

University Senate

Tuesday, March 30, 2021
3:30pm – 5:00pm, Zoom

Approval of Order

- A. Approval of minutes from March 2, 2021 meeting
- B. Approval of current agenda items and order

Reports and Announcements

- A. President Driscoll
- B. Provost Moerland
- C. Chairperson Piper
- D. Vice Chairperson Poley

Appendix Page(s)

Standing Committee Reports

- A. Rules Committee
- B. University-Wide Undergraduate Curriculum Committee
- C. University-Wide Graduate Committee
- D. Library and Education Services Committee
- E. Research Committee
- F. Student Affairs Committee
- G. University Development and Finance Committee
- H. Academic Affairs Committee
- I. Awards Committee
- J. Noncredit Committee

Chairperson

- Smith-Sherwood
- Sechrist/Fair
- Moore/Gossett
- Chadwick
- Marin
- Erwin
- Drye
- Dugan/Wachter
- Paul
- O’Neil

A	2-6
B	7

Senate Representative Reports

- A. University Planning Council
- B. Presidential Athletic Advisory Council
- C. Academic Computing Policy Advisory Committee
- D. University Budget Advisory Committee

Representative

- Moore
- Castle
- Ford
- Soni

New Business

Adjournment



APPENDIX A
Academic Affairs Committee
Chair Dugan

FOR ACTION:

CURRENT

Undergraduate Transfer Credit Policy and Evaluation Procedure

Transfer applications are reviewed on the basis of academic college coursework attempted or completed. This coursework should be non-developmental and nontechnical in nature and be taken from an institution which is accredited by one of the six regional accrediting agencies. Transfers are required to have at least a cumulative 2.0 GPA on a 4.0 scale (C average) from all schools previously attended and to have met the minimum requirements established by the academic department to which the student is applying. Teacher education and nursing programs require increased standards for admission and additional information (Praxis I scores for education).

Contact the Office of Admissions for specifics. In addition, the admissions decision considers other evidence of students' performance and ability to be a successful college student.

The evaluation of credits from other institutions of higher education is the responsibility of the Office of Admissions and the academic college dean who has jurisdiction over the student's desired major. Normally, courses considered for transfer are only those taken from institutions which are accredited by the six regional accrediting agencies. Each course is evaluated separately. The evaluation includes a review of the description, credits, and grade of each course along with the applicability of the course to the student's major at IUP. However, only credits transfer, not grade-point average. It has been the policy of the university that only courses with a grade of C or higher will be accepted, except for two-year associate degree graduates of state-supported community colleges in Pennsylvania. No matter how many credits are transferable, the student must satisfy all of the degree requirements falling into the categories of (1) university requirements, (2) college requirements, and (3) department requirements.

PROPOSED

Undergraduate Transfer Admissions

A student who has been attending another institution of higher education and wishes to transfer to IUP must submit an application, official transcripts of all postsecondary educational work, and an official high school transcript. All admissions decisions are made on a rolling basis by the Admissions Committee. Under a rolling admissions policy, applications are reviewed as they become complete. Decisions can range from automatic acceptance, to requests for additional information, to other alternatives.

Transfer applications are reviewed on the basis of academic college course work attempted or completed. Transfers are required to have at least a cumulative 2.0 GPA on a 4.0 scale (C average) from all schools previously attended and to have met the minimum requirements established by the academic department to which the student is applying. Some majors require increased standards for admission and additional information. Contact the Office of Admissions for specifics. If a student has at least 12 college level (non-developmental and non-technical) credits, the decision will be based solely on their transfer GPA. If the student has less than 12 college credits, the admissions decision considers other evidence of students' performance and ability to be a successful college student.

The evaluation of credits from other institutions of higher education is the responsibility of the Office of Admissions and the application of the credits is at the discretion of the academic dean who has jurisdiction over the student's desired major. Normally, courses considered for transfer are only those



taken from institutions that are accredited by the six regional accrediting agencies. **In accordance with PASSHE's Student Transfer Policy (Policy 1999-01-A), IUP evaluates learning from non-regionally accredited institutions on a student-by-student basis. IUP uses the American Council on Education's guidelines for learning evaluation to ensure consistency and equity in the application of credit from non-regionally accredited institutions as well as from military service, workplace training, digital credentials, and other alternative educational experiences.**

Each course is evaluated separately. The evaluation includes a review of the description, credits, and grade of each course along with the applicability of the course to the student's major at IUP. However, only credits transfer, not grade point average.

Students may transfer credits in courses from regionally accredited institutions where the grade of "D" is earned only if the student has a GPA of 2.0 or higher from each institution attended. Some academic programs at IUP may require the student to repeat certain courses in which a "D" grade was earned. Review of learning from non-regionally accredited institutions will be evaluated on a student-by-student basis.

No matter how many credits are transferable, the student must satisfy all of the degree requirements falling into the categories of (1) university requirements, (2) college requirements, and (3) department requirements.

For Second Bachelor Degree students, a block of 90 credits is awarded if the first degree was earned from another university. Liberal Studies requirements, other than ones specifically required by the major, are considered met. All second degree students, whether they completed the first degree at IUP or another university, are required to complete a minimum of 30 credits to earn the second degree. The academic department determines which courses must be completed to earn the second degree.

University Requirements: All students are obligated to fulfill a basic program in Liberal Studies. The transfer evaluator will look at this area first for applicable credits for transfer. A vast majority of introductory courses are generally equivalent.

Statewide transfer degrees: Also known as "TAOC" degrees these are specific AA or AS transfer programs at Pennsylvania community colleges. Students with these degrees are guaranteed to transfer at junior standing in a parallel program at IUP. Please discuss with the Transfer Services office or reference the following IUP website www.iup.edu/admissions/undergraduate/apply-next-steps/transfer/college-guides-articulations-collaboratives/.

RATIONALE:

The proposed changes bring the policy in line with the overall PASSHE BOG policy, and the current practices of fellow PASSHE universities, and many other universities. As well, it reflects the recognition that transfer students and their prior experiences enrich the IUP classroom experience. Increasingly, transfer students come to IUP with varied courses that they want to submit for evaluation. Using the American Council on Education (ACE) transcript service (used by IUP and over 2300 other colleges and universities to document military training and experiences), should allow more stream-lined acceptance and processing of these students and encourage more of them to enroll in IUP.



FOR ACTION:**MODIFICATION TO PASS-FAIL POLICY FOR SPRING 2021**

In response to the continuing extraordinary circumstances caused by the COVID-19 pandemic and following consultations with IUP's Student Government Association and leadership teams, the Senate Academic Committee proposes the modification (additional to what was passed by Senate on March 2, 2021) to the Pass-Fail Policy for the **Spring 2021** term:

Effective immediately, undergraduate, and graduate students will have until Friday May 7, 2021 (last day of finals before final grades) to select the pass-fail option for courses taken this semester, thereby extending the pass-fail selection deadline from its original date of **March 1, 2021.**

A student may select a maximum of two Spring 2021 undergraduate and/or graduate courses to apply this pass-fail grading option to as part of this deadline extension.

For the Spring 2021 term, this policy modification supersedes the following restrictions or exclusions in the existing Pass-Fail Policy: (1) **the exclusion of the 15-credit maximum limit for Pass-Fail courses**, (2) the exclusion of freshman-level students, (3) the student limitation to one pass-fail course in any given semester during the sophomore, junior, and senior years, (4) the student declaration of choosing pass-fail in a specific course no later than six weeks after the beginning of the semester, and (5) the exclusion of courses that count as part of a student's Liberal Studies requirements and/or major and minor program requirements. All other elements of the existing Pass-Fail Policy remain in effect. (NOTE: Dual-enrollment students may be able to use this modified policy but must seek the guidance of their school district as to applicability before opting for a P grade.)

Specifics of this temporary policy modification are as follows:

- a. Courses will not automatically be moved to a pass-fail grading. This is something that students must individually decide to request.
- b. Specifics on the mechanism as to how students submit pass-fail requests will be posted on the Registrar's website and widely communicated to students, faculty and staff. **Student requests must be approved by the Department Chair (or the Chair's designee) of the student's major.**
- c. **Some courses may be excluded from the option of Pass-Fail due to program and/or accreditation requirements; see sections f. and g. below.**
- d. All courses for which passing (P) grades have been assigned will count toward degree requirements.
- e. Once the request has been submitted, this pass-fail option may not be reversed.
- f. At the undergraduate level, all grades of D or better in courses that have been elected by the student for pass-fail grading will convert to P. **However, this would not apply to courses in certain IUP programs (to be identified by the dean of their college) that require their students to earn a C or better to progress in the program.** In these cases, C or better grades will convert to P, and D and F grades will remain on the transcript.
- g. At the graduate level, the letter grade for which a P can be assigned will be made at the program or college level. In some programs a C grade would be considered an F in a pass-fail system. Students need to contact the Department Chair of their program and/or the appropriate program coordinator.
- h. If a student fails a pass-fail course, the student will receive an F or N (non-participation failure) grade which will then be used in calculating the student's grade point average.
- i. This policy does not apply for incomplete grades being converted in the Fall 2020 semester.
- j. Incomplete designations for Spring 2021 courses may not be converted to a Pass-Fail grade.



Important note: Students should be in ongoing, active discussions with faculty and advisers about academic progress. Using the Pass option should be reserved for extreme circumstances, as there may be unanticipated future impacts.

Specifically, students may need to be aware that the conversion of courses to pass-fail may affect their eligibility for financial aid, visa status (for international students), veterans' educational benefits, scholarships, compliance with accreditation standards, their ability to transfer credits to another academic institution, their chances of being accepted into a post-graduate institution, prospective employment options based on employer or industry standards, or their ability to repeat the course.

It is strongly recommended that students talk to the Office of Financial Aid (if applicable), their advisers, and/or department chairpersons about the potential ramifications of pass-fail grading as soon as possible and prior to submitting their requests for pass-fail grading.

RATIONALE:

The Academic committee has discussed in detail the ongoing, widespread effects of the pandemic on students, faculty, and staff. We propose the policy change noted herein. We have proposed this earlier in the semester to allow for strengthened advising, messaging, and planning. In proposing this, we join esteemed fellow institutions such as West Chester University of Pennsylvania, Penn State and Ohio State.

Why we propose this:

Through no-one's fault, at IUP, we have been exposed to extreme stress doubly - not just to the stress of the pandemic, but also the stress of the chaos of change (retrenchment, layoffs, NEXT EGN, et al) and the stress of that chaos. Everyone is trying their best, but constant change is debilitating. Constant stress can have significant health (physical and mental) effects.

In crafting this Spring 2021 policy, as we examined options, we realized that, effectively, "nothing has changed" since fall 2020. To provide further background:

- We have asked for surveys of student situations and SGA surveys results have mirrored what we have heard nationally¹:
 - Respondents indicated an enormous amount of psychological distress and isolation.
 - Even students who pivoted to online last spring, report consecutive semesters as being more stressful due to the isolation.
 - It has been reported that students are [still] "struggling."
 - ¹Even before COVID, college students are recognized as a vulnerable population, suffering from higher levels of anxiety, depression, substance abuse, and disordered eating compared to the general population.
 - Post COVID, in one nationally reported survey, (71%) indicated increased stress and anxiety due to the COVID-19 outbreak. Multiple stressors were identified that contributed to the increased levels of stress, anxiety, and depressive thoughts among students. These included fear and worry about their own health and of their loved ones (91% reported negative impacts of the pandemic), difficulty in concentrating (89%), disruptions to sleeping patterns (86%), decreased social interactions due to physical distancing (86%), and increased concerns on academic performance (82%).
 - Another published survey found that 45 percent of students across the seven universities experienced a high risk of psychological impacts. Forty percent of students had a moderate psychological impact risk, and just 14 percent of



students were in the low risk category. The found that female students, younger students aged 18 to 24 years, students who had more than eight hours per day of screen time and students who knew someone who contracted COVID-19 were more likely to experience negative psychological impacts from the pandemic. (IUP students, in general, are heavily represented amongst the first 3.)

- As we noted in fall 2020, we realized that, despite heroic efforts by IUP and our faculty, what could not be well-factored into the planning equation was the difficulty of tracking everything online, whilst lacking many of the traditional structures that a student would normally have access to in person (tutoring, faculty mentoring, service office interpersonal contacts and face-to-face explanations). And, increased screen time (such as hybrid courses and homework on D2L) contributes to poor mental health.
- The move to on-line learning further exacerbated the already extant socio-cultural gaps between students in prior semesters and nothing has changed.
- On-line learning remains not a preferred or comfortable learning modality for many students, and in fact, many being hybrid still meant that courses were significantly online, if not totally online. Students are having a negative reaction to the asynchronous learning modality which many students find difficult to engage with.
- Many students report continuing to have internet/connectivity issues which contribute to stress and a less than optimum learning situation.
- Significant numbers of students are working extensive hours to maintain finances or to augment family finances.
- We are aware of, and address concerns, such as financial aid, graduate school, etc. within the policy.
- The policy continues to allow for prohibitions against the use of this policy by some.
- That said, we are fully cognizant that there is no perfect policy but did not want to delay its passing as there will be no perfect policy and we wanted to allow for adequate advising time.

Knowing that this is a tenuous time and wanting to support students remaining as students and continuing toward degree progress, we strongly urge passing of this policy.



APPENDIX B
Non-Credit Committee
Chair O'Neil

FOR INFORMATION:

Zoom meeting: Tuesday, March 23, 2021

Attendees: Tess O'Neil, Chair, committee members: Carrie Bishop, Andrew Nutter, Marcy Rearick

Excused: Stan Mukasa, Michael Husentis

Interviewee: Chef Lynn Pike

The pandemic has affected the Culinary as it has all the university. Since they had to shut down in March 2020, this school year began with 'leftover' students from 2020 as well as a new cohort.

Despite the challenges of COVID19, various program activities and changes continued.

PROGRAM ACTIVITIES

- American Culinary Federation Groundhog Chapter, meetings continued
- Escoffier Club name was changed to CBSA Culinary and Baking Student Association
- Open Houses –were virtual since March 2020 and will continue in the Spring.
- Externship and Sponsor Fair will be virtual

Department Changes

- Labs were adjusted to comply with COVID19 safety guidelines
- Baking and Pastry Program was open to first year students

Program Changes

- Support Staff: Retirement of Enid Resnick
- Faculty: Retirement of Martha Blake

