director, Ed Donley is retiring this month. Rick Adkins is taking over as primary contact with continued support from Dave Smith. Computer Science faculty member Mike Everett was included in several SDC meetings with clients for his expertise regarding hand-held software development and he also worked with students from COSC 473 who were assigned to the Criminology and Geoscience projects.

Brian Sharp from the IUP Mathematics Department was a key person included in the 3D printing workshop**.**

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
6	Expand internet presence and dissemination of information about the SDC through center website	ST	CT	Measure success by presence of more content on the website Track number of hits on main SDC homepage	The web presence needs additional detail. The center needs to add information about prior successes and new initiatives	Strategy 4.1

Describe progress and achievement/challenges of the above goal

More work needs to be done to update the content on our webpage.

We have contacted some former clients by email to try to prompt for additional business opportunities.

3. **What are the Center's needs (if any) for the upcoming year to further the achievement of goals?**

   Who is the authorized person that maintains or is able to edit the page: http://www.iup.edu/softwaredev/

4. **Personnel involved in the operation or oversight of this center or institute? Examples: advisory board, director, co-director, affiliated faculty members, administrative assistants, support staff, GA's, etc.**

   This center has student employees and center co-directors. We have previously utilized an advisory board, but have not convened the board in recent years.

5. **Sources of funding from IUP for personnel and operating commitments? [By policy (item #8), all IUP C&I are required to be financially self-supporting.**

   We generate revenue from the software projects that we complete.

Annual Report: Software Development Center

Fiscal Year 2015-2016

Organization or Individual 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	**Type of Organization Receiving Service**	**PA Residents**	**Non-PA Residents**			
IUP Criminology Department	University	10	0	$3,000	$3,000	
IUP Geoscience Department	University	4	0	0	0	$500
IUP Mathematics Department	University	50	20	0	0	$1,500
IUP Research Scholars Fora	University	150	50	$1,000	$1,000	
Total		214	70	$4,000	$4,000	$2,000

Contact:	Ellen S. Ruddock	Phone:	724-357-2323
		Fax:	
Affiliation:	Center for Family Business	Address:	324 Eberly
			664 Pratt Drive
Website:	www.iup.edu/centerforfamilybusiness		

1. **In one sentence, please describe the purpose/mission of this Center/Institute.**

   The mission of the Center for Family Business is to support business owners with educational forums regarding the issues unique to family business.

2. **What progress has been made towards goals set in the strategic planning document?**

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
1	Spotlight on Family Business website page with video by hosting a small business owner as a speaker to an entrepreneurial management class in Spring and Fall	LT	CT	Schedule event with entrepreneur, professor, and TSTD for filming	A resource of experienced entrepreneurship on the website in addition to the interactive presentation to the class	AA 2015 - 2020 4.3.2 Advance regional development through business and economic partnerships

Describe progress and achievement/challenges of the above goal

Goal completed and this has become a continuing goal. A presentation was made by Michael Boiano, owner Michael B Shoes, Indiana, on March 22, 2015 to Dr. Lipinski's Entrepreneurial class and also his partner class participants in Hungary. The video is located on the Center for Family Business website "Spotlight on Family Business." Presentations will be continued in the Spring and Fall semesters.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
2	Plan a 20th Anniversary Celebration luncheon and memorial tribute to Robert Williams, Williams Coulson, Attorneys and Dr. Cynthia Iannarelli, former Director, Center for Family Business	LT	CT	Schedule event with founding members, ECOBIT, communications, and Aramark	Increased awareness of the CFB	AA 2015 - 2020 4.1 Increase IUP's recognition

Describe progress and achievement/challenges of the above goal.

The tribute to CFB founders will be held in 2017, the 20th Anniversary of the CFB

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
3	Establish a visible "Hall of Distinguished Family Businesses" in the Eberly College of Business and Information Technology	ST	NG	Get approval from Dean Camp, complete framing, schedule hanging	Increase visibility of CFB and Distinguished Family Businesses	AA 2015 - 2020 4.1

Describe progress and achievement/challenges of the above goal

Goal completed. A new portable display was built and all framed pictures of Distinguished Family Business Owners honored by the CFB now stands in the Serafini Atrium. The display can be moved to the auditorium or lobby for special CFB events and future Distinguished Family Business Programs. Members of the CFB Advisory Board were invited to view the display at the Advisory Board meeting in January 2016.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
4	Website improvements. Redo introductory video of CFB website and establish a page of services offered by the Center for Family Business, Management Services Group, and partners	LT	CT	Schedule video recording with TSTD and coordinate with Wendy Kopczyk	Enhance professional image of website with the use of video, pictures, and additional information on services offered	AA 2015 - 2020 4.1

Describe progress and achievement/challenges of the above goal

Goal partially completed. A page of services has been added to the CFB website. Other pages have been updated, pictures added, and outdated material removed. The introductory video has to be redone yet and will be scheduled in the Fall 2016.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
5	Increase sponsorships by $5000 in 2015-2016	ST	CT	Schedule meetings with prospective sponsors	Increase funding for events and salary	AA 2015 - 2020 4.3.2

Describe progress and achievement/challenges of the above goal

Goal completed. Huntington National Bank was added as a lead sponsor in January 2016 at $5,000 annually. They have become a very active sponsor in attendance and participation of events. They have provided excellent presentations on CFB panels and events.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
6	Include intern for 2015-2016 to help with marketing of website	ST	NG	Apply for intern and determine stipend	Increase awareness of website to database	AA 2015 - 2020 4.1

Describe progress and achievement/challenges of the above goal

An intern will be requested for Fall 2016.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
7	Meet personally and survey ten of the fifty second-generation business owners on the database, establish a commitment to CFB membership and identify prospective peer group members	LT	CT	Schedule appointments and collect surveys with second generation business owners	Build a qualified database of business owners in our region	AA 2015 - 2020 4.3.2

Describe progress and achievement/challenges of the above goal

Goal completed. Director has met and established memberships with thirteen members of this peer group. Survey will be conducted June 2016.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
8 Host and facilitate a group of 2nd generation family business owners as peer group twice a year	LT	NG	Schedule appointments, collect surveys, determine third generation working in the business	Create a strong peer network of second generation and third generation family business owners	AA 2015 - 2020 4.31

Describe progress and achievement/challenges of the above goal

Goal completed. Peer group, Next Generation Council, has met three times 2015-2016. Members are enthusiastic about continuing four times a year instead of two times.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
9 Recognize a Distinguished Family Business annually	LT	CT	Review list with Dean Camp and Amy Lombard	Schedule event for Spring and Fall	AA 2015 - 2020 4.1

Describe progress and achievement/challenges of the above goal

Goal completed. Director met with Dr. Camp, Dean and Amy Lombard, Development ECOBIT, and established a priority list of families to be honored for the next two years. The Delaney family, owners of Delaney Auto Group, will be honored on September 26, 2016. Three additional families will be approached in appropriate timing. The confidential list will continue to be updated, researched, and prioritized.

3. **What are the Center's needs (if any) for the upcoming year to further the achievement of goals?**
    a) Increased sponsorship to provide CFB operation and part time salary
    b) Grant to attend annual Family Business Alliance Conference with 30 directors in North America to learn best practices, streams of revenue, facilitation of educational programs, and consulting for family business.

4. **Personnel involved in the operation or oversight of this center or institute? Examples: advisory board, director, co-director, affiliated faculty members, administrative assistants, support staff, GA's, etc.**
    *   Advisory Board 26 Members
    *   Part Time Director
    *   2 Part Time Administrative Assistants

5. **Sources of funding from IUP for personnel and operating commitments? [By policy (item #8), all IUP C&I are required to be financially self-supporting.**

Annual Report: Center for Family Business

Fiscal Year 2015-2016

Organization or Individual 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	Type of Organization Receiving Service	PA Residents	Non-PA Residents			
Individuals		14				$14,000
Individuals		15				$9,000
Individuals		30		$20	$460	$4,500
Total		59		$20	$460	$27,000

Excellence in Entrepreneurialship Center (ExcEL)

May 16, 2015 – May 15, 2016

Contact:	John Lipinski Joette Wisnieski	Phone:	412-251-9122
		Fax:	
Affiliation:	Eberly College of Business	Address:	308 Eberly Hall
Website:	www.iup.edu/excel/		

1. **In one sentence, please describe the purpose/mission of this Center/Institute.**

   The ExcEL Center at IUP promotes entrepreneurial activity among members of the IUP community.

2. **What progress has been made towards goals set in the strategic planning document?**

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
1	Shark Tank Competition	ST	CG	Students Participate in competition (number of entries and number of students attending the event	Increased awareness of entrepreneurial ventures	This increases student awareness of how to apply their education to real world activities and increases community involvement

Describe progress and achievement/challenges of the above goal

This year we completed our 3rd year of holding our Shark Tank competition. 18 students entered ideas for the competition. Four finalists were selected. About 100 students attended the event. Our number of attendees was down a little this year. We experimented by holding the event earlier in the day versus our previous evening time slot. Next year we will return to the evening time slot.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
2 Scholars Week	ST	NG	In accordance with Shark Tank, students will develop original research to be presented during scholars' week	Students will present research reports	This is applied research which will highlight work being done at the Eberly College of Business and Information Technology

Describe progress and achievement/challenges of the above goal.

This year we did not have students participate in scholars' week. Next year the plan is for shark tank finalists to prepare poster presentations at scholars' week. This will help the student consolidate their research and will raise the profile of Shark Tank.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
3 Thrill Mill Joint Venture	LT	NG	Number of students who apply to work with this opportunity	Help students launch their business ideas	This increases student awareness of entrepreneurship opportunities and helps IUP coordinate with the business community to have an impact on the local economy

Describe progress and achievement/challenges of the above goal

We have been actively working with Thrill Mill to establish incubator space for IUP students in Pittsburgh. Progress continues. Thrill Mill's buildout on the space that will be used by students has been delayed until November 2016, but progress continues and the plan is to have students working at Thrill Mill next academic year.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
4	Guest speakers	ST	CG	Number of students who attend speaking sessions	Expose students to real world practitioners	This increases student awareness of entrepreneurship opportunities and builds links between IUP and the business community.

Describe progress and achievement/challenges of the above goal

We have hosted a number of entrepreneurial focused guest speakers this year. These include bankers, angel investors, and active entrepreneurs.

Guests include:
John Dolan
Michael Molli
Kia Goleshorki
Michael Boiano
John O'Connor
Bobby Zapala

3. **What are the Center's needs (if any) for the upcoming year to further the achievement of goals?**

Financial support is critical to keep things moving forward. Business plan competitions have expenses that must be met from entry fees to travel to competitions. This year we sponsored students' participation in 3 business plan competitions: Shark Tank, International Video Pitch, and PASSHE. It costs us about $4,000 per year to participate in all three events. We have money remaining from a small grant and have received financial support from the business school Dean's office.

4. **Personnel involved in the operation or oversight of this center or institute? Examples: advisory board, director, co-director, affiliated faculty members, administrative assistants, support staff, GA's, etc.**

Co-Directors John Lipinski and Joette Wisnieski

5. **Sources of funding from IUP for personnel and operating commitments? [By policy (item #8), all IUP C&I are required to be financially self-supporting.**

We have funding from a grant from the State of Pennsylvania and we have received additional funds from the Eberly School of Business Dean's office to support student participation in our activities.

Annual Report: ExCEL Center

Fiscal Year 2015-2016

Organization or Individual 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	**Type of Organization Receiving Service**	**PA Residents**	**Non-PA Residents**			
IUP Students	Competitions	100	20			$3,000
IUP Students	Guest Presentations	200	20			$3,000
Total		300	40			$6,000

Government Contracting Assistance Program			
May 16, 2015 – May 15, 2016			
Contact:	Ron Moreau	Phone:	724-357-7824
		Fax:	724-357-2179
Affiliation:	Eberly College	Address:	650 S 13th St
			Robertshaw Rm 10
Website:	www.iup.edu/ptac		

1. In one sentence, please describe the purpose/mission of this Center/Institute.

To provide outreach and education to business firms seeking to do business with the local, state or federal government.

2. What progress has been made towards goals set in the strategic planning document?

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
1	Meet or exceed set goals as outlined by funding agency	ST	CT	All client contract is tracked in our web based software called Neoserra. Reports are generated and submitted as outlined	Gov contracting sales, job creation and retention, increased competition, lower prices to gov	University Strategic Plan of diversity, global opportunities and economic development

Describe progress and achievement/challenges of the above goal

The time frame of this report covers two program years (GCAP program year is Sept to Aug each year) and two different reporting procedures. Our funding agency (Defense Logistics Agency) enacted a new reporting procedure and we have adapted from a counseling focused report to an hourly contact based report. As such, our goals dramatically changed from the 2014-15 year to our current 2015-16 activities.

In any event, all our goals for 2014-15 were met with a 93% to a 136% ranking which is reviewed as favorable by DLA (anything less than 80% needs an explanation and action to correct any program deficiencies.) With regard to year to date activities, we are nearly 7 months into the 2015-16 year and our estimated hours of counseling are less than we had anticipated. We are working with DLA to better understand the new guidelines and have made adjustments to our goals in our 2016-17 proposal.

However, during this report period, we have assisted clients in receiving 44 contract awards amounting to over $164m (of that total, $105m in contracts went to small businesses). We maintained an active client base of 337 companies and participated in 22 outreach events throughout the five county region. While understanding the impact of job creation/retention on $164m in contracts is a often argued, we like to think that for every $50,000 in awards a job is saved or created. Using this logic, over 3000 jobs were affected as a result of government contracts.

The IUP commitment to this program during the period was approximately $43,000. For each dollar invested in GCAP, $2441 in contract dollars were awarded to small businesses in the area. Simply stated, a powerful return on investment toward the economic vitality of the region.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
2 To remain a viable and contributing program under the Dept of Defense program	ST/LT	CT	Quarterly reports to federal government vs established goals, to meet and exceed our objectives	Ongoing funding, successful performance audits	University Strategic Plan of diversity, global opportunities and economic development

Describe progress and achievement/challenges of the above goal.

Our program received a rare on-site review in February 2015 from two contracting officers from the Defense Logistics Agency.   The review went very well and we were commended on our outreach and client counseling procedures, our facilities and record keeping. Three months later we completed a desk audit conducted by the Office of Naval Research and again received an above average review. We also had the opportunity to meet with our Contracting Office during the annual PTAC convention in St Louis MO in April 2016. We discussed the pending proposal for funding, our process to develop goals and the overall direction of the program.

We continue to believe that open and frank communication with DLA has allowed us to build a level of trust that has transcended over the years into a solid relationship. We feel confident we are acting and performing within the guidelines of the program while performing positive outreach to our clients.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
3 Partnering and networking with regional economic development organizations	ST/LT	CT	Increased clients and bidding activity throughout the region, contract awards to clients	Job creation, increased sales, positive economic development outcomes	University Strategic Plan of diversity, global opportunities and economic development

Describe progress and achievement/challenges of the above goal

New partnerships have been created in Fayette County with the Fay-Penn Economic Development Council to promote and conduct outreach in the county. We completed one "How to Sell to the Federal Government" program in April 2016 and have two more programs scheduled for summer and early fall. As a result of these outreach activities, we have added 11 new firms to our active client list from Fayette County and anticipate that number to grow as we continue to market our program in the region.

We also will be participating in an event in Johnstown with JARI (Johnstown Area Regional Industries) in August 2016. This event was postponed from March due to construction at the event site. IUP GCAP has been invited to this and other events hosted by the PTAC at JARI for many years as part of a networking and outreach effort shared by regional centers.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
4	Participation in outreach events throughout the region	ST/LT	CT	Marketing and our presence at outreach events to educate firms on selling to the gov resulting in new clients/new firms selling to the gov	Bidding on contracts, new sales via gov bids, job creation, new markets for firms	University Strategic Plan of diversity, global opportunities and economic development

Describe progress and achievement/challenges of the above goal

As mentioned above, we participated in 22 outreach programs in the past 12 months throughout Allegheny, Armstrong, Fayette, Indiana and Westmoreland counties. Events focused on diversity programs, veterans outreach, woman owned business certification, and general business networking events. In all, 1915 participants attended and received PTAC services.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
5	Website updates to include resource materials	LT	CT	Web analytics, site visits, document downloads	New clients, marketing of program	University Strategic Plan of diversity, global opportunities and economic development

Describe progress and achievement/challenges of the above goal

The GCAP website continues to generate calls to our center from across the country. While we try and refer callers from outside our five county DLA service area to other PTAC's, we often find ourselves solving problems over the phone with a variety of companies from California to New Jersey and everywhere in between!

Many of these callers seek our help because both of our Pittsburgh staffers have taken the initiative to become certified as Certified Veteran Verification Counselors or CVVC. Veteran firms looking to become certified and to be eligible for set aside contracts can visit the US Dept of Affairs website and search for counselors who have been trained by through the VA Office of Small and Disadvantaged Business Utilization office for assistance. This has been a positive program to be associated with and continues to generate contacts to our center to assist in certification.

3. **What are the Center's needs (if any) for the upcoming year to further the achievement of goals?**

   We are fortunate to have the staff and resources in place to continue the program.

4. **Personnel involved in the operation or oversight of this center or institute? Examples: advisory board, director, co-director, affiliated faculty members, administrative assistants, support staff, GA's, etc.**

   IUP Director/Program Manager of the center at 100% and one part time IUP student worker. Sub-recipient Southwestern PA Commission located in Pittsburgh has two staffers, one full time, the other with an 80% commitment.

5. **Sources of funding from IUP for personnel and operating commitments? [By policy (item #8), all IUP C&I are required to be financially self-supporting.**

   Eberly College of Business

Annual Report: Government Contracting Assistance Program

Fiscal Year 2015-2016

Organization or Individual 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	Type of Organization Receiving Service	PA Residents	Non-PA Residents			
For Profit Firms	Business	337 Firms		$191,295	$190,951	
Total		337		$191,295	$190,951	

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Small Business Development Center

May 16, 2015 – May 15, 2016

Contact:	Tony Palamone, Director	Phone:	724-357-7915
		Fax:	
Affiliation:	Eberly College of Business & IT	Address:	108 Eberly College of Business
Website:	http://www.iup.edu/business/sbdc/		Indiana Univ. of PA

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1. **In one sentence, please describe the purpose/mission of this Center/Institute.**

   The IUP SBDC provides consulting services and educational programs to entrepreneurs looking to start or grow a small business using professional staff & students in the delivery of our services to enhance both the entrepreneur's chances of success and the educational objectives of our students.

2. **What progress has been made towards goals set in the strategic planning document?**

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
1 Remain a Member in good standing in the PA SBDC Network (PASBDC) assuring Federal and State Funding	ST/LT	CT	Track annual targets in our database relative to: number of clients, Capital raised, hours of service, sales increases, job impacts	Continued funding	Goal 1 - Provides innovative academic program that is responsive to disciplinary advances & aligned with the needs of society Goal 4 - Strengthen IUP's value to our local, state, and global partnerships in education, research, workforce development, and economic development

Describe progress and achievement/challenges of the above goal

As of May 4, 2016, for 2015-16 fiscal year the IUP SBDC:

- had approximately $165,230 dollars in external grant funding, from Federal ($94,234) & State ($65,588) Sources
- served 144 clients, for whom 2,400 hours of work was expended, utilizing staff and over 50 student participants in the SBDC alone not even counting SBI students,
- 7 seminars were held relative to starting & growing a business,
- Assisted in 18 business starts or purchases,
- helped clients raise $4,630,854 in bank, equity and grant funding

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
2 Remain a Member in good standing of the Partnerships for Regional Economic Progress (PREP)	ST/LT	CT	Track annual targets in our database relative to: number of clients, Capital raised, hours of service, sales increases, job impacts	Continued funding	Goal 1 - Provides innovative academic program that is responsive to disciplinary advances & aligned with the needs of society Goal 4 - Strengthen IUP's value to our local, state, and global partnerships in education, research, workforce development, and economic development

Describe progress and achievement/challenges of the above goal.

As of May 4, 2016, for 2015-16 fiscal year the IUP SBDC:
- had approximately $165,230 dollars in external grant funding, from Federal ($94,234) & State ($65,588) Sources
- served 144 clients, for whom 2,400 hours of work was expended, utilizing staff and over 50 student participants in the SBDC alone not even counting SBI students,
- 7 seminars were held relative to starting & growing a business,
- Assisted in 18 business starts or purchases,
- helped clients raise $4,630,854 in bank, equity and grant funding

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
3 Dramatic increase in the recruitment, training, and utilization of motivated students in the delivery of SBDC services	ST/LT	CT		Better student learning through applying business concepts & learning technical skills	Goal 1 - Provides innovative academic program that is responsive to disciplinary advances & aligned with the needs of society Goal 4 - Strengthen IUP's value to our local, state, and global partnerships in education, research, workforce development, and economic development

Describe progress and achievement/challenges of the above goal

Through The Agency program that the SBDC hosts, we have access to over 30 students who bring project management and marketing & social media marketing, PR, event, and product/fabrication planning and execution skills. The key being actual execution. The students have worked with a number of clients, creating print material, digital newsletters, social media posts, web videos and video elements, and an event for customers. It is expected that we will have access to almost 50 students by next May and will be doing web and app development along with more fabrication services.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
4 Prepare IUP students for success in work & life, in addition to academic success	ST/LT	CT	Student testimonials regarding the value of their immersive experience with real world clients, problems, problem solving, & group process	Demonstrate the power & relevancy of our student involvement approach & eventual monetary commitment	President's IUP Visioning Statement Goal 1.4.1, Goal 1.4.3, Goal 2.2

Describe progress and achievement/challenges of the above goal

Students in The Agency program will resoundingly testify that they consider themselves more prepared and more confident for both work and life then if they just attended classes alone or even did other internships and work experiences.

Recently, a student that graduated with high honors (I think she had the highest GPA among marketing majors) wrote to talk about her experience 2 years old. This was a student that after working on one project in the summer before her senior year, elected not to continue participating with the SBDC or what is now called The Agency program.
Among many very reflective and heartfelt students, she wrote:
The skills you are giving them and the training they get within that program may be the MOST important thing they will ever do at school. A diploma is only a key to open a door, but the skills, networking, and real job training is of the up-most importance.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
4A Secondary related goal: Make headway in getting the university administration to understand the value of the SBDC to student development	ST/LT	NG/CT			Goal 1.5.4

Describe progress and achievement/challenges of the above goal

No progress

3. **What are the Center's needs (if any) for the upcoming year to further the achievement of goals?**

Recognition of the high value of the "hands on" education students are receiving through participating in the engaged learning activities we are hosting through "The Agency". The Agency is a student run business assistance effort engaged in skill development and in the application of multi-disciplinary skills. It is multiple choice answer selection translated into muscle development for professional & leadership skills. This actual "hands on" experience is not only of high value, but it is highly valued by the students who are hungry to do exactly this. It raises the value of their education significantly & Is a direction education needs to go in. Many universities have recognized this and IUP gives it lip service in its strategic plan.

4. **Personnel involved in the operation or oversight of this center or institute? Examples: advisory board, director, co-director, affiliated faculty members, administrative assistants, support staff, GA's, etc.**

Faculty on 1/4 time alternate workload in operation not oversight

5. **Sources of funding from IUP for personnel and operating commitments? [By policy (item #8), all IUP C&I are required to be financially self-supporting.**

ECOBIT

Annual Report: Small Business Development Center

Fiscal Year 2015-2016

Organization or Individual 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	Type of Organization Receiving Service	PA Residents	Non-PA Residents			
144 clients	Entrepreneurs & Small Businesses	All		N/A	$165,230	
Total					$165,230	

Contact:	Dr. Robert Boldin, Director	Phone:	724-357-2179
		Fax:	724-357-4514
Affiliation:	Eberly College of Business & IT	Address:	5 Robertshaw Center
Website:	www.iup.edu/incubator		

1. **In one sentence, please describe the purpose/mission of this Center/Institute.**

   Enhance economic development for the region.

2. **What progress has been made towards goals set in the strategic planning document?**

3.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
1	Review the Incubator Policies and Procedures (Ongoing)	LT	CT	Discuss with the Advisory Board. Include their recommendations. Expect fewer operational problems	Better understanding of policies and procedures by the Board, tenants, and staff	Improve Outreach Program as developed. Policies and Procedures are being implemented so that they are in compliance with IUP's requirements. Approval by the Incubator Advisory Board and the Dean of the ECOBIT after any revisions and review

Describe progress and achievement/challenges of the above goal

Policy and Procedures Manual revised.
Special emphasis on tenants preparing and/or completing a business plan.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
2 Encourage student and faculty entrepreneurs to join other Incubator Tenants	ST	CT	Assist in competitive entrepreneurship programs for students whereby students can obtain six months of free Incubator space	Expect that two or more faculty/students will develop a new product or service and be eligible to become an Incubator tenant	Encourage Innovation by students and faculty as part of ECOBIT's goal. This program should be open to all IUP students both undergraduate and graduate as well as faculty members

Describe progress and achievement/challenges of the above goal.

Assisted in entrepreneurship competition.
Provided space for one student and one faculty member.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
3 Revise Brochure		CT	Distribute brochure to all faculty	Increase faculty interest in becoming a tenant	Aid in IUP's outreach program. Approval by the Board and the Dean of ECOBIT

Describe progress and achievement/challenges of the above goal

Brochure revised, printed, and distributed to various legal and accounting firms throughout the borough for greater awareness in terms of what the Incubator has to offer.

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
4 Develop a new one page flyer and post a various locations throughout the University		CT	Distribute to bulletin boards throughout IUP	Attract at least one student or faculty to enter the Incubator	Support IUP's program to enhance economic development in the region. Board and Dean of ECOBIT to approve Flyer

Describe progress and achievement/challenges of the above goal

One page flyer posted to various bulletin boards of IUP.
One student became a tenant (Logan Miller).
One faculty member (Dr. Greg Kenning) became a tenant.

4. **What are the Center's needs (if any) for the upcoming year to further the achievement of goals?**

   More resources to market the incubator and additional clerical support for full office coverage - 8am to 5pm.

5. **Personnel involved in the operation or oversight of this center or institute? Examples: advisory board, director, co-director, affiliated faculty members, administrative assistants, support staff, GA's, etc.**
   - Advisory Board
   - Director
   - Support Staff is insufficient for full office coverage

6. **Sources of funding from IUP for personnel and operating commitments? [By policy (item #8), all IUP C&I are required to be financially self-supporting.**

   Director receives a quarter release time to manage the Incubator which is insufficient to adequately manage the incubator.

Annual Report: Small Business Incubator

Fiscal Year 2015-2016

Organization or Individual 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	**Type of Organization Receiving Service**	**PA Residents**	**Non-PA Residents**			
Incubator Tenants	Small Businesses	12			$89,000	
Total		12			$89,000	

<table>
<tr><td colspan="4" align="center">**Small Business Institute**</td></tr>
<tr><td colspan="4" align="center">May 16, 2015 – May 15, 2016</td></tr>
<tr><td>Contact:</td><td>Stephen Osborne, Joette Wisnieski</td><td>Phone:</td><td>724-357-5760</td></tr>
<tr><td></td><td></td><td>Fax:</td><td>724-357-5743</td></tr>
<tr><td>Affiliation:</td><td>Eberly College of Business & IT</td><td>Address:</td><td>314 Eberly</td></tr>
<tr><td>Website:</td><td>http://www.iup.edu/sbi</td><td></td><td></td></tr>
</table>

1. **In one sentence, please describe the purpose/mission of this Center/Institute.**

   The SBI provides free consulting services for businesses and not-for-profit organizations in the region using teams of faculty and students.

2. **What progress has been made towards goals set in the strategic planning document?**

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
1 Identify several organizations and then shortlist approximately 25 for consideration to have the SBI conduct a consulting project for them	ST	CT	The potential shortlisted and selected clients/cases are routinely documented	Consideration of 40-50 projects/yr. 25 shortlisted clients/projects per year	AA 2012-2015.2: Community Outreach Efforts

Describe progress and achievement/challenges of the above goal

- Approximately 28 organizations were shortlisted
- Of which 13 projects were eventually undertaken and completed

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
2 Recruit, have apply, interview, select, and ultimately accept Undergraduate and Graduate students to participate in the SBI Program	ST	CT	Applications and resumes are submitted and retained. Selected students are enrolled into a designated section of MGMT 495 or MGMT 695 (Business Policy)	Approximately 50-60 students engaged in the program	AA 2012-2015.2: Support core academic programs

Describe progress and achievement/challenges of the above goal.

- Students recruited throughout the MGMT 495 - Business Policy classes
- After interviewing the students in individual interviews, 54 were selected to participate in the SBI Program

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
3 Conduct in-depth consulting cases for business and not-for-profit organizations	ST	CT	Interact with clients, create written reports and oral presentations	14 in-depth consulting projects (350 - 500 hours each) conducted annually	Supports AACSB Accreditation, Supports the Education-Economic Development-Entrepreneurship Goals of the ECOBIT Supports IUP President's Vision regarding Teaching-Research-Service, Hands on, Community AA 2012 - 2015.2: Support core academic programs and community outreach efforts AA 2012 - 2015.4: Plan and implement innovative practices

Describe progress and achievement/challenges of the above goal

13 Consulting Projects were undertaken:

- Challenger Learning Center – NASA inspired K-12 spaced themed learning center to serve K-12 in 22 Western PA Counties. Based in Indiana, PA – initial round of funding ($3.4 million) acquired to begin construction.   http://www.challenger.org/
- Crankups, LLC – Startup company producing bicycle pedal innovation that improves efficiency and performance of pedaling (from serious enthusiasts to casual cyclists)
- Renda Broadcasting – Based in Pittsburgh, Renda owns 17 radio stations in 5 markets including 4 stations in Indiana managed out of Indiana's modern, high tech broadcasting and headquarters facility at 840 Philadelphia St.   www.rendabroadcasting.com
- Indiana County Technology Center (ICTC) – Secondary / Post-Secondary Technical Training Center serving over 750 students annually.
- Includes 14 high school level programs, 18 accredited post-secondary programs, and many customized industry training programs.   http://www.ictc.edu/
- Lakes 24 Hour Fitness – Complete Fitness Center featuring 24/7 access. Includes Exercise Equipment, Certified Personal Trainers. Free Equipment Instruction and Workout Plan. http://www.lakes24hrfitness.com/
- Nano-Apps – Newly developed, proprietary, nano-technology based electronics with applications to food, biological, Pharmaceutical, explosives storage, etc. Indiana Based. Is featured as cover story on current IUP Magazine.   http://www.iup.edu/magazine/
- Indiana Regional Medical Center (IRMC) – Medical Center serves Indiana County and beyond. 1st Place Winner – Best Places to Work in PA. 2nd largest employer in Indiana County. The IUP SBI does work for IRMC on a regular basis. www.indianarmc.org   Past IUP SBI National Case of Year Winner
- H&W Global Industries – Industrial coating services firm partnered with Analytical Specialties, Inc. of Clearwater FL to market ALOxidize™ – patent pending revolutionary process to produce anodic coating on aluminum. http://www.hwgii.com/
- Renda Broadcasting – Based in Pittsburgh, Renda owns 17 radio stations in 5 markets including 4 stations in Indiana managed out of Indiana's high tech studios and headquarters facility at 840 Philadelphia St.   www.rendabroadcasting.com
- Indiana County Technology Center (ICTC) – Secondary / Post-Secondary Technical Training Center serving over 750 students annually.
- Includes 14 high school level programs, 18 accredited post-secondary programs, and many customized industry training programs.   http://www.ictc.edu/
- Lakes 24 Hour Fitness – Complete Fitness Center featuring 24/7 access. Includes Exercise Equipment, Certified Personal Trainers. Free Equipment Instruction and Workout Plan. http://www.lakes24hrfitness.com/
- Elite Combative Systems – Mixed Martial Arts Academy Specializing in Brazilian Jiu Jitsu, Kick Boxing, and MMA. http://www.elitecombativesystems.com/
- Octo Sport Grip – New Product which provides a firm grip for sports applications (football, basketball, volleyball, golf, etc.), restores the surface of leather balls (footballs, basketballs, volleyballs, etc.) and enhances the grip of athletic shoes. Based in Indiana.   http://www.octosportgrip.com/

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
4	Faculty - Engage in and supervise the consulting cases to ensure timely, quality, and useful results and recommendations for clients	ST	CT	1 Faculty member (occasionally 2) per project whose time and efforts will be documented	Client feedback IUP SBI will annually enter the National Project of the Year competition	Supports AACSB Accreditation Supports the Education-Economic Development-Entrepreneurship Goals of the ECOBIT Supports IUP President's Vision regarding Teaching-Research-Service, Hands on, Community AA 2012 - 2015.2 Community Outreach Efforts AA 2012 - 2015.4: Plan and implement innovative practices

Describe progress and achievement/challenges of the above goal

- Dr. Stephen Osborne (SBI Director) has logged many hours against the SBDC Grant as well as other hours (hours for 2015-16 not yet compiled)
- Dr. Joete Wisnieski (Assistant SBI Director) has logged many hours against the SBDC Grant as well as other hours (hours for 2015-16 not yet compiled)

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

Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
5 Provide students with academic based concepts related to strategic management	ST	CT	Conduct a parallel class in strategic management and administer a final exam	Score on exam will constitute portion of their final grade for project/course	Supports AACSB Accreditation & Assurance of Learning (AoL) Goals AA 2012 - 2015.2: Support core academic programs

Describe progress and achievement/challenges of the above goal

Students were involved with a number of strategic management concepts including the following key areas:
• Management
• General management
• The concept of strategy
• Mission
• Objectives
• Business Level Strategy (B-L-S)
• Corporate Level Strategy (C-L-S)
• Strengths, Weaknesses, Opportunities, and Threats (SWOT)
• Key Success Factors (KSFs)
• 5 Forces of Industry Competition (Industry Structure)
• Strategic Groups

Exam was administered on these topics and other relevant concepts and material.

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
6	Develop skills of student reorganization, research, analytic writing, leadership, teamwork, and communication/presentation	ST	CT	Ongoing evaluation of students, ultimately written report and oral PowerPoint presentation. Each student evaluates each other student	Projects are reviewed & revised until they meet "A" standard or in few instances "B" level performance is achieved	Supports AACSB Accreditation & Assurance of Learning (AoL) Goals AA 2012 - 2015.2: Support core academic programs

Describe progress and achievement/challenges of the above goal

- Projects were conducted in groups of 3 to 6 students in addition to 1 to 2 Faculty Advisors per project
- Secondary research performed for all projects
- Extensive primary research conducted for many of the projects
- Detailed, heavily edited written reports prepared for each project
- Professional PowerPoint presentations prepared for each project
- Each project presented to the client (Owners, Presidents, General Managers)
- Students grades were all A or B

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
7	Contribute to Economic Development of the region	ST	CT	Past and ongoing Projects	14 projects per year	Supports AACSB Accreditation Supports IUP President's Vision regarding Community

Describe progress and achievement/challenges of the above goal

The SBI Projects are in and of themselves contributions to the economic development of the region

The SBI is conducted in the context of the Indiana County Center for Economic Operations (CEO) - Integrated interaction is maintained with the other elements of the CEO:
- Indiana County Commissioners (Office of Planning & Development)
- Indiana County Chamber of Commerce
- Indiana County Development Corporation
- Indiana County Tourist Bureau
- Eberly College of Business & Information Technology
- Management Services Group (MSG) - Co-Directors: Robert Boldin & Steve Osborne
  - Indiana Co. Small Business Incubator (Bob Boldin)
  - Small Business Development Center (SBDC) (Tony Palamone)
  - IUP Small Business Institute (SBI) (Steve Osborne)
  - Government Contracting Assistance Program (GCAP) (Ron Moreau)
  - WEDnetPA (Wendy Kopczyk)
  - Center for Family Business (Ellen Ruddock)
  - Excellence in Entrepreneurial Leadership Center (ExCEL) (Joette Wisnieski)

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
8	Facilitate the IUP - Indiana Community relationship	ST	CT	Past and ongoing Projects	14 projects per year Client Satisfaction and Retention	Supports IUP President's Vision regarding Community AA 2012 - 2015.2: Community outreach efforts

Describe progress and achievement/challenges of the above goal

13 Projects completed

The SBI is conducted in the context of the Indiana County Center for Economic Operations (CEO) - Integrated interaction is maintained with the other elements of the CEO:
- Indiana County Commissioners (Office of Planning & Development)
- Indiana County Chamber of Commerce
- Indiana County Development Corporation
- Indiana County Tourist Bureau

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
9	Provide students with a marketable experience	ST	CT	The ongoing process of conducting the projects	SBI experience is "resumed" and SBI Director and Co-Director are frequent references and provide letters of recommendation	Placement of students after graduation

Describe progress and achievement/challenges of the above goal

The students routinely included their SBI experience as a/the key element of their Work Experience

A number of the students request that the SBI Faculty Advisors be references for them in their employment and/or graduate school initiatives

	Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
10	Expand pool of faculty to participate in project supervision	LT	NG	Engage faculty with interest in Economic Development/Consulting and integrate into SBI	Integrate 1-2 new faculty into SBI Program	To ensure continuation of all of the above

Describe progress and achievement/challenges of the above goal

An offer was extended to a new faculty member who is:
- An Entrepreneurship PhD candidate
- Is interested in working with business in the community

3. **What are the Center's needs (if any) for the upcoming year to further the achievement of goals?**

   Financial Support

4. **Personnel involved in the operation or oversight of this center or institute? Examples: advisory board, director, co-director, affiliated faculty members, administrative assistants, support staff, GA's, etc.**

   - Faculty hours are reported, monitored against the SBDC Grant
   - Dean's office oversees MSG/SBI
   - Director and Assistant Director of the SBI as well as co-Directors of the MSG
   - Center operates as part of the National SBI (SBI Directors Association - SBIDA)
   - IUP SBI complies with the guidelines for entry in the annual Project of the Year competitions

5. **Sources of funding from IUP for personnel and operating commitments? [By policy (item #8), all IUP C&I are required to be financially self-supporting.**

   AWE from ECOBIT

   Financial Support - occasional donations from clients

Annual Report: Small Business Institute

Fiscal Year 2015-2016

Organization or Individual 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	Type of Organization Receiving Service	PA Residents	Non-PA Residents			
Challenger Learning Center	Education					$5,000
Crankups, LLC	Company					$5,000
Renda Broadcasting	Company					$15,000
Indiana County Technology Center (ICTC)	Company					$5,000
Lakes 24 Hour Fitness	Company					$5,000
Nano-Apps	Company					$5,000
Indiana Regional Medical Center	Healthcare					$15,000
H&W Global Industries	Company					$5,000
5 other organizations	Misc.					$35,000
Total						$95,000