

MINUTES OF THE UNIVERSITY SENATE

The April 12, 1983 meeting of the University Senate was called to order by Chairman Stan Tackett at 3:20 p.m. in Pratt Auditorium.

The following Senators were excused from the meeting: Senators Abrams, H. Cunningham, Dakak, A. L. Davis, DeFurio, Mlecko, Mueller, M. Murray, Storm, Welty, Worthen, Kolaczowski and Zoni. In addition, the following Senators were absent from the meeting: Alexander, Asting, Bahn, Bowker, Browe, Forbes, Knab, McCavitt, McNabb, Merryman, L. Miller, Moreau, Munro, J. Murray, Novels, Patterson, Receski, Robbins, Rowell, Sedwick, Solak, Staszkiwicz, Syty, Taiani, Vold, Walz, Whitmer, Wilkie, Wilson, Wolfe, Bloom, Haberberger, Rader, Andreassi, Button, Chiapetta, Collet, Domineck, Faller, Jons, Kosin, Krause, Mazzoni, Neely, Popchak, Pulte, Schroeder, Smith, Tate, Taylor, Williams, DeSantis, Fry, Kliner and Miller.

Chairman Tackett listed some of the activities which have been taking place since the March Senate meeting with respect to the Board of Trustees action concerning the University Senate:

1. On March 30, 1983 the State APSCUF President sent a letter to the Board of Trustees suggesting that they seek ways to restore shared responsibility and communication. This letter was sent to Board President Patrick J. Stapleton and all members of the Board of Trustees.
2. The Past Chairmen of the Senate are writing a letter to Secretary Wilburn and Governor Thornburg asking for a meeting to discuss the Board of Trustees action and to attempt to resolve some of the problems.
3. Chairman Tackett is writing a letter to the Board of Trustees requesting that they meet with current Senate officers and current Senate Committee Chairpersons.
4. Jim Gray is writing a letter to the Board of Trustees asking that they meet with APSCUF officers.
5. Chairman Tackett has received requests from several faculty Senators asking for a Senate Faculty Caucus. Such a Caucus has been scheduled for Tuesday, April 19, 1983 at 3:15 p.m. in Weyandt 208.

On a motion by Senator Chamberlin, seconded by Senator Henry, the minutes of the March 8, 1983 meeting were approved as published.

The Rules Committee listed the following for Senate information:

1. Last scheduled Senate meeting this year: May 3, 1983
2. Extra copies of the agenda and minutes will be sent to the SGA Office
3. C. E. Receski will replace E. J. Norberg on the Senate for the remainder of the 1982-83 year.
4. Senate meeting dates for 1983-84:
September 13, October 11, November 8, December 6, 1983
February 14, March 14, April 10 and May 8, 1984

The Rules Committee submitted a By-laws change to establish a "University Committee on Athletic Policy". The following amendments were made to the original committee structure (see Attachment 1 for final committee structure as approved by the Senate):

1. F. Jones/Park motion added the underlined phrase to the FUNCTION:
The University Committee on Athletic Policy is an Advisory Committee to the University President. The Committee shall have the responsibility to develop and to recommend to the University President, and as a courtesy to the University Senate, policies for the governing of intercollegiate athletics. The Committee should seek advice on athletic policies from the University Senate.
2. Holtz/Curey motion deleted "as a courtesy" and added "to report" in the underlined section of the FUNCTION.
3. Peterson/Wegener motion: MEMBERSHIP: Student be on committee through appointment by the Student Government Association rather than being elected from the student body-at-large (Norton/H. Johnson motion closed debate on this issue)
4. Radell/Peterson motion: MEETINGS: changed it to read "All meetings of the Committee will be open." (Originally stated "All regular meetings of the Committee will be open.")
5. Bright/Wegener motion: closed debate on original motion, as amended.

NOTE: By-laws change requires a two-thirds vote for approval.

The establishment of the "University Committee on Athletic Policy" was approved by the University Senate by a vote of 57 yeas, 21 nays and no abstentions. See Attachment #1 for final form.

The Rules Committee then presented another By-laws change which established a "Committee on Intramurals and Club Sports", shown as Attachment #2. The question was raised as to whether or not the function as listed for this committee constituted the establishment of a separate committee or if these responsibilities could be handled through the Student Affairs Committee. Senator Chamberlin then withdrew the motion from the floor and indicated that he would take it back to the Rules Committee for further investigation.

The following recommendations of the Curriculum Committee were approved by the Senate: (items 1 through 4)

1. New courses:

- a. HE 455 - Home Economics Programs for Individuals with Special Needs - 3 cr.
Prerequisite: EX 300/500 (The Exceptional Child in the Regular Classroom)
HE 350, or concurrently (Evaluation and Methods of Teaching Vocational Home Economics)
Application of vocational regulations and public laws in relation to individuals with special needs in Home Economics Programs. Planning, methods, strategies, and resources for individuals with special needs in Home Economics Programs, school and non-school settings. Three lecture hours.
- b. HE 456 - Independent Living for Individuals with Special Needs - 3 cr.
Prerequisite: EX 300/500 (The Exceptional Child in the Regular Classroom)
HE 350, or concurrently (Evaluation and Methods of Teaching Vocational Home Economics)

Home management and work simplification techniques for individuals with special needs including adaptations and modifications for housing, clothing, food and child care. Three lecture hours.

- c. CE 255 - Life Planning and Decision Making Processes: An experimental and cognitive exploration of individual and small group decision making; examining process, skills, group dynamics, and experiential outcomes through the use of games, simulations, role playing and related activities. 3 credit hours
- d. ED 415 - Computers in the School Curriculum - 3 s.h.
This course is designed to provide secondary, elementary and special education majors the skills needed to use microcomputer software in the curriculum. Emphasis is placed on the actual use of the microcomputer and its relation to the school curriculum. (Prerequisite: CO 200 or FS 241)
- e. AD 498 - Internship in Office Administration- Variable Credit - 3 or 6
Currently, the ASBED in the College of Business offers only a six-credit internship in Office Administration, AD 498. Considering the scarcity of elective credits for Office Administration students, many students who might desire an internship are thwarted, because their elective credits are so few. The inclusion of a three-credit, 187 hour internship option, will offer a viable alternative to these students, while supplementing their academic studies with on-the-job experience.
NOTE: Nothing is being changed in AD 498 except the availability of new optional term of internship.
- f. JOURNALISM COURSES
 - 1) JN 106 - Basic Journalistic Skills - 3 cr., 3 lecture hours per week. Students will be taught basic skills needed by all journalists, including copy editing via the Associated Press Stylebook, punctuation, spelling, grammar, headline writing and accuracy. Prerequisite: EN 101
 - 2) JN 345 - Sports Communication
Designed for the student who is interested in sharpening his skills in writing and for the student who has an interest and a background in sportswriting. This course includes not just writing, although that is its main focus. It also delves into such areas as statistical work, research, publication layout, and sports information work.
 - 3) JN 346 - Advanced Reporting - 3 lecture hours per week - 3 cr.
Studies high quality investigative and depth journalism currently being published and trains students to report and analyze events in depth. Prerequisites: Journalistic Writing and News Reporting.
 - 4) JN 348 - Editorial Page - 3 cr.
Instruction and practice in writing editorials on local, state and national and international issues. Examination of the role of letters to the editor, political cartoons and columnists. Critical analysis of the role of the editorial page in shaping public opinion. Three class hours per week.

- 5) JN 349 - Public Affairs Reporting - 3 cr.
An upper level seminar covering the special methods and means of reporting news from the public sector. The approach is both analytical and experiential.
- 6) JN 350 - Advertising Writing - 3 cr.
Basic course in the preparation of advertising copy and continuity for all media. Combination of lecture and laboratory course. Enrollment is limited to 15 upperclass students per section.
- 7) JN 351 - Science and Environmental Reporting - 3 cr.
Prerequisites: JN 393 & 394 - Document Design I & II. Additionally, the student will complete at least eight credit hours of science courses in addition to the General Education requirement. Designed to give advanced students practice in writing for science and environmental publications. Presumes advanced journalism skills and a sophisticated knowledge of science gained from at least eight credit hours of science courses in addition to the General Education requirement. Examines the problem of multiple audience levels, formats specific to science writing, trends in scientific publications, science reporting trends in general audience publications, and problems of editing scientific writing.
- 8) JN 390 - Public Relations II - 3 cr.
Students, because of the writing requirements in most areas of public relations, will spend much of the semester writing, averaging perhaps as many as two papers per week. Following a quick review of PR I, students will begin the writing agenda with assignments such as: news releases for the print media, news releases for the electronic media, hometown releases, public service announcements, feature stories, speeches, newsletters, slide show scripts, fund-raising letters, reports, memorandums, biographies, technical writing, photograph outlines and responses to complaint letters.
- 9) JN 391 - Problem Solving in PR I - Oral Presentations in PR - 3 cr.
Gives the student practice in writing and making oral presentations based on public relations cases and problems. Familiarizes the student with problem solving and small group communication skills necessary for those working in the area of public affairs. Prerequisite: JN 326.
- 10) JN 392 - Problem Solving In PR II: Communicating in the Organizational Context - 3 cr.
Introduces students to techniques for analyzing and tracking information flow in organizations. Introduces students to creative problem solving techniques which are standard practice in corporate research groups. Gives students practice in applying these techniques to communication situations of all types-- individual, small and large group, formal and informal. Junior or Senior status required. Prerequisite: JN 326.
- 11) JN 393 - Document Design I - 3 cr. Prerequisite: JN 105, 120.
Teaches students advanced principles of document design and gives them the opportunity to apply techniques of rhetorical/stylistic analysis, general problem solving, and holistic information display to a wide variety of writing formats used in business, industry and government. Junior or Senior status and considerable writing course experience required.
- 12) JN 394 - Document Design II - 3 cr. Prerequisite: JN 393.
Gives students advanced work in preparation of substantial corporate and government documents such as annual reports, lengthy project reports, white papers, research papers, etc. Emphasizes skills in research of public and government documents, data analysis and problem solving, holistic information display, writing and editing. Junior or Senior status required.

2. Minor in Educational Technology

The Department of Communications Media will offer a program in educational technology to students in all elementary and secondary certification programs. Such a program would be an elected minor and would be open only to students pursuing the Bachelor of Science in Education Degree in a recognized certification area. A fifteen credit Minor in Educational Technology Program would include the following courses:

Required: CM 101 - Survey of Communications

CM 460 - Alternative Systems of Communication

Elective: Students would choose a minimum of three courses from the following list:

CM 200 - Images

CM 271 - Beginning Photography

CM 303 - Scriptwriting

CM 404 - Foundations of Broadcasting

CM 440 - Communications Graphics

CM 449 - Basic Audio Recording

CM 451 - Beginning Television Production and Direction

3. Credit Hour Policy for Film Courses (those courses using commercially-prepared films or video tapes as the subject matter for the course):

Any University Film Course which uses between 30% and 50% of the regularly scheduled lecture time for viewing films or video tapes is required to meet, for example, four class hours for three credit hours. Further, those classes viewing films more than 50% of the scheduled lecture time are required to meet for additional class hours relative to credit hours. Course proposals which involve exceptions to the above policy will be considered on an individual basis by the Curriculum Committee.

4. Minor in Sex Education

Course requirements and electives:

Required--because their content appears central to the teaching of sex education:

		CREDITS
EP 372/572	Psychology of Childhood Education)
OR)
EP 373/573	Psychology of Adolescent Education) 3 cr.
OR)
--	Other approved Child Development course)
EP 371/571	Psychology of Teaching Sex Education	3 cr.
*BI15X	Human Reproductive Biology	3 cr.
*HP 450/550	Program & Curriculum in Sex Education	3 cr.
EP 302/604	Educational Psychology - required of all non-Education majors	3 cr.

The students will be able to take 3 to 6 credits of approved electives depending on whether they are Education or non-Education majors.

Electives: SO 251 - Sociology of Human Sexuality - 3 cr.
HE 224 - Marriage and Family Relations - 3 cr.
HE 324 - Family Dynamics - 3 cr.

*This minor was approved as a 3-year pilot program by the University Curriculum Committee.

New course approvals requested within the Minor in Sex Education:

HP 450 - Curriculum and Programming in Sexuality Education - 3 cr.

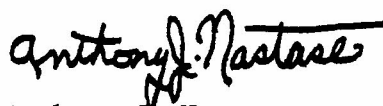
Designed to provide and share information that will be helpful to current and future school personnel in developing sexuality education programs in their schools and local communities.

BI 15X - Human Reproductive Biology - 3 cr.

Topics include anatomy and physiology of the human reproductive tracts, development, birth defects, contraception, venereal disease, and abortion. Three hours lecture. Not for credit toward degrees in Biology.

The Academic Affairs Committee, chaired by Senator Duntley, submitted for approval the Academic Violations Policy as shown in Attachment #3. This policy had been submitted to the Senate in March but was returned to the Committee for further study and clarification. Additional questions were raised about violations, procedures, etc. and before a vote could be taken on the policy, a call for the quorum revealed that there was no longer a quorum present; therefore, the meeting was adjourned at 5:00 p.m.

Respectfully submitted,



Anthony J. Nastase
Secretary
University Senate

UNIVERSITY COMMITTEE ON ATHLETIC POLICY

FUNCTION: The Committee on Athletic Policy is an Advisory Committee to the University President. The Committee shall have the responsibility to develop and to recommend to the University President and to report to the University Senate policies for the governing of intercollegiate athletics. The Committee should seek advice on athletic policies from the University Senate.

MEMBERSHIP: Permanent: a. Athletic Director - Ex Officio - non-voting
b. Associate Athletic Director - Ex Officio - non-voting

Appointed by the President:

- a. One (1) University Administrator from the Administration-at-Large for a two-year term;
- b. One (1) Community Member for a three-year term;

Appointed by APSCUF:

Three full-time faculty members will be appointed by APSCUF.

Two (2) members will have two-year terms and one (1) will have a one-year term.

Thereafter, all terms shall be two years.

Elected from Alumni:

The Alumni Association shall elect one (1) IUP alumni member for a one-year term.

Appointed by the Student Government Association:

One (1) student shall be appointed for a one-year term.

OFFICERS: A Chairman, Vice Chairman and a Secretary shall be elected by and from the voting members of the Committee.

MEETINGS: All meetings of the Committee will be open.

APPROVED by the University Senate, April 12, 1983.

COMMITTEE ON INTRAMURALS AND CLUB SPORTS

FUNCTION: The Committee shall have the responsibility to develop and recommend policies governing intramural and club sports.

MEMBERSHIP: Appointed: The Vice President for Student and University Affairs, the Director of the Student Cooperative Association, and the Director of Intramurals shall be appointed by virtue of their office.

Elected: The University Senate shall elect one (1) faculty, five (5) students and one (1) Senator-at-Large.

OFFICERS: A Chairman, Vice Chairman and a Secretary will be elected by the members of the Committee.

MEETINGS: All meetings of the Committee will be open.

Submitted to the University Senate for approval, 4/12/83.

Withdrawn from the floor by Rules Committee Chairman. Will be restudied to determine if the Committee on Student Affairs can handle the workload of this proposed new committee. (4/12/83)

ACADEMIC VIOLATIONS POLICY

IUP is an academic community within the society at large. The following policies and procedures are established to preserve the academic integrity of the University community and to provide a process which assures the necessary rights and protections for the student who allegedly violates these policies.

Violations:

- a. Cheating by those who give as well as receive aid in course or lab work.
- b. Intentionally evading of academic policies or procedures.
- c. Plagiarizing.
- d. Possessing or obtaining an examination without the instructor's authority or prior knowledge.

Procedure:

If an instructor believes that a student has violated an academic policy, he/she may recommend a sanction ranging from failure in the course up to and including suspension or expulsion from the university. Recommended sanctions may include but are not limited to the following: reduction of grade in the course, failure in the course, disciplinary probation, campus community service/educational experience, suspension, expulsion. A combination of sanctions may be recommended. The instructor must file a written report of the violation with the Vice-President of Student and University Affairs within five (5) class or work days of the violation. The instructor should also send a copy to the student. The report should be submitted on a form available in each departmental office and must include the following: name of student involved; course, instructor; date and time; circumstances and supportive data and sanction recommended.

In instances involving a violation of academic policy, or where final action on civil or criminal charges is pending, the Vice-President for Student and University Affairs or the President may summarily suspend a student consistent with the procedures outlined on page 41 of The Eye, the student handbook.

The Vice-President for Student and University Affairs or designee will formally notify the student of the allegation and the recommended sanction.

If the student disagrees with the sanction recommended, the following procedure will be followed:

1. Within six (6) class or work days of receipt of the Vice-President's notification, the student must request a conference with the Chairperson of the Department. The student and instructor involved

will meet with the Chairperson and conduct a hearing on the allegation. The Chairperson may uphold the sanction imposed by the instructor or reduce it. Within five (5) class or work days of the hearing, the Chairperson must forward a written report of his/her decision concerning the case to the student, the instructor involved and the Vice-President for Student and University Affairs. Failure to forward a written report within the time period indicated the Chairperson's affirmation of the sanction recommended by the instructor.

2. Within six (6) class or work days of the receipt of the Chairperson's report, the student may appeal to the Vice-President for Student and University Affairs in writing.
3. If the Chairperson decreases the sanction originally recommended by the instructor, the instructor may appeal the Chairperson's ruling to the Vice-President for Student and University Affairs within six (6) class or work days of the receipt of the Chairperson's report.
4. If an appeal is filed, the Vice-President for Student and University Affairs or his/her designee shall convene the University Judicial Board to hear the appeal (page 40, 1982-83, The Eye). The UJB may accept the instructor's sanction; accept the Chairperson's ruling; reduce or nullify the sanction so far recommended or send the case back to the Chairperson for reconsideration along with recommendations.

The UJB may NOT increase the sanction originally recommended by the instructor. Within five (5) class or work days of the hearing, the UJB must send a written report of its decision to the student and the instructor involved. The decision is deemed final and will be implemented by the Vice-President for Student and University Affairs.

If the student does not appeal the instructor's recommended sanction within six (6) class or work days, it shall be automatically invoked. Failure to appeal the decision constitutes a waiver of the right to a hearing.

Appeal of the deadlines established above may be made by either party to the Vice-President for Student and University Affairs.

Approved: Senate Academic (B-1) Committee 3-22-83

Submitted for University Senate action on 4-12-83 -- no action taken; quorum lost.

To be effective June 1, 1983

Note: Attached flowchart substitutes new title Vice-President for Student and University Affairs.

THE UNIVERSITY SENATE
CURRICULUM COMMITTEE

April 12, 1983

FOR SENATE ACTION:

A. Credit Hour Policy for Film Courses

(those courses using commercially prepared films or video tapes as the subject matter for the course)

The curriculum subcommittee recommends that B2 propose a policy which states that any University Film course which uses between 30% and 50% of the regularly scheduled lecture time for viewing films or video tapes be required to meet four class hours for three credit hours.

Further, that those classes viewing films more than 50% of the scheduled lecture time be required to meet for additional class hours relative to credit hours.

Any such course proposals will be considered on an individual basis by B2.

B. Minor in Sex Education

1. Course requirements and electives:

The following courses were selected as requirements because their content appears central to the teaching of sex education.

		CREDITS
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*This minor was approved as a 3-year pilot program by the University Curriculum Committee.

2. New Course Approvals requested (these courses are within the minor in Sex Education):

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Designed to provide and share information that will be helpful to current and future school personnel in developing sexuality education programs in their schools and local communities.
- b. BI 15X, Human Reproductive Biology - 3 cr.
Topics include anatomy and physiology of the human reproductive tracts, development, birth defects, contraception, venereal disease, and abortion.
Three hours lecture. Not for credit toward degrees in Biology.

C. New Course Proposals

1. ED 415 - Computers in the School Curriculum - 3 s.h.

This course is designed to provide secondary, elementary, and special education majors the skills needed to use microcomputer software in the curriculum. Emphasis is placed on the actual use of the microcomputer and its relation to the school curriculum. (Prerequisite: CO 200 or FS 241)

2. AD 498 - Internship in Office Administration - Variable Credit: 3 or 6

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NOTE: Nothing is being changed in AD 498 except the availability of new optional term of internship.

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CM 440 - Communications Graphics
CM 449 - Basic Audio Recording
CM 451 - Beginning Television Production & Direction

E. New Journalism Courses

1. JN 106 - Basic Journalistic Skills - 3 cr., 3 lecture hours per week.

Students will be taught basic skills needed by all journalists, including copy editing via the Associated Press Stylebook, punctuation, spelling, grammar, headline writing and accuracy. Prerequisite: EN 101

2. JN 345 - Sports Communication

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6. JN 350 - Advertising Writing - 3 cr.
This is a basic course in the preparation of advertising copy and continuity for all media. It is a combination of lecture and laboratory course. Enrollment is limited to 15 upperclass students per section.
7. JN 351 - Science and Environmental Reporting - 3 cr. Prerequisites: JN 393, Document Design I; JN 394, Document Design II. Additionally, the student will complete at least eight credit hours of science courses in addition to the General Education requirement.
Designed to give advanced students practice in writing for science and environmental publications. Presumes advanced journalism skills and a sophisticated knowledge of science gained from at least eight credit hours of science courses in addition to the General Education requirement. Examines the problem of multiple audience levels, formats specific to science writing, trends in scientific publications, science reporting trends in general audience publications, and problems of editing scientific writing.
8. JN 390 - Public Relations II - 3 cr.
Students, because of the writing requirements in most areas of public relations, will spend much of the semester writing, averaging perhaps as many as two papers per week. Following a quick review of PR I, students will begin the writing agenda with assignments such as: news releases for the print media, news releases for the electronic media, hometown releases, public service announcements, feature stories, speeches, newsletters, slide show scripts, fund-raising letters, reports, memorandums, biographies, technical writing, photograph cutlines and responses to complaint letters.
9. JN 391 - Problem Solving in PR I: Oral Presentations in PR - 3 cr.
Gives the student practice in writing and making oral presentations based on public relations cases and problems. Familiarizes the student with problem solving and small group communication skills necessary for those working in the area of public affairs. Prerequisite: JN 326.
10. JN 392 - Problem solving in PR II: Communicating in the Organizational Context - 3 cr.
Introduces students to techniques for analyzing and tracking information flow in organizations. Introduces students to creative problem solving techniques which are standard practice in corporate research groups. Gives students practice in applying these techniques to communication situations of all types-- individual, small and large group, formal and informal. Junior or Senior status required. Prerequisite: JN 326.

11. JN 393 - Document Design I - 3 cr. Prerequisite: JN 105, JN 120.
Teaches students advanced principles of document design and gives them the opportunity to apply techniques of rhetorical/stylistic analysis, general problem solving, and holistic information display to a wide variety of writing formats used in business, industry and government. Junior or senior status and considerable writing course experience required.
12. JN 394 - Document Design II - 3 cr. Prerequisite: JN 393.
Gives students advanced work in preparation of substantial corporate and government documents such as annual reports, lengthy project reports, white papers, research reports, etc. Emphasizes skills in research of public and government documents, data analysis and problem solving, holistic information display, writing and editing. Junior or senior status required.

Response to the Faculty Union Action of March 2, 1983

John E. Worthen, President
Indiana University of Pennsylvania
March 17, 1983

This is in response to the "rationale" which the faculty union has presented as a basis for its action of March 2, 1983. The union's statement, which was written after the action on March 2, is so full of inaccuracies and distortions that it does not merit a direct reply to each of the points. As the union's statement says, it "does not pretend to be an objective assessment of his presidency." My response is intended to inform the University about the record of the last three and one-half years so that individuals may make their own assessment.

It is important to understand that the March 2 action was taken by the faculty union which had become particularly upset because of decisions made about a year ago regarding the number of faculty to be appointed for the 1982 Summer School. In February 1982, after negotiations over summer contracts broke down, the administration moved forward to implement the Summer School program. The number of teaching contracts was reduced from the year before to more nearly match the student demand for courses. As a result, the University saved \$286,373 in faculty salaries. The Summer School had a slight increase in enrollment and was conducted effectively and efficiently. This is an example of the kind of decision which is not popular but is critical to the long-term goals of the University.

Certain members of the faculty union have been looking for a situation which they could use to attack the President with the aim of having him leave the University. The resolution passed by the Board of Trustees on February 25, 1983 has become that situation. To say that I have not or cannot continue to provide effective presidential leadership does not make it so. Indeed, in the three and one-half years which I have been President of IUP effective leadership has been exercised and significant, positive changes have been made. This may be one of the main reasons for the disagreement.

I arrived on campus in October 1979 with the full knowledge that IUP was carrying a \$2.3 million deficit and that it was my responsibility to reduce the deficit and balance the budget. I knew that it would not be an easy task. The situation was so serious that the then Commissioner for Higher Education called me and advised me to "cut healthy tissue." I resisted that advice. Instead, great care was taken to make cuts that would not harm the educational program. In the nine months remaining in the 1979-80 fiscal year that deficit was reduced to \$360,000. In the three years since, aided by increases in State funding, IUP has had a balanced budget. The budget for 1983-84 will also be balanced. The deficit in 1979-80 was reduced with the advice and active cooperation of the Ad Hoc Committee for the Study of Alternatives to Reduce the 1979-80 Budget Deficit which I appointed and which included faculty, students and staff. My highest priority and first goal to balance the budget and provide financial stability for the University has been accomplished without damage to the academic program.

Despite the very difficult budget climate, the evidence indicates that the academic program has been strengthened through increased allocations. Funds allocated for academic equipment rose from \$6,782 in 1979-80, to \$215,527 in 1980-81, to \$516,608 in 81-82, and to \$595,062 this current year for a total of over \$1.3 million in the last three years. A new library was opened and this year the library was given a special allocation of \$100,000 to purchase books, over and above its normal budget increase. An additional special allocation of \$125,000 is planned for 1983-84.

Allocations for faculty research increased from zero in 1979-80 to \$25,000 in 1980-81, to \$35,000 in 1981-82, to \$56,000 in 82-83; \$79,697 is planned for 1983-84. A new Creative Teaching Grants program was initiated by the Provost and received \$17,430 in 1982-83. For 1983-84, \$26,979 is planned. Faculty development funds have increased from zero in 1979-80 to \$15,000 in this current year. Although still not sufficient, funds for faculty travel have been increased. For the first time last year \$50,000 was allocated for matching funds to encourage faculty to write proposals for outside research awards. This year that amount was increased to \$75,000.

A five-year plan for deferred maintenance has been implemented and funds for this important area have increased from zero in 1979-80 to \$904,000 in 1980-81, \$1,250,000 in 1981-82, and \$950,000 in 1982-83. A five-year plan for repair of roofs was implemented and \$645,500 committed to roof projects. At present, our roofs are in good shape compared to many institutions across the country. Capital funds in the amount of \$5,568,000 were secured for much needed renovation projects to our electrical, steam line and fire protection systems and to make the campus more accessible to the handicapped.

Progress has been made in many areas at a time when the budget climate has been very tight. None of us can be satisfied with the current level of funding for acute needs still exist in certain departments and these must be provided for in the future.

A second goal set in 1979 was to bring together an effective administrative team. That has been accomplished. IUP administrators are very competent and are excellent planners and problem solvers. They are committed to the goal of improving IUP and are working effectively toward that end.

A third goal was to develop an external relations program, particularly to improve relationships with the General Assembly in Harrisburg. The legislative liaison program was established in February 1980 and an advisory group of legislators was formed. This was a very useful program as the SSHE Bill was being discussed from 1980 to 1982. This program continues but has deliberately been assigned a lower profile pending the formation of the new Chancellor's Office.

A fourth goal was to give greater attention to graduate education and research. Last year a new Dean of the Graduate School and Research was appointed and that program is moving forward with vigor. Two new doctoral programs were approved in February 1983 and three new master programs are in the developmental stages. The University competed for and received a grant of \$136,000 from the State to implement a new master's program in Nursing. Greater emphasis on research has been given by providing financial incentives to faculty for grants, increasing research funds within the University and

making scholarly activity a more prominent part of the sabbatical leave program. The Promotions Committee has been urged to give greater emphasis to research and scholarly activity. An increase in research will enhance the reputation of the faculty, stimulate the intellectual climate on campus, keep faculty alive in their discipline, and in the long run improve the quality of teaching.

The last of the five goals set in 1979 was to beautify the campus. A five-year plan is in its second year and most agree that the campus looks better than it has in a long time.

The five goals established by the President for the short term have been accomplished, but progress has also been made toward the long-term goal of strengthening the University in all its aspects so that by 1990 IUP will be stronger and even more vital than it was in 1980.

This progress has been made with the active involvement and participation of appropriate committees and constituent groups on and off campus. For example, standing committees such as University Budget Committee, External Relations Task Force, Commencement Committee, Sutton Advisory Committee, Student Cabinet, Parking Review Board, Aesthetics Review Board, Financial Aid Committee on Scholarships and Loans, Dining Hall Committee, Homecoming Committee, Center for Community Affairs Advisory Board, Safety Committee, Institutional Review Board for the Protection of Human Subjects, Business Advisory Council, Human Relations Planning Committee, Troubleshooting Committee, Pechan Health Center Advisory Committee, Admissions Committee, Legislative Advisory Committee, and Town/Gown Committee, and ad hoc committees such as Long-Range Planning Committee, General Education Review Committee, Committee to Study Early Registration, Committee to Study the Funding of Athletics at IUP, Task Force on Academic Advising, Committee to Study Retention and Curriculum at the Branch Campuses, Co-op Long-Range Planning Committee, Committee to Study the Coordination of Teacher Preparation Programs, Committee to Review the Possible Need for Improvement of Information Services, Printing Center Advisory Committee, Steering Committee for the Middle States Accreditation, and Task Force on Recruitment of Minority Faculty and Staff have studied issues and provided advice and recommendations. Almost all of these committees include faculty, students and staff.

In addition, joint Administration/APSCUF committees have been formed to study issues such as promotion equivalencies, dissertation supervision, University calendar, departmental evaluations, internship credit, winter term, summer school, early registration, continuing education compensation, financial support for research and scholarly activity, compensation and load equivalencies for scholarly activities, use of state cars, graduate school organization, election of department chairpersons, reappointment of temporary faculty, and submission deadlines for final grades. The work of these committees as well as the regular committees of the Senate, Colleges, Academic Departments and Student Cooperative Association, and the search committees formed each time there is a search to fill a vacant position, demonstrate that the consultative and collegial process is functioning at IUP.

Progress at a university can be measured in a number of ways. In terms of student enrollment, it is important to note that currently IUP's enrollment is at an all-time high of 12,503. More students applied for admission for

this year than ever before. Clearly, prospective students and their parents believe IUP is a good place to go to college.

The average SAT scores of freshmen entering the Main Campus in the fall of 1982 increased to 1013, an increase over 1980 and 1981. The academic ability level of students at IUP is high compared to many other institutions.

Faculty search committees in the academic departments, working closely with Deans and the Provost and President, have been very successful in attracting well-qualified new faculty to the University. For example, this year 23 faculty with excellent academic records, most with strong interests in both teaching and scholarly activity, were appointed to permanent, tenure track positions.

Each year several academic departments have been evaluated by outside review teams. In 1981-82 eight academic programs were reviewed and given very good marks. Seven more departments are undergoing evaluation this year.

In November 1982, Changing Times magazine selected IUP as one of 50 colleges and universities in the nation which has high academic credentials but below average costs. This is a signal honor and places us in the company of outstanding universities across the country. Also in November 1982, IUP was presented one of the six awards given by the American Association of State Colleges and Universities for innovation and change for our Scholars Program which is designed to attract talented minority students.

Important progress has been made for students at IUP. Student Services programs have been improved greatly under the effective leadership of Vice President John Welty who was appointed in 1980. The Counseling and Student Development Center has new leadership and has been strengthened. Career Services has an excellent record of helping IUP students find good jobs. Feedback from recent graduates indicates that they are very competitive when compared with peers from other institutions around the country, confirming again that our instructional program is sound.

A new Director of Residence Life is restructuring that important area and improving services to students. The Student Activities and Organization office has been reorganized and is functioning well, as is the Student Cooperative Association. Financial Aid continues to provide unusually good service to students. With a relatively small staff that office handles more than \$23 million of financial aid for IUP students, and is one of the largest programs in the country for an institution our size. Admissions, the Health Service, and the Dean of Students office continue to do an excellent job assisting students in a variety of ways.

Board of Trustees and Foundation monies have been used to fund scholarships for the Scholars Program. A new Distinguished Achiever Scholarship program has been initiated and 28 awards for \$1,000 per year have been given to attract very able students to IUP. In two years this program will enroll 60 outstanding students. The Student Cabinet continues to provide advice on a regular basis to the Vice President and the President, and SGA has been supported by the administration as an effective, rational organization which deals with student issues. The new early registration system promises to be an important improvement for students. A new student judicial system

has been implemented and is working effectively. The number of computer terminals available to students has been doubled since last year. The Student Co-op brought in a new food service to the Union and is actively studying the possibility of Union expansion. Perhaps the most thoughtful and efficient budget group on campus is the Finance Committee of the Student Co-op which continues to recommend allocations of more than \$1 million in student activity fee money in a most careful way.

Feedback from students indicates that a large majority are very positive about the educational climate on campus and are glad they chose IUP.

In late 1981 with excellent support from the Thornburgh administration, funding was obtained from the state and federal government for the construction of a new building which will house the Safety Sciences Department and the Nursing Department. This is a special opportunity to design space specifically for these two excellent programs and will add greatly to the ability of these faculties to better instruct students.

The new Athletic Director has initiated changes to strengthen the athletic program. Several new coaches have been appointed and a decision has been made to give special emphasis to football, men's and women's basketball and women's gymnastics. More than \$100,000 has been raised for scholarships for student athletes for 1983-84 and a broad-based alumni appeal for athletic funding is being developed.

The Sutton Hall restoration project which has been carried out by IUP's own excellent craftsmen over the last seven years will be completed in April. New ways to save energy and money are being explored and two innovative projects are underway. First, by July 1983, all 52 University vehicles will be converted to operate with either natural gas or gasoline, saving an estimated \$35,000 per year. Second, in the last three months, the Vice President for Administration and I have raised \$80,000 from private sources to conduct a comprehensive feasibility study for the construction of a cogeneration plant at IUP to produce our own electricity, capturing the heat to produce steam for heating buildings. If this project can be implemented it could save IUP as much as \$1 million per year which could be plowed back into the academic departments to improve the educational program.

In November 1981 we launched a unique campaign to build a \$25 million endowment at IUP: the Gas, Oil and Coal Gifts Program of the Foundation for IUP. The first gift under this program was from two alumni and involved a reservoir of natural gas located under Mack Park estimated to contain 1.7 million MCF of gas. Since that time, eight additional gifts of coal or natural gas have been received. In addition, two friends of the University have made a gift of the drilling of two gas wells at no expense to the Foundation. In total, eleven gifts have been received and the University and Foundation are hopeful that additional donations of natural gas and coal will be made in the coming years. The Foundation and administration are working to turn these assets into revenue which will be invested by the Foundation and eventually produce earnings which can be given to the University to enhance and strengthen educational programs. This will not happen in the next year or two, but it is anticipated that five or six years in the future the University will be able to consider proposals from departments for funds to make significant enhancements in academic and public service programs.

Two long-range objectives which we established are more difficult to judge. First, we have emphasized that the University must strive for quality in everything it undertakes. If as faculty, administrators and staff we do not press for excellence we cannot expect students to learn the important lesson that to realize our potential each of us must try to do our very best. My goal has been to set a tone for the University which says we are good but we can be better. Those who demonstrate they are better should be recognized. In a University of quality, meritorious performance must be rewarded.

A second long-range objective is related to our efforts to extend the good reputation of our faculty, the good reputation of our academic offerings and the good reputation of our positive campus climate beyond Western Pennsylvania into the broader region. One example is IUP's leadership in the formation of a Task Force on Enhancing the Relationship of Higher Education and Business which brings representatives of State Universities together with senior executives of business and industry in the Pittsburgh area to assist each other in the development of human resources. These meetings with business executives has helped them become aware of the quality of the academic programs and the tremendous resources in our State Colleges and University for educating young people. A University's reputation is paramount when it comes to attracting high-quality students and faculty. We cannot afford to continue to be "Pennsylvania's best kept secret".

When I arrived in 1979 it was obvious that the University had great potential but that to move through the troubled times of the 1980's and early 1990's, IUP needed to strengthen the academic program, reduce expenditures as much as possible without harming the educational program, extend the reputation of IUP beyond Western Pennsylvania, increase the funding from the State and develop an endowment which could provide additional private dollars to enhance the University's programs.

During the search process, the Search Committee, the Board of Trustees, and the SCUD Board emphasized that difficult economic decisions would have to be made. They asked if I was prepared to make these tough decisions. I said yes and I have done just that. Being the President of the University is not a popularity contest. Change is necessary if the University is to move ahead. I am aware that some would prefer the University remain the way it was in 1970, but that is unrealistic. If we do not strive to be better, if we do not reject the strategy of simply muddling through to survive, IUP will fail to become what it can be in the next 15 years.

This is a record of solid accomplishment by a forward-moving university. The accomplishments were made with the active cooperation and hard work of our excellent faculty, very loyal and competent staff and administrators, fine student body, dedicated Board of Trustees, and many others who support IUP. This record was not achieved directly by the President but I am proud of the part I played in providing effective presidential leadership.

IUP is an excellent place for students, faculty, staff and administrators to study and learn and grow. In these troubled times with high unemployment and very tight budgets, I urge all of us to turn our attention to the real problems which need to be solved rather than focus on internal politics. If we all work together I am convinced IUP can realize its full potential. I am committed to that end.