

University Senate

Tuesday, November 30, 2021

3:45pm – 5:00pm, Zoom

Approval of Order

- A. Approval of minutes from November 16, 2021 meeting
- B. Approval of current agenda items and order

Reports and Announcements

- A. President Driscoll
- B. Interim Provost Luetkehans
- 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. Academic Committee
- E. Awards Committee
- F. Non-credit Committee
- G. Library and Education Services Committee
- H. Research Committee
- I. Student Affairs Committee
- J. University Development and Finance Committee

Chairperson

- Smith-Sherwood
- Sechrist/Greenawalt
- Moore/Gossett
- Dugan/Wachter
- Paul
- O'Neil
- Chadwick
- Sciulli/Guth
- Erwin
- Drye

A	2-5
B	6-7
C	8-10
D	11

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

E	12-13
F	14-20

New Business

Adjournment

**APPENDIX A
ACADEMIC COMMITTEE
CHAIR DUGAN**

FOR ACTION:

The Academic Committee recommends the following esteemed Dean for **Dean Emeritus** status:

2021-2022 Recommendations for Dean Emeritus	
NAME	<u>Unit/Division</u>
Dr. Robert Camp	The Eberly College of Business
Dr. Deanne Snavelly	The Kopchick College of Natural Sciences and Mathematics

FOR ACTION:

The Academic Committee recommends the following esteemed Associate for **Associate Dean Emeritus** status:

2021-2022 Recommendations for Associate Dean Emeritus	
NAME	<u>Unit/Division</u>
Dr. Cynthia Strittmatter	The Eberly College of Business

FOR ACTION:

The Academic Committee recommends the following esteemed faculty for **Faculty Emeritus** status:

2021-2022 Recommendations for Faculty Emeritus	
NAME	<u>Dept</u>
Dr. Madeline Paternostro Bayles	Kinesiology, Health, and Sports Science
Ms. Holly Boda-Sutton	Theatre, Dance, and Performance
Dr. Christian Dickinson	Music
Dr. Joseph Domaracki	Communications Disorders, Special Education and Disability Services
Dr. Wendy Elcesser	Madia Dept. of Chemistry, Biochemistry, Physics, and Engineering
Dr. Ajawad Haija	Madia Dept. of Chemistry, Biochemistry, Physics, and Engineering
Dr. Kathleen Hanrahan	Criminology and Criminal Justice
Dr. Robert Hinrichsen	Biology
Dr. Michael Kingan	Music
Dr. Muhammad Numan	Madia Dept. of Chemistry, Biochemistry, Physics, and Engineering
Dr. Carl Rahkonen	Library
Dr. Sue Rieg	Professional Studies in Education
Dr. Teresa Shellenbarger	Nursing and Allied Health Professions
Dr. B. Gail Wilson	Communications Media

FOR ACTION:

FALL BREAK (PAUSE)

CURRENT

No official fall break or pause; fall semesters 2020 and 2021, there have been last-minute, ad hoc designation of self care days.

PROPOSED

Based on requests for consideration of formalization of a Fall Break, rather than recent ad hoc inclusion of “self-care” days, the Senate Academic Committee reviewed the recent instructor/administrative/staff and student Fall Break survey results. We appreciate all who responded to the surveys. The option with the majority support among (1) instructors, staff and administrators and (2) students was Option 2, as presented below by the committee. The Committee believes the following recommendation best serves the overall needs of the IUP community.

Recommendation: Institute a 2-day “fall pause” (continuous days) in mid-October, beginning in the Fall 2022 term and continuing in future fall terms, and (in 2022*) limit the Thanksgiving Holiday to Wednesday/Thursday/Friday; having the Monday/Tuesday of Thanksgiving Week be only on-line instruction/assignment days (e.g., in D2L), thus allowing for students and faculty to work from home during that week.

RATIONALE

Based on previous experiences with having a “fall pause;” significant national and local data about student (and other) mental health challenges, both in general and as exacerbated by recent and ongoing world events; the ad hoc inclusion of fall pause (self care) days over the past two fall semesters; and the resultant perceived desire of the IUP community to continue this practice, the Senate Academic Committee is recommending the addition to the 2022 calendar, and future calendars, of a Fall Break (pause).

	Support for the Option	Instructors, Staff and Administrators	Students
Option 1: Monday/Tuesday mid-October Fall Pause and limit Thanksgiving holiday to only Wednesday/Thursday/Friday.	Yes	172 (42.9%)	228 (21.9%)
	No	229 (57.1%)	814 (78.1%)
Option 2: Monday/Tuesday mid-October Fall Pause and limit Thanksgiving holiday to Wednesday/Thursday/Friday – but have the Monday/Tuesday of Thanksgiving week be only on-line instruction/assignment days (e.g., in D2L)	Yes	259 (61.8%)	692 (63.5%)
	No	160 (38.2%)	398 (36.5%)
Option 3: Thursday/Friday mid-October Fall Pause and later start date for the Fall term (by three days) – August 25, 2022.- and full Thanksgiving week off; finals occur December 12-16, commencement on December 17	Yes	150 (38.1%)	238 (22.8%)
	No	244 (61.9%)	804 7.2%

**The above option is based on the 2022 Calendar. Future dates may need to be adjusted and may allow for both the fall break and a week-long Thanksgiving, based on future calendars and the range of days available to start classes in August and September.*

FOR ACTION:**Current****Eligibility and Application for Graduation**

Commencement ceremonies at IUP are in May at the conclusion of the spring semester and in December at the conclusion of the fall semester. Students who have applied for graduation for May and August are invited to attend the May ceremony and are included in the commencement booklet. Students who have applied for graduation for December and January are invited to attend the December ceremony and are included in that commencement booklet.

Students are responsible for knowing and fulfilling the requirements for graduation in their degree program. All students who expect to graduate are required to apply for graduation. Dual baccalaureate degree students must file a separate graduation application for each degree. Undergraduate students should check the published deadlines for graduation application and should apply on the web at MyIUP (*my.iup.edu*). Further information on applying for graduation may be obtained at the dean's office of the student's primary major college.

Degrees will not be posted until approval by the dean or the dean's designee of the college of the student's primary major is received in the Office of the Registrar. Diplomas will then be issued provided all financial obligations and requirements (including primary major, secondary majors, and minors) have been satisfied.

Revised**Eligibility and Application for Graduation**

Commencement ceremonies at IUP are in May at the conclusion of the spring semester and in December at the conclusion of the fall semester. Students who have applied for graduation for May and August are invited to attend the May ceremony and are included in the commencement booklet. Students who have applied for graduation for December and January are invited to attend the December ceremony and are included in that commencement booklet. **Please note: Students need to reapply for graduation if they have not met all of their requirements for their initial date of graduation.**

Students are responsible for knowing and fulfilling the requirements for graduation in their degree program. All students who expect to graduate are required to apply for graduation. Dual baccalaureate degree students must file a separate graduation application for each degree. Undergraduate students should check the published deadlines for graduation application and should apply on the web at MyIUP (*my.iup.edu*). Further information on applying for graduation may be obtained at the dean's office of the student's primary major college.

Degrees will not be **finalized** until approval by the dean or the dean's designee of the college of the student's primary major is received in the Office of the Registrar. Diplomas will then be issued provided all financial obligations and requirements (including primary major, secondary majors, and minors) have been satisfied.

Rationale: Reviewed as a part of a routine review. Only changes are clarifying language.

FOR INFORMATION:

IUP Next Gen Phase 2 – Council 1 Student Support White Paper (see Appendix F). The Academic Committee reviewed the report. **The committee supports the report including its recommendations (actions).**

The following are the committee's general comments:

- The committee likes the report's attention to/emphasis on mental health.
- The committee likes those recommendations that are most "actionable" (e.g., resulting in concrete actions) rather than those recommendations focusing on forming a committee to further investigate an area. For many of these actionable recommendations, the bottom line is that resources will need to be committed by the university to implement those actions.
- There was discussion regarding the First Year Experience (FYE) program. Many on the committee support the formation of a 1-credit course (see report as to what this program would cover) for freshman. Others question whether this course needs to be a required course. Everyone recognizes that much work will need to occur to incorporate this course across all curricula (involving curriculum committees).
- The committee feels that there should not be overreliance on data analytics for making decisions regarding student success. Applying data for decision making without understanding what the data actually mean is not recommended. Also, the committee questions the need for a newly created position to coordinate a proactive, data-driven approach to student support and student success
- The committee really likes the report's redefining the mission and goals for the University College and the suggestions provided for increasing retention and persistence for students through the University College.
- The committee strongly endorses the creation of a one-stop shopping experience for students, identifying both a physical campus location and a matching virtual platform.
- The committee discussed the various virtual platforms available, and the consensus is that IUP needs to explore more the use of the IUP App for communicating and coordinating university information.

**APPENDIX B
NON-CREDIT COMMITTEE
CHAIR O'NEIL**

FOR INFORMATION:

School Security Personnel Training Program

Zoom meeting Thursday, October 14, 2021

Attendees: Tess O'Neil, Chair, Thomas Barns, Lynn Pike, Marcy Rearick.

Interviewee: Dennis Marsili, Director, Criminal Justice Training Center

The School Security Personnel Training (SSP) program is a clock hour certification program offered by the IUP Criminal Justice Training Center (CJTC). The curriculum is designed to satisfy the requirements for the PA Act 67 of 2019: School Safety and Security. Successful completion of this program will certify the graduate to work in Pennsylvania schools, in the following roles: School Police Officer, School Resource Officer, and School Security Officer.

The program is beneficial to law enforcement officers and school safety professionals working in an educational environment. Students gain the skills, tools, and methods to build positive relationships with both students and staff to develop a safe learning environment and a more in-depth understanding of the role and functions of school security personnel.

Since the first SSP cohort was offered in the summer of 2020, twenty cohorts have been offered. Currently one on-line cohort is being offered each month. Most cohorts are held on-line with enrollment being limited to around seven to accommodate for the one-to-one required instruction/interaction required of the program. A few in-person cohorts have been held with enrollments around 18 per class with the break-even enrollment at six.

Admission to the SSP program requires a HS Diploma/GED, approval of the Director of IUP's Criminal Justice Training Center, and various clearances. The cost of the program is \$395 and is competitive with the national organization fee of \$495 and includes the required manual and lesson PowerPoints.

The SSP program includes forty-hours of instruction and is approved by the Pennsylvania Commission on Crime and Delinquency (PCCD). In-person instruction occurs over a period of two-and-a half weeks with on-line instruction that includes five-two day learning independent modules each followed by a zoom meeting. Interaction between the students and instructor occurs during the group style zoom meeting with individual breakouts where the instructor is one-on-one with each student, followed by a quiz and essay. A culminating final or presentation is required for successful completion of the program. The course is graded as pass/fail and is transcribed.

Program details and application are outlined on the IUP Criminal Justice Training Center webpage <https://www.iup.edu/crimjustice/>.

Currently IUP is the only Pennsylvania municipal police academy outside of the national organization offering a program that meets the Act 67 of 2019 requirements. The program is currently limited to within the state of Pennsylvania. This program began during the pandemic and has successfully grown by adjusting the method of instruction to online to meet the needs of the attending students. Additional faculty and administrative resources could provide the necessary leverage to expand the program nationally.

Mr. Marsili wishes to thank the university for all the support in various departments throughout the campus to bring this program to fruition.

FOR INFORMATION:

Athletic Department, Aquatics Program
Zoom meeting Thursday, November 11, 2021

Attendees: Tess O’Neil, Chair, Thomas Barns, Lynn Pike, Marcy Rearick.

Interviewee: Adam Stoner, Assistant Swimming Coach

Adam, along with Swimming Coach Chris Villa have been running the IUP Aquatics Program since November of 2020. The facility closed in March of 2020 due to COVID. It has been passed along to them from the College of Health and Human Services.

IUP has two 25-yard, six lane pools. The Lepley Natatorium pool is in Zinc hall and the Pidgeon Natatorium pool is in the Field House.

Field House Pool:

This pool is used more for athletics. It is rented out to high schools and the YMCA.

Zinc Hall Pool:

This pool hosts the majority of community-based programs. They have open swims throughout the day and weekends. These are free to students, but faculty, staff and the community do have to pay a fee. This fee comes out to a meager \$.68 per day; very affordable.

There are tiers to the membership for the community including:

- | | |
|----------|-----------------------|
| Couples | Seniors |
| Families | Retired faculty/staff |

The Aquatics program receives a small budget from the co-op which they use for the students.

Beyond open swims, they just restarted swimming lessons. This is a low-cost option for the community, offered in a two to four-week option.

They are an authorized provider for the Red Cross in Lifeguard certification classes and CPR training. They offer private and semi-private swimming lessons from “learn to swim” to the competitive level. Students are their instructors. Their Graduate Assistant Noah Frederick organizes the swimming lesson program and teaches courses himself. They pay \$9.00 an hour to their instructors. Most of the instructors are student athletes.

They hope to offer group swimming lessons in the Spring, using the Swim team athletes to teach these lessons.

They offer water aerobics hosted by the Aging Services. This requires a licensed instructor, which the Aging Services pays for using a grant.

In addition to running swimming lessons and water aerobics, they run swimming camps and clinics a couple times a year.

Committee recommendations:

We advised Adam to advertise. He said they just use social media for now and word of mouth, as it is not in their budget to advertise. They will, however, investigate more avenues in which to let the community know of their facilities and all that they offer.

**APPENDIX C
LIBRARY AND EDUCATION SERVICES COMMITTEE
CHAIR CHADWICK**

FOR ACTION:

**Data Classification Policy
November 10, 2021**

Introduction

Indiana University of Pennsylvania (IUP) produces, collects, and uses many different types of electronic and paper data records to fulfill its mission. Federal, State, and local law as well as various university policies mandate privacy and protection, as well as openness, of certain records.

Purpose

The purpose of data classification is to establish a framework for classifying university data records based on sensitivity, value, and criticality. Classifying university records is the initial step in determining security controls for the protection of data. University data is defined as all data owned, collected, licensed, or otherwise in possession of IUP.

Scope

This policy applies to all individuals with access or authorization to produce, collect, or use IUP Data. The data subjects are university records, and not records created for personal use. Specifically, the guideline applies to those who are responsible for classifying and approving the use of IUP data.

Data Classification

Data classification, in the context of information security, is the classification of data based on its level of sensitivity and the impact to the university should that data be disclosed, altered, or destroyed without authorization. The classification of data helps determine what baseline security controls are appropriate for safeguarding that data. All institutional data should be classified into one of the three classifications level listed below:

I. Public Data

- Is data that is intended for public disclosure and controlled by the university.
- The loss of confidentiality, integrity, or availability of the data has no adverse impact on the university.
- Requires authentication to publish and modify.
- Examples: News releases, university catalog, university policies, event schedules, legally mandated disclosures, university directory information.

II. Private Data

- Is data not generally available to the public and limited to individuals with an IUP computing account.
- The loss of confidentiality, integrity, or availability of the data could have a mildly adverse impact on the university.
- Tightly controlled user and network access based on job responsibilities.
- Stored and transferred using encryption where feasible.
- Likely subject to Pennsylvania's Right-To-Know Law with review for potential disclosure.
- Examples: Personnel records, Student records (non-FERPA), tactical plans, non-public reports, budget information, deliberations about business processes, non-public course data stored in Learning Management System, IT documentation, Email communications, ID numbers.

III. Restricted Data

- Restricted Data includes confidential or sensitive information.
- Is data required by law/regulation to be protected.
- The loss of the confidentiality, integrity, or availability of the data could have a significant adverse impact on the university.
- Highest level of controlled user and network security
- Requires approval by leadership based on review of job responsibilities along with data use and requirements
- Stored and transmitted using encryption
- Not stored on shared or general-purpose storage including email
- Not subject to Pennsylvania’s Right-to-Know Law pursuant to specific exemptions in the Law.
- Examples: Family Educational Rights and Privacy Act (FERPA) protected student records, Gramm-Leach Bliley Act (GLBA) protecting financial records, and medical records (HIPPA), SSN, payment card data, banking account numbers, passwords

Guidelines

IUP employees will be informed of these data classifications in addition to FERPA and other related policies. The university will inventory and manage data use within the Restricted and Confidential or Sensitive data elements.

Lead data stewards or domain experts are leaders who oversee the lifecycle of university data and who will determine the data classifications for their respective department, area, or function. These selected and privileged individuals may also serve as “security officers” to grant access to Restricted Data. At the current juncture the University Reporting Team and Banner Security Officers will serve as the data stewards until a formal structure is implemented.

Institutional Research is the lead in managing data classification in relation to IUP requirements locally and within the Pennsylvania State System of Higher Education.

Classification should be revisited on a periodic basis or when new technologies or systems are implemented. This activity again should be led by Institutional Research and data stewards or domain experts.

Definitions and Supporting Documentation

Confidential or Sensitive Data is typically classified as Restricted data based on the classification policy

Data Steward is a senior-level employee of the University who oversees the lifecycle of one or more sets of Institutional Data

Institutional/University Data is defined as all data owned, collected, licensed, or otherwise in possession of IUP.

Non-Public Information is defined as any information classified as Private or Restricted data based on the classification policy

IUP IT Policies

<https://www.iup.edu/itsupportcenter/about/policies/>

FERPA

<https://www.iup.edu/registrar/policies/ferpa/index.html>

Computer Account Retention Policy

<https://www.iup.edu/itsupportcenter/about/policies/policies/computer-account-retention-policy.html>

Gram-Leach-Biley Act

<https://www.iup.edu/itsupportcenter/about/policies/policies/gramm-leach-bliley-act.html>

Information Protection Policy

<https://www.iup.edu/itsupportcenter/about/policies/policies/information-protection-policy.html>

IT Acceptable Use Policy

<https://www.iup.edu/itsupportcenter/about/policies/policies/it-acceptable-use-policy.html>

Health Services Policy

<https://www.iup.edu/healthservice/policies/>

Right-to-Know Law

<https://www.iup.edu/humanresources/policies/right-to-know-policy/>

**APPENDIX D
RESEARCH COMMITTEE
CHAIR SCIULLI**

Meeting Minutes – November 9, 2021

Note: The committee currently has vacancies from NSM and HHS.

There were 7 USRC Small Grant proposals for review, and the decision was made to fund 7 proposals, totaling \$11,353.

- Michelle Bruno
- Alfred Dahma
- Taylor Edwards
- John Lowery
- Andrea Palmiotto
- Lisa Price
- Timothy Runge

Our next meeting will be Tuesday, December 7, 3:30PM, via Zoom.

**APPENDIX E
PRESIDENTIAL ATHLETIC ADVISORY COUNCIL
CHAIR CASTLE**

Monday, October 25, 2020

2:00 p.m.

Zoom

Observations

Welcome and Remarks – Dr. Joshua Castle, Chair

- Provided an Update on the IACC Meeting

Remarks from Dr. Michael Driscoll

- NCAA will be discussing the gender equity issue at last year’s NCAA Basketball Championships regarding training facilities. Women’s Basketball has already been granted permission to start using the slogan “March Madness” which was previously reserved for the Men’s Basketball Tournament.
- The NCAA is rewriting the NCAA Constitution. There will be several meetings and conventions in November to discuss changes and revisions.
- Discussed the integration of the State System as it related to naming and athletics. The NCAA won’t review the request of the three schools having separate athletic programs until the Regional Accreditor passes judgement.

Remarks from Dr. Tom Segar

- Commented that he was glad to hear that the speaker series in that started in the pandemic year to keep student-athletes engaged is continuing.
- Discussed the NCAA twitter movement on DEI. Thanked the student-athletes and teams for their involvement.
- Applauded the VB team for keeping the mask movement in.

Report from Athletic Administration – Todd Garzarelli

- Athlete Covid-19 testing and vaccination rates-Updated the committee on cases and vaccination rates of players and staff. The Department is 81% which is better than the conference average. They are hopeful that his number will increase as spring sports start to practice.
- Enforcing Masking Guidelines-Talked about the great job that people are doing to enforce the masking mandate at fall indoor events. The challenge will be with basketball with the addition of concessions stands. A letter will go out to season ticketholders alerting them to the mask requirements.
- Fall Sports Update-Complimented the Women’s Tennis on the regional and national success. Also commented on the Men’s Golf on their 31st Team Championship, Discussed the senior days coming up and encouraged the committee and the university to come out and support the seniors for the fall sports.
- Personnel Updates-Updated the committee on coaching and staff changes that have occurred this year.

Report from Athletic Compliance- Samantha Goettman

- Reviewed Proposed Legislation Changes within the NCAA.

Report from University Advancement – Khatmeh Osseiran Hanna

- Advancement Council has gained 5 new members; Nov 3 is an Advancement Council Summit for all Advancement Council members with the Athletic Director and the Deans. Coaches Lombardi and Braun and Sam and Todd are on the Campaign Task Force.

- YTD fundraising is \$303,706, which is 262% more than last year at this time and an increase of 215% donors to date 236 vs 110 donors.
- The Coach Fry Endowed Fund for Track and Field is at \$85,000 of its \$150,000 goal. with a very active steering committee.

Report from University Admissions – Dr. Patti McCarthy

- Provided the committee with update on Fall 22 projections. Discussed how athletics is helping with the projecting enrollment through coaches providing accurate roster details for student-athletes who might not be returning
- Discussed the retention numbers as a university and retention rates of student athletes.

Report from Faculty Athletics' Representative – Jim Racchini

- Spring 2021 Highlights
 - Dean's List - 280 Total (69.3%)
 - 4.0 GPA – 104 (25.7%)
 - Semester GPA– 3.38
 - Men (3.20) – Golf (3.79), Baseball (3.30), Cross Country (3.24)
 - Women (3.51) – Cross Country (3.70), Field Hockey & Tennis (3.66)
- **AY 2020-21 Highlights**
 - 288 PSAC Scholar Athletes (68.3%) - cumulative grade point average of 3.25 or above
- **PSAC Team GPA Awards**
 - Women's LAX (3.668)
 - Golf (3.714)
- Elite 90 - highest cumulative grade-point average participating at the finals site for each of the NCAA's championships. Joanna Stralka (Tennis)
- Pete Nevins Scholar-Athlete of the Year - achieved at least a 3.50 cumulative grade point average while competing at an outstanding athletic level. Paige Mikesell (women's swimming)
- PSAC Top 10 Award - A total of 10 student-athletes - five men and five women - are chosen after each sports season; fall, winter and spring. To be a candidate for the Top 10 Award, a student-athlete must have achieved a minimum of a 3.50 cumulative grade point average (as of fall 2009 awards) and must be a starter or key reserve with legitimate athletic credentials. Paige Mikesell (women's swimming)

Report from Student Athletic Advisory Committee – Rachel Johnson

- Highlighted the success of the fall sports teams and mentioned how everyone was excited to get back on campus and compete.
- Discussed the NCAA inclusion campaign
- Mentioned the new athletic trainer hire and what a nice job she was doing.

APPENDIX F

Summary of Consultation Process - NextGen Coordination Councils and University Senate Committees

To ensure a clear flow of communication and lay the groundwork for follow-up work on the recommendations that are submitted to the President’s Cabinet by the five P2 Coordination Councils, the NextGen Transition co-chairs worked with University Senate leadership over the summer of 2021 to identify Senate Committees whose areas of responsibility included some or all of the charges given to the five NextGen Coordinating Committees. We also worked together to identify members of the University Senate who were also serving either as leaders or members on each of the coordination councils. Councils were asked to use these shared members as liaisons to communicate with their designated Senate committee and organize a meeting in which feedback on draft action items and recommendations could be shared. Due to scheduling conflicts, not all councils were able to hold their planned meeting with their Senate committee in November; we are hopeful that meetings will occur after the Thanksgiving break.

Senate Presentation 1

Two NextGen Coordination Councils were able to get feedback from their designated Senate Committee in time to have their recommendations presented at the November 30 Senate meeting. The initial draft of their action items and/or recommendations have been revised based on committee feedback and are ready to be shared with the full Senate for information. They are attached as separate documents.

Coordination Council	Senate Members Serving on P2 Council	P2 Council Members Serving on Coordinating Senate Committees
Council One: Student Support	<i>Core Leadership</i> – Craig Dillaman (Rules), Todd Van Wieren, Mimi Benjamin (Student Affairs) <i>Membership</i> –Elizabeth Poje Hawk, Holly Olexo (designee Academic), Allison Baker (Awards), Amber Racchini (UWUCC), Ali Kappel (Academic)	Student Affairs Committee <ul style="list-style-type: none"> • Todd Van Wieren Academic Committee <ul style="list-style-type: none"> • Ali Kappel
Council Four: Core Curriculum	<i>Core Leadership</i> – Marilyn Kukula, Edel Reilly (UWUCC), Heide Witthoeft (Academic) <i>Membership</i> – Yaw Asamoah (LESC), Vicky Ortiz (UWGC), Adam Katchmarchi (UWUCC), Stephanie Jozefowicz (LESC), Dawn Smith-Sherwood (Rules), Scott Moore (UWGC), Justin Fair (UWUCC)	University-Wide Undergraduate Curriculum Committee <ul style="list-style-type: none"> • Adam Katchmarchi or Justin Fair

After these documents are shared for information with the Senate on November 30, 2021, a Qualtrics Survey link will be provided so that Senate members can indicate their support or lack of support for individual action items and/or recommendations along with written feedback that the Coordination Councils can use in preparing their final White Papers.

Senate Presentation 2

Three NextGen Coordination Councils were not able to prepare their initial recommendations and get feedback from their designated Senate Committee in time for the November 30 Senate meeting. Their initial drafts of action items and/or recommendations will be presented to their committee(s) later this fall and shared with the full Senate for information at the first meeting in the Spring (February 8, 2022.)

Coordination Council	Senate Members Serving on P2 Council	P2 Council Members Serving on Coordinating Senate Committees
Council Two: NextGen Campus	<i>Core Leadership</i> – Richard Muth, Josh Castle (Student Affairs) <i>Membership</i> – Laura Krulikowski (Student Affairs), Jennifer Gossett (UWGC), Sarah Brown	Development and Finance Committee <i>No overlap here</i>
Council Three: Budget Planning	<i>Core Leadership</i> – John Kilmarx (Academic), Paula Stossel, Ben Ford (UWUCC) <i>Membership</i> – Amy Cook (DFC), Chris Kitas (Academic), Cathy Dugan (Academic), Susan Drummond (LESC), P.T. Schlosser	Development and Finance Committee <ul style="list-style-type: none"> • Amy Cook
Council Five: Future Initiatives	<i>Core Leadership</i> – Sharon Procter (UWGC) <i>Membership</i> – Craig Bickley (Awards), Bitna Kim, William Chadwick (LESC), Anne Kondo (DFC), Koga Chilume (UWGC)	University-Wide Graduate Committee <ul style="list-style-type: none"> • Sharon Procter • Koga Chilume Development and Finance Committee <ul style="list-style-type: none"> • Anne Kondo

After these council documents are shared for information with the Senate on February 8, 2022 , a second Qualtrics Survey link will be provided so that Senate members can indicate their support or lack of support for individual action items and/or recommendations along with written feedback.

While Senate feedback from the February meeting will come after the NextGen White Papers are submitted, it will be shared with the President, Provost, and Cabinet for their use in making decisions about whether and how to implement the suite of action items and recommendations that emerge from the NextGen Coordination Council process. This information will also be available for any work groups organized by the President and Provost to carry out the formal implementation of action items or curriculum revisions that they decide to move forward with.

Coordination Council 1-Student Support Action Items Summary

Charge 1: Explore new ways of supporting all IUP students with academic, social, and other challenges.

- Develop A Mental Health & Emotional Wellness Innovation Hub
- Design and Implement a First Year Experience & Sophomore Year Experience for all students
- Allocate resources for a One-Stop Shopping Model/Center
- Engage in Career Development across the entire student lifecycle
- Leverage data analytics for student success
- Establish a university Streamlining Think Tank
- Create a professional position: Student Ombudsperson

Charge 2: Create a unified plan to utilize the University College and other resources to support at-risk students.

- A once-a-semester or an annual Student Services Day
- Establish a Committee for Student Services and Student Success
- Establish a new position to coordinate a proactive, data-driven approach to student support and student success
- Establish a coordinated system/workflow for the Student Advocate and A-Dean functions
- Specific to the University College services and offerings:
 - Develop a FYE curriculum that enhances student success and supports the selection of a major for IUP Exploratory Studies students
 - Expand the reach of tutoring and SI programs through strengthening relationships across the institution and demonstrating the successful track record of our existing programs
 - Increase the benefit of the ACT 101 grant through specific programming such as a textbook lending program and other more targeted uses of the funds.
 - Transition the Hawks Q&A Center to a physical location by collaborating with the IUP Libraries Information Desk. This one-stop shop menu of resources began at its physical location in the library in fall 2021
 - Market the BA and AA in General Studies programs, so that faculty, students, and advisors understand the flexibility and viability of being able to customize a degree
 - Collaborate with departments and offices to provide a consistent training program for students who are serving in various peer mentoring roles across campus.
 - Assess the instructional design needs of students and faculty to develop an action plan that provides services to benefit the campus community
 - Coordinate with Admissions, Housing, Health Services, Financial Aid, MARCOM etc. to develop a streamlined onboarding experience for incoming students.
 - Collaborate with Institutional Research, Deans, and the Registrar's office to develop an effective forecasting model that identifies course needs
 - Utilize the data (compiled by newly created data analytics position) to determine what interventions to implement to support student success initiatives

- Streamline the procedures for Total University Withdrawals and Cancellation of Future Enrollment by working with IT Services to develop electronic forms to trigger the necessary workflow
- Create a university-wide communication plan that includes explaining the purpose and significance of the N grade

Charge 3: Create a “One-stop Shopping” model for students, identifying both physical campus location and matching virtual platform.

- Allocate financial resources for the development of the Learning Commons in the library
- Allocate funds to staff the Library Information Desk in person, and remotely when the library is closed, for easier student access
- Develop a Student Services One-Stop-Shopping Kiosk at the Library Information Desk

Charge 4: Craft more effective methods of reaching students in need of support, especially during and after the pandemic.

- Enhance user experience when looking for information on the IUP website
- Develop plan to induce “Happening Upon Information” relative to student resources and services
- Streamline “Pushed Out Information” through course announcements across all colleges

Coordination Council #4 Core Curriculum-- Recommendations

Charges given by the NEXTGEN Task Force to Core Curriculum #4:

- Redesign our educational core to enhance both the personal and professional growth of our students, with a stronger focus on diversity, equity, and inclusion.
- Streamline undergraduate learning outcomes to promote meaningful assessment.
- Rename the core to reduce confusion for prospective students and parents.

Recommendations:

- **Recommend identifying key groupings of skills to limit complexity:** Working from 21st Century Skills examine groupings of skills all students should master. Example groupings could include:
 - Individual Values:
 - Physical and psychological health, perseverance, self-evaluation and monitoring, intellectual interest, initiative, and creativity.
 - Relationships:
 - Teamwork, interpersonal skills, collaboration, coordination, adaptability, flexibility, leadership, and team monitoring.
 - Negotiation:
 - Conflict resolution, empathy and perspective taking, debating, difficult dialogues, and trust.
 - Professional Communication:
 - oral, written, non-verbal, active listening, assertive, digital technology literacy, and public speaking.
 - Multicultural Fluency:
 - Diversity Equity Inclusion, personal and social responsibility.
 - Critical Thinking:
 - Problem solving, creative thinking, analysis, adaptability, adaptive learning, reasoning and argumentation, and decision making.
 - Career Management:
 - Professionalism, career orientation, networking etiquette, mock interviews, internships, resume, cover letter, casual workplace speech, and life design. This can be covered in the core, in the major, or as a graduation requirement.
- **Recommend reviewing current courses in the Learning Skills, Knowledge Areas, and Liberal Studies Elective categories:** A thorough review of the current listing of Liberal Studies categories and the courses currently designated to those categories. Create new or revise existing courses to map to the identified key groupings of skills. While the integration of 21st century skills will necessitate the redesign of current Liberal Studies courses so that they link to the discipline's foundational content, the university should also reassess 1) the need for multiple writing courses as writing across the curriculum begins to replace the W-intensive model; 2) the need for both lab and non-lab science coursework; and 3) other areas where students may be better served. It should be emphasized that no areas are targeted and that all areas will be

undergoing a reevaluation.

- **Recommend Interdisciplinary Development of Core Courses:** Departments are encouraged to work with one another to identify areas where content and needs overlap.
- **Recommend Milestones:** Courses that emphasize skills that aid in retention, namely community building and career planning, should be emphasized and available for students in their first two semesters (individual values, relationships, and multicultural fluency). The courses can help students “find their fit” within IUP, helping them become a part of a community. Some examples of milestones could include scenarios where students show identified competencies by creating a specific product or fulfilling a particular outcome (e.g., developing a cultural portfolio or creating a presentation or document illustrating the successful application of strategies for conflict resolution, etc.).
- **Recommend Appointing DEI Personnel:** Appointment of a DEI administrator with at least a half time release and a budget for delivering professional development.
DEI Academic Coordinator: This person must be a faculty member. It is important they understand what faculty do in the classroom, understand the curriculum, and work closely with their faculty peers. We envision this position to be similar to the WAC director position. This position must carry at least a half-time release. Therefore, adequate resources are essential to accomplish this mission.
Roles and Responsibilities (This should be very similar to the WAC director position).
 1. Define DEI for IUP in collaboration with various entities on campus including but not limited to: the Liberal Studies Committee, Academic Affairs, Social Equity director, MSCLE, and Student Affairs.
 2. Lead the effort to develop, implement, and assess the DEI plan.
 - a. Communicate the need for the DEI plans with individual departments.
 - b. Set a clear timeline for completing implementation plan.
 3. Provide professional development for faculty.
 - a. A summer academy-style support.
 - b. Collaboration with the Center for Teaching Excellence (CTE) to provide professional development for all faculty.
 - c. Professional development for faculty who are responsible for teaching courses which incorporate DEI is required. This will be delivered by the DEI coordinator.
 4. Collaborate with orientation personnel to include the DEI Coordinator in programming for first year and transfer students.
- **Recommend Assessing the Identified Elements of Diversity Equity and Inclusion (DEI) in the Current Curriculum:** Assess Liberal Studies courses (i.e., humanities, social sciences, global and multicultural awareness, liberal studies electives including foreign languages) that currently address Diversity Equity and Inclusion (DEI).

Review, discuss, and explore how to implement a framework. Review how humanities, social sciences, and liberal studies electives courses cover DEI. Emphasis to be placed on addressing DEI initiatives from both a content and skills perspective.

- **Recommend Integrating DEI to the Curriculum**

DEI becomes integrated into orientation, HAWKS 101 courses, Liberal Studies courses, and every major, similar to the Writing Across the Curriculum model.

- The provost is responsible for assuring the university's DEI requirements in the curriculum are understood and met. (The other VPs are equally responsible for ensuring that all IUP personnel meet the DEI goals of the university.)
- Every major must develop a plan for DEI similar to the WAC model.
- HAWKS 101 must incorporate DEI concepts.
- Map how students are exposed to DEI concepts throughout Liberal Studies courses. This should begin in first-year courses/experiences and be continued throughout.

- **Recommend working with MARCOM to identify words and/or names that are a reflection of what IUP has to offer students.** In order to make IUP stand out from other universities, collaborate with MARCOM once groupings of skills have been identified to show prospective students at a glance why they should attend IUP.