

MINUTES OF THE UNIVERSITY SENATE

The December 1, 1992 meeting of the University Senate was called to order by Chairperson Ender at 3:15 p.m. in Pratt Auditorium.

The following Senators were excused from the meeting: Berg B, Berg J, Bower, Camp, Cignetti, Cignetti, Handsome, Janison, Johnson R, Joseph, Kroah, LeBlanc, Micco, Moore-Armitage, Nastase, Storm, Thibadeau, Williamson

The following Senators were absent from the meeting: Auville, Bozylinsky, Brown G, Cignetti, Dickinson, Engin, Ertas, Haller, Howe, Hulings, Kline, Lynn, McCormick, McHugh, Mellinger, Muffley, Mutchnick R, Nardi, Noel, O'Brien, Patrick, Poborsky, Repasky, Russell, Sechrist, Sobolewski, Thompson, Vold, Walia, Yard

The minutes were APPROVED as submitted.

The agenda items and order were APPROVED as submitted.

President Pettit's report is attached (Attachment A).

Provost Richards made the following announcements:

Provost Richards announced that all candidates for the registrar's position have been interviewed and the selection of a new registrar is expected in the near future. She also announced that Associate Provost Staszkiwicz and the ISCC have been working on improving the registration and drop/add process.

Chairperson Ender made the following announcements:

1. I have met with standing committee chairpersons and received their feedback related to the draft Vision document. I am pleased to report that the refocusing committee is listening to this feedback and incorporating many changes to the original document as a result of Senate feedback.
2. The changes to the Constitution that are presented on today's agenda for first reading by the Rules Committee are the result of my meetings with Dr. Pettit, Neil Asting, Mark Staszkiwicz, and Senators Buterbaugh and Nastase. I remain optimistic that the Council of Trustees will approve the Senate Constitution if we approve these changes.
3. As we discuss the Honors College proposal submitted with today's agenda, let me remind Senators that the university community has been developing this program for several months and we have all had ample opportunities to give feedback regarding the proposal. I would hope that our debate today focuses more on the merits of implementing an Honors college at IUP rather than attempting to reshape this excellent, well thought out proposal.

STANDING COMMITTEE REPORTS

RULES COMMITTEE - CHAIRPERSON STINEMAN

Senator Goodrich requested a definition of "First Reading" concerning the proposed changes regarding the Senate Constitution. Chairperson Ender explained the First Reading as a draft for senate consideration prior to the approval stage which will take place at the February Senate meeting. Chairperson Ender directed that any suggested changes to the wording of the proposed changes to the Constitution should be made to the committee.

Proposed changes to Senate Constitution: First Reading

As proposed:

The purpose of the University Senate is to provide a formal means through which the student body, faculty, and staff, and the administration, working as a unified group, shall have a representative share in the governance of the University. In order to further a sense of University community on all issues of governance, the Senate shall have a consultative role to the President and Council of Trustees that is designed to empower the Senate with a significant voice in the governance of the University. On all matters of curriculum the Senate has the right to make policy as defined by the Collective Bargaining Agreement. All curriculum matters shall receive the approval of the Senate before they are implemented.

Suggested change:

The purpose of the University Senate is to provide a formal means through which the student body, faculty, and staff, and the administration, working as a unified group, shall have a representative share in the governance of the University. In order to further a sense of University community on all issues of governance, the Senate shall have a consultative role to the President and Council of Trustees that is designed to empower the Senate with a significant voice in the governance of the University. All curriculum matters must receive the approval of the Senate before they are submitted to the President and the Trustees.

As Proposed:

The administrative segment shall consist of the University President and administrators serving on Standing Committees by virtue of their office (ex officio); at least half of the remaining number shall be elected by and from the administrators and the remainder to be appointed by the University President.

Suggestion change:

The administrative/management segment shall consist of the University President and administrators/managers serving on Standing Committees by virtue of their office (ex officio); at least half of the remaining number shall be elected by and from the administrators/managers and the remainder to be appointed by the University President.

These amendments will be presented for final reading and a vote at the February Senate meeting.

GRADUATE COMMITTEE - ACTING CHAIRPERSON RAFOTH

The Senate **APPROVED** the following:

M.S. in Food and Nutrition: Minor Program Revision

Students must take either FN 645 or FN 646. In addition, students must select three courses from the following list, only one of which may be at the 500 level:

FN 544 Food Composition and Biochemistry
FN 547 Nutritional Aspects of Food Technology
FN 564 Food and Nutrition and Research Methods
FN 612 Administration of Food Service Systems
FN 641 Eating Behaviors and Food Habits
FN 642 Contemporary Issues in Food and Nutrition
FN 645 Proteins, Carbohydrates and Fats
FN 646 Vitamins and Minerals
FN 711 Nutrition in the Life Cycle
FN 743 Clinical Dietetics

NON-CREDIT COMMITTEE - CHAIRPERSON NOWELL

The chairperson reported that the committee is going to examine non-credit courses in the context of refocusing and would welcome input from Senate members.

STUDENT AFFAIRS COMMITTEE - CHAIRPERSON BARKER

A motion to change the number of students appointed by Student Congress from one to two was ruled out of order by Chairperson Ender. This item will be discussed by the Committee and returned to the Senate.

The Senate **APPROVED** the Committee on Athletic Policy with two friendly amendments:

1. A friendly amendment by Duntley changed Administrators (with capital A) to administrators (with lower case a) in the third line under **Membership**.
2. A friendly amendment by Goodrich added the word "Chairperson" to the proposed line under **Membership** that reads:

Appointed by the University Senate Chairperson:

One (1) member for a one-year term

A copy of the approved policy with amendments is included in these minutes as Attachment B.

ACADEMIC COMMITTEE - CHAIRPERSON DUNTLEY

Chairperson Duntley announced that the name of Mr. E. Samuel Hatfield, History, who retired on December 31, 1990 after 23 years of service should be added to the list of Emeritus nominations. The list of persons nominated for Emeritus status, effective at Commencement, May 15, 1992, or on the date of retirement, if still in service on that date, was **APPROVED** as follows:

Date of retirement	Name	Department	Years of Service
December 27, 1991	Dr. Richard Berry	Physics	27
December 27, 1991	Dr. William Betts	English	36.5
December 27, 1991	Dr. Fred Dakak	Admissions	22
December 27, 1991	Ms. S. Jane Dakak	Health/Phys Ed	22.5
December 27, 1991	Dr. Charles Godlasky	Health/Phys Ed	23
December 27, 1991	Dr. Marlin Hartman	Mathematics	24.5
December 31, 1990	Dr. Samuel Hatfield	History	23
January 8, 1993	Dr. Donald McFeely	Prof Studies in Ed	23
December 31, 1991	Mrs. Ruth Morris	Off Sys & Bus Ed	15.5
December 27, 1991	Dr. James Oliver	History	28.5
December 31, 1991	Mr. John A. Polesky	Off Sys & Bus Ed	30
December 27, 1991	Dr. David M. Riban	Physics	22
December 27, 1991	Mr. Ronald E. Simkins	HRIM	22
December 27, 1991	Dr. Craig Swauger	Journalism	36.5
December 31, 1991	Dr. Dennis Tiger	Accounting	18.5
December 28, 1990	Dr. Lawrence Tucker	Health/Phys Ed	20
December 27, 1991	Dr. Richard Wolfe	Mathematics	24.5

AWARDS COMMITTEE - CHAIRPERSON BROWN-MCGOWAN

The chairperson announced that the deadline for nominations for faculty awards is December 23, 1992 with supporting materials due February 13, 1993.

CURRICULUM COMMITTEE - CO-CHAIRPERSONS RICHARDS & BUTERBAUGH

1. The Senate APPROVED the following program changes:

a. Bachelor of Science - Mathematics

Liberal Studies: As outlined in Liberal Studies 50-52
section with the following specifications:

Mathematics: (included in major)

Liberal Studies Electives:

no courses with MA prefix

Major: 40-41

Required Courses:

MA 127 Calculus I 4sh

MA 128 Calculus II 4sh

MA 171 Introduction to Linear Algebra 3sh

MA 216 Probability & Statistics for
Natural Science 4sh

MA 227 Calculus III 4sh

MA 241 Differential Equations 3sh

MA 271 Introduction to Algebraic Structures 3sh

Controlled Electives:

Four courses from list: 12sh

MA371,421,422,423,424,427,476,477

A minimum of three additional semester hours from the list of controlled electives above or the following:

MA342,350,353,355,363,364,425,445,446,447,465,481

Other Requirements: 3sh

Computer Science:

CO 110 Problem Solving and Structured Programming

3sh

Foreign Language Intermediate Level

Free Electives: 28-31

Total Degree Requirements: 124

B. Bachelor of Science - Applied Mathematics

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 50-52

Mathematics: (included in major)

Liberal Studies Electives:

no course with MA prefix

Major: 40-41

Required Courses:

MA 127 Calculus I 4sh

MA 128 Calculus II 4sh

MA 171 Introduction to Linear Algebra 3sh

MA 216 Probability & Statistics for Natural Science 4sh

MA 227 Calculus III 4sh

MA 241 Differential Equations 3sh

MA 271 Introduction to Algebraic Structures 3sh

Controlled Electives:

Two courses from list: 6sh

MA371,421,422,423,424,427,476,477

One of the following two-course sequences: 6-7sh

MA342/CO450; MA363/MA364; MA445/MA446

A minimum of three additional semester hours from the list of controlled electives above or the following:

MA353,425,447,465,481

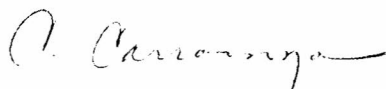
Other Requirements:	6
Computer Science:	
CO 110 Problem Solving and Structured Programming	3sh
CO 250 Introduction to Numerical Methods	3sh
Foreign Language Intermediate Level	
Free Electives:	25-28
Total Degree Requirements:	124

2. The Senate **APPROVED** the **CRITERIA FOR WRITING-INTENSIVE COURSES** as a change to the liberal studies program. See Attachment C
3. The Senate **APPROVED** the concept of an IUP Honors College with the following amendments:
 - a. Item #4 was added as a friendly amendment to the category called **VII. Faculty**. The addition states, "The Honors College Committee shall attempt to involve a wide number of faculty."
 - b. A Goodrich/Curry motion was **APPROVED** to add a category **X. Senate Review**: The University Senate shall review the Honors College every five years. The review will include a budget report to determine the extent of external funding.

The revised **PLAN FOR AN IUP HONORS COLLEGE** will be included in the minutes that are submitted to the library archives.

The meeting was adjourned at 4:43 p.m.

Respectfully submitted,



Carmy Carranza, Secretary
University Senate

INDIANA UNIVERSITY OF PENNSYLVANIA

A Budget Message from the President

At the start of the Fall semester I reported that we face short-term as well as long-term budget problems -- "short term" meaning the present fiscal year and 1993-94, and "long-term" referring to 1994 and beyond. The long-term problem is being addressed by the Committee to Refocus the University. I am pleased to report that this Committee, and its various subcommittees, have been meeting regularly and have made significant progress. I hope the work of the refocusing committee can be shared in detail before the end of the present academic year and that it will form the basis for how IUP restructures itself and establishes priorities to govern future budget decisions. While the committee is moving swiftly, I can assure you that the recommendations developed through this process will not be implemented until they have been reviewed by the University community. Knowing that this process would be lengthy, we separated short-term from long-term problems.

The budget that is built for each fiscal year is made up of a number of assumptions, such as enrollment, projected costs and projected income. I understand that some persons express concern when each year the budget numbers fluctuate. This, however, is normal in the University budgetary process -- some aspects of revenues and expenditures can be controlled by the University, but others can not.

THE SHORT TERM PROBLEM

The University originally projected a shortfall of \$10.2 million for the 1993-94 fiscal year -- that is, it would cost us \$10.2 million more next year than this year just to open our doors. We anticipated the shortfall despite hiring freezes and program and deferred maintenance reductions that had been made over the past two and a half years. We did say that there was a possibility that a portion of the \$10.2 shortfall could be offset by two major assumptions. The first is that IUP will receive a one and a half percent (1.5%) increase in its 1993-94 state appropriation. (You may recall that this year we received a 3.5% decrease in our state appropriation). The second assumption is that the tuition would be increased \$100 per year starting with the Fall semester 1993. If these two assumptions were to become reality, we could cut the shortfall from \$10.2 million to \$8.5 million.

In addition, we decided to move funds originally budgeted for environmental improvements at the Cogeneration plant to the operating budget, and to borrow \$3 million through a bond issue to finance the environmental improvements. After the first bond repayment, we would have \$2.7 million to reduce the shortfall further from \$8.5 million to \$5.8 million. Of course, in doing this we are incurring a debt of \$2.7 million, plus interest, which must be repaid over the next 10 years from the educational and general budget.

To date, none of these plans has changed.

The remaining \$5.8 million was to be made up in savings, unanticipated income, and further budget reductions this year and next year. As specified in my September 1 address to the faculty, we initially projected that this would be accomplished through the following initiatives:

Additional revenues for 1992-93 --	\$800,000
Expenditure savings for 1992-93 --	\$900,000
Budget reductions for 1992-93 --	\$400,000
Additional revenues for 1993-94 --	\$800,000
Expenditure savings for 1993-94 --	\$900,000
Budget reductions for 1993-94 --	\$2,000,000
Total --	\$5,800,000

It is important to note that a budget is a plan. In any given year, we may gain

revenues that were not anticipated, and similarly, some items we budget may cost less than anticipated. This year, we budgeted an enrollment of 14,200 students. We have an enrollment of 14,357 students, and this increase in enrollment resulted in additional tuition revenues. Still more revenue came from another unexpected source -- a reduction in the contribution IUP makes toward retired employees' health care. In November, IUP was notified that its contribution to the program was reduced 20 percent, resulting in a savings of approximately \$1 million over two years. Moreover, we deliberately managed a decrease in expenditures by such means as successfully filling vacancies at lower starting salaries than were initially budgeted. Altogether, we now estimate that instead of generating \$3.4 million in expenditure savings and revenue increases over this year and next, we may generate as much as \$5.1 million from those sources. This means that we would have to make further budget reductions of approximately \$700,000 to \$1 million for 1993-94, depending in part on the level of enrollment we wish to maintain. Of course, while this leaves a balanced budget for 1993-94, it does nothing to begin addressing the long term problem, and establishes no carryover for 1994-95.

THE LONG TERM PROBLEM

Some may perceive all of this as an indication that the budget situation is not as severe as we originally stated, and that someone misled the University community. Neither perception is the case. Given the economic conditions of the state, the low level of funding for higher education that is forecasted for the next several years, and the fact that the University must resolve the cogeneration recapture pool liability of \$30 million under the present electric sales agreement, we continue to project financial difficulties for IUP. Remember that in order to balance the 1993-94 budget, this university has frozen 34 positions, continues to run its departments and offices with operating funds well below the 1990-91 level, has made reductions of more than \$1 million in areas such as deferred maintenance and library, plans to borrow \$3 million, and still needs another three-quarters of a million-dollars, at least, in further reductions for 1993-94.

We have been sharing information with the University community as we receive it. At the time of our initial report at the start of the Fall term, we did not have a final enrollment count, actual faculty and staff salaries had not been finalized (we still are in the process of doing some hiring), and the decision at the state level to reduce contributions for retirees' health care had not been made. A weakness in our system may be that we share information too early in the process.

The need remains for IUP to continue to deal in a straightforward manner with an extremely difficult budget situation. It is encouraging to temper this with some reasonably good news for 1993-94. Let us not forget, however, the sacrifices we have already made, the sound fiscal decisions that have guided us, and the role of plain good luck.

There continue to be critical budget problems as we look to 1994 and beyond. We deal with many unknowns, and we build budget models that reflect our best assessment of how these unknowns will be resolved. Each budget model must be recognized as fluid and subject to adjustment.

Continuity and rationality are guaranteed only insofar as we develop a strategic vision that sets our course and dictates priorities that in turn govern budget decisions. With a legacy of several years of sacrifice and belt-tightening, and in the face of several more years of static or declining state support, this university very much needs the kind of restructuring and continuous strategic planning that I hope will result from the work of the Committee to Refocus.

Lawrence K. Pettit
November 30, 1992

Attachment B

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:
Athletic Director - Ex Officio - non-voting
Two (2) Athletic administrators - Ex Officio - non-voting
- Appointed by the President:
One (1) University Administrator from the Administration-at-Large for a two-year term
One (1) Community Member for a three-year term
One (1) Faculty Athletics Representative for a two-year term
- Appointed by the University Senate Chairperson:
One (1) member for a one-year term
- Appointed by APSCUF:
Three (3) full-time faculty members
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:
One (1) IUP alumni member for a one-year term
- Appointed by the Student Congress:
One (1) student for a one-year term
- Officers:** A chairperson, vice chairperson and a secretary shall be elected by and from the voting members of the committee.
- Meetings:** All meeting of the committee will be open.

Approved: Student Affairs Senate committee 11/10/92

Approved: University Senate 12/01/92

Attachment C

CRITERIA FOR WRITING-INTENSIVE COURSES

In designing writing-intensive courses, departments are urged to be creative and to modify/design courses which are both faithful to the university-wide criteria and reflective of the differences among fields of study. Faculty are urged to determine the number of papers or words (specific number and kinds of writing assignments), grading scales, and teaching strategies appropriate for individual writing-intensive courses.

All writing-intensive courses must:

- (1) Integrate carefully planned writing assignments into the course so that they increase student learning and enhance student ability to write.
- (2) List the improvement of student writing among the course objectives in the syllabus.
- (3) Distribute specific written instructions, including criteria for evaluation, for major assignments.
- (4) Guide students in conceiving, organizing, and presenting written material in ways appropriate to the subject being studied.
- (5) Provide ample opportunities for students to improve their writing skills and to have at least 5000 words (approximately 15-20 typed pages) comprising two or more separate assignments evaluated by an instructor. Depending on the nature of the course, appropriate writing assignments may include such formats as case studies, laboratory reports, journals, letters, memos, formal essays, research articles, project or grant proposals, and so forth.
- (6) Provide an opportunity for students to revise at least one of their writing assignments after receiving response from the professor.
- (7) Include, with whatever informal or draft writing is appropriate, at least one assignment that requires students to produce finished, edited prose.
- (8) Consider written assignments as a major part of the final grade; in most cases this should be 50% or more.

In addition, all writing-intensive courses should:

- (1) Give attention to both the process and the product of writing. Intervention in the writing process, particularly in its early stages, is a highly effective way of helping students produce better written work. For example, students can be assisted with task definition, topic selection, information gathering, organization and formatting, and revision strategies. Major assignments should have clearly defined stages of preparation and regular progress reviews.
- (2) Provide opportunities for students to consult with instructors and perhaps tutors or one another as they prepare drafts of assignments or revisions.
- (3) Provide an appropriate variety of writing experiences by including writing with different audiences, purposes, or formats. There should also be an appropriate mixture of in-class and out-of-class writing and of graded and ungraded writing.

Approved: Liberal Studies Committee 11/05/92

Approved: University Senate 12/01/92