



Indiana University of Pennsylvania
SCHOOL OF GRADUATE STUDIES AND RESEARCH

Centers & Institutes

2014-2015

ANNUAL REPORT

**Centers & Institutes
2014/2015 Annual Report**

TABLE OF CONTENTS

	<u>Page</u>
Summary of Centers and Institutes Activity.....	1
<i>Division of Academic Affairs:</i>	
American Language Institute.....	4
Center for Teaching Excellence.....	13
Frederick Douglass Institute.....	34
<i>Division of Student Affairs:</i>	
Intercollegiate Athletic Institute for Sports Camps.....	41
<i>College of Education and Educational Technology:</i>	
Center for Career and Technical Personnel Preparation.....	46
Center for Media Production and Research.....	54
Center for Videoconferencing.....	69
Child Study Center.....	74
IUP Center for Creativity and Change.....	82
Literacy Center.....	86
Speech, Language, and Hearing Clinic.....	92
<i>College of Fine Arts:</i>	
IUP Community Music School.....	100
The Wood Center at IUP.....	110
<i>College of Health and Human Services:</i>	
Center for Health Promotion and Cardiac Disease Prevention.....	117
Center for Research in Criminology	122
Criminal Justice Training Center.....	128
Institute for Rural Safety and Health.....	132
Pennsylvania/OSHA Consultation Program.....	140

**Centers & Institutes
2014/2015 Annual Report**

TABLE OF CONTENTS (continued)

	<u>Page</u>
<i>College of Humanities and Social Sciences:</i>	
Administration and Leadership Studies Research and Training Center.....	144
Archaeological Services.....	152
Center for Digital Humanities and Culture.....	157
Center for Film Studies.....	164
Center for Northern Appalachian Studies.....	171
Institute for Mine Mapping, Archival Procedures and Safety.....	180
Mid-Atlantic Addiction Research and Training Institute.....	185
<i>College of Natural Sciences and Mathematics:</i>	
Biotechnology Research Institute.....	202
Center for Applied Psychology.....	208
Center for Statistics Education in Pennsylvania.....	215
Institute for Information Assurance.....	220
Software Development Center.....	229
<i>Eberly College of Business and Information Technology:</i>	
Center for E-Commerce and Technology Support.....	234
Center for Family Business.....	236
Excellence in Entrepreneurial Leadership (ExcEL) Center.....	242
Government Contracting Assistance Program.....	246
Small Business Development Center.....	257
Small Business Incubator.....	262
Small Business Institute.....	266

**Summary of Centers and Institutes Activity
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 (Public service with no monetary remuneration)
	Service Provided By	Type of Organization Receiving Service	PA Residents	Non-PA Residents			
AA	American Language Institute	Government agencies, Individuals		250		\$795,000	
	Center for Teaching Excellence						
	Frederick Douglass Institute	University, Individuals	25		\$1,000	\$1,000	
SA	Intercollegiate Athletic Institute for Sports Camps	Individuals	1,035			\$111,507	
COE & ET	Center for Career & Technical Personnel Preparation	Government agencies			\$1,194,070	\$1,194,070	
	Center for Media Production and Research	Government agencies, Businesses, University			\$46,440	\$28,970	\$110,050
	Center for Videoconferencing	University					
	Child Study Center	Individuals	16		\$1,200	\$1,125	\$75
	IUP Center for Creativity and Change	Individuals	99			\$6,196	
	The Literacy Center	Individuals	20		\$2,800	\$2,800	
	Speech, Language & Hearing Clinic	Individuals	1,683			\$6,165	\$365,121
FA	IUP Community Music School	Individuals	185		\$11,500	\$27,395	\$2,400
	The Wood Center at IUP	Individuals			\$90,000	\$93,000	

**Summary of Centers and Institutes Activity (continued)
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 (Public service with no monetary remuneration)
	Service Provided By	Type of Organization Receiving Service	PA Residents	Non-PA Residents			
HHS	Center for Health Promotion & Cardiac Disease Prevention		1,090			\$6,450	
	Center for Research in Criminology						
	Criminal Justice Training Center	Government agencies	800			\$32,000	
	Institute for Rural Safety & Health	Government agencies, private companies	428,415			\$417,398	\$4,320
	PA/OSHA Consultation Program	Private companies			\$2,088,144	\$2,088,144	
HSS	Administrative & Leadership Research & Training Center	Government agencies			\$729,382	\$729,382	
	Archeological Services	Government agencies, Individuals			\$321,665	\$321,665	\$750
	Center for Digital Humanities & Culture	Individuals	2				
	Center for Film Studies		300				\$5,000
	Center for Northern Appalachian Studies	Non-profit agencies	47		\$5,600	\$4,000	
	Institute for Mine Mapping, Archival Procedures & Safety (IMAPS)	Government agencies, Private companies			\$1,068,214	\$277,076	
	Mid-Atlantic Addition Research & Training Institute (MARTI)	University, non-profit agencies, individuals	4,857	150	\$725,000	\$102,484	\$40,500

**Summary of Centers and Institutes Activity (continued)
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 (Public service with no monetary remuneration)
	Service Provided By	Type of Organization Receiving Service	PA Residents	Non-PA Residents			
NSM	Biotechnology Research Institute	Individuals	78		\$1,000	\$1,000	
	Center for Applied Psychology	Individuals, Agencies, Schools	336			\$53,371	\$2,590
	Center for Statistics Education	Individuals, Schools	79		\$60,897	\$60,597	\$300
	Institute for Information Assurance	Individuals	30		\$231,000	\$231,000	
	Software Development Center	University, School	1000	51			\$3,350
ECOB & IT	Center for E-Commerce & Technology Support						
	Center for Family Business	Individuals	103			\$685	\$26,800
	Excellence in Entrepreneurial Leadership Center	Individuals	19			\$8,800	\$7,000
	Government Contracting Assistance Program	Individuals	365		\$189,994	\$177,306	
	Small Business Development Center	Individuals	309				
	Small Business Incubator	Individuals	12			\$99,000	
	Small Business Institute	Non-profit agencies, Private companies					\$63,000

American Language Institute (ALI)

May 16, 2014 – May 15, 2015

Contact: Michele Petrucci, Director
Emma Archer

Phone: 724-357-2402
Fax: 724-357-5640

Affiliation: Division of Academic Affairs

Website: <http://www.iup.edu/ali/default.aspx>

Address: 214 Eicher Hall

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 for non-native English speakers 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.

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

- **How has progress been measured for the goals in the past year?**

Various (freeze data, qualitative)

- **Have there been any new goals added or changes to existing goals set in the past year?**

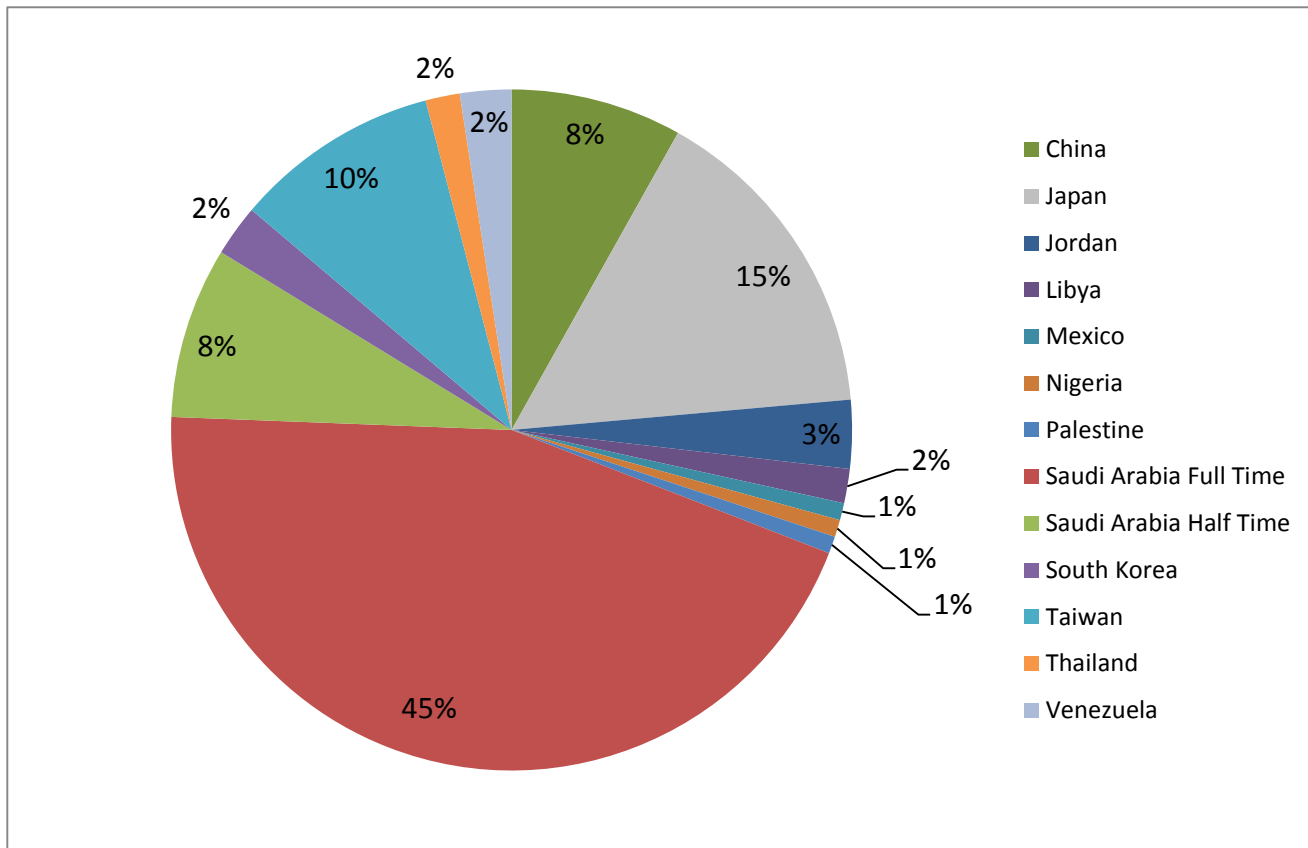
No goals have been added or deleted from the ALI's 2014-2015 Strategic Planning document.

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	Enrollment data	Support OIE's overall goal to increase IUP's international student and scholar enrollment and increase income to support further internationalization of IUP	AA 2012-2015.1 Manage university enrollments and improve student retention in order to ensure financial stability and improve student outcomes.

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Completed – Based on the Fall freeze data, the ALI exceeded its goal to increase enrollment. As compared to Fall 2013 with a total enrollment of 104, Fall 2014 ALIU enrollment reached 123 with a breakdown as follows:

- China – 10
- Japan – 19
- Jordan – 4
- Libya – 2
- Mexico – 1
- Nigeria – 1
- Palestine – 1
- Saudi Arabia Full Time – 55
- Saudi Arabia Half Time – 10
- South Korea – 3
- Taiwan – 12
- Thailand – 2
- Venezuela – 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?
2 Communication & Marketing: Update and create marketing materials	ST	CT	Design and brand the ALI more effectively through brochures, website, and social media and as needed, develop materials for targeted audiences (materials translated, focus of campaigns fine-tuned)	Improve materials and information for external audiences	AA 2012-2015.2 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 (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Completed – The ALI finalized its brochure design in English then paid to have it translated into several languages for key markets:

COMPLETED:

- English
- Arabic
- Bahasa Indonesian
- Chinese (Simplified)
- Korean
- Spanish
- Turkish

IN PROGRESS:

- Japanese
- Portuguese

FOR 2015-2016:

- Chinese (Mandarin)
- French
- Russian
- Vietnamese

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: Invest in 2 new digital Instructor Stations (206 & 208 Eicher)	ST	CT	Complete installation by IT and Dobil plus instructor usage and satisfaction feedback	Enhance teaching/learning environment	AA 2012-2015.4 Plan and implement innovative practices in the design and use of campus teaching/academic space, incorporating digital and traditional elements to create engaging new learning environments (as part of the Academic Affairs portion of the long-range campus master plan).

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Completed – Spring 2015 IT Services completed the installation of 2 digital teacher stations in the ALI: Eicher 206 and 208. This upgrade also afforded us an opportunity to reorient the classroom (Eicher 206) and reposition the front of the room. These changes have greatly improved the teaching and learning experiences for both the ALI instructors and students, respectively. The ALI is only the second department on campus to switch to digital teacher stations. It was a long process but worth the effort. A very good investment of ALI resources.

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	Development: Complete ALI curriculum project	ST & LT	CT	Create syllabi of record with student learning outcomes and recommended textbooks and activities at all 6 proficiency levels and all core courses (50-60 courses) plus a rubric providing an overview of each level and classroom expectations	Establish standards of best practices in development of syllabi and proficiency-appropriate class content	AA 2012-2015.4 Plan and implement innovative practices in the design and use of campus teaching/academic space, incorporating digital and traditional elements to create engaging new learning environments (as part of the Academic Affairs portion of the long-range campus master plan).

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Completed – We did manage to complete the descriptions for five levels, because we've been consistently offering novice low (red) and novice (green) together. We don't see that changing unless we have a large shift in our demographics. All of the documents are saved on the O drive under program information->curriculum. They're also on the instructor blog and in the resource and copy rooms so instructors can access them more easily. However, this will continue to be a project for the ALI.

	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	Innovation & Outreach: Design custom program templates & market	ST & LT	NG	Proactively market a template outlining options to develop an English for Specific Purposes (ESP) programs which details 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	AA 2012-2015.2 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 (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Completed – ALI and OIE designed several templates to provide prospective short-term groups. The template provides an overview of IUP and the ALI (including possible course offerings and designs (half days plus excursions, etc.), costs, proposed itinerary including excursions and cultural programs. The ALI welcomed 13 Japanese students from Kansai Gaidai University in Japan (IUP partner) from mid-March – late July 2015. The ALI and OIE also welcomed a second cohort of faculty members from Hebei University in China (IUP partner) in Spring 2015 which resulted in the 8 faculty members enrolling in one ALI course (Academic Literacy II), in addition to their graduate Education course and faculty observations. Although, ultimately, unsuccessful, customized proposals were also shared with: Jazan University in Saudi Arabia, Universitas Multimedia Nusantara in Indonesia (IUP partner) and Universidad Técnica de Manabí in Ecuador. The ALI and OIE will continue to respond to requests for short-term and/or special programs as well as to pursue future opportunities (i.e. IREX grant for secondary teachers (Spring 2016)).

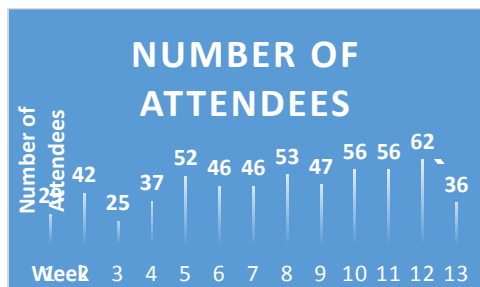
Description of Goal	Short (ST)/ Long Term (LT)	New goal (NG) or continuing goal (CT)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
6 Innovation: In conjunction with OIE, develop SkillZone program located in ALI classroom and computer lab (208 & 206 Eicher, respectively)	ST & LT	NG	During its first year, student usage and student satisfaction data will be collected	Pilot a transitional and support system for all IUP international students and scholars SkillZone is a free drop-in center for all IUP intl students (ALI, undergrads, exchange, and grads) to access support for essential academic skills and positively contribute to the students' academic success and retention.	AA 2012-2015.4 Plan and implement innovative practices in the design and use of campus teaching/academic space, incorporating digital and traditional elements to create engaging new learning environments (as part of the Academic Affairs portion of the long-range campus master plan).

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Completed – SkillZone's pilot year was even more successful than expected. ALI resources were dedicated to this initiative in the form of space and money (primarily, staffing: 25 hours/week SkillZone Supervisor, 20-hour GA (doctoral English) and 7-15 trained tutors). The SkillZone was open Mondays-Thursdays from 5-8 p.m. in the Fall semester and due to feedback, more hours were added in Spring 2015: Mondays-Thursdays from 12:30-2 p.m. and 5-8 p.m. and Fridays from 9 a.m. – 1 p.m. GMAT and GRE workshops were offered in both Fall 2014 and Spring 2015.

Due to its popularity, the SkillZone is open for Summer 2015. For 2015-2016, we are considering adding a satellite SkillZone at the Library and perhaps adding weekend hours.

Promotional materials, logo and social media: Posters, brochures, bookmarks for students, faculty and staff, facebook (ad: http://youtu.be/B7_Dxcu0b-c)



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 Innovation: Explore accreditation for ALI	ST & LT	NG	By year's end, make a final decision: pursue accreditation with a specific body or not	If moving forward with accreditation, foundation for submission and site visit If not moving forward, at the least, a deeper understanding of the ALI's role at IUP	AA 2012-2015.2 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 (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

In progress – We are continuing to gather information on the accreditation process and the Assistant Director: ALI will be attending a conference focused on IEP accreditation (criteria, recommendations, challenges, benefits. etc.) later this year. IUP's Middle State's accreditation has continued to afford the ALI the credentials needed to receive sponsored students (U.S. and foreign governments) so the pressure to receive independent accreditation for the ALI is not as intense. However, we are still interested in the possibility. The two options are UCIEP (University and College Intensive English Programs) and CEA (Commission on English Language Program Accreditation). The ALI did apply and was selected to become a member of EnglishUSA, a professional organization for Intensive English Programs in the U.S.

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

The ALI will continue to develop its marketing and recruiting materials and efforts. The ALI will also be replacing all the of the existing computers (~40),

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.

ALI STAFFING:

- Dr. Michele Petrucci – AVP: Intl Ed & Global Engagement Management
- Ms. Emma Archer – Assistant Director: ALI SUA
- Ms. Cindy Smeltzer – ALI Secretary AFSCME

- 15-20 Instructors (dependent upon enrollment)
- 2 Tutoring Supervisors (ACE and SkillZone)
- 2 x 20-hour Graduate Assistants
- 2 x 10-hour Graduate Assistants
- 3-6 Student Advisors
- 25-40 Peer Tutors

Supplemental Contracts
Supplemental Contracts
GA Contracts
GA Contracts
Student Employment
Volunteers and Student Employment

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.

Annual Report: American Language Institute

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			
Intensive English Program	Saudi Arabian Cultural Mission, Institute of International Education (IIE), Hebei University Special Program (1 course @ \$500/participant), IUP overseas exchange partners, and individual students	0	International students enrolled at ALI (approximate): FA14 – 110 SP15 – 95 SU15 - 45	\$00.00	~\$795,000 (ALI Tuition – approved by IUP Council of Trustees \$3500/academic semester (f-t) \$2000/academic semester (part-time) \$3000/summer)	\$00.00
Total	n/a	0	250	\$00.00	~\$795,000.00	\$00.00

Center for Teaching Excellence

May 16, 2014 – May 15, 2015

Contact: Stephanie Taylor-Davis, Director

Phone: 724-357-7800

Affiliation: Division of Academic Affairs

Website: <http://www.iup.edu/teachingexcellence/default.aspx>

Address: 103 Stabley Library

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 forms.

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

Progress has been made toward all four goals this year. No new goals have been added and there have been no changes to existing goals in the past year. The CTE goal is always to involve as many faculty members as possible in excellent professional development activities and to enhance teaching and learning at IUP. Identifying program needs and promoting development opportunities for faculty will remain high priorities.

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

Description of Goal	Short term (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?
<p>1 Administrative Goal:</p> <p>Maintain continuity and quality of CTE programming with improvements in efficiency.</p>	<p>ST</p>	<p>CT with NG to improve efficiency</p>	<ul style="list-style-type: none"> • Number of programs • Number of faculty attending • Programs that link with established faculty interest • Faculty evaluations of programming • Review of current 	<p>Evidence of faculty professional development opportunities.</p> <p>Evidence that programs are meeting need and interest.</p>	<p>Maps to IUP Mission: "... strongly committed to undergraduate and graduate instruction.... engages students as learners in an intellectually challenging.... Inspired by dedicated faculty and staff...."</p> <p>Maps to IUP Vision for Its Future: "Professors are active scholars and teachers in their disciplines who work together to expand their impact. They engage students in carefully designed, open-ended, hands-on experiences to reinforce and enrich what students learn in the classroom. Professors use technology to enhance student learning and augment the</p>

				<p>evaluation instruments for continuous assessment.</p> <ul style="list-style-type: none"> • Implement automated data collection systems, where appropriate. • Development of a timeline and procedures guide for CTE. 	<p>Improve administrative efficiency with a procedural guide and a system for data collection and management.</p> <p>Concrete operations guidance for CTE director and staff.</p>	<p><i>face-to-face and peer-learning experiences that are the foundation of excellent education.</i></p> <p>Maps to IUP Strategic Plan, Goal: Academic Excellence – <i>“To continue to promote and achieve demonstrated success and quality in teaching and scholarship at the undergraduate and graduate levels.”</i></p> <p><i>C: Increase Access to Educational Opportunities Through a Variety of Innovative Teaching and Learning Approaches; D: Attract and Retain Highly Qualified, Diverse Faculty and Academic Support Staff; G: Foster Achievement of Student Learning Outcomes</i></p> <p>May Map to IUP Strategic Plan, Goal: Civic Engagement – A.1. <i>“Implement service learning programs and develop volunteer opportunities.”</i></p> <p><u>May Map</u> to IUP Strategic Plan, Goal: Continuous Improvement – B.1. <i>“Advance and expand support for meaningful professional development opportunities for faculty and staff.”</i></p> <p><u>May Map</u> to PASSHE Performance Funding Program – Optional Measures</p> <p>Access Measures: Faculty Career Advancement</p> <p>Stewardship Measures: Instructional Productivity</p> <p>Stewardship Measures: Employee Productivity</p> <p>– University-Specific Measures</p> <p>High Impact Practices</p>
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Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year’s numbers for comparison).

Planned Outcomes of this goal were in four areas:

1. Evidence of faculty professional development opportunities.
 - New Faculty Orientation
 - Reflective Practice Project (number of programs offered: large group meetings, workshops, teaching circles, special projects, other)
 - Other Programs/Events

2. Evidence that programs are meeting need and interest.
 - New Faculty Orientation (faculty attendance records, evaluations, mid-semester meeting discussion notes)
 - Reflective Practice Project (program planning that links with expressed faculty need/interest collected in spring 2014, faculty attendance records, end-of-year evaluations)
 - Unsolicited emails, phone calls, personal contacts

3. Improve administrative efficiency with a procedural guide and a system for data collection and management.
 - Director is using the cubicle space in Stabley 103 designated for the Center for Teaching Excellence (CTE). The Graduate Assistant also has a desk and maintains hours there. Physical work space together enhances efficiency and includes the Administrative Assistant more effectively in communications.
 - All CTE files in the past year have been maintained on the CTE drive rather than individual faculty or graduate student drives as had been past practice in recent years.
 - Procedural Guides initiated for New Faculty Orientation, Set-up for Large group meetings and workshops, Annual Recognition Dinner
 - Examination of current evaluation instruments (development of new forms for end-of-year evaluations this year and solicitation of new programming ideas)
 - Incorporation of relational databases, where appropriate (determination of Active and Active Plus status)
 - Began use of Qualtrics to facilitate collection of Reflective Practice program evaluations (workshops)
 - Set up Excel spreadsheets to organize data entry for paper-and-pencil surveys related to Reflective Practice

4. Concrete operations guidance for CTE director, Reflective Practice (RP) Co-Directors, and staff.
 - Established an X: drive for document sharing and as a record repository for Co-Directors
 - Examination of the job descriptions for the Director and Graduate Assistant
 - Planned revision of the “Roles and Responsibilities” document for RP Co-Directors (summer 2015)
 - Development of a timeline and procedures guide for overall CTE operations (in progress)

The CTE sponsors, co-sponsors, and/or facilitates several faculty professional development opportunities each year. In addition to any teaching circle opportunities that faculty may have engaged in, the CTE offered face-to-face programs on 18 days across the year. Major events include those that fall under New Faculty Orientation and the Reflective Practice Project. Additional, collaborative events are also offered.

New Faculty Orientation:

IUP’s Center for Teaching Excellence held New Faculty Orientation (NFO) beginning on Monday, August 18 and ending on Wednesday, August 20 for new tenure-track faculty members. Orientation on Monday, August 18 also included new temporary faculty and Teaching Associates (TAs) and sessions were open to all for attendance on Wednesday, August 20. All new faculty and TAs were provided a wealth of information from a variety of sources including IUP faculty and IUP managers as well as members of the Indiana community. NFO attendance for this year and the previous year are provided in Table 1. Agendas for these meetings are available upon request.

Table 1 provides a comparison table of New Faculty Orientation programming, including attendance, for this year and the previous year.

NEW FACULTY ORIENTATION			
CURRENT YEAR (2014-2015)		PREVIOUS YEAR (2013-2014)	
Programs	Number of Faculty Attending	Programs	Number of Faculty Attending
DAY 1: 08-18-2014	65	DAY 1: 08-19-2013	68
DAY 2: 08-19-2014	24	DAY 2: 08-20-2013	29
DAY 3: 08-20-2014	70	DAY 3: 08-21-2013	Not available
Mid-semester fall meeting for Tenure-Track Faculty	~7	Not offered this year	-----
Mid-semester fall meeting for Temporary Faculty	~7	Not offered this year	-----

The agenda for this year's NFO was based on the previous year with the following additions and deletions in terms of topics covered. Faculty evaluations of NFO on Days 1 and 2 were completed. The evaluation instrument used was modeled closely with the evaluation used in the previous year. A summary of the evaluation results for the current year are available upon request. Results from this evaluation are being used to shape NFO in the coming year.

A "Procedural Guide" for NFO was developed and will be refined on an ongoing basis. This timeline provides a step-by-step guide for planning, implementation, and evaluation of NFO. This guide includes timing of specific tasks, a description of the tasks, person(s) responsible, and contact information for various offices/individuals outside of CTE who assist or consult in the various phases of NFO. In addition, draft letters to invite NFO speakers are now archived to expedite this task in the future.

The Reflective Practice Project:

The Reflective Practice (RP) Project is led by the CTE Director and the RP Co-Directors. Of the five co-directors, this year, 3 Co-Directors continued in their positions from last year and 2 new faculty joined the team. RP Programs include: Large Group Meetings (75 minutes), Workshops (1/2 to full day), Teaching Circles (meetings established by faculty members), and Special Projects/Events.

Program topics are primarily determined based on feedback obtained from a paper-and-pencil survey administered in April of each year. Topics are also considered based on the literature on best practices as well as on ideas suggested throughout the year by faculty via email, phone or other personal communication. Currently, RP programs are evaluated at the end of the year with a paper-and-pencil survey. Attempts were made to collect evaluations at the end of each program, but with a poor response. Plans for the coming year will be to convert all RP programming feedback to short Qualtrics surveys that will be sent out within 24-48 hours of the event, with a reminder to complete approximately 72 hours after the event.

LARGE GROUP MEETINGS:

Large group meetings are held on alternating Wednesday or Thursday afternoons and are open to faculty and teaching associates only. Eight large group meetings were held this year, compared to 7 last year. Sign-in sheets are used to track attendance. Table 2 displays the dates, titles, presenters, and number of attendees for this year. Attendance this year is similar to last year's programs which attracted between 14-44 participants at the various meetings.

Table 2: RP Large Group Meetings and Attendance

DATE	TITLE	PRESENTERS	NUMBER OF ATTENDEES
Thursday, August 21	Great Ideas for the First Day of Class	RP Co-Directors	25
Wednesday, September 3	Matchmaker Session—Forming Teaching Circles	Heide Witthöft	27
Thursday, October 2	Working with International Students	Ala'a Alhamdan, Jessica Dories, Michele Petrucci, and Ben Rafoth	26
Wednesday, November 12	Time Management for Faculty	Gian Pagnucci, Chris Kuipers, Todd Thompson and Dan Weinstein	40
Thursday, December 4	Wrapping Up Your Semester	RP Co-Directors	15
Wednesday, February 4	Panel of Excellence	Laurel Black, Dennis Giever, Vida Irani, and Lora Ott	27
Thursday, March 3	Using Tablet Technology for Teaching and Learning at IUP - "Appy Hour!"	Shijuan (Laurel) Liu, David Loomis, Crystal Machado, and Robert Sweeny	16
Wednesday, April 1	Using a Multi-Modal, Blended Classroom – Save Time Grading! Excellence	Janet Blood and Pao Ying Hsiao	23

Evaluation of Large Group meetings was completed by end-of-year paper-and-pencil surveys. A summary of results for each meeting is available upon request.

WORKSHOPS:

Workshops are typically held on Saturdays (8:30-2:00pm) and open to faculty and teaching associates only. This year two workshops were sponsored, one held on a Saturday and the other held on a Friday that was open to the entire university. Agendas for these meetings, along with evaluation summaries are available upon request. Sign-in sheets are used to track attendance. Table 3 displays the dates, titles, presenters, and number of attendees for this year. Attendance this year was somewhat higher than last year's Saturday programs which in the fall semester attracted 25 participants and in the spring semester attracted 17 participants.

Table 3: RP Workshops and Attendance

DATE	TITLE	PRESENTERS	NUMBER OF ATTENDEES
Saturday, February 28, 2015	Mindfulness in the Classroom	Jan Baker, Caleb Finnegan, Daniel Weinstein, and Kim Weiner (with Don McCown from West Chester Univ.)	28
Friday, March 27, 2015	Successful IUP Students Today and Tomorrow	James Begany, Timothy Moerland, Michael Driscoll (IUP) and Matt Pellish and Molly O'Connor (EAB)	23 (overall ~135)

The “Mindfulness in the Classroom” Workshop was co-sponsored with the Office of Student Affairs, the Center for Health and Well-Being, and the Mindfulness Living Learning Community. In addition to the Saturday workshop open only to faculty, the CTE co-sponsored the Friday events, “A Mindful Campus: Cultivating Awareness and Connection in a Distracted World”, that were open to the entire university. The “Successful IUP Students Today and Tomorrow” was co-sponsored with the Office of Student Affairs and the Office of the Provost.

TEACHING CIRCLES:

Teaching Circles (TC) are “a small group of faculty who make a commitment to work together over a period of at least a semester to address questions and concerns about the particulars of their teaching and their students’ learning.” (Making Teaching Community Property by Pat Hutchings).

Faculty may join TC in two categories: departmental or cross-disciplinary. As shown in Table 4, this year was a very successful and active year for teaching circles with 24 total (8 departmental and 16 cross-disciplinary) TC teaching circles and 209 participants (Note: some faculty may be participants in more than one teaching circle and so may be counted twice; 59 departmental TC and 150 cross-disciplinary). Last year there were 14 departmental TC and 12 cross-disciplinary TC.

Table 4: Teaching Circles and Number of Participants

TEACHING CIRCLE NAME	TYPE of TEACHING CIRCLE	NUMBER OF PARTICIPANTS	Facilitator Name
Integration of Scientific Labs for the Real World	Cross-Disciplinary	6	Justin Fair
Faculty Writing Retreat	Cross-Disciplinary	16	Chris Kuipers & Kelli Jo Kerry-Moran
Understanding & Promoting Linguistic and Cultural Diversity Across the Institution	Cross-Disciplinary	15	Nathan Lindberg
BLEND: New Faculty Mentoring	Cross-Disciplinary	26	Crystal Machado
Issues and Ideas in Teaching Writing Across the Curriculum	Cross-Disciplinary	2	Bryna Siegel Finer
Liberal Studies English	Cross-Disciplinary	11	Bryna Siegel Finer & Lynn Shelly
Service Learning	Cross-Disciplinary	11	Lara Homsey-Messer

Junior Faculty Writing Group	Cross-Disciplinary	4	Cristina Reitz-Krueger
Communication Disorders, Special Education & Disability Services	Departmental	7	Becky Knickelbein
Teaching the Core Music Theory Curriculum	Departmental	2	John Levey
Mindfulness in Higher Education	Cross-Disciplinary	5	Janice Baker
Digital History and Online Teaching	Departmental	8	Scott Moore
Criminology	Departmental	10	Gabriela Wasileski
Best Practices for Distance Education and Online Learning	Cross-Disciplinary	8	Pao Ying Hsiao
Psychology	Departmental	9	William Farrell
General Chemistry	Departmental	7	Wendy Lou Elcesser
Using Undergraduate Student Actors as Standardized Patients/Clients in Clinical Labs: Applying Theory into Practice	Cross-Disciplinary	8	April Daras
Getting Things Done (GTD)	Cross-Disciplinary	5	Gian Pagnucci
Doctoral Teaching Circle	Cross-Disciplinary	7	Tanya Heflin & Curtis Porter
Accessing and Managing Geospatial Database	Departmental	5	Sudeshna Ghosh
Teaching with Mobile Devices in Classrooms	Cross-Disciplinary	8	Shijuan "Laurel" Liu & Crystal Machado
Safety Sciences – Active Learning Strategies	Departmental	11	Wanda Minnick
Technology Exploration: Using iPads with Library Resources and Beyond	Cross-Disciplinary	15	Joann Janosko
Inter-Professional Collaboration: Integrating Simulation Scenarios and the Academic Electronic Health Record into Classroom	Cross-Disciplinary	3	Theresa Calderone
Emerging Technology Mathematics	Departmental	6	John Chrispell

Teaching Circles are encouraged to apply for mini-grants to support their goals. This year \$2,498.54 was awarded to 7 teaching circles (5 fully funded, 2 partially funded). More information about these mini-grants is provided under Goal #2.

When TC are formed, facilitators submit an application that includes the goals of the TC for the semester/year. Facilitators are required to submit a Final Report at the end of the year (or upon completion of the TC work) that details faculty attendance and outcomes, including progress on goals set upon TC formation. Copies of these reports are available upon request.

Additional Summary Information for Reflective Practice Programs:

Attendance at CTE-RP Face-to-Face meetings at specifically scheduled times draws faculty from across colleges, with some colleges more heavily represented than others. The reason for the varying levels of participation is unknown. Tables 5 and 6 highlight the distribution by college/area and participation in large group meetings and/or workshops.

Table 5: Distribution by College/Area and Attendance at RP Large Group Meetings and/or Workshops

College/Area	Number Attending at Least One Large Group Meeting OR Workshop	Number of People Who Attended at Least One Large Group Meeting	Number of People Who Attended at Least One Workshop
Academic Affairs	6	5	1
Business	4	3	2
Education	19	14	6
Fine Arts	6	4	4
Health & Human Services	13	10	6
Humanities & Social Sciences	46	38	18
Natural Sciences & Mathematics	17	14	6
Vocational Personnel	1	1	0

Table 6: Distribution by College/Area and TOTAL* Attendance at RP Large Group Meetings and/or Workshops

College/Area	Number Attending at Large Group Meeting AND Workshops	Number of People Who Attended Large Group Meetings	Number of People Who Attended Workshops
Academic Affairs	10	9	1
Business	8	6	2
Education	42	35	7
Fine Arts	15	10	5
Health & Human Services	38	30	8
Humanities & Social Sciences	101	81	20
Natural Sciences & Mathematics	32	25	7
Vocational Personnel	1	1	0

*Note: TOTALS = If a person attended 3 large group meetings and 1 workshop, then that person is represented four times in column 1, three times in column 2 and one time in column 3.

All faculty and teaching associates are welcome to participate at any level. Designation as an “Active” member requires either attending 4 Large Group Meetings, 4 Teaching Circle Meetings, or 2 Workshops per academic year. Designation as an “Active Plus” member requires any two of the former list. There were 72 Active and 27 Active Plus faculty recognized this year. As shown in Table 7, faculty across all ranks are involved in CTE RP activities as either Active or Active Plus members. In addition, approximately 100 other faculty participate, although do not meet the criteria for these recognitions.

Table 7: Active and Active Plus Recognition by Faculty Rank

Faculty Rank	Active	Active Plus	TOTAL Active and Active Plus
Instructor	8	2	10
Assistant	31	8	39
Associate	18	15	33
Professor	13	2	15
Unknown	2	0	2
TOTAL	72	27	99

A breakdown of Active and Active Plus recognitions for last year are not available. Table 8 provides a summary of RP Programs and faculty attendance/participation by College/Area for this year.

Table 8: Number of Active and Active Plus Participants by College

College/Area	Number of Active Participants	Number of Active Plus Participants	Total Number of Participants Earning Active or Active Plus Status
Academic Affairs	11	1	12
Business	0	1	1
Counseling Center	0	1	1
Education	10	4	14
Fine Arts	2	3	5
Health & Human Services	4	4	8
Humanities & Social Sciences	28	11	39
Natural Sciences & Mathematics	17	2	17
Vocational Personnel	0	0	0
TOTAL	72	27	99

Additional Events/Programs:

CTE ANNUAL RECOGNITION DINNER:

The CTE holds an annual recognition dinner each year. This dinner serves to celebrate teaching excellence at IUP and to recognize recipients of the CTE Faculty Recognition Awards and those who have earned “Active” or “Active Plus” member status in RP. This year’s dinner was held on Thursday, April 23, 2015. Fifty-two faculty attended in addition to guests of award winners (2), Dean’s (2), administrators (1), and staff (2).

CTE Promotion Box Night:

Faculty who were most recently promoted bring their promotion box to share with faculty attendees. Attendees are able to see examples of how successful faculty have organized their documentation and to ask questions. Approximately 15 faculty shared their boxes and approximately 30 faculty attended.

WEBINAR: “Creating High Impact Instructional Videos”:

This webinar, held on May 12, 2015, was co-sponsored by the IUP Libraries, Representatives from IUP Libraries, IT Support, and the CTE. This live webinar provided those interested in creating engaging educational videos with a “how-to” overview. In addition, questions related to video production and access were addressed about IUP’s Studio 1b, iTunes, and D2L. Twenty-three individuals attended.

OTHER: 5K Walk/Run for Pancreatic Cancer Awareness

RP members participated on November 1, 2014 as a broader IUP Team in memory of faculty who passed away due to pancreatic cancer, including a founding member of RP and former Co-Director, John Woolcock.

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

	Description of Goal	Short term (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	<p>Innovation / Programming Goal:</p> <p>Promote best practices to support excellence in traditional and online teaching.</p>	ST	CT	<ul style="list-style-type: none"> • Number of programs • Number of faculty attending • Identification of scholarly resources in support of best practices • Matrix of best practices and key messages of CTE programming 	Evidence-based best practices drive faculty professional development opportunities supported by the CTE.	<p>Maps to IUP Value: <i>“Employing evidence in decision making and in demonstrating results.”</i></p> <p>Maps to IUP Strategic Plan, Goal: Academic Excellence – <i>“To continue to promote and achieve demonstrated success and quality in teaching and scholarship at the undergraduate and graduate levels.”</i></p> <p><i>F: Increase Faculty Research and Scholarship in All its Forms;</i></p> <p><i>G: Foster Achievement of Student Learning Outcomes</i></p>

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes number you MUST include previous year’s numbers for comparison).

Planned outcomes of this goal were in one primary area:

1. Evidence-based best practices drive faculty professional development opportunities supported by the CTE.

In addition to the Programs/Events outlined under Goal #2 where data on the number of programs and number of faculty attending are provided, the CTE engaged in several other ways to promote best practices to support excellence in traditional and online teaching. These include:

- Identifying scholarly resources in support of best practices
 - developing Library Guides (bibliographies, website links) to extend faculty development for all topics covered in large group meetings
 - reading current literature on teaching and learning best practices, including online
- Supporting Teaching Circle Mini-Grant Awards
- Promoting faculty achievement in teaching with Faculty Recognition Awards
- Participating on IUP committees (e.g., Online Learning Committee)
- Providing a response to I-TIC (Information & Technology Innovation Center) Concept Paper

- Serving on the LMS Task Force for the State System of Higher Education (spring 2015)
- Sharing information and soliciting input from IUP faculty and committees such as the Online Learning Committee
- Serving as a guest member on the Library and Educational Services Committee and contributed to a White Paper, “Distance Education Quality Report”
- Attending (CTE Director) the EDUCAUSE ELI Conference in Anaheim, CA (ELI Content Anchors: Faculty Development; Academic Transformation; Working with Emerging Technology; Online and Blended Teaching and Learning; Assessment of Learning; Learning Analytics; and Learning Space Designs)
- Attending (CTE Director) the Teaching Professor Conference in Atlanta, GA (planned for May 28-31)
- Joining (CTE Director application sent on 4/30/15) the Professional and Organizational Development (POD) Network in Higher Education. “The POD Network and its members lead and support change for the improvement of higher education through faculty, instructional, and organizational development activities.”
- Meeting with Joann Janosko to explore ways CTE can assist faculty connection with librarians.
- Meeting with Laura Delbrugge to explore ways CTE may be involved in helping to share messages about the importance and ways faculty can contribute to assessment
- Meeting with Crystal Machado to better understand BLEND and ways CTE can support and collaborate
- Meetings with Bill Balint to discuss collaboration and ways that we can advocate for quality online (and traditional) instruction and learning environments
- Meeting with Amanda Marshall – and to encourage faculty attendance at IT programs, re-formatting way sessions are offered;
- Meeting with IUP Library and I-TIC Staff - Portia Diaz, Ed Zimmerman, Susan Drummond, Theresa McDevitt, and Dean Gonzalez to tour technology classrooms and participate in demonstrations of One Button Studio and iPad classroom technology applications.

Teaching Circle Mini-Grant Awards:

The CTE offered small grants, up to \$500.00 each, to Teaching Circles in Fall 2014. We were able to fund the following 7 projects for a total distribution of \$2,467.31:

Teaching Circle Grant Award Winners:

“Immersive Education with the Oculus Rift.” John Chrispell, Francisco Alarcon, Tim Flowers, Charles Lamb, Dan Radelet, and Ed Donley

The Oculus Rift is a virtual reality headset that allows the wearer to experience a virtual world through the use of head-tracking and stereoscopic 3D. Using the Rift headset purchased through the RP-mini grant we have begun to explore its potential when teaching, and sharing mathematics. A primitive web-interface has been created allowing users to start developing content for classroom demonstrations of mathematical concepts. This semester a group of four students is using the device for a course modeling project.

“Using Undergraduate Student Actors as Standardized Patients in Clinical Labs: Applying Theory into Practice” Michele Crytzer, Theresa Calderone, and April Daras

To implement a new strategy to synergize procedural training by nurse educators with behavioral training by theater educators.

Nursing students were afforded the opportunity to interact with real “patients” in order to foster assessment and communication skills. Student actors performed as Standardized Patients in simulation scenarios in the specialties of Community Health and Psychiatric Nursing. Faculty from the Theater and Nursing departments collaborated to write simulation scenarios which aligned with the student learning objectives for each course. Outcomes included: Increased satisfaction with simulation experiences for nursing students; Broadened range of acting skills for Theater students; and Professional development for faculty.

“Evaluation of Ear Training Software for Theory Skills Courses.” John Levey, Christine Clewell, Linda Jennings, Therese Wacker, and Jason Worzbyt

Faculty from the theory pedagogy teaching circle used mini-grant funds to purchase three ear training software applications in order to evaluate their potential for inclusion in undergraduate courses. There is consensus that the applications represent an excellent way for faculty to structure and evaluate out-of-class practice, but only with considerable configuration. The review process will continue into the summer, but Auralia 4 is the current frontrunner.

“Creation of a Resource Library for Digital History & Online Teaching” Paul Arpaia, Christine Baker, Alan Baumler, Lynn Botelho, Erin Conlin, Soo Lu, Jeanine Mazak-Kahne, Scott Moore, Elizabeth Ricketts, and Wang Xi

The purchase of a collection of books to create a small departmental library to support the teaching circle members as they implement curricular changes. The purchase of these books has been very beneficial. The books have circulated among the members and sparked several discussions. This has led directly to the creation of two new online courses and the revamping of several others.

“Teaching with Mobile Devices: Cross-disciplinary Exploration at IUP” Shijuan "Laurel" Liu, Crystal Machado, Robert Sweeney, David Loomis, Yongtaek Kim, Daniel Wissinger, Huachuan Wen, and Kelli Jo Kerry-Moran

The purpose of this project is twofold: (1) to facilitate further discussions among IUP faculty members across disciplines regarding the use of mobile devices for teaching and learning in the college classroom, and (2) to disseminate the results of Circle members’ pedagogical exploration at local and regional events and scholarly journals. The Circle explored more mobile technologies including the cutting-edge iPad classroom newly built in the library. Circle members provided feedback to IT and library staff on how to make the classrooms further support faculty’s teaching needs. Some key members also shared their expertise at the Reflective Practice’s large group meeting in March, and worked together on an interdisciplinary journal article.

“Active Learning Strategies for Safety and Health Educators” Tracey Cekada, Wanda Minnick, Eric Nelson, Helmut Paschold, Laura Rhodes, Jeremy Slagley, Jan Wachter, and Majed Zreiqat

The Safety Sciences Teaching Circle was awarded a mini-grant to help fulfill our vision of publishing a book on active learning strategies specific to safety and health topics. The award was used to purchase educational materials on active learning strategies. Teaching circle meetings were used as a platform to identify a publisher, create a chapter list and to develop a book writing sample. We are currently under contract with National Safety Council to write this book. Since being awarded the grant, our teaching circle membership has grown and is interdisciplinary. Additional members and authors include: Drs John Engler, Justin Fair, Lon Ferguson, Julia Greenawalt, and Christopher Janicak.

“Material Resources in Teaching Liberal Studies English” Bryna Siegel Finer, Lynn Shelly, Maha Alawdat, Rachael Warmington, and Oriana Gatta

Our teaching circle asked for support to purchase materials that we experimented with in teaching Composition I, Composition II, and Humanities Literature. These materials included items like large post-it paper, small post-it notes, crayons, and index cards. Rather than assuming that nowadays, all writing takes place on computers and other hi-tech media, we wanted to see how these low-fi technologies, these tactile, kinetic, and tangible technologies, could be used in our own classrooms.

We created a wiki space in which we shared our experiences using the materials, and we are currently drafting an article for submission to a refereed journal.

Faculty Recognition Awards:

The CTE Advisory Board evaluated and ranked the submissions for the 2014-2015 Annual Faculty Recognition Awards. One of the goals of the Center for Teaching Excellence is to recognize the excellence in teaching that exists at IUP. The awards acknowledge the multi-dimensional nature of the practice of teaching and recognize excellent faculty members at IUP.

To recognize and support outstanding faculty members and teaching associates, the Center for Teaching Excellence (CTE) offers awards that recognize teaching excellence and a commitment to our students. Five faculty and one teaching associate were awarded for excellence in teaching and presented with a \$500.00 monetary award at the CTE Faculty Recognition Awards Dinner, held at the Rustic Lodge on April 23, 2015.

Faculty Recognition Award Winners:

Award Category: Teaching Associate

- Maha Alawdat (English, doctoral student in Composition and TESOL; College of Humanities and Social Sciences)

Award Category: Pedagogical Research

- Crystal Machado (Professional Studies in Education; College of Education and Educational Technology)

Award Category: Content Pedagogy

- Gloria Park (English, College of Humanities and Social Sciences)

Award Category: John Woolcock Teacher/Scholar for Reflective Practice

- Teresa Shellenbarger (Nursing; College of Health and Human Services)

Award Category: Experiential Education

1. Jeanine Mazak-Kahne (History, College of Humanities and Social Sciences)
2. Melissa Swauger (Sociology, College of Humanities and Social Sciences)

CTE programming strives to promote best practices in teaching and learning with all of its programming, involvement in committees, goals for conference attendance, showcasing of excellence through mini-grants and faculty recognition awards, and outreach efforts. This year, the outcome of developing a matrix to represent best practices and key messages of CTE programming was not completed, however, the Library

Guides provided an excellent way to reinforce the relationship and importance of evidence-based practices in teaching for faculty. The matrix will remain as a goal for next year.

GOAL #3: Develop a social media presence for CTE.

	Description of Goal	Short term (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	<p>Communication and Marketing Goal:</p> <p>Develop a social media presence for CTE.</p>	ST	NG	<ul style="list-style-type: none"> Number of 'followers', 'hits', 'friends', 'retweets', depending on media selected Faculty evaluations of value of CTE social media 	<p>Expand reach of CTE to serve faculty engage faculty without proximity to Indiana campus or those who do not attend CTE events.</p> <p>Increase attention to teaching excellence and encourage reflective practice among 'followers'.</p> <p>Leverage the experience and insights of faculty to promote teaching excellence.</p> <p>Market CTE events.</p>	<p>Maps to IUP Strategic Plan, Goal: Marketing and Promotion – <i>B.1. Promote achievements and successes to improve IUP's image</i> <i>C.1. Improve and expand vehicles and systems for cross-campus communication on major events and information.</i></p>

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes number you MUST include previous year's numbers for comparison).

Planned Outcomes of this goal were in four areas:

1. Expand reach of CTE to serve faculty engage faculty without proximity to Indiana campus or those who do not attend CTE events.
2. Increase attention to teaching excellence and encourage reflective practice among 'followers'.
3. Leverage the experience and insights of faculty to promote teaching excellence.
4. Market CTE events.

Although the CTE did not achieve the goal to develop a social media presence, there was progress made. This will remain a goal for the 2015-2016 academic year. Progress made includes:

- Meeting with Michele Papakie to discuss a framework for social media, integration of and goals for each type we may incorporate
 - Ideas generated for use of social media (Facebook) include: advertise meetings, promote collaboration, provide an area to share expertise, pose questions (e.g., large classes, rubrics, service learning, what does it mean to be a faculty member), feature a faculty member of the month, link to CTE funded resources (e.g., Teaching Professor, Faculty Focus), feature examples of teacher-scholar model in action, post trends and teaching in the news, journal article links
- Securing a "Public Mailing List" for CTE (owner-cte-teachingexcellence) that can be used to establish Facebook, Twitter (not set up but would be @IUPCTE, YouTube, etc.
- Becoming familiar with social media guidelines at IUP and the response protocol flowchart

- Writing a grant that was funded by IUP Centers & Institutes, “Incorporating YouTube Videos as a Marketing and Educational Tool to Support Best Practices in Teaching” (copy available upon request).

Description of Goal	Short term (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	NG	<ul style="list-style-type: none"> • Investigate <i>one or more</i> of the following areas: <ul style="list-style-type: none"> ○ Faculty Advising ○ Scholarship of Teaching and Learning ○ “Preparing Future Faculty” ○ High Impact Practices • Conduct a needs / interest assessment. • Conduct a review of what CTE at other institutions are doing. • Meet with the RI, Foundation, Provost and Deans to identify potential sources of funding and support resources for new initiatives. 	<p>For those areas deemed feasible and needed, outline the framework for a proposal.</p> <p>Comparison table of IUP CTE and activities at other institutions.</p> <p>Identification of resources that may increase the capacity of the CTE.</p>	<p><u>Faculty Advising:</u> Maps to AA 2012-2015.3 “<i>Promote more effective academic advising to improve student retention and speed up degree completion times.</i>”</p> <p>Maps to IUP Strategic Plan, Goal: Student Development Success – A.2. <i>Strengthen and enhance institutional strategies for improving and expanding advising opportunities.</i></p> <p>Maps to IUP Strategic Plan, Goal: Enrollment Management – B.1. <i>Foster a university wide culture where members understand and embrace their roles in recruitment and retention of students.</i></p> <p><u>Scholarship of Teaching and Learning:</u> Maps to IUP Value: “<i>Employing evidence in decision making and in demonstrating results.</i>”</p> <p>Maps to IUP Mission: “... <i>strongly committed to undergraduate and graduate instruction.... engages students as learners in an intellectually challenging.... Inspired by dedicated faculty and staff....</i>”</p> <p>Maps to IUP Vision for Its Future: “<i>Professors are active scholars and teachers in their disciplines who work together to expand their impact. They engage students in carefully designed, open-ended, hands-on experiences to reinforce and enrich what students learn in the classroom. Professors use technology to enhance student learning and augment the face-to-face and peer-learning experiences that are the foundation of excellent education.</i>”</p> <p>Maps to IUP Strategic Plan, Goal: Academic Excellence – “<i>To continue to promote and achieve demonstrated success and quality in teaching and scholarship at the undergraduate and graduate levels.</i>”</p>

					<p><i>C: Increase Access to Educational Opportunities Through a Variety of Innovative Teaching and Learning Approaches;</i> <i>D: Attract and Retain Highly Qualified, Diverse Faculty and Academic Support Staff;</i> <i>F: Increase Faculty Research and Scholarship in All its Forms</i> <i>G: Foster Achievement of Student Learning Outcomes – 4.</i> <i>Incorporate innovative student development approaches which contribute to achievement of outcomes.</i></p> <p><u>“Preparing Future Faculty”</u> Maps to IUP Value: <i>“Responding to the needs of students and society with a range of innovative programs and scholarship.”</i></p> <p>Maps to IUP Mission: <i>“... strongly committed to undergraduate and graduate instruction.... engages students as learners in an intellectually challenging...”</i></p> <p>Maps to IUP Strategic Plan, Goal: Academic Excellence – <i>“To continue to promote and achieve demonstrated success and quality in teaching and scholarship at the undergraduate and graduate levels.”</i> <i>A: Further Develop and Enhance Distinctive and Rewarding Undergraduate, Masters, and Doctoral Programs;</i> <i>B: Strengthen and Expand Support for Graduate Education;</i> <i>C. Increase Access to Educational Opportunities Through a Variety of Innovative Teaching and Learning Approaches.</i></p> <p>Maps to IUP Strategic Plan, Goal: Student Development Success <i>A: Support Student Academic Success</i> <i>C: Provide Students with Opportunities for Experiential Learning</i></p> <p><u>High Impact Practices</u> Maps to IUP Values: <i>“Responding to the needs of students and society with a range of innovative programs and scholarship.”</i> <i>“Employing evidence in decision making and in demonstrating results.”</i></p> <p>Maps to IUP Mission: <i>“... strongly committed to undergraduate and graduate instruction.... engages students as learners in an intellectually challenging, culturally enriched, and contemporarily diverse environment.... Inspired by dedicated faculty and staff, students become productive national and world citizens who exceed expectations personally and professionally....”</i></p>
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					<p>Maps to IUP Strategic Plan, Goal: Academic Excellence – <i>“To continue to promote and achieve demonstrated success and quality in teaching and scholarship at the undergraduate and graduate levels.”</i></p> <p><i>A: Further Develop and Enhance Distinctive and Rewarding Undergraduate, Masters, and Doctoral Programs;</i></p> <p><i>C. Increase Access to Educational Opportunities Through a Variety of Innovative Teaching and Learning Approaches.</i></p> <p><i>E. Expand Opportunities for Students to Participate in International Learning Experiences.</i></p> <p><i>G. Foster Achievement of Student Learning Outcomes</i></p> <p>Maps to IUP Strategic Plan, Goal: Student Development Success</p> <p><i>A: Support Student Academic Success</i></p> <p><i>C: Provide Students with Opportunities for Experiential Learning</i></p> <p><i>E. Foster Student Life Experiences Which Respond to Students’ Unique Needs and Interests.</i></p> <p>Maps to IUP Strategic Plan, Goal: Civic Engagement – <i>The engagement of faculty, staff, and students to embrace the values, institutional pride, traditions, and history of IUP and provide service to the university and community.</i></p>
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Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes number you MUST include previous year’s numbers for comparison).

Planned Outcomes of this goal were in three areas:

1. For those areas deemed feasible and needed, outline the framework for a proposal.
 - The four areas specified in the strategic plan were all explored to some degree. Only “Scholarship of Teaching” was developed to the extent that this programming area is planned for implementation next year.
 - A. Faculty Advising:
 - Met on two occasions with Michele Norwood to discuss faculty advising as well as the Academic Success Center (ASC@IUP). Assisted with an update for a faculty “advising handbook”
 - Contemplated addition of a Reflective Practice Co-Director for Advising
 - B. Scholarship of Teaching and Learning
 - Identified online resources and books
 - Began planning a SoTL series with Kelli-Jo Kerry-Moran that will be offered to faculty in the 2015-2016 academic year

C. "Preparing Future Faculty"

- Shared manual used to teach graduate students about College Teaching when I was a faculty member at another university
- Through review of online resources, became more familiar with national initiatives and model programs in this area.

D. High Impact Practices (HIPs)

- CTE Reflective Practice programs, including teaching circles, provided faculty development opportunities in support of several HIPs categories.

2. Comparison table of IUP CTE and activities at other institutions.

- A comparison was made using website links and personal communication to better understand the faculty development activities in the area of teaching at other State System universities. The table is available upon request.

3. Identification of resources that may increase the capacity of the CTE.

- CTE collaborated with other campus entities to offer its workshops this year.
- Wrote two internal C&I grants to support CTE special projects and outreach.

In addition to the above, several other activities contribute to forward movement on this goal. These include:

- Included promotion to help faculty be more aware of CTE resources and paid subscriptions (e.g., Teaching Professor Newsletter, Magna Commons videos, Faculty Focus).
- Tried and evaluated (evaluation feedback collected via Qualtrics and available upon request) a new subscription to the Monday Morning Mentor in spring 2015. This 20-minute email delivered faculty development video and support materials covered a wide range of topics. Several faculty responded with unsolicited positive reactions to this subscription. The following topics were each available for faculty for one week:

- What Kinds of Questions Encourage Student Interaction?
- How Should I Coach an Under-performing Colleague?
- How Can I Minimize Cheating in the Classroom?
- How Do I Convert a F2F Course to a Hybrid Course?
- How Do I Use Faculty Learning Communities to Strengthen Institutional Assessment?
- How Do I Develop a High-Impact Capstone Course?
- How Can I Use Twitter to Improve Teaching and Learning?
- Are Group Exams a Viable Testing Option?
- I'm Teaching Online Next Term. What Do I Have to Know?
- How Can I Help Students Develop Critical Thinking Skills?
- How Can I Use Student Feedback to Improve My Teaching?
- How Can I Incorporate a Group Poster Session into My Classes?
- What Should I Do When a Student Challenges My Authority?
- How Can I Improve Lessons with a 4-Step Plan?
- What Works and What Doesn't When Teaching Large Classes?

- How Can Google Docs Help Foster Productive Collaboration?
- Enhanced the evidence-base of RP Large Group and Workshop programming by including RP Teaching Circle outcomes as a center for RP Large Group and Workshops in the areas of:
 - Mindfulness
 - Time Management
 - Tablet Technology
 - Blended Classroom
- As suggested when the 2014-2015 CTE Strategic Plan was reviewed, the CTE is developing a needs and interest assessment survey that will be administered to all faculty and other university staff (as applicable). It is expected that this survey will be distributed in fall 2015 using Qualtrics.
- A request was made in spring 2015, to attend the Council of Deans meeting in the summer or early fall to discuss the CTE.

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

This past year was a transition year for the new director. During this time, she learned many of the roles and responsibilities of the position. Also, meeting IUP personnel who work in other offices across campus was an important part of this first year. This next year will not have as steep a learning curve, but there are many aspects of the CTE history and potential for the future yet to be explored. An increase from a 3-credit to a 6-credit contract for the Director in the summer is requested to align compensation more closely with activities and workload during this time.

The Center for Teaching Excellence has a strong presence on campus but other than small, shared office space, the CTE has no home. For many years CTE Directors have advocated for having a designated space for small group as well as large group meetings. A permanent location would provide a consistent place for faculty to go for assistance with issues and ideas related to teaching and its balance with scholarship and service. Additionally, a space for teaching circle meetings and one that is conducive to hands-on practice and skill development with various teaching techniques and technologies would be beneficial to faculty.

A consistent location for faculty to gather, particularly on a drop-in basis, would enable to the CTE to more easily facilitate faculty collaboration and discourse and provide consultation services to meet “just in time” needs of faculty.

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: Stephanie Taylor-Davis was appointed the CTE Director in June 2014. In addition to the activities mentioned in earlier sections of this report, the director represented the Center for Teaching Excellence on the following:

IUP

- Academic Affairs Council
- Advisory Board for Living Learning Excellence (ABBLE)
- Center and Institute Directors
- Faculty Professional Development Committee

Library and Educational Services Committee (guest to contribute to White paper)
 Online Learning Committee
 Student Success Collaborative Implementation Team

State System

Learning Management Task Force

Administrative Assistant

Sharon Aikins, Administrative Assistant, worked for the CTE approximately one fourth of her time. The CTE administrative assistant is, uniquely to IUP, shared with Liberal Studies, Women's Studies, and the University-Wide Undergraduate Curriculum Committee.

Graduate Assistant

Lisa McCann, graduate student in Sociology program, was the half-time (10 hrs. per week) graduate assistant this year. Ms. McCann will continue in this position for the 2015-2016 academic year.

The numerous activities and support documentation included in this report are impossible to accomplish without a graduate assistant along with the tremendous asset of the experience as Administrative Assistant for CTE that Sharon Aikins offers.

Reflective Practice Co-Directors:

New to the CTE RP Co-Director staff this year are: Heide Witthöft and Chrstoph Maier. When there are position vacancies, CTE identifies individuals with needed skills and previous active involvement with RP when seeking replacements. In addition, CTE maintains a list of individuals who have expressed interested in becoming more involved with CTE-RP activities. An additional consideration is an interest in enhancing representation across colleges, when possible.

Co-Director Function:	Name	Department	College
Monthly Large Group Meetings	Michelle Papakie	Journalism	Humanities and Social Sciences
Cross-Disciplinary and Departmental Teaching Circles	Heide Witthöft	Foreign Languages	Humanities and Social Sciences
Special Projects	Kelli Jo Kerry-Moran	Professional Studies in Education	Education and Educational Technology
Portfolio and Assessment	Christoph Maier	Mathematics	Natural Sciences and Mathematics
Scholarship of Teaching and Learning for Large Group Meetings	Theresa McDevitt	Library	Libraries

Each Co-Director receives \$500.00 toward professional development for his/her annual service to the Reflective Practice Project. The CTE Director is the standing Director for Weekend Workshops and is responsible for overall management of RP Co-Directors.

Center for Teaching Excellence Advisory Board:

As per the current charter the CTE Advisory Board has one member from each of the colleges, a co-director from Reflective Practice, one administrator and one graduate student. Following is the composition for 2014-2015.

#	Unit Represented	Representative	Term Expires
1	IT Services (Instructional Design Support)	Brian Carothers	May 2016
2	Eberly College of Business and Technology	Ramesh Soni	May 2015
3	College of Education and Educational Technology	Jan Baker	May 2015
4	School of Graduate Studies and Research	Shari Robertson	May 2015
5	College of Health and Human Services	John Lewis	May 2015
6	College of Humanities and Social Sciences	Heide Witthöft	May 2015
7	College of Natural Sciences and Mathematics	Edel Reilly / Anne Kondo	May 2016 / May 2015
8	College of Fine Arts	Joan E Van Dyke	May 2015
9	Reflective Practice Co-Director	Michele Papakie	May 2016
10	IUP Libraries	Theresa McDevitt	May 2016
11	Provost's Representative	Lynann Mocek	May 2016
12	Student Member	Hanna Beightley	May 2016
13	Student Member	Katie Monsour	May 2016

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 funded by the Provost's Office. There is also a small CTE Foundation account. 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. Additional information on the Center for Teaching Excellence can be found on the CTE website: <http://www.iup.edu/teachingexcellence>.

The Frederick Douglass Institute for Intercultural Research

May 16, 2014 – May 15, 2015

Contact: Veronica Watson, Director

Phone: 724-357-3299

Affiliation: Division of Academic Affairs

Website: <http://www.iup.edu/douglassinstitute/default.aspx>

Address: 108 Stright Hall

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

The FDIIR is a campus-wide resource for information about, and advocacy for, issues related to equity and diversity for faculty and students at IUP.

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

- **Have there been any new goals added or changes to existing goals set in the past year?**

The FDIIR added one goal: To be intentional and proactive about engaging students of color, low income, and first generation IUP students in high impact educational opportunities.

- **Additional opportunities offered/engaged in by the FDIIR?**

On Monday, 23 March, IUP students, faculty and staff joined the other 13 universities of the System and participants from across the country in live-streamed Town Hall conversation involving students, teachers, and police officers from Ferguson, MO, the epicenter for protests, investigations, and negotiations meant to increase social and racial justice in that community as well as across our nation. Viewers were encouraged to tweet questions for the panelists, which were then read and responded to during the Town Hall.

Six faculty also shared classroom lessons related to diversity and equity, which become a resource page on the Douglass Collaborative website. IUP's participation was part of the Douglass Collaborative's System-Wide Teach-In for Social Justice, a partnership with the National Alliance of Faith and Justice, the Department of Justice and the Department of Education.

	Description of Goal	Short term (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 D2

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

Year 2 of the BLEND faculty mentoring program was successfully completed. The program served 24 new faculty. Four workshops facilitated by IUP faculty were delivered, an opening mixer was held, and vouchers to the Oak Room were provided to mentors/protégés to support individual meetings between them. The average attendance for the workshops was 10-12 people, with the majority being new protégés at each session. Light refreshments and lunch vouchers for a meeting were provided by APSCUF. Protégés were also given 2 books to assist in their professional development (Belcher's *Writing Your Journal Article in 12 Weeks* and *Networking Like a Pro*). This year for the first time, BLEND was presented to new faculty during the New Faculty Orientation and 4 of 5 deans escorted new faculty from their colleges to the BLEND mixer.

The BLEND program faces 3 main challenges: scheduling workshops at times when newer faculty can attend; having newer faculty prioritize BLEND sessions for their success at IUP; and having BLEND annual awards recognized at the university level by having them presented at an existing faculty awards event. Including the Mentor and Protégé of the Year awards given through BLEND at an existing awards event would help to institutionalize and legitimate the work of the group, providing participation among both faculty mentor volunteers and newer faculty who are learning institutional culture and deciding where to invest their time. Plans are to continue the program in year 3.

See <http://www.iup.edu/page.aspx?id=143602> for details on the BLEND workshops.

	Description of Goal	Short term (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 and selection processes	LT	CT	IUP Team to attend Oregon Faculty Search training. Facilitate discussions to consider adapting program for IUP. Continue to support departments by coordinating faculty of color to meet with diverse candidates.	Increased awareness of effective search strategies. Meetings to strategize about how to disseminate that info.	Strategic Plan D2

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year’s numbers for comparison).

An IUP team of 3 faculty + the Social Equity Director attended a training session at Oregon State University entitled the Search Advocate Workshop. The workshop focused on how to minimize unconscious bias in the faculty search process. Over the academic year the four person team developed a proposal to adapt the program for use at IUP, presented it to the President’s Cabinet, revised the proposal to respond to questions from the Cabinet, and re-presented the proposal a second time. Ultimately the proposal was not adopted by the university. Efforts to disseminate information to IUP faculty about reducing unconscious bias in the search process have ceased.

	Description of Goal	Short term (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 to diverse candidates	LT	CT	Increase number of applicants to Douglass Scholars Fellowship at IUP	Survey new(er) faculty of color to see if they are familiar with FDIIR, if they participated in the Douglass fellowship or other early hire opportunity, etc.	Strategic Plan D2

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year’s numbers for comparison).

The Douglass Scholars Fellowship was offered again in 2015. We had 1 full year and 2 summer positions to award. The Douglass Fellowship received 15 applications to the program in 2015, up from the 8 applications that were received in 2014. Applications were reviewed by the departments of Professional Studies in Education, Biology, Political Science, Educational Psychology, History, Sociology, Anthropology and Student Affairs in Higher Education. Candidates were pursuing degrees at Howard University, Northeastern University, the University of Massachusetts—Amherst, George Washington University, the University of Arizona, SUNY Stony Brook, the University of Chicago, Morgan State University and Florida International University.

Three departments that received Douglass Fellowship applications indicated their interest in hosting a Douglass Fellow in a full year, temporary position. The History Department was awarded the position. Dexter Gabriel earned his M.A. from Texas State University where his research focused on issues of gender, resistance and slavery in the antebellum South through the oral history archives of former slaves. His thesis, “Violent Women, Violent Culture: Gender and Resistance in the WPA Narratives of the Federal Writer’s Project, 1936-1940,” won the B.R. Brunson Award in History for Best Thesis in 2004. He is currently a doctoral candidate in history at Stony Brook University. Gabriel’s dissertation, “A West Indian Jubilee in America: British Emancipation and the American Abolition Movement,” examines the impact of British Emancipation on American abolitionism and free African-American communities from the 1830s through the 1860s, through the trans-Atlantic rhetorical exchanges that took place around the passage of the British Act of Abolition in 1833.

An enduring challenge remains moving departments from the passive stance of reviewing applications that happen to come in to their departments to an active engagement with the program that has them recruiting diverse applicants for the program through their networks and professional meetings.

	Description of Goal	Short term (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 the successful transition and integration of GEAR UP students entering IUP in 2014	ST	NG	Involve GEAR UP students in Douglass Debate Team, Douglass Undergraduate Conference, and university support programs, etc.	Goal is 50% retention of GEAR UP students FDIIR works with in 2014	Strategic Plan A5

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

5 GEAR UP students matriculated to IUP in 2014-15. They were informed of all FDIIR student opportunities (the Douglass Debate Team, the Each One Reach One program, and the Douglass Research Academy). Additionally, GEAR UP students were eligible to attend Study Hall sessions organized for BOG scholarship recipients. Two students took advantage of Study Hall hours over the course of the academic year.

	Description of Goal	Short term (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 Board membership to support new GEAR UP initiative	ST	NG	Increase Board membership by 2-3 faculty	Increase Board membership by 2-3 faculty	

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Two faculty members were recruited to work with students in FDIIR initiatives. Both will be considered for Board membership in 2015-16.

	Description of Goal	Short term (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	Continue Issues of Diversity series	ST	CT	Schedule at least 5 panels in spring 2015; 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 C1

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Issues of Diversity was continued in 2015; eight panels were held with a total of 21 presenters. In 2014 six panels were held with a total of 17 presenters. Average attendance at the sessions was 12-14 people, which was similar to last year's average attendance. There are no particular challenges associated with this program. It remains a springboard for sharing early research that is then developed into fuller presentations at the Undergraduate Scholars Forum or professional conferences.

	Description of Goal	Short term (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	To be intentional and proactive about engaging students of color, low income, and first generation IUP students in high impact educational opportunities.					

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

The FDIIR worked with approximately 25 students in 3 high impact programs: the Douglass Research Academy (DRA), the Each One Reach One (EORO) program, and the Douglass Debate Team. Approximately 95% of students were students of color, low income and/or first-generation students who received BOG scholarships. All programs will continue in year 2.

The DRA met 6-8 times during the fall and spring semesters and participants completed a range of activities around a shared research question, including the development and administration of a survey. The FDIIR also completed an IRB and began a research project to determine how students understand "research" as they come into the university and how that understanding may change as a result of student engagement in the DRA. The DRA is under the direction of Dr. Susan Boser of the Sociology Department and the outcomes research is being supervised by Dr. Usree Bhattacharya of the English Department.

The EORO program is a collaboration between the FDIIR and the Chevy Chase Community Center. Students in this program performed community service at the Center and supported a range of programs offered there, including a youth literacy after school program. This program is under the supervision of Veronica Watson and the GA assigned through the English Department.

Six students attended weekly meetings throughout the fall semester to be introduced to and train for debate. While the teams did not continue in the spring semester or ultimately compete in the first Douglass Debate Society tournament held at Bloomsburg University in April 2015, they benefitted from workshops designed to improve their research and critical thinking skills and to improve their comfort with public speaking. This program was under the direction of Dr. Brian Besong of the Philosophy Department. Explaining that he needed to focus on his job search, Dr. Besong declined to continue working with debaters when he was not hired for a tenure track position in the department.

Though rewarding, debate is a time-consuming activity for both students and coaches. The primary challenge is a finding knowledgeable and experienced coaches who will commit to the students in the program.

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

The FDIIR will need a commitment of resources from the Provost to continue the Douglass Fellowship and the BLEND faculty mentoring program.

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 FDIIR has a director and a working Board. There are no administrative assistants, GAs, or support staff assigned to the FDIIR. The English Department secretary (the home department of the FDIIR director) sometimes helps with inputting requisitions, but such work is beyond the scope of her duties.

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 FDIIR receives an operating budget from the Office of Social Equity and the Provost's office for its programming and initiatives. Additionally, it has been awarded grants from the School of Graduate Studies and Research.

Annual Report: Frederick Douglass Institute

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			
University departments						
1 st generation, low income and students of color		~25				
				\$1000	\$1000	
Total				\$1000	\$1000	

Intercollegiate Athletic Institute for Sports Camps

May 16, 2014 – May 15, 2015

Contact: Steve Roach, Interim Athletic Director Phone: 724-357-4295 (HAWK)
 Lisa Bash-Ward, Business Officer/Camps Fax: 724-357-2754

Affiliation: Division of Student Affairs

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

Address: 711 Pratt Dr., Kovalchick Complex & Athletic Suites

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.

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

Key content has been communicated in the following dialog boxes below for Goals 1 through 4. Additional documentation has been included to illustrate this institute’s efforts throughout the fiscal year. At this time, there has been no change to the goals set in the past year.

	Description of Goal	Short term (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 Goal: Improve the institute’s webpage to increase better communication and marketing of our sport camps	Long Term	New Goal	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 data	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 (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

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 many options to improve design and appearance by using still photos to develop a panoramic video using voice over video. Dr. Piwinsky's team will brainstorm and review other sister institutions camp pages to see what is trending. This project activity is ongoing for fiscal year 2015-2016. During the next web team visit, we will discuss utilizing web analytics as a reporting instrument to track webpage visits.* See attachment.

	Description of Goal	Short term (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	Short Term	New Goal	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 (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

The supplemental payment request process has been discussed during camp meetings, one-on-one discussions with camp directors, and through email notifications. Recently, our office has transitioned over to using the electronic approval process on the X drive. The camp directors are submitting supplemental payment request forms electronically to their business office for electronic processing across campus. 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 near future. The timeline will be used to assist camp directors in submitting their forms in a timely manner and to maintain accountability in the process.

	Description of Goal	Short term (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	Short Term	Continuing Goal	Schedule camp meetings, identify inactive potentials, one-on-one meetings, seek out sports who are running lower numbers, review 2013 annual report	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 (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

This is an on-going effort with the sport teams to encourage 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 startup meeting with each camp director has not been scheduled to discuss participation; however, meetings will be scheduled here in the near future. There are new challenges we are facing in the employment and background clearance processes for external workers. Most of our efforts were directed to how each camp would have the ability to continue to operate due to new policies and procedures. We are still working out details with our largest revenue camps to see if certain camps can even run with the new processes. It is our hope to have everyone on board, so our area can move forward again to offer the services to the community and provide additional funding for team operations. Note: We may need to review the last two annual reports for comparison.

	Description of Goal	Short term (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	Short Term	New/ Continuing Goal	Annual training of department 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 (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

The Intercollegiate Athletics Department was trained in June 2014 on the "Stop It Now" program. This program was presented to bring education/awareness to the department for prevention of child sexual abuse, to speak up and keep children safe, and to recognized children at risk. A 23-page PowerPoint was created to deliver the content to the department. All coaches, support staff and athletic administrators will be trained annually on the Protection of Minors initiative as outlined in the BOG Policy (2014-01). Each year coaches will receive Protection of Minors/Title IX training in conjunction with the NCAA Recruiting Exam and CPR Certification at the annual coach's retreat held in the beginning of June. All support staff and athletic administrators will be trained annually through an effort between the Athletic Department and the Title IX Coordinator.

* See attachment.

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

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, and the athletics business office. 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.

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]

NA

Annual Report: Intercollegiate Athletic Institute for Sport Camps

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	Teams/Individuals School – age participants	158			8,870	
Basketball, Men’s	Teams/Individuals School – age participants	359			43,100	
Basketball, Women’s	Teams/Individuals School – age participants	239			15,460	
Field Hockey	Teams/Individuals School – age participants	50			18,750	
Lacrosse	Teams/Individuals School – age participants	32			1,600	
Soccer	Teams/Individuals School – age participants	56			8,470	
Swimming	Teams/Individuals School – age participants	54			10,767	
Tennis	Teams/Individuals School – age participants	33			1,590	
Track and Field	Teams/Individuals School – age participants	8			1,300	
Volleyball	Teams/Individuals School – age participants	46			1,600	
Total		1,035			111,507	

Center for Career and Technical Personnel Preparation

May 16, 2014 – May 15, 2015

Contact: W. Barnett Knorr, Director

Phone: 724-357-4434

Fax: 724-357-6200

Affiliation: College of Education & Educational Technology

Website: <http://www.iup.edu/careertech/default.aspx>

Address: 1110 Maple Street, Reschini House

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

The purpose of the Center for Career and Technical Personnel Preparation at IUP is to provide effective and efficient comprehensive statewide teacher education programs that are specifically designed to prepare and update career and technical education teachers and administrators in accordance with Chapter 49 requirements.

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

	Description of Goal	Short term (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: Identify a new full-time or 2 part-time Field Resource Person(s)(FRP), hire, orientate, and place in service.	ST	NG	New full-time or 2 part-time FRPs in place and serving students	New FRP(s) will provide instructional services to students enrolled in Center programs	IUP Strategic Plan: <ul style="list-style-type: none"> • Academic Excellence • Student Development and Success • Resource Development IUP Values: <ul style="list-style-type: none"> • Responding to the needs of students • Knowing students as individuals AA 12-15 goal 1 – Support core academic programs

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Two part-time Field Resource Persons (FRP) were recruited, hired, oriented and placed in-service. Their faculty evaluations showed superior achievement.

	Description of Goal	Short term (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: Develop a new distribution of assigned duties and revise the organization chart*	ST	NG	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: <ul style="list-style-type: none"> • Continuous Improvement • Resource Development IUP Values <ul style="list-style-type: none"> • Employing evidence in decision making

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

The revised organizational chart is attached.

	Description of Goal	Short term (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: Plan and conduct a 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.	ST	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: <ul style="list-style-type: none"> • Student Development and Success • Enrollment Management • Continuous Improvement • Resource Development IUP Values: <ul style="list-style-type: none"> • Responding to the needs of students • Employing evidence in decision making AA 12-15 goal 1 – improve student retention AA 12-15 goal 4 – plan and implement innovative practices

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

The Fall 2014 Pre-Induction served 27 new CTE Instructors. The Spring Pre-Induction served 10. Evaluations by the participants and their employers showed solid results. All categories of CTE personnel mentioned in the goal statement participated in presenting the program.

	Description of Goal	Short term (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: Enroll a minimum of 35 new students in the Career and Technical Training Program.	ST	NG	Progress will be measured by the number of new students enrolled by January 15, 2015	Continue to build the enrollment of the program.	IUP Strategic Plan: <ul style="list-style-type: none"> Enrollment Management IUP Values: <ul style="list-style-type: none"> Demonstrating an excellent return on educational investment AA 12-15 goal 1 – improve student retention

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Thirty-seven (37) new teachers enrolled, 5 new cooperative education participants and 5 new leadership students enrolled for a total of 46 new students.

	Description of Goal	Short term (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 Goal: Maintain a minimum enrollment of 100 students in the Career and Technical Program	LT	CT	Progress will be measured by the number of students enrolled by January 15, 2015	Retain those students who start the program	IUP Strategic Plan: <ul style="list-style-type: none"> Enrollment Management IUP Values: <ul style="list-style-type: none"> Demonstrating an excellent return on educational investment AA 12-15 goal 3 – promote more effective advising and improve student retention

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Fall 2013	
Vocational Education	118 – 23 of these students were new
Cooperative Education	8 – 5 of these students were new
Leadership	0
TOTAL	126 – 28 total new students

Fall 2014		Spring 2015	
Vocational Education	120 – 26 of these students were new	Vocational Education	94 – 10 of these students are new
Cooperative Education	9 – 2 of these students were new	Cooperative Education	7 – 3 of these students are new
Leadership	5 – 2 of these students were new	Leadership	8 – 3 of these students are new
TOTAL	134 – 30 total new students	TOTAL	109 – 16 total new students

	Description of Goal	Short term (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/Financial Stability Goal: Establish supplemental funding source(s) and/or new funding models. Seek grants and contracts to provide additional Center support	LT	NG	Progress will be measured by non-Perkins funds received	Provide financial support for the Center	This is a departmental goal and relates to AA 12-15 goal 1 – ensure financial stability

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

We were able to negotiate a per student contract with Pennsylvania Department of Corrections this year that extends through June 30, 2016. The Center will be reimbursed \$3,000 per student, per semester. This contract generated \$18,000 for the 2014-15 academic year.

Dr. Luetkehans was also able to assist by covering the cost for Department Chairperson for the Spring 2015 Semester.

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

We will be actively recruiting a qualified individual to replace a part-time Field Resource Person and an instructor for the Cooperative Education Certification Program.

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.

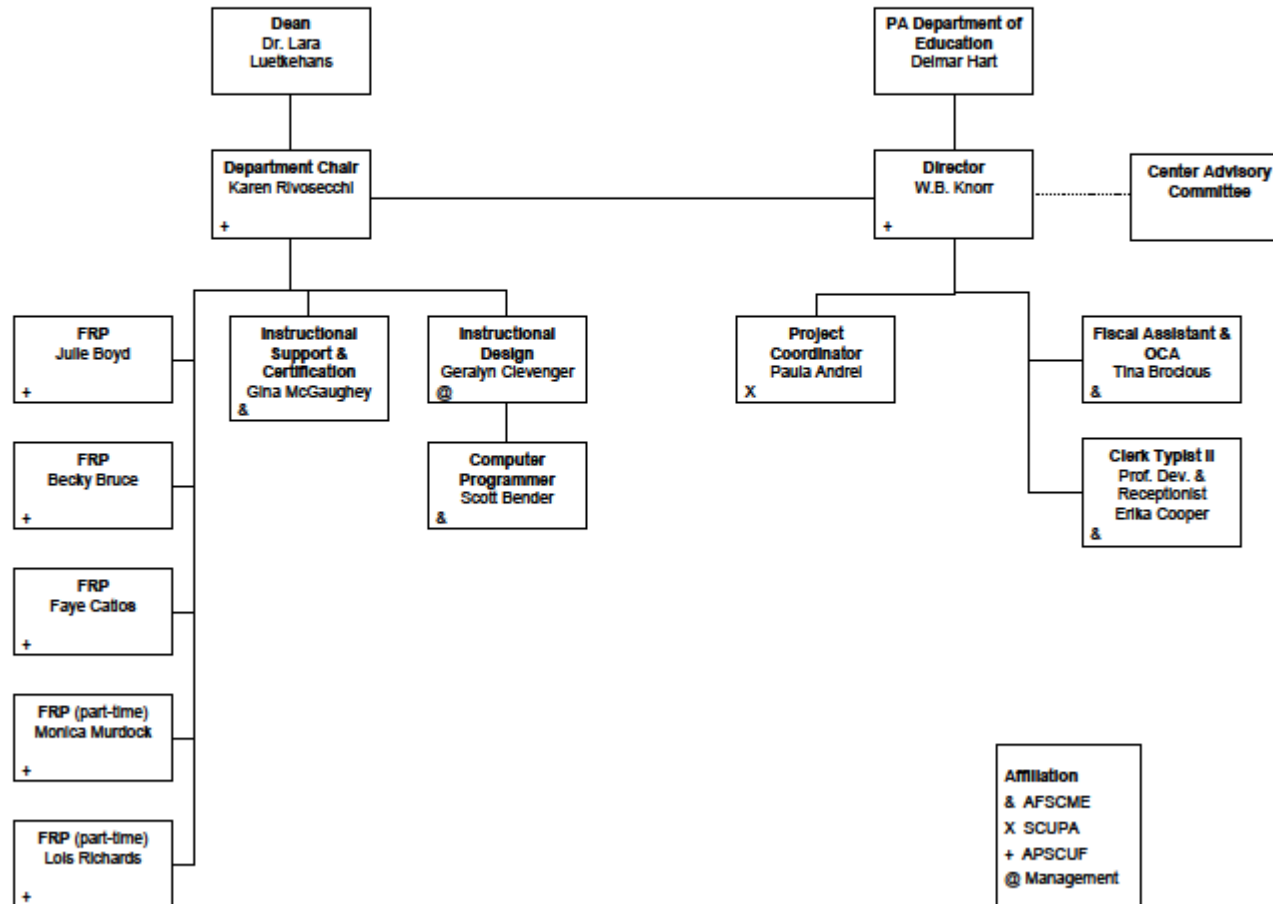
The Center employed five full-time faculty, two part-time faculty, one SUA staff member, one manager, and four full-time support staff during the 2014-15 year. Our Advisory Board is composed of 11 members that represent multiple facets of Career and Technical Education. All are actively engaged. A committee list is attached.

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 receives an operating budget through the College of Education and Educational Technology. All personnel costs have been covered by grants in the past, however, The College of Education and Educational Technology did support a Departmental Release for Karen Rivosecchi during the Spring 2015 Semester.

Center for Career and Technical Personnel Preparation Indiana University of Pennsylvania

Organizational Chart
8/25/2014



**IUP Center for Career and Technical Personnel Preparation
Advisory Committee List**

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Annual Report: Center for Career and Technical Personnel Preparation

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			
PDE, Bureau of Career & Technical Education (BCTE)	State Government			\$1,132,316	\$1,132,316	
PA Career and Technical Education Conference (PACTEC)	PACTEC Policy Committee			43,754	43,754	
PA Department of Corrections	State Government			18,000	18,000	
Total				\$1,194,070	\$1,194,070	

Center for Media Research and Production

May 16, 2014 – May 15, 2015

Contact: Mark Piwinsky, Director

Phone: 724-357-2492

Fax: 724-357-5503

Affiliation: College of Education & Educational Technology

Website: <http://www.iup.edu/digitalmediainstitute/default.aspx>

Address: 121 Stouffer

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

The CMPR is a media production facility that provides IUP students with professional experience in preproduction, production, and postproduction of digital media, and provides support for research projects associated with media production, communications, instructional technology and promotions.

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

	Description of Goal	Short Term (ST)/Long Term (LT)	New goal (NG) or Continuing Goal (CT)	How will you measure progress or achievement?	What are 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 settings with real world clients	LT	CT	<ul style="list-style-type: none"> Number of students engaged in CMPR projects Number of external clients and projects per student. 	<ul style="list-style-type: none"> Involve 6-10 students per semester plus 15-20 summer interns Support 4-6 external client projects per year (ties to Goal 5). 	PASSHE – 1) excellence, 2) student career prep, 4) results focus IUP 2015 – 1) innovative, 2) prepare students 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 (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

For FY2014-2015, the CMPR achieved its first goal of enhancing opportunities for students to work in production settings with real world clients. In terms of student involvement, the CMPR had 30 student interns in summer 2014. During the academic year, the CMPR had a total of 11

practicum, 12 undergraduate volunteers, 4 paid undergraduate students and 5 graduate students working with the center in the fall semester and 11 practicum, 7 undergraduate volunteers, 5 paid undergraduate students and 4 graduate students working with the center in the spring semester.

This shows a significant increase in student participation from FY2013-2014 when there were two graduate assistants assigned to the center for both fall and spring semester. In fall 2013, 10 students were assigned to the CMPR to work in various capacities, totaling 27 practicum credit hours. During this same semester, between CMPR and the broadcast initiative 16 students were on payroll. Spring 2014 showed a decrease in participation at 8 students totaling 16 practicum credit hours. During this time, 16 students were on payroll either with the CMPR or as a part of the broadcast initiative. As FY2013-2014 was the founding year for the CMPR, our number of volunteers was quite low; with no concrete data on this, we have chosen not to report a specific number. Due to the experience of students in FY2013-2014, volunteer participation increased and we were able to track our volunteers or associates during FY2014-2015.

In terms of projects involving external clients, our center completed over 100 productions with some 50 plus clients this year compared with approximately 50 projects and some two dozen external clients last year. Many of our clients were repeat customers from previous projects. Indiana Regional Medical Center, Renda Broadcasting, the American Pyrotechnics Association, and the Pennsylvania State Police have been working with and supporting the CMPR from the start. Indigo, Indiana Community University Development, Indiana Borough, the Water Resources Education Network, the Historical Society, Chamber of Commerce Awards, Indiana’s Cooking, and several local businesses. These include the launching of a monthly feature show – *IRMC Today* – focusing on health issues and services. Internally, the CMPR has worked with a significantly larger number of IUP based clients than we have in the previous report year (see listing). An important new element is the creation of training videos for Human Resources, the Research Institute and FERPA compliance.

	Description of Goal	Short Term (ST)/Long Term (LT)	New goal (NG) or Continuing Goal (CT)	How will you measure progress or achievement?	What are 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	NG	<ul style="list-style-type: none"> Number of supported research works Pursue submission of production works to professional competitions 	<ul style="list-style-type: none"> 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) continuing improvement AA – 2) core programs, 4) innovative practices

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year’s numbers for comparison).

During the past year, the CMPR has been engaged in a number of projects supporting research and scholarly creative work for Communications Media and other IUP departments. The Center supported the dissertation research of four students in the Communications Media Ph.D. program. These included studies on information and recall using audio and video productions as well as an infographics syllabus. Two of these studies

resulted in presentations at the Laurel Highlands Communications Conference. The CMPR has worked with Dr. Fiddner and Dr. Chambers in the Political Science Department on their research into cyber security and on how research questions are developed. This resulted in two national presentations including one at the *Teaching and Learning Conference* of the American Political Sciences Association - the premier association in Political Science.

The CMPR is also involved in several scholarly activities. It is part of a National Endowment for the Arts grant with University Archives and the Museum doing a documentary on the restoration of the artistic works of Milton Bancroft. With Music, we have received funding to record an album and video of original commissioned compositions for Eastern Standard. The trio of IUP Music faculty has performed nationally. In addition, the CMPR has webcasted/broadcast four music concerts as well as created *An Evening with the Arts* show which highlights music, theater and artistic works at IUP and in the local community. We are also working with Theater on a planned video of *Meopian Dreams* – an original play by a local author and IUP Comm Media graduate. In addition, we are partners with Special Education on a pending grant for a video on how families cope with autism.

Production works completed as a part of the IUP Broadcast Initiative and general CMPR work have been submitted to professional competitions. A fundraising work with Renda Broadcasting was to the Pennsylvania Association of Broadcasters annual contest for fall 2014. As a part of the Broadcast Initiative, COMM481 Live Sports Production: College Basketball, the CMPR sent in three submissions for the College Sports Media Summit, a part of Sports Video Group, which meets annually in Atlanta. This association offers a competition catering to college sports production at all levels; professional to student produced. Our submissions were in the student produced level and in the categories of live production and PSA/Commercial campaign. Although none of our submissions were nominated for the awards, this was our first year competing with a crew comprised entirely of students in a course. In previous years, our submissions were nominated, but at that time, our sports production process included a core group of paid students who remained in the program for 3-4 years. This former approach kept the number of students who were able to be involved in sports broadcasting at a relatively low number with only 2-4 new students a year having the opportunity to join. The new approach allows for participation of approximately 20-25 students a semester and provides academic courses and credits for our students.

	Description of Goal	Short Term (ST)/Long Term (LT)	New goal (NG) or Continuing Goal (CT)	How will you measure progress or achievement?	What are 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	Work with the University level and other departments to produce promotional videos and website/new media materials	Support 4-6 initiatives per year.	PASSHE – 1) excellence, 2 student career prep, 3) funding IUP 2015 – 1) innovative, 2) prepare students IUP 2007 – 14) marketing, 6) continuing improvement, 7) resource development AA – 1) retention/outcomes, 2) core programs, 4) innovative practices

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

The CMPR has been actively involved in supporting marketing and promotional activities for IUP. One of our most aggressive undertakings involved a multiple media-based campaign for the College of Health and Human Services involving web design, photos, logos, signage and promotional videos. The second was the showcasing of fine arts at IUP through multiple live concert web/broadcasts and the launching of an arts-oriented feature show – An Evening at the Arts. In spring 2015, this included two live concert webcasts including the Jack Stamp farewell concert.

In addition, the Center is creating promotional videos and/or web materials for a number of IUP entities. These include videos for Curriculum and Instruction, Counseling, Literacy Center, the Philadelphia Urban Experience, and the CMPR internship program in the College of Education and Educational Technology. With funding provided by the School of Graduate Studies and Research, we have undertaken a number of web and video projects for various Centers and Institutes. In summer 2014, these included Community Music, Biotech, Film Studies, Geoscience, Woodturning and Frederick Douglass. Summer 2015 added Applied Psychology, Teaching Excellence and Sports Camps.

We have also worked extensively with IUP Athletics, specifically basketball and volleyball, to create recruitment and commemorative video products. The basketball recruitment video has been used with potential students and shown at KCAC on the Jumbo-Tron at high school night. We are currently in the process of completing a recruitment video for women's tennis and will continue working on a video for baseball.

Finally, our visibility in the community helps draw attention to IUP. This includes our broadcasts of high school football that covered Indiana and the Heritage Conference schools – these include four of the top ten schools sending undergrads to IUP. We have produced products or covered events for the Chamber, Indiana Gazette, Renda Broadcasting, IRMC, Jimmy Stewart Airport, the Governor's Arts Awards and others that showcases IUP's value to potential students and the community.

	Description of Goal	Short Term (ST)/Long Term (LT)	New goal (NG) or Continuing Goal (CT)	How will you measure progress or achievement?	What are 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 productions 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 IUP 2007 – 1) excellence, 2) student success, 5) enrollment, 6) continuing improvement AA – 1) retention/outcomes, 2) core programs, 4) innovative practices

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

The CMPR has supported multiple courses this year including three sports related courses and IUP News Center. Heritage Conference Football, a collaboration between Renda Broadcasting and the CMPR completed its second season of filming during the fall 2014 semester. We covered nine games throughout the course of the season, which was a reduction from the previous year when we covered over ten games as a result of Homer Center advancing to the regional championship. Compared with last season, there was a drop in enrollment, from 13 students to 11. Although there was a drop in enrollment, two students from the previous year who were unable to schedule the course continued to volunteer their time for filming on Friday night.

The CMPR also supported IUP sports, specifically a course in recording IUP Football and another in recording IUP Basketball. These courses saw higher enrollment numbers (24 and 19, respectively). Both courses covered all of the home games during the semester in which they were held. In addition, through a collaboration with American Adventure Sports, our interns had an opportunity to cover a two-day wilderness endurance race at Ohiopyle. Last year, interns from our department at American Adventure Sports were part of a production crew covering a similar race. While the resulting show was aired nationally on the NBC cable sports network, IUP was not directly involved and thus not recognized. By participating directly, IUP, the department and the CMPR will receive recognition if the distributors are successful in placing this year's race.

Our major instructional work is the production of a video on how students should respond to the event of an active shooter situation on campus. Working for IUP Police, this is a major effort involving over 30 students and faculty from the Center. Working with Comm 846, instructional media course, scripts were developed for a series of instructional videos for Indigo. Actual production will be done this summer by the CMPR. Other instructional/training products include Title IX, employee orientation and FERA training for Human Resources; grant development materials for the Research Institute; and training materials for guides at the Historical Society. We have also produced a video on smart board usage for our college.

	Description of Goal	Short Term (ST)/Long Term (LT)	New goal (NG) or Continuing Goal (CT)	How will you measure progress or achievement?	What are 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 3-4 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 IUP 2007 – 1) excellence, 2) student success, 3) civic engagement, 4) marketing, 5) enrollment, 6) continuing improvement AA – 1) retention/outcomes, 2) core programs, 4) innovative practices

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Over the past year, our network of collaboration has expanded considerably. Within IUP, this includes extensive work with the college offices, departments, centers and institutes in Education, Health and Human Services, and Fine Arts. Other departments and offices include IUP Police, Political Science, Geoscience, Athletics, Student Affairs, Communications and Marketing, the PASSHE Academic Chairs Retreat and the 6O'clock Series. In addition, our work with the Graduate School has led to new or expanded work with many centers and institutes. A list of our IUP activities is included in the attached table. Some highlights include the Folkman Scholarship Concert, An Evening with the Arts, an active shooter video, IUP-TV News Center, and IUP sports broadcasting.

For the community, our collaborations with IRMC, Renda, Indiana Gazette, Jimmy Stewart Airport and Camp Cadet continue. New partnerships include IRMC – Small Choices-Big Change, ARIN, American Adventure Sports, Indiana Community University District, Water Resources Education Network, Indiana Borough, and several local businesses. Key examples are IRMC Today and the IRMC 100th Anniversary documentary, a website and videos for women's health with Small Choices-Big Changes, Indiana's Cooking, airport promotional videos, Indiana public works video, and informational videos on water conservation and run-off. Our work with ICUD resulted in them drawing an audience for community planning activities that was 3-4 times their expectations. The B.E. Taylor Concert promotional video help generate the most successful campaign for the Teddy Bear Fund Drive for IRMC raising over \$125,000.

	Description of Goal	Short Term (ST)/Long Term (LT)	New goal (NG) or Continuing Goal (CT)	How will you measure progress or achievement?	What are 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 operational support for the CMPR	LT	NG	<ul style="list-style-type: none"> Develop a charge for services model Seek support for GAs, release time and student workers Improve effort tracking system 	<ul style="list-style-type: none"> Increase paying clients or funded projects by 1-2 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) continuing improvement, 7) resource development AA –2) core programs, 4) innovative practices

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

The CMPR is working on a pricing model. 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.

This year, we received 9-credits of faculty AWE to support the CMPR and the University's Broadcast Initiative. In summer, 6-weeks of faculty support is provided. The CMPR is also using funds from firm-fixed price projects at the Research Institute for consultant contracts for summer 2015 for temporary faculty to assist. Additional support includes graduate assistants (see item 5 below).

The CMPR has adopted Nutcache – a web-based time keeping system for students to use in logging hours. The system enables student workers to submit hours worked on each project facilitating project tracking and management.

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

As the CMPR continues to expand its reach and make more connections in research as well as production, sufficient personnel to support operations, train students and coordinate with clients continues to remain a challenge.

Turnover and student recruitment are major challenges. Since the inception of the Center, Dr. Lacey Fulton has played an essential role in the CMPR as a doctoral student and temporary faculty member. In Fall 2015, she is starting a position as a tenure-track faculty member at Clarion. Dr. Fulton was the lead coordinator for our live music broadcasts as well as overseeing a major portion of CMPR projects. Mr. David Lind, Station Manager of IUP-TV, is also retiring. He and Dr. Fulton anchored IUP sports broadcasting and both have extensive technical knowledge that will now be gone. Dr. Piwinsky, who has served as director, logistics and planning coordinator, University and community liaison, and executive producer on most CMPR projects, is also leaving the CMPR to return to anchoring the department's audio program.

All of the current GAs are also graduating in August and most 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 and Community Education 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 (see goal 6) 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 has been working to expand these client-based opportunities to other courses including our media field studies (Comm 408), feature programming (Comm 407) and news process (Comm 451) classes. The CMPR also hosts 8-10 practicum students a semester, employees several undergraduates, and, from summer 2013 through 2015, hosted 62 interns and supported another 16 interns in an affiliated program in summer 2015 that provided extensive technical and professional practice training to supplement client-based work.

A related factor is the nature of the production work done by the CMPR. As this work is in response to client needs, the ability for more creative expression seen in other art and production areas is really not available. This is perceived as reducing the value of the work as scholarship. Second, the production process involved can be very complex and time consuming. This requires a high level of technical and logistical skills and finding highly qualified faculty and graduate students is a major challenge. In addition, the time commitment required reduces the ability of the faculty involved to do other research and scholarship. Third, while several courses have worked with the CMPR, most of the student work is done by practicum students or interns who do not create workload hours for the faculty involved with the CMPR. 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.

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 administrative/coordinating group and our production team. The primary administrative team consists of Dr. Mark Piwinsky, the Director, Dr. Lacey Fulton, Assistant Director, Ms. Brittany Pavolik – a doctoral student and Teaching Associate who contributes significant time to the CMPR, and Ms. Jenelle Dickason – a Graduate Assistant who contributes significant extra hours to the CMPR beyond her regular appointment.

The production portion includes the above mentioned individuals as well as Dr. James Lenze who has done several major scripting projects for the CMPR including incorporating the Indigo instructional videos in his doctoral class. Dr. Christopher Juengel who provides considerable photography support, and Dr. Jay Start and Dr. Aya Mughtar, who have worked on feature stories with the Center and assisted in student recruiting. Graduate students include Mr. Tyrone Jones, Ms. Elizabeth Cujas and Ms. Brittany Baker. As the TV and technical support staff for the Department, Mr. David Lind and Mr. Chris Barber provided significant technical support to the Center. In addition, the Center benefits from the time and effort provided by our 12-15 students each semester and our many summer interns.

While not formally a part of the Center, Mr. Michael Hood from Fine Arts, Dr. Lara Luetkehans from COE-ET, and Dr. Stephanie Caulder and Mr. Ben Blasko from Music, play essential roles in our concert coverage and the TV show – *An Evening with the Arts*. Ms. Michelle Fryling and Mr. Michael Powers, from Communications and Marketing, provide support and advice on website and project work. Finally, Mr. Robert Smith and Mr. Nate Blehi at KCAC play a major role in assisting our basketball coverage as well as our work at various events at KCAC.

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 at a student hourly rate, others are done through firm-fixed pricing, and many 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 9-credits of faculty release to help cover the sports and fine arts components of the Broadcast Initiative as well as other University service functions. During the summer, six credits of administrative contracts are assigned to the Center which helps 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. Health and Human Services and the Frederick Douglass Institute reimburse for student wages. The University, Provost, our College and Fine Arts have provided major equipment support in recognition of our service work. As the CMPR assumes many departmental tasks, including the logistics for the *Laurel Highlands Communications Conference*, two of the department's GAs are assigned to the Center. The Graduate School has also provide a mini-GA that was used for the CMPR.

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. Also, significant donations are received from a family supportive of the CMPR's operations and student development. This is done through the Foundation and provides funding for students, faculty, equipment and operating costs.

Annual Reporting Form
IUP Centers and Institutes
July 1, 2014 - June 30, 2015

Center/Institute Name: **Center for Media Production and Research**

Organization or Individual ² Information		Time Period	Number of Clients Served	Amount of Income Requested (grants applied for or contract bid on)	Amount of Income Received (grants, contracts, Fees, etc.)	Pro Bono Value (If public service with no monetary remuneration)	Comments
Service provided to ³	Type of Organization Receiving Service		PA and Non-PA Residents				
External Constituents - Business, Broadcasters, Healthcare, Military, Non-Profits							
IRMC Patient Services	Healthcare	New 2014-15		1,000			Patient informational videos
IRMC Today	Healthcare	New 2014-15		5,000			Monthly health feature show for IUP-TV
PASSHE Annual Chairs Conference	Educational	New 2014-15				5,000	Video entire conference including breakout sessions
American Adventure Sports	Business	New 2014-15				10,000	Collaborative - video on Ohiopyle extreme endurance race. Intent to distribute nationally on sports network
ARIN - GED Graduation Ceremony	Educational	New 2014-15				2,000	Photo, video and audio services for Commencement ceremony
Chamber of Commerce Awards	Local Government	New 2014-15				500	Community Services and Local Government Videos
Indigo Bus Company	Transportation Services	New 2014-15		1,500			Four short informational videos on using bus services
Indiana Borough Public Works	Local Government	New 2014-15				500	Video on Public Works services

Indiana Community University District	Local Government	New 2014-15				1,500	Promotional materials and videos for community planning event
Indiana Historical Society	Non-Profit	New 2014-15				1,500	Documentary videos of individual exhibits and tours
Myron Tomb - Law Firm	Business	New 2014-15				200	Publicity photos for website
Governor's Arts Awards	PA Council for the Arts	2013-15				1,000	Promotional videos and announcement coverage.
Myron Tomb - Arts Review	Governor's Arts Nominee	2013-15				750	Video for IUP-TV showcasing nominee.
IRMC - Small Choices-Big Change; Susan G. Komen	Hospital	2013-15	Target is 200 participants		2,000		Video editing, online educational site, promotional materials for breast cancer awareness
IRMC 100th Anniversary Documentary	Hospital	2013-15	Serves IRMC and will be shown on the Hospital's and IUP's TV		5,000		Video celebrating 100 years of service.
League of Women Voters; Water Resources Educational Network	Civic Group	2013-15	Local municipalities and large landowners		1,000		Promotional/Educational Materials on Storm Water Management ; publicity materials and signage
Ross Bricklemyer Rentals	Local Realtor	2013-15	Two local rental companies	240	720		Residential videos for website
I Do Therapy	Local Business	2013-15	Local Business			500	Photographic work for company web catalog.
American Pyrotechnic Association	Professional Association	2013-15	APA and its 1,500 member companies nationwide			5,000	Safety and promotional videos.
Westsylvania Jazz and Blues Festival	Civic Group	2013-14	About 1300 attendees			750	Indiana Arts Council, Delaney chevrolet, EQT Foundation,
Seeds of Faith	Private K-12 School	2013-16	150 students and their families			1,000	Video to support Capital Campaign for local school.

Camp Cadet - Pennsylvania State Police	Children's Camp	Annual - Ongoing	Serves the Camp and about 50 local students attending			4,000	Documentary video and memory photos for participants.
Indiana's Cooking - Indiana Gazette	Community Event	Annual - Ongoing	About 900 attended plus several dozen local vendors			2,000	IUP Culinary, FDNT and Indiana Gazette. Preview videos and closed circuit broadcast.
Renda Broadcasting - Teddy Bear Fund Drive - B.E. Taylor Christmas Concert 2014	Media Outlet - Hospital Fundraiser	Annual - Ongoing	About 3,000 attended the concert. Campaign raised \$125,000.			2,500	Fund drive for IRMC Pediatrics and Pittsburgh Children's Hospital; includes preview show, promos and concert coverage.
Indiana & Heritage Conference High School Football with Renda Broadcasting	Media Outlet	Annual - Ongoing	Covering 10 local high schools			10,000	Record and rebroadcast local football games. Includes 4 of the top 10 schools that send freshmen to IUP.
Jimmy Stewart Airport	Airport Authority	Annual - Ongoing	Event draws 2,000+			500	Airport Festival - Video and Promotional Materials
University Constituents							
Folkmen 50th Anniversary Concert	IUP Alumni Relations & Student Affairs	New 2014-15				1,000	Audio recording, video feature story, promotional materials for IUP scholarship fund
Keith Hall Reunion	IUP Alumni Relations & Student Affairs	New 2014-15			400		Video documenting reunion ceremony
SGSR C&I - Applied Psychology	IUP Centers and Institutes	New 2014-15			1,000		Web redesign photo and videos
SGSR C&I - Sports Camps	IUP Centers and Institutes	New 2014-15			1,000		Web redesign photo and videos
SGSR C&I - Teaching Excellence	IUP Centers and Institutes	New 2014-15			1,000		Informational and promotional videos
Literacy Center	IUP Center - COE-ET	New 2014-15		800			Video work for web
IUP Basketball - Recruitment	IUP Athletics	New 2014-15				250	Recruiting video for IUP sports team
IUP Tennis - Recruitment	IUP Athletics	New 2014-15				250	Recruiting video for IUP sports team

IUP Punxsutawney	Housing and Residence Life	New 2014-15	200+ students at Punxsy campus			800	Promotional / informational videos on regional campus services and student opportunities
An Evening with the Arts	IUP Fine Arts and COE-ET	New 2014-15				2,400	Monthly feature show highlighting the arts at IUP and in the community
Theater - Meopian Dreams	IUP Theater & Community	New 2014-15				1,200	Record excerpt from play written by local playwright
Philadelphia Urban Experience	IUP K-12 Program, PASSHE	2013-2016					Recruitment and promotional videos, banners and orientation materials. Supported by partial GA funding from COE-ET.
COE-ET Recruitment and Orientation Materials	COE-ET	2013-2016					
Curriculum and Instruction - PSED	IUP Department	2013-2016			3,500		
IUP Counseling	IUP Department	2013-2016			1,000		Promotional / recruitment video
Music - Pogorzelski and Yankee Organ	IUP Music	2013-2015	Music and American Guild of Organist			3,500	Showcase videos on new organ. Included travel and remote shots. Video distributed through national organization.
SGSR C&I - Frederick Douglass Institute	IUP Centers and Institutes	2014-2015			500		Website design, photo and scripting services
SGSR C&I - Community Music	IUP Centers and Institutes	2014-2015			500		Website update and photos
SGSR C&I - Information Assurance	IUP Centers and Institutes	2014-2015			500		Website update
SGSR C&I - Wood Turning Center	IUP Centers and Institutes	2014-2015			500		Video and web services
SGSR C&I - Film Studies	IUP Centers and Institutes	2014-2015			500		Website update

Human Resources - Title XI, FERPA, Introduction Training	IUP Office	2014-2016		15,000			Instructional videos and online learning modules. 50% GA to be provided by Human Resources for AY 15-16 for project work
IUP Research Institute	IUP Office	2013-15		1,200			Informational videos in the grant process.
Middle States - IUP Provost's Office	IUP Office	2012-2015	University community			1,500	Informational videos on accreditation process.
IUP Police - Active Shooter Instructional Video	IUP Police	Annual - Ongoing	IUP community			30,000	Instructional video on how students and staff respond to active shooter situation.
IUP Basketball - Sports Live Broadcast	IUP Athletics	Annual - Ongoing	IUP community			9,600	Webcast and re-broadcast of athletic event. Done in cooperation with Comm class in sports broadcasting
IUP Football - Sports Live Broadcast	IUP Athletics	Annual - Ongoing	IUP community			6,000	Webcast and re-broadcast of athletic event. Done in cooperation with Comm class in sports broadcasting
Music Recitals and Concerts - Live Broadcasts	IUP Music	Annual - Ongoing	About 25 students and faculty			4,800	Four live webcasts.
Health and Human Services	Academic Department	Annual - Ongoing			2,000		Ongoing website work, promotional videos, graphic design
Co-Op Bookstore	IUP Co-op	Annual - Ongoing			250		Video Ads - provided in exchange for materials used for LHCC
Frederick Douglass Institute	IUP and PASSHE Centers and Institutes	Annual - Ongoing			600		Ongoing website maintenance. Reimbursed on student hourly rate
Career Development	IUP Office	Annual - Ongoing				300	Promotional and informational videos for students

Laurel Highlands Communications Conference	Comm Media	Annual - Ongoing	About 225 attendees from 10 institutions			3,500	Assisted with promotions, planning and ran the actual conference
Media-Based Research and Scholarship Initiatives							
Political Science - Research Methodology	IUP Department	New 2014-15				2,000	First video in series on research methods. Oresentation done at American Political Science Association - Jan 2015
Eastern Standard - Music Performance Group	IUP Professional Music Trio	New 2014-15			3,500		Video and audio CD of 11 commissioned works; Senate Grant
Infographics Syllabus - Dissertation Research	IUP Comm	New 2014-15				150	Graphic design supporting Ph.D. dissertation
TV News Crawls - Dissertation Reswarch	IUP Comm	New 2014-15				500	Video graphics and editing supporting Ph.D. dissertation
Video Quality and Information Retention	IUP Comm	New 2014-15				100	Video samples and edits for Ph.D. dissertation.
Bancroft Collection - Restoration Documentary	IUP Library and Museum	2013-2015			1,200		Documentary on restored collection. National Endowment for the Arts grant.
Political Science - Cybersecurity	IUP Department	2013-2015			2,000		Video on cybersecurity roundtable. Resulting research published by IBM Center for the Business of Government
Aurism - Family Impact and Strategies	IUP Special Education	New 2014-2015			15,000		Pending grant for video services for informational video
	External				7,740	13,720	44,200
	Internal				17,000	13,250	65,100
	Research				21,700	2,000	750
	Totals				46,440	28,970	110,050

Center for Videoconferencing	
May 16, 2014 – May 15, 2015	
Contact: David Lind, Director	Phone: 724-357-7517 & -2491
	Fax: 724-357-5503
Affiliation: College of Education & Educational Technology	
Website: http://www.iup.edu/videoconferencing/default.aspx	
Address: 121 Stouffer Hall	

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

Videoconferencing services are provided, at no charge, for IUP's; Colleges educational missions, Administrative Offices and Committees for system wide meetings, point to point meetings, training sessions, etc. with the Dixon Center, SSHE universities, and non PASSHE Universities.

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

Description of Goal	Short Term (ST)/Long Term (LT)	New goal (NG) or Continuing Goal (CT)	How will you measure progress or achievement?	What are planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
Increase external funding to center in support of Center's operation costs	LT	CT	Weekly research to identify possible grant funding opportunities and funds received from external use by non IUP entities	Outside income to support equipment/ supplies and SSHE Network costs	Maps to AA12-15 goal 4 Maps to COE&ET Vision Statement

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison)

First year that no external funding was acquired, last fiscal year 500.00 was received. Believe the decline in revenue is due to the ease of videoconferencing using Skype and other methods. At one time, the president's office funded yearly operating costs but due to the revolving door of Presidents over the past nine years operating funds were lost in "translation". Center was able to produce operating revenue, approx. 2,000.00 from non-university related videoconferencing. Researched grants to no avail.

Description of Goal	Short Term (ST)/Long Term (LT)	New goal (NG) or Continuing Goal (CT)	How will you measure progress or achievement?	What are planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
Administrative goal: identify new co-director & develop succession plan	ST	NG	Co-director named	Standard operating procedures & describing key Center operations, planning documents	

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison)

At this time, no new director has been named. Have shifted most of the director's responsibilities to Chris Barber, COE&ET Systems Technician, so Center can continue to operate until a new director is name. Chris is now the primary contact for scheduling center and training users on operating videoconferencing equipment and peripherals.

Description of Goal	Short Term (ST)/Long Term (LT)	New goal (NG) or Continuing Goal (CT)	How will you measure progress or achievement?	What are planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
Consult with COE &ET's Counseling Dept. and Dean on plans to deliver Courses to Monroeville Center & Northpointe	ST	NG	Number of courses/meetings delivered to Monroeville & Northpointe Centers. Number of Grad students in classes. Targeting one class to be delivered by Videoconferencing	Cost savings on faculty travel to Monroeville & Northpointe Centers. Train Centers' staff and faculty on equipment operation.	Maps to AA 12-15- Goal 1, 2 & 4 Maps to President's Academic Excellence Goals A., B., and C. Maps to COE&ET Vision Statement Maps to PASSHE Performance Measure 1: Degrees Conferred (1.0) Theme: Success

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

After consulting with counseling dept., they decided to not pursue multipoint classroom delivery at this time. However, Doctoral program in Professional studies and Education is slated to begin multi point connection for course deliver in fall of 2016. Counseling Department held 24 meetings and 7 job interviews between IUP and Monroeville. In 2013-14 there were 29 meetings.

Description of Goal	Short Term (ST)/Long Term (LT)	New goal (NG) or Continuing Goal (CT)	How will you measure progress or achievement?	What are planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
Professional Studies & East Stroudsburg Univ. continue to use Videoconferencing For their doctoral program	ST	CT	Number of; meeting between ESU & IUP Faculty, number of dissertations from ESU, or from other remote sites, Number of student meetings with their Committees	Center provides support for the IUP-ESU joint degree contractual relationship. Videoconferencing eliminates travel time for faculty, students and Directors of joint program.	Maps to AA 12-15 Goal 1, 2 & 4 Maps to President's Academic Excellence Goals A., B., and C. Maps to COE&ET Vision Statement Maps to PASSHE Performance Measure 1: Degrees Conferred (1.0) Theme: Success

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

The doctoral program continues to be the only credit bearing user of the Center at this time. Seventeen videoconferences:

- 5 comprehensive exams
- 5 dissertation defenses
- 3 dissertation proposals
- 4 meetings.

Last year there were 18 similar videoconferencing sessions.

Description of Goal	Short Term (ST)/Long Term (LT)	New goal (NG) or Continuing Goal (CT)	How will you measure progress or achievement?	What are planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
Tentative discussion to start with CITO for Center to be responsible for all videoconferencing rooms & scheduling for all colleges.	LT	NG	Center will be responsible for approximately 11 additional videoconferencing rooms	TBA	Maps to AA 12-15 Goal 4 Maps to President's Academic Excellence Goals A., B., and C.

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Though there was an informal discussion, no action was taken for the fiscal year.

Description of Goal	Short Term (ST)/Long Term (LT)	New goal (NG) or Continuing Goal (CT)	How will you measure progress or achievement?	What are planned outcomes for the goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
Continue to provide videoconferencing services for non-academic and academic offices for PASHE meetings, training , Committees, etc.	ST	CT	Number and description of each meeting. Center's yearly averages is 10-12. Will use average as target to measure.	Reduce travel cost for IUP offices to Dixon Center.	

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

14 videoconferencing sessions were conducted:

- 1 PSE Curr. 915 Writing for Publication with Dixon Center
- 1 SCUPA Meeting & Discussion, multi-pt. with PASSHE Universities
- 1 SCUPA contract negotiations, multi-pt. with PASSHE Universities
- 1 SCUPA Classifications, multi-pt. with PASSHE Universities
- 2 Provost Office, Chairs management, planning and Chairs conference planning with Kutztown & Dixon Center

- 2 Provost Office, TAOC meeting, multi-pt. with PASSHE Universities
- 1 Criminology Dept./APSCUF, Chairs conference planning with Kutztown & Dixon Center
- 1 Financial Operations training session in developments in Gov. and non-profit accounting and audits. Webinar with Surgent.
- 1 Human Resources SPFPA meeting with Slippery Rock
- 1 COE&ET demonstration of Live Text with WEBEX
- 1 Campus Police SPFPA contract vote, multi-pt. with PASSHE Universities
- 1 Special Education & Clinical Services class audio conference with expert at Temple University

In the last fiscal year there were 12 videoconferences

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

Naming a new Director of the Center

Need to investigate alternative funding for operation costs of Center. In past years, Center was fortunate to cover operating costs from usage charges by non IUP entities

A revised web site

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.

David Lind, Director of Center

Chris Barber, COE&ET Systems Technician (acting as a co-director/operations manager for this fiscal year)

Deb Mock, Administrative Assistant for the Comm. Media Dept.

Sources of funding from IUP for personnel and operating commitments?

Personnel - COE & ET assigned complements

Operating – charges for services by non-university entities to the Center for Videoconferencing & budget transfers to Long Distance Learning account to cover SSHE Network expenses. Cost overruns covered by COE&ET Operating Account

Child Study Center
 May 16, 2014 – May 15, 2015

Contact: Mark R. McGowan, Director Phone: 724-357-5000
Fax: 724-357-6946

Affiliation: College of Education & Educational Technology

Website: <http://www.iup.edu/schoolpsychology/csc/default.aspx>
 Address: 242 Stouffer Hall

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.

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

Description of Goal	Short term (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?
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 psychoeducational assessment per School Psychology Certification student enrolled in EDSP 949 in Summer I 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.

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year’s numbers for comparison).

The bulk of the CSC activities for 2014-2015 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 16 children this year for comprehensive psychoeducational evaluations. The children were served during the traditional clinic offered in the spring semester. One child was served without paying a fee. The remaining 15 families paid the full amount of \$75 for services. As of April 28, 2015, the fees received for these services totaled \$650.00. 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 2014, a CSC client satisfaction survey was conducted by the CSC graduate assistants. Clients from spring and summer 2014 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 16 children this fiscal year. It is relevant to note that the number served this fiscal year is fewer by 11 children by comparison to fiscal year 2013-14. However, this difference is attributable to changes in the reporting cycle and number of student clinicians providing service through the center. More specifically, the variance in these data do not reflect children who will receive services in the summer of 2015, which will be included in the 2015-16 report.

Description of Goal	Short term (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?
Maintain adequate inventories of current, psychometrically sound psychoeducational assessment instruments (e.g., tests, rating scales) to fulfill the training needs of	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).	Meet goals for each spring and summer session per enrollment in those courses, thus providing adequate training experience for our student	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

EDSP School Psychology Certification students enrolled in EDSP 812, 813, and 814.			These estimates are dependent on enrollment in EDSP 812, 813, 814, and 949 and the instruments used in each course.	clinicians prior to their year-long, field-based internship experience (EDSP 852)	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.
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Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

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 \$5,496 on testing materials in fiscal year 2014-15. By comparison to fiscal year 2013-14, approximately \$28,000 in ESF funds was spent on testing materials.

Much of the variance between fiscal year 2013-14 and 2014-15 is due to a grant awarded to the center in 2014. More specifically, the CSC applied and was awarded the 2014 Woodcock-Johnson IV University Outreach Program grant which provides free testing materials to university training programs. The CSC applied for 26 test kits to replace outdated versions in our testing library. Through the award, the CSC saved approximately \$26,333.50. This is a significant cost savings for the center.

Description of Goal	Short term (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?
Upgrade the use of technology in the Child Study Center for psycho-educational evaluations.	LT	NG	Purchase and implement platform-based psychoeducational assessment tools (e.g., Wechsler Q-Local) into relevant, existing courses	Faculty first familiarize themselves with the fluent administration, scoring, and interpretation of platform-based psychoeducational assessment prior to including in their	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 in order 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 psychoeducational assessment practices.

			such as EDSP 812.	<p>courses by end of AY 2014-2015.</p> <p>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., 2015-2016).</p>	<p>Maps to AA 2012-2015.2 Support core academic programs, high-growth-potential programs and regionally-significant programs through guided resource distribution, targeted student recruitment and community outreach efforts - This will support state-of-the-art training of our students for a professional field that is increasingly demanding that school psychologists have training in technologically-based psychoeducational assessment practices.</p> <p>Maps to AA 2012-2015.4 Plan and implement innovative practices in the design and use of campus teaching/academic space, incorporating digital and traditional elements to create engaging new learning environments (as part of the Academic Affairs portion of the long-range campus master plan) - The assessment practices in the field of school psychology are beginning to embrace computer-assisted technologies and tools in the psychoeducational assessment of children thought to have a disability or mental giftedness.</p>
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Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

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. The American Psychiatric Association recently published an updated edition of the Diagnostic and Statistical Manual of Mental Disorders (5th ed.), which will necessitate that many of the instruments that measure social, emotional, or behavioral characteristics be revised. Consequently, the CSC will need to purchase these updated instruments in order to be compliant with professional and ethical standards.

The CSC has been attempting to acquire the requisite hardware needed to support platform based assessments. Toward this end, Dr. Courtney McLaughlin and the CSC was awarded a grant from the IUP Academic Computing Policy Advisory Committee (ACPAC) to obtain and install four Apple iPads for use in the CSC. These iPads were updated with the latest software and apps, which allowed student clinicians to use them during the spring clinic with the children, when appropriate.

Description of Goal	Short term (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?
Upgrade the video-recording capabilities of the Child Study	LT	NG	Apply for internal funding (e.g., ACPAC or University Senate)	Submit an internal grant application within the next	Maps to the President's Vision of faculty using "technology to enhance student learning and augment the face-to-face and peer-learning experiences" in traditional courses.

Center to ensure high-quality video / audio capturing of all psychoeducational assessment sessions with clients.			to support the substantial upgrade of hardware and software in the Child Study Center to ensure adequate recording and supervision of sessions with clients.	two academic years.	<p>Maps directly to AA 2012-2015.1 Manage university enrollments and improve student retention in order to ensure financial stability and improve student outcomes - Prospective applicants to the graduate programs offered by the EDSP may desire to attend a training program that capitalizes on cutting-edge technologies to provide direct, immediate feedback to students in training.</p> <p>Maps to AA 2012-2015.2 Support core academic programs, high-growth-potential programs and regionally-significant programs through guided resource distribution, targeted student recruitment and community outreach efforts - This will support state-of-the-art opportunities for providing supervision to students in training. For example, upgraded video capturing systems will make reviewing client sessions and the provision of specific feedback to students in training substantially more efficient and comprehensive than what is available using existing technologies.</p>
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Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Over the course of this fiscal year, the CSC has been working closely with Dr. Onyett and the IT department to optimize the current technology being utilized. We continue to explore funding opportunities to upgrade the video and audio capturing equipment. However, in the absence of these funding opportunities, the CSC is prepared to continue to operate with the current equipment. To date, the software, installed at no cost to the CSC, has been meeting the needs of the students and faculty. The CSC continues to look for low- or no-cost solutions for upgrading these technologies.

Description of Goal	Short term (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?
Provide consultation to parents, educators, and community agencies (e.g., mental health, advocacy groups) regarding special education and gifted education eligibility	ST	CT	All consultative requests made to the Child Study Center regarding special education and gifted education eligibility practices, procedures, and policies will be	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.

practices, procedures, and policies.			thoroughly addressed.		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.
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Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

The CSC has been offering consultative service to parents, educators, and community agencies throughout the 2014-15 fiscal year. Many of these outreach efforts occur informally in response to phone calls to the CSC. However, Dr. McGowan recently conducted a training for the ARIN Intermediate Unit 28 on the topic of school violence. This service was provided at no cost and was attended by 20 IU professions who serve 11 school districts and 2 technical schools in the Armstrong and Indiana counties. The school psychologists employed by IU 28 have been an important source of referrals to the CSC.

Description of Goal	Short term (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?
Work toward financial sustainability	LT	NG	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 (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

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 the 2014 Woodcock-Johnson IV University Outreach Program grant for \$26,333.50 worth of assessment materials. Additionally, the CSC was awarded the ACPAC grant to purchase 4 new iPad's worth approximately \$2,000. The CSC continues to explore opportunities for internal and external funding sources to support the center's operations.

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.

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.

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 2014-2015

Organization ¹ or Individual ² Information		Number of Clients Served		Amount of Income Requested <i>(grants applied for or contracts bid on)</i>	Amount of Income Received <i>(grants, contracts, fees, etc.)</i>	Pro Bono Value <i>(If public service with no monetary remuneration)</i>
Service provided to ³	Type of Organization Receiving Service ⁴	PA Residents	Non-PA Residents			
16 children	Community Residents	16	0	\$1,200.00 (Total amount for services)	\$1,125.00 (Total received for services and donations)	\$75.00
TOTAL		16	0	\$1,200.00	\$1,125.00	\$75.00

IUP Center for Creativity and Change
 May 16, 2014 – May 15, 2015

Contact: John McCarthy, Director Phone: 724-357-3807
Fax: 724-357-7821

Affiliation: College of Education & Educational Technology

Website: <http://www.iup.edu/counseling/centers>
 Address: 206 Stouffer

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

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

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

Description of Goal	Short term (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?
Communication and Outreach: Conference presentation on CCTS at the Pennsylvania Counseling Association (Nov 2014)	ST/new project	CT	Participant and co-presenter feedback; Target participation=10	Increased awareness related to CCTS and its offerings. Increased attendance at subsequent workshops.	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 co-presenter(s) would be a student(s) in the Department.

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year’s numbers for comparison).

I submitted the proposal for this conference, but the conference presentation chair indicated that she did not receive it. However, an identical conference presentation was done at the 2015 Statewide Chi Sigma Iota Conference in State College in April. My co-presenters included my current graduate assistant, Cathy Kane, and my past graduate assistant (and now alumna), Melissa Habedank, both of whom are/were heavily involved in the Center. The average evaluation was a 4.89 out of 5.

Description of Goal	Short term (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?
Outreach and innovation: "Communishop" project at IUP Monroeville Center (starting in Fall 2014)	ST/new project	NG	Registration numbers; Participant feedback; Target participation=15	Increased visibility and awareness of IUP, particularly in the greater Pittsburgh area. This project would also serve as a marketing tool for the Dept of Counseling.	Maps to AA#4: Innovative practices and new use of space, as this one would relate to the IUP Monroeville Center.

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

This idea did not generate sufficient interest within the Department, though I have plans to modify it and offer a pilot project in Fall 2015 or Spring 2016 in Monroeville.

Description of Goal	Short term (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?
Outreach: One-day workshop on play therapy (October 2014)	ST/topic was done in the past	CT	Registration numbers; Participant feedback; Target participation=45	A minimum of 80 participants represents the primary goal.	Maps to Vision #3: Meeting needs of students with innovative programs.

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

This workshop was a tremendous success, as 87 registrants attended the event. Evaluations of the workshop were extremely positive.

Description of Goal	Short term (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?
Outreach: Possible one-day workshops on creative problem-solving; ethics; and/or career development (Spring 2015/Fall 2015)	ST/new project	CT	Registration numbers; Participant feedback; Target participation=25	A minimum of 80 participants represents the primary goal.	Maps to Vision #3: Meeting needs of students with innovative programs.

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

On May 15, the Center will offer a "Spring Seminar" at the IUP Monroeville Center. About 12 people are registered, and this event offered a discounted rate for members of the Greater Pittsburgh Counseling Association.

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

The Center received permission to change its name to the Center for Creativity and Change. A primary goal for the coming year is to increase our visibility as a center for creativity and creative problem-solving. This could be done through programming, extended marketing, and/or website modifications.

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.

- a) The Center has a director.
- b) The Center has an Advisory Board that meets once/semester.
- c) Graduate assistants are also involved in the Center's efforts.
- d) The Department Chair and Department of Counseling faculty are also consulted in the Center's operations.

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 financially self-supporting. Funding for the past year for the Center has come through workshop revenue. Additional funding came through the Department of Counseling to offset costs.

Annual Report: IUP Center for Creativity and Change

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			
Professionals and students	Play therapy workshop	87			6007	
Professionals and students	Spring seminar	12			189	
Total		99			6196	

Literacy Center	
May 16, 2014 – May 15, 2015	
Contact: DeAnna Laverick and Kelli Paquette, Co-Directors	Phone: 724-357-2400
Affiliation: College of Education and Education Technology	
Address: B5 Davis Hall	
Website: http://www.iup.edu/literacy/default.aspx	

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.

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

	Description of Goal	Short Term (ST)/Long Term (LT)	New Goal (NG) or Continuing Goal (CT)	How will you measure progress or achievement?	What are planned outcomes for this goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
1	Administrative goal: transition from current director to 2 co-directors			Co-directors assume 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 (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Goal No. 1 – Transition from one director to two co-directors. THIS GOAL WAS MET. We updated website and placed advertisements in newspapers to increase visibility within the department and community.

	Description of Goal	Short Term (ST)/ Long Term (LT)	New Goal (NG) or Continuing Goal (CT)	How will you measure progress or achievement?	What are planned outcomes for this goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
2	Expand tutoring services from summer only to year-round	LT	NG	The number of children receiving tutoring services throughout the year	Stronger connections with local schools; improved community connections	Maps to AA2012-2015 goal 4 – Plan and implement innovative practices in the design and use of campus teaching/academic space, incorporating digital and traditional elements to create engaging new learning environments.

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Goal No. 2 – Expand tutoring services from summer only to year-round. THIS GOAL WAS MET. The number children receiving tutoring services this year increased, as we implemented a five-week tutoring session during the fall 2014 and spring 2015 semesters.

	Description of Goal	Short Term (ST)/ Long Term (LT)	New Goal (NG) or Continuing Goal (CT)	How will you measure progress or achievement?	What are planned outcomes for this goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
3	Utilize undergraduates enrolled in a reading methods course as tutors who will be supervised by a graduate assistant	LT	NG	Feedback from tutors, teachers, and parents about children's literacy progress as a result of tutoring.	Assist struggling readers, provide authentic learning experiences for undergraduates, and inspire undergraduates to enroll in the Master of Education in Literacy program when they complete their undergraduate studies.	Maps to AA 2012-2015 goal 2 – Support core academic programs, high growth-potential programs and regionally-significant programs through guided resource distribution, targeted student recruitment and community.

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Goal No. 3 – Utilize undergraduates enrolled in a reading methods course as tutors who will be supervised by a graduate assistant. THIS GOAL WAS MET. Undergraduates enrolled in a reading methods course donated 4 hours during either semester (Fall 2014 or Spring 2015) in which they took this class to tutor struggling readers.

	Description of Goal	Short Term (ST)/ Long Term (LT)	New Goal (NG) or Continuing Goal (CT)	How will you measure progress or achievement?	What are planned outcomes for this goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
4	Recruit graduate assistant to supervise tutoring by undergraduate students	LT	NG	Recruitment of a graduate student in the Master of Education in Literacy program, who will supervise tutoring efforts of undergraduate students.	Increase authentic learning experiences for graduate student as a literacy coach.	Maps to AA 2012-2015 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 (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Goal No. 4 – Recruit graduate assistant to supervise tutoring by undergraduate students. THIS GOAL WAS PARTIALLY MET. We trained a graduate student to serve as a Literacy Center supervisor; however, the only qualified graduate assistant was from the C&I doctoral program rather than the M.Ed. in Literacy program. However, she did a wonderful job and we have asked her to stay for one more year in this position.

	Description of Goal	Short Term (ST)/ Long Term (LT)	New Goal (NG) or Continuing Goal (CT)	How will you measure progress or achievement?	What are planned outcomes for this goal?	How does this goal map to the larger University vision, strategic plan, or the PASSHE performance indicators?
5	Investigate possible revenue generating contracts or grants to support the center's efforts to expand services and activities	LT	NG	The ability to financially sustain center's activities.	Increase services to local schools and the community	

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Goal No. 5 – Investigate the possible revenue generating contracts or grants to support the center's efforts to expand services and activities. THIS GOAL WAS NOT MET. Although we increased revenue somewhat by the increase in numbers of child participants in the program, and were awarded moneys from the Centers and Institutes for special projects and marketing, we did not find an outside revenue source.

NEW GOALS MET THIS 2014/15 ACADEMIC YEAR.

A book chapter was co-authored by the co-directors. It is currently under review by the editor.

A research study was designed and approved through the IUP IRB. Data collection occurred during the Spring 2015 semester. Analysis will occur during the summer months. Hopefully, an article for publication will be ready by September, 2015.

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

The faculty associated with the Literacy Center has recommended that goals need to be revised to return to the previous way in which it operated. This year was a pilot experience that did not justify the hours that our undergraduate students spent sitting in the Literacy Center without having children to tutor. Our tutoring program served 7 children in the fall semester and 5 children in the spring semester. Each child attended 5 hours (1 hour per week for five weeks). We had the potential to serve 24 children. Over the course of 5 weeks, that meant that the Literacy Center had to be staffed for a total of 120 hours. Our undergraduate students were required through their courses (ECED 351 and MIDL 222) to be present in the Literacy Center to fulfill their service learning assignment. With only having children present in the Center for 25 hours (spring) and 35 hours (fall), there were too many hours in which our undergraduates did not get the opportunity to tutor and their time could be better spent.

Traditionally, the Literacy Center served children through the Summer Reading Program. Graduate students earning their M.Ed. in Literacy/Reading Specialist Certification administered individualized assessment, diagnosis, and instruction to children with literacy needs.

To compare the fall and spring tutoring programs and the lack of interest in them with the Summer Reading Program, we have had 14 children apply for the 2015 Summer Reading Program. We only have 7 graduate student clinicians. Therefore, children had to be turned away for this program, as was the case for the past several years. We can only admit children based on the number of graduate students who are enrolled in LTCY 770/771, Seminar and Practicum for Reading Specialists I and II. Each program costs \$50. It appears as though cost is not a factor, but rather scheduling.

There are several after school tutoring programs in the area and it appears as though our Literacy Center services are not in demand during the school year. We cannot justify putting an assignment in our course syllabi for our undergraduates to be present in the Literacy Center with the hope that all of the slots will fill during the school year. This year's pilot program revealed that it is not worth the time spent on the part of the faculty and students to do so.

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.

We will continue need a graduate assistant to serve in the Center in order to assist Literacy Program faculty with research and teaching needs related to our literacy program. This person will also be responsible for assisting undergraduate students when they want to borrow books or materials from the Center.

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: Literacy Center

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			
Area children in need of literacy tutoring through Graduate Practicum Class during July/August 2014		8		\$50 per child (\$400)	\$400	
Area children in need of literacy tutoring through undergraduate reading class during Fall 2014		7		\$50 per child (\$350)	\$350	
				\$800 (C&I Marketing Grant)	\$800	
Area children in need of literacy tutoring through undergraduate reading class during Spring 2015		5		\$50 per child (\$250)	\$250	
Literacy Center Co-directors' funding to support professional development through travel reimbursement to each make presentations at the Association for Literacy Educators and Researchers conference				\$1000 (C&I Spring Grant)	\$1,000	
Total		20		\$2,800	\$2,800	

Speech, Language and Hearing Clinic

May 16, 2014 – May 15, 2015

Contact: Karen Goltz Stein, Director

Phone: 724-357-5684

Fax: 724-357-2486

Affiliation: College of Education and Education Technology

Website: <http://www.iup.edu/speech/default.aspx>

Address: 263 Davis Hall

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 clinical services, to clientele of diverse ethnic and cultural backgrounds, and of ages that extend across the human lifespan.

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

	Description of Goal	Short term (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	NG and 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	Hearing conservation programs will be presented at area elementary schools and “Supported Dementia Communication” service learning projects in area nursing home	AA 2012-2015.2 Support core academic programs, high-growth-potential programs and regionally-significant programs through guided resource distribution, targeted student recruitment and community outreach efforts. 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.

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Goal was partially met. Hearing conservation programs were presented by our graduate students in area elementary schools. Our clinic has reached out into the community and has continued to partner with the local women's chapter of QUOTA International.. Quota has provided the funding for materials for this program. QUOTA's mission is to prevent hearing loss and Noise-Induced Hearing Loss (NIHL) is caused by exposure to loud sounds. However, research suggests that NIHL is occurring at younger ages and with more frequency. Noise from personal headphones has the potential to cause hearing loss, but NIHL can be prevented. The program that we present to the elementary students is designed to make them and parents aware of how they can and should protect their hearing.

Although a local skilled care facility was initially interested in partnering with our clinic to provide "Supported Dementia Communication" for their residents, they later stated that due to "productivity demands" their staff speech pathologist would be unable, at this time, to work with our students and support this project. We plan to reach out to other local skilled care facilities next year and offer to provide this service learning opportunity.

(However, our local skilled care facilities are not unlike others across the country. As reported in our national journals there is now an expectation for speech-language pathologists who work in healthcare to become increasingly productive and bill for more hours of therapy each day. During this past year, when local placements have been sought for our students the reply has often been, that they cannot take students and maintain their productivity.)

	Description of Goal	Short term (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	Expand the use of Clinic's electronic student clinical hour tracking system, Typhon.	ST	NG	Graduate students will be able to access internship site locations and the requirements (clearances, training and medical testing) necessary for internship placement at each site and supervisory contact information	Comprehensive listing of internship site information will be available via Typhon	AA 2012-2015.4 Plan and implement innovative practices in the design and use of campus teaching/academic space, incorporating digital and traditional elements to create engaging new learning environments

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Goal accomplished. Each year we have been able to increase our use of the features offered by Typhon. As internship sites become increasingly demanding regarding their requirements for student placements, this year we have be able to uniformly notify our students of these specific requirements by posting them on Typhon and having them refer to the site. We have also posted self-study modules (infection control, HIPAA,

etc.) that are required by some of the hospitals. Our students have appreciated the easy access to this information. Internship supervisors also have the ability to approve clinical hours for our students on Typhon, streamlining the process for them as well.

	Description of Goal	Short term (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	Strengthen alumni outreach initiatives	ST	NG	A Clinic Facebook page will be created, announcing internship and job opportunities, as well as opportunities for alumni to become engaged in graduate program activities	Communication vehicles will be developed to encourage student - alumni relationships	IUP Values – Celebrating engaged, successful alumni

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year’s numbers for comparison).

Unfortunately, this has not been a “short term” goal. Although this remains an important goal for our Clinic, it has not proven to be an easily reached one. The creation of a Clinic Facebook page was attempted. Contact was made with Bruce Dries from Communications who provided us with some information but it was not sufficient enough to allow us to create the type of page we wanted. We were hoping to have links for donations, job postings, internship supervisor requests and other information. We will continue to seek additional guidance and still hope to offer this page as a means of connecting with our alumni.

Alumni outreach was accomplished by hosting a department 50th year celebration. Our speech and language pathology alumni returned to help us celebrate and also to give advice during “round table” discussions to our first and second year graduate students about internship placements and interviewing for their first positions.

	Description of Goal	Short term (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	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	Increase the number and variety of internship placement sites for our 1 st and 2 nd year graduate students	AA 2012-2015.1 Manage university enrollments and improve student retention in order to ensure financial stability and improve student outcomes.

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Although progress toward this goal was achieved this year, it will be an ongoing goal. This year Karen Stein participated in all COE and University internship coordinator meetings pertaining to affiliation agreements. The Wiki established by Tim Mack has been very useful in assisting internship coordinators as they are now able to easily review the agreements have been approved. At times it has been found that if an agreement exists in another department, it can also enable our program's students to intern at a facility. This has increased the number of internship opportunities. Additionally, it is now much easier to know what states will accept our students. This year a placement was approved in Michigan and two others were added in York and Scranton. In order to obtain the experience that our first year graduates need, a first year off campus placement at Conemaugh Hospital was obtained and conversations have been initiated with Genesis Healthcare (a national skilled care rehab company). ARIN Intermediate Unit is also working with our program to provide additional placements at HeadStart and other preschool programs.

This is the first summer that we have been able to offer four off campus placements with adult clients who have neurological disorders. In previous summers the most that we have had are two "adult placements". Obtaining sufficient clinical hours with adult clients during year one of graduate school is very necessary in preparing our graduate students for their rigorous second year medical placements.

	Description of Goal	Short term (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	Ensure the strength and viability of the clinical program	LT	CT	Each graduate student's knowledge of normative data re: speech-language-hearing will be assessed using "Resource for Normal"	Evidence-based practice will be modeled and targeted in clinical experiences	AA 2012-2015.1 Manage university enrollments and improve student retention in order to ensure financial stability and improve student outcomes.

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Evidence-based practice has continued to be targeted and modeled during all clinical experiences. During both Fall and Spring undergraduate clinics every student was required to present the research supporting the therapy strategy employed. "Resource for Normal" continues to be developed, but progress has been made. A D2L site has been created with normative data worksheets and questions that all of our students will be required to use. However, this product is still being refined and updated by our faculty with unexpected technical and copyright issues that are being addressed. Our goal is to have our project, "Resource for Normal" up and ready for our students next year.

	Description of Goal	Short term (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	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	Students will practice as interdisciplinary professionals	AA 2012-2015.4 Plan and implement innovative practices in the design and use of campus teaching/academic space, incorporating digital and traditional elements to create engaging new learning environments

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Progress is being made. This year our active clients' clinical charts have been upgraded with dividers for interdisciplinary information. New charts were purchased and each client's information was reorganized to be more accessible. This year it was our goal to assure that each of our client's hearing was screened/evaluated following the parameters of a protocol developed by our audiologist. Since Audiology Services are located within our clinic we felt that we should begin by assuring that there was interdisciplinary collaboration between Speech and Audiology. In September 2014, all active charts were audited and a 40% compliance level was reported, meaning that only 40% of our active clients had met the criteria set by audiology's protocol. This was unacceptable so clinicians were educated concerning the importance of interdisciplinary collaboration. Hearing screenings were scheduled for all adults over 21 years of age every 12 months and every semester for pediatric clients. Charts were re-audited in April 2015 and a 100% compliance level was achieved. Additionally, our audiologist developed a specific form for charting the interdisciplinary care (emphasizing its importance for our students). A section for interdisciplinary charting was also added when the new charts were created.

SimuCase (goal # 7) is also a new clinical tool that emphasizes interdisciplinary practice. Students now have the opportunity to provide diagnostic and therapeutic care for virtual clients, read their charts and interact with other disciplines by asking questions and share care planning.

	Description of Goal	Short term (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	Innovation: Investigate the use of web based simulated cases to allow graduate students to gain clinical experience	LT	NG	SimuCase will be contacted and virtual client opportunities will be reviewed by the faculty	Graduate students will have the opportunity to evaluate virtual clients and work in an interdisciplinary fashion in a virtual patient environment	IUP Value – Using technology to enhance learning for all

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Goal has been met. SimuCase was contacted and our faculty members reviewed a video presentation and attended a demonstration of this new technology. SimuCase is a platform utilizing 3D animation to assess patients with communication disorders. SimuCase offers students the ability to practice the assessment process with virtual patients. It is particularly helpful to enable our students to gain experience with low incidence diagnoses that they might not have the opportunity to access in the clinic, for example stuttering. During this year, all of our graduates have purchased SimuCase and it has been incorporated into our Diagnostic Methods class, Stuttering and Language Disorders classes for our graduate students.

	Description of Goal	Short term (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	Investigate additional revenue generation to support clinic upgrades and expansion of services	LT	CT	-Clinic revenues will increase by approximately 20% during 2014-15 -Possible contracts with area school districts and grants will be investigated to generate additional revenue	Improved financial sustainability of the clinic	Resource Development: To strengthen efforts to identify, cultivate, and secure financial and human support for the university, its mission, and its vision.

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Goal has been met. Clinic revenue this year \$6165 has exceeded last year's revenue \$5,035 by 22.4% exceeding our goal. It should also be noted that since the reporting period changed this year, the clinic's total accrued revenue (\$6165) was reported from only July-May (11 months) compared to last year's 12 month revenue cycle from July-June.

In addition to the increased generation of revenue, the clinic also applied for and received a \$1305 grant award to purchase therapeutic apps for adults with neurological disorders for use on our iPads.

The clinic was also awarded a \$1000 marketing grant to help increase our off campus placements with adult clients. Each year our clinic struggles to provide enough experience with adult clients to assure that our graduates can be successful in their medical internship placements.

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

- Related to Goal # 5: Assistance with creation and design of a FaceBook page for our Clinic with links for alumni donation as well as job postings and internship opportunities. Alumni would also be able to inform us of where they are employed and if they would be interested in supervising a graduate student during an internship placement.

- As always, continue to update clinical resources (including new diagnostic tools) and equipment to assure state-of-the-art therapeutic and assessment materials.
- Funding for the clinic director to attend the Council for Academic Programs in Communication Sciences and Disorders. This conference provides up to date information for clinic directors from university clinics as well an opportunity to network with clinic directors from across the country. This is only professional conference of its kind offered by our national association.
- Increased outreach into the community: Assistance from a marketing expert to determine ways to increase our exposure in the community. We have re-vitalized our website and we have used our brochures but we need a new approach to attract adult clients to our clinic. We have been told by our current adult clients who have found our services by “word of mouth” from friends that we are the “best kept secret for excellent services.” Knowing that advertising is expensive are there other approaches to strategically advertising our services for adult clients?

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.

	Work Load Hours per year	FTE (assigned to clinic) per Year
<u>Faculty Commitment (Fall, Spring, Summer)</u>	68.57	
3-4 Graduate Clinics/semester	29.37	
1 Undergrad Clinic/semester	8.00	
Diagnostic Clinic	4.00	
Hearing Clinic	4.00	
EDUC 242	2.00	
EDUC 342	2.00	
AWE Clinic Director	14.00	
Staffing Hour	2.00	
AWE Hearing Conservation	3.20	
<u>Staff Commitment per year</u>		1.00 FTE
Clerical Clinical Support		

**Annual Report: Speech, Language and Hearing Clinic
Fiscal Year 2014-2015**

Organization or Individual Information		Number of Clients Served		Amount of Income Requested (<i>grants applied for or contracts bid on</i>)	Amount of Income Received (<i>grants, contracts, fees, etc.</i>)	Pro Bono Value (<i>If public service with no monetary remuneration</i>)
Service provided to	Type of Organization Receiving Service	PA Residents	Non-PA Residents			
I. Speech & Language Evaluations						
A. University Students	IUP	5				
B. University Staff	IUP	0				
C. Community Individuals		18				
D. Outside Agency		0				
Subtotal: Speech & Language Evals. (\$131 unit)		23			\$800	\$2,213
II. Speech & Language Therapy						
A. University Students	IUP	10				
B. University Staff and Faculty	IUP	1				
C. Community Clients		91				
D. Outside Agencies (ARIN IU 28/others)		12				
E. ARIN Preschools(off-campus)		60				
F. HeadStart Preschools (off-campus)		36				
G. Medical Facilities (off-campus)		123				
Subtotal: Speech & Language Therapy (\$75/unit)		333			\$4,275	\$288,750
Subtotal: Speech & Language Clinic		356			\$5,075	\$290,963
III. Hearing Testing						
A. University Student Full Evals.(\$72/unit)	IUP	3				
B. University Staff/Faculty						
1. Full Evaluations (\$72/unit)	IUP	6				
2. Hearing Conservation (\$16/unit)	IUP	31				
C. Community Clients						
1. Full Evaluations (\$72/unit)		12				
2. APD Evaluations(\$300 private rate)		7				
3. APD Screenings (\$100 private rate)		3				
D. Outside Agencies						
1. ARIN/Indikids (\$72/unit)	ARIN	0				
2. Evergreen Homes (\$72/unit)		0				
Subtotal: Audiology Clinic		62			\$1,090	\$3,318
IV. COE Speech & Hearing Screenings (\$56 /unit)		300			\$0	\$16,800
V. Preschool and School Age Screens (\$56/unit)		965			\$0	\$54,040
TOTAL:(Speech & Language Clinic and Audiology Clinic)		1,683			\$6,165	\$365,121

IUP Community Music School	
May 16, 2014 – May 15, 2015	
Contact: Jeffrey Wacker, Director	Phone: 724-357-4565
	Fax: 724-357-7899
Affiliation: College of Fine Arts	
Website: https://www.iup.edu/communitymusic/default.aspx	
Address: Cogswell Hall	

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.

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

Description of Goal	Short term (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?
Increased enrollment of 2-5% annually	ST & LT	CT	Utilize Studio Helper software to track & compare semester enrollments	Additional undergraduate teaching opportunities; additional community involvement with IUP	Maps to: AA2012-15.1 – “....improve student outcomes.”

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year’s numbers for comparison).

Due to discovered limitations in the pre-set reports available in the online program currently utilized by the IUPCMS, Studio Helper (SH), an accurate comparison of 2013-14 numbers to 2014-15 is not possible. Customized reports are not available; the presets are all that the administrator – myself – can utilize. For example, in reviewing a SH-generated enrollment report by the previous director from Aug. 1, 2013 to April 5, 2014 – essentially the first year of activity for the IUPCMS – it indicates varying amounts of enrollment per month. I can run the same report for Aug. 1, 2014 to April 5, 2015 for comparison, which is shown below:

Aug. 1, 2013 to April 5, 2015

August	66
September	53
October	12
November	14
December	7
January	35
February	6
March	7
April	1
TOTAL:	201

Aug. 1, 2014 to April 5, 2015

August	21
September	31
October	10
November	4
December	8
January	31
February	8
March	4
April	1
TOTAL:	118

This would seem to indicate a substantial drop in enrollment. However, while I was not able to find a separate accounting of students outside of the present SH report for the inaugural year, 2013-14, I did keep a separate accounting of all enrollments for this past 2014-15 year. The number of students enrolled for just the Fall of 2014 alone was 128. For the Spring semester there were 143. When comparing these numbers to what the preset 2014-15 enrollment report is generating as indicated above, Fall 2014 numbers in the report are 74 and again, my spreadsheet showing all students enrolled is 128, a difference of 54 students. Spring 2015 numbers show an even greater difference; the generated report totals 44 while my spreadsheet shows all enrolled students at 143, a difference of 99 students.

I believe the differences come from newly enrolled students vs. continuing students as well as the various ways the program categorizes students including active, new, waiting, past due, former, problem, and inactive. Without being able to customize the reports and not having anything separate from the previous director, again, a 100% accurate comparison of growth is not possible.

My feeling, however, is that the numbers from Fall 2013 – the initial semester – are the only accurate ones when utilizing the preset reports from SH. At that point, ALL enrollees were brand new; and if that’s the case, the Fall enrollment was approximately 145. All subsequent semesters – Spring 2014, Fall 2014, and Spring 2015 – show much lower numbers in the preset reports, which is definitely not the case. In using the 145 students of Fall 2013 as a baseline, the enrollment has remained fairly steady.

One of the challenges in increasing enrollment was to convince individuals interested in ensemble participation that an instruction fee was both warranted and appropriate. The initial Fall 2013 band enrollment was almost too low to field an ensemble, so the instruction fee was dropped from \$100 to \$25 and the director instituted a play-for-free policy with local band directors for them and their HS students. This provided a large boost in enrollment numbers (part of the inaugural 145 students enrolled). However, the choir fee stayed the same at \$100; and although there was initial excitement in the new IUPCMS, those numbers stayed somewhat low. There were also questions on the separate fee levels for the two ensembles. For the 2014-15 year, the two directors and myself agreed that a uniform fee needed to be found for both ensembles. In an effort to boost enrollment, we agreed upon a \$35 instruction fee to accompany the \$25 registration fee, or an even \$60. Enrollment did not increase in the ensembles, however, as we continue to overcome the long-held belief by many in the community that because it is a “community music school,” it

should be free, or much less than is being charged. This will continue to be addressed through education efforts as to the value of instruction being provided by top-notch instructors.

The interesting figure to note, however, is that despite lower enrollment in the ensembles, the numbers for the most recently completed Spring 2015 semester were back up in the mid 140s range. This is reflected in part by the number of students enrolled in private lessons, which at least for the 2014-15 year and implementing a new policy that allows students to begin studying at anytime and continuing their lessons between semesters, has seen about 9% growth (77 private students in the Fall of 2014 compared with 84 private students in the Spring of 2015). This is extremely positive as more people in the region are finding out about the program and utilizing it.

There are two key points to address for the upcoming year in regards to enrollment, and they both revolve around the cost of the program. One, due to a fee being instituted on deposits by the Coop/Central Treasury, we will need to make up that difference through either an increased registration fee or lesson fee. Over the summer, there will be some number-crunching to see what combination of increasing the registration fee and/or lessons fees will minimize the perceived increase in the eyes of the participants, be as fair as possible, but completely cover the deposit fee being instituted by the Coop/Central Treasury. A straight increase in the registration fee is the easiest but most damaging as, although a distinct minority, there exists some discontent about the per-semester \$25 fee. Increasing the lesson fee by a small amount and keeping that increase instead of paying it to the instructor is the other option. Both have pluses and minuses and will be examined in great detail.

The second point is to simply overcome the idea that anything attached to the word “community” – especially the arts – should be free. There is great value in the services offered by highly qualified individuals, as well as the skills being attained by the participants, and that needs to be emphasized on the website and in the enrollment process. Rather than looking at the \$75 in registration fees for an entire year – Fall, Spring, Summer – participants need to understand that through funding provided and secured by the College of Fine Arts, they are actually receiving about a \$300 scholarship as given current enrollment figures, \$375 is the amount we should charge per year per student to cover the costs of administering the program. We will work to make this clearer on both the website and when invoices are provided.

An additional challenge – although a good one for enrollment – is the integration of the IUPCMS band with the Concert Band from the IUP Music Department. Due to lower enrollment numbers the past two years for the IUP Concert Band, in consultation with the Music Department Chair and one of the conductors of the ensemble, Dr. Stephanie Caulder, as well as the other ensemble director, Dr. Jason Worzbyt, we are combining the two groups. The one band will be a for-credit ensemble for IUP students and a tuition/reg. fee cost to community members. As one of the complaints from both ensembles was the struggle to have a full band with players to cover all the parts, this will be a positive step forward for everyone. Although part assignments, auditions, etc., will all need to be worked out, this is a good challenge to have.

A final challenge is to explore options to the Studio Helper program. While there are some positives to the online program, there are limitations (one of which was described above), there are features that don't really fit with a community music school organization such as ours, and right now costs anywhere from \$90-\$105 per month, depending upon student enrollment. It allows us to utilize a fairly well set-up online registration process, but despite a great deal of IUPCMS instructor training on the calendar lesson-tracking part of the program – of which the payroll feature is integrated with – reconciling instructor payroll at mid-semester and at the end of the semester has proven to be very time-consuming. We will look at various options that will keep the customer-friendly options such as the online registration form, but look at various programs and/or options we can come up with through IUP's own IT department to simplify the process.

Description of Goal	Short term (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?
Enhanced relations between IUP and community	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 (include graphs/tables and, if data includes numbers you MUST include previous year’s numbers for comparison).

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.

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.

Another indication of the positive impact is a recent email 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 term (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?
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 as strong society, connecting community members PASSHE – External grant support (university specific)

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year’s numbers for comparison).

There has been a great deal of activity in this particular area due to a multi-faceted approach. The first has been through the Research Institute who assisted with the process of obtaining a grant from the Pennsylvania Rural Arts Alliance (PRAA). PRAA is a re-granting organization and a member of the Pennsylvania Partners in the Arts, a program stream of the Pennsylvania Council on the Arts. The amount received, \$1,069, is specifically for marketing and advertising and is a matching grant. To date, a little less than half has been spent towards advertising concerts and the Spring 2015 semester. The remainder will be used over the summer in gearing up for the Fall 2015 semester and upcoming year. We are meeting this week with the RI to work out the details of our application for next year.

The IUPCMS is a program for the IUP Music Department but administered by the Lively Arts. Through the efforts of the Lively Arts executive director, Hank Knerr, a \$5,000 donation to the Lively Arts was secured from IUP Dining, of which \$2,500 came to the IUPCMS to help offset the administrative cost of the program. We are working on setting a meeting to request IUP Dining double that commitment.

The dean for the College of Fine Arts, Michael Hood, and the development officer from the Foundation for IUP who is dedicated strictly to finding funding for the college, Anthony Cancro, have also made a great number of contacts throughout the business community, which has resulted in a \$5,000 commitment per year for 5 years from S&T Bank.

Also, Rotary of Indiana made a \$1,500 contribution specifically for purchasing music, which has been instrumental in the success of the Crimson Children’s Choir. The other two ensembles in the IUPCMS, the band and the choir, are adult ensembles and are able to select music from the IUP Music Department libraries. The Children’s Choir does not have that luxury as the Music Department does not purchase music for children’s choirs, so having the funds to purchase music for this ensemble has been tremendously helpful.

Finally, a grant application was submitted to the Indiana County Endowment by the Foundation for IUP; and although a strong application, the program fit wasn’t as strong and with a great deal of demand, we were not funded for this past year. We will revisit this application to see if it can be tweaked for a better fit and be made a stronger application.

The goal is, of course, for the IUPCMS to be fully self-supportive through fees, donations, and grants; and substantial progress has been made as it started strictly on support from the dean and the College of Fine Arts, and now has additional funding from a variety of sources.

Further efforts will include work with school districts in the region to come up with a system of lesson support as all of the districts have now discontinued any private lessons with their own music faculty and can now offer, at best, only group lessons on a pull-out basis once a week. Given the interest mentioned in item one of matching scholarships, this has excellent potential.

Description of Goal	Short term (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?
Increased external funding for program support	LT	CT	Submission of 2-4 grants by IUPCMS and/or Foundation for IUP during FY 2014-15; 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 PASSHEE – External grant support (university specific)

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year’s numbers for comparison).

As mentioned in Item #3, there were several submissions with the IUPCMS receiving funding from Rotary of Indiana, IUP Dining, and the Pennsylvania Rural Arts Alliance, with each being targeted to a specific area – music purchasing, program support, and marketing & advertising, respectively. We hope to receive funding from the latter two again for the upcoming 2015-16 year and will look for additional support for music purchasing, although Rotary amount is enough to continue purchasing music for the upcoming year.

Additional funding that can be used strictly for scholarship to students in a rural area would be of great benefit because, as mentioned in Item #3, if a district will fund ½ the instructor’s tuition, and a scholarship will fund the other half of a student’s tuition, this should pull in quite a few additional students – especially with regional band directors offering incentives to their students for private study – which equates to increased registration fees at no cost to the program. However, this hinges on finding a funder who wishes to fund strictly scholarships. As a poorer and more rural area, though, and with a high percentage of students on free or reduced breakfast/lunch, this is not out of the realm of possibility.

Description of Goal	Short term (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?
Continued investigation into potential implementation of IUP Marketplace and SAP as a method to streamline program and teacher payments	ST	NG	Meetings with appropriate IUP financial offices gathering additional information, feedback from parental surveys, and feedback from all instructors. If determined to be a significant improvement, potential implementation for Spring or Summer 2015.	Determine if IUP Marketplace and SAP will provide a more convenient payment experience for users, a preferred method of payment for instructors, and greater efficiency for both by CMS personnel	Maps to: AA2012-15.1 – "...ensure financial stability." AA2012-15.2 – "...community outreach efforts." PASSEE Stewardship – "Improved employee productivity"

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

During the Spring of 2014, this option was started by the previous director and upon directorship transfer in May 2014, was further explored during the summer in preparation for the upcoming 2014-15 AY. In the end, the negatives strongly outweighed any positives of the IUPCMS working fiscally in this system vs. the current Coop/Central Treasury.

The positive was the potential use of the IUP Marketplace, which would have given participants the ability to pay with a credit card, which a few have requested (only a few, and a rather large minority). The negative was the tremendous amount of paperwork that would have been generated with each and every instructor in the IUPCMS, the budget projecting for each and its negative impact on allowing for additional students and growth. When all the details were made clear to the IUP music faculty professors, the reaction was strongly negative and we would have lost not only their teaching expertise for the higher-achieving students who desired to study with them, but also their support of having their undergraduate students participate as instructors. With the undergraduates – or our Teaching Apprentices – providing the backbone of the program and the lowest and most affordable price-point, this simply was not an option to pursue.

However, this past year we were presented with a potentially very viable alternative. In August of 2014 the Lively Arts/Coop replaced the previously used Choice ticketing system with the newer Patron system. In working with the Lively Arts Performance Services Assistant, we discovered that we could input IUPCMS selections as ticketed events so that those wishing to pay by credit card could go online, select their lessons as "events," and purchase. The funds would then be transferred from the Lively Arts to the IUPCMS account at the Coop. Unfortunately, the Performance Services Assistant left during the Fall and her replacement had more than enough to do with working on her primary job and learning the new Patron system. And there were some additional charge ramifications that had not yet been explored, so revisiting this option over the summer is on the to-do list.

Description of Goal	Short term (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?
Explore potential expansion through partnerships with public schools	ST & LT	CT	Meetings with school board representatives and/or other district teachers/officials	IUPCMS teachers bringing private music instruction to public school students	Maps to: AA2012-15.2 – "...targeted student recruitment and community outreach efforts."

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year’s numbers for comparison).

This was not explored to any real depth for two reasons. One, in my first year of directing the program there was more than enough to do in regards to the many aspects of the program. 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 learning curve of the IUPCMS did not leave time to get out to the school boards and district administration.

Two, in some instruments, I felt we were approaching some capacity challenges, most especially in voice and piano. They are our most heavily tasked instructors: in the case of piano, our two instructors indicated they felt they were at their limit or very close, and in voice – and without any undergraduate voice teachers – the two graduates said that while they could take a couple more, they were also approaching their max. In the other instruments there were generally enough undergraduate teachers to spread the demand through several people, although trumpet was also getting close to stated maximums.

The interest by at least one band director about exploring the possibility of scholarship matching, though, is a very good sign that this may now be something to be pursued this year. While we may or may not have the funding necessary at this time for scholarship matching, when public school faculty begin to push for something and given the right administration and climate in the district, there could be support for the district to fully-fund a small portion of their criteria-based deserving students. And from the beginning of my work as director and through several years of making contacts with music teachers as an instructor at Marion Center, through the faculty at IUP, and through the work of ArtsPath, I have been in regular communication with them about the IUPCMS program. It is something they feel has great value and it’s simply a matter of coming up with creative ways and the right funding support for them to have their students much more involved.

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

There are three items that will assist in the furthering of the IUPCMS goals. The first is the continued quest in finding and obtaining additional funding. What has been done to date is certainly progress. However, the dean of the College of Fine Arts has stated very clearly that the current level of financial underwriting cannot continue indefinitely. The desired level of outside support – and what is being pursued by he and Anthony

Cancro at with IUP Development – is approximately \$20K a year for a minimum of three years, with five being preferable. Dovetailing with that is finding a pricing structure that is fair to instructors, but keeps the program affordable in a rural region, all while still covering as much of the costs as possible.

The second is a better system of enrollment/registration and lesson-tracking. While the online enrollment form is adequate, the Studio Helper program does limit the number of questions for anyone using their system to ask of potential registrants, and all the information populates into what we've discovered is a system that our instructors seem to struggle with, thus creating a great deal of additional work at bi-semester payroll times. And because the program also limits access to financial functions, much of the research into payroll discrepancies can only be done by the administrator – myself. Also, and as mentioned in Item #1 of Question 2, the reports and ability to track students/progress is limited to pre-defined and non-customizable reports. There are many good aspects to the program, and some not; it's a mixed bag that requires further research.

Last, furthering relationships with the schools and the possibility of scholarships, as well as increasing the number of instructors in the IUPCMS. The two go hand-in-hand and we will be looking for IUP faculty members to recommend and strongly encourage their best undergraduate students to participate. Their teaching in the school is the true win-win for everyone involved as they're receiving direct experience before even graduating and a resume builder, and the participating IUPMCS students are receiving high-quality and affordable music instruction by our future music educators.

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).

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 Sources:

- | | |
|-------------------------|---|
| 1. College of Fine Arts | 4. Pennsylvania Rural Arts Alliance |
| 2. Aramark Corporation | 5. Registration Fee (\$25 per student per semester) |
| 3. Rotary of Indiana | 6. Portion of Teaching Apprentice Fee |
-

Annual Report: IUP Community Music School

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			
Students in the IUPCMS	N/A	185		\$11,500	\$27,395	\$2,400
Total		185		\$11,500	\$27,395	\$2,400

The Wood Center at IUP
 May 16, 2014 – May 15, 2015

Contact: Steve Loar and BA Harrington, Co-directors Phone: 724 357-2530
 Fax: 724 357-3296

Affiliation: College of Fine Arts

Website: <https://www.iup.edu/art/undergrad/studio/woodworking/default.aspx>
 Address: Sprowls Hall (lower level)

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.

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

Description of Goal	Short term (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 Rebrand the Center as a wood-focused program	ST	NG	New vision statement. New name: The Wood Center at IUP – Imagining, Living, and Working with Wood	Clarification of purpose. <i>Harvest-to-Use</i> will become model for others. Sustainability will become core concept.	Maps to IUP Strategic Goals: <i>Marketing and Promotion</i> AA 2012-2015.4 “ <i>Plan and implement innovative practices...</i> ” Department of Art: <i>expands recruitment/retention, reinforces theme of sustainability.</i> Draft CFA Strategic Goals and Objectives AY 2011-2014 1.d.: “ <i>Explore opportunities for interdisciplinary curricular offerings...partnerships..</i> ” 6.a.: “ <i>Identify how to best package and communicate the college’s signature programs.</i> ”

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year’s numbers for comparison).

- Name change was approved. Development of graphic format, font selection, and signage are in progress.
- We will develop select font and develop graphic format for new Center name and mount signage on Grant Street windows by October 1, 2015.

Description of Goal		Short term (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: create Co-Directors	ST	NG	BA Harrington named Co-Director	Share personal strengths and attributes, i.e. efficiency. Share administrative release: .33 - 1-semester, per year, each; with Harrington to -5- total teaching load; Loar to previous commitments	Maps to IUP Strategic Plan: <i>Shared Governance</i> IUP Strategic Goals: <i>Continuous Improvement, Marketing and Promotion.</i>

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

- Effective Fall 2014. Loar and Harrington shared the .33 teaching release for the 2014-2015 academic year, with Loar teaching an Advanced Woodturning course in Spring 2015 semester.
- Loar and Harrington continue to identify their individual and collaborative strengths while developing effective administrative methods.
- Administrative release will be shared in Fall 2015 in order to accomplish several goals [see Goal 3] and make for efficient teaching offerings in the Spring of 2016.

Description of Goal		Short term (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	More inquiries and feedback, inclusion in media	New IUP website. Increased visibility, viability, enrollment	IUP Strategic Goals: <i>Continuous Improvement, Marketing and Promotion.</i> Department of Art: <i>expands recruitment.</i>

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

- All previous versions of the Center's websites have been removed from the Internet.
- We are currently in the process of transferring the content of the existing www.centerworks.us content to an IUP format and site. We are editing and updating that information under the new Wood Center at IUP name. Our goal is to have this site active by May 15, 2016.
- We will remove existing FaceBook page with old Center name by October 1, 2015.
- We will initiate a new FaceBook page with the new Center name by September 1, 2015.
- We will develop select font and develop graphic format for new Center name and mount signage on Grant Street windows by October 1, 2015.
- We will consult with IUP Communications regarding other appropriate social media, methods to maintain their viability, and methods for recording metrics by October 1, 2015.

- We will develop and print a Wood/Center promotion and recruitment brochure by November 1, 2015.
- Regrettably, we have not seen more inquiries: 2 Graduate inquiries vs 3 in 2013-14 with 1 moving through complete application. We are finding it difficult to compete with the greater across-the-board offerings and amenities of the larger art school and university programs.
- We had 4 media related activities (vs 0 in 2013-14).
 - *“Harvest-to-Use: Developing a University Program”* was the cover feature article for the nationally distributed WoodMizer quarterly magazine. The WoodMizer band saw mill is the central symbol of the Harvest-to-Use initiative and will play an important role in the curriculum of the new Sustainability course that will be developed.
 - Harrington presented *“Implementing Harvest-to-Use in the Woodworking Curriculum at IUP”*, to the annual conference of the Furniture Society. This presentation was sponsored by WoodMizer and each attendee received a copy of the quarterly magazine that featured IUP. The Furniture Society is the sole organization representing contemporary studio furniture makers and educators. Inclusion in this conference is quite prestigious and is the most focused venue to promote the Center.
 - Harrington presented *“Harvest-to-Use”* to the Westmoreland Woodlands Improvement Association, Latrobe, PA. This led to an article in Pittsburgh Tribune.
 - *Harvest-to-Use* received a half-page article as part of a large tribute to the IUP Oak grove and the IUP Allegheny Arboretum, IUP Alumni magazine, Spring 2015.
- Advanced Turning students and our Emerging Artist demonstrated for the first High School Arts Intensive day (IUP, 12 high school students).
- We are currently finalizing the Artist-in-Residence for Fall 2015.
- We have distributed calls for referrals for future Artist-in-Residents and Emerging Artists.

Description of Goal	Short term (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 activities that nurture the program and the department	ST/LT	CT	Record number, nature, and type of events and attendance	Educational opportunities will be expanded for Wood students / faculty, department and community	Maps to AA 2012-2015.4: <i>Plan and implement innovative practices.</i> IUP Strategic Plan: <i>Engaged Learning.</i> IUP Strategic Goals: <i>Civic Engagement, Marketing and Promotion.</i>

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year’s numbers for comparison).

- BA Harrington developed and managed a Cigar Box Guitar Workshop (100 attendees, mixed IUP and public) and sponsored a public concert. Admissions paid for workshop leader and helped with concert. Events drew new audiences especially IUP to the Center.
- We sponsored Will Neptune, as Visiting Artist, for a 3-day workshop that focused on carving especially in relation to turned forms (approximately 15 students).
- We sponsored Mark Sfirri, as Visiting Artist, for a 3-day workshop that focus on using the lathe as a carving and shaping tool especially using his research into off-center techniques (approximately 15 students). Public presentation drew crowd of 15 students and 12 woodturners.

- We are developing relationships with county and state parks for securing trees for Harvest-to-Use of species that are not available from our campus.
- We advised and housed the first IUP exchange student from the Ecole nationale supérieure d'art de Nancy (ENSA). Pierre-Alexander Hugron donated a wooden bowl to the Foundation for IUP to be included in a conference promotional gift basket.
- Nate Heuer, Professor of Drawing and Print Media, made a presentation to the Advanced Woodturning class exploring the two-dimensional image on round forms and simple print methods that might have current applications (11 students).
- Steve Loar and Nate Heuer developed and presented an innovative Summer 2014 design-based furniture course (10 students).
- Steve Loar secured free memberships to the American Association of Woodturners (15 students).
- Woodturning students presented work-to-date to the Indiana County Woodturners (Fall and Spring) (20 students and 60 club members).
- High School career presentations: 2 presentations, 55 students.

Description of Goal		Short term (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 Center's vision	ST/LT	CT	Pursue IUP and external funds	Funding to support equipment, supplies, Residencies, GAs, activities	Maps to IUP Strategic Goals: <i>Continuous Improvement, Marketing and Promotion.</i> Draft CFA Strategic Goals and Objectives 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 (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

- New Windgate grant (Fall 2014, 3 yr.)
- We are actively working with Anthony Cancro of the Foundation for IUP to make corporate asks: currently Lowe's for small tools, and the One-Way lathe company for support of yearly woodturning-oriented Artist-in-Residence.
- We are working with Matt Nauman who is an IUP/Wood alum and president of a multi-million dollar Rockville, MD-based Woodcraft/Woodworker's Club for donations of small tools from Woodcraft vendors.
- We are seeking funding sources for the Center's portion of the Museum's sponsoring of the *Bartram's Boxes Remix* exhibition

Description of Goal	Short term (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 Implement Woodturning as an on-going curricular offering	ST/LT	CT	Woodturning will be taught at least once per year by Steve Loar	Woodturning skills will become evident in Advanced Woodworking	Maps to AA 2012-2015.4: <i>Plan and implement innovative practices.</i> IUP Strategic Plan: <i>Engaged Learning</i> IUP Strategic Goals: <i>Marketing and Promotion, Resource Development</i>

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

- Beth Ireland, Artist-in-Residence, taught Introduction to Woodturning in Fall 2014 and
- Steve Loar taught Advanced Woodturning in Spring 2015.
- Introduction to Faceplate Woodturning is planned for spring 2016.
- Curriculum for the woodturning courses needs to be developed and approved before classes have been presented 3 times.

Description of Goal	Short term (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 Develop a process for executing commissions	ST/LT	CT	Commissions will be periodically incorporated into the Advanced Wood curriculum	Students will be involved in client relationship, re: real world experiences and expectations. Income will be produced for program. Enhanced stature and viability of program.	Maps to AA 2012-2015.4: <i>Plan and implement innovative practices.</i> IUP Strategic Plan: <i>Engaged Learning</i> IUP Strategic Goals: <i>Civic Engagement, Marketing and Promotion, Resource Development</i> Department of Art: <i>increases probability of recruitment/retention.</i>

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

- Four benches were commissioned by IUP Engineering and Construction from the Advanced Woodturning class as furniture for the new lobby in the IUP Robertshaw building. The commission involved presentations to clients, allowed awards to be made to students, and created profit for the Center.

	Description of Goal	Short term (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	Develop course to count toward IUP's new <i>Sustainability Studies Minor</i>	ST	NG	Course will be approved for 2016-2017 academic year	New audiences of interdisciplinary students participating in Wood Center activities.	Maps to AA 2012-2015.4: <i>Plan and implement innovative practices.</i> IUP Strategic Plan: <i>Engaged Learning</i> : will "...engage students in carefully designed open-ended, hands-on experiences..." IUP Strategic Goals: <i>Civic Engagement, Marketing and Promotion, Resource Development</i> Department of Art: <i>increases probability of recruitment/retention.</i>

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

New Goal.

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

- Not at this time.

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, Part-Time Studio Technician, Graduate Assistants, undergraduate Work/Study students, Emerging Artist, Artist-in-Residence, Department secretary

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: Wood Center at IUP

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			
Bench Commission: lobby Robertshaw building	IUP Engineering & Construction	public	public		\$3,600 gross, with - 4- \$800 scholarships/ purchases to students of Advanced Woodturning: \$400 profit	Site consultation, coordination of awards, and delivery
Windgate Charitable Foundation grant: 3 years	Wood Center at IUP/ Department of Art	n/a	n/a	\$90,000	\$90,000	
large-capacity all-electronic woodturning lathe	Wood Center at IUP/ Department of Art	n/a	n/a		\$2,600	
Total				\$90,000	\$93,000	n/a

Center for Health Promotion and Cardiac Disease Prevention

May 16, 2014 – May 15, 2015

Contact: Mark Sloniger, Director

Phone: 724-357-5508

Affiliation: College of Health & Human Services

Website: <https://www.iup.edu/healthpromo/default.aspx>

Address: 241 Zink Hall

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

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

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

Description of Goal	Short term (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?
Meet with present and potential contributors to the Center. The purpose of the meeting will be to discuss what the Center has been in the past and what we want it to be in the future.	ST	NG	Set deadlines for evaluation and potential adjustments	Define future purpose and goals of Center. Determine how Center differs from the Human Performance Lab, and what value does the Center add.	Maps to AA 12-15 goal 2.

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

(Not reported)

Description of Goal	Short term (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?
Evaluate current Center web site and consider/implement potential improvements	ST	NG	Set deadlines for evaluation and potential adjustments	Revised website	Maps to AA 12-15 goal 2

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

(Not reported)

Description of Goal	Short term (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?
Provide financial support for Center and service to IUP and regional communities	LT	CT	Determine number of recruits served	Continued testing of Police Academy Recruits	Maps to AA 12-15 goal 2

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

(Not reported)

Description of Goal	Short term (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?
Increased awareness regarding Center's existence and offerings. Provide financial support for Center and service to IUP and regional communities	ST	NG	Set deadlines for determining interest and discussing possibilities	Explore potential Fitness Testing within IUP and regional communities	Maps to AA 12-15 goal 2

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

(Not reported)

Description of Goal	Short term (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?
Continue support of course offerings within Dept. of KHSS	LT	CT	Determine number of students served	Enhance student experience	Maps to AA 12-15 goal 1

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

(Not reported)

Description of Goal	Short term (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?
Continue support of student/faculty research within Dept. of KHSS	LT	CT	Determine number of research projects supported	Promote scholarship	Maps to AA 12-15 goal 1, AA 12-15 goal 2

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

(Not reported)

New goals include implementation of a Senior Fitness Program. The program will provide a pool of subjects/participants for research and classroom projects within the Department of Kinesiology, Health and Sport Science. In addition, we wish to provide fitness assessments and educational programs to the Indiana Area Fire Fighters and EMT personnel.

Continuing activities include support of course offerings within the department and student/faculty research.

What are the Center's needs?

- Support for supplies related to everyday operation of Center.
- Cooling/air flow system for laboratory space.
- Electrical support for the laboratory space.
- Dedicated GA support and use of Zink Hall Fitness Center for implementation of Senior Adult Fitness Program.

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.

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. Center receives support from Departmental and College funds for large item purchases.

Annual Report: Center for Health Promotion and Cardiac Disease Prevention
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			
Academic support for Department of Kinesiology, Health and Sport Science	University	~1000	?	NA	NA	NA
Criminal Justice Training Center	Training/Education	~85	0	NA	~\$6400	NA
Community Fitness Testing	Community	~5	0	NA	~\$50	NA
Total		1090			~\$6450	

Center for Research in Criminology

May 16, 2014 – May 15, 2015

Contact: Dennis Giever, Director

Phone: 724-357-2720

Fax: 724-357-4018

Affiliation: College of Health & Human Services

Website: <https://www.iup.edu/crimresearch/default.aspx>

Address: Wilson Hall, Room 200

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, national, and international levels; 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.

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

A. Measurement of goal progress

- Goal progress has been measured by the amount of students who have attended the CRC sponsored events on campus.

B. Expansion of goals

- Research Assistant is continuously compiling information about grants that are available to faculty and students.
- CRC, in conjunction with the Criminology Graduate Student Organization (CGSO) provided a workshop to criminology graduate students which provided students with a more in depth understanding of the grant process and publication process.
- Began collaborating research efforts with other departments at IUP.
- Provided educational workshops to criminology and criminal justice students.
- Established a relationship with the CGSO for research and workshops.

Description of Goal	Short Term (ST) or 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 PASSHE performance indicators?
Increase external funding to center in support of Center's core research areas	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, faculty release, GAs	Maps to AA 12-15 goal 1...

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

A workshop explaining the grant process was provided to criminology doctoral students by the CRC in collaboration with the CGSO. Gaining an understanding of the grant process as well as how to obtain grants will allow for financial grants to be obtained, supporting the CRC and its activities.

Description of Goal	Short Term (ST) or 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 PASSHE performance indicators?
Administrative goal: identify new co-director & develop succession plan	ST	NG	Additional C/I faculty members involved w/ center; Co-director named	SOP describing key Center operations, planning documents	

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Had various faculty from the Criminology and Criminal Justice Department present during workshops sponsored by the CRC. This incorporated new faculty into the CRC, as well as advertised the CRC so more faculty and students. While a new co-director was not named, the CRC has been advertised more on a departmental level, therefore allowing faculty to become interested in the CRC.

Description of Goal	Short Term (ST) or 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 PASSHE performance indicators?
Expand services to include students in the Criminology Department.	ST	CT	Reach out to graduate students and inquire about their needs through informal assessment.	Expand population that utilizes CRC service as a resource for research. <ul style="list-style-type: none"> Email current graduate students to see what informational meetings they would be interested in. 	President's Vision: <ul style="list-style-type: none"> Collaboration campus-wide. IUP Values: <ul style="list-style-type: none"> Demonstrating an excellent return on educational investment.

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Criminology doctoral students, specifically, were asked about what they would like to have for workshops. Many students demonstrated interest in learning about the grant process as well as the journal publication process. Therefore, a workshop on grant applications and the journal publication process, which was sponsored by the CRC in collaboration with the CGSO, was provided to criminology graduate students. The CRC will continue asking students, as well as faculty members what types of workshops they would like to attend and host. For example, a criminology and criminal justice department faculty member decided to host a workshop pertaining to logistic regression for graduate students. Therefore, the CRC held a workshop for him to present this information at.

Description of Goal	Short Term (ST) or 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 PASSHE performance indicators?
Advertise what services the CRC offers to IUP students and faculty.	ST	CT	Send monthly emails, newsletter, social media posts, etc. during semester. Track which method generates most response.	Expand population that utilizes CRC services as a resource for research. <ul style="list-style-type: none"> Collect information pertaining to responses for each method used to inform the IUP community. 	President's Vision: <ul style="list-style-type: none"> Collaboration campus wide. AA 12-15 Goal 2 <ul style="list-style-type: none"> Guided resources distribution. Research assistance.

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

A challenge in completing this goal is the lack of students involved in the CRC. With only one graduate assistant, it is difficult to create a monthly newsletter. Therefore, more funding would allow for another graduate assistant to be obtained for the CRC, therefore making it possible to create a

monthly newsletter. Also, more funding would allow for more CRC sponsored activities therefore providing enough information to be incorporated within a monthly newsletter. With the new advancements of social media, research on this media needs to be looked at to determine the types of social media (i.e., Facebook, Twitter, etc.) the CRC should use to provide information to students. Currently, email and fliers were used to inform students of CRC events. Fliers were used for our FBI agent presentation on federal law enforcement careers, while email was used for the graduate student workshops. In total, 194 individuals attended the FBI agent presentation, while six criminology graduate students attended the logistic regression workshop, and 14 criminology graduate students attended the grant/publishing workshop.

Description of Goal	Short Term (ST) or 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 PASSHE performance indicators?
Coordinate educational workshops for students in order to enhance their knowledge about research.	ST	CT	Set deadlines for completion of at least two new workshops per semester; monitor feedback from participants. <ul style="list-style-type: none"> - New workshops are created based on student interest. - New workshops are also created based on bringing something new and different to the criminology program. - Old workshops are kept and reinstated based on student involvement and enjoyment of the workshop. 	Enhance students' knowledge on research methods they may not be exposed to during coursework; increase collaboration and interaction between students and faculty. <ul style="list-style-type: none"> • October = FBI agent presentation on federal law enforcement careers. (New workshop) • Presentation on how to create and prepare grants. (New workshop – Interest based on discussion with current Criminology graduate students.) • Collaborative presentation with the Forensics Department. (New workshop – Interest placed by the Forensics Department for future collaboration.) • Presentation on crime mapping, for undergraduate and graduate students. (Current Workshop – Was extremely popular last semester; rather enjoyed by students.) • Collaborative presentation with Women's Programs (faculty, staff, and community program). (New workshop – Provides information on women's studies, something new to the workshop.) 	AA 12-15 Goal 4 <ul style="list-style-type: none"> • Workshops using digital and traditional elements to increase student learning. IUP Values: <ul style="list-style-type: none"> • Employing evidence in decision making and in demonstrating results. • Responding to needs of students and society with a range of innovative programs and scholarship.

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Three workshops were hosted by the CRC this previous academic year. In Fall 2014, an FBI agent came in to speak to students about federal law enforcement careers. Approximately 194 students attended this event. While the event was hosted by the CRC, the lunch which was provided to

the agent was funded by the Criminology and Criminal Justice Department. A second workshop in Fall 2014, was provided to criminology graduate students. It was hosted by the CRC, with Dr. Cooper, a criminology faculty member, presenting on logistic regression. Six criminology graduate students attended this workshop. The information provided during the workshop was available to students who were unable to attend the workshop via e-mail. The third workshop was hosted in Spring 2015 in conjunction with the CGSO. The CGSO funded the lunch for this workshop. Dr. Myers, a criminology faculty member, presented on how to obtain grants as well as the journal publication process. Fourteen criminology graduate students attended this workshop. Information passed out during this workshop was provided to the graduate students who were unable to attend the workshop.

Other workshops were attempted to be set up by the CRC in conjunction with other departments. However, due to time constraints and lack of funding, these workshops were unable to be provided. However, currently, the CRC graduate student will be working over the summer to come up with workshops that incorporate programs outside of the criminology and criminal justice department.

Description of Goal	Short Term (ST) or 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 PASSHE performance indicators?
Collaborate with other university departments on research projects.	ST	CG	Reach out to department heads to solicit research ideas, proposals, etc.	Encourage innovative research, and scholarship and the development of new research teams that cross departments and/or colleges. <ul style="list-style-type: none"> • Meeting with faculty to determine potential research proposals. • Meet with faculty to determine who would be interested in forming research teams. • Specifically, collaboration with the Forensics Department. • Research out campus wide to other departments to determine those who would be interested in collaborating on research ideas. 	President's Vision: <ul style="list-style-type: none"> • Collaborative effort between faculty, students, and community members.

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

As explained in the previous goal, goal #5, due to time constraints and funding, collaboration between the CRC and other departments was not feasible. However, the CRC graduate assistant will be working over the summer to come up with some possible workshop ideas that can be done through collaboration with other departments.

Description of Goal	Short Term (ST) or 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 PASSHE performance indicators?
Apply for external grants to help fund CRC.	ST	CG	Set deadlines for completion of at least one new grant this year; track awards	Additional income to support additional GAs, workshops, advertising, student workspace, storage space, supplies. <ul style="list-style-type: none"> Research potential grants. (Including IUP and PASSHE grants.) 	AA 12-15 Goal 2 <ul style="list-style-type: none"> Research = Growth and recognition Increase student learning and interest through funded researcher.

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year’s numbers for comparison).

While a grant was not applied for this past year, the grant/publication workshop hosted by the CRC in collaboration with the CGSO provided new outlets when looking for grants, as well as a better understanding of how the grant process works. This in turn will allow for a quicker grant application process in terms of finding and writing the grants. This summer, the CRC graduate assistant will work more on finding grants to apply for which would provide further funding for the CRC.

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 to develop relationships with local political representatives. They are “key” to marketing our services.
- The CRC is in need of funding to support additional GAs, workshops, advertising, student workspace, storage space, and supplies.

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 CRC currently consists of a 20 hour assistantship and program director who volunteers his time. Out one positive aspect is our Ph.D. program and students’ need for research projects for their dissertations. By expanding CRC services to graduate students and undergraduate students, as well as faculty, the CRC hopes to expand upon the services that are currently being offered.
- Current GA and director will consider applying for grant money to help fund the CRC.

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. If we are able to generate funding research projects, a small portion of the indirects are returned directly to the center.

Criminal Justice Training Center

May 16, 2014 – May 15, 2015

Contact: David M. Zacur, Director

Phone: 724-357-3987

Fax: 724 357-3989

Affiliation: College of Health & Human Services

Website: <https://www.iup.edu/crimjustice/default.aspx>

Address: 105 Eicher Hall

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

Provide Act 120 training for the purpose of qualifying cadets to become a Municipal, Borough or Township Police Officer and provide Mandatory In Service Training to Police Officers.

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

Description of Goal	Short Term (ST) or 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 PASSHE performance indicators?
Infrastructure	LT	CT	Monitor enrollment numbers through surveys and interview of cadet recruits	Efforts are underway to secure new space to house the CJTC. Several proposals are under consideration awaiting square footage figures and renovation costs.	University Strategic Plan – Resource Development

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Moving into new office space effective July 1 which will provide for an excellent recruiting tool, increase class size and opportunities for outside training which will provide a source of external revenue.

Description of Goal	Short Term (ST) or 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 PASSHE performance indicators?
Grants	ST	CT	Submission of proposals for external grants.	CJTC will continue to seek funding to upgrade and improve equipment utilized in Act 120 training.	University Strategic Plan – Resource Development; Civic Engagement

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

A grant was submitted and obtained for the purchase of a state of the art Firearms Training System and there are further efforts to explore funding for an indoor range.

Description of Goal	Short Term (ST) or 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 PASSHE performance indicators?
Curriculum/ Increase in Clock Hours	LT	CT	Development of additional 150 hours of training.	Developing new programs for the Act 120 program outside of the mandated 750 hours of training. New classes to include forensic pathology, water safety, advanced pursuit driving and others. This increase to 900 hours would place the program in compliance with federal requirements for financial aid.	University Strategic Plan – Resource Development, Civic Engagement

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

CJTC has developed a Water Safety program currently utilized in training of new police cadets.

Description of Goal	Short Term (ST) or 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 PASSHE performance indicators?
International Collaborations	LT	NG	Increase contacts with international stakeholders; development of MOU's and contracts	Efforts are currently underway to explore the possibility of providing law enforcement training third world country's police departments. Homicide investigation, crime scene matters and others would be offered.	University Strategic Plan – Resource Development College of Health & Human services Statement – International and Community Collaborations

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Meet with personnel from a private company for the purposed of discussing the role of the CJTC in providing training for third world countries police departments. Recently a grant was obtained by HHS in which staff of CJTC will be providing training to a third world country police department officers here at IUP.

Description of Goal	Short Term (ST) or 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 PASSHE performance indicators?
Development of Citizens Academy	LT	NG	Development of activities and curriculum associated with Citizens Academy	This concept would provide training to the general public in an effort to have them better understand the workings of law enforcement.	University Strategic Plan – Civic Engagement, Marketing and Promotion College of Health & Human Services- Vision Statement – Enhance College Presence

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Currently working with FBI Pittsburgh in an effort to ascertain the nuances of their Citizen Academy and adopt them for use here at IUP.

Description of Goal	Short Term (ST) or 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 PASSHE performance indicators?
Marketing	ST	CT	Interview cadet recruits as the effectiveness of this tool	Working with Media personnel to produce a video depicting the Act 120 training program for a class going through the Academy.	University Strategic Plan – Marketing and Promotion

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Meetings with website team for the purpose of taking advantage of multi media tools here at IUP to provide further exposure of the CJTC and its capabilities.

Annual Report: Criminal Justice Training Center

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			
Police Departments	Law Enforcement	800	0	NA	\$32,000.00	NA
Total						

Institute for Rural Health and Safety
 May 16, 2014 – May 15, 2015

Contact: Louis Pesci, Director Phone: 724-357-4051

Affiliation: College of Health & Human Services

Website: <https://www.iup.edu/rural-health-safety/default.aspx>

Address: 2712 West Pike Road, Indiana, PA 15701

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.

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

In the fall of 2014, the IUP Highway Safety Centers name was changed to the IUP Institute for Rural Health and Safety. In January 2015, the IRHS was moved off the IUP main campus (R&P Building) to the Citizens Ambulance Training Facility at 2712 West Pike Road, Indiana, PA. A lease was established between Citizens Ambulance and IUP for rent of office space. The lease agreement (\$7,212.00) expires November 30, 2015. A contract was also established for use of Citizen’s Ambulances classrooms for the IUP EMT program at the cost of \$25.00 per student. This contract expires November 30, 2015.

Description of Goal		Short term (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>Goal s are based of the College of Health and Human Services vision. (see attached document)</i>
1	Innovation: To offer the EMT program for college credit.	LT	NG	Track enrollment numbers that register for the college credit.	Expand the EMT program to various sites/location in Western Pennsylvania using a hybrid style course.	Increase our Interdisciplinary Programs: Develop more programmatic alliances in our college and others to offer programs that reflect the breadth and complexity of society and assist in addressing our most profound social problems.

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

In October 2014, a credit transfer of up to 4 hours of academic credit was created between the Kinesiology, Health, and Sport Science Dept. and the EMT Training Program (Institute for Rural Health and Safety). The following courses were identified for transfer credit: HPED 175 Prevention and Care of Injuries to the Physically Active, HPED 242 Emergency Health Care, HPED 319 Pre-professional Experience.

Description of Goal		Short term (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>Goals are based of the College of Health and Human Services vision. (see attached document)</i>
2	Innovation: To establish a paramedic program at IUP for college credit and non-credit.	LT	NG	Articulation agreement or partnerships established with Citizen's Ambulance. Approval by universities curriculum committees for a paramedic program.	Create a new track at IUP in the College of HHS for students that are only looking for a certification.	Enhance our College Presence: Continue our participation in university governance and increase marketing for our programs to local, national and international communities, while strengthening our relationships with alumni and donors.

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

In April 2015, two new course proposals (Paramedic Pre-Professional I and Paramedic Pre-Professional II) were submitted to the dept. chair. Each course proposal is for 15 credits totaling for 30 credits. Proposals are still pending.

Description of Goal		Short term (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>Goals are based of the College of Health and Human Services vision. (see attached document)</i>
3	Grant: Submit the IUP Highway Safety Project grant funded by the PA DOT.	ST	CT	Quarterly reports will be submitted to the PA DOT based off the listed deliverables within the grant.	To support one full time staff, one part-time secretary, and a % of the directors salary.	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 (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

The IRHS received a federal highway safety grant through the Pennsylvania Department of Transportation. This is a twelve month grant and part of it allows for a temporary, full time project coordinator and part time secretary. 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. The IUP Highway Safety Project was awarded for \$131,999.00 of the fiscal year October 1, 2014 – September 30, 2015. This project and will be submitted again summer 2015. Projected budget and grant goals/objectives have not been established yet.

Description of Goal		Short term (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>Goals are based of the College of Health and Human Services vision. (see attached document)</i>
4	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.	ST	NG	PDE and the IUP HSC will proctor the certification exam and track the passing rate established by PDE.	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.	Student, Faculty, and Staff Success: Our success is dependent on the accomplishments of our students, faculty, and staff and we can foster an environment where we encourage and support success for everyone. Increase our Interdisciplinary Programs: Develop more programmatic alliances in our college and others to offer programs that reflect the breadth and complexity of society and assist in addressing our most profound social problems.

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

In October 2015, PDE created a committee to address the current & best practices of the Commonwealth of Pennsylvania driver education rules, regulations, curriculum, and administrative practice. In March 2015, the IRHS met with the Pennsylvania Dept. of Transportation and PA PDE representatives that oversee Safety/Driver Education and third party drivers licensing program. This partnership is still an going process and meetings are to follow in the Fall of 2015.

	Description of Goal	Short term (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>Goals are based of the College of Health and Human Services vision. (see attached document)</i>
5	Contract: To continue the training of advanced interior/exterior Structure Fire Fighting certification training, Industrial 1 st Responder certification/recertification training and continuing education classes for Station Emergency Response Teams for NRG Energy Inc.	LT	CT	Contract success is measured by the number of courses offered during the time frame of the contract award.	Secure the contract for a 3yr period starting January 1, 2015 – December 2017. (Keystone, Conemaugh, Seward, Shawville, and Cheswick generating stations)	Research and Scholarship: Create and support research, scholarship and training opportunities for faculty and students.

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year’s numbers for comparison).

The IRHS continues presentation of advanced interior/exterior Structure Fire Fighting certification training, Industrial 1st Responder certification/recertification training and continuing education classes for Station Emergency Response Teams. This consists of Keystone, Conemaugh, Seward, Shawville, and Cheswick generating stations.

- 1st Responder Certification - 9 day program
- 1st Responder Reinstatement for Expired Certification at Stations – 4 day program
- 1st Quarter - Continuing Education Classroom at Stations
- Structural Fire Brigade Advanced Certification at Fire School
- 2nd Quarter – Live Burn Exercise at Fire School
- 3rd Quarter – Hands-on Session at Fire School – Confined Space
- 4th Quarter Medical ConEd and Recertification at Stations
- Confined Space Rescue Initial Certification at Fire School – 2 day program
- 2nd Quarter Medical Continuing Education Classroom at Stations
- Advanced Rope Rescue at Fire School – 2 day program

	Description of Goal	Short term (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>Goals are based of the College of Health and Human Services vision. (see attached document)</i>
6	Contract: To continue training in the areas of 1 st Responder certification, Structural Fire Brigade Advanced certification, Live Burn Exercise, HazMat Operations and Incident Commander for NRG Energy, Inc. (Homer City)	LT	CT	Contract success is measured by the number of courses offered during the time frame of the contract award	Secure the contract for a 3yr period starting January 1, 2014 – December 2016. (Homer City generating station)	Research and Scholarship: <i>Create and support research, scholarship and training opportunities for faculty and students.</i>

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

The center continues training in the areas of 1st Responder certification, Structural Fire Brigade Advanced certification, Live Burn Exercise, HazMat Operations and Incident Commander for GenOn, Inc. (Homer City).

- 1st Responder Certification - 9 day program
- 1st Responder Reinstatement for Expired Certification at Stations – 4 day program
- 1st Quarter – Continuing Education Classroom at Stations
- Structural Fire Brigade Advanced Certification at Stations
- 2nd Quarter – Live Burn Exercise at Fire School
- 3rd Quarter – Hands-On Session at Fire School – Confined Space & Rope Rescue
- 4th Quarter – Medical ConEd and Recertification at Stations
- HazMat Operations at Fire School – 2 day program
- Incident Commander at Fire School
- HazMat Operations Refresher at Fire School
- Advanced Rope Rescue at Fire School – 2 day program
- Confined Space Initial Certification at Fire School – 2 day program

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

The IRHS is currently working with Dr. Mark Piwinsky from Communications Media to redesign the institute's webpage.

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 are 4 professional staff committed to the center. Listed below are the position titles along with their current job descriptions.

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.

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 50% by Emergency Services Training grants and 50% 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 Worker – One student worker funded by the IUP Presidential Grantmanship Awards received in the past.

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.]

Please see Annual Report Fiscal Year 2014-2015 and Annual Report Fiscal Year 2013-2014 spreadsheet (last pages).

**Annual Report: Institute for Rural Safety & Health
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

Below is the Annual Report from 2013-2014 for comparison purposes.

Organization ¹ 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 ³	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

PA OSHA Consultation Program	
Oct.1, 2014 – Sept 30, 2015	
Contact: Sam Gualardo, Director	Phone: 724-357-23960
	Fax: 724-357- 2385
Affiliation: College of Health & Human Services	
Website: https://www.iup.edu/pa-oshaconsultation/default.aspx	
Address: 210 Walsh Hall	

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.

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

Description of Goal	Short Term (ST) or 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 PASSHE performance indicators?
Goal 1. Administration: Meet the requirements set forth by Federal OSHA as established in the FY15 Consultation Activities Project Plan	ST	CT	Goals completed by 9/30/15.	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 (include graphs/tables and, if data includes numbers you MUST include previous year’s numbers for comparison).

Progress Re: goal 1 - on track. Annual goals and objectives established at the beginning of the FY which began on 10/1/14. (See attached CAPP report). Ongoing goal progress is managed weekly through the evaluation and dissemination of numerous tracking reports. (See attached End of Year Metrics Report) Formal goal progress is reviewed quarterly with OSHA Region 3. Annual reports are completed and submitted annually. Formal OSHA evaluations are completed annually which included both offsite and onsite reviews.

Description of Goal	Short Term (ST) or 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 PASSHE performance indicators?
Goal 2. Administrative goal: Identify future director candidates & develop succession plan	LT	NG	Plan developed by 9/30/15.	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 (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Progress Re: goal 2 - on track. Two potential individuals have been identified as a successor to the Director position and are being cultivated and challenged through various administrative assignments.

Description of Goal	Short Term (ST) or 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 PASSHE performance indicators?
Goal 3. Outreach: Consultants will participate in various conferences, seminars and meetings to market consultation services	ST	CG	At least 5 outreach activities provided by 9/30/15	Increased awareness to OSHA Consultation Program offerings	Maps to Strategic Plan Civic Engagement goals 1, 2, and 3

Progress Re: goal 3 - completed. 12 formal outreach activities have already occurred in FY15.

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

PA OSHA Consultation is in need of additional financial resources to meet client needs. Most important, the annual 10% match funding needs to become a State Budget line item to assure proposed Consultation Annual Project Plans are able to be fully resourced and executed.

PA OSHA Consultation continues to suffer from a substantial backlog of client requests. This is due to a combination of flat funding and increasing expenses resulting in a significant depletion of staff consultant resources to perform client services. OSHA needs to seriously hear our federal funding issues from influential federal and state legislators.

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. Mark Correia, Dean, HHS, Dr. Lon Ferguson, CSP, Chair, Safety Sciences, OSHA personnel on a regional and national level.

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.]

Federal OSHA – 90%, State of PA – 10% (various sources)

Annual Report: PA-OSHA Consultation Program

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			
Employer Worksites in PA	Private sector	TBD at Year End	N/A	\$2,088,144.00	\$2,088,144.00	
Total				\$2,088,144.00	\$2,088,144.00	

Administration and Leadership Studies Research and Training Center

May 16, 2014 – May 15, 2015

Contact: John Anderson, Director Phone: 717-720-4098
 Sherri Zimmerman, Managing Director Fax: 717-720-4430

Affiliation: College of Humanities & Social Sciences

Website: <https://www.iup.edu/sociology/als/research/default.aspx>

Address: 3rd Floor, Richards Hall, 2986 North 2nd St., Harrisburg, PA 17110

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

The Administration and Leadership Studies Research and Training Center (ALS-RTC) is an applied, interdisciplinary center that supports sponsored research, program evaluation, policy analysis, technology transfer, and training by engaging students from our doctoral program.

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

Description of Goal	Short term (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?
Increase external funding to center in support of 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 (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

During FY 2014-15, the ALS-RTC has been very busy writing proposals for new projects while managing a variety of existing projects. In support of Goal 1, the Center has added or renewed funding from the following external organizations:

<u>Agency/Organization</u>	<u>Status</u>	<u>External Funding</u>
Cumberland County	Awarded	\$ 45,000
PA Turnpike Commission	Awarded	\$ 193,491
PA Commission on Crime & Delinquency	Awarded	\$ 206,437

Susquehanna Twp	Awarded	\$ 7,500
PennDOT (DBE)	Pending	\$ 531,064
US Fire Administration	Pending	\$1,291,423
Allegheny County Airport Authority	Lost	\$ 14,208
PennDOT (LTAP)	Lost	\$6,085,364

Proposals that were submitted and awarded:

Analysis of Cumberland County Juvenile Probation Programs and Services (\$45,000.00)

The ALS-RTC has been providing advanced scientific analysis of current Cumberland County Juvenile Probation programs and practices that will establish improved policy decisions that simultaneously lower recidivism, maintain public safety, and reduce juvenile delinquency, and prioritize spending of appropriated funds. This analysis will contribute to more effective policy alignment, useful performance measures, and effective evidence-based practice service contracts.

Pennsylvania Turnpike Commission (\$193,491)

Under the first Work Plan for the PTC, the ALS-RTC provided design and development services for a prototype Maintenance Activity Training package on Asphalt Joint/Crack Sealing for PTC maintenance operations for an initial **\$62,963**. Upon completion of the prototype, the ALS-RTC was awarded a second project to complete 3 additional MATs for guiderail repair and replacement, patching, and line painting for an additional **\$131,528**.

Pennsylvania Commission on Crime & Delinquency FY 2014-15 (\$146,437)

The ALS-RTC is providing a full-time researcher and evaluator to support PCCD program managers with miscellaneous research, data analysis, and data visualization under the direction of the PCCD Executive Director. Funding for this project is **\$146,437**.

PCCD: Disproportionate Minority Contact (DMC) Law Enforcement (\$50,000)

A second project was awarded under the new MOU with PCCD for an additional **\$50,000** in federal Juvenile Justice Prevention Act funds. The Disproportionate Minority Contact (DMC) Law Enforcement Project includes the assessment of over-represented minorities who have been arrested by police within Dauphin County, Pennsylvania. Additionally, police officers representing Harrisburg and Susquehanna Township Police Departments will complete field site surveys that may lead to more effective policies that reduce over-represented minorities within the Pennsylvania juvenile justice system.

Susquehanna Township Police Department FY 2014-15 (\$7,500.00)

The ALS-RTC serves as the Susquehanna Township Police Department's educational partner for data management and statistical data evaluation. This project was awarded to execute the statistical analysis of the programs and services associated with DMC initiatives. ALS-RTC researchers will provide Advanced Statistical Analysis of DMC variables that will include univariate, bivariate, and multivariate analyses. The results of the data analysis for DMC will provide greater depth of DMC Program Effectiveness and Policy Modification as they relate to the improvement of the Susquehanna Township Relative Rate Index (RRI).

Proposals that were submitted but still pending:

DBE Methodology, Inline Correction, and Goals (renewal pending)

The ALS-RTC has led this PennDOT DBE Methodology team for more than twelve years. Our role has been to develop a methodology for setting Disadvantaged Business Enterprise (DBE) Goals to the Federal Highway Administration (FHA), the Federal Aviation Administration (FTA), and the Federal Transit Administration (FTA) and to adjust this methodology on a triennial basis. We continue to monitor the Disadvantaged Business Goal Methodology for federally-assisted projects funded by the FHWA, FAA, and FTA and recommend inline corrections for all goals as needed. This data-driven and market-driven methodology is used to configure the DBE goals in awarding PennDOT contracts. Activities include data analysis, market analysis, legal research on case history, conduct of public meetings, etc. An estimated budget of **\$531,064** is in the final stages of approval.

US Fire Administration: Development and Implementation of a Whole-Community Approach to Emergency Management (pending)

The ALS-RTC will collaborate with the US Fire Administration to develop and begin initial implementation of a Whole Community approach to Emergency Management in support of Presidential Policy Directive #8 The Whole Community Approach to Emergency Management (EM). PPD#8 calls for the creation of encompassing community cooperation by government officials in charge of EM with private sector (businesses and corporations), faith-based organizations, and the disability community. The goal is to development community capacity to collectively respond to emergencies or disasters, given that government resources are increasingly sparse. Further, FEMA and the Dept. of Homeland Security are attempting to systemically clarify government disaster response as predominantly infrastructure support. An estimated budget of **\$1,291,423** is pending approval.

Proposals that were submitted but not awarded:

Allegheny County Airport Authority (ACAA) (pending)

The ALS-RTC will work with the Allegheny County Airport Authority to review of the DBE goal-setting methodology and develop a proposed DBE goal. This review will provide feedback on the current goal-setting process in order to complete the development of the FY 2016-19 goal and will provide considerations for future goal setting activities. An estimated budget of **\$14,208** is pending approval.

PennDOT Local Technical Assistance Program (LTAP) (pending)

The ALS-RTC teamed with several engineering firms to submit a major proposal for the provision of technical information and assistance with roadway maintenance and safety methods through the federal Local Technical Assistance Program. The proposal was submitted on March 30. PennDOT has tentatively selected the current provider to continue providing these services. An estimated budget of **\$6,085,364** was anticipated.

Description of Goal	Short term (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?
Administrative goal: identify new co-director & develop succession plan	ST	NG	Additional C/I faculty members involved w/ center; Co-director named	SOP describing key Center operations, planning documents	Administrative goal: identify new co-director & develop succession plan

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

The ALS-RTC has been in transition this fiscal year. Having lost a major grant as a funding source, the Center lost two full-time employees who were funded under that grant and, therefore not reappointed. With the new external funding from PCCD we have hired two researchers to support the projects for this agency. This goal is on hold until we have staff and funding that justify resources directed toward succession planning.

Description of Goal	Short term (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?
Improve ALS-RTC marketing materials (Brochure, website, etc.) and marketing plan	ST	NG	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 (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

The ALS-RTC has been focused on securing funding to sustain the center staff and operations. This goal remains important, but has not been addressed given other priorities. The Center staff has met with a variety of organizations to discuss potential opportunities using existing marketing materials. The materials have effectively guided the discussion and lead to follow-up communication. This approach will continue until we are able to direct resources to update these materials.

Description of Goal	Short term (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?
Develop and implement a Training Plan for Center staff	ST	NG	Establish target to complete development of plan; monitor progress toward planned training needs	Ensure Center staff have sufficient knowledge regarding IUP policies and practices, expand individual capabilities, improve productivity, and provide for professional development	

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year’s numbers for comparison).

The ALS-RTC has been in transition this fiscal year. Having lost a major grant as a funding source, the Center lost two full-time employees who were funded under that grant and, therefore not reappointed. With the new external funding from PCCD we have hired two researchers to support the projects for this agency. This goal is on hold until we have staff and funding that justify resources directed toward developing a training plan.

Description of Goal	Short term (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?
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

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year’s numbers for comparison).

The ALS-RTC has modified our contracting mechanism by introducing an Interagency Agreement/Memorandum of Understanding that allows us to formulate Work Plans with greater efficiency and speed. The “umbrella” agreement spells out all of the necessary legal stipulations but does not address specific project requirements and budgets. It operates like an open-end agreement and leaves the project and budget details to the individual Work Statements. In 2014-15 we obtained approval on these open-end agreements with the following three agencies. Work Statements have already been developed and approved as noted under Goal 1. Additional Work Statements are in various stages of discussion.

Pennsylvania Turnpike Commission Research and Training Interagency Agreement

The ALS-RTC will collaborate with the Pennsylvania Turnpike Commission (PTC) in research, evaluation, training, strategic and policy planning and analysis, organizational planning, program planning, and administrative activities necessary to assess and maximize PTC’s program efforts.

PennDOT Research and Training Interagency Agreement

The ALS-RTC will collaborate with the Pennsylvania Department of Transportation, Bureau of Innovation, in research, evaluation, training, strategic and policy planning and analysis, organizational planning, program planning, and administrative activities necessary to assess and maximize PennDOT’s program efforts.

Pennsylvania Commission on Crime and Delinquency (PCCD)

The ALS-RTC will collaborate with the PCCD, in research, evaluation, training, strategic and policy planning, data analysis, organizational planning, program planning, and administrative activities necessary to assess and maximize PCCD’s program efforts.

The Center staff has met with a variety of organizations to discuss opportunities for working together. We submitted a very large proposal for PennDOT's LTAP program with a diverse team. This collaboration was anticipated to yield over \$6 million in three years.

We have also met with the Governor's Office of Transformation, Innovation, Management, & Efficiency (GO-Time) and are preparing a proposal for consideration.

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

ALS-RTC needs for the current year include ongoing administrative support from IUP main campus offices including HR, Grant Accounting, Procurement, Legal, IT, etc. Our Center is small and geographically separate from IUP's main campus. We rely on the support we receive and the relationships we have built over time. As new projects are identified and implemented, staffing needs to support these projects will follow and grow. Most importantly, we need to remain responsive to client expectations for qualifications & experience, timeliness, quality of work, and so on as we are awarded projects so that we can gain their trust and confidence.

In addition, SAP training and access will be required for personnel due to recent personnel turnover.

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, Professor, ALS-RTC Director
Dr. Anderson is a tenured Professor for IUP. His primary role is Coordinator for the Administration & Leadership Studies Doctoral Program at both IUP's Main Campus and at Harrisburg's Dixon University Center. Dr. Anderson has a rich background in research, adult learning, statistical analysis, and program evaluation. As Director for the ALS-RTC, he oversees all activities and actively participates in research and analysis in support of program evaluation efforts.
- Sherri B. Zimmerman, Assistant Professor, ALS-RTC Managing Director
Ms. Zimmerman is a full-time non-tenure track Assistant Professor at IUP. She currently manages the ALS-RTC and oversees all administrative and operational aspects of the Center. FY 2014-15 projects included the Maintenance Activity Training initiative with the Pennsylvania Turnpike Commission, PennDOT's DBE Methodology, Utipp, PAAC, and PCCD initiatives. In other related experience Ms. Zimmerman served as Director of the Bureau of Municipal Services and Agility Center Manager for PennDOT. Both of these positions provided unequalled experience combining transportation with local government assistance.
- John M. Cookus, Assistant Professor, ALS Doctoral Candidate
Mr. John M. Cookus is a full-time non-tenure track Assistant Professor working on 100% grant funds. With his background in juvenile and criminal justice, he does much of his research and analysis for the Pennsylvania Commission on Crime & Delinquency. In addition, he is working on several grants for smaller projects, including the Susquehanna Township project and the DMC project described in Goal 1. Mr. Cookus has nearly twenty years of experience in the juvenile justice field, which more recently includes being an administrator and grant writer for a policy organization.

- Robert Orth, Assistant Professor, ALS Doctoral Candidate
Mr. Orth is a full-time non-tenure track Assistant Professor working on 100% grant funds for the ALS-RT. In this capacity, he serves as a full-time researcher dedicated solely to the Pennsylvania Commission on Crime and Delinquency under our Memorandum of Understanding. He facilitates and serves in a support capacity to the Commonwealth's Criminal Justice Population Projections Committee (CJPPC). Mr. Orth assists with the development of statistically sound forecasting models that can be used to estimate the state correctional population and to project the impact of proposed changes in correctional policy legislation. This role includes conducting data analysis, authoring projections documents, drafting RFPs, and other various duties/responsibilities
- William Habacivch, Assistant Professor (formerly)
Mr. Habacivch worked in FY 2014-15 predominantly as the lead researcher on the Electronic Restaurant Experience Evaluation and Management Tool for Utipp, LLC. This contract ended in March 2015. He has also been very active in developing new proposals and is listed among the team names for several proposals that remain pending.

In addition to the personnel commitment, the ALS-RTC operates through a network of partners. These include the Pennsylvania State University, Davenport Communications, the Business Technology Group, and the American Public works Association (APWA).

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 ALS-RTC is 100% grant funded

Annual Report: Administration & Leadership Studies Research & Training Center

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			
Bureau of Equal Opportunity (BEO) – Disadvantaged Business Enterprise (DBE) Methodology, Incline Correction, and Goals	State government	11,000+	unknown	\$179,007	\$179,007	N/A
Pennsylvania Turnpike Commission	State government		unknown	\$193,491	\$193,491	N/A
Pennsylvania Commission on Crime and Delinquency	State government		unknown	\$206,437	\$206,437	N/A
Susquehanna Township Police Department	Municipal government		unknown	\$7,500	\$7,500	N/A
Port Authority of Allegheny County	County government	1,223,348	unknown	\$8,500	\$8,500	N/A
Analysis of Cumberland County Juvenile Probation Programs	County government	275,000	unknown	\$45,000	\$45,000	N/A
Electronic Restaurant Experience Evaluation and Management Tool	Utipp, LLC	unknown	unknown	\$89,447	\$89,447	N/A
Total				\$729,382	\$729,382	

Archaeological Services
 May 16, 2014 – May 15, 2015

Contact: Phil Neusius, Interim Director Phone: 724-357-2841
Fax: 724-357-7637

Affiliation: College of Humanities and Social Sciences

Website: <https://www.iup.edu/archaeological/default.aspx>

Address: G1 McElhane

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

The 3 fold mission of Archaeological Services is to 1) facilitate archaeological research; 2) assist the community in the growing area of historic preservation; and 3) to provide hands on opportunities for anthropology students interested in archaeology.

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

Description of Goal	Short term (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?
Administrative: identify new director	ST	CT	New director is hired	Develop new initiatives linked to new leadership	Maps to AA 12-15 goal 2

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year’s numbers for comparison).

A new director, Dr. William Chadwick, has been hired and is scheduled to start work on June 1.

Description of Goal	Short term (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?
Renew PennDOT MOU	LT	CT	New MOU signed by 2017	Creation of new list of tasks associated with MOU. Under this MOU, we work with PennDOT staff to generate specific tasks required for their mission that can be funded through this MOU. We currently have 2 tasks for 2014-15 underway, the PHAST program which funds a full time GA to supervise interns conducting small scale CRM projects and the Geomorphologist task which provides geoarchaeological expertise to PennDOT managers on short notice. We are currently working on creating an updated PHAST task to start in May 2015 and another task to provide training to PennDOT staff and contracting professionals.	Maps to AA 12-15 goal 2 Maps to President's Vision/Values Statement – responding to the needs of students & society with a range of innovative programs

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

We have created one new task (Task 9) for \$95,000 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 \$90,000 and extended the dates to the end of 2015. We are working with PennDOT to create a new task to conduct geophysical studies. Both the geomorphology task and this possible new task will be greatly enhanced by the arrival of Dr. Chadwick since he has expertise in both of these areas. We have had to rely on subcontractors during the past year.

Description of Goal	Short term (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?
Develop Geophysical Expertise	LT	CT	Hire new faculty/staff with this level of expertise	External funding linked to these new research opportunities. PennDOT has already expressed the desire to have this expertise as a possible task similar to the geomorphologist task listed above. We are currently negotiating with the National Park Service to provide this service at Ft. Necessity. We have contracted with private engineering and CRM companies to provide this service in the past and plan to continue to do so.	Maps to AA 12-15 goal 2 and AA 12-15 goal 4 Maps to President's Vision/Values Statement – responding to the needs of students & society with a range of innovative programs

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

A new agreement has been reached with the National Park Service to provide this type of task at Ft. Necessity under the direction of Dr. Ben Ford. The first year's budget is \$79,766. We also conducted one geophysical survey for PennDOT to locate a cemetery under our current agreement. We had 2 tentative agreements with private companies, but in both cases their plans changed. Since this is a particular expertise of Dr. Chadwick we expect to be able to expand in this area under his leadership.

Description of Goal	Short term (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?
Develop Geoarchaeological Expertise	ST	NG	Involve new faculty with geoarchaeological expertise in Center	External funding linked to these new research opportunities. We are currently procuring a vendor to provide these services under the PennDOT task noted above. This person will allow us to provide this service in house. We will look to expand this opportunity to both government agencies using the PennDOT model and private companies who may need these services to comply with CRM regulations.	Maps to AA 12-15 goal 2 and AA 12-15 goal 4 Maps to President's Vision/Values Statement – responding to the needs of students & society with a range of innovative programs

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Although as noted above we have greatly expanded the current agreements in the area we have not involved new faculty or new agreements. This is an area of expertise for Dr. William Chadwick our new hire who starts June 1. We hope to do even more in this area next year.

Description of Goal	Short term (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?
Develop new agency to agency linkages with state and federal agencies similar to PennDOT link	LT	CT	New/continuing relationships developed with agencies. When a new director has been identified we will set up introductory meetings with state and federal agencies to explore areas of mutual interest.	MOU or other long term agreements established. We are currently working with the National Park Service to create a new agreement under the Chesapeake Watershed CESU.	Maps to AA 12-15 goal 2 and AA 12-15 goal 4 Maps to President's Vision/Values Statement – responding to the needs of students & society with a range of innovative programs

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Although we have created a new National Park Service agreement under the Chesapeake Watershed CESU, we are waiting for the arrival of the new Director this summer to do more in this area.

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

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

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. Phil Neusius (interim) provided upfront ¼ time release for both Fall and Spring semesters from College Dean. Additional release through external funds as necessary.

Faculty Associates: Dr. Ben Ford

Support Staff: Provided through Anthropology Secretary as part of her job description which was increased from Clerk/Typist 2 to 3 when these duties were added.

Graduate Assistants: On full time 12 month graduate assistant funded by PennDOT agreement. An additional 10 hour full assistantship provided from departments allocation.

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 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			
PennDoT Task 6 (PHAST Program May 2014-May 2015)	State Agency			\$88,000	\$88,000	
PennDoT Task 8 (Provide geomorphological services to PennDoT districts)	State Agency			\$59,302.06	\$59,302.06	
PennDoT Task 9 (PHAST Program May 2015-May 2016)	State Agency			\$94,596.91	\$94,596.91	
National Park Service (Ft. Necessity Cultural Resource Survey-Year 1)	Federal Agency			\$79,766.40	\$79,766.40	
Ellis School Archeology Day Program (September 2014-continuing)	Private Girls School	30 ninth grade students, 30 3 rd grade students				Public Service-1 student volunteer (\$250)
Pennsylvania Archaeological Council Booth at the PA Council for Social Studies conference (October 2014-continuing)	Professional Teachers Organization (PCSS)	100 teachers				Public Service (vendor fee for booth and 1 grad student volunteer (\$500)
Total				\$321,665.37	\$321,665.37	\$750.00

Center for Digital Humanities and Culture

May 16, 2014 – May 15, 2015

Contact: Kenneth Sherwood, Director

Phone: 724-357-2261

Affiliation: College of Health & Human Services

Website: <https://www.iup.edu/digitalhumanities/default.aspx>

Address: 212 Leonard Hall

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.

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

The DHC recognizes that today technology saturates the entire academic sphere, from classroom, to library, to lab. It aims to facilitate conversation, collaboration, and resource sharing amongst specialists within the disciplines. It seeks to make connections between new technologies and traditional knowledge areas, as the academy navigates the "print-to-digital" paradigm shift.

The center fully met the objectives and outcomes articulated by the first of two infrastructure goals: to develop a dedicated server facility for scholarly projects. Progress was made on developing center capacity to support DH projects and research, but only one of three outcome for objective A were met; pursuit of objective B is longer term.

In terms of outreach (Goal III), the center and activities of affiliate faculty were promoted through internal media, fulfilling one of two objectives.

Innovation/Scholarship: Support Student-Faculty Research and Professional Development (Goal IV) is at the hub of our center's mission; a full 3 of 5 objectives were met, with a lack of progress on only one objective (Involvement of additional faculty as DHC affiliates to develop projects). However, since the outcomes here require the solicitation and support of additional projects, we look forward to incremental progress as we slowly acquire sufficient support and stabilize the center space allocation.

Description of Goal	Short term (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?
Infrastructure: develop dedicated server facility for scholarly projects	ST	CG	A. Server scanned and approved as secure by IT	1. Install, configure, secure, and maintain web server for DH projects 2. Install and configure scholarly tool (Omeka) on DHC server 3. Develop in-house ability to administer Omeka exhibits	Academic Affairs 2012-2015.4 Promote technological innovation and collaboration.

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Server goal I met. Objective A. met. Three outcomes met. The physical server was relocated to Leonard Hall 212 from the Stabley Library; server is online with current, secure LTS Ubuntu, and maintained. Omeka is installed and serviceable. Sherwood and Colton have developed in-house expertise to administer Omeka exhibits.

Description of Goal	Short term (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?
Infrastructure: develop center capacity to support DH projects and research	ST	NG	A. Omeka Scholarly Archive and Mapping Web Tool installed and operable	1. consult with Omeka experts; bring consultant to IUP to demonstrate Omeka with Neatline 2. develop internal expertise for Omeka service administration and project development 3. 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.
	LT	NG	B. Proposal developed and submitted through appropriate IUP channels	1. Consult with IUP faculty to determine DH scholarly needs for Omeka 2. Assess interest and scope of service needs 3. Draft plan for DHC support of an Omeka service for IUP researchers and graduate students <i>* see grants and personnel below</i>	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 (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Goal II Infrastructure partially met.

Short-term objective A. is ongoing: Omeka framework installed with a testing site, but Neatline mapping tool not yet installed.

Consultation and workshops postponed until Fall (Outcomes 1 and 3). Outcome two is in process; Omeka has been installed and configured with in-house tech support only.

Long-term objective B., Proposal development was deemed premature for AY 2014-15. This will be pursued in the coming year, pending completion of Women's Diary pilot.

Description of Goal	Short term (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?
Outreach: Communicate DHC initiatives, raise the profile of DH research, and invite involvement from broader IUP community	LT	NG	A. Update IUP News Feed and DHC website monthly	1. publish news of DHC initiatives and developments in DH fields	Academic Affairs 2012-2015.4 Promote technological innovation and collaboration.
	ST	NG	B. Attendance at workshops and demonstrations	1. Hold two introductory workshops on use of Omeka 2. 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 (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Outreach Goal III in progress.

DHC, college and departmental websites have been used to convey news. (Objective A, LT, ongoing)

Workshops and consultant lecture (Objective B, partially deferred). This should have been a long-term goal.

Heflin, Sherwood, and Colton presented on the Omeka pilot jointly at the College Technology Day. The progress of our Omeka pilot was complicated by the tear-down and move of the DHC during Spring 2015. These outreach efforts will be fulfilled when a mature pilot is ready for publication and a university-wide invitation are feasible; target is October 2015.

Description of Goal	Short term (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?
Innovation/Scholarship: Support Student-Faculty Research and Professional Development in the Digital Humanities	LT	CG	A. Train and work with 3 or more IUP students, as projects and student expertise allows	1. support 2 HASTAC scholars annually 2. provide intern and training opportunities for undergraduate and graduate students 3. provide work study opportunities and provide training	IUP Vision: Knowing students as individuals who work closely with faculty and staff members;
	ST	NG	B. Launch of a pilot Omeka site	1. implement first phase of pilot Omeka project with Dr. Tanya Heflin, Women's Diary Project, PASSHE FPD grant	Academic Affairs 2012-2015.4 Promote technological innovation and collaboration.
	LT	NG	C. Launch of OurIndyPA site	1. Complete OurIndyPa web project with Dr. Amanda Poole	Academic Affairs 2012-2015.4 Promote technological innovation and collaboration.
	LT	NG	D. Involvement of additional faculty as DHC affiliates to develop projects	1. support scholarly project development involving additional DHC affiliate faculty 2. solicit and seek to support interdisciplinary scholarly projects 3. 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.
	LT	NG	E. Number and prominence of publications and presentations	1. present at national conferences about DHC projects 2. publish articles about DHC projects	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 (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Innovation and Scholarship (Goal IV, long term) shows significant progress.

Objectives A, B, and C largely met. Sherwood extended Omeka training to 15 graduate students in English. This opportunity will be extended to the larger community in the following academic year; we had one student developer interning, as well as three graduate students working specifically with the Omeka/Diary pilot, under the direction of Dr. Heflin. A second project intern will join the team over the summer.

The pilot site for the Diary project (Objective B) is currently in staging, but we continue to make progress and anticipate a Fall launch. Workload issues constrained faculty participants (Drs. Heflin and Sherwood), as did the temporary relocation of the center.

Dr. Poole's IndyPA site was effectively launched (Objective C).

Involving additional faculty (Objective D) is pending; we anticipate Omeka services being the avenue for providing a service to additional faculty, have had conversations with Ford and Thompson, but we have not yet achieved the capacity to fully realize this. Furthermore, we have only in-kind resources for the support of such projects and no immediate access to fellow-ship release time which would dramatically facilitate such work.

In terms of publications and presentations, (Objective E) center directors and affiliate faculty have been active:

Dr. Weinstein will deliver his presentation "Freestyle Digitality: An Approach to Reading and Writing Through Text Transformation and Improvisation" at the 2015 Computers and Writing conference, the premier national conference devoted to the academic field of computer assisted writing instruction, to be held May 28 - 30 at University of Wisconsin-Stout. This presentation represents his research on how text transformation may be used to support individual and collaborative expository writing and is part of his ongoing research activity in that area.

Dr. Weinstein showcased elements of this presentation for graduate and undergraduate students during an English Colloquium session held last fall. He will again showcase elements from this presentation as part of his "Teaching in the Digital Age: A Discussion of A.W. (Tony) Bate's Framework for Teaching with Digital Tools" presentation/workshop at the upcoming IUP College Technology Day on August 19, 2015.

Dr. Heflin will present her research on women's military diaries, featuring the manuscript diary of Beulah Johns Brennan, a little-known holding of IUP Libraries Special Collections, at the PAMLA conference in November 2015.

Dr. Sherwood's research report addressing ongoing digital audio research, "Distanced Sounding: ARLO as a tool for the analysis and visualization of versioning phenomena within poetry audio," was published in *Jacket 2* (March 2015), a serial sponsored by the University of Pennsylvania Center for Programs in Contemporary Writing.

Description of Goal	Short term (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?
Grants: Administer Current Grants and Seek External Funding	ST	CG	A. Execution of current DHC grant projects for Omeka project development	1. 2014: ACPAC Technological Exploration and Innovation Fund; 2. 2014: IUP C&I Special Project Support <i>*see also Heflin PASSHE FPD grant above</i>	IUP Strategic Plan: Academic Excellence: D. Attract and Retain Highly Qualified, Diverse Faculty ... 1. Provide support and research/scholarship opportunities for faculty.
	LT	LT	B. One or more external grant applications filed on behalf of the DHC or affiliate faculty annually	1. 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 (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Grant Administration and Seeking (Goal V): is ongoing.

Objective A., The hosting of an external consultant for outreach workshops and the build-out of the Neatline-mapping service of Omeka are anticipated for AY 2015-16.

Objective B., application for external grants: no current projects. Dr. Helfin projects an NEH application for 2016.

Description of Goal	Short term (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?
Personnel: Develop a mature organizational and technical capacity	ST	CG	A. Draw upon and build local capacity	1. hire IUP students for DHC (technical) developer work	IUP Strategic Plan: Student Development and Success: C. Provide Students with Opportunities for Experiential Learning.
	LT	NG	B. Demonstrate value and achieve support for DH projects.	1. Secure permanent personnel funding for DHC Developer 2. 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 (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Goal VI: our short term goal of developing in-house expertise continues on a largely ad-hoc and internship basis, with some modest support for student salaries through Dr. Heflin's FPDR grant tied specifically to the Women's Diary/Omeka project. Develop and graduate student Adam Colton has received workstudy for college website work, and so has been in the position to share additional time with the DHC. But we have no formal capacity to reach outcome 1. at this time.

The demonstration of the value of DH projects is a long-term outcome (B). We look forward to demonstrating the value of Omeka and similar projects so as to justify pursuit of outcomes 1 and 2.

Through FDRP funding, Dr. Heflin has expended approximately \$2000 for student wages, which covers approximately 200-240 work hours. She will continue working during the summer 2015 with two graduate students: Sheila Farr for content aspects and Adam Colton for technical aspects. In addition, her fall ENGL 983 (Seminar in American Lit) will be centered on "Hidden Voices" and the tracking down of non-canonical and hard-to-find voices in American studies. Students will take part in one "scholar-in-society" project of their choosing, one option will be to get involved in this project via transcription, GIS mapping exhibits, etc.

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

- Standing funds for graduate student developer(s) and/or dedicated GA-ships
- Stable work space
- More rapid progress towards long-term goals (II, III, and VI) would be facilitated by support (release time) for project coordination, service development, workshops, and outreach.

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. Gian Pagnucci	Co-director
Dr. Dan Weinstein	Co-director
Dr. Tanya Heflin	Faculty Associate
Adam Colton	Lead Developer, Graduate Student

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 general funding utilized.

Center for Film Studies
 May 16, 2014 – May 15, 2015

Contact: Thomas J. Slater, Director Phone: 724-357-4879
Fax: 724-357-2265

Affiliation: College of Humanities and Social Sciences

Website: <https://www.iup.edu/filmstudies/default.aspx>

Address: Sutton, Room 345

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

To promote IUP Film Studies programs on campus and beyond.

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

Description of Goal	Short term (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 Organize events to accompany Dec. 1 showing of <i>Blood Brother</i> at the 6 O’Clock Series.	ST	NG	~ English graduate students Amy Klemm & Megan Oldman will be producing an online journal of student-produced lit & art in coordination w/ English graduate student Julia Grove. They may also work with the Digital Humanities Ctr. as part of this project. ~ Obtain funding to reward contributors whose work is accepted.	~ Production of the online journal to include contributions from students in a variety of academic departments (English; Theater; Art; Sociology; Nursing) and in a variety of literary (essay; poetry; non-fiction narratives; drama) and artistic forms (photography; painting; sculpture; video). We will also measure success through the scheduling of two or three related events which could include a poetry slam, a performance of short plays, or an art exhibition.	TracDat Indicator AA 2012-2015.2 Maps to President’s Vision/Values Statement – responding to the needs of students

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Began working on this project with Alisia Drew, Director of IUP Center for Health and Well-Being in Spring 2014. The eventual showing of the film was a huge success. Many students were very moved and wanted to know more. I introduced the film and talked with a few students about it afterwards. I worked with English Graduate Students Amy Klemm and Meg Oldman to establish an online site for an e-journal related to issues of HIV/AIDS and other deadly diseases. Despite issuing several calls for submissions and offering money for purchases at the Co-op Bookstore (provided by Dean Asamoah and English Department Chair Pagnucci), we did not receive submissions. We need to find ways to encourage more support from faculty across campus to encourage student participation in opportunities of this nature.

	Description of Goal	Short term (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 Film Studies podcasts to be accessible on the web	ST w/ hope for LT	NG	<p>~ English graduate student Brandon Galm and I are working to schedule a series of half-hour podcasts of discussions with dissertation writers about their film studies research & 1 or 2 professional film artists to discuss their work. These will be posted on the Center's Resources web page for future use by students and faculty.</p> <p>~ Obtain funding to provide honorariums for special guests.</p>	<p>~ Produce podcasts that will discuss filmmaking and film studies research to provide assistance for future faculty and students.</p> <p>~ Place a counter on the web site to record uses of the podcasts.</p>	<p>TracDat Indicator AA 2012-2015.2</p> <p>Maps to President's Vision/Values Statement – Using technology to enhance learning for all</p>

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

This production proposed by an English Literature & Criticism student never got started. He was probably much too busy with teaching and preparing for his dissertation to follow through. But this is still a great idea for a project that we need to think about more and get started.

Description of Goal	Short term (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 Host film series organized by English undergraduate and graduate students	ST/LT	CT	<ul style="list-style-type: none"> ~ Create schedules for film series w/ both graduate & undergraduate students. ~ Obtain funding to provide free snacks & drinks at the films. ~ Provide students with 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, & HUB. ~ Get more students from English Honors Society & English Graduate Organization involved in scheduling, publicizing, & 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.	<p>TracDat Indicator</p> <p>AA 2012-2015.1 and AA 2012-2015.2</p> <p>Maps to President's Vision/Values Statement – responding to the needs of students & society with a range of innovative programs</p>

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

I worked with the library staff to reserve room 101 for six showings each semester. I also worked with graduate students Brian Alukonis, Meg Oldman, Gerardo Muniz Villalon, and Peter Faziani and Nick Katsiadas and undergraduates Travis Redman and Gina Garrity to schedule and promote several film showings each semester. Students were introduced to TV series and films that they wouldn't have been exposed to otherwise, learned something and shared ideas about these productions through introductions, post-viewing discussions, and online contributions to the Center for Film Studies Facebook page, and earned extra credit for courses. Students involved in presenting the films, creating posters, and leading discussions gained extra material for their vitas. Films were also promoted through IUP online daily news bulletins with help from Dr. Dan Weinstein (English).

Films shown along with attendance (in parenthesis) were as follows: *Good Will Hunting* (29); *Colour Out of Space* (4); *The Dark Knight Rises* (50); *The Grand Budapest Hotel* (15); *Midnight in Paris* (6); *Broad City* (tv episodes) (13); *Captain America* (9); *The Social Network* (6); *Donnie Darko* (6); *Trailer Park Boys* (40).

Description of Goal	Short term (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 &/or schedule Skype discussion w/ students	ST/LT	CT	~ Make contacts, raise funds, set schedule, produce awareness of the events as with film series, get other faculty involved, hold events.	~ With these events, we will provide info on filmmaking, the cultural importance of film, & media careers to students 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	TracDat Indicator AA 2012-2015.2 Maps to President's Vision/Values Statement – responding to the needs of students & society with a range of innovative programs

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Outcome: Did not work on this.

Description of Goal	Short term (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 Involve more faculty from across campus in center activities & planning. Establish a student advisory board.	LT	CT	~ Establish continuing group of scholars to plan events & activities, produce PR & increase student involvement. ~ Attract students to the board by asking them to submit a statement about their interests in film & how they see their roles on the board.	~ Get a formal list of center members posted by end of Dec, 2015. ~ Establish student advisory board of 5-8 members by end of Spring 2015 to plan film series & events for the following AY. Board members will also contribute to promotion, establishing & maintaining an online film studies journal & Facebook page, & develop creative new uses for the IUPfilmstudies.com blog.	TracDat Indicator AA 2012-2015.4

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Outcome: Throughout this year, I've worked with several faculty on Center for Film Studies plans and activities. These have included Dr. Judith Villa and Dr. Reena Dube (English); Dr. James Lenze (Communications/Media); Dr. Paul Arpaia (History); Dr. Caroline Princess (Dir. African-American Cultural Center); Dr. April Daras and Dr. Brian Jones (Theater); Dr. Theresa Smith (Religion); Dr. Kathryn Bonach (Sociology); Alisia Drew (Dir. Center for Health and Wellness). However, I have not established a permanent ongoing Board of Directors. This is desperately needed, and I hope some of these colleagues will work with me in the upcoming year to establish the Board. However, since I will be on sabbatical in the fall, I will have to ask and hope that some of them can work together to get plans started then.

	Description of Goal	Short term (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 the opportunity to establish a film festival in Spring '15 w/ Communications Media in collaboration w/ the Laurel Highlands Video Conference	ST/LT	NG	<p>~ Make plans with Drs. James Lenze & Luis Almeida along with students & other interested faculty members.</p> <p>~ Obtain funding to reward IUP students whose work is accepted.</p>	~ Our first planning meeting will be on July 21, 2014. I will keep a record of all meetings to show what's been accomplished including how many students are involved, the quality of their projects, and the plans to increase the festival in the future.	Maps to President's Vision/Values Statement – responding to the needs of students & society with a range of innovative programs

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Outcome: This project is well underway. Dr. Lenze and I began meeting with other faculty, deans, and students in July 2014. We now have solid plans to launch the Flick Fledgling Filmmakers Festival at IUP beginning April 2016. We have raised funds from several colleges and departments of close to \$30k. We have defined categories and guidelines for submission and are working with the IUP Events Office, the President's Office, and the Conference Planning Office to define the date, times, events, and venues for the Festival. In the meantime, we will continue to plan promotions to high schools, colleges, and independent filmmaking groups to submit their work and register for workshops. We plan to bring many students, faculty, filmmakers, and parents from across the state and around the region to highlight our school, community, and the opportunities for filmmaking and film study at IUP.

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

The most important need is to get more faculty and students involved in planning, promoting, and staging events that highlight the value of film studies in recognizing film, television, and other electronic media as an art form and in terms of its relevance to almost any academic field. Only through organizing such close involvement across programs, colleges, and curricula can the Center plan the events and coordinate the scholarly activities that will provide opportunities for students through either focusing on film studies or integrating it with their major focus. There is tremendous potential for film studies at IUP if more faculty and students will get involved. Students have opportunities for planning and organizing events, scholarly growth, publication, and career and graduate school advancement in ways that we have not yet touched.

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.

Dir. Thomas J. Slater, works a variety of deans, faculty, students, and program directors on an event by event basis.

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.]

Various colleges and departments, most often Humanities and Social Sciences, Fine Arts, English, Theater and Dance, and Communications/Media on an event by event basis.

Annual Report: IUP Center for Film Studies

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	university	300		0	0	\$5k (?)
Total		300		0	0	\$5k (?)

Center for Northern Appalachian Studies
 May 16, 2014 – May 15, 2015

Contact: Amanda Poole, Director Phone: (724) 357-2735
Fax: (724) 357-7637

Affiliation: College of Humanities & Social Sciences

Website: <https://www.iup.edu/appalachianstudies/default.aspx>
 Address: McElhaney Hall G1

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 the creation of educational outreach programs, the development of historical archives, and the facilitation of community-based activities.

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

Description of Goal	Short term (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?
Grants: Increase external funds in support of projects that fulfill our core mission	LT	CT	Identify and apply for at least two grants that can help to support the Folk Festival and possibly other Center projects	Outside income to support supplies, GA time, and Folk Festival operation	Maps to University Strategic Plan goals related to Civic Engagement and Marketing and Promotion;* Maps to AA 2012-2015.2;** Ties directly to the mission of the Center***

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year’s numbers for comparison).

In Summer 2014, Poole convened a group of local farmers and community leaders in order gather input for a letter of intent for the ‘Local Foods, Local Places’ federal grant program. We submitted this LOI through the Appalachian Regional Commission. Unfortunately, we were not successful in our attempt. However, we did reaffirm our role as a hub for local sustainable development initiatives that involve a range of stakeholders.

Dr. Brandon Vick submitted a letter of intent for a Center for Rural PA grant. His project is called: "Income Maintenance Program Use in Rural and Urban Pennsylvania". This research would expand on the living wage study of Indiana County to be conducted under the proposed ATP for 2015-2016 (described below). This LOI is currently under review.

A \$150 contribution from the Center for Community Growth was received for the Folk Festival

Poole is working with Jim Dougherty on a grant proposal to the Appalachian Regional Commission to support infrastructure needs for the 2015 Folk Festival.

Description of Goal	Short term (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?
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 University Strategic Plan goal related to Civic Engagement;* Maps to President's vision****

The CNAS made progress on this goal in three ways. We partnered with the IUP Biotechnology Research Institute, the SEEDS Club, and the Departments of Anthropology and Biology to host a community/university seed swap at IUP on Saturday November 8th. In addition to the native and heirloom seeds that were exchanged, this event featured a nationally known speaker on native plants, kid's educational activities, the participation of local and regional nurseries and farms, and a live fiddle performance by Mark Tamsula. Students were integral in planning and conducting the seed swap, cataloging the seeds for entry into the Northern Appalachian Seed Bank, and interviewing residents about seed saving practices and perspectives. Biology major Gretchen McCormick was awarded the Emerging Leadership Award to organize the Seed Swap this past year, and has been a tremendous leader in this regard, involving many of her cohort in the SEEDS club in planning the event; ultimately approximately 25 students volunteered in the planning and execution of the Seed Swap. The steering committee for the seed bank has included three students (two graduate and one undergraduate) in addition to one community partner and three faculty members, meeting on a regular basis since Spring 2014.

Our 2014-2015 ATP project joined 21 IUP students with the Indiana Community Garden, providing a number of civic engagement experiences. In addition to conducting research to contribute to educational materials about sustainability at the garden, students helped to coordinate volunteer events (Into the Streets, garden harvest and winter preparation days for members, and American Language Institute student volunteers). Students also volunteered to glean produce and distribute it at the Zion Food Pantry throughout the Fall Semester. One student, John Osborn, was selected to present on his 2013-2014 ATP project at the Undergraduate Research in the Capital (Harrisburg) event Spring Semester. Five students

presented on their 2014-2015 research at the ATP Conference in Arlington, VA in December 2014. Two students presented on this work at the Undergraduate Research Forum at IUP in April 2015.

Finally, CNAS involved students in integral ways in planning and conducting the 2nd Annual Northern Appalachian Folk Festival – continuing for the 3rd Annual Northern Appalachian Folk Festival. Around 20 student volunteers assisted with setting up and taking down the festival, and staffing the information booth. An undergraduate and a graduate student serve on the Steering Committee. Students have conducted workshops at the Folk Festival on seed saving and archaeology methods. Students have also attended Folk Festival events that were linked to coursework. For example, students in the Fall 2016 ANTH 420 class.

Description of Goal	Short term (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?
Infrastructure: Resolve the space issue facing the Center with the loss of Stabley 202	LT	NG	Identify and articulate the space needs for the Center given current and future projects.	Working plan is developed with administration for the Center infrastructure and artifacts;	Maps to AA 2012-2015.2** Maps to the CNAS mission***

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year’s numbers for comparison).

We made less progress on this goal. Our advisory board has suggested working more closely with Special Archives in the library for housing some of the materials belonging to CNAS. We currently are storing quilts, archival resources, and other artifacts in a private residence off campus. We have been making do with meetings scheduled in the Anthropology Seminar room, or in meeting rooms in the Biology Department. As we have transitioned leadership and refining our identity and goals, we have been assessing our evolving space needs. We plan on making a space request to the Dean of CHSS this coming year. It has become clear this year that losing our meeting space made it more difficult to host meetings and collaborate on planning sessions that have involved students, faculty, community stakeholders, and local leaders. Meetings that were regularly or periodically held in this room in the past have included the Folk Festival Steering Committee, the Seed Bank and Seed Swap committees, strategy meetings for grant writing and letters of intent, advisory board meetings, and meetings with a constellation of people involved with various iterations of the ATP project. We also are poised to host a representative of the Appalachian Regional Commission who will be visiting IUP in September 2016. Loss of our space will make it more difficult to demonstrate the vibrancy of our center and the institutional support we have for our work.

Description of Goal	Short term (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?
Programming: Involve new community partners in work with the Appalachian Teaching Project	ST	CT	Apply for the ATP 2014-2015 grant;	Partner with the Indiana Community Garden to create student research opportunities	Maps to University Strategic Plan goals related to Civic Engagement* Maps to AA 2012-2015.2** Maps to the CNAS mission*** Maps to President's vision for IUP****
Programming: Expand current programming to further develop the Northern Appalachian Folk Festival	ST	CT	Assesses the 2014 Folk Festival; Develop plan, proposed budget, and timeline for the 2015 Folk Festival;	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 University Strategic Plan goals related to Civic Engagement* Maps to AA 2012-2015.2** Maps to the CNAS mission*** Maps to President's vision for IUP****
Programming: Work with IUP and community partners to create a Northern Appalachian Heirloom and Native Seed Bank	ST	NG	Work with Biology and other partners on conducting a seed swap and creating a seed bank at IUP as one component of the ATP 2014-2015 project	Begin ethnographic data collection in relation to the seed bank; Involve students from ANTH 420 in conducting the seed swap and interviewing participants	Maps to University Strategic Plan goals related to Civic Engagement* Maps to AA 2012-2015.2** Maps to the CNAS mission*** Maps to President's vision for IUP****

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

We have met all three of these goals in sustainable ways. The 2014-2015 ATP project was conducted in collaboration with the Indiana Community Garden. Student from ANTH 420/581: Cultural Ecology worked with the garden to assist in coordinating volunteer and community events, and conduct research in order to develop educational materials about sustainability, ethnoecology and food justice issues. These student projects included:

- An ethno-ecology tour of the garden. Ethnoecology describes the interrelationship of cultural and biological diversity through a close look at people's knowledge and use of environmental resources and the cultural significance of place-based practices. These students worked with ICG members in charge of varied garden projects (from the new pollinator-friendly initiative to bat houses and the native plants plot).
- An ethnographic description (drawing from oral history interviews) of local heirloom seed saving practices that were incorporated into educational resources on the significance and 'how-to' of seed-saving. These students will participate in coordinating the first annual seed swap coordinated by the ICG, the IUP student ecology club, and the Northern Appalachian Seed Bank.
- Assistance with and documentation of diversity efforts at the garden. To date, numerous outreach events and planting efforts have taken place at the garden that focus on making the garden an inclusive place and educating people about cross cultural foodways and food issues. Students worked closely with ICG garden members as they helped with programming, including collecting fresh food and distributing it at the Zion Food Pantry. They produced educational resources which contribute to the 'ethnoecology tour' in the form of aspects of the garden that can be used to educate people about global food issues and food justice. One outstanding ethnographic paper also detailed the value of the food pantry project to local residents.

The 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 drew over 100 people (students, families of students, and community members). As a result of the seed swap, over 20 heirloom seed varieties were catalogued and stored as the first submissions to the Northern Appalachian Seed Bank – a project begun this past year between CNAS and BRI. Students conducted 17 interviews with seed savers, contributing to a preliminary assessment of the contours of local seed saving practices. We are currently working with SEEDS Club leaders again to plan the second annual seed swap for this coming Fall.

Finally, the Second 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 second annual Folk Festival expanded to include art vendors and a greater variety of workshops and musical talent, with Joe Grushecky as the headlining act. We also collaborated with the Native American Awareness Council to organize the establishment of an historical marker on campus. The campus marker commemorates the intersection of two Native American paths — the Catawba and Kittanning trails. This Festival also included a screening of the 2014 documentary 'Wrenched', addressing the legacy of home-town environmentalist Edward Abbey. Students were integral to the coordination and staging of this event, as described above. Please refer to our NAFF website for new coverage of this event:

<http://northernappfolkfest.org/contact/press-room/>

Description of Goal	Short term (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?
Administration: Review and refine the administrative structure of the center	ST	CT	Identify current strengths and weaknesses related to our administrative structure; Identify and contact strategic allies (from campus and community) who may serve as new board members and/or serve as an expanded advisory group; reach out to faculty and students who may consider getting involved with the Folk Festival Steering Committee.	Build a core group of committed members and/or advisors who can help to support the center and its projects	Maps to University Strategic Plan goals related Marketing and Promotion* Maps to AA 2012-2015.2** Maps to the CNAS mission***

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

This year we expanded our advisory board to include a graduate student representative, Lisa McCann (Sociology MA Program). Lisa brings numerous strong community and campus connections to the table through her active leadership in a range of projects that are closely aligned with our center's mission – including the seed swap, seed bank, and the Indiana Community Garden seedling and food pantry project.

Our advisory board meeting April 14, 2015 involved a review of our accomplishments and goals along with an assessment of our strengths and weaknesses. This meeting was particularly useful in helping us frame collaborative projects/goals that build on strengths while addressing some of our weaknesses. For instance, the loss of our space in Stabley and the need to store archived materials and data led to a productive conversation about the possibilities of working more closely with Special Collections in not only storing older materials but in gathering new ones. Carl Rakhonen (Music) proposed a 'Story Core' project for the upcoming Folk Festival in collaboration with Anthropology and English faculty. This project would involve students and faculty in conducting semi structured and oral history interviews with conference attendees about their experiences with culture change in the Northern Appalachian Region. Carl Rakhonen has extensive experience with digitized, archive-ready oral history interviews in the context of his ethnomusicology research.

Finally, we are expanding investment in CNAS through proposing that Dr. Brandon Vick take the lead on the 2015-1016 Appalachian Teaching Project, working in collaboration with Dr. Amanda Poole on a project that maps the nature and experience of poverty in our county. This project has already led to new grant possibilities, and new collaborations with local service and nonprofit organizations.

Description of Goal	Short term (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?
Administration: Seek college support for Federal Work Study student hours for the 2014-2015 academic year to assist in supporting the center's activities to the fulfillment of our core mission	ST	NG	Develop a job description and work plan to submit to college administration	The Center is able to meet its goals in a timely manner, with key support for website development and marketing; Festival planning; promoting and expanding the Walk our Community project (ATP 2014) website; and developing and promoting the seed bank	Maps to University Strategic Plan goals related Marketing and Promotion* Maps to AA 2012-2015.2** Maps to the CNAS mission***

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

We are grateful for the opportunity to have had a graduate student research assistant work part time with CNAS for the Spring Semester 2015. Maria Prikhodko worked as the CNAS liaison to the Folk Festival Steering Committee, taking and posting minutes. She was instrumental in overhauling our website, and updating our calendar and news feed. Our website now represents current CNAS work and resources. Finally, Maria assisted in updating the website related to our IUP wayfinding project that was compiled during our 2013-2014 ATP project.

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 workers and research assistants. Our 2014-2015 ATP project will stem from research on living wage and poverty statistics that is starting this summer. Three students will work with Dr. Brandon Vick to collect and analyze quantitative data that will be used in the ATP project conducted with his Economics of Poverty class (with assistance in qualitative data collection and analysis from students in ANTH 360 Applied Anthropology) in Fall, 2015. Currently, he has partial support from a CHSS faculty research grant to cover some student research hours. However, we are hoping to cover the remaining hours in late summer 2015, extending into the Fall and Spring semesters for one research assistant.

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, PhD, Director of the Center for Northern Appalachian Studies
- Jim Dougherty, Board Member, Community Liaison
- Theresa McDevitt, Board Member
- Brandon Vick, Board Member
- Carl Rahkonen, Board Member
- Susan Comfort, Board Member

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.]

- \$1,025 grant from the IUP Centers and Institutes for the printing of publicity materials for the 3rd Annual Northern Appalachian Folk Festival
- \$2,000 contribution from Dean of CHSS for the Folk Festival and Seed Swap
- \$250 contribution from Dean CNSM for the Seed Swap
- \$100 contribution from Anthropology for the Seed Swap
- \$100 ECO Club contribution for the Seed Swap
- \$500 contribution from the Native American Awareness Council for the Historical Marker Unveiling
- \$1,155 funds from CHSS for part time graduate student research assistant, Spring 2015 – 14 weeks x 10 hour per week x \$8.25/hr

These are funds were contributed following the 2014 final report for the Center for Northern Appalachian Studies that was submitted in August 2015, and were not listed on last year's report. Due to the change in reporting period they are listed for this year.

**Annual Report: Center for Northern Appalachian Studies
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			
Indiana Community Garden	Volunteer Non-Profit	35	0	\$4,000	\$4,000	
Northern Appalachian Folk Festival Planning Committee	Volunteer Non-Profit	12	0	\$1,600*	NA	
Total				\$5,600	\$4,000	

*The Northern Appalachian Folk Festival is now under the administration of Downtown Indiana, which has been conducting fundraising. CNAS is currently working on a grant proposal to the Appalachian Regional Commission to support infrastructure needs of the 2015 Folk Festival.

Institute for Mine Mapping, Archival Procedures, and Safety (IMAPS)

May 16, 2014 – May 15, 2015

Contact: Robert Wilson, Director

Phone: 724.357.3420

Fax: 724.357.4891

Affiliation: College of Humanities & Social Sciences

Website: <https://www.iup.edu/minemaps/default.aspx>

Address: Eicher Hall

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.

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

Description of Goal	Short term (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?
Pursue additional external funding from existing contracts	ST/LT	CT	Be awarded grants to enable the expansion of IMAPS to support continued student training opportunities.	Negotiate new round of funding with DEP and the 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 (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

During the 2014-15 academic year IMAPS received an extension to the Marcellus Shale contract to continue training and database administration services in the amount of \$10,000. A new contract with Range Resources was secured for \$29,828 to provide data conversion services and training services related to the pre-drill water quality database administered for the Marcellus Shale Coalition. Two additional opportunities were submitted for funding consideration. IMAPS submitted a contract extension request to the DEP for mine map processing in the amount of

\$941,306.37. We anticipate approval acknowledgement in June 2015 and a positive decision would provide stable funding for Center operations through June of 2018. Additionally, IMAPS submitted a proposal to the USGS for a stream project that, if funded, would provide for a graduate student stipend for one year. If successful, IMAPS will provide match to cover the student's tuition benefit. 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 and will continue through December 2015.

Description of Goal	Short term (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?
Increase the number of proposals submitted	LT	NG	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 (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

IMAPS submitted five (5) proposals for consideration to foundation, federal, state and private industries. Three have already been funded and the others should receive favorable notification by June 2015.

Description of Goal	Short term (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?
Participate in the efforts of the Energy Group	ST/LT	NG	By attending scheduled coordinating meetings.	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 (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

IMAPS 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 NSF grant researching the chemistry of strontium relevant to Marcellus activities. Additionally, we will be submitting a grant application to Pennsylvania Common Wealth Financing program, in partnership with SAFER PA, to examine various water quality issues related to Marcellus drilling and to establish a baseline for water quality measurement parameters.

Description of Goal	Short term (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?
Integrate work experience at IMAPS into Geography and Regional Planning curriculum	LT	NG	Number of students participating.	Integration of project management and enterprise GIS activities formally into curriculum.	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 (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

During this reporting period, 18 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, 2 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.

Description of Goal	Short term (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?
Move IMAPS operation from Library to Eicher	ST	NG	The relocation is anticipated to occur sometime during the fall semester depending on construction schedules. We anticipate being fully functional in the new space during the 2015 spring semester.	Primary objective is to complete a successful move of the IMAPS operation, resulting in modernized working environment and having the entire operation in a single facility.	Related to University strategic goals of Student Development and Success, Civic Engagement, and Resource Development; Academic Affairs: AA 2012-2014.2 and AA 2012-2015.4 in that the Library space, once vacated, is to be targeted for centralizing additional student services to the Library.

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

During the reporting period, much work was completed to coordinate the various activities associated with a successful move of the IMAPS operation from Stabley Library to Eicher Hall. Eicher Hall has been renovated from essentially a garage facility to a modern office space. Construction activities are approaching completion with only sidewalk work to be completed prior to final inspection. We are expecting the occupancy permit to be released, upon final inspection, at the end of May 2015. We are currently scheduled to move the large format scanner to Eicher the week of June 8th 2015. We expect to be completely moved and at full capacity by the end of June 2015.

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. One area of concern moving forward for IMAPS is the current policy relating to charging administrative fees for the tuition benefit of the graduate assistants. We have had 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.

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
Robert Wilson – Director
2 Graduate assistants
13 Student workers

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, Range Resources, and Dominion Foundation. It is anticipated that the DEP extension will provide 3 additional years of stable funding to support the on-going operations of IMAPS through June 2018.

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

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			
Marcellus Shale Coalition	Private	X	X	\$10,000	\$20,978.43	
DEP (Mine mapping)	State	X		\$941,306.37	\$215,652.59	
Range Resources	Private	X		\$29,828	\$38,366	
USGS	Federal	X		\$60,000		
Misc Scanning services	Private	X	X	\$2,079.38	\$2,079.38	
Dominion Grant	Foundation	X		\$25,000		
Total				\$1,068,213.75	\$277,076.40	

Mid-Atlantic Addiction Research and Training Institute (MARTI)

May 16, 2014 – May 15, 2015

Contact: Victor Garcia, Director
Alex Heckert, Associate Director

Phone: 724-357-4405
Fax: 724-357-3944

Affiliation: College of Humanities & Social Sciences

Website: <https://www.iup.edu/marti/default.aspx>

Address: Stright Hall, Room 107-E

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.

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

Persistence characterizes the effort devoted to the eight MARTI goals proposed in the last annual report. Progress, as measured by the outcomes stated in the last report, has been made in the majority of the goals, and new goals have emerged or are in development (see next section). Despite the overall success, three goals—goal 2, sub-goal 3c, goal 4, and sub-goal 5b have not been reached. Goals 2 (a Latino recruitment project) and 3c (external funding for Caring about Latino Student Achievement) have been a challenge because this past year external funding sources, such as the US Department of Education, have not released a request for proposals, or RFPs, aimed at Latino student retention or programs, such as Caring about Latino Achievement (CALSA), in non-Hispanic serving institutions (HIS). Funding priority for Hispanics at the U.S. Department of Education has been given to HISs. An HIS is an institution of higher education that has an enrollment of undergraduate students that is at least 25 percent Hispanic students. We will continue to search for possible funding venues. Goal 4, Latino recruitment, was also a task because Dr. Garcia has been away from the region working on a research project in California during the spring semesters. It is during the spring semesters when Dr. Garcia recruits Latino students to IUP at two major forums in his research site in Pennsylvania: the Kennett High School Multicultural and Diversity Awareness Conference and the Cinco de Mayo festivities in Kennett Square. Attending recruitment activities on campus, organized by the Admissions Office, is not always possible because of time conflicts and other scheduling problems. Goal 5b, global health minor, was not pursued due to heavy professional responsibilities of committee members and Dr. Garcia's research sabbatical in the spring 2015.

Have there been any new goals added or changes to existing goals set in the past year?

Two new goals were added since the last report and four others are being planned and will be pursued pending discussion with Dr. Yaw Asamoah, Dean of the College of Humanities and Social Sciences. The two new goals are as follows:

- 1 A new goal is to develop further the environmental health initiative started at MARTI last spring in partnership with Friends of Farmworkers (FOF) based in Philadelphia. The two—MARTI and FOF—have developed a pesticide education project for farmworkers in Erie County under the Environmental Protection Agency’s (EPA) Environmental Justice Program. For further information about this EPA program see the following link: <http://www.epa.gov/environmentaljustice>. Pending funding from FOF, the project will start in summer of 2015. MARTI, in particular research associate Hilario Molina II, provided FOF with advice and technical assistance in the development of this long overdue and important program in the commonwealth. For further information of this new initiative please visit <http://www.iup.edu/page.aspx?id=188448>. Plans are to develop this initiative with direct funding from EPA or the National Institutes of Health. This initiative was an outcome of Goal #3, sub-goal 3A: Increase external funding in support of institute’s core research areas in minority and community health. It was also an outcome of Goal #5, sub-goal 5A: Establish Research & Outreach Collaborations with other IUP and external centers and institutes.

Progress toward this goal will be measured by one or more of the following ways, among them, development of a pesticide education curriculum that can be applied in other regions of the state, additional projects with FOF, and the pursuit of external funding for environmental health projects. This goal will meet the following strategic goals:

Office of the President Strategic Plan Goals

Marketing and Promotion: To launch an integrated, comprehensive, coordinated, and institution wide effort to communicate the mission-critical values and messages in ways that IUP’s different constituencies notice, understand, and respond to.

Continuous improvement: An environment where individuals proactively work together to improve process and outcomes through constant review.

Resource development: To strengthen efforts to identify, cultivate, and secure financial and human support for the university, its mission, and its vision.

Academic Affairs Goals

AA 2012-2015.1 Manage university enrollments and improve student retention in order to ensure financial stability and improve student outcomes.

AA 2012-2015.2 Support core academic programs, high-growth-potential programs and regionally-significant programs through guided resource distribution, targeted student recruitment and community outreach efforts.

AA 2012-2015.4 Improve IUP’s competitiveness by encouraging the development or continued improvement of programs and practices that promote technological innovation and/or that encourage collaborations among faculty and between faculty and students.

PASSHE Performance Funding Area - Stewardship: External Grant Support

- 2 Another goal is to develop further the new leadership initiative started at MARTI under the guidance of Erick Lauber, MARTI’s Director of Leadership Training and Research. This past year, a major contribution of MARTI’s Leadership Training and Research program was the Leadership Indiana County program. This program is designed to cultivate, develop, and nurture potential leaders within the community through a series of workshops.

Progress toward this goal can also be measured in a number of ways, including continuing with the Leadership Indiana County Program and establishing other leadership programs aimed at the local community. This goal will meet the following strategic goals:

Office of the President Strategic Plan Goals

Marketing and Promotion: To launch an integrated, comprehensive, coordinated, and institution wide effort to communicate the mission-critical values and messages in ways that IUP’s different constituencies notice, understand, and respond to.

Continuous improvement: An environment where individuals proactively work together to improve process and outcomes through constant review.

Resource development: To strengthen efforts to identify, cultivate, and secure financial and human support for the university, its mission, and its vision.

Academic Affairs Goals

AA 2012-2015.1 Manage university enrollments and improve student retention in order to ensure financial stability and improve student outcomes.

AA 2012-2015.2 Support core academic programs, high-growth-potential programs and regionally-significant programs through guided resource distribution, targeted student recruitment and community outreach efforts.

AA 2012-2015.4 Improve IUP's competitiveness by encouraging the development or continued improvement of programs and practices that promote technological innovation and/or that encourage collaborations among faculty and between faculty and students.

PASSHE Performance Funding Area – Stewardship-External Grant Support

The four possible goals are as follows:

- 1 A possible new goal, currently under discussion with colleagues, is the development of a NIH R15 research grant, also known as Academic Research Enhancement Award grant, in conjunction with IUP's Center for Northern Appalachian Studies and cultural anthropology faculty. Please see <http://grants.nih.gov/grants/funding/area.htm> for a description of the R15 funding mechanism. The targets of this funding mechanism are institutions like IUP, non-tier 1 research universities that historically have received little or no NIH funding. A major requirement of the enhancement grant is to involve students in a health-related research project, and one of the major aims is to develop the research infrastructure of the institution. This initiative will establish an important collaboration with another institute in the College of Humanities and Social Sciences and will strengthen the cultural anthropology program and contribute to the applied anthropology track in the program. This possible goal is an outcome of Goal 5, sub-goal 5A: Establish Research & Outreach Collaborations with other IUP and external centers and institutes.

Progress towards this goal will be measured by the preparations for this grant application, such as contacting the appropriate program officer and putting together a research project and curriculum for the application. It will also include the submittal of the application on or before the June 25th deadline. This goal will meet the following strategic goals:

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.

Student Development and Success: To facilitate the achievement of academic and personal goals by existing programs and services, and creating new ones, in order to ensure the growth and development of the whole person.

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.

Academic Affairs Goals

AA 2012-2015.1 Manage university enrollments and improve student retention in order to ensure financial stability and improve student outcomes.

AA 2012-2015.2 Support core academic programs, high-growth-potential programs and regionally-significant programs through guided resource distribution, targeted student recruitment and community outreach efforts.

PASSHE Performance Funding Area – Stewardship-External Grant Support

- 2 Initiating a MARTI Grant Development Program designed around small group workshops is another possible goal. The emphasis will be on health research and outreach grants but funding opportunities in other fields will also be considered. This workshop-mentor program will not be a duplication of current efforts underway on campus. It will differ significantly from the others. Specifically, this grant development program will work with a small number of interested faculty (no more than two or three MARTI research associates and other MARTI collaborators). Each participant will identify a RFP of interest (a major requirement), will receive assistance in the preparation of the grant application through a series of mandatory workshops on the writing of the key components of the application, and will be given help in putting together a human subjects protocol, all under the guidance of Dr. Garcia, Director of MARTI. Unlike standard funding workshops, which only provide information without helping the prospective applicant prepare the research proposal, the MARTI Grant Development Program will walk the applicant through the grant development process. Also, unlike the mentor model, which is often organized around one-on-one meetings, the MARTI program will benefit more than one individual and will allow the two or three prospective program participants to learn from each other and to provide support to each other. The end products of the MARTI Grant Development Program will be completed and submitted grant applications and IRB protocols for the proposed research or outreach project. Dr. Garcia has found this grant development model a success at other institutions with whom he has collaborated with in grant writing. This grant development program has the potential of increasing external funding in the College of Humanities and Social Sciences and the university.

Progress toward this goal will be measured by starting this program and by the submittal of grant applications by participating faculty. This goal will meet the following strategic goals:

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.

Academic Affairs Goals

AA 2012-2015.1 Manage university enrollments and improve student retention in order to ensure financial stability and improve student outcomes.

AA 2012-2015.2 Support core academic programs, high-growth-potential programs and regionally-significant programs through guided resource distribution, targeted student recruitment and community outreach efforts.

PASSHE Performance Funding Area – Stewardship-External Grant Support

- 3 A Community Health Research and Outreach Program at MARTI, housed at one of the MARTI offices, is another goal. This program will facilitate the work of MARTI Research Associates who are working on community health projects, such as the work of Drs. Molina and Vacarro, and possibly the collaborators of the NIH R15 initiative discussed earlier. This program will give MARTI's health research and outreach efforts greater visibility on campus, generate synergy, and may serve to encourage other faculty to pursue similar interests. It is an outcome of Goal #5, sub-goal 5A: Establish Research & Outreach Collaborations with other IUP and external centers and institutes.

Progress toward this goal will be measured by the establishment of this program and the projects developed through this program. This goal will meet the following strategic goals:

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.

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.

Academic Affairs Goals

AA 2012-2015.2 Support core academic programs, high-growth-potential programs and regionally-significant programs through guided resource distribution, targeted student recruitment and community outreach efforts.

PASSHE Performance Funding Area – Stewardship-External Grant Support

- 4 Another related goal is a MARTI Community Health Career Speakers Series (tentative title) aimed at students in the social sciences with an interest in pursuing health-related careers involving understudied and underserved populations. Diversity students will be targeted for the series but all students will be encouraged to attend. The speakers will be IUP alumni who are now working with these populations. Two prospective speakers are Dr. Carina Heckert and Ms. Rosamaria Pociano. Dr. Heckert was an anthropology major, who conducted research for her MA in sociology at IUP on depression among Latina migrants in and around Indiana County, and is now a tenure-track assistant professor with an interest in Latino health and border studies at the Department of Sociology and Anthropology at the University of Texas, El Paso. Ms. Pociano was a geography major and co-founder of CALSA, and is now the Director of Latino Family Center in Pittsburgh, a non-profit community-based organization that mainly provides social and other services to immigrants in the Pittsburgh Latino community. At least one or two speakers per semester will be scheduled and will be sponsored with other programs on campus. The presentations will emphasize how the speakers prepared themselves for their careers, especially while at IUP. This speaker series will provide undergraduate and graduate students in the social sciences with direction in their studies. The series also has the added benefit that it will help to attract and retain students in social science majors at the College of Humanities and Social Sciences.

Progress toward this goal will be measured by starting the speakers' series and having at least one speaker per semester. This goal will meet the following strategic goals:

Office of the President Strategic Goals

Student Development and Success: To facilitate the achievement of academic and personal goals by existing programs and services, and creating new ones, in order to ensure the growth and development of the whole person.

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.

Academic Affairs Goals

AA 2012-2015.1 Manage university enrollments and improve student retention in order to ensure financial stability and improve student outcomes.

AA 2012-2015.2 Support core academic programs, high-growth-potential programs and regionally-significant programs through guided resource distribution, targeted student recruitment and community outreach efforts.

Description of Goal	Short term (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?
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	NG	Through the successful completion of quarterly deadlines over the next two years (June, 2014-May, 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 (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

The proposed measure for this goal was stated as follows: Through the successful completion of quarterly deadlines over the next two years (June, 2014-May, 2016) & the preparation of conference papers and manuscripts for publication. We are nearly finished with the first year of the project and will start the second year in June 2015. The first year involved intensive data gathering, and the second will be devoted to papers and manuscripts. Discussions are under way to submit one or two NIH applications, following up on this research—one to be submitted in October and the other in June. For further information about this project visit <http://www.iup.edu/page.aspx?id=188398>.

Description of Goal	Short term (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?
Research Goal: Initiate a pilot study on Latino student retention	ST	NG	By starting and completing the project within two years. Scope	The outcomes of this goal are two-fold: to gain a better	Office of the President Strategic Goals: Student Development and Success: To facilitate the achievement of academic and personal goals by existing

<p>at IUP, "Examining Persistence Rates: A Comprehensive View of Latino Retention at IUP", partially funded by IUP Senate Fellowship Grant</p>			<p>of study will be contingent on funding.</p>	<p>understanding of the individual, community, and campus factors that facilitate or hinder Latino student retention at IUP & to generate preliminary data to develop a competitive grant on the subject.</p>	<p>programs and services, and creating new ones, in order to ensure the growth and development of the whole person.</p> <p>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.</p> <p>Academic Affairs Goals AA 2012-2015.1 Manage university enrollments and improve student retention in order to ensure financial stability and improve student outcomes. AA 2012-2015.2 Support core academic programs, high-growth-potential programs and regionally-significant programs through guided resource distribution, targeted student recruitment and community outreach efforts.</p> <p>PASSHE Performance Funding Areas - Success: Six-Year Graduation Rates for First Time Pell Grant Recipients Access: New Students who are low income and underrepresented minorities</p>
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Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

The proposed measure for this goal was stated as follows: By starting and completing the project within two years; scope of study will be contingent on funding. Solicited funds were inadequate for initiating the study. IUP Senate Fellowship Grant was insufficient for the study,ⁱ and external funding was not available. None of the RFPs from the US Department of Education and other funding sources were appropriate for the study. US Dept. of Education RFPs for 2015-2016 have not been released.

Description of Goal	Short term (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?
Grant & Research Goal:	LT	CT	By submitting a NIH grant proposal for review in October 2014; monitoring	The external funding outcomes of this goal are	Office of the President Strategic Plan Goals:

<p>Increase external funding in support of institute's core research areas in minority and community health</p>			<p>feedback from NIH; and making a timely revision and resubmittal, if needed.</p>	<p>three-fold: to support faculty release, to support GAs, to support undergraduate researchers, and to acquire equipment/supplies</p>	<p>Academic Excellence: To continue to promote and achieve demonstrated success and quality in teaching and scholarship at the undergraduate and graduate levels.</p> <p>Student Development Success: To facilitate the achievement of academic and personal goals by existing programs and services, and creating new ones, in order to ensure the growth and development of the whole person.</p> <p>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.</p> <p>Academic Affairs Goals AA 2012-2015.2 Support core academic programs, high-growth-potential programs and regionally-significant programs through guided resource distribution, targeted student recruitment and community outreach efforts.</p> <p>PASSHE Performance Funding Area - Stewardship: External Grant Support</p>
<p>Grant & Research Goal: Increase external funding in support of institute's new major core research area: the Veterans' Research Cluster Initiative.</p>	<p>LT</p>	<p>NG</p>	<p>By submitting an NIH grant proposal for review in October of this year; incorporating feedback from funders; and making a timely revision and resubmittal, if needed.</p>	<p>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</p>	<p>Office of the President Strategic Plan Goals:</p> <p>Academic Excellence: To continue to promote and achieve demonstrated success and quality in teaching and scholarship at the undergraduate and graduate levels.</p> <p>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.</p> <p>Academic Affairs Goals AA 2012-2015.2 Support core academic programs, high-growth-potential programs and regionally-significant programs through guided resource distribution, targeted student recruitment and community outreach efforts.</p> <p>PASSHE Performance Funding Area - Stewardship: External Grant Support</p>

<p>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</p>	<p>LT</p>	<p>NG</p>	<p>By setting deadlines for the completion of at least one extramural research grant on Latino retention this year or the following year (depending on the funding cycle of US Dept. of Education); monitoring feedback from funders; and making timely revise and resubmittals, if needed.</p>	<p>The external funding outcomes of this goal are three-fold: to support faculty release, to support GAs, to support undergraduates researchers, and to acquire equipment/ supplies</p>	<p>Office of the President Strategic Goals:</p> <p>Student Development and Success: To facilitate the achievement of academic and personal goals by existing programs and services, and creating new ones, in order to ensure the growth and development of the whole person.</p> <p>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.</p> <p>Academic Affairs Goals</p> <p>AA 2012-2015.1 Manage university enrollments and improve student retention in order to ensure financial stability and improve student outcomes.</p> <p>AA 2012-2015.2 Support core academic programs, high-growth-potential programs and regionally-significant programs through guided resource distribution, targeted student recruitment and community outreach efforts.</p> <p>PASSHE Performance Funding Areas - Success: Six-Year Graduation Rates for First Time Pell Grant Recipients</p> <p>Access: New Students who are low income and underrepresented minorities</p> <p>Stewardship: External Grant Support</p>
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Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

The proposed measure for sub-goal A was stated as follows: By submitting a NIH grant proposal for review in October 2014; monitoring feedback from NIH; and making a timely revision and resubmittal, if needed. In regards to this goal, an R34 NIH grant application, A Community-Based Approach to Reduce Alcohol Use in Women of Mexican Origin (1 R34 AA024260-01), was submitted to National Institutes of Alcoholism and Alcohol Abuse. The application was submitted in collaboration with co-investigators from the Sidney Kimmel Medical College at Thomas Jefferson, University of Pennsylvania, University of Delaware, and a community collaborator at La Comunidad Hispana in Kennett Square, PA. For more information about this project visit <http://www.iup.edu/page.aspx?id=188444>. The application was reviewed and is undergoing revision for resubmittal.

The proposed measure for sub-goal B was stated as follows: By submitting an NIH grant proposal for review in October of this year; incorporating feedback from funders; and making a timely revision and resubmittal, if needed. In regards to this goal, an R21 NIH grant application, Preliminary Life-Course Perspective Research on Adult Children in Military Families (1R21HD086776-01), was submitted to National Institutes of Drug Abuse.

The application was submitted as part of IUP's Veterans Research Cluster. For more information about this project visit <http://www.iup.edu/page.aspx?id=188445>. It is scheduled for review in June 2105.

The proposed measure for sub-goal C was stated as follows: By setting deadlines for the completion of at least one extramural research grant on Latino retention this year or the following year (depending on the funding cycle of US Dept. of Education); monitoring feedback from funders; and making timely revise and resubmittals, if needed. In regards to this goal, none of the RFPs from the US Department of Education and other funding sources were appropriate for the project. US Dept. of Education RFPs for 2015-2016 have not been released.

Description of Goal	Short term (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?
<p>Outreach Goal: Continue direct community-based outreach to recruit and retain Latino students at IUP (part of the CALSA Initiative)</p>	<p>LT</p>	<p>CT</p>	<p>By participating in at least three campus recruitment activities per year, organized by the IUP Admissions Office & making at least two education presentations per year at community forums in southeastern PA</p>	<p>The outcomes of this goal are two-fold: to increase & to retain Latino students at IUP through completion of degree</p>	<p>Office of the President Strategic Goals:</p> <p>Student Development and Success: To facilitate the achievement of academic and personal goals by existing programs and services, and creating new ones, in order to ensure the growth and development of the whole person.</p> <p>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.</p> <p>Academic Affairs Goals</p> <p>AA 2012-2015.1 Manage university enrollments and improve student retention in order to ensure financial stability and improve student outcomes.</p> <p>AA 2012-2015.2 Support core academic programs, high-growth-potential programs and regionally-significant programs through guided resource distribution, targeted student recruitment and community outreach efforts.</p> <p>PASSHE Performance Funding Areas – Academic Success: Six-Year Graduation Rates for First Time Pell Grant Recipients</p> <p>Access: New Students who are low income and underrepresented minorities</p>

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

The proposed measure of this goal was stated as follows: By participating in at least three campus recruitment activities per year, organized by the IUP Admissions Office & making at least two education presentations per year at community forums in southeastern PA. Due to heavy program demands at MARTI and scheduling coordination problems with the Office of Admissions, these activities were not conducted. Plans are to attempt these activities next year.

Description of Goal	Short term (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?
Innovation Goal: Establish Research & Outreach Collaborations with other IUP and external centers and institutes	LT	CG	By establishing at least two research and outreach collaborations per year for the next four years, 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	<p>Office of the President Strategic Plan Goals:</p> <p>Marketing and Promotion: To launch an integrated, comprehensive, coordinated, and institution wide effort to communicate the mission-critical values and messages in ways that IUP's different constituencies notice, understand, and respond to.</p> <p>Continuous improvement: An environment where individuals proactively work together to improve process and outcomes through constant review.</p> <p>Resource development: To strengthen efforts to identify, cultivate, and secure financial and human support for the university, its mission, and its vision.</p> <p>Academic Affairs Goals:</p> <p>AA 2012-2015.1 Manage university enrollments and improve student retention in order to ensure financial stability and improve student outcomes.</p> <p>AA 2012-2015.2 Support core academic programs, high-growth-potential programs and regionally-significant programs through guided resource distribution, targeted student recruitment and community outreach efforts.</p> <p>AA 2012-2015.4 Improve IUP's competitiveness by encouraging the development or continued improvement of programs and practices that promote technological</p>

					<p>innovation and/or that encourage collaborations among faculty and between faculty and students.</p> <p>PASSHE Performance Funding Area - Stewardship: External Grant Support</p>
<p>Innovation Goal: Explore the feasibility of creating a Global Health Minor</p>	LT	NG	<p>Revise this outcome to reflect the updated goal – could include holding meetings with faculty from a variety of disciplines to determine interest – could include student input to determine interest – should include a review of workforce needs to assure minor is appropriate for the workforce.</p>	<p>The outcome of this goal is a new minor in an expanding field of study and area of employment. The minor will be first in PASSHE and in the western PA region</p>	<p>Office of the President Strategic Plan Goals:</p> <p>Academic Excellence: To continue to promote and achieve demonstrated success and quality in teaching and scholarship at the undergraduate and graduate levels.</p> <p>Student Development and Success: To facilitate the achievement of academic and personal goals by existing programs and services, and creating new ones, in order to ensure the growth and development of the whole person.</p> <p>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.</p> <p>Academic Affairs Goals: AA 2012-2015.2 Support core academic programs, high-growth-potential programs and regionally-significant programs through guided resource distribution, targeted student recruitment and community outreach efforts.</p> <p>PASSHE Performance Funding Area Stewardship: External Grant Support</p>

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year’s numbers for comparison).

The proposed measure for sub-goal A was stated as follows: By establishing at least two research and outreach collaborations per year for the next four years, 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. To date, MARTI has established three major collaborations. One with the Prevention Research Center in Oakland which resulted in an NIH grant a year ago, and their current discussions for developing two additional grant applications (see goal 1); another with the Sidney Kimmel Medical College at Thomas Jefferson University, University of Pennsylvania, and Delaware University (see goal 3); and most recently one with Friends of Farmworkers in Philadelphia. This third collaboration is led by Dr. Hilario Molina, a MARTI research associate.

The proposed measure for sub-goal B was stated as follows: By holding meetings with faculty from a variety of disciplines to determine interest and reviewing workforce needs to assure the Global Health Minor is appropriate for the workforce. Due to heavy grant development and related activities at MARTI and busy schedules of interested faculty very little was accomplished with this sub-goal.

Description of Goal	Short term (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?
Administration Goal: Create Research Director Position	ST	NG	Successful recruitment of Research Director from Existing MARTI Research Associates	The outcome of this goal is to strengthen the institute's competitiveness in acquiring external funding	<p>Office of the President Strategic Plan Goals:</p> <p>Academic Excellence: To continue to promote and achieve demonstrated success and quality in teaching and scholarship at the undergraduate and graduate levels.</p> <p>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.</p> <p>Academic Affairs Goals:</p> <p>AA 2012-2015.2 Support core academic programs, high-growth-potential programs and regionally-significant programs through guided resource distribution, targeted student recruitment and community outreach efforts.</p> <p>AA 2012-2015.4 Improve IUP's competitiveness by encouraging the development or continued improvement of programs and practices that promote technological innovation and/or that encourage collaborations among faculty and between faculty and students.</p> <p>PASSHE Performance Funding Area - Stewardship: External Grant Support</p>

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

The measure of this goal was stated as follows: The successful recruitment of a MARTI Research Director from existing MARTI Research Associates. This recruitment process is ongoing and an announcement will be made at the beginning of fall 2015.

Description of Goal	Short term (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?
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: To continue to promote and achieve demonstrated success and quality in teaching and scholarship at the undergraduate and graduate levels. 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 (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

The measure for this goal was stated as follows: By offering the institute's Summer School annually or bi-annually, contingent on resources and funding. The MARTI summer school is being offered this summer (summer 2015).

Description of Goal	Short term (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?
Communication and Marketing Goal: Change the name of the institute	ST	NG	By changing the name of the institute by 5/31/14	The outcome of the goal is an institute name that includes the institute's new initiatives	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. Civic Engagement: To continue to evolve as a community of staff, students, and faculty who embrace the values,

					<p>institutional pride, traditions, and history of IUP and are committed to serving the university as well as the region.</p> <p>Academic Affairs Goals: AA 2012-2015.2 Support core academic programs, high-growth-potential programs and regionally-significant programs through guided resource distribution, targeted student recruitment and community outreach efforts. AA 2012-2015.4 Improve IUP's competitiveness by encouraging the development or continued improvement of programs and practices that promote technological innovation and/or that encourage collaborations among faculty and between faculty and students.</p> <p>PASSHE Performance Funding Area - Stewardship: External Grant Support</p>
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Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

The measure for this goal was as follows: By changing the name of the institute by 5/31/15. There will be a minor change to the MARTI name, as made by ex-MARTI Director Robert Ackerman a few years ago. "Addiction" will be dropped so that the well-known and recognized MARTI acronym remains intact. MARTI is one of the first organized research units on campus, and it has taken decades to develop its respected reputation around its name and good work. Replacing the acronym was another will do more harm than benefit. It will disadvantage the institute in its quest for external funding and create confusion with MARTI's client base. Preventing these and other problems, if they can indeed be mitigated at all, will require a costly marketing campaign, and MARTI and the university are not in a position to make this heavy expenditure, especially in light of the university's fiscal crises. The decision on the name change was done with thoughtful consideration and in consultation with MARTI research associates, collaborators, clients, and community stakeholders. The name change and supporting documentation will be made available to the Graduate School by the due date.

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. Two part-time GAs were designated through the Department of Sociology. The two were assigned to Dr. Heckert. The GAs

are important for operating MARTI's student-based programs, such as CALSA, and for assisting Dr. Garcia and others in the pursuit of additional grant funding.

- Release Time for Directors and Research Associates: Developing competitive research grants is a challenge without release time from teaching. Additional research should be provided to the Directors, and release should also be provided to the Research Associates. Researchers at competitor research institutes and universities have half the teaching load of researchers at IUP.
- An Increase in Operating Budget: An increase in MARTI's current operating budget will allow the institute to expand its research and training activities and, more importantly, to develop competitive external funding applications.
- Equipment: MARTI also needs new equipment, especially desktop computers. Unlike academic departments, MARTI and other institutes on campus do not receive new computers on a rotating basis.

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 two undergraduate assistants.

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.]

MARTI

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			
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		\$102,484	
A Community-Based Approach to Reduce Alcohol Use in Women of Mexican Origin (Research Grant application, National Institutes of Health)	IUP, U. of Penn, U. of Delaware, Sidney Kimmel Medical College at Thomas Jefferson University, and Mexican Origin women in S.E. Pennsylvania	2,500		\$450,000		
Friends of Farmworkers (FOF)	IUP, FOF, and Farmworkers in Erie County, PA	2,000+				\$30,000
Preliminary Life-Course Perspective Research on Adult Children in Military Families	IUP and Veterans in PA			\$275,000		
MARTI Summer School at IUP (2015)	Clinicians, Counselors, and Educators	107			Pending	
TOTAL		4,857+	150	\$725,000	\$102,484	\$40,500

Biotechnology Research Institute

May 16, 2014 – May 15, 2015

Contact: Carl Luciano, Director

Phone: 724-357-4527

Affiliation: College of Natural Sciences and Mathematics

Website: <https://www.iup.edu/biotech/default.aspx>

Address: 19 Weyandt Hall

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

The Biotechnology Research Institute helps to prepare students for STEM careers.

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

Description of Goal	Short term (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?
Revise Center web site	ST	NG	New front page for Center, inclusion of pages for two continuing and one new project	Enhanced recruiting of students with an interest in biotechnology careers, revised and upgraded web presence to enhance marketing and to improve outreach into community	AA 2012-2015.1 Manage university enrollments and improve student retention in order to ensure financial stability and improve student outcomes. AA 2012-2015.2 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 (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

The Center Web Site was revised over Summer, 2014 with new front page for Center and inclusion of separate pages for projects.

<http://www.iup.edu/biotech/default.aspx>

Description of Goal	Short term (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?
Partner with other units in Seed Bank and Seed Swap projects	LT	NG	Hold Seed Swap meet in Fall, 2014, establish protocols for seed collection and storage in Seed Bank	Community outreach, source of DNA and germ plasm for student projects in collaboration with Anthropology Department, Center for Northern Appalachian Studies	<p>AA 2012-2015.1 Manage university enrollments and improve student retention in order to ensure financial stability and improve student outcomes.</p> <p>AA 2012-2015.2 Support core academic programs, high-growth-potential programs and regionally-significant programs through guided resource distribution, targeted student recruitment and community outreach efforts.</p> <p>AA 2012-2015.4 Plan and implement innovative practices in the design and use of campus teaching/academic space, incorporating digital and traditional elements to create engaging new learning environments (as part of the Academic Affairs portion of the long-range campus master plan).</p>

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

The Center received an award from SGSR to provide work-study funds to support student Ms. Gretchen McCormick as she worked on a variety of activities related to the Seed Bank and the Seed Swap project. Her efforts were directed primarily at establishing the first-ever IUP Seed Swap event as follows.

Developed a mission statement for the swap and then established a venue at Zink Hall

Contacted 11 seed companies for donations and 31 local growers/farmers to assess interest in participation

Coordinated with Penn State Cooperative Extension Service.

Developed guidelines and forms for seed exchanges

Selected and invited a guest speaker and organized a banquet

Presented 3 public poster sessions

Gave presentations on the Swap to IUP classes

Held information sessions at the Indiana Farmer's Market and the Northern Appalachian Folk festival.

Prepared a PSA and a video interview posted on IUP's web site

Wrote brochures, flyers and handouts that were distributed to local businesses

With the Graphic Design Student Association developed a post card that went out to all addressees on the Swap mailing list and also worked through other student clubs such as the Biology Club

Used electronic communication media such as Facebook and Twitter to advertise the event.

The Seed Swap was held on November 8, 2014. There were 7 businesses represented at the event and there were 8 swap tables organized for various seed species. A total of 78 community registrants participated in the event. Other partners supporting the Seed Swap included the Center for Student Life, the Center for Northern Appalachian Studies, the Indiana Community Garden, the School of Graduate Studies and Research and the College of Humanities and Social Studies.

Description of Goal	Short term (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?
Organize and develop wildlife disease diagnostics	LT	CT	Collect and analyze (ELISA) groundhog serum samples, organize and catalogue additional serum samples already held	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	<p>AA 2012-2015.1 Manage university enrollments and improve student retention in order to ensure financial stability and improve student outcomes.</p> <p>AA 2012-2015.2 Support core academic programs, high-growth-potential programs and regionally-significant programs through guided resource distribution, targeted student recruitment and community outreach efforts.</p> <p>AA 2012-2015.3 Promote more effective academic advising to improve student retention and speed up degree completion times.</p> <p>AA 2012-2015.4 Plan and implement innovative practices in the design and use of campus teaching/academic space, incorporating digital and traditional elements to create engaging new learning environments (as part of the Academic Affairs portion of the long-range campus master plan).</p>

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

The Director applied for and received Pennsylvania Game Commission Special Permit #32769 for collection of blood and serum samples from dead groundhogs to be used in an analysis of Powassan virus distribution in Western Pennsylvania (<http://www.iup.edu/page.aspx?id=176238>). The permit application required four months for processing and arrived too late for collection in 2014. Approximately 2000 stored serum samples

were organized and many old samples were culled. No ELISA analyses were conducted due to the delay in receiving the permit and to disruptions in the laboratory related to moving.

Description of Goal	Short term (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?
Support ROBERT E. COOK HONORS COLLEGE and UPWARD BOUND MATH AND SCIENCE	LT	CT	Workshop sessions for UPWARD BOUND MATH AND SCIENCE and for Summer Honors Program	Student recruitment for CNSM programs	AA 2012-2015.1 Manage university enrollments and improve student retention in order to ensure financial stability and improve student outcomes. AA 2012-2015.2 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 (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

The Center helped to support Honors College activities in Summer, 2014. For 2015 the Biology Department and the Honors College moved to a new model for cooperative summer activities so the Center was not able to participate as in past years.

Description of Goal	Short term (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?
Seek external funding to support the Institute's activities	LT		Grant proposal submissions to external funding agencies	Financial support for student and faculty activities sponsored by the Institute	Office of the President Strategic Plan: Resource Development- A. Strengthen the Financial Resource Base of the University through Increases in Research Grants, Annual Giving, Endowment, Major Gifts, Outreach to Alumni, and Advocacy to Policy Makers

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

The Center is currently involved in the preparation of an NIH-SEPA proposal to establish a program for student summer activities centered on zoonotic diseases and public health. The Center continues to explore opportunities for workforce development projects/proposals with the Indiana County Technology Center/Challenger Center.

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

The Center needs to acquire a small, but permanent and stable space for laboratory operations. This would include a short stretch of bench space, floor space for freezers and refrigerator, and access to a sink and to ultra-pure water.

The Center needs continued support for proposal development and for the cultivation of long-term relationships and partnerships such as the growing relationship with ICTC.

The Center needs continued support for the Seed Swap and Seed Bank programs. This will be primarily in the form of cooperation and help and possibly some support for a summer work-study student.

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 only with no personnel expenses

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 are no personnel expenses associated with the Center.

Annual Report: Biotechnology Research Institute

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			
General Public		78	0	\$1,000	\$1,000	
Total		78	0	\$1,000	\$1,000	0

Center for Applied Psychology

May 16, 2014 – May 15, 2015

Contact: Derek Hatfield, Director
Donna Buggey, Secretary

Phone: 724-357-4527
Fax: 724-357-7817

Affiliation: College of Natural Sciences and Mathematics

Website: <https://www.iup.edu/psychology/centers/default.aspx>

Address: 210 Uhler Hall

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.

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

Description of Goal	Short term (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?
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 1 st and 2 nd year doctoral students will receive training in the CAP, along with approximately 50% of 3 rd and 4 th year doctoral students.	AA 2012-2015.2 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 (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

All of the Psy.D. Program's 1st and 2nd students received training in the CAP during this year (last year was also 100%). Also similar to last year, approximately half of our 3rd and 4th year students received training in the CAP.

Description of Goal	Short term (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?
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.	

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Please see the fiscal report at the end of this document. This year represents a decrease in the number of Policy Academy evaluations from the previous year. We had an increase in the Purchase Line School Project clients compared to last year. The total number of clients served in the CAP was similar to previous years.

Description of Goal	Short term (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?
Obtain/install a new video recording system	ST	NG	New video recording capability for 5 therapy rooms.	Enhanced recording for clinical training purposes and research endeavors.	AA 2012-2015.4 Incorporating digital and traditional elements to create engaging new learning environments

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

This goal was accomplished this year. We had been looking into video recording systems that cost tens of thousands of dollars. We created a system that cost us less than a thousand dollars. Our system both enhances the quality of video recording and the audio capabilities for live-observations.

Description of Goal	Short term (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?
Obtain/install an improved infrastructure for listening to therapy sessions across rooms	ST	NG	Conversations between rooms can be heard clearly.	Functional and flexible mechanism for listening to therapy sessions.	AA 2012-2015.4 Incorporating digital and traditional elements to create engaging new learning environments

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

This goal was accomplished this year. We had been looking into video recording systems that cost tens of thousands of dollars. We created a system that cost less than a thousand dollars. Our system both enhances the quality of video recording and the audio capabilities for live-observations.

Description of Goal	Short term (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?
Create a system for long-term storing of clinical data for research purposes	LT	NG	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.	

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

This goal was not accomplished during this academic year. Work on the other goals were a higher priority. The plan is to accomplish this goal during the upcoming year.

Description of Goal	Short term (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?
Purchase new tablets to use for clinical and research purposes	ST	NG	Purchase of new equipment.	Old netbooks have been replaced with new, versatile, easy-to-use tablets.	AA 2012-2015.4 Incorporating digital and traditional elements to create engaging new learning environments

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Three new laptop/tablets were purchased for approximately \$300 each, which is considerably less than most similar devices purchased by the university.

Description of Goal	Short term (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?
Update CAP procedures to accommodate changes in Police Academy and Police Employment evaluations	ST	NG	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.	

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

We made the necessary procedural changes as outlined in this year's strategic planning goals. A few months into the year, due to an overwhelming amount of work for the psychologist supervising students' work and conducting the assessments, we reverted back to our previous procedure for conducting police academy evaluations. Very recently, the Police Academy indicated that their governing body is requiring that we return to the more labor-intensive manner of conducting these assessments. This will begin again on July 1st, 2015 and represents a significant challenge for our center. Addressing these difficulties will be our highest priority for next year.

Description of Goal	Short term (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?
Customize Titanium, the CAP's electronic medical record system	ST	NG	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.	AA 2012-2015.4 Incorporating digital and traditional elements to create engaging new learning environments

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

This was done only minimally this year due to other pressing priorities. It will remain a goal for next year.

Description of Goal	Short term (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?
Modernize CAP's efforts to advertise available services	LT	NG	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."	AA 2012-2015.4 Incorporating digital and traditional elements to create engaging new learning environments

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

We applied for and were awarded help from Comm Media in developing a new website specific for showcasing the services we offer the community. We are in the beginning phases of consultation with Comm Media about this project and hope to have it finished in the following year.

Description of Goal	Short term (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?
Replace outdated art and décor of CAP	LT	NG	Décor from over two decades ago will be replaced.	A more aesthetically appealing clinic.	

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

This goal was not accomplished during this academic year. Work on the other goals were a higher priority. The plan is to accomplish this goal during the upcoming year.

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

Our most pressing need is to develop a more sustainable method of conducting the Police Academy evaluations. These evaluations are the single largest source of funding for the CAP and we cannot afford to lose this work. The evaluations have become increasingly more time intensive and adequately compensating faculty to supervise and conduct this work is becoming beyond our ability to manage. We need to find another way to compensate faculty supervisors for this work.

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 CAP Director is Derek Hatfield and the CAP Secretary is Donna Bugghey. The CAP Steering Committee, comprised of the majority of clinical faculty in the Psychology Department is chaired by the CAP Director. Three faculty served as clinic supervisors during the past year: Derek Hatfield, Laura Knight, and Dave LaPorte. Dante Mancini supervised the Policy Academy evaluations. Three GA's served in the three separate clinics.

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 CAP receives funds from consumers of our clinical services (see fiscal report). IUP provides the funding for the secretary position and two AWE's during the year for the Director position. Some funding for purchasing of educational materials comes from the doctoral enhancement funds (Psy.D. program). The remainder of all of the CAP's expenditures comes from revenue obtained from the clinical services we provide.

Annual Report: Center for Applied Psychology

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			
CAP CLINICS: Adult Assessment Family – therapy Family – assessments		44 36 37 38			11219.33	
IUP STUDENTS/NC	(348 visits)					1740.00
OTHERS/NC	(10 visits)					50.00
POLICE ACADEMY/EMPLOY		128			24090.00	
VBH/INS \$ RECEIVED	RESIDENTS INCLUDED IN CLINIC TOTALS				8181.25	
PURCHASE LINE SCH PROJ		42			6000.00	
OVR		9			3780.00	
INDIAN HAVEN		2			100.00	100.00
Therapeutic Techniques	14 students					700.00
Total					53370.58	2590.00

Center for Statistics Education in Pennsylvania

May 16, 2014 – May 15, 2015

Contact: Francisco Alarcón, Director

Phone: 724-357-7908

Fax: 724-357-7908

Affiliation: College of Natural Sciences and Mathematics

Address: 202A Stright Hall

Website: <https://www.iup.edu/statisticsed/default.aspx>

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

The mission of the Center is to bring quantitative literacy and the hands-on use approach to teaching mathematics. The center provides professional development to K-12 teacher and statistics consultation to the IUP community.

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

Description of Goal	Short term (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?
Align/update center with new goals and name	ST	NG	Completion of name change and mission by the end of 2014.	Better align the center's name with new initiatives and mission of it.	AA 2012-15.2

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Center's activities have been expanded to better fit the new short term goals set the previous year. The center's name has not been changed yet. (See more on this with goal 3). The goal will be carried over for next academic year and be completed in fall 2015.

Description of Goal	Short term (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?
Continuing Statistical Consulting agreement with SGSR	ST	CT	Continue the existing agreement between the Center and the Graduate School for statistical consulting request through the ARL. Increase the publicity of the consulting service to the IUP community.	Continue to provide needed consulting to IUP faculty and/or graduate students in support of the ARL.	AA 2012-2015.2 AA 2012-2015.4

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

The agreement to provide statistical consulting has been continued. One consultation request was received and completed in the fall semester. One additional request has been received and will be scheduled for summer.

Description of Goal	Short term (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?
Re-Design Center's website	ST	NG	In fall complete redesign layout. Launch new site in early spring 2015.	Begin communication of goals new mission and goals	AA 2012-15.2

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

The re-design was envisioned after identifying a new assistant director and advisory board had input into the design and renaming of the center. An invitation was sent to faculty in Mathematics to apply for the Assistant Director Position, but no applications were received. A few invitations were sent to 3 individuals to join the Advisory Board (AB). The invited individuals included a retired IUP faculty, a retired K-12 Mathematics Curriculum Coordinator for a school district and a retired secondary teacher, but the formation of the AB was not finalized and will be completed in the next Academic Year during the fall.

Description of Goal	Short term (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?
Set-up and run math enrichment camp for elementary age children	ST	NG	Enrichment camp design and advertisement completed in spring 2015; camp runs in summer 2015 with a target of at least 15-20 participants. Success of the program will be determined through surveys completed by participants and their guardians.	A summer enrichment camp experience for elementary-age students to run in summer 2015	AA 2012-2015.2

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

The target level for launching the camp was changed to students at junior high. Camp IMPAct (Investigating Mathematics through Problem Solving Activities) has been organized and will run from June 15-19 this summer. We are still taking applications, but 11 campers have signed up for the camp. 4 IUP faculty and 5 IUP mathematics education majors will run the camp. The minimum target set in the goals document for consideration of a successful camp was 15 participants. We are hopeful to reach that minimum number. Campers and their parents/guardians will complete a survey at the completion of the camp.

Description of Goal	Short term (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?
Professional Development graduate courses for Indiana Area School District. This was not a goal in the strategic plan, but the Center is finalizing the offer for two graduate courses for IASD this summer.					

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

The center will run two graduate courses (MATH 681) for IASD with 30 teachers each. Course will focus on technology innovations, in particular Google chromebooks, Google Classrooms, MOOCS, podcasting and other technologies.

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

None at this time.

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: Francisco Alarcón. In the spring a student (Kelly Harrington) participated in the planning and preparation of the Camp IMPAct project. She was a "volunteer" and her work was part of a one-credit internship she was completing for the College of Education. Dr. Larry Feldman, a retired faculty member and previous director is a volunteer for the center.

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 IUP funding was used for the center's operation.

**Annual Report: Center for Statistics Education in PA
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			
Faculty at IUP	Statistical Consultation	2	0	\$ 500.00	\$ 500.00	
Indiana Area School District	School District	60	0	\$ 59,847.43	\$ 59,847.43	
Camp IMPAct	7 th – 9 th grade children	11 (*)	0	\$ 550.00	\$ 250.00	\$ 300.00 (**)
Total				\$ 60,897.43	\$ 60,597.43	\$ 300.00

*More children may participate final numbers will not be available for another week.

**The \$50 fee was waived for 6 participants that qualified for free/reduced lunch at their school based on family income

Institute for Information Assurance

May 16, 2014 – May 15, 2015

Contact: Waleed Farag, Director

Phone: (724)-357-2524

Fax: (724)357-2724

Affiliation: College of Natural Sciences & Mathematics

Website: <https://www.iup.edu/infosecurity/default.aspx>

Address: 319 Stright Hall

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

The Institute for Information Assurance is an interdisciplinary institute that will promote and encourage information assurance in and off-campus.

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

Description of Goal	Short term (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?
Hosting our Annual Information Assurance Day	ST	CT	The actual holding of the event will be one indicator of the achievement of this goal. In addition, A survey will be developed then administer to assess the degree of success from participants' perspective and to identify possible improvements.	Students' increased exposure to real-world security issues presented by security experts. Faculty and staff professional development.	Maps to: <ul style="list-style-type: none"> • AA 12-15 goal 1 • College "Improve Academic Support of Students"

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

The seventh annual Information Assurance Day was held on Thursday October 30, 2014. This event was attended by about 150 attendees which is comparable to last year one. Various groups have also attended the events including IT personnel and college technology manager. We overlooked the use of evaluation survey in that event but plan to rectify this starting from this coming fall. Details of the event are given below.

This year's event featured a number of security experts from recognized academic institutions and the National Security Agency. In addition, security specialists from the industry, IUP IT Center, and the PA government were among the presenters. The talks addressed state-of-the-arts

security topics in addition to several essential and practical security aspects of our daily computer-dependent life. The event was very well attended; over a hundred and fifty attendees were in presence at several sessions. The event started by a welcome message delivered by the director of the Institute for Information Assurance at IUP, Dr. Farag. In the afternoon, IUP Provost, Dr. Moerland, gave his remarks before resuming the sessions after lunch. This event featured five talks and a brief description of these talks follows.

The first talk, titled “Application-Centric Access Control Analysis”, was presented by Dr. Adam Lee, an associate professor of computer science at the University of Pittsburgh. Dr. Lee’s research interests lie at the intersection of the computer security, privacy, and distributed systems fields. His recent research has been funded by the National Science Foundation and DARPA. Dr. Lee’s talk focused on introducing a new technique to formalize the access control suitability analysis problem, which seeks to evaluate the degree to which a set of candidate access control schemes can meet the needs of a specific application or environment.

Mr. Dane Boyd of the Office of the CISO at Dell SecureWorks presented the second talk titled “We are under Siege”. As a security awareness training consultant, Mr. Boyd has combined his passion for cyber-security and training to deliver engaging security awareness training. In his talk, he was very successful in delivering an informative presentation while maintaining high-levels of audience engagement. His talk addressed Hackers’ ability to pry into our personal and corporate information. He also focused on security best-practices that can greatly reduce the risk of our personal lives being hacked. The talk was followed by an interesting Q&A session.

The third talk was delivered by Mr. Jonathan Roumfort, a senior security analyst in IT Services at Indiana University of Pennsylvania. Mr. Roumfort has been employed at IUP for over 15 years, where he has implemented and supported IT security, enterprise systems and networking, and web and Internet solutions. His talk’s title was “Social Engineering: Hacking the Human”. In his talk, Mr. Roumfort emphasized that human has become the weakest link in IT security. He explained how attackers and miscreants are, now more than ever, leveraging vulnerabilities in human behavior through social engineering as an alternative to more complicated and short-lived attacks on technology itself. His presentation has been concluded with an interesting Demo of how an effective attack can be launched.

For the first time in several years, this year’s event featured a representative from the National Security Agency, Mr. Wayne Smith, who delivered a very engaging talk in the afternoon titled “Active Cyber Defense”. Mr. Smith currently holds the position of Office Chief for the Core Solutions Office within the Information Assurance Directorate (IAD) at the National Security Agency (NSA). Mr. Smith’s talk introduced the concept of Active Cyber Defense and how it is used to synchronize and coordinate cyber response to evolving threats. The talk was concluded by a long, engaging discussion on the opportunities our students can have at various governmental agencies including NSA.

The last talk titled “A Basic Introduction to Computer Forensics”, was presented by Corporal Gerhard Goodyear from the Pennsylvania State Police. In his talk, Corporal Goodyear discussed the basics of Computer Forensic and how the State Police may conduct undercover computer investigations. Corporal Goodyear augmented his talk with several demonstrations that kept all attendees very interested. Several attendees have productive discussion and interaction with the presenter during the talk as well as in the Q&A session.

In summary, we had a very successful event in which high quality presenters delivered several state-of-the-art security-related topics. The event had also a very good turnout from IUP students, staff, and faculty members as well as local community members. Finally, I would like to express my appreciation to all who contributed to such a great, fruitful event.

For additional details, please check the event site at: <http://www.iup.edu/page.aspx?id=103128>

Three pictures from this event are given below while a detailed photo gallery can be found in the event site.



Dr. Adam Lee of University of Pittsburgh (left), Dr. Tim Moerland, IUP Provost, (center) and Mr. Wayne Smith of the National Security Agency (right) while presenting at the 7th Information Assurance Day.

Description of Goal	Short term (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?
Continuing the activities of the Information Assurance Student Club	ST	CG	Various activities will be documented and their products will be posted on the group Web Site. Statistics of the number of participants will also be used as progress indicator.	Improving students' security skills. Promoting students' research and encouraging participation of underrepresented ones. Serving the community	Maps to: <ul style="list-style-type: none"> • AA 12-15 goal 2 College "Promote and Support Faculty/Student Research"

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year’s numbers for comparison).

Students’ attendance this year seems to exceed all previous years. Some of the meetings were attended by about 12-15 students. Average attendance from previous few years was about 7-8 students.

- The IA Club is an established student-based organization that promotes IA knowledge and skills at IUP campuses. The Club continues to promote essential security topics via presentations, workshops, and hands-on activities. The IA Club meets bi-weekly under the supervision of the Club faculty advisor. Samples of the discussed topics (of special interest to NSA) can be found in the following list.
 - Password Generation and Protection
 - Social Media – Keeping yourself safe
 - Identity Theft: Understanding the Threat
 - OPSEC: Making it personal
 - Securing my Private Network
- A link to the Club meeting documentations can be accessed by [clicking here](#).
- Some student members of the IA club have volunteered to help in the “Computing and Cyber Security summer camp” at Northpointe as will be discussed later.

Description of Goal	Short term (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?
Collaborating with other entities at IUP such as the IT-support and other Departments to enhance our services.	ST	NG	A semester-based meeting for interested groups will be established. Activities and discussions in such meetings will be documented and used as measures of progress.	Sharing of expertise. Enhancing provided services. Benefiting from strength and resources of all collaborating units.	Maps to: <ul style="list-style-type: none"> • College “Improve Academic Support of Students

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year’s numbers for comparison).

The main accomplishment for this goal is the creation of the Information Assurance Steering Committee. This is a Multidisciplinary Committee that comprises several faculty with various backgrounds from four different colleges at IUP and Dean Snavelly, the Dean of College of Natural Sciences

and Mathematics. The committee has met three times during the spring of 2015 and will continue meeting on a monthly basis in the future. This committee has coordinated the response to the “Request for Additional Information” from NSA, our accreditor, which was submitted on May 15, 2015 and is currently working on other activities as will later be discussed. Below is a list of members in this committee along with links to CVs or Biographies.

- Dr. Deanne Snavely, Dean of College of Natural Sciences and Mathematics.
- Dr. David Smith, Associate Professor and chair of Computer Science. His CV can be accessed at the following link.
 - <http://www.people.iup.edu/dtsmith/DavidTSmith2015.pdf>
- Dr. Waleed Farag, Professor and chair of Computer Science. His CV can be accessed at the following link.
 - <http://www.people.iup.edu/farag/Web-Doc/Dr-Farag-CV.pdf>
- Dr. Dighton Fiddner, Assistant Professor of Political Science. His CV can be accessed at the following link.
 - <http://www.cosc.iup.edu/nsa-documents/faculty-CVs/Fiddner-CV-2014.pdf>
- Dr. David Chambers, Associate Professor of Political Science. A link to his site can be accessed below.
 - <http://www.iup.edu/page.aspx?id=36267>
- Dr. Robert Mutchnick, Professor and chair of Criminology. His Biography can be accessed at the following link.
 - <https://www.iup.edu/page.aspx?id=57083>
- Dr. Dennis Giever, Professor of Criminology. His CV can be accessed at the following link.
 - <http://www.hhs.iup.edu/dgiever/vita1.htm>
- Dr. Jennifer Gossett, Associate Professor of Criminology. Her CV can be accessed at the following link.
 - http://www.cosc.iup.edu/nsa-documents/faculty-CVs/jgossett_vita_may_2015.pdf
- Dr. James Rodger, Professor of Information Systems and Decision Sciences. His CV can be accessed at the following link.
 - http://www.cosc.iup.edu/nsa-documents/faculty-CVs/Rodger_2-16-2015.pdf
- Dr. Pankaj, Associate Professor and Chair of Information Systems and Decision Sciences. His CV can be accessed at the following link.
 - <http://www.cosc.iup.edu/nsa-documents/faculty-CVs/PankajResume.pdf>
- Dr. Micki Hyde, Associate Professor of Information Systems and Decision Sciences.
- Mr. Paul Grieggs, director of the IUP IT Security office.
- Mr. Jonathan Roumfort, Senior Security Analyst – IT Services at IUP.

One other example of collaboration with other entities at IUP is the collaboration between our Institute and the IT-support Center in the holding and sponsoring the 2014 Information Assurance Day at IUP. See below the info about the IT-support presentation at that events.

- 2014 IUP Information Assurance Day. Jonathan Roumfort presented “Social Engineering: Hacking the Human”

Description of Goal	Short term (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?
Maintaining our Accreditation by NSA as a Center of Academic Excellence in Information Assurance/ Cyber Defense (CAE IA/CD)	LT	CG	The renewal of our designation as CAE-IA/CD will be the main indicator of achieving this goal.	Improving the quality and reputation of our program. Increasing the number of enrolled students in our programs particularly students in underrepresented groups. .	Maps to: • AA 12-15 goal 2

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year’s numbers for comparison).

Significant efforts are taken to maintain our Designation by NSA as a Center of Academic Excellence in Information Assurance/ Cyber Defense (CAE IA/CD). Apart from submitting the renewal application back on March 2014, the Institute for IA along with the IA steering committee have submitted two responses to “Request for Additional Information” on June 2014 and May 2015. Considerable collaboration between several faculty and other units at IUP were taken place in the submission of these responses. We are still waiting for a final decision by NSA regarding our accreditation application. The Institute has also worked diligently to expand and diversify the IA activities at IUP and to address the feedback received from NSA. These efforts can generally be categorized into two groups. The first one is expanding our outreach efforts which will be discussed in details in goal #5 below. While, the second effort is to enhance our collaboration with other CAEs. Description of these efforts follows.

- Contact has been made with Dr. James Joshi, the faculty in charge of the CAE at University of Pittsburgh in addition to other faculty at the Computer Science Department. We are currently planning several initiatives to enhance and expand the collaboration between both CAEs and other surrounding ones. Some of the suggested activities are listed below.
 - Students awarded the Scholarship For Service (SFS) will conduct community service activities such as presenting security awareness talks at local libraries and high schools, IUP will begin this program this fall.
 - Collaborating on activities such as the IUP Information Assurance Days by sharing faculty expertise.
 - Introducing cyber-exercises and/or competition in which students from both schools in addition to other schools nation-wide can compete/enhance their cyber-security skills.
 - One additional proposal is to start an initiative that will enable the three geographically-nearby CAEs (CMU, PITT and IUP) to collaborate more on IA related activities.

Description of Goal	Short term (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?
Enhancing our outreach and Community service programs	LT	NG	Establishing relationships with local community organizations such as school districts, law enforcement agencies, etc. The degree of success of such efforts will be used as a measure of progress.	Serving the community. Satisfying some of the required accreditation criteria.	Maps to: <ul style="list-style-type: none"> • AA 12-15 goal 2

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year’s numbers for comparison).

The following is a list of activities done to achieve this goal.

- Several faculty from the IA steering committee have volunteered to teach a “Computing and Cyber Security summer camp” at Northpointe branch campus in June 22-24, 2015. This camp, intended for high school students entering 10, 11, and 12 grades, is designed to acquaint students with the basics of programming, networking, cyber-security, physical security, and privacy. Various school districts in the region have been notified and several students have already registered for this camp at the time of this writing.
 - The camp’s announcement can be accessed at the following link: <http://www.iup.edu/newsItem.aspx?id=192947&blogid=1715>
 - Camp application can be access by [clicking here](#).
 - Several IA students have also volunteered to help in this summer camp
- The IA steering committee is planning another IA-challenging camp in Summer of 2016 designed for high school candidates for our Honor College.
- Contributing to ongoing IUP programs that service the community such as the Upward Bound Math and Science (UBMS) program. This program is designed to strengthen the math and science skills of potentially first generation college students and low income students.
 - Faculty of the IA steering committee has already presented at this UBMS program.
 - Arrangements have been made with the program director, Dr. Calvin Masilela, to include a number of IA-focused presentations starting from the fall of 2015.
 - A link to this program’s Web Site can be accessed by [clicking here](#).
- The Director of the Institute for IA at IUP has communicated with the chair of the Indiana County Chamber of Commerce, Mr. James Struzzi, and offered to employ IUP faculty expertise in IA to enhance local business awareness of various security issues. One suggestion is for IA faculty to present talks on a number of security topics to local businesses. This is still a work in progress.

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

As highlight in previous year report, it will be very helpful to receive \$1,500 to support the organization of the 8th Information Assurance Day (IAD). This fund will mainly be used to pay honorarium to prospective speakers which will help recruit more qualified ones. As of the current situation, all speakers who presented at the 5th, 6th, and 7th IADs were totally volunteers and have even paid for their own travel expenses out of their pockets. It is worth noting that our collaboration with IT-support in holding the 7th IA Day has helped us recruiting presenters and provide for snacks to attendees.

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 Institute Director, Dr. Farag, along with members of the IA Steering committee described in response to goal #3.

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 institute’s Director is awarded a 3-Cr AWE per year during each spring semester to partly help him carrying out all responsibilities related to the operation of the institute.

Annual Report: Institute for Information Assurance

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			
Students from IUP & other colleges	College	# depends on award types.		\$231,000	\$231,000	
Penn Highlands CC and other surround ones	College	30				
Total		30		\$231,000	\$231,000	

Software Development Center
 May 16, 2014 – May 15, 2015

Contact: H. Edward Donley, Director Phone: 724-357-3790

Affiliation: College of Natural Sciences & Mathematics

Website: <https://www.iup.edu/softwaredev/default.aspx>

Address: 319 Stright Hall

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.

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

Description of Goal	Short term (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?
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	Maps to AA 12-15 goal 1 (ensure financial stability and improve student outcomes)

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year’s numbers for comparison).

In Fall 2014, IUP SGSR personnel contacted the Software Development Center to discuss the development of an IUP faculty expertise software repository. The SDC met with them and SDC Co-Director Dave Smith developed initial specifications for the system. Subsequently, though, the IUP Web Team announced that they planned to expand the IUP web site's information about faculty. Since the Web Team can more fully integrate the faculty expertise system into URSA, the center recommended that the SGSR adopt the Web Team's approach.

A local company, Quintech Electronics and Communications, expressed interest to the NSM Dean in collaborating with IUP. SDC Co-Director Rick Adkins created a list of items with which IUP could perhaps assist, submitted that list to the company, had a student do some preliminary work on one of the items, and submitted a follow-up request to Quintech. This could develop into a full externally-funded project for the Software Development Center and we have another meeting scheduled with them in June.

Description of Goal	Short term (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?
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.	Maps to AA 12-15 goal 2 (support core academic programs, high growth potential programs and regionally significant programs) and AA 12-15 goal 3 (promote more effective academic advising)

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year’s numbers for comparison).

A student worked with Rick Adkins on the exploratory Quintech project. The student’s progress on this preliminary investigation was done as part of a project for the MATH 647 “Advanced Simulation” course. The student reported more than 75 hours of time on the project, including a literature review, development of object-oriented classes to model and simulate functionality of Clos Network structure, Python code implementation, and network visualization routines. The student is demonstrating outcomes to Quintech in June.

A student who attended the center's fall workshop (see Goal 4 below) subsequently worked with Ed Donley on a project related to the workshop topic, although that project was not SDC-sponsored.

Description of Goal	Short term (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?
Include more students in outreach/ service activities supported by the SDC	LT	NG	Outreach and service to both general public and K12 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 K12 institution. Provide assistance to public or non-profit organization. Recruit 1-2 IUP students to assist with outreach activities.	Maps to AA 12-15 goal 2 (community outreach)

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Several students with Python programming experience or image processing experience assisted other attendees at the center-sponsored Fall 2014 workshop, *Image Processing with Python*.

Description of Goal	Short term (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?
Sponsor annual open workshop or training activity	ST	NG	Engage faculty in professional development by learning and sharing skills on state-of-the-art technology; share these skills with others.	Measure success of activity by number of participants engaged in training	Maps to AA 12-15 goal 4 (create engaging new learning environments)

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

The center sponsored a workshop in Fall 2014, *Image Processing with Python*, held in a campus computer classroom. Python is an open source programming language with extensive libraries in scientific computing and image processing. SDC Director Ed Donley taught the workshop.

About 20 IUP faculty and students attended. One of those students subsequently worked with Ed Donley on a grant-funded image processing project for determining leaf area herbivory and that student is currently working on facial recognition software with Raj Ezekiel in the Computer Science Department.

Description of Goal	Short term (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?
Provide internet access to SDC through center website	ST	CT	SDC public website is not currently available	Track number of hits on main SDC homepage	Maps to AA 12-15 goal 2 (community outreach)

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

The University Web site contains a page describing the Software Development Center's services and contact information. We plan to expand this to include more specifics about the center personnel's technical expertise and about past projects.

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

The center could use marketing advice from the SGSR, to help the center increase its number of clients.

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 personnel currently consists of a director, Ed Donley (Mathematics), and two co-directors, Dave Smith (Computer Science) and Rick Adkins (Mathematics). Ed Donley plans to retire in a year. Rick Adkins will take over as director for the 2015-2016 academic year and Ed Donley will be a co-director. We are hoping that new faculty will be hired in the Computer Science Department who can become actively involved in the center.

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.]

All Software Development Center funding comes from client fees.

Annual Report: Software Development Center

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			
Quintech Electronics and Communications, Inc. & Direction of student doing project work	Corporate & IUP Student	Several & 0	0 & 1	Proposal for work possibly up to \$20,000 is in progress	0	Preliminary student work, proposal development, and supervision of student: work valued at \$1750.
IUP School of Graduate Studies and Research (Faculty Expertise System)	Education	600	0	0	0	\$1000
IUP School of Graduate Studies and Research (Student Scholars Forums Abstract Submission System)	Education	400	50	0	0	\$600
Total		1000	51	0	0	\$3350

Center for E-Commerce & Technology Support

May 16, 2014 – May 15, 2015

Contact: Krish Krishnan, Director

Affiliation: Eberly College of Business & Information Technology

Website: <https://www.iup.edu/ecommercetech/default.aspx>

Address: 301 Eberly

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

Description of Goal	Short term (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?
Conduct a survey of regional businesses/organizations E-Commerce, internet marketing practice and problems/issues	ST	NG	Design/administer survey Fall 2014, prepare report Spring 2015	Prepare a roadmap of E-commerce project needs for local business community	President's vision – active scholarship; partnership with community AA 12-15.2 Community Outreach efforts

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

(Not reported—center is under review for restructuring.)

Description of Goal	Short term (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?
Solicit E-Commerce and Internet Marketing projects/internships from area businesses and organizations for marketing students.	LT	CT	Number of projects solicited and number of projects satisfactorily completed.	Improving e-commerce/ internet marketing practice in our client organizations. Improve e-commerce/internet marketing practice skills among our marketing students.	President's vision – engage students in "hands-on" experiences reinforcing classroom learning. Eberly College's vision – contributions to regional business community

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

(Not reported—center is under review for restructuring.)

Description of Goal	Short term (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?
Conduct workshops on current issues/topics in E-commerce/ internet marketing for business practitioners	LT	NG	Number of workshops offered and participant satisfaction with the workshops	Successful workshops can be converted into “certificate programs” for revenue generation	Department goal to develop “certificate programs” covering the current techniques and practices in internet marketing, e-commerce and social media.

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

(Not reported—center is under review for restructuring.)

Center for Family Business
 May 16, 2014 – May 15, 2015

Contact: Ellen S. Ruddock, Director Phone: 724-357-2323
Fax: 724-357-7520

Affiliation: Eberly College of Business & Information Technology

Website: <https://www.iup.edu/centerforfamilybusiness/default.aspx>

Address: 324 Eberly

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 issues unique to family businesses.

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

Description of Goal	Short term (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?
Initiate "Spotlight on Family Business" website page with video by hosting a small business owner as a speaker to an entrepreneurial management class in September or October, 2014.	ST	CT	Schedule event with entrepreneur, professor and TSTD for filming.	A resource of experienced entrepreneurship on the website in addition to the Distinguished Family Business presentation.	AA 2012-2015.2

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Completed This goal was accomplished on 9/19/14 with a presentation by Mrs. Maloney, Maloney's Laundromat and again on 4/30/15 with a presentation by J. D. Fleming, Flemings Christmas Trees, LLC.

Description of Goal	Short term (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?
Plan a memorial tribute to Robert Williams, Williams Coulson Attorneys and Dr. Cynthia Iannarelli, former Director, Center for Family Business, at a luncheon for advisors and sponsors in the ECOBIT.	ST	NG	Schedule event with founding members, ECOBIT, communications, and Aramark.	Increased awareness of the CFB.	AA 2012-2015.2

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Revised goal to read- Plan a tribute to honor CFB founders at a luncheon for Advisors and Sponsorship in the ECOBIT. This goal is still in the planning stages and should take place 2015-2016.

Description of Goal	Short term (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?
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 at events	AA 2012-2015.2

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Framing was completed 1/15/15. Display was purchased on 12/14/14 and returned because it was not appropriate. Dr. Strittmatter requested a display design 3/31/15. Display complete for use in 2015-2016.

Description of Goal	Short term (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?
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.	ST	NG	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 2012-2015.2

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Reviewed other center's Videos 10/31/14 and again 5/1/15 to determine appropriate content. No further action taken.

Description of Goal	Short term (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?
Increase sponsorships by \$5,000 in 2014-2015.	ST	CT	Schedule meetings with prospective sponsors.	Increase funding for events and salary.	AA 2012-2015.2

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Two new sponsor proposals have been presented as of 5/1/15. Decisions pending.

Description of Goal	Short term (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?
Include intern for 2014-2015 to help with marketing of website.	ST	NG	Apply for intern and determine stipend.	Increase awareness of website to data base.	AA 2012-2015.2

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Postponed until data base is updated. Currently reviewing and updating data base.

Description of Goal	Short term (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?
Meet personally and survey ten of the fifty second-generation business owners on the data base, establish a commitment to CFB membership and identify prospective peer group members.	LT	NG	Schedule appointments and collect surveys with second generation business owner	Build a qualified data base of business owners in our region.	AA 2012-2015.2

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Surveys completed and ready to be distributed by June 30, 2015.

Description of Goal	Short term (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?
Host and facilitate a group of 2 nd 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.	

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Met with Chamber President regarding a conflict or confusion with Chamber of Commerce Young Professionals Organization on 2/20/15. Director will speak to Young Professionals organization on June 10, 2015 to introduce the Center for Family Business and next generation leadership resources are IUP.

Annual Report: Center for Family Business

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			
Individuals		11				\$13,000
Individuals		20		\$25.00	\$125.00	3,000
Individuals		32		\$25.00	\$360.00	4,800
Individuals		40		\$25.00	\$200.00	6,000
Advisors/Sponsors Do Not						
Pay to Attend Seminars						
Total		103			\$685.00	\$26,800

Excellence in Entrepreneurial Leadership (ExcEL) Center

May 16, 2014 – May 15, 2015

Contact: Joette Wisniesi and John Lipinski, Co-directors

Phone: 724 357 2535

Fax: 724-357-5743

Affiliation: Eberly College of Business & Information Technology

Website: <https://www.iup.edu/excel/default.aspx>

Address: 304 Eberly

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

To build an entrepreneurial culture among IUP students.

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

Description of Goal	Short term (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?
Promote PASSHE Business plan competition	ST (Also L/T)	CG	1. Develop and execute plan to promote state competition 2. Hold a series of information meetings and workshops to assist students in completing the venture profile	Number of students completing venture profiles	University Strategic Vision—Student Development and Success AA 2012-2015.2 Support core academic programs AA 2012-2015.4 Plan and implement innovative practices

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Continued to promote IUP participation in the statewide PASSHE business plan competition. Promoted statewide competition through email and posters. Held 4 recruitment workshops to help students with their business plans. Held multiple one on one sessions. Fourteen students completed and submitted business plans vs. 9 students from last year. One IUP student was a finalist and received the first place award of \$10,000. Last year, IUP had one student finalist with 3rd place award of \$2500.

Description of Goal	Short term (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?
Promote local business plan competition	ST (Also L/T)	CG	1.Develop and execute local business plan competition	Number of students completing local business plan applications	University Strategic Vision—Student Development and Success AA 2012-2015.2 Support core academic programs AA 2012-2015.4 Plan and implement innovative practices

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

For the second year IUP hosted its own Shark Tank business plan competition. Approximately 220 students attended a University based pitch contest. 25 contestants submitted modified business plans. Four finalists were selected from presentations to judges. \$2,000 in prizes were awarded to finalists. In addition, a \$500 donation was received to help with the ongoing financial support for this competition. Last year IUP hosted its own business plan competition for the first time. 350 students attended a University based pitch contest. 23 contestants submitted modified business plans. Five finalists were selected for presentations to judges. Over \$1000 in prizes were awarded to finalists. In addition, a donation of \$13,500 was received to provide ongoing financial support for this competition.

Description of Goal	Short term (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?
Increase external network in support of Center's core research areas	ST (also LT)	CG	Develop and connect with local entrepreneurship centers in western PA	Contacts made	Supports IUP President's vision re. Community AA 2012-2015.2 Community outreach efforts.

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

We are exploring a formal relationship with the Keiretsu Forum, a large Angel Investor network. Our faculty and students have been meeting with the Pittsburgh chapter and we are exploring opportunities to have our students assist in doing due diligence on real deals.

We are also working on an international partnership with the University of Pecs in Hungary.

We are also working on a relationship with UPJ. One of IUP's students have been selected to compete in their business plan competition.

Description of Goal	Short term (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?
Increase external network in support of Center's core research areas	ST (also LT)	CG	Develop and connect with local entrepreneurship centers in western PA	Contacts made	Supports IUP President's vision re. Community AA 2012-2015.2 Community outreach efforts.

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

\$500 from a gift to fund the IUP Business Plan Competition
\$8300 from a DCED fund

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

Currently we have funding from PASSHE and local donors

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.

Joette Wisnieski
John Lipinski
Both of us are doing this as part of our service commitment to the university

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.]

\$500 from a gift to fund the IUP Business Plan Competition
\$8300 from a DCED fund
\$7000 remaining from a PASSHE grant

Annual Report: Excellence in Entrepreneurial Leadership (ExcEL) Center

Fiscal Year 2014-2015

Organization or Individual Information Service Provided To	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)
	Type of Organization Receiving Service	PA Residents	Non-PA Residents			
15 IUP students were mentored individually to help them complete their business plans for state competition						Neither faculty member received funds for this.
An additional 4 students were mentored to prepare them for local business plan competition						Estimated value \$5000 Estimated faculty time \$2000
Total		19			\$8,800	\$7,000

Government Contracting Assistance Program

May 16, 2014 – May 15, 2015

Contact: Ron Moreau, Director

Phone: 724-357-7824

Fax: 724-357-3082

Affiliation: Eberly College of Business & Information Technology

Website: <https://www.iup.edu/ptac/default.aspx>

Address: 314 Eberly

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

The Government Contracting Assistance Program provides procurement technical assistance to firms interested in selling their goods and services to the federal government.

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

Description of Goal	Short term (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?
Develop a series of online training topics (webinars) facilitated by PTAC staff	LT	NG	Develop a plan including topics to be covered. Two or three per year, tracked by user interface	Increased understanding of specific topics relating to selling to the government	AA 2012-2015.2 Maps to University Strategic Plan and the Presidents Vision of service

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

As it turns out, this type of outreach readily exists via Facebook and on other online venues. With permission of the hosts, the IUP GCAP website will be updated to include a variety of links to the online programs for anyone to click and watch. I hope to update this website with these addresses this summer.

Description of Goal	Short term (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?
Hold a regional Veterans outreach program	LT	NG	Attendance of veteran firms at the event, client “registration” with PTAC, and follow up counseling sessions	Awarding of set-aside contracts to veterans, increased bidding opportunities prime and sub	AA 2012-2015.2 Maps to University Strategic Plan of diversity, global opportunities and economic development

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year’s numbers for comparison).

Our program dropped a partner and rather than having a specific program focusing on veterans, we have chosen to host a general “How to do business” event on June 24 at the Fred Rodgers Center on the St Vincent College campus. PTAC staff, government speakers and contracting companies are scheduled to speak.

SPC
GOVERNMENT CONTRACTING ASSISTANCE PROGRAM
Southwestern Pennsylvania Commission – Indiana University of Pennsylvania

IUP

Fred Rodgers Center at St. Vincent College
June 24, 2015
8:30 a.m. to Noon

Registration begins at 8:30
A continental breakfast will be provided.
Presentations will start promptly at 9:00 a.m.

Click here for Registration Information and Directions

PA PREP
Pittsburgh Area Procurement Resource

The SPC-IUP Procurement & Technical Assistance Center (PTAC) helps companies to enter and succeed in the world of government contracting. Along with technical assistance, the PTAC provides companies with immediate alerts on solicitations that are issued for their particular products or services.

The SPC-IUP PTAC also helps companies in our service area with their efforts to market to and contract with federal, state and local government agencies. We provide one-on-one counseling and training with an emphasis on small businesses with minority, female, or veteran owners to help facilitate their participation in the government marketplace.

As part of the SPC-IUP PTAC continuing outreach efforts, we will be sponsoring a Government Contracting Program at the Fred Rodgers Center at St. Vincent College. The following speakers will be presenting at the event on a variety of procurement related topics:

- **“Working with the National Energy Technology Lab”** presented by Larry Sullivan, Small Business Program Manager, National Energy Technology Lab (NETL). NETL assures that U.S. fossil energy resources can meet increasing demand for affordable energy without compromising the quality of life for future generations of Americans.
- **“Opportunities with the U.S. Army Corps of Engineers”** presented by Sherril Pionski, Deputy for Small Business, U.S. Army Corps of Engineers (USACE) Pittsburgh District. The U.S. Army Corps of Engineers Pittsburgh District is a diversified, full-service Civil Works District, performing design, construction, operations, and maintenance services to five states within the region. The USACE is responsible for flood damage reduction, recreation, environmental restoration, hydropower, storm damage reduction, regulatory, water supply and emergency response.
- **“Doing Business with a General Contractor”** presented by Kathleen Agostino, Estimating Department/Small Business Coordinator, Mascaro Construction Company, LP. Founded in 1988, Mascaro Construction is a family-owned business that provides design-build, construction management, and general contracting services.
- **“Working as a Subcontractor in the Aerospace and Defense Industries”** presented by Sand Habets, Vice-President, H&W Global Industries, Inc. H&W Global Industries is an industrial coating services company specializing in metal pretreatment, passivation, anodizing, powder coating, and painting.

We hope you will join us for this exciting program to learn about working with two of the more prominent federal agencies in the Pittsburgh region as well as what it takes to function as a subcontractor in the Construction, Aerospace, and Defense Industries.

Description of Goal	Short term (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?
Increase presence in Fayette County	ST	CT	Partner with Fayette economic development groups to help market initiatives	Increased client base in the distressed area, bid matching, contract assistance, contract awards, job retention	AA 2012-2015.2 Maps to University Strategic Plan of diversity, global opportunities and economic development

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

We have made in-roads with economic development programs in Fayette County to help promote and market the services of the PTAC. Plans are continuing for a program with the Fay-Penn Economic Development Council in the fall of 2015, we have attended two E-Magnify/SBA luncheons in Connellsville (and will continue to do so monthly) and attended functions with the Fayette Cultural Trust and the Connellsville Redevelopment Authority. We have added three new clients and anticipate additional initial and follow up counseling as we become "known" to the local businesses in this area.

Description of Goal	Short term (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?
Meet or exceed our goals (as defined by the DoD/DLA)	ST	CT	Specific data tracked in our database – Active clients Client demographics Training Events Counseling sessions Contract Awards	New markets for clients, contract awards, creation or retention of jobs, business growth, increased competition on government bids	AA 2012-2015.2 Maps to University Strategic Plan of diversity, global opportunities and economic development

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

This C&I report covers partial program years for GCAP. Attached you will find our 2013-14 report and our 2014-15 six months report as submitted to DLA.

PTAC Cooperative Agreement Performance Report for Year 2013

The public reporting burden for this collection of information is estimated to average 7 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing the burden, to Department of Defense, Washington Headquarters Services, Executive Services Directorate, Information Management Division, 4800 Mark Center Drive, East Tower, Suite 02G09, Alexandria, VA 22304-3100 (0704-0320). Respondents should be aware that notwithstanding any other provision of law, no person shall be subject to any penalty for failing to comply with a collection of information if it does not display a currently valid OMB Control Number.

Form Approved OMB NO. 0704-0320 Exp. Date 01/31/2016 DLA 1806 (REV JUL 2002)

1. Cooperative Agreement Recipient
Indiana University of Pennsylvania
 3. Report Number
Quarterly Report

2. Date Report Prepared
11/24/2014

4. Period Covered by Report
 From **6/1/2014** To **8/31/2014**

5. Cooperative Agreement Information

a. Cooperative Agreement Reference Number (base/option).

SP4800-13-2-1335 / Option Period 2

b. Effective Period of Cooperative Agreement.

From: 9/1/2013 To: 8/31/2014

6. Budget Data

a. Total Program Cost	345850
b. Total Funds Expended (cumulative)	333159
c. DoD Funds Obligated	178041
d. Total DoD Funds Expended (cumulative)	172239
e. Program Income Carried-over	0
f. Program Income Earned (cumulative)	0
g. Program Income Spent (cumulative)	0
h. Current Program Income Balance	0

DATA ELEMENTS	First Quarter			Second Quarter			Third Quarter			Fourth Quarter			Year To Date		
	Actual	Goal	% of Goal	Actual	Goal	% of Goal	Actual	Goal	% of Goal	Actual	Goal	% of Goal	Actual	Goal	% of Goal
(7) Active Client Base	385	362	106%	385	365	105%	370	360	103%	360	360	100%			
(8) Number of Outreach Events you sponsored	2	2	100%	2	2	100%	4	2	200%	2	2	100%	10	8	125%
(9) Number of Outreach Events you supported or participated in but did not sponsor.	2	2	100%	3	3	100%	5	4	125%	3	3	100%	13	12	108%
(10) Total attendees at Outreach Events listed in (8) & (9) Above	191			248			304			218			961		
(11) Initial Counseling Sessions with all Category Small Business Concerns	10	18	56%	13	17	76%	14	18	78%	12	17	71%	49	70	70%
(a) Initial Sessions with Small Disadvantaged Concerns	3	4	75%	4	3	133%	3	3	100%	3	2	150%	13	12	108%
(b) Initial Sessions with Women-owned Small Business Concerns	3	4	75%	5	3	167%	2	3	67%	3	4	75%	13	14	93%
(c) Initial Sessions with HUBZone Small Business Concerns	0	0	100%	0	1	0%	0	0	100%	0	1	0%	0	2	0%
(d) Initial Sessions with Service-Disabled Veteran-owned Small Business Concerns	1	1	100%	3	1	300%	5	1	500%	1	1	100%	10	4	250%
(12) Initial Counseling Sessions with Other than Small Business Concerns	3	1	300%	4	1	400%	4	2	200%	1	1	100%	12	5	240%
(13) Initial Counseling Sessions with Distressed Area Concerns	0	2	0%	2	2	100%	2	2	100%	0	2	0%	4	8	50%
(14) Follow-up Counseling Sessions with All Category Small Business Concerns	131	125	105%	137	125	110%	107	125	86%	142	125	114%	517	500	103%
(a) Follow-up Sessions with Small Disadvantaged Concerns	25	17	147%	26	16	163%	27	17	159%	32	16	200%	110	66	167%
(b) Follow-up Sessions with Women-owned Small	27	28	96%	27	28	96%	25	28	89%	32	28	114%	111	112	99%

Business Concerns																				
(c) Follow-up Sessions with HUBZone Small Business Concerns	6	1	600%	↑	1	1	100%	↑	2	1	200%	↑	3	1	300%	↑	12	4	300%	↑
(d) Follow-up Sessions with Service-Disabled Veteran-owned Small Business Concerns	17	14	121%	↑	28	13	215%	↑	11	13	85%	↑	15	13	115%	↑	71	53	134%	↑
(15) Follow-up Counseling Sessions with Other than Small Business Concerns	8	6	133%	↑	5	5	100%	↑	9	6	150%	↑	13	6	217%	↑	35	23	152%	↑
(16) Follow-up Counseling Sessions with Distressed Area Concerns	6	6	100%	↑	13	6	217%	↑	6	6	100%	↑	17	6	283%	↑	42	24	175%	↑

(17) NUMBER OF PRIME CONTRACT AWARDS RECEIVED BY CLIENTS	First Quarter	Second Quarter	Third Quarter	Fourth Quarter	Year To Date
(a) All contract awards received by all category Small Business Concerns	12	17	11	11	51
(b) All contract awards received by Small Disadvantaged Business Concerns	1	1	2	0	4
(c) All contract awards received by Woman-owned Small Business Concerns	1	0	1	0	2
(d) All contract awards received by HUBZone Small Business Concerns	3	0	2	0	5
(e) All contract awards received by Service-Disabled Veteran-owned Small Business Concerns	4	2	1	3	10
(f) All contract awards received by OTHER THAN Small Business Concerns	3	1	2	5	11
(g) All contract awards received by all clients that were awarded by DoD	13	17	11	13	54
(h) All contract awards received by all clients that were awarded by Federal agencies OTHER THAN DoD	2	1	2	3	8
(i) All contract awards received by all clients that were awarded BY STATE AND LOCAL GOVERNMENTS	0	0	0	0	0

(18) DOLLAR VALUE OF PRIME CONTRACT AWARDS RECEIVED BY CLIENTS	First Quarter	Second Quarter	Third Quarter	Fourth Quarter	Year To Date
(a) Dollar value of all contract awards received by all category Small Business Concerns	10149213	15378224	7590000	16401093	48518530
(b) Dollar value of all contract awards received by Small Disadvantaged Business Concerns	411998	4171	7536946	0	7953115
(c) Dollar value of all contract awards received by Woman-owned Small Business Concerns	411998	0	7500000	0	7911998
(d) Dollar value of all contract awards received by HUBZone Small Business Concerns	1835053	0	451400	0	2286453
(e) Dollar value of all contract awards received by Service-Disabled Veteran-owned Small Business Concerns	7492053	6520849	90000	8938300	23041202
(f) Dollar value of all contract awards received by OTHER THAN Small Business Concerns	16753439	1741320	833901	69119367	78448027
(g) Dollar value of all contract awards received by all clients that were awarded by DoD	26465624	17115372	9373146	74503924	127458066
(h) Dollar value of all contract awards received by all clients that were awarded by FEDERAL AGENCIES OTHER THAN DoD	437028	4171	66706	16536	524441
(i) Dollar value of all contract awards received by all clients that were awarded by STATE AND LOCAL GOVERNMENTS	0	0	0	0	0

(19) NUMBER OF SUBCONTRACT AWARDS RECEIVED BY CLIENTS	First Quarter	Second Quarter	Third Quarter	Fourth Quarter	Year To Date
(a) All subcontract awards received by all category Small Business Concerns resulting from Federal Government (including DoD) prime contracts	0	1	0	0	1
(b) All subcontract awards received by Small Disadvantaged Business Concerns resulting from Federal Government (including DoD) prime contracts	0	0	0	0	0
(c) All subcontract awards received by Woman-owned Small Business Concerns resulting from Federal Government (including DoD) prime contracts.	0	0	0	0	0
(d) All subcontract awards received by HUBZone Small Business Concerns resulting from Federal Government (including DoD) prime contracts	0	0	0	0	0
(e) All subcontract awards received by Service-Disabled Veteran-owned Small Business Concerns resulting from Federal Government (including DoD) prime contracts	0	0	0	0	0
	0	0	0	0	0

(f) All subcontract awards received by OTHER THAN Small Business Concerns resulting from Federal (including DoD), State & Local Government prime contracts					
(g) All subcontract awards received by all categories of businesses resulting from State & Local Government prime contracts	0	0	0	<input type="text" value="0"/>	0
(20) DOLLAR VALUE OF SUBCONTRACT AWARDS RECEIVED BY CLIENTS					
(a) Dollar value of all subcontract awards received by all category Small Business Concerns resulting from Federal Government (including DoD) prime contracts	0	5000	0	<input type="text" value="0"/>	5000
(b) Dollar value of all subcontract awards received by Small Disadvantaged Business Concerns resulting from Federal Government (including DoD) prime contracts	0	0	0	<input type="text" value="0"/>	0
(c) Dollar value of all subcontract awards received by Woman-owned Small Business Concerns resulting from Federal Government (including DoD) prime contracts	0	0	0	<input type="text" value="0"/>	0
(d) Dollar value of all subcontract awards received by HUBZone Small Business Concerns resulting from Federal Government (including DoD) prime contracts	0	0	0	<input type="text" value="0"/>	0
(e) Dollar value of all subcontract awards received by Service-Disabled Veteran-owned Small Business Concerns resulting from Federal Government (including DoD) prime contracts	0	0	0	<input type="text" value="0"/>	0
(f) Dollar value of all subcontract awards received by OTHER THAN Small Business Concerns resulting from Federal (including DoD), State & Local Government prime contracts	0	0	0	<input type="text" value="0"/>	0
(g) Dollar value of all subcontract awards received by all categories of businesses resulting from State & Local Government prime contracts	0	0	0	<input type="text" value="0"/>	0

PTAC Cooperative Agreement Performance Report for Year 2014

The public reporting burden for this collection of information is estimated to average 7 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing the burden, to Department of Defense, Washington Headquarters Services, Executive Services Directorate, Information Management Division, 4800 Mark Center Drive, East Tower, Suite 020909, Alexandria, VA 22350-3100 (0704-0320). Respondents should be aware that notwithstanding any other provision of law, no person shall be subject to any penalty for failing to comply with a collection of information if it does not display a currently valid OMB Control Number.

Form Approved OMB NO. 0704-0320 Exp. Date 01/31/2016 DLA 1806 (REV JUL 2002)

- 1. Cooperative Agreement Recipient
Indiana University of Pennsylvania
- 2. Date Report Prepared
3/20/2015
- 3. Report Number
Quarterly Report
- 4. Period Covered by Report
From: **12/1/2014** To: **2/28/2015**

5. Cooperative Agreement Information

a. Cooperative Agreement Reference Number (base/option):

SP4800-14-2-1435 / Base Period

b. Effective Period of Cooperative Agreement:

From: **9/1/2014** To: **8/31/2015**

6. Budget Data

a. Total Program Cost	354873
b. Total Funds Expended (cumulative)	124792
c. DoD Funds Obligated	177306
d. Total DoD Funds Expended (cumulative)	60174
e. Program Income Carried-over	0
f. Program Income Earned (cumulative)	0
g. Program Income Spent (cumulative)	0
h. Current Program Income Balance	0

DATA ELEMENTS	First Quarter			Second Quarter			Third Quarter			Fourth Quarter			Year To Date			
	Actual	Goal	% of Goal	Actual	Goal	% of Goal	Actual	Goal	% of Goal	Actual	Goal	% of Goal	Actual	Goal	% of Goal	
(7) Active Client Base	375	365	103%	383	365	105%		365	0%		365					
(8) Number of Outreach Events you sponsored	7	2	350%	3	2	150%		2	0%		2	10	8	125%		
(9) Number of Outreach Events you supported or participated in but did not sponsor.	3	2	150%	2	2	100%		3	0%		4	5	11	45%		
(10) Total attendees at Outreach Events listed in (8) & (9) Above	509			147							658					
(11) Initial Counseling Sessions with all Category Small Business Concerns	15	15	100%	16	16	100%		16	0%		16	31	63	49%		
(a) Initial Sessions with Small Disadvantaged Concerns	6	4	150%	3	3	100%		3	0%		2	9	12	75%		
(b) Initial Sessions with Women-owned Small Business Concerns	4	3	133%	7	4	175%		3	0%		3	11	13	85%		
(c) Initial Sessions with HUBZone Small Business Concerns	0	0	100%	0	1	0%		0	100%		1	0	2	0%		
(d) Initial Sessions with Service-Disabled Veteran-owned Small Business Concerns	4	2	200%	2	2	100%		2	0%		2	6	8	75%		
(12) Initial Counseling Sessions with Other than Small Business Concerns	2	1	200%	6	2	300%		2	0%		1	8	6	133%		
(13) Initial Counseling Sessions with Distressed Area Concerns	1	2	50%	0	2	0%		2	0%		2	1	8	13%		
(14) Follow-up Counseling Sessions with All Category Small Business Concerns	168	125	134%	128	125	102%		125	0%		125	296	500	59%		
(a) Follow-up Sessions with Small Disadvantaged Concerns	25	20	125%	23	20	115%		20	0%		20	48	80	60%		
(b) Follow-up Sessions with Women-owned Small	15	30	50%	35	25	140%		30	0%		25	50	110	45%		

Business Concerns												
(c) Follow-up Sessions with HUBZone Small Business Concerns	0	4	0%	↓	0	4	0%	↓	4	0%	↓	4
(d) Follow-up Sessions with Service-Disabled Veteran-owned Small Business Concerns	53	18	294%	↑	30	18	167%	↑	18	0%	↓	18
(15) Follow-up Counseling Sessions with Other than Small Business Concerns	3	5	60%	↓	5	4	125%	↑	5	0%	↓	5
(16) Follow-up Counseling Sessions with Distressed Area Concerns	19	7	271%	↑	1	8	13%	↓	7	0%	↓	8

(17) NUMBER OF PRIME CONTRACT AWARDS RECEIVED BY CLIENTS	First Quarter	Second Quarter	Third Quarter	Fourth Quarter	Year To Date
(a) All contract awards received by all category Small Business Concerns	16	9			25
(b) All contract awards received by Small Disadvantaged Business Concerns	4	1			5
(c) All contract awards received by Woman-owned Small Business Concerns	3	0			3
(d) All contract awards received by HUBZone Small Business Concerns	0	0			0
(e) All contract awards received by Service-Disabled Veteran-owned Small Business Concerns	1	1			2
(f) All contract awards received by OTHER THAN Small Business Concerns	6	1			7
(g) All contract awards received by all clients that were awarded by DoD	16	10			26
(h) All contract awards received by all clients that were awarded by Federal agencies OTHER THAN DoD	6	0			6
(i) All contract awards received by all clients that were awarded BY STATE AND LOCAL GOVERNMENTS	0	0			0

(18) DOLLAR VALUE OF PRIME CONTRACT AWARDS RECEIVED BY CLIENTS	First Quarter	Second Quarter	Third Quarter	Fourth Quarter	Year To Date
(a) Dollar value of all contract awards received by all category Small Business Concerns	16875367	2087121			18962488
(b) Dollar value of all contract awards received by Small Disadvantaged Business Concerns	6005812	176800			6182612
(c) Dollar value of all contract awards received by Woman-owned Small Business Concerns	5972262	0			5972262
(d) Dollar value of all contract awards received by HUBZone Small Business Concerns	0	0			0
(e) Dollar value of all contract awards received by Service-Disabled Veteran-owned Small Business Concerns	168480	463771			632251
(f) Dollar value of all contract awards received by OTHER THAN Small Business Concerns	19052942	2510899			21563841
(g) Dollar value of all contract awards received by all clients that were awarded by DoD	35046582	4598020			39644602
(h) Dollar value of all contract awards received by all clients that were awarded by FEDERAL AGENCIES OTHER THAN DoD	881727	0			881727
(i) Dollar value of all contract awards received by all clients that were awarded by STATE AND LOCAL GOVERNMENTS	0	0			0

(19) NUMBER OF SUBCONTRACT AWARDS RECEIVED BY CLIENTS	First Quarter	Second Quarter	Third Quarter	Fourth Quarter	Year To Date
(a) All subcontract awards received by all category Small Business Concerns resulting from Federal Government (including DoD) prime contracts	0	0			0
(b) All subcontract awards received by Small Disadvantaged Business Concerns resulting from Federal Government (including DoD) prime contracts	0	0			0
(c) All subcontract awards received by Woman-owned Small Business Concerns resulting from Federal Government (including DoD) prime contracts	0	0			0
(d) All subcontract awards received by HUBZone Small Business Concerns resulting from Federal Government (including DoD) prime contracts	0	0			0

(e) All subcontract awards received by Service-Disabled Veteran-owned Small Business Concerns resulting from Federal Government (including DoD) prime contracts	0	0	<input type="text"/>	0
(f) All subcontract awards received by OTHER THAN Small Business Concerns resulting from Federal (including DoD), State & Local Government prime contracts	0	0	<input type="text"/>	0
(g) All subcontract awards received by all categories of businesses resulting from State & Local Government prime contracts	0	0	<input type="text"/>	0
(20) DOLLAR VALUE OF SUBCONTRACT AWARDS RECEIVED BY CLIENTS				
(a) Dollar value of all subcontract awards received by all category Small Business Concerns resulting from Federal Government (including DoD) prime contracts	0	0	<input type="text"/>	0
(b) Dollar value of all subcontract awards received by Small Disadvantaged Business Concerns resulting from Federal Government (including DoD) prime contracts	0	0	<input type="text"/>	0
(c) Dollar value of all subcontract awards received by Woman-owned Small Business Concerns resulting from Federal Government (including DoD) prime contracts	0	0	<input type="text"/>	0
(d) Dollar value of all subcontract awards received by HUBZone Small Business Concerns resulting from Federal Government (including DoD) prime contracts	0	0	<input type="text"/>	0
(e) Dollar value of all subcontract awards received by Service-Disabled Veteran-owned Small Business Concerns resulting from Federal Government (including DoD) prime contracts	0	0	<input type="text"/>	0
(f) Dollar value of all subcontract awards received by OTHER THAN Small Business Concerns resulting from Federal (including DoD), State & Local Government prime contracts	0	0	<input type="text"/>	0
(g) Dollar value of all subcontract awards received by all categories of businesses resulting from State & Local Government prime contracts	0	0	<input type="text"/>	0

Description of Goal	Short term (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?
Remain a viable PTAC Program per DOD/DLA guidelines	ST/LT	CT	Adhere to the requirements of the government funding, file reports as required, meet or exceed objectives	Continued funding, successful performance audits	AA 2012-2015.2 Maps to University Strategic Plan of diversity, global opportunities and economic development

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year’s numbers for comparison).

Our program received a visit from our DLA Contracting Officer on February 4, 2015 and it couldn’t have gone better. She was impressed with our facilities, our financial reports, tracking of clients, internal processes etc. We spent nearly four hours with her and discussed our client intake procedures, marketing of the program, and future initiatives. DLA plans on visiting 10 centers each year for the next 10 years... ours was just the second visit – we set the bar high! (See attached report)

Our program also just went through a desk audit with the Office of Naval Research (ONR). This is an annual review that reviews our financial reports, Standard Operating Procedures, backup data for training events and contract awards, IUP’s latest A-133 audit, resumes of the GCAP staff, an organizational chart of our program etc. Items are sent to the ONR office in Chicago – findings are sent to DLA (who utilizes the findings in making follow on funding decisions).

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

External funding to support IUP match is always a “need”. As our costs increase, so does the financial commitment from Eberly College.

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.

Ron Moreau is the Program Manager and is the only full time staffer at IUP associated with the program. Dr Robert Boldin and Dr Steve Osborne oversee the direction of the Management Services Group with ultimate oversight from Dr Robert Camp.

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.]

MSG revenue (including Incubator rent) and support from Grad School of \$4500.

Annual Report: Government Contracting Assistance Program

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			
Firms in Indiana, Armstrong, Allegheny, Fayette and Westmoreland counties	For profit businesses	365	0	189994	177306	
Total		365	0	189994	177306	

Small Business Development Center

May 16, 2014 – May 15, 2015

Contact: Tony Palamone, Director

Phone: (724) 357-7915

Fax: (724) 357-5985

Affiliation: Eberly College of Business & Information Technology

Website: <https://www.iup.edu/business/sbdc/default.aspx>

Address: Suite 108, 664 Pratt Drive, Indiana, PA 15705

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

The Small Business Development Center at Indiana University of Pennsylvania seeks to grow the economy of Indiana County and the surrounding region by providing entrepreneurs with the education, information, and tools necessary to build successful businesses.

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

	Description of Goal	Short term (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 of the Pennsylvania SBDC Network (PASBDC) assuring Federal and State Funding.	ST/LT	CT	Track annual targets in our data base relative to: <ul style="list-style-type: none"> ✓ # of clients ✓ Business starts ✓ Capital raised ✓ Hours of service ✓ Sales increases ✓ Job impacts ✓ Client support letters 	Continued funding	AA 2012-2015.2 - Supports 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 (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

	<u>Goal</u>	<u>Achieved - 2014</u>	<u>Achieved previous year - 2013</u>
# of clients	175	175	167
Business starts	17	24	26
Capital raised	\$3,684,900	1,452,760	\$3,468,515
Hours of service	1965	2469	2250
Sales increases	3,684,900	\$4,153,283	\$933,463
Job impacts	147	198	24
Client support letters	108	126	95

	Description of Goal	Short term (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	File reports as required in accordance with grant conditions.	Continued funding	AA 2012-2015.2 - Supports 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 (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Submitted two successful funding applications as part & parcel of regional application for funding through this organization. We have filed quarterly invoices and reports as required.

Description of Goal	Short term (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 students in the delivery of SBDC services.	ST/LT	NG	Qualitative assessment of our ability to effectively utilize the students, gauge student satisfaction with their experience, assess whether the university administration values our effort through active support.	Better student learning through applying business concepts & skills. Building university administration understanding of the extreme value & relevance of our program & its unique contribution to student learning & preparation.	AA 2012-2015.2 - Supports core academic programs, high-growth-potential programs and regionally-significant programs.. AA 2012-2015.3 Promote more effective academic advising ... AA 2012-2015.4 Plan and implement innovative practices in the design and use of campus teaching/academic space, incorporating digital and traditional elements to create engaging new learning environments.....

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

We have learned a good deal about successfully engaging students. We are working to have more multiple semester commitments from students. Students generally have very little utility if you only have them 1 semester. We have ramped up to 30+ students, almost all of whom are volunteers. We have organized the students into focus teams covering various aspects of business development and organization. We are now working to make the broader university aware of what we are trying and accomplishing with the students. The students are attempting to meet with Dr Michael Driscoll to articulate the experience and what it means to them. Often when alumni being honored have come to Eberly our group is chosen to be the audience. Terry Dunlap and Ed Bouchette found our students well prepared engaged & engaging.

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

Money &/or more territory

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.

We have many masters -- first are funders: PASBDC, SBA, DCED, the PREP Partnership along with the rules, regulations, policies & procedures attendant thereto. Both the PASBDC and the SBA do an annual on-site review of our operations

The Center has a Director, a Consultant, a part-time Management Technician & two faculty members on quarter-time alternate load work assignment

We have 30+ volunteers & interns organized as a student run agency.

Technically, we are part of Eberly's Management Services Group which has faculty as co-directors. This, however, has more to do with co-operation than oversight.

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.]

To date we have operated in compliance with this policy, but feel the university should provide funds for several purposes, e.g. the large contribution we are making to helping the university achieve its new strategic plan goal of student engagement through experiential education & the very positive public relations benefit of working with the community to help it reach economic and business development objectives.

Annual Report: Small Business Development Center

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			
Assisted clients in raising \$904,760 in loan and equity financing	Individual entrepreneurs and businesses*					
Worked with 166 clients on business development issues, e.g. business plans, etc.	Individual entrepreneurs and businesses*	166				
Provided business development and operations information to an unspecified number of others	Individual entrepreneurs and businesses*					
Provided over 2880 hours of faculty, staff and student consulting time in concert with SBI	Individual entrepreneurs and businesses*					
Delivered 9 Workshop/seminars with 61 attendees	Individual entrepreneurs and businesses*	61				
Provided an outlet for experiential student engagement		40 directly at the SBDC + 42 in concert with SBI				
Total		309				

Small Business Incubator
 May 16, 2014 – May 15, 2015

Contact: Robert Boldin, Director Phone: (724) 357-2179
Fax: (724) 357-4514

Affiliation: Eberly College of Business & Information Technology

Website: <https://www.iup.edu/incubator/default.aspx>
 Address: 5 Robertshaw Center

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

Enhance economic development for the region.

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

Description of Goal	Short term (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?
Revise Incubator Policies and Procedures	LT	CT	Discuss with Advisory Board & include their suggestions. 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.

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Policies and procedures revised. Additional changes will be made as necessary.

Description of Goal	Short term (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?
Revise Incubator Tenants License	ST	CT	Discuss with Advisory Board & include their suggestions. Make changes according to PASSHE attorney recommendations	Clearer understanding of License Agreement by tenants	More concise approach to the administration of Incubator Program and in conjunction with IUP's goals

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Tenant license has been revised.

Description of Goal	Short term (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?
Encourage student entrepreneurs	ST	CT	Assist in competitive programs whereby students can obtain free Incubator space.	Expect that two or more students will develop unique products or services	Encourage Innovation by students as part of ECOBIT's goal.

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Two student entrepreneurs entered the incubator.

Description of Goal	Short term (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?
Attract new tenants to the Incubator	ST	CT	Add at least one new tenant to the Incubator family.	Increase usage of Incubator space.	Improved Economic development is one of the visions of IUP.

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Two new tenants – Towne Media and Snapology

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

More resources to market the incubator.

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

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.

Annual Report: Small Business Incubator

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			
Incubator Tenants	Various Business Organizations	12	0		\$99,000 (rent revenue)	
Total					\$99,000	

Small Business Institute	
May 16, 2014 – May 15, 2015	
Contact: Stephen Osborne and Joette Wisnieski, Co-directors	Phone: (724) 357-5760 Fax: (724) 357-5743
Affiliation: Eberly College of Business & Information Technology	
Website: https://www.iup.edu/sbi/default.aspx	
Address: 314 Eberly	

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

The SBI provides free consulting services for business and not-for-profit organizations in the region using teams of faculty and students.

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

	Description of Goal	Short term/ Long Term	New goal (NG) or continuing goal (C/G)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal* map to larger University vision, strategic plan, or PASSHE performance indicators?
1	Identify several organizations and then shortlist approximately 25 for consideration to have the SBI conduct a consulting project for them	S/T (Also L/T)	C/G	The potential, shortlisted and selected clients/cases are routinely documented	Consideration of 40 – 50 projects/yr. 25 shortlisted clients/projects per year	See #3 AA 2012-2015.2 Community outreach efforts.

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year’s numbers for comparison).

Accomplished. In excess of 25 projects were shortlisted.

	Description of Goal	Short term/ Long Term	New goal (NG) or continuing goal (C/G)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal* map to larger University vision, strategic plan, or PASSHE performance indicators?
2	Recruit, have apply, interview, select and ultimately accept Undergraduate and Graduate students to participate in the SBI Program	S/T (Also L/T)	C/G	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	See #3 AA 2012-2015.2 Support core academic programs

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Accomplished – 51 students engaged in SBI Program

	Description of Goal	Short term/ Long Term	New goal (NG) or continuing goal (C/G)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal* map to larger University vision, strategic plan, or PASSHE performance indicators?
3	Conduct in-depth consulting cases for businesses and not-for-profit organizations	S/T (Also L/T)	C/G	Interact with clients, create written reports and oral presentations	14 in-depth consulting projects (350 – 500 hours each) conducted annually	<ul style="list-style-type: none"> - Supports AACSB Accreditation - Supports the Education-Economic Development-Entrepreneurship Goals of the ECOBIT - Supports IUP President's Vision re 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 (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Accomplished – 12 Clients served including multiple sub projects totaling 15 projects

	Description of Goal	Short term/ Long Term	New goal (NG) or continuing goal (C/G)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal* map to larger University vision, strategic plan, or PASSHE performance indicators?
4	Faculty – Engage in and supervise the consulting cases to ensure timely, quality & useful results and recommendations for clients	S/T (Also L/T)	C/G	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 IUP President's Vision re Teaching-Research-Service, Community - AA 2012-2015.2 Community outreach efforts. - AA 2012-2015.4 Plan and implement innovative practices - Supports AACSB Accreditation

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Accomplished. Hours of faculty submitted against the IUP SBDC Grant.

IUP SSBI recipient of 1st Place National Project of the Year (February, 2015).

	Description of Goal	Short term/ Long Term	New goal (NG) or continuing goal (C/G)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal* map to larger University vision, strategic plan, or PASSHE performance indicators?
5	Provide students with academic based concepts related to strategic management	S/T (Also L/T)	C/G	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 (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Accomplished. 51 students participated in Strategic Management Class—MGMT 495—Business Policy. Each student was required to attend and participate in class, take an in-class exam, complete assignments and takes the ETS exam (related to Assurance of Learning (AoL) and AACSB Accreditation).

	Description of Goal	Short term/ Long Term	New goal (NG) or continuing goal (C/G)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal* map to larger University vision, strategic plan, or PASSHE performance indicators?
6	Develop skills of students re organization, research, analytic, writing, leadership, teamwork and communication/ presentation	S/T (Also L/T)	C/G	Ongoing evaluation of students, ultimately written report and oral PowerPoint presentation. Each student evaluates other students.	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 (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Accomplished. There were some individual students who achieved Bs as well as a D. All projects were delivered to clients after appropriate review and editing by the SBI Directors.

	Description of Goal	Short term/ Long Term	New goal (NG) or continuing goal (C/G)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal* map to larger University vision, strategic plan, or PASSHE performance indicators?
7	Contribute to the Economic Development of the region	S/T (Also L/T)	C/G	Past and ongoing Projects	14 projects per year	- Supports AACSB Accreditation - Supports IUP President's Vision re Community

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year's numbers for comparison).

Accomplished through the completion of the projects.

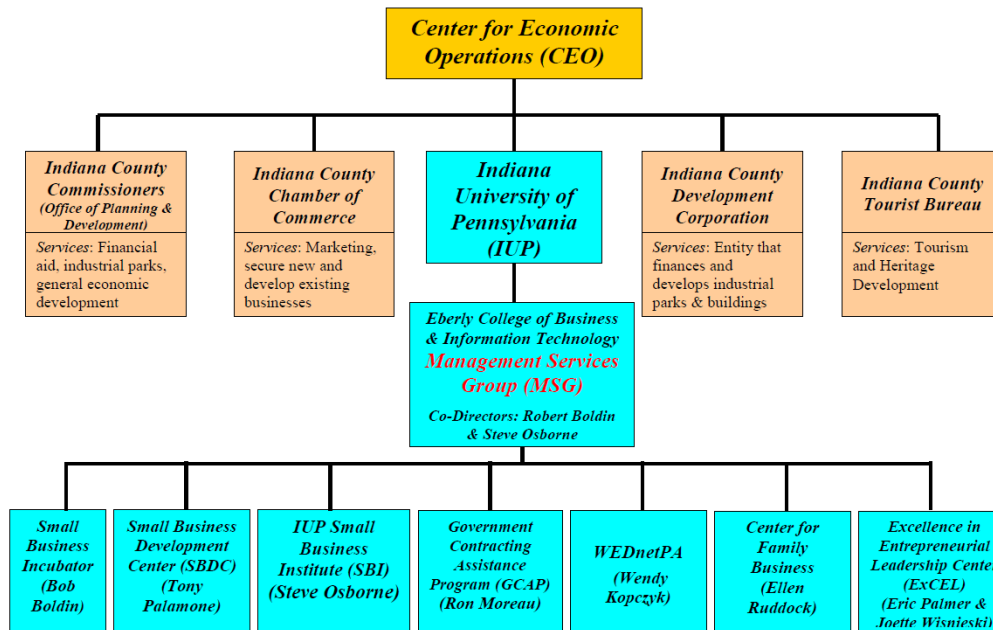
	Description of Goal	Short term/ Long Term	New goal (NG) or continuing goal (C/G)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal* map to larger University vision, strategic plan, or PASSHE performance indicators?
8	Facilitate the IUP – Indiana Community relationship	S/T (Also L/T)	C/G	Past and ongoing Projects	14 projects per year Client <i>Satisfaction</i> Client <i>Retention</i>	- Supports IUP President’s Vision re Community - AA 2012-2015.2 Community outreach efforts.

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year’s numbers for comparison).

Accomplished – all of the clients were highly satisfied and appreciative of the projects.

Positioning of IUP SBI within the community:

Indiana County Center for Economic Operations (CEO)



	Description of Goal	Short term/ Long Term	New goal (NG) or continuing goal (C/G)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal* map to larger University vision, strategic plan, or PASSHE performance indicators?
9	Provide students with a marketable experience	S/T (Also L/T)	C/G	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 (include graphs/tables and, if data includes numbers you MUST include previous year’s numbers for comparison).

Accomplished – the SBI Directors continue to write letters of recommendation for the students and the students typically highlight the SBI experience on their resumes.

	Description of Goal	Short term/ Long Term	New goal (NG) or continuing goal (C/G)	How will you measure progress or achievement?	What are the planned outcomes for the goal?	How does this goal* map to larger University vision, strategic plan, or PASSHE performance indicators?
10	Expand pool of faculty to participate in project supervision	L/T	N/G	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 above

Describe progress and achievement/challenges of the above goal (include graphs/tables and, if data includes numbers you MUST include previous year’s numbers for comparison).

No additional faculty involved this term – this is a Long Term Goal.

AA 2012-2015.2 Support core academic programs and community outreach efforts.

AA 2012-2015.4 Plan and implement innovative practices in the design and use of campus teaching/academic space

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

As always, we lack funding for direct out of pocket expenses.

Personnel involved in the operation or oversight of this center or institute?

SBI Director, Assistant SBI Director, Graduate Student

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.]

.25 AWEs for SBI Director, Assistant SBI Director; 10 hour per week Graduate Assistant. Outside funding comes from voluntary donations from clients.

Annual Report: Small Business Institute

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			
Environmental Service Labs	Private	Yes	None			\$5000+
Four Footed Friends	Not – for - Profit	Yes	None			\$5000+
Campus Bucks	Private	Yes	None			\$5000+
Challenger Center	Not – for - Profit	Yes	None			\$5000+
PA Motor Truck Association	Not – for - Profit	Yes	None			\$5000+
Conny Creek	Private	Yes	None			\$5000+
Crank-ups	Private	Yes	None			\$5000+
Four Footed Friends	Not – for - Profit	Yes	None			\$5000+
Challenger Center	Not – for - Profit	Yes	None			\$5000+
Renda Broadcasting	Private	Yes	None			\$5000+
Indiana Regional Medical Center	Not – for - Profit	Yes	None			\$8,000
Holiday Beverages	Private	Yes	None			\$5000+
Total						\$63,000+