

**MINUTES OF THE
IUP UNIVERSITY SENATE**

February 26, 2008

Chairperson Broad called the February 26, 2008, meeting of the University Senate to order at 3:35 p.m., in Beard Auditorium.

The following Senators informed the Senate Leadership that they could not attend: Appolonia, Atwater, Balint, Belch, Brooks, Carranza, Dugan, Gossett, Greenawalt, Gropelli, Hooks, Jozefowicz, Moorhead, O'Neil, Perdue, Smith, J., Stephenson, Trimarchi, Woodland, and Zoni

The following Senators were absent from the meeting: Beck, Cekada, Colen, Cowles, Dandeneau, Hall, Jones, A., Jones, B., Kenning, Montgomery, W., Schroeder, Sullivan, Thibadeau, and Zorich

The minutes of the January 29, 2008 meeting were **APPROVED** as amended with a change in the number of a nursing prerequisite.

Agenda items for the February 26, 2008, meeting were **APPROVED** as amended with the inclusion of a report from Student Affairs, a report from the Academic Committee, as well as a submission date change on the Development & Finance report.

REPORTS AND ANNOUNCEMENTS

President's Report

Dr. Atwater was unable to attend the Senate meeting today due to a meeting in Washington, DC.

Provost's Report

In response to the Senate recommendations from the January 29, 2008 meeting, I accept the title change from B.S. Ed Secondary Spanish Education to B.S. Ed. Spanish Education K-12. There are also some changes in required testing. The title change will be reported to the Council of Trustees as an information item.

I also approve the recommendation to remove the word "track" from four Physical Education and Sport majors. The new titles are as follows:

- B.S. Physical Education and Sport - Exercise Science
- B.S. Physical Education and Sport - Sport Administration
- B.S. Physical Education and Sport - Aquatics
- B.S. Physical Education and Sport - Athletic Training

These title changes will be reported to the Council of Trustees as an information item.

On the graduate level, I approve the recommendation to offer a Certificate of Recognition---Criminology/Law Enforcement Leadership in Weapons of Mass Destruction. This proposal will be submitted to the Council of Trustees for approval at their March meeting.

I would like to add that Susan Boser is the Provost's Associate and has responsibility for assessment of courses and academic programs. She will continue that responsibility next year.

Chairperson's Report

Nobody ever said running a university was easy, although when you're going downhill at least you have gravity on your side. I don't really mean that, but the last month has not been our best. The search for a new dean for the graduate school/assistant vice president for research that I was so optimistic about at our last meeting has come to a crashing halt, and we're back to square one. The Liberal Studies reform we've been gearing up for all year is now in what looks like a holding pattern, although I understand that there may be some developments forthcoming in the not too distant future. On the financial side, I trust you have all looked at the report from the Development and Finance Committee. If not, you should. A multi-million dollar deficit next year is hard to give a positive spin to.

On the upside, the search for a "permanent" Provost is going much better than anyone really expected. As Chair of the Senate, I serve on that search committee, and I have been very impressed by the efficiency of both the committee and the President. Our first candidate will be on campus next week, and I hope as many of you as possible will be able to attend the open meeting. The entire committee and the President agreed on his ranking, and I'm really hopeful that the interview will go well.

The day after the last Senate meeting I went to Harrisburg to meet, along with the other PASSHE Senate chairs, with the chancellor search committee. We had a frank and open exchange, and I came away with a guardedly optimistic feeling about it. We were assured, repeatedly, that all the candidates will come from the ranks of academia, and the board of Governors got an earful about the performance indicators, although I'm not sure that will have any effect.

I met yesterday with Dr. Atwater, and I now feel much better about the University finances as well. In spite of the dire predictions with regard to the budget, he assured me that the budget "will be balanced" (that's a quote). I'm afraid he didn't offer any specifics as to how that will happen, but I have faith.

In the meantime, the work of the Senate goes on. The curriculum gets updated constantly, awards are given, research money is awarded, and tabs are kept on the workings of various parts of the university.

Vice-Chairperson's Report

I'd like to take a few moments to let you know what is happening in Student Government. We have two events happening simultaneously. The first being a University-wide survey that will begin on 12:01 a.m. on March 3 until midnight Friday, March 7. This survey will occur on

URSA and is being advertised. Secondly, as a result of the survey, SGA will be holding a forum to discuss the issues.

STANDING COMMITTEE REPORTS

Rules Committee (Senator Soni)

FOR INFORMATION:

- 1) An important reminder to Senate committees: Committee chairs are elected for a one-year term at a time. Perhaps some committees are electing their chair for a two year term, which is in violation of the Senate Bylaws.
- 2) We are gearing up for senate elections. We will have the phase 1 election completed before spring break. Thanks to everyone for your support.
- 3) Some of you must have received an email from the Rules Committee about excessive absences. Please understand that excused absences do not absolve you from your obligation; believe me, I too received a note from the committee as I missed two meetings.
- 4) The next meeting will take place on Tuesday, March 4 in 320 ECOB.

University-Wide Undergraduate Curriculum Committee (Senators Sechrist and Numan)

FOR INFORMATION:

1. Liberal Studies Committee Report

Approved LBST 499 You Have Rights! Dr. Gwendolyn Torges, Department of Political Science
Approved revisions to the Liberal Studies component of B.S. Regional Planning/Environmental Planner Track and B.S. Regional Planning/Land Use Planning and GIS Track

2. Department of Geography and Regional Planning—Course Number Change

Current Course Number and Title:	RGPL 353 Planning Design I
Proposed Course Number and Title:	RGPL 453 Planning Design I

Rationale: Many of our Master's students are entering the M.S. program with insufficient design background. We will subsequently propose this as a dual level course. Credits and course description are unchanged.

FOR ACTION:

APPROVED

1. Department of Educational and School Psychology—New Course

EDSP 423 Educational Programming for Gifted Learners	3c-01-3cr
Teaches educators the characteristics of various service delivery options in K-12 gifted education programs and assists them in determining which options are best for which types of gifted	

learners. How the concept of giftedness has changed, and how these changes have influenced service delivery, will be examined. Students will explore methods of modifying classroom instruction for gifted learners and learn which methods fit best with the various service delivery options. The importance of a systemic approach, that is the reciprocal impact of students, schools and families on each other, will be an underlying theme.

Rationale: This course is to eventually be part of a Certificate of Recognition planned with Special Education and Clinical Services. In that regard, it will be part of a new program, not part of existing programs in the Department of Educational and School Psychology. It will also open to any undergraduate student in education who would like to take it. Gifted education can be covered minimally in other courses in Special Education and School Psychology, but not in this depth.

FOR ACTION:

APPROVED

2. Department of Nursing and Allied Health—Course Revisions

a. Current Catalog Description:

NURS 212 Professional Nursing I

2c-01-2cr

Prerequisite: Sophomore Standing

Introduces the discipline of nursing and values that are fundamental to practice. Caring, as a concept central to the practice of professional nursing, will provide the framework for examining the values of the profession. Human diversity and the effects that culture, socioeconomics, ethnicity, and religion have on health status and response to health care will be studied. An overview of the healthcare system in the US and access issues will be examined. As a foundation for client contact in subsequent courses, students will learn therapeutic communication skills and theory related to teaching and learning. Service/learning and team building experiences will be an integral component of the course.

Proposed Catalog Description:

NURS 212 Professional Nursing I

2c-01-2cr

Prerequisite: Sophomore Standing

Introduces students to the discipline of nursing and values that are fundamental to practice. Caring, as a concept central to the practice of professional nursing, will provide the framework for examining the values of the profession. Human diversity and the effects that culture, socioeconomics, ethnicity, and religion have on health status and response to health care will be studied. An overview of the healthcare system in the US and access issues will be examined. As a foundation for client contact in subsequent courses, students will learn therapeutic communication skills and theory related to teaching and learning. Team building experiences will be an integral component of the course.

b. Current Catalog Description:

NURS 337 Adult Health Clinical I

0c-15l-5cr

Prerequisites: FDNT 212, NURS 236, or permission

Prerequisite or Corequisite: NURS 316

Corequisite: NURS 336

Provides students with opportunities to apply the nursing process with adults and aging families in a variety of settings. Emphasizes increasing the student's ability to perform comprehensive health assessments and to use assessment data to identify problems, intervene and evaluate care. Students function as a member of the health care team, identify discharge-planning needs, and differentiate between collaborative and independent nursing activities. Service learning is a component of the course.

Proposed Catalog Description:

NURS 337 Adult Health Clinical I

0c-15l-5cr

Prerequisites: FDNT 212, NURS 236, or permission

Prerequisite or Corequisite: NURS 316

Corequisite: NURS 336

Provides students with opportunities to apply the nursing process with adults and aging families in a variety of settings. Emphasizes increasing the student's ability to perform comprehensive health assessments and to use assessment data to identify problems, intervene and evaluate care. Students function as a member of the health care team, identify discharge-planning needs, and differentiate between collaborative and independent nursing activities.

Rationale: The service learning reference in the catalog descriptions are being deleted. This will allow faculty the option of incorporating service learning into these courses or not incorporating service learning.

FOR ACTION:

APPROVED

3. Department of Mathematics—Course Revision (Amnesty) and Catalog Description Change

Current Catalog Description:

ELED 313 Teaching Mathematics in the Elementary School

3c-0l-3cr

Prerequisites: MATH 151, 152, ELED 257

Recent developments in curriculum and methods of instruction of contemporary elementary school mathematics programs. Students become acquainted with books, materials, and other resources helpful to prospective teachers. Includes observations of master teachers.

Proposed Catalog Description:

ELED 313 Teaching Mathematics in the Elementary School

3c-0l-3cr

Prerequisites: MATH 151, 152, and one of ELED 257, ECED 280, EDEX 222 or 231

Examines contemporary curriculum and methods of instruction used in elementary school mathematics. Students become acquainted with books, materials, and other resources helpful to prospective teachers. Course activities include experiences in teaching elementary school mathematics.

Rationale: Additions are being made to the prerequisites because two majors have added ELED 313 to their program requirements (Early Childhood Education/PreK-Grade 6 has changed its program requirement from MATH 320 to ELED 313; Education of Exceptional Persons has changed its program requirement from EDEX 221 to ELED 313). The change is necessary to acknowledge different pedagogy courses in these two majors Early Childhood uses ECED 280 and Education of Exceptional Persons uses either EDEX 222 or EDEX 231. Either of these courses is a satisfactory alternative to ELED 257 Pedagogy I. The course syllabus has also been updated.

FOR ACTION:

APPROVED

4. Department of Marketing—Course Revisions (Course Amnesty)

a. Current Catalog Description:

MKTG 433 Advertising

3c-0l-3cr

Prerequisite: MKTG 320

An introduction to the principles, practices, and creations of advertising. Use of various media and legal, economic, social, and ethical aspects of advertising are also considered.

Proposed Catalog Description:

MKTG 433 Advertising

3c-0l-3cr

Prerequisite: MKTG 320

An introduction to the principles, practices, and creations of advertising. Use of various media and legal, economic, social, and ethical aspects of advertising are also considered.

b. Current Catalog Description:

MKTG 436 Retail Management

3c-0l-3cr

Prerequisite: MKTG 320

Introduces all facets of retailing including the history of retailing, retail theories, and decision-making in retailing framework.

Proposed Catalog Description:

MKTG 436 Retail Management

3c-0l-3cr

Prerequisite: MKTG 320 and Junior standing

Introduces students to all facets of retailing including the history of retailing, retail theories, and decision-making in retailing framework.

Rationale: Updated syllabi were presented as syllabi of record for these courses.

FOR ACTION:

APPROVED

5. Department of Geography and Regional Planning—Program Revisions, Catalog Description Changes, Track Title Change, and Track Deletions

a. Catalog Description Changes:

Current Catalog Description Paragraph:

Regional Planning involves preparing for the future. The demand and effects of a large and growing population require that land use, resource use, settlement patterns, transportation systems, and economic activity be planned. Regional Planning is concerned with the social, locational, and environmental aspects of these planning decisions. Today economic development has become an important focus for planners.

Proposed Catalog Description Paragraph:

The focus of the Bachelor of Science in Regional Planning is to prepare students for eventual leadership positions as professional planners. A broad range of technical skills, land use and environmental training prepare our students for public or private service as spatial and physical planners.

Current Catalog Track Descriptions:

Geography—General Geography Track

The General Geography Track encourages the major to sample courses from different subfields of the discipline. This track prepares the major for graduate work in geography and related fields of employment. Job options include report writing, research analysis, and data gathering. In government employment, the State Department, Department of Commerce, and the Census Bureau are significant places for geography skills.

Geography—Geographic Information Systems and Cartographer Track

Regional Planning—Geographic Information Systems and Cartographer Track

The Geographic Information Systems and Cartographer Track prepares students for employment as Geographic Information System Specialists, Facilities Managers, Cartographers, and Remote Sensing professionals. Coursework includes methods for identifying, modeling, and analyzing the spatial organization of human and environmental systems from both practical and theoretical perspectives. Data collection, spatial information management, and graphic presentation are integral skills taught in track courses. Such skills could be used, for example, for analysis of wildlife habitat, utility facility management, or transportation system design and maintenance.

Geography—Economic Geographer Track

Regional Planning—Economic Developer Track

The Economic Track provides a broad framework of ideas and theories in addition to a task-oriented approach to location analysis. Site planners articulate the needs of the community for

economic space, the demands for convenient transport, the role of private enterprise, and the management of growth. This interrelated group of courses is useful to students, because economic geographers and developers are expected to analyze the interactions of concepts and variables. Market analysis for the location of new shopping centers, for example, requires understanding of economic principles, population characteristics, and the local political milieu, all in a spatial context.

Geography-Environmental Geographer Track
Regional Planning-Environmental Planner Track

The Environmental Track is designed to prepare majors in geography or regional planning for careers in environmental fields or graduate study that leads to a variety of environmental positions. Students who elect this track will acquire knowledge of the physical and human processes that shape the environment, strategies for analyzing environmental issues, and concepts that underlie strategies for ameliorating environmental problems. The skills acquired in this track will enable students to assess the causes, consequences, and solutions to a wide variety of environmental issues such as water pollution, acid rain, or tropical deforestation.

Regional Planning–Town Manager Track

The Town Manager Track is designed to prepare planning students for careers in local government and graduate work in public administration. Students electing this track will become familiar with the structure, operation, and actions of municipal government and the political, organizational, and institutional basis of municipal management and decision making. Skills acquired with this track will enable students to undertake a variety of analytic activities designed to describe, project, and prescribe courses of action for municipal improvement.

Proposed Catalog Track Descriptions:

Geography–General Geography Track

The General Geography Track encourages the major to sample courses from different subfields of the discipline. This track prepares the major for graduate work in geography and related fields of employment. Job options include report writing, research analysis, and data gathering. In government employment, the State Department, Department of Commerce, and the Census Bureau are significant places for geography skills.

Regional Planning—Land Use Planning and Geographic Information Systems Track
Geography—Geographic Information Systems and Cartographer Track

The Land Use Planning and Geographic Information Systems programs prepare students for employment as Land Use Analysts, County or City Planners, Geographic Information Specialists, Facilities Managers, Cartographers, and Remote Sensing Specialists. Course work includes methods for identifying, modeling, and analyzing the spatial organization of human and environmental systems from both practical and theoretical perspectives. Students in planning graduate with a working knowledge of subdivision, land use and zoning regulation. They are familiar with strategies of economic development and both the theory and ethics of planning. Data collection, spatial information management, and graphic presentation are integral skills taught in the program. Such skills could be and are used in course work for the analysis of wildlife habitat, facilities management, land use planning and site design, transportation systems design and maintenance.

Geography—Economic Geographer Track

The Economic Track provides a broad framework of ideas and theories in addition to a task-oriented approach to location analysis. Economic geographers analyze community and regional requirements for economic space, the demands for convenient transport, and the role of private enterprise. This interrelated group of courses is useful to students, because economic geographers are expected to analyze the interactions of concepts and variables. Market analysis for the location of new shopping centers, for example, requires understanding of economic principles, population characteristics, and the local political milieu, all in a spatial context.

Regional Planning-Environmental Planner Track

Geography-Environmental Geographer Track

The Environmental Track is designed to prepare majors in geography or regional planning for careers in environmental fields or graduate study that leads to a variety of environmental positions. Students who elect this track acquire knowledge of the physical and human processes that shape the environment, strategies for analyzing environmental issues, and concepts that underlie strategies for ameliorating environmental problems. Students in planning graduate with a working knowledge of subdivision, land use and zoning regulation. They are familiar with strategies of flood plain and wetland regulation, the management of waste and storm water, and environmental impact assessment. They understand both the theory and ethics of planning. The skills acquired in this track enable students to assess the causes, consequences, and solutions to a wide variety of environmental issues such as water pollution, acid rain, watershed planning, or deforestation.

b. Program Revisions**Current Program:****Bachelor of Science--Regional Planning/GIS and Cartographer Track**

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: MATH 121 or 217
Liberal Studies Electives: 9cr, BTED/COSC/IFMG 101 recommended, no course with RGPL prefix

College:
 Foreign Language Intermediate Level (1)

Major: 42

Required Courses:

RGPL 213	Cartography I	3cr
RGPL 316	Introduction to Geographic Information Systems	3cr
RGPL 350	Introduction to Planning	3cr
RGPL 352	Planning Methods	3cr
RGPL 353	Planning Design I	3cr
RGPL 412	Research Seminar	3cr
RGPL 454	Planning Design II	3cr
RGPL 458	Land Use Law	3cr
RGPL 464	Land Use Policy	3cr
RGPL 468	Planning Theory	3cr

Track Courses:

RGPL 313	Cartography II	3cr
RGPL 314	Map and Photograph Interpretation	3cr
RGPL 415	Remote Sensing	3cr
RGPL 417	Technical Issues in GIS	3cr

Free Electives: 19-25
 RGPL 493 Internship (strongly recommended) 1-12cr

Total Degree Requirements: 120

(1) Intermediate-level Foreign Language may be included in Liberal Studies electives

Proposed Program:**Bachelor of Science--Regional Planning/Land Use Planning and GIS Track**

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 53
Mathematics: MATH 217 recommended
Liberal Studies Electives: 9cr, BTED/COSC/IFMG 101 recommended, no course with RGPL prefix

College: 0-6
 Foreign Language Intermediate Level (1)

Major: 48

Required Courses:

RGPL 213	Cartography I	3cr
RGPL 316	Introduction to Geographic Information Systems	3cr
RGPL 332	Urban Geography	3cr
RGPL 350	Introduction to Planning	3cr
RGPL 352	Planning Methods	3cr
RGPL 412	Research Seminar	3cr
RGPL 453	Planning Design I	3cr
RGPL 454	Planning Design II	3cr
RGPL 458	Land Use Law	3cr
RGPL 464	Land Use Policy	3cr
RGPL 468	Planning Theory	3cr
RGPL 493	Internship	3cr

Track Courses:

RGPL 313	Cartography II	3cr
RGPL 314	Map and Photograph Interpretation	3cr
RGPL 415	Remote Sensing	3cr
RGPL 417	Technical Issues in GIS	3cr

Free Electives: 13-19

Total Degree Requirements: 120

(1) Intermediate-level Foreign Language may be included in Liberal Studies electives

Rationale: During the Spring of 2007 the Regional Planning program of the Geography and Regional Planning Department invited an outside evaluator to assess the strengths and weaknesses of the program and concomitantly the department's chances of successfully becoming an "accredited" planning program. Accreditation of planning programs is done by the National Planning Accreditation Board. Accreditation brings national recognition and ongoing external evaluation; it requires significant continuing education for faculty and immediately improves the employability of our graduates. At present there are only two accredited planning programs in Pennsylvania: The University of Pennsylvania and Temple University.

In spite of an overall positive report, the consultant recommended some curricular changes to both focus the program and to bring it into compliance with PAB standards. First, he recommended going with our strength which is Land Use and GIS, to this purpose we have renamed this track. Second, the program lacks sufficient historical perspective to meet PAB

standards. Urban Geography as it now exists covers much of the history of town planning and design and has been added as a required course. The Internship has been moved from recommended to required because PAB requirements for accreditation list practical experience as a necessary ingredient for a complete planning education. Planning is an applied discipline and an internship allows our students to bring important insights into their upper-level course work while also providing a stepping stone to employment. In January of 2006, the department voted to accept any Liberal Studies mathematics course as appropriate, while recommending MATH 217.

Current Program:**Bachelor of Science--Regional Planning/
Environmental Planner Track**

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: MATH 121 or 217
Liberal Studies Electives: 9cr, BTED/COSC/IFMG 101 recommended, no course with RGPL prefix

College:
 Foreign Language Intermediate Level (1)

Major:**Required Courses:**

RGPL 213	Cartography I	3cr
RGPL 316	Introduction to Geographic Information Systems	3cr
RGPL 350	Introduction to Planning	3cr
RGPL 352	Planning Methods	3cr
RGPL 353	Planning Design I	3cr
RGPL 412	Research Seminar	3cr
RGPL 454	Planning Design II	3cr
RGPL 458	Land Use Law	3cr
RGPL 464	Land Use Policy	3cr
RGPL 468	Planning Theory	3cr

Track Courses: Four courses from the following: 12cr

GEOG 335	Geography of Energy
GEOG 341	Climatology
GEOG 342	Physiography
GEOG 343	Geography of Fresh Water Resources
GEOG 345	Biogeography for Environmental Managers
GEOG 440	Conservation: Environmental Analysis
RGPL 314	Map and Photograph Interpretation
RGPL 415	Remote Sensing

Free Electives: 19-25
 RGPL 493 Internship (strongly recommended) 1-12cr

Total Degree Requirements: 120

(1) Intermediate-level Foreign Language may be included in Liberal Studies electives

Proposed Program:**Bachelor of Science--Regional Planning/
Environmental Planner Track**

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 53
Mathematics: MATH 217 Recommended
Liberal Studies Electives: 9cr, BTED/COSC/IFMG 101 Recommended, no course with RGPL prefix

College: 0-6
 Foreign Language Intermediate Level (1)

Major:**Required Courses:**

RGPL 213	Cartography I	3cr
RGPL 316	Introduction to Geographic Information Systems	3cr
RGPL 332	Urban Geography	3cr
RGPL 350	Introduction to Planning	3cr
RGPL 352	Planning Methods	3cr
RGPL 412	Research Seminar	3cr
RGPL 453	Planning Design I	3cr
RGPL 454	Planning Design II	3cr
RGPL 458	Land Use Law	3cr
RGPL 464	Land Use Policy	3cr
RGPL 468	Planning Theory	3cr
RGPL 493	Internship	3cr

Track Courses: Four courses from the following: 12cr

GEOG 335	Geography of Energy
GEOG 341	Climatology
GEOG 342	Physiography
GEOG 343	Geography of Fresh Water Resources
GEOG 440	Conservation: Environmental Analysis
RGPL 314	Map and Photograph Interpretation
RGPL 345	Biogeography for Environmental Managers
RGPL 415	Remote Sensing

Free Electives: 13-19

Total Degree Requirements: 120

(1) Intermediate-level Foreign Language may be included in Liberal Studies electives

Rationale: The same changes as above plus changing GEOG 345 Biogeography for Environmental Managers to RGPL 345 Biogeography for Environmental Managers to correct an earlier error.

c. Deletion of Regional Planning/Town Manager and Regional Planning/Economic Developer Tracks

As now constituted the Bachelor of Science in Regional Planning has four tracks: Environmental Planner Track, the GIS and Cartographer Track, the Economic Developer Track, and the Town Manager Track. The outside evaluator noted: “While the program has 4 different tracks ... the vast majority of the current students were in the GIS/Cartographer Track. The department needs to leverage its strength (i.e. land use planning, GIS), and avoid unnecessary fragmentation of its curriculum.”

A review of current students and graduates over the past four years shows that there have been 13 students in the Environmental Track, 12 in the GIS Track, 5 in the Economic Developer Track and only 3 in the Town Manager Track. Currently there is one senior in both the Town Manager and the Economic Developer Track and four other students in the Economic Track (3 seniors and 1 junior). The Town Manager Track has not attracted enough interest to warrant continuation. Although the Economic Developer Track does attract some students, it is not as strong as the GIS or Environmental Tracks. In taking the consultant’s report seriously, we have decided that specialization is in the best interests of the department and its students and propose to drop this track as well. Students already in the program will be given the option of finishing under the present requirements and with the present tracks. All students new to the program in 2008-9 will be expected to follow the new curriculum.

University-Wide Graduate Committee (Senators LaPorte and Williamson)

FOR INFORMATION:

The University-Wide Graduate Committee provided distance education approval for the following courses:

COUN 615: Counseling Across the Life Span
MGMT 631: Management Development and Training
HPED 652: Sport Business

Student Affairs Committee (Senator Beisel)

Sent via email by Dr. Rhonda Luckey to: Dean, A-Deans and Student Affairs Leadership Team on December 17, 2007 and to Academic Liaisons for Living-Learning Communities on December 20, 2007.

Dear Colleagues,

As the fall semester winds down and we look forward to a new semester and year, I send my best wishes to you as the holidays approach. Today, I also am pleased to share news of a mini-grant opportunity. To promote the continued development of a living-learning philosophy within our on-campus residential facilities, I am making available a series mini-grants (application attached) that will be awarded during the spring semester. Please share this e-mail describing this mini-grant opportunity with your colleagues.

As you can see every day, Residential Revival continues to redefine living on campus. In addition to changing the physical landscape of our campus, it also is making possible very real changes in how students incorporate learning in their lives outside the classroom. In its second year, the Living-Learning Team is implementing a deliberate and purposeful plan to infuse an academic presence in our residential facilities. Some of you have been very involved in this effort to date. At IUP, the living-learning philosophy is grounded in the belief that learning is an active and dynamic process that occurs both within and outside the classroom, and a process in which students use a number of frameworks and modalities to learn. Residence halls provide an ideal, yet often underutilized setting for learning, as most on-campus students spend more collective hours in their living environment than any other location on campus, including the classroom.

IUP's living-learning programs are designed to:

- facilitate student engagement with faculty, in either an informal or structured manner;
- promote student-to-student interaction through collaborative learning experiences and peer mentoring efforts;
- promote a learning-centered, student-first culture;
- enable a large, sometimes impersonal campus environment to feel smaller, more supportive and easier to navigate;
- utilize designated space in residential facilities for learning activities;
- allow academic and student support functions to be easily accessible and convenient to use; and
- promote deeper learning and understanding of curricular and co-curricular concepts.

Anyone currently working with one of the residential communities described below or who hopes to contribute to this living-learning philosophy at IUP is welcome to apply for a mini-grant. The following are some examples of how the funding may be used:

- Support of programs and learning activities directly pertaining to an existing living-learning community, which may include utilizing funds to sponsor a guest speaker, field trip, tickets to a performance, or purchase resources and/or equipment for the community;
- Support of faculty research and scholarly activity directly related to, and benefiting the development and growth of living-learning at IUP; and
- Seed money to develop and establish a new and innovative living-learning initiative.

Dr. Jackie Beck (jbeck@iup.edu) and Jack Makara (jgmakara@iup.edu), Co-Chairs of the Living-Learning Planning Team will review each application using the criteria below.

- Clarity and relevance of request;
- Potential impact the request has on the development and growth of living-learning at IUP;
- Clarity and relevance of learning outcomes; and
- Effectiveness of assessment plan to measure learning outcomes.

Individuals applying for funding should complete the attached "Living-Learning Initiatives Mini-Grant Application," and return the form to Jack Makara via Campus Mail (Clark Hall, Room B-31) or electronically (jgmakara@iup.edu).

Applications will be reviewed beginning on **Friday, January 25, 2008** and will be reviewed weekly until all available funding is exhausted. Individuals applying for funding will be notified of the outcome of the review process within seven work days of receiving the application. If approved, the funds will be transferred directly to the applicant's departmental Cost Center.

Currently, IUP has 18 living-learning communities:

Suites on Grant
Robert E. Cook Honors College
Intensified Study
ROTC
Service Learning
Substance-Free Lifestyle

Eberly College of Business and Information Technology
Business

College of Fine Arts
Music
Crimson Connections

College of Education and Educational Technology
Education
Communications Media

College of Health and Human Services
Criminology
Crimson Connections
Nursing and Allied Health

College of Humanities and Social Sciences
English
Piso Cervantes

College of Natural Sciences and Mathematics
Biology
Computer Science
Natural Sciences and Mathematics

Should you have any questions, please do not hesitate to contact Jackie Beck or Jack Makara for additional details.
Thank you, and again, my best wishes to you for a healthy and productive new year.

Rhonda H. Luckey, Ed.D.
Vice President for Student Affairs
Indiana University of Pennsylvania
1011 Sutton Hall, Suite 211
Indiana, PA 15705
724.357.4040
724.357.4977 (fax)

IUP: Beyond Expectations

**Living-Learning Initiatives
Mini-Grant Application
2007-2008 Academic Year**

Name of Applicant _____ Department _____

Campus Address _____ Email Address _____

Name of Budget Officer for College/Department _____

Email Address of Budget Officer _____ Department SAP# _____

Budget Request	Maximum Amount of Request	Amount Requested
Support of programs/activities pertaining to living-learning (i.e. guest speaker, field trip, performance, resources, equipment)	\$500	
Faculty research and scholarly activity directly related to, and benefiting the development and growth of living-learning at IUP	\$2,500	
Start-up money to develop and establish a new living-learning initiative	\$2,500	
Other (specify)	\$500	
Total Amount of Request	*****	

Describe initiative for which funding is requested: (use additional page if needed)

Describe how requested funding will facilitate the development and growth of living-learning at IUP:

Learning outcome(s):

Explain how learning outcome(s) will be measured:

Signature of Applicant _____ Date _____

Notes:

1. Submit the above request to Jack Makara via Campus Mail (Clark Hall, Room B-31) or electronically (jgmakara@iup.edu)
2. Applications will be reviewed beginning on **Friday, January 25, 2008**, and will be reviewed weekly until all money is exhausted.
3. All requests will be reviewed by both Co-Chairs of the Living-Learning Planning Team. Funding will be awarded based upon the following criteria: a) clarity and relevance of request, b) potential impact on the development and growth of living-learning at IUP, c) clarity and relevance of learning outcomes, and d) effectiveness of assessment plan to measure learning outcomes. All decisions are final.

The next meeting will be held on Tuesday, March 4, at 3:30pm in the HUB Conemaugh Room.

Academic Committee (Senators Dugan and Novels)

FOR ACTION:

APPROVED

Commencement Speaker and Honorary Doctorate Recipient for May 2008:

Dr. John J. Kopchick is an internationally recognized leader in the growth hormone (GH) field. Since 1987, he has held the Milton and Lawrence H. Goll Eminent Scholar Professorship in Molecular and Cellular Biology and directs the Growth/Obesity/Diabetes Section of the Edison Biotechnology Institute at Ohio University in Athens, Ohio. He also is Professor in the Biomedical Sciences department in the College of Osteopathic Medicine at Ohio University.

In 1989, Dr. Kopchick and his group were the first to discover and characterize the molecular aspects of GH antagonists, an accomplishment for which he and Ohio University were awarded several U.S. and European patents. He was instrumental in founding a company, Sensus, that applied his laboratory discovery to development of a drug that has been evaluated in clinical trials for acromegaly, a chronic disease caused by excessive secretion of GH by a pituitary adenoma. The drug, Somavert, has been approved for use in the U.S.A and in Europe and is being marketed by Pfizer. Somavert also is expected to be useful in treating diabetic retinopathy and nephropathy as well as breast and other types of cancer.

Dr. Kopchick has been involved in the start up of two additional biotechnology companies. The latest, DiAthege, focuses on the discovery of diagnostics, therapeutics, and therapeutic targets in the obesity and diabetes field.

Born in Punxsutawney, Pennsylvania, Dr. Kopchick spent most of his early years in Indiana, Pennsylvania. He received both his bachelor's degree in biology and master's degree in biology and chemistry from Indiana University of Pennsylvania. In 1975, he enrolled in the Graduate School of Biomedical Sciences, University of Texas System Cancer Center in Houston, Texas and began research under the supervision of Dr. Arlinghaus, professor and chairman of M. D. Anderson's Department of Molecular Pathology. While a graduate student at M.D. Anderson, he was awarded a Rosalie B. Hite scholarship that supported his studies. His dissertation described the biosynthesis of Rauscher murine leukemia virus reverse transcriptase. He was awarded his Ph.D. in 1980.

After completing his Ph.D., Dr. Kopchick continued research training as a postdoctoral fellow at the Roche Institute of Molecular Biology where he received a National Cancer Institute Postdoctoral Fellowship award to support his work. He then spent almost five years at Merck Sharp & Dohme Research Laboratories. At Merck, he developed a system built around cloning and expression of GH genes, which he continues to study as director of the Edison Biotechnology Institute.

In 2005 Dr. Kopchick in collaboration with the AMVETS set up a Diabetes Research Institute in the Edison Biotechnology Institute at Ohio University. The project is devoted to training undergraduate students in the diabetes research area. The students must have either served in the armed forces or have had parents or grand parents who served in the armed forces. To date via support from the AMVETS, 14 students have been trained or are currently being trained. Of the 10 students who have graduated, 4 are in medical school, 4 are in graduate school, one is in nursing school, and the other is applying to graduate school.

Dr. Kopchick has published more than 240 scientific articles and 220 published abstracts in the area of growth, obesity and diabetes. Twelve patents have been granted based on his work with several more pending. He also has advised 20 Ph.D., 12 M.S. and over 150 undergraduate students. He has served on the Editorial Boards of several journals including *The Journal of Biological Chemistry*, *Endocrinology*, *Molecular Endocrinology*, and currently serves on the editorial board of *GH & IGF-1 Research and Endocrinology*. He is also a member of the Growth Hormone Research Society Council.

The next meeting will be on Tuesday, March 4 at 3:30pm in 201 McElhaney.

Awards Committee (Senators Hernandez and Ritchey)

The next meeting will be on Tuesday, March 4 at 3:30pm in Room 203 of the Library.

Noncredit Committee (Senator O'Neil)

FOR INFORMATION:

The Non-Credit Committee met on February 8th. Mark Geletka, Vice President, Administration met with the Committee to share a presentation on the Kovalchick Convention and Athletic Center. Groundbreaking for the 150,000-square foot, \$41 million building will take place this year. The Center will be located on approximately 6.55 acres of land along Wayne Avenue adjacent to the university and situated on 33 acres of property along Wayne Avenue previously owned by the Kovalchick Salvage Company.

In addition to a hotel, the complex will include a 4,000- to 6,000-seat multi-use arena/convocation center to accommodate large events, including commencement, sporting events (intercollegiate and others), concerts and other cultural events, conferences, and trade shows. It will offer a conference center that will provide a combination of dedicated and shared technologically advanced spaces with multi-uses for education and training, a 650-seat auditorium, and break-out facilities.

Additional information on the Center is available at www.iup.edu/kcac

The next meeting will be on Monday, March 3 at 3:15pm in Keith 100.

Library and Educational Committee (Senator Jozefowicz)

The next meeting will be on Tuesday, March 4.

Research Committee (Senator Sciulli)

FOR INFORMATION:

The committee met February 5, 2008 and awarded \$20,712 in grants to the following individuals:

- Francis Allard
- Barb Blackledge
- Roger Briscoe
- Miriam Chaiken
- W. Thomas Conelly
- Laura Delbrugge
- Kimberly Desmond
- Arden Hamer
- Valeri Helterbran
- Melanie Hildebrandt
- Tawny Holm
- Werner Lippert
- Sarah Mantel
- John McCarthy
- Michele McCoy

- Maureen McHugh
- Nathan McElroy
- Paul Nealen
- Marveta Ryan-Sams
- John Taylor
- Susan Wheatley

The next meeting will be on Tuesday, March 4 at 3:15pm in Stright Hall.

University Development and Finance Committee (Senator Domaracki)

February 21, 2008

Committee Reports

Parking Committee – No report. A Parking Committee meeting is scheduled for March.

Budget Report

The spring re-budget has been completed and there is a \$700,000.00 reduction in projected revenues for fiscal year 07-08 because of reductions in credit hour generation. This information is to be shared with the Vice Presidents on 2.26 and decisions will be made about how to best move forward in balancing the 07-08 budget.

The budget projection for the 08-09 fiscal cycle is not positive. Despite a projected 3% percent increase in appropriations to the system and a 2.1 % tuition increase rising costs in personnel and utilities are expected to offset those modest gains. Preliminary projections forecast a deficit of four – five million dollars.

Old Business

SW Jack Cogeneration Issues – The contract with PENELEC to purchase electricity from IUP expired at midnight 12.10.07. With forewarning of the impending non renewal of a contract with PENELEC extensive cost analysis studies, involving consultants from private industry and Penn State Facilities Engineering Institute were done to identify and implement a course of action for operation of the co-generation plant. Given that cost avoidance dollars have fallen drastically over the last three years, and the market place is unfriendly, a decision was made to revert back to the gas boilers to produce steam and to purchase electricity to meet the campus need. Full operational status may be achieved in the future pending expected deregulation of prices and a possible connection with the Pennsylvania, Jersey, Maryland Power Pool.

Power Outage at Zink Hall – A cable failed adjacent to the lightening arrester in the electrical transformer beside Zink Hall. The problem was above ground and easy to access, isolate and repair.

Reverse 911 – The use of the “Reverse 911” system during the power outage on west campus late last month helped identify several “glitches” in the system. First, the response time was too long. Calls should have been out within minutes and they were not. Second, no, IUP desk phones or cellular telephones were called. Third, the text message component was not used because of unresolved cost issue with Verizon, not all listed numbers were called, and finally, the caller-id number was unrecognizable to most recipients. These issues related to the automated call system are being addressed along with other concerns. Other areas of focus include: 1) making registration for “Reverse 911” easier/more user friendly and more convenient and 2) backing up the automated call system with the emergency blue light phones and installation of a siren.

Parking - Implementation of Pay-by-Space Pratt Drive & Impact of Residential Revival – The pay by space parking on Pratt Drive is up and operational. Some spaces are capable of being reserved when needed through the use of a reversible sign designating the space reserved.

Wilson Hall – Repairs to Wilson Hall are complete and the building is operational. Punch list items are being addressed at this time with landscaping scheduled to be done this spring.

Fisher Auditorium – This project is scheduled for a May 30th completion date

KCAC – The final plans for this project were sent to Harrisburg in early February. The review and approval of these plans is expected to be complete by 2.28.08

Washington Street Parking Lot – The houses have been razed and snow and freezing rain has been delaying efforts to temporarily prepare the lot for use. The parking lot development project will be listed for bid soon with construction to occur this summer.

Capital Spending Plan due to PASSHE April 1, 2008 – It is anticipated that the spending plan approved last November will be made official by the Board of trustees in March and then forwarded to the system for approval.

Space Study by CFP - Carry over to March Meeting

New Business

Electronic Billing – A new electronic billing system has been implemented that will result in significant savings for the university. Many universities are currently using, or switching to, electronic billing systems. Our electronic system allows students to authorize users, allowing them to access only their billing information. Users will be charged a, Council of Trustees approved, “Convenience Fee” that will assist in offsetting the expense of credit card processing fees. One drawback to the system is that VISA cards will not be accepted. Visa is stringent in their operations and will not make necessary changes to accommodate to electronic billing

systems. Many other colleges and universities using electronic billing systems have rejected VISA cards also.

Respectfully Submitted
Joseph Domaracki
2/21/2008

The next meeting will be on Tuesday, March 4 at 3:15pm in the University Towers Conference Room.

SENATE REPRESENTATIVE REPORTS

University Planning Council (Senator Wright)

Senator Broad reported that the University Planning Council met in the Crimson Events Center at 4 p.m. on Monday, February 18. On the agenda were the following three items:

1. Reverse 911
2. Student retention strategies
3. Web site implementation

Bill Montgomery addressed the first issue and reviewed the steps that were being taken to increase awareness of the reverse 911 system and to encouragement enrollment. Our current percentage of enrollment was compared to that of other PASSHE schools, and we are doing rather well in comparison to most. Only Bloomsburg claims a 100% participation, which may be a bogus number.

James Begany addressed the steps that are being taken to improve student retention rates. At this point this seems to be in more of a research mode than an implementation mode. There was some discussion of strategies for the future.

Regan Houser reviewed the fits and starts by which the new web site is being brought online. Praise was given to the in house people who have been working overtime to correct the problems created by the provider.

Presidential Athletic Advisory Committee (Senator Domaracki)

No report, and the next meeting will be on March 28.

Academic Computing Policy Advisory Committee (Senator Chiarulli)

RE: Report on recent ACPAC Actions from the Feb. 6, 2008 Meeting

FOR INFORMATION:

The annual ACPAC Innovation Forum that will feature the recipients of ACPAC funds from last academic year will be held in the HUB on 18 April 2008 in conjunction with the university Research Week.

The following reports were approved:

1. The funds subcommittee recommended the following faculty members receive a total of \$25,998.82 in funding through the ACPAC Technological Exploration and Innovation Fund: McCreary, Mensch/Moore, Bhagat, Yan, Ausel, Lombard, Piwinsky, Hannibal, McElroy, Farag, Bailey, et al., Cekada, Reilly/Pagnucci, and Rivosecchi/Moore. The recommendation was approved by ACPAC.
2. PRS Action Team recommended that Turning Technologies be established as the PRS (Personal Response System) vendor of choice and that the software/plugin be installed on classroom PCs and faculty PCs. The recommendations were approved by ACPAC.
3. **The Office/Vista Team** recommended the university to adopt Office 2007 for the fall (2008), but to delay the decision regarding Vista for at least a year. The recommendation was approved by ACPAC.

The Action Team also recommended that since Frontpage will no longer be available (since it is not part of the Office 2007 suite), Dreamweaver and Nvu (an open source web design tool) will be used to satisfy needs for web editing. In the discussion on this topic, it was noted that the new university website is supported by editing tools within the Content Management System. There will need to be further discussion at ACPAC related to the training on the recommended web editing products. This recommendation was approved by ACPAC.

4. **The PDS Team** made the following recommendations: the 'scratch' folder be renamed 'shared files'; the 'world read' folder be renamed 'world view' and that the recommended documentation revisions be made be adopted (as this website is revised). ([PDS Documentation](#)). The recommendations were approved by ACPAC.

The next meeting will be on Wednesday, March 5.

NEW BUSINESS none

ADJOURNMENT

The meeting was adjourned at 4:09 p.m.

Respectfully Submitted,

Tressa Wright, Secretary