University Senate Minutes
April 27, 2021
3:30pm – 5:00pm, ZOOM

- o   Chairperson Piper called the April 27, 2021 meeting of the University Senate to order at 3:30pm

- o   Minutes from the March 30, 2021 meeting were **APPROVED**

- o   Agenda items for the April 27, 2021 meeting were **APPROVED**
  *A few typographical errors were corrected and an updated agenda was sent via email prior to the start of the meeting.

Reports and Announcements
A.   President's Report:
- o   We are entering the most stressful time of what has been an academic year of difficulty without precedent. Thank you for your work for our students and their success. It is greatly appreciated by them and by me.

- o   As we enter the homestretch, please stay the course. Keep yourself and those around you safe from the virus. Treat each other with all the kindness and care you can muster and don't forget take care of yourself.

- o   I want to thank especially the leadership of the University Senate, the Student Government Association, and Graduate Student Association.
  - •   I especially highlight Senate and SGA Vice Chair/Vice President Jessica Poley and SGA President Alex Fefolt, who is also a student member of the State System Board of Governors. Alex and Jessica have been vital parts of the IUP team in this year unlike any other. All of our students and all of us have benefitted from their engagement and work.

- o   I look forward to working with incoming SGA President Steven Lomax and his administration in the year ahead.

- o   On April 15, the State System Board of Governor's met and took action on a number of items:
  - •   There will be no increase in tuition for the 2021-2022 academic year and the board also set a tentative rate for 2022-2023 with no increase.
  - •   The board approved IUP's request to sell or transfer the Northpointe campus. The request must be approved the Pennsylvania Legislature before action can be taken. IUP will maintain an academic presence at the Armstrong County facility, but would save significant amounts in operating and maintenance costs.
  - •   The board approved a loan of up to $7 million to Mansfield University.
  - •   The board approved the appointment of Maura King as IUP's next student trustee. Maura's term will begin on the graduation of our current student trustee, Abigaelle Vertil, next month. Thanks to Abby for her service and to Maura for her willingness to serve.

- The Board of Governors will also meet tomorrow (April 28) morning at 8:30 am to consider the proposed integrations of California, Clarion, and Edinboro in the west and Bloomsburg, Lock Haven, and Mansfield in the northeast. You can find detailed materials on the State System website. If the board votes to proceed, it will begin a 60-day period of public comment. The board would then take a final vote on whether or not to proceed at its July meeting, with integrated universities becoming effective for the fall of 2022.

- o Senator Azad asked Dr. Driscoll for an update on workforce reductions.
  - Dr. Driscoll's response:
    - As of today, IUP has 29 active retrenchment letters. A number of faculty have indicated their retirement or other plans to leave the university, so the needed workforce reductions are still being accomplished. I don't expect a significant number of additional letters to be pulled between now and early June.
    - Significant reductions have also been made in non-faculty positions. Most recently, there have been significant reductions in clerical support positions and a smaller number of SCUPA-represented and unrepresented employees. Unrepresented employees still have time to enroll in an Enhanced Sick Leave Payout (ESLP) retirement program.
    - IUP has made significant progress toward the required workforce reductions. Because of uncertainty about fall enrollment and other factors, it is too early to say that we are done with the reductions, but we are getting close.

B. Provost's Report:
- o Everyone is aware that NextGen has several combinations of academic units within it and the outcome of some of the deliberations has been some proposed names for colleges and departments. There are two colleges that would like to change their names. The proposed college names are as follows:
  - College of Arts and Humanities
  - Eberly College of Business

The proposed names for merging departments are as follows:
  - Madia Department of Chemistry, Biochemistry, Physics, and Engineering
  - Geography, Geology, Environment, and Planning
  - Philosophy and Religious Studies
  - Finance and Economics
  - Accounting and Information Systems

These are being shared with you for your reflection and we will move forward with these names in our planning, subject to appropriate review and approval.

For Information:

The Provost has accepted the recommendations for curriculum actions endorsed by the IUP-APSCUF Representative Council at the March and April 2021 meetings as follows:

From the University-Wide Undergraduate Curriculum Committee:
1. The following new courses are approved by me and may be offered immediately:
   - ART 300 Arts Administration and Curatorial Practice

- BIOC 290 Biochemistry Seminar I
- CHEM 107 Chemistry of Food and Beverages
- CHSS 122 Big Ideas I: Ancient to Enlightenment
- CHSS 123 Big Ideas II: Enlightenment to Present
- CHSS 461 Big Ideas Capstone
- ECED 117 Family, Community, and School Relationships in a Diverse Society
- ECED 280 Maximizing Learning: Engaging all Learners
- ECED 351 Literacy for the Emergent Reader: Pre-K to Grade 1 Learners
- ECED 425 Methods of Teaching and Assessing Language Arts: Pre-K to Grade 4 Learners
- ENGL 256 Videogames and Literature
- ETIT 103 Digital Instructional Technology
- ETET 330 Technology in the Classroom
- FDED 440 Orientation to Teaching in Urban Centers
- FDNT 212 Nutrition
- FSMR 125 Cultural Studies of Dress and Appearance
- FSMR 290 Advanced Principles in Apparel Buying
- FSMR 359 E-Commerce for Fashion
- HIST 239 Witches and Witch Hunts
- HIST 333 Vietnam in War and Revolution
- SAFE 221 Oral Communication in Spanish for Safety and Health
- SAFE 231 Safety and Health Technical Reading and Writing in Spanish
- SCI 101 Fundamentals of Physics
- SPAN 221 Oral Communication in Spanish for Safety and Health
- SPAN 231 Safety and Health Technical Reading and Writing in Spanish
- VOED 406 Planning, Development, and Evaluation of a Cooperative Education Program
- VOED 407 Legal Considerations for Cooperative Education Programs
- VOED 408 Planning School-Based Instruction for Cooperative Education
- VOED 409 Practicum/Field Experience
- VOED 410 Foundations of Career and Technical Education

2. The following course revision proposals are approved by me and may be implemented in future course schedules:
   - BIOC 311 Biochemistry Laboratory I
   - BIOC 412 Biochemistry Laboratory II
   - BIOC 480 Biochemistry Seminar II
   - CDFR 323 Family Issues
   - CDFR 425 Adolescence: Risk and Resiliency
   - ECON 360 Health Economics
   - ECON 362 Global Poverty and Health
   - ECON 421 Macroeconomic Analysis
   - ECON 434 Managerial Economics
   - EDEX 221 Methods of Teaching Mathematics to Secondary Students with Disabilities
   - ENGL 415 English Language Study for Teachers
   - FDED 440 Orientation to Teaching in Urban Centers
   - FSMR 252 Fashion Design and Styling
   - FSMR 280 Introduction to Apparel Buying

- FSMR 357 Global Fashion Sourcing and Trade
- FSMR 380 Applications in Apparel Buying
- FSMR 434 Quality Analysis
- FSMR 480 Fashion Portfolio
- MATH/DVST 083 Introduction to College Mathematics
- MATH/DVST 103 Principles of Intermediate Algebra
- MATH 316 Data Science Fundamentals
- MATH 330 Teaching Mathematics in Elementary School
- MATH 335 Teaching Mathematics in Special Education
- MATH 418 Data Science Theory and Application
- MKTG 350 International Business
- PSYC 380 Gender and Violence
- PSYC 450 Counseling Skills
- SCI 104 Fundamentals of Environmental Biology
- SPLP 310 Observation in Communication Disorders
- THTR 140 Foundations of Ensemble

3. The following courses are being deleted:
   - ENGL 329 History of English
   - FSMR 468 Supply Chain Management in Textiles and Apparel

4. The following program revisions will be forwarded to the Council of Trustees for final approval:
   - Applied Track, Anthropology, BA
   - Art Studio, BFA
   - Biochemistry, BS
   - Chemistry, BS (Including Pre-Medical, Pre-Pharmacy, and Chemical Education)
   - Cultural Competencies Certificate
   - Dance Minor
   - Early Childhood, BSED/Literacy, MED
   - Early Childhood/Special Education, BSED
   - Economics, BA
   - English Education, BSED
   - Fashion Studies, BS
   - Hotel, Restaurant, Tourism, and Event Management, AS
   - Hotel, Restaurant, Tourism, and Event Management, BS
   - K-12 Teacher Education Track, Health and Physical Education, BSED
   - Licensed Practical Nurse Track, Nursing, BS
   - Management Minor
   - Mathematics Track, Mathematics, BS
   - Music Education, BSED
   - Musical Theatre Track, Theatre, BA
   - Nursing, BS
   - Nutrition Minor
   - Physics, BS
   - Psychology Minor

- Public Health, BS
- Secondary School Cooperative Education Teacher/Coordinator Certification
- Studio Track, Art, BA

5. The following new programs will be forwarded to the Council of Trustees for final approval:
   - Big Ideas: Transformative Culture and Professions Certificate
   - Biochemistry Honors Certificate
   - Digital Marketing Certificate
   - Fashion Studies Minor
   - Human Resources Management Minor
   - Spanish for Safety Sciences Certificate

6. The following programs are being placed in moratorium:
   - Applied Mathematics Track, Mathematics, BS
   - Behavioral and Mental Health Track, Public Health, BS
   - Environmental and Occupational Health Track, Public Health, BS
   - Epidemiology and Biostatistics Track, Public Health, BS
   - Gerontology Certificate
   - Global and Rural Communities Track, Public Health, BS
   - Sociology of Disability Services Minor
   - Sociology Track, Social Science Education, BSED

7. The current subject/course prefix ACE was approved for a batch conversion by the Registrar to a new subject/course prefix ETIT to align with the recently renamed Education, Training, and Instructional Technology academic program.

From the University-Wide Graduate Curriculum Committee:
1. Department Name Change
   - Employment Relations and Health Services Administration

2. The following courses are approved by me and may be offered immediately:
   - ENGL 870 Teaching Practicum
   - ENGL 900 Dissertation Research
   - ENGL 954 Candidacy Proseminar
   - FDNT 636 Nutrition Education and Intervention
   - FDNT 637 Nutrition Counseling and Intervention
   - FDNT 649 Vitamins, Minerals, and Water
   - FDNT 770 Clinical Nutrition Assessment
   - FDNT 772 Clinical Nutrition Therapy I
   - LDRS 803 Scholarly Writing in Leadership Studies
   - LDRS 830 Diversity, Equity, and Inclusion in Organizations
   - LDRS 866 Advanced Qualitative and Mixed Methods
   - MATH 516/MATH 618 Data Science Theory and Application
   - MATH 548 Financial Mathematics
   - MKTG 536 Retail and Omnichannel Management

3. The following course revisions are approved by me and may be implemented in future course schedules:
   - BIOL 576 Parasitology
   - COMM 795 Thesis
   - COUN 637 Counseling Theories
   - FDNT 612 Administration of Food Service Systems
   - FDNT 651 Professional Dietetic Practice
   - FDNT 696 Experiential Practice in Dietetics
   - FDNT 773 Clinical Nutrition Therapy II
   - LDRS 804 Social Policy
   - LDRS 815 Survey of Social and Organizational Theories I
   - LDRS 816 Survey of Social and Organization Theories II
   - LDRS 861 Program Evaluation
   - LDRS 862 Analysis of Social Data
   - LDRS 863 Quantitative Research Methods I
   - LDRS 864 Quantitative Research Methods II
   - LDRS 865 Qualitative Research Methods Research Methods
   - MATH 548 Financial Mathematics
   - SAHE 737 College Students in the United States

4. The following program revisions will be forwarded to the Council of Trustees for final approval:
   - Applied Archaeology, MS
   - Education, Training, and Instructional Technology, MA
   - Food and Nutrition, MS
   - Mathematics Education, MED
   - Safety Sciences, PhD

5. The following programs are being placed in moratorium:
   - Applied Mathematics, MS, Community College Instruction Specialization
   - Applied Mathematics, MS, Data Science Specialization
   - Education, Specialization in Instruction and Learning, MED
   - Food and Nutrition, MS, Administration Track

Revised policies:
   - At the March 2, 2021 and March 30, 2021 meetings, the University Senate approved temporary modifications for spring 2021 only to the Pass-Fail Policy, in response to the continuing extraordinary circumstances caused by the COVID-19 pandemic.
   - At the March 30, 2021 meeting, the University Senate approved a revision to the Undergraduate Transfer Admissions Policy.
   - At the April 27, 2021 meeting, the University Senate approved a revision to the Academic Integrity Policy
   - At the April 27, 2021 meeting the University Senate approved a revision to the following graduate policies:
     - Early Admission to Graduate Program Policy
     - Course Repeat Policy for Graduate Students

C. Chair's Report:
- o I would like to thank all elected Senators, the Committee Chairs, and Committee members. I would also like to thank Todd Cunningham for volunteering to make sure that our virtual Senate meetings run smoothly.
- o I am excited that IUP can host in-person graduation ceremonies on May 7th and 8th.
  - There will be multiple ceremonies so that we can maintain social distancing.
  - I look forward to seeing many of you next week!

- o Given the change in class schedules, we will likely be moving the start time of Senate next year to 3:45pm. This change is being reviewed by the Rules Committee. We will need to wait until closer to the start of the fall semester to determine if meetings will occur face-to-face or virtually.

D. Vice Chairperson's Report:
- o Thank you to everyone for helping to make the best of this very strange year.

- o I would like to announce the new executive board for SGA next year:
  - President – Steven Lomax
  - Vice President – Hamzah Sammour
  - Chief Justice – Jorge Tapia-Becerril
  - Treasurer – Jacob Schleger

Standing Committee Reports

A. Rules Committee (Chair Smith-Sherwood)
FOR INFORMATION:
- o Phase II of the Senate election cycle was launched today and will close Friday, April 30 at 4:30 pm. Phase II is for election to all remaining standing committees of the Senate as well as Senate Chair and Secretary. New and returning senators participate in the Phase II election. If you are not returning to the Senate next academic year, you will not have received a ballot.

- o There will be a special election to fill vacancies on the UWUCC. However, this will occur early in the fall semester, at which time remaining issues around retrenchment, restructuring, and late resignations will have been resolved for next academic year.

- o I reported at the March 30th Senate meeting that the Rules Committee had met with President Driscoll regarding the memo we sent to Chair Piper in late January. The Rules Committee will continue to work to find solutions to current Senate limitations (especially around number of meetings per year and committee purview) so that it may be the dynamic consultative body the Administration requires in emergent situations. Tentative plans for bylaws revisions and a possible meeting with the President's cabinet are under way.

- o I want to thank the members of the Rules Committee for their work this academic year, especially as we navigated the impact of restructuring on the make-up of the Senate. My thanks to Senator Little, Rules Committee Vice Chair, and Senator Palumbo, who will be leaving the Rules Committee as well as the Senate. I also want to thank Senate GA Bertuzzi for all her assistance during this most challenging year.

- o The Rules Committee will meet for its regular monthly meeting on Thursday, May 6th, at 3:30 pm via MS Teams.

B. University-Wide Undergraduate Curriculum Committee (Chair Sechrist)
   - o The final curricular proposals will be reviewed for approval at the APSCUF Representative Council meeting on April 29, 2021.

C. University-Wide Graduate Curriculum Committee (Chair Moore)
   - o The final curricular proposals will be reviewed for approval at the APSCUF Representative Council meeting on April 29, 2021.

FOR ACTION: **APPROVED**

Proposed Revision to Early Admission to Graduate Program Policy

The School of Graduate Studies and Research, in conjunction with Graduate Admissions, is proposing a change to the Early Admission to Graduate Program Policy. The purpose of the revision is to ensure transfer students from community colleges who wish to participate in the Early Admission to Graduate Programs are prepared for graduate level study at IUP. **This policy will be effective immediately after final approval.**

Current policy:

Applicants must have at least a 3.0 GPA to be considered for early admission and must have completed at least 15 credit hours in their undergraduate major. Students may apply in the semester in which they will earn their 60th credit.

Applicants will be considered according to the existing criteria of each graduate program, with the single exception that they need not have finished their undergraduate degree. Students are allowed to earn up to 40 percent of graduate program credits (rounded to the nearest whole number) that may be applied to satisfy the requirements for the undergraduate degree. Upon completion of their undergraduate degree, students will automatically become graduate students if they maintain a 3.0 undergraduate G.P.A., are in academic good standing as a graduate student, and fulfill any undergraduate requirements specified by the department and listed in the admissions letter.

Proposed revision to policy:

Applicants must have at least a 3.0 GPA to be considered for early admission and must have completed at least 15 credit hours in their undergraduate major. Students may apply in the semester in which they will earn their 60th credit.

In addition to the requirements above, students who have transferred into IUP and wish to be considered for early admission must complete one full-time semester of undergraduate coursework at IUP prior to applying for Graduate Early Admission.

Applicants will be considered according to the existing criteria of each graduate program, with the single exception that they need not have finished their undergraduate degree. Students are allowed to earn up to 40 percent of graduate program credits (rounded to the nearest whole number) that may be applied to satisfy the requirements for the undergraduate degree. Upon completion of their undergraduate degree, students will automatically become graduate students if they maintain a 3.0 undergraduate G.P.A., are in academic good standing as a graduate student, and fulfill any undergraduate requirements specified by the department and listed in the admissions letter.

Submitted by Dr. Sharon E. Procter
03/23/21

FOR ACTION: **APPROVED**

Course Repeat Policy (Graduate) – Proposed Revision

The School of Graduate Studies and Research is proposing a change to the current Course Repeat Policy. It is our opinion that this will aid in improving graduate student retention. Benchmarking was conducted of other graduate schools inside and outside of the PASSHE schools, and this change would be in line with the policies of other institutions that offer graduate education. **This policy will go into effect immediately upon final approval.**

Current policy:

Course Repeat Policy

No graduate credit is given for "F" grades, and graduate grading policy does not permit "D" grades. Students may repeat "C" or "F" grades according to the following policy:
- Only one course may be repeated, for grade replacement, for each graduate degree program the student attempts or completes.
- This one course may be repeated only one time.
- The most recent grade (regardless of whether it is higher or lower) will be the grade used for the GPA calculation.

However, all attempts and the original grade(s) earned will continue to appear on the graduate transcript.

Proposed revision:

Course Repeat Policy

No graduate credit is given for "F" grades, and graduate grading policy does not permit "D" grades. Students may repeat "C" or "F" grades according to the following policy:
- A maximum of two graduate level courses may be repeated for grade replacement for each graduate degree or certificate program a student attempts or completes.
- A repeated course may only be repeated once.
- The most recent grade (regardless of whether it is higher or lower) will be the grade used for the GPA calculation.

==All attempts== and the original grade(s) earned will continue to appear on the graduate transcript.

Submitted by
Dr. Sharon Procter
03/23/21

D. Research Committee (Chair Marin)
   FOR INFORMATION:

   Meeting Minutes – April 13, 2021
   Members Present: Robert Gretta, Lorraine Guth, Luz Marin, Laurie Roehrich, Lisa Sciulli, Alexi Thompson
   Not Present: Hilliary Creely

   The meeting convened at 3:35 pm. The meeting was devoted to reviewing the University Senate Research Committee small grant proposals. There were 4 USRC Small Grant proposals for review and the decision was made to fund 2 proposals, totaling $950.

   Alexi Thompson recused himself from the review of this month's travel applications.

   Travel (Virtual Conference Presentation)
   - Alexi Thompson was awarded $475 for a virtual presentation at the International Academy of Business and Economics (IABE) Conference to be held June 10-12, 2021 in Nuremberg, Germany. This award is pending a conference acceptance letter.

   - David Yerger was awarded $475 for a virtual presentation at the International Academy of Business and Economics (IABE) Conference to be held June 10-12, 2021 in Nuremberg, Germany. This award is pending a call for proposals and conference acceptance letter.

   The meeting adjourned at 4:30 p.m.

   Prepared by Bethany Jackson, Administrative Assistant, School of Graduate Studies and Research

   Submitted by
   Laurie Roehrich, Ph.D.
   Secretary, University Senate Research Committee

E. Student Affairs Committee (Chair Erwin)
   o Thank you to the Student Affairs Committee. We have finished meeting for the year.

F. University Development and Finance Committee (Drye)
   o No report

G. Academic Affairs Committee (Chair Dugan)

FOR ACTION: **APPROVED**

CURRENT POLICY

Academic Integrity Policy (Approved 4.2.2019, IUP Senate)

IUP is committed to the fundamental values of academic integrity. Academic integrity means honesty and responsibility in scholarly endeavors and behaviors; it means that all academic work should be the result of an individual's own effort. Academic assignments help students learn and allow them to exhibit this learning. Grades are an assessment of the extent to which learning has been demonstrated in assignments. Therefore, academic work and grades should be the result of a student's own understanding and effort. All members of the IUP community–including students, faculty, and staff–are responsible for maintaining academic integrity, which includes knowing whatIUP's academic integrity policies are and being able to identify academic misconduct. Academic misconduct includes any action which improperly impacts the assessment or representation of a student's academic achievement. Academic misconduct may result in disciplinary action, including expulsion from the University.

A. **Violations**
   Academic integrity violations can take many forms. Violations of IUP's standards of academic integrity include, but are not limited to, the following broadly defined categories:

   1. **Plagiarism:** Plagiarism is a type of fraud that involves stealing someone else's work and lyingabout it. Using someone else's words, ideas, or data as if it were one's own work is plagiarism. Plagiarism applies to any type of source, whether published or unpublished, and to any type of assignment, whether written, verbal, or otherwise. Plagiarism can be avoided simply by acknowledging that certain material is the work of another, and then providing a citation that gives a reader the information necessary to find the source of the work. Any assignment submitted by a student that includes the words, ideas, or data of another must include complete, accurate, and specific references. Any verbatim statements must also include quotation marks.

   2. **Fabrication:** Fabrication means making something up to deceive or mislead someone. Thisincludes, but is not limited to, the use of fictitious data, research, citations, or any other kind of information. Fabrication also includes making false claims to influence testing or grading, or to gain academic credit.

   3. **Cheating:** Cheating is an attempt to misrepresent one's mastery of information or skills being assessed. Cheating takes many forms; it includes, but is not limited to, using (or attempting to use) unauthorized materials, assistance, information, devices or study aids in anyacademic exercise. Cheating also includes, among other things, using the same paper or work more than once without authorization of the faculty member to whom the work is being submitted.

   4. **Technological Misconduct:** Computer dishonesty, as addressed by university computing policies, includes, but is not limited to, using or attempting to use computing accounts or other information for which the student is not authorized; providing false or misleading informationto obtain a computing account or access to other information resources; attempting to obtain information resource access codes (usernames, passwords, PINs, etc.) for another user's computing accounts;

sharing information resource access codes (usernames, passwords, PINs, etc.) with other individuals; attempting to disguise the identity of a computing account or other information resource; using or attempting to use university network resources to gain or attempt to gain unauthorized access to remote computers including, but not limited to, port scanning; violating the terms of intellectual property rights, in particular software license agreements and copyright laws; using information resources to monitor another user's data communications or to read, copy, change, or delete another user's files or software without permission of the owner; and using or installing or attempting to use or install software not properly licensed.

5. **Academic Dishonesty:** Academic dishonesty consists of any deceitful or unfair conduct relevant to a student's participation in a course or any other academic exercise or function. Academic dishonesty includes, but is not limited to: tampering with grades, any action that unfairly impacts the assessment of one's academic work, disrupting or interfering with the learning environment or the ability of others to complete academic assignments, intentionally evading IUP academic policies and procedures, or failure to comply with previously imposed sanctions for academic violations. Academic dishonesty also includes violations of student conduct policies, as related to the academic environment. A comprehensive discussion of IUP's policies and student behavior expectations has been compiled in, *"The Source: A Student Policy Guide."* Downloadable copies of *"The Source"* are available online at the Office of Student Conduct website (*www.iup.edu/studentconduct*).

6. **Facilitating Academic Integrity Violations:** Facilitating academic integrity violations includes attempting to help another engage in an academic integrity violation.

7. **Classroom Misconduct:** Conduct that significantly disrupts the learning process or is a threat to others.

8. **Out-of-Classroom Misconduct:** Behavior that is unethical or hazardous in IUP-sponsored professional experience activities, such as internship, clinical, student training, practicum, and service learning or other out-of-classroom experiences.

9. **Noncompliance:** Noncompliant behavior includes failure to fulfill any sanction levied as a result of an academic integrity proceeding.

B. **Referrals for Alleged Violation**
Charges of academic integrity violations may be brought by a faculty member or administrator. Students who observe or become aware of a violation of academic integrity by another student are strongly encouraged to report it to a faculty member or administrator.

If, after reviewing the referral, the Office of the Provost determines the alleged behavior needs to be referred to another office, the Office of the Provost will share all pertinent information with the appropriate office.

C. **Conduct of Proceedings**
1. If charges are brought, an accused student shall have an opportunity to answer, explain, and defend themselves against the charges in accordance with the procedures below.

2. The university shall have the burden of proof of establishing violations based on evidence to make a reasonable person believe a fact sought to be proved is more likely

true than not.

3. All formal records pertaining to academic integrity will remain confidential to the greatest extent possible.

4. All references to days in this policy refer to calendar days.

5. Sequential processing of an alleged academic integrity violation through the following resolution processes is not required.

D. Resolution by Documented Agreement with the Faculty Member/Administrator

1. If the faculty member/administrator does not believe that the violation is so severe that it warrants sanctions such as disciplinary probation, involuntary withdrawal from part of IUP's academic or other programs, suspension, expulsion, or rescission of a conferred degree, the faculty member/administrator may seek to resolve the matter by Documented Agreement. (Note: If the faculty member/administrator does believe that the violation is so severe that itwarrants sanctions such as disciplinary probation, involuntary withdrawal from part of IUP's academic or other programs, suspension, expulsion, or rescission of a conferred degree, the faculty member/administrator may seek to resolve the matter directly through formal adjudication, such as Hearing by Department Chair or Hearing by AIB). The faculty member/administrator will schedule a timely formal conference with the student to reach a mutually agreeable resolution. This conference should be requested within ten (10) days of the observation or discovery of the alleged violation absent unusual circumstances. Absent unusual circumstances, a conference should be held within ten (10) days of request, an agreement should be reached within ten (10) days of conference, and if no agreement is reached within ten (10) days of conference, the alleged violation will be resolved through formal adjudication. If the violation pertains to work being judged or that has been judged bya committee such as a thesis or comprehensive examination, the conference must involve a majority of the committee.

2. If an agreement is reached, a Documented Agreement Referral form available online at MyIUP must be completed and acknowledged in writing by all required parties within ten (10) days of the conference. Electronic copies of the form must be distributed to all signatories to the agreement and Office of the Provost. If the violation pertains to work being judged or that has been judged by a committee such as a thesis or comprehensive examination, the Documented Agreement Referral form must be agreed to by a majority ofthe committee and the student. In all other cases, the faculty member/administrator and student must acknowledge the agreement.

3. By signing the Documented Agreement, the student waives any right to appeal the sanctionsagreed upon and set forth in the Documented Agreement. If the student fails to fulfill theterms of the Documented Agreement, the faculty member/administrator may file an academic integrity referral against the student for noncompliance within ten (10) days of discovery of said failure.

4. If the parties are unsuccessful at reaching a Documented Agreement, the faculty member/administrator/student will pursue formal adjudication. The student will have inputas to the path for formal adjudication (i.e., Hearing by Department Chair or Hearing by AIB).

E.   **Resolution by Formal Adjudication**
   Formal adjudication will be pursued if:
   - The faculty member/administrator and student are unable to reach a Resolution by Documented Agreement;
   - The faculty member/administrator believes that the violation is so severe that it warrants a sanction that includes disciplinary probation, involuntary withdrawal from part of IUP's academic or other programs, suspension, expulsion, or rescission of a conferred degree (Note: in this instance, a faculty member/administrator does not have to initiate resolution of the alleged violation first through Documented Agreement); and/or
   - A student desires formal adjudication and not a Documented Agreement to resolve the alleged academic integrity violation.

A formal adjudication is initiated by the faculty member/administrator filing an Academic Integrity Referral form and may take the form of a hearing by the Department Chair and/or a hearing conducted by an Academic Integrity Board (AIB). If the student desires formal adjudication, the faculty member/administrator will initiate a formal adjudication by filling out an Academic Integrity Form indicating the student's request and path for adjudication. If there is no indication of which formal adjudication path has been requested, the Office of the Provost will initiate discussion with the student regarding preferred path.

1.   **Hearing by Department Chair**
   a.   The faculty member/administrator and the student may agree to have the matter adjudicated by a Hearing by Department Chair. The Academic Integrity Referral form should include a statement the parties agree to have the matter adjudicated by a Hearing by Department Chair and should be filed within ten (10) days of the parties' failure to reach aresolution through Documented Agreement. A copy of the Academic Integrity Referral form will be sent to the referring party and the student. Department Chair and should be filed within ten (10) days of the parties' failure to reach aresolution through Documented Agreement. A copy of the Academic Integrity Referral form will be sent to the referring party and the student.

   b.   If the faculty member/administrator had decided to take the matter directly to a Hearingby Department Chair due to the seriousness of the alleged violations without first using theDocumented Agreement process, the faculty member/administrator will complete the Academic Integrity Referral form and forward it to the Department Chair. A copy of the Academic Integrity Referral form will be sent to the referring party and the student.

   c.   Despite the wishes of the referring party and the student, the matter may be referreddirectly to an AIB if:
      i.   The Department Chair believes the circumstances and the severity of the alleged wouldresult in a recommended sanction of suspension, expulsion or rescission of degree if true or if the Department Chair otherwise believes the violation warrants Hearing by AIB; or
      ii.   The Department Chair feels he/she is unable to provide an unbiased/impartialopportunity for a hearing.

   d.   If the Department Chair elects to send the violation directly to the AIB, the DepartmentChair should forward the Academic Integrity Referral form to the

<u>Office of the Provost</u> within ten (10) days of receiving the form from the faculty member/administrator.

e. The Department Chair will schedule a hearing within ten (10) days of receipt of the referral absent extenuating circumstances. The student accused must be given at least three (3) daysadvance written notice of the hearing to allow the student a reasonable time to prepare a defense. The student may waive this notice requirement.

f. The student and the faculty member/administrator must be given the opportunity to submit and review written, physical, and testimonial evidence and to question witnesses atthe hearing.

g. The student and faculty member/administrator have the right to bring an advisor to thehearing. Advisors may only consult privately with the faculty member/administrator or student.

h. Following the hearing, the Department Chair will render a determination based on the information presented at the hearing. Within ten (10) days of the hearing, absent extenuating circumstances, the Department Chair will send a written report of the hearing to the Office of the Provost with copies to the faculty member/administrator and the student summarizing the outcome, the factual basis for the determination reached, and if aviolation is found, recommending sanctions to be imposed and appeal procedures.

i. If the sanctions include suspension, expulsion, or rescission of a degree, the matter will bereferred to the Provost/designee for review.

j. The student has the right to appeal the Department Chair's decision and/or sanctions through the Office of the Provost as outlined in the appeal procedure.

2. Hearing by Academic Integrity Board

a. A hearing before the AIB will occur if:
   i. The faculty member/administrator feels the alleged violation is egregious enough towarrant sanctions including suspension or expulsion.
   ii. The faculty member/administrator and the student do not agree to have the matteradjudicated by a Hearing by Department Chair;
   iii. The Department Chair refers the matter to an AIB without conducting a hearing; or
   iv. The student has previous violations on record. In this case, the AIB will determine ifadditional sanctioning is warranted due to multiple academic integrity violations.

b. The AIB will schedule a hearing within ten (10) days of receipt of the referral absent extenuating circumstances to allow the student a reasonable time to prepare a defense. Thestudent accused must be given at least three (3) days advance written notice of the hearing to allow the student a reasonable time to prepare a defense. The student may waive this notice requirement.

    c.   The student and the faculty member/administrator must be given the opportunity to submit and review written, physical, and testimonial evidence and to question witnesses atthe hearing.

    d.   The student and faculty member/administrator have the right to bring an advisor to thehearing or the review. Advisors may only consult privately with the faculty member/administrator or student.

    e.   Following a hearing, the AIB will render a determination based on the information presented at the hearing. Within ten (10) days of the hearing, absent extenuating circumstances, the chair will send a written report of the hearing to the Office of the Provost with copies to the faculty member/administrator and the student summarizing theoutcome, the factual basis for the determination reached, and if a violation is found, sanctions to be imposed and appeal procedures.

    f.   If the sanctions include suspension, expulsion, or rescission of a degree, the matter will bereferred to the Provost/designee for review.

    g.   The student has the right to appeal the AIB's decision and/or sanctions.

3. Composition of an AIB

    a.   For undergraduate hearings and reviews, an AIB will be made up of four (4) faculty members and two (2) undergraduate students. All members, including the chair, are votingmembers.

    b.   For graduate-level hearings and reviews involving undergraduate students taking graduate level courses, please refer to the Graduate School's policy on AIB composition.

    c.   For any case heard or reviewed, at least four AIB members must be available, at least oneof whom must be a student, preferably an undergraduate student if the accused is an undergraduate student. A faculty member will chair all hearings and reviews.

    d.   Selection of members to a specific AIB will avoid conflicts of interest with the student (e.g., AIB members being from the student's department). A board member may recuse themselves or be recused upon the request of the accused student/referring party if thereis a perceived conflict of interest.

F. Sanctions

1. Sanctions Imposed through Documented Agreement

The following sanctions may be agreed upon by the student and faculty member/administratorthrough Documented Agreement and can be faculty/administrator imposed. All grade reductions require the approval of the instructor of record. If the work is graded by a committee, a grade reduction requires the approval of the majority of the committee.

    a.   **Single Grade Reduction:** Reduction of grade or failure on project, examination, quiz,or other academic exercise on which the student is alleged to have cheated.

    b. **Course Grade Reduction:** Reduction of course grade or failure in the course. If the violation involves a project spanning multiple courses (such as a dissertation or multiplesemester internship), the grade reduction may apply to all courses involved.

    c. **Constructive or Educational Task:** A task that requires students to examine theirdishonest behavior and that may benefit the student, campus, or community.

    d. **Letter of Reprimand:** A reprimand letter may be issued indicating that the student hasbeen found in violation of an academic policy and that failure to comply with policies inthe future may result in further disciplinary action to be handled as a subsequent offense. The letter of reprimand will remain in effect for the period of time specified bythe individual or board hearing the case.

    e. **Other:** Sanctions deemed appropriate and tailored to a specific violation as agreed to bythe student and faculty member/administrator.

2. **Sanctions Imposed through Formal Adjudication**
In addition to the above, the following sanctions may result from a Hearing by DepartmentChair and/or AIB.

    a. **Disciplinary Probation:** Disciplinary probation, which is for the period of time specified by the individual or board hearing the case, is an indication that a student's status at the university is seriously jeopardized. If the student is found in violation ofanother IUP policy during the probationary period, a more serious sanction will be levied, which may include involuntary withdrawal from part of IUP's academic or other programs, suspension, or expulsion from the university.

    b. **Involuntary Withdrawal from Part of IUP's Academic or Other Programs:** A student maybe denied the right to participate in some IUP program(s). Such involuntarywithdrawal might be imposed on either a temporary or permanent basis.

    c. **Suspension:** A student may be suspended from the university for a specified period of time, not to be less than the remainder of the current semester. Suspension requires that students remove themselves from university premises, not attend classes or social activities, and not be present on university property (including residence halls) or StudentCooperative Association property during the period of suspension.

    d. **Expulsion:** Expulsion may be considered under any of the following circumstances: when there is a very serious violation of the Academic Integrity Policy, when a student isproven to have violated the Academic Integrity Policy on more than one occasion, or when a student appears before the board after already having been suspended. Expulsionfrom the institution is permanent. Appeals to the sanction of expulsion must be submitted to the Office of the President.

     e. **Rescission of a Degree:** Students may have their degree rescinded if found to have plagiarized or not to have conducted their research on their thesis.

     f. Sanctions of expulsion and/or rescission of a degree can be recommended by a Department Chair or AIB but can only be imposed by the President/designee. A sanction of suspension can be imposed by the Provost/designee.

3. **Previous Violations -** Information about prior violations will not be used to determine whether a student violated the policy in the current case. Information on prior violations will only be used in determining the appropriate sanction. Students with multiple academic integrity violations on record may be subject to additional sanctions, including suspension or expulsion from the university. A student who has had previous violations on record will be heard by an AIB to determine if additional sanctioning is warranted.

G. Appeal Procedures

1. Written appeals of a Department Chair's or AIB's hearing decision or sanction may be filed by a student within ten (10) days of receiving the report and are limited to the following grounds:
   a. Denial of a fair and reasonable hearing (e.g., procedural errors that likely impacted hearing outcome)
   b. New evidence (applies when there is an acceptable reason why the information was not presented at the original hearing)
   c. Excessively harsh sanctions.

2. All appeals of expulsion or degree rescission must be submitted to the Office of the President. All other appeals must be submitted to the Office of the Provost.

3. The ten (10) day requirement may be waived where extenuating circumstances prevail and only if the grounds for appeal are met.

4. The person submitting the appeal must include in the written appeal the reason(s) for the appeal, the supporting facts, and the requested solution. Appeals will not be accepted by third parties on behalf of the party appealing the decision. The appeal must include the signature of the person submitting the appeal. An appeal is not a rehearing of the matter and will not have merit simply because the person submitting the appeal disagrees with the outcome.

5. In the case of an appeal of expulsion or degree rescission, the Provost/designee, or the President/designee in the case of an appeal of expulsion or degree rescission, will issue a decision on all appeals from an AIB report or review within ten (10) days absent extenuating circumstances. The appeal may be sustained, denied, sanctions may be modified, or the matter may be referred for a new hearing.

H. Operational Notes

1. In cases where a violation is alleged at, or near, the end of the semester and resolution by Documented Agreement or Formal Adjudication cannot be completed before grades are submitted, the faculty member should submit a grade of "Incomplete" (I) for the student. The faculty member must initiate formal notification of an academic integrity violation to the student. The "I" grade will remain on the student's record

until the case has been resolved. Once the case has been resolved, the "I" grade will be replaced with the appropriate grade.

2. If the violation is alleged during the semester when classes are in session, the accused student should continue attending all classes and continue to complete course requirements while the academic integrity case is pending.

3. Conversion of a Withdrawal: Individual course withdrawals initiated by a student before resolution of an academic integrity case will not remain on the transcript if the student is foundto have violated the policy and the resolution of the referral is the assignment of a grade. If the student has withdrawn and has been found to have violated this policy, another grade, including an "F," may be placed on the transcript. If the student has withdrawn and has not been found to have violated this policy, the "W" will remain on the transcript.

4. The 10-day timeframe within this policy is a period of time violation intended to reasonably ensure a swift response while allowing the student a reasonable opportunity to prepare a response. A faculty member/administrator, student, or Provost/designee may request an extension of time for good cause (e.g., alleged violation occurring at the end of the semester orduring summer or winter session/break); this extension may be granted by the Provost/designee.

5. The university may withhold transcripts, grades, and diplomas or take other appropriate actionsnecessary to preserve its ability to enforce its rules.

Questions concerning the Academic Integrity Policy and Procedures and the availability of forms described in this policy can be directed to the Office of the Provost. A copy of this policy is posted on the Office of the Provost website (*www.iup.edu/academicintegrity*).

PROPOSED

<u>**Academic Integrity Policy**</u>

IUP is committed to the fundamental values of academic integrity. Academic integrity means honesty and responsibility in scholarly endeavors and behaviors; it means that all academic work should be the result of an individual's own effort. Academic assignments help students learn and allow them to exhibit this learning. Grades are an assessment of the extent to which learning has been demonstrated in assignments. Therefore, academic work and grades should be the result of a student's own understanding and effort. All members of the IUP community–including students, instructors/administrators, and staff–are responsible for maintaining academic integrity, which includes knowing what IUP's academic integrity policies are and being able to identify academic misconduct. Academic misconduct includes any action which improperly impacts the assessment or representation of a student's academic achievement. Academic misconduct may result in disciplinary action, including expulsion from the University.

A. **Violations**
   Academic integrity violations can take many forms. Violations of IUP's standards of academic integrity include, but are not limited to, the following broadly defined categories:

   1. **Plagiarism:** Plagiarism is a type of fraud that involves stealing someone else's work and lyingabout it. Using someone else's words, ideas, or data as if it were one's own work is plagiarism. Plagiarism applies to any type of source, whether published or

unpublished, and to any type of assignment, whether written, verbal, or otherwise. Plagiarism can be avoided simply by acknowledging that certain material is the work of another, and then providing a citation that gives a reader the information necessary to find the source of the work. Any assignment submitted by a student that includes the words, ideas, or data of another must include complete, accurate, and specific references. Any verbatim statements must also include quotation marks.

2. **Fabrication:** Fabrication means making something up to deceive or mislead someone. Thisincludes, but is not limited to, the use of fictitious data, research, citations, or any other kind of information. Fabrication also includes making false claims to influence testing or grading, or to gain academic credit.

3. **Cheating:** Cheating is an attempt to misrepresent one's mastery of information or skills being assessed. Cheating takes many forms; it includes, but is not limited to, using (or attempting to use) unauthorized materials, assistance, information, devices or study aids in anyacademic exercise. Cheating also includes, among other things, using the same paper or work more than once without authorization of the instructor/administrator to whom the work is being submitted.

4. **Technological Misconduct:** Computer dishonesty, as addressed by university computing policies, includes, but is not limited to, using or attempting to use computing accounts or other information for which the student is not authorized; providing false or misleading information to obtain a computing account or access to other information resources; attempting to obtain information resource access codes (usernames, passwords, PINs, etc.) for another user's computing accounts; sharing information resource access codes (usernames, passwords, PINs, etc.) with other individuals; attempting to disguise the identity of a computing account or other information resource; using or attempting to use university network resources to gain or attemptto gain unauthorized access to remote computers including, but not limited to, port scanning; violating the terms of intellectual property rights, in particular software license agreements and copyright laws; using information resources to monitor another user's data communications or to read, copy, change, or delete another user's files or software without permission of the owner;and using or installing or attempting to use or install software not properly licensed.

5. **Academic Dishonesty:** Academic dishonesty consists of any deceitful or unfair conduct relevant to a student's participation in a course or any other academic exercise or function. Academic dishonesty includes, but is not limited to: tampering with grades, any action that unfairly impacts the assessment of one's academic work, disrupting or interfering with the learning environment or the ability of others to complete academic assignments, intentionally evading IUP academic policies and procedures, or failure to comply with previously imposed sanctions for academic violations. Academic dishonesty also includes violations of student conduct policies, as related to the academic environment. A comprehensive discussion of IUP'spolicies and student behavior expectations has been compiled in, *"The Source: A Student Policy Guide."* Downloadable copies of *"The Source"* are available online at the Office of Student Conduct website (*www.iup.edu/studentconduct*).

6. **Facilitating Academic Integrity Violations:** Facilitating academic integrity violationsincludes attempting to help another engage in an academic integrity

violation.

7. **Classroom Misconduct:** Conduct that significantly disrupts the learning process or is athreat to others.

8. **Out-of-Classroom Misconduct:** Behavior that is unethical or hazardous in IUP-sponsoredprofessional experience activities, such as internship, clinical, student training, practicum, and service learning or other out-of-classroom experiences.

9. **Noncompliance:** Noncompliant behavior includes failure to fulfill any sanction levied as aresult of an academic integrity proceeding.

B. Referrals for Alleged Violation

Charges of academic integrity violations may be brought by an instructor/administrator. Students who observe or become aware of a violation of academic integrity by another student are strongly encouraged to report it to an instructor/ administrator.

If, after reviewing the referral, the Office of the Provost determines the alleged behavior needs to bereferred to another office, the Office of the Provost will share all pertinent information with the appropriate office.

C. Conduct of Proceedings

1. If charges are brought, an accused student shall have an opportunity to answer, explain, anddefend themselves against the charges in accordance with the procedures below.

2. The university shall have the burden of proof of establishing violations based on evidence tomake a reasonable person believe a fact sought to be proved is more likely true than not.

3. All formal records pertaining to academic integrity will remain confidential to the greatestextent possible.

4. All references to days in this policy refer to calendar days.

5. Sequential processing of an alleged academic integrity violation through the followingresolution processes is not required.

D. Resolution by Documented Agreement with the Instructor/Administrator

1. If the instructor/administrator does not believe that the violation is so severe that it warrantssanctions such as disciplinary probation, involuntary withdrawal from part of IUP's academicor other programs, suspension, expulsion, or rescission of a conferred degree, the instructor/administrator may seek to resolve the matter by Documented Agreement. (Note: If the instructor/administrator believes that the violation is so severe that it warrants sanctions such as disciplinary probation, involuntary withdrawal from part of IUP's academicor other programs, suspension, expulsion, or rescission of a conferred degree, the instructor/administrator may seek to resolve the matter directly through formal adjudication, such as Hearing by Department Chair or Hearing by Academic Integrity Board (AIB)).

The instructor/administrator will schedule a timely formal conference with the

student to reach a mutually agreeable resolution. This conference should be requested within ten (10) days of the observation or discovery of the alleged violation absent unusual circumstances. Absent unusual circumstances, a conference should be held within ten (10) days of request, an agreement should be reached within ten (10) days of conference, and if no agreement is reached within ten (10) days of conference, the alleged violation will be resolved through formal adjudication. If the violation pertains to work being judged or that has been judged by a committee such as a thesis or comprehensive examination, the conference must involve a majority of the committee.

2. If an agreement is reached, a Documented Agreement Referral form available online through MYIUP and at https://www.iup.edu/academicaffairs/for-faculty/academic-integrity/ must be completed and acknowledged in writing by all required parties within ten (10) days of the conference. Electronic copies of the form must be distributed to all signatories to the agreement and Office of the Provost. If the violation pertains to work being judged or that has been judged by a committee such as a thesis or comprehensive examination, the Documented Agreement Referral form must be agreed to by a majority of the committee and the student. In all other cases, the instructor/administrator and student must acknowledge the agreement.

3. By signing the Documented Agreement, the student waives any right to appeal the sanctions agreed upon and set forth in the Documented Agreement. If the student fails to fulfill the terms of the Documented Agreement, the instructor/administrator may file an academic integrity referral against the student for noncompliance within ten (10) days of discovery of said failure.

4. If the parties are unsuccessful at reaching a Documented Agreement, the instructor/administrator/student will pursue formal adjudication. The student will have input as to the path for formal adjudication (i.e., Hearing by Department Chair or Hearing by AIB).

E. Resolution by Formal Adjudication
Formal adjudication will be pursued if:
- The instructor/administrator and student are unable to reach a Resolution by Documented Agreement;

- The instructor/administrator believes that the violation is so severe that it warrants a sanction that includes disciplinary probation, involuntary withdrawal from part of IUP's academic or other programs, suspension, expulsion, or rescission of a conferred degree (Note: in this instance, an instructor/administrator does not have to initiate resolution of the alleged violation first through Documented Agreement); and/or

- A student desires formal adjudication and not a Documented Agreement to resolve the alleged academic integrity violation.

A formal adjudication is initiated by the instructor/administrator filing an Academic Integrity Referral form and may take the form of a hearing by the Department Chair and/or a hearing conducted by an Academic Integrity Board (AIB). If the student desires formal adjudication, the instructor/administrator will initiate a formal adjudication by filling out an Academic Integrity

Form indicating the student's request and path for adjudication. If there is no indication of which formal adjudication path has been requested, the Office of the Provost will initiate discussion with the student regarding preferred path.

1. **Hearing by Department Chair**

   a. The instructor/administrator and the student may agree to have the matter adjudicated by a Hearing by Department Chair. The Academic Integrity Referral form should include a statement the parties agree to have the matter adjudicated by a Hearing by Department Chair and should be filed within ten (10) days of the parties' failure to reach a resolution through Documented Agreement. A copy of the Academic Integrity Referral form will be sent to the referring party and the student.

   b. If the instructor/administrator had decided to take the matter directly to a Hearing by Department Chair due to the seriousness of the alleged violations without first using the Documented Agreement process, the instructor/administrator will complete the Academic Integrity Referral form and forward it to the Department Chair. A copy of the Academic Integrity Referral form will be sent to the referring party and the student.

   c. Despite the wishes of the referring party and the student, the matter may be referred directly to an AIB if:

      i. The Department Chair believes the circumstances and the severity of the alleged violation would result in a recommended sanction of suspension, expulsion or rescission of degree if true or if the Department Chair otherwise believes the violation warrants Hearing by AIB; or

      ii. The Department Chair feels he/she is unable to provide an unbiased/impartial opportunity for a hearing.

   d. If the Department Chair elects to send the violation directly to the AIB, the Department Chair should forward the Academic Integrity Referral form to the <u>Office of the Provost</u> within ten (10) days of receiving the form from the instructor/administrator.

   e. The Department Chair will schedule a hearing within ten (10) days of receipt of the referral absent extenuating circumstances. The student accused must be given at least three (3) days advance written notice of the hearing to allow the student a reasonable time to prepare a defense. The student may waive this notice requirement.

   f. The student and the instructor/administrator must be given the opportunity to submit and review written, physical, and testimonial evidence and to question witnesses at the hearing.

   g. The student and instructor/administrator have the right to bring an advisor to the hearing. Advisors may only consult privately with the instructor/administrator or student.

   h. Following the hearing, the Department Chair will render a determination

based on the information presented at the hearing. Within ten (10) days of the hearing, absent extenuating circumstances, the Department Chair will send a written report of the hearingto the Office of the Provost with copies to the instructor/administrator and the student summarizing the outcome, the factual basis for the determination reached, and if a violation is found, recommending sanctions to be imposed and appeal procedures.

i. If the sanctions include suspension, expulsion, or rescission of a degree, the matter will bereferred to the Provost/designee.

j. The student has the right to appeal the Department Chair's decision and/or sanctions through the Office of the Provost as outlined in the appeal procedure.

2. **Hearing by Academic Integrity Board**
   a. A hearing before the AIB will occur if:
      i. The instructor/administrator feels the alleged violation is egregious enough to warrantsanctions including suspension or expulsion;
      ii. The instructor/administrator and the student do not agree to have the matteradjudicated by a Hearing by Department Chair;
      iii. The Department Chair refers the matter to an AIB without conducting a hearing; or
      iv. The student has previous violations on record. In this case, the AIB will determine if additional sanctioning is warranted due to multiple academic integrity violations.

   b. The AIB will schedule a hearing within ten (10) days of receipt of the referral absent extenuating circumstances to allow the student a reasonable time to prepare a defense. Thestudent accused must be given at least three (3) days advance written notice of the hearing to allow the student a reasonable time to prepare a defense. The student may waive this notice requirement.

   c. The student and the instructor/administrator must be given the opportunity to submit and review written, physical, and testimonial evidence and to question witnesses at the hearing.

   d. The student and instructor/administrator have the right to bring an advisor to the hearingor the review. Advisors may only consult privately with the instructor/administrator or student.

   e. Following a hearing, the AIB will render a determination based on the information presented at the hearing. Within ten (10) days of the hearing, absent extenuating circumstances, the chair will send a written report of the hearing to the Office of the Provost with copies to the instructor/administrator and the student summarizing theoutcome, the factual basis for the determination reached, and if a violation is found, sanctions to be imposed and appeal procedures.

   f. If the sanctions include suspension, expulsion, or rescission of a degree, the matter will bereferred to the Provost/designee.

g.   The student has the right to appeal the AIB's decision and/or sanctions.

3.   **Composition of an AIB**
   a.   For undergraduate hearings and reviews, an AIB will be made up of four (4) instructorsand two (2) undergraduate students. All members, including the chair, are voting members.

   b.   For graduate-level hearings and reviews involving undergraduate students taking graduate level courses, please refer to the Graduate School's policy on AIB composition.

   c.   For any case heard or reviewed, at least four AIB members must be available, at least oneof whom must be a student, preferably an undergraduate student if the accused is an undergraduate student. An instructor will chair all hearings and reviews.

   d.   Selection of members to a specific AIB will avoid conflicts of interest with the student (e.g., AIB members being from the student's department). A board member may recuse themselves or be recused upon the request of the accused student/referring party if thereis a perceived conflict of interest.

F.   **Sanctions**
   1.   **Sanctions Imposed through Documented Agreement**
   The following sanctions may be agreed upon by the student and instructor/administratorthrough Documented Agreement and can be instructor/administrator imposed. All gradereductions require the approval of the instructor of record. If the work is graded by a committee, a grade reduction requires the approval of the majority of the committee.

      a.   **Single Grade Reduction:** Reduction of grade or failure on project, examination, quiz,or other academic exercise on which the student is alleged to have cheated.

      b.   **Course Grade Reduction:** Reduction of course grade or failure in the course. If theviolation involves a project spanning multiple courses (such as a dissertation or multiplesemester internship), the grade reduction may apply to all courses involved.

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      e.   **Other:** Sanctions deemed appropriate and tailored to a specific violation as agreed to bythe student and instructor/administrator.

2. **Sanctions** Imposed through Formal Adjudication
    In addition to the above, the following sanctions may result from a Hearing by DepartmentChair and/or AIB.

    a. **Disciplinary Probation:** Disciplinary probation, which is for the period of time specified by the individual or board hearing the case, is an indication that a student's status at the university is seriously jeopardized. If the student is found in violation ofanother IUP policy during the probationary period, a more serious sanction will be levied, which may include involuntary withdrawal from part of IUP's academic or other programs, suspension, or expulsion from the university.

    b. **Involuntary Withdrawal from Part of IUP's Academic or Other Programs:** A student may be denied the right to participate in some IUP program(s). Such involuntarywithdrawal might be imposed on either a temporary or permanent basis.

    c. **Suspension:** A student may be suspended from the university for a specified period of time, not to be less than the remainder of the current semester. Suspension requires that students remove themselves from university premises, not attend classes or social activities, and not be present on university property (including residence halls) or StudentCooperative Association property during the period of suspension.

    d. **Expulsion:** Expulsion may be considered under any of the following circumstances: when there is a very serious violation of the Academic Integrity Policy, when a student is proven to have violated the Academic Integrity Policy on more than one occasion, or when a student appears before the board after already having been suspended. Expulsionfrom the institution is permanent. Appeals to the sanction of expulsion must be submitted to the Office of the President.

    e. **Rescission of a Degree:** Students may have their degree rescinded if found to haveplagiarized or not to have conducted their research on their thesis.

    f. Sanctions of expulsion and/or rescission of a degree can be recommended by a Department Chair or AIB but can only be imposed by the President/designee. A sanctionof suspension can be imposed by the Provost/designee.

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1. Written appeals of a Department Chair's or AIB's hearing decision or sanction may be filed by a student within ten (10) days of receiving the report and are limited to

the following grounds:
   a. Denial of a fair and reasonable hearing (e.g., procedural errors that likely impacted hearingoutcome)
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   c. Excessively harsh sanctions.

2. All appeals of expulsion or degree rescission must be submitted to the Office of the President.All other appeals must be submitted to the Office of the Provost.

3. The ten (10) day requirement may be waived where extenuating circumstances prevail and onlyif the grounds for appeal are met.

4. The person submitting the appeal must include in the written appeal the reason(s) for the appeal, the supporting facts, and the requested solution. Appeals will not be accepted by third parties on behalf of the party appealing the decision. The appeal must include the signature ofthe person submitting the appeal. An appeal is not a rehearing of the matter and will not have merit simply because the person submitting the appeal disagrees with the outcome.

5. In the case of an appeal of expulsion or degree rescission, the President/designee will issue afinal decision within ten (10) days absent extenuating circumstances.

6. For all appeals other than expulsion or degree rescission, the Provost/designee will issue a finaldecision within ten (10) days absent extenuating circumstances.

7. Appeals may be sustained, denied, sanctions may be modified, or the matter may be referredfor a new hearing.

H. Operational Notes
1. In cases where a violation is alleged at, or near, the end of the semester and resolution by Documented Agreement or Formal Adjudication cannot be completed before grades are submitted, the instructor/administrator should submit a grade of "Incomplete" (I) for the student. The instructor/administrator must initiate formal notification of an academic integrityviolation to the student. The "I" grade will remain on the student's record until the case hasbeen resolved. Once the case has been resolved, the "I" grade will be replaced with the appropriate grade.

2. If the violation is alleged during the semester when classes are in session, the accused student should continue attending all classes and continue to complete course requirements while the academic integrity case is pending.

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reasonably ensure a swift response while allowing the student a reasonable opportunity to prepare a response. An instructor/administrator, student, or Provost/designee may request an extensionof time for good cause (e.g., alleged violation occurring at the end of the semester or during summer or winter session/break); this extension may be granted by the Provost/designee.

5. The university may withhold transcripts, grades, and diplomas or take other appropriate actionsnecessary to preserve its ability to enforce its rules.

Questions concerning the Academic Integrity Policy and Procedures and the availability of forms described in this policy can be directed to the Office of the Provost. A copy of this policy is posted on the Office of the Provost website (*www.iup.edu/academicintegrity*).

RATIONALE
In response to several general questions about the policy implementation directed to the Office of the Provost, the committee reviewed the policy in full. Having made only minor changes and corrections, the culmination of this review is presented today, having been vetted by the Executive Coordinator in the Provost Office, tasked with implementing the process, as well as the PASSHE University Legal counsel working with IUP.

- o I would like thank Senators Piper, Racchini, Sherwood-Smith for their assistance throughout the year – it's definitely been an exciting year for the academic committee in many ways.

- o I also wanted to thank several committee members including:
    - Jessica Poley who has been a phenomenal asset.
    - Dr. Yaw Asamoah for his ability to bridge the role of being a Dean, faculty member, and seeing the student point of view.
    - Dr. Melanie Duncan who served as the back-up Secretary, and who put in a lot of extra time researching policies and wordsmithing our proposals.
    - Dr. Jan Wachter who has been a great co-chair and who I hope will be re-elected next year!

H. Awards Committee (Chair Paul)
- o 2021 Senate Award winners include:
    - Teaching – Prashanth Bharadwaj
    - Faculty Service – David Chambers
    - Research – Gloria Park
    - Creative Arts – Jason Worzbyt
    - Staff Service – Beverly Mastalski

I. Non-Credit Committee (Co-Chair Rearick)
- o No report

J. Library and Education Services Committee (Chair Chadwick)
FOR ACTION: **APPROVED**

IUP Acceptable Use of Information Technology Resources Policy

Purpose

This policy addresses the use of information technology resources (IT resources) at Indiana University of Pennsylvania ("the university"). IT resources are intended to support the university's instructional, research, and administrative operations.

Scope

This policy applies to all users of IT resources owned or operated by Indiana University of Pennsylvania. Users include students, faculty, staff, contractors, and guest users of computer network resources, equipment, or connecting resources.

Objective

The objective of this policy is to create a framework to ensure that IT resources are used in an appropriate fashion, and support the university's mission and institutional goals.

Policy

Use of the university's IT resources is a privilege and signifies agreement to comply with this policy. Users are expected to act responsibly and follow the university's policies and any applicable laws related to the use of IT resources. This policy provides regulations to assure IT resources are allocated effectively.

While the university recognizes the role of privacy in an institution of higher learning, and will endeavor to honor that ideal, there should be no expectation of privacy of information stored on or sent through university- owned IT resources, except as required by law. For example, the university may be required to provide information stored in IT resources to someone other than the user as a result of court order, investigatory process, or in response to a request authorized under Pennsylvania's Right-to-Know statute (65 P.S. §67.101 et seq.). Information stored by the university may also be viewed by technical staff working to resolve technical issues.

Definitions

For the purposes of the IUP Acceptable Use of IT Resources Policy (AUP), IT resources include the university computer network, all university-owned devices, and all university-provided software systems regardless of what computer network is being used. This is inclusive of all content transmitted over the university computer network by any device regardless of ownership.

The National Institute of Standards and Technology (NIST) defines Personally Identifiable Information (PII) as any information about an individual, including (1) any information that can be used to distinguish or trace an individual's identity, such as name, Social Security number, date and place of birth, mother's maiden name, or biometric records; and (2) any other information that is linked or linkable to an individual, such as medical, educational, financial, and employment information.

Responsibilities

Responsibilities of Users of IT Resources

        ☐   Respect the intellectual property of authors, contributors, and publishers in all media.

        ☐   Protect user identification, password information, and the system from unauthorized use.

        ☐   Adhere to the terms of software licenses and other contracts. Persons loading software on any university computer must adhere to all licensing requirements for

the software. Except where allowed by university site licenses, the copying of university-licensed software for personal use is a violation of this policy.

- ☐ Become acquainted with laws, licensing, contracts, and university policies and regulations applicable to the appropriate use of IT resources. Users are expected to use good judgment and exercise civility at all times when utilizing IT resources, and respect the large, diverse community utilizing these resources in ashared manner.
- ☐ Understand the appropriate use of assigned IT resources, including the computer, network address orport, software, and hardware.
- ☐ Comply with the university's Use of E-mail as an Official Means of Communication Policy. Electronic mail should never be considered an appropriate tool for confidential communication. Messages can be forwarded or printed, and some users permit others to review their e-mail accounts. Message content canbe revealed as part of legal proceedings. Finally, messages are sometimes not successfully delivered dueto a technical issue requiring authorized IT personnel to review message content as part of the troubleshooting process.
- ☐ Protect Personally Identifiable Information (PII) on IUP's network by only storing sensitive informationwhen necessary on university drives, and adhering to best practices for the proper storage of PII.
- ☐ Proposed Added Language: <mark>Adhere to the Portable Storage Device Procedure</mark>

Prohibited Uses of IT Resources

- ☐ Providing false or misleading information to obtain or use a university computing account or other IT resources.
- ☐ Unauthorized use of another user's account and attempting to capture or guess passwords of another user.
- ☐ Attempting to gain or gaining unauthorized access to IT resources, or to the files of another user.
- ☐ Attempting to access restricted portions of the network, an operating system, security software, or other administrative applications without authorization by the system owner or administrator.
- ☐ Interfering with the normal operation, proper functioning, security mechanisms, or integrity of IT resources.
- ☐ Use of IT resources to transmit abusive, threatening, or harassing material.
- ☐ Copyright infringement, including illegal sharing of video, audio, software, or data.
- ☐ Excessive use that overburdens or degrades the performance of IT resources to the exclusion of other users. This includes activities which unfairly deprive other users of access to IT resources or which impose a burden on the university. Users must be considerate when utilizing IT resources. The university reserves the right to set limits on a user through quotas, time limits, and/or other mechanisms.
- ☐ Intentionally or knowingly installing, executing, or providing to another a program or file on any of the IT resources that could result in the damage to any file, system, or network. This includes, but is not limited to computer viruses, trojan horses, worms, spyware, or other malicious programs or files.

Procedures

Violations of this policy will be reported to appropriate levels of administrative oversight, depending on the statutes and policies violated. Suspected violations of federal and state statutes and local ordinances shall be reported to the director of Public Safety (chief of campus police) for official

action.

Non-statutory violations of the Acceptable Use Policy, such as "excessive use," may be reported to the chief information officer, the associate vice president for Human Resources, the Office of Student Support and Community Standards, and/or the director of Public Safety (chief of campus police).

A university employee or student who violates this policy risks a range of sanctions imposed by relevant university disciplinary processes, including denial of access to any or all IT resources. He or she also risks referral for prosecution under applicable local, state or federal laws.

The University Senate—via the Library and Educational Services Committee—is responsible for recommending the university's Acceptable Use Policy. Questions regarding the applicability, violation of the policy, or appropriate access to information should be referred to the chief information officer.

Rescission
Computing Resources Policy Computer Software Policy
E-mail Privacy Policy
Publications Statement
This policy should be published in the following publications:
- ☐ Administrative Manual
- ☐ Student Handbook
- ☐ IUP Catalog
- ☐ IUP website

Distribution
All employees
All students
All affiliates with access to IT resources at IUP

Document History
April 2018 - Added Protect Personally Identifiable Information responsibility per 3/6/2018 Senate approval
April 2017 - Updated language per Senate
April 2014 - Removed ambiguous phrase

Portable Storage Device Procedure
This procedure is a specific extension of the IUP Acceptable Use of Information Technology Resources Policy. As such, the Senate Library and Educational Services Committee (LESC) is responsible for recommending changes to the procedure.

The use of portable electronic storage devices with IT Services-managed desktops and laptops is permitted. These devices include flash drives, memory sticks, data disks, etc. The university reserves the right to conduct security scans on portable storage devices connected to the network.

Users are strongly encouraged to store only non-sensitive data on these devices. When sensitive data is stored, IT Services encourages the use of data encryption. Users can submit an ihelp ticket to

==obtain data encryption assistance.==

==The university is not responsible for backing up data stored on these devices. As these devices are susceptible to loss, theft, data corruption or damage, users are strongly encouraged to back up the data to a non-portable storage device. The university is not liable for any data loss on these devices.==

Senate Representative Reports

A. University Planning Council (Chair Moore)
- o   The UPC is continuing to meet to work on implementation of the strategic plan for next year and we will continue to meet in some fashion over the summer

B. President's Athletic Advisory Committee (Chair Castle)
   FOR INFORMATION:

April 26, 2021
Welcome and Remarks – Dr. Joshua Castle, Chair
- Recognized the success of the women's swimming team this year as they won the conference championship this past weekend and had a tremendous showing at the National Championship.
- Led a discussion on the new class schedule and its possible implications on practice times for students. This will be delt with by the individual teams. The Athletic Director will monitor the situation and see if there are any issues with specific sports and majors.

Remarks from Dr. Michael Driscoll
- Congratulated all the teams on making it through the year and seasons. especially Woman's Swimming Team.
- Updated the committee on Name, Image and Likeness issues in NCAA and bylaw changes. The Legislation was not voted on in January due to a case before the U.S Supreme Court Case. There is great concern on how all these new laws and NCAA bylaws will impact Division II and III. Most of the discussion surrounding this issue is focused on Division I and Football and Basketball.
- State legislators have been putting legislation regarding transgender athletic participation. There is a bill before the PA House. PSAC and NCAA has chosen not to have legislation against transgender participation.

Remarks from Dr. Tom Segar
- Commented on how impressed he has been with the Athletic Department and their success this year.
- Talked about the distinguished speaker series and how he appreciated the student focused topics and engagement of the student athletes.
- Recognized the work ethic and leadership of Rachel Johnson as the SAAC President, student and athlete. Thanked her for her leadership this year.

Report from Athletic Administration – Todd Garzarelli
- COVID Update-Every team was able to compete either through exhibitions or actual competition. Athletics have only had a few cases of COVID this spring.

- Highlighted up-coming contests (Women's Tennis and Cross Country) and the success of the women's swim team
- IUP Hosted First Track Meet since 2013 over 600 S-A participated and looking for this to be an annual event.
- Summer Activities-there will be day camps/ clinics this summer. They are working on the capacities and safety protocols for each sport. The focus has been on finding ways to be outside and socially distanced.
- Anticipation for Fall Sports: There is an anticipation that there will still be testing requirements in the fall. Working with IRMC on speeding up the testing process. They are encouraging vaccination for student athletes before the fall. This will help with testing and quarantining.

Report from Strength and Conditioning – Coach Reggie Overton
- Reggie gave us an update on his background.
- Talked about how the pandemic impacted strength and conditioning.
- Provided the committee with an assessment of where we are from a strength and conditioning standpoint and where we would like to move forward.

Report from University Advancement – Khatmeh Osseiran-Hanna
- Updated the committee on progress associated with giving and athletics. Talked about how athletics exceeded their goal for the most recent campaign. Talked about trying to identify new priorities for athletics and how they intersect with new initiatives at IUP.

Report from Enrollment Management – Dr. Patti McCarthy
- Provided the committee with an enrollment update for the Fall. Also, provided retention rate update for athletics and the general student body, which was up from last year. Indicated that Summer registration is up.

Report from Faculty Athletics' Representative – Dr. Jim Racchini
- Informed the committee Student athlete progress reports from faculty was up and the overall feedback was positive. Dr. Racchini thanked Dan Braun for his work with coaches.
- Indicated there will still be linked-classes for the in-coming freshmen student athletes this fall.
- Recognized the Athletic Trainers, Reggie Overton, Melissa Dick, and the coaches for their work dealing with COVID.
- Also recognized the Mental Health in Athletics Committee, and Christie Faust, for their efforts this year.

Report from Student Athletic Advisory Committee – Rachel Johnson
- Thanked everyone for helping athletes compete/participate this year. She indicated that it meant a lot to the athletes.
- Talked about the Crimson Cup which was an initiative designed to get Student-Athletes more engaged in on-campus events.
- SAAC is making thank you calls to donors.

C. Academic Computing Policy Advisory Committee (Senator Ford)
   o Our next meeting is on Wednesday, May 5, 2021 at 3:00pm via Zoom.

D. University Budget Advisory Committee (Senator Soni)
- o Dr. Fitzsimons met with me and confirmed that the numbers I presented at the March 3, 2021 meeting were correct.
    - For additional information, please see minutes from the UBAC meeting below.

New Business
- o Senator Greenawalt asked if we can explore the possibility of purchasing different test proctoring software that meets the needs of various departments and our students.
    - Dr. Moerland shared that the new structure for procurement services is exploring recommendations for several alternative test proctoring software options.
    - Senator Balint added that Proctor U was the only proctoring software that IUP had under contract when COVID began.

Adjournment
- o The meeting adjourned at 4:09pm.

Respectfully submitted:

Amber N. Racchini

University Budget Advisory Committee Meeting

Thursday, April 1, 2021
1:00pm-2:30pm

Join from PC, Mac, iOS or Android:
https://iupvideo.zoom.us/j/97441185349

Or join by phone:
+1 646 558 8656 (US Toll) or +1 301 715 8592 (US Toll)
Meeting ID: 974 4118 5349

Opening Remarks – President Driscoll

University Budget Advisory Committee Minutes

Enrollment and SEP Update Report – 15 min – Paula Stossel

Housing Update – 3 min – Tom Segar

ESLP update – 5 min – Debra Fitzsimons

IUP Next Gen – 20 min – Hilliary Creely

Interactive discussion and question and answer period – 45 minutes – Everyone (please think of your questions)

Closing Comments

Next Meeting
- **April 29, 2021**

Future Meetings
- **June 24, 2021***
- **August 5, 2021***
- **October 7, 2021**

* Note, the June 24 and August 5 UBAC meetings are scheduled, if needed. We will notify you if these meetings are canceled.

Adjournment

University Budget Advisory Committee Minutes
February 23, 2021

Attendees: Dr. Yaw Asamoah, Mr. Bill Balint, Ms. Valerie Baroni, Dr. Matt Baumer, Mr. Craig Bickley, Mr. Bill Buttz, Mrs. Jodie Cadile, Mr. Greg Cessna, Dr. David Chambers, Mr. Melvin Cornell, Dr. Hilliary Creely, Mr. Chip Dotts, Dr. Michael Driscoll, Dr. Debra Fitzsimons, Dr. Erika Frenzel, Mrs. Erin Fritz Wood, Dr. Sylvia Gaiko, Ms. Elise Glenn, Mr. Patrick Greene, Ms. Farzaneh Jahangiri, Dr. John Kilmarx, Dr. Lara Luetkehans, Mr. David Maudie, Dr. Patti McCarthy, Dr. Geofrey Mills, Dr. Tim Moerland, Ms. Barbe Moore, Dr. R. Scott Moore, Mr. Richard Muth, Mr. Chris Noah, Mrs. Mary Morgan for Ms. Khatmeh Osseiran-Hanna, Mr. Sam Phillips, Dr. Curtis Scheib, Dr. Tom Segar, Ann Sesti, Dr. Deanne Snavely, Dr. Ramesh Soni, Ms. Paula Stossel, Dr. Cyndy Strittmatter, Ms. Tressa Wright, Dr. Dave Yerger

Guests: Mrs. Marcey Barna

Excused: Mr. Mark Dellett

Absent: Ms. Lisa Baker, Dr. Claire Dandeneau, Mr. Alex Fefolt, Ms. Elizabeth Houser, Ms. Jillian Miller, Mr. Jeremy Pettis, Jessica Poley, Mr. Michael Porada

I.   Mr. Balint welcomed all UBAC members to today's meeting. Mr. Balint called the UBAC meeting to order. Mr. Balint reviewed procedures for the Zoom meeting.

Mr. Balint asked Dr. Driscoll for opening remarks.

Dr. Driscoll noted that Governor Wolf proposed budget for next fiscal year, 2021-22, for flat appropriation for the State System and its universities. Flat appropriation is good news as opposed to what it might have been given the Commonwealth's general economy.

Dr. Driscoll shared that the Governor re-introduced his proposal for the Nellie Bligh Scholarship which provides funding for students attending one of the State System schools. If a student agrees to live in Pennsylvania after graduation for as many years as they have received the scholarship, it will then become a grant and would not have to be paid back. If the student leaves the state after graduation, this scholarship would be treated as a low interest loan and will have to be re-paid. The funding for this scholarship has not been finalized, however, the Governor has discussed funding this scholarship by repurposing revenues from the Horse Racing industry.

Dr. Driscoll noted that legislature will be making decisions on these budget proposals.

Dr. Driscoll noted that as we continue to reduce our expenses and make reductions in workforce, there are retirement incentive programs, enhanced sick leave pay-out programs, for all employees in the bargaining units. This information is out on the web. There is also an intent to establish a similar plan for non-represented employees, but the details are not yet finalized. Information will be shared as it is received.

II.   Dr. Fitzsimons welcomed the UBAC members to today's meeting and thanked everyone for attending.

The UBAC minutes from the January 28, 2021 meeting were approved as presented.

III.   Enrollment Report – Dr. McCarthy

Dr. Fitzsimons asked Dr. McCarthy to provide an enrollment update.

Dr. McCarthy provided an enrollment presentation. Dr. McCarthy reviewed the spring 2021 enrollment numbers at freeze by student type.

Dr. McCarthy shared that spring 2021 overall enrollment compared to spring 2020 is down 4.14%. Dr. McCarthy also noted that in comparison fall 2020 enrollment was down 5.35%.

Dr. McCarthy shared the following fall 2021 new freshmen admissions as of February 23, 2021:

- ➢ Total applications – down 737, -7.78%
- ➢ Completed applications – down 104, -1.35%
- ➢ Admits – down 55, -0.76%
- ➢ Total deposits – down 103, -10.86%
- ➢ Net deposits – down 107, -11.35%

Dr. McCarthy noted that the national trend is very different this year. Deposits are coming in later than usual and students are taking longer to apply.

Dr. McCarthy shared the following fall 2021 new transfer admissions as of February 23, 2021:

> ➢ Total applications – down 60, -13.27%
> ➢ Completed applications – down 32, -13.68%
> ➢ Admits – down 28, -15.38%
> ➢ Total deposits – down 15, -25.42%
> ➢ Net deposits – down 15, -25.42%

Dr. McCarthy noted that IUP's sister schools are also facing challenges this year. IUP has implemented activities to bring applications up and promote deposits.

Dr. McCarthy shared the following fall 2021 new graduate student admissions as of February 18, 2021:

> ➢ Total applications – down 4, -0.42%
> ➢ Completed applications – down 16, -2.31%
> ➢ Admits – up 33, +9.97%
> ➢ Confirmed – up 22, +56.41%

Dr. McCarthy noted that new graduate student applications are down slightly, most of the decline is in high demand programs.

Dr. McCarthy shared the following fall 2021 new culinary student admissions as of January 22, 2021:

> ➢ Total applications – down 43, -14.10%
> ➢ Admits – down 9, -4.15%
> ➢ Deposits – up 16, +24.62%

Dr. McCarthy noted that the Bakery and Pastry program is down slightly in deposits. Overall, Culinary admissions are up.

IV.   Housing Update – Dr. Segar

Dr. Fitzsimons asked Dr. Segar to provide an update on housing.

Dr. Segar shared a spring 2021 housing report summary as of February 22, 2021. Housing occupancy on the Indiana campus for the spring 2021 semester is currently at 1,471 compared to 1,499 last week. This includes an increase of 63 new first-year and transfer students coming in for the spring 2021 semester. The total number of continuing students lost from the beginning of the fall 2020 semester to now is currently 482 (-25.3%). Of these 482 students, 156 do not have schedules for the Spring 2021 semester. The remaining 327 residential students have requested releases from their housing

agreements with the majority indicating that they plan to study remotely from home. These students have provided verification of all online coursework and confirmation that they will be residing at their permanent home address.

Housing occupancy on the Punxsutawney campus for the spring 2021 semester is currently 52. This is a decrease of 25 students compared to the end of the fall 2020 semester.

Dr. Segar shared a fall 2021 housing report summary as of February 22, 2021. Dr. Segar noted that the occupancy in the suites for fall 2021 is currently 1,035. This number includes 37 new students and 7 continuing students.

Dr. Segar shared that there are currently nine students scheduled to live in the Punxsutawney Living Center for the fall 2021 semester. This is a different trend, typically there would not be any students committing to living on the Punxsutawney campus this early.

Dr. Segar noted that as of February 22, 2021, 602 continuing students have re-contracted to live on campus for the 2021-22 academic year. This is 33.4% of the students who have lived on campus this academic year and reflects an 11.4% increase in re-contracting students compared to last year at this time. Dr. Segar also provided a narrative for the fall 2021 housing report summary as of February 22, 2021. This narrative provides a detailed comparison of new and continuing students in housing today compared to last year.

Dr. Segar noted that the $1,000 housing scholarship has had an influence on the number of continuing students who have committed to live on campus. We do have fewer new students who signed up for housing for Spring 2021 compared to a year ago.

Dr. Segar provided information regarding Dining statistics. Dr. Segar noted comparing spring 2021 to spring 2020, off-campus meal plans show a 54.24% decrease and on-campus meal plans show a 34.99% decrease. This decrease equates to the decrease that was seen in occupancy comparing spring 2021 to spring 2020.

Dr. Segar reviewed meal plans comparing fall 2020 to spring 2021. Dr. Segar noted there was an overall decrease of 21.4% in off-campus meal plans and an 18.3% decrease in on-campus meal plans. The decrease in off-campus meal plans (-21.4%) is slightly less than the total decrease in occupancy (-25.3%) from fall 2020 to spring 2021.

Dr. Segar noted that there are meal plans available for faculty and staff as well. Faculty and staff can also visit dining facilities and pay cash.

V.   Comprehensive Planning Process Progress Report Submitted February 22, 2021

Dr. Fitzsimons provided a Comprehensive Planning Process (CPP) update presentation along with Dr. McCarthy, Dr. Moerland, Dr. Segar, and Dr. Driscoll. Dr. Fitzsimons noted that this presentation provides a comprehensive overview of the status of the university.

Background Information

Dr. Fitzsimons reviewed the background information for the CPP.

- ➢ January 17, 2020
    - o Financial sustainability Version 1 plan submitted to the System Offices
- ➢ June 19, 2020
    - o Plan Versions 2a and 2b were submitted to the System Offices
        - ▪ V2a is based on enrollment declines of 4.5% more the V1 (totaling an 8.2%decline from fall 2019)
        - ▪ V2b is based on enrollment declines of 14.5% more than V1 (totaling a 17.8% decline from fall 2019)
    - o All 14 State System universities have been required to submit a full or partial plan on June 19, 2020
- ➢ September 4, 2020
    - o Comprehensive Planning Process document (CPP V3)
        - ▪ No change in enrollment projections from V2a – based on enrollment declines of 4.5% more than V1, totaling an 8.2% decline from fall 2019
        - ▪ 3-Year Plan: projections through 2022-23
        - ▪ Links goals and aligns other plans
    - o Combines several planning documents
        - ▪ Academic Planning
        - ▪ Strategic Goals and Board Approved Metrics
        - ▪ Financial Sustainability Plan V3
        - ▪ BUDRPT
    - o Narrative document and spreadsheet
    - o Document template is more detailed than the previous financial sustainability plans

- ➤ Proactive reporting will help identify challenges and provide support when needed, making all 14 universities financially stronger
- ➤ The Chancellor revised the instructions from V1 to V2:
  - o Instead of each university demonstrating financial sustainability within a 5-year time period, it was revised to a 2-year time period requirement
  - o Budgets must be balanced for all universities within two years
  - o Student to faculty (IUP=19.2) and student to nonfaculty ratios (IUP=17.7) from FY2010-11 for each institution must be met by the two-year period
  - o Financial targets still need to be met
- ➤ Due to declining enrollment, IUP faces challenges on both the revenue and expense sides
- ➤ Drafts of all versions (V1, V2a/V2b, and CPP V3) were shared and discussed with various constituency groups during drafting and after completion
- ➤ Other items of note for CPP V3:
  - o No tuition increases for FY2020-21
  - o Flat state appropriations for all three years
  - o Actual information used for FY2019-20 based on FINRPT
  - o Realistic enrollment numbers for the next several years
  - o One-time CARES Act funding (first round) to offset some COVID related expenses
  - o Both faculty and nonfaculty early retirement incentive (ESLP) for last year's ESLP, but not for the new ESLP
  - o Financial aid optimization for both need-based and merit-based grants and scholarships
  - o Academic planning and initiatives
  - o Branding and marketing efforts
  - o Scholarship dollars were reinvested into the budget to assist with reducing total cost of attendance
- ➤ Key in addressing IUP's financial sustainability is a focus on being a student-centered university and a commitment to a number of core principles:
  - o Simplify and flatten the organization structure
  - o Collaboration and the elimination of silos to create more efficiencies
  - o An examination of
    - ▪ What we need to start doing
    - ▪ What we should continue to do
    - ▪ What we must stop doing in order to best serve our students

- ➢ The financial sustainability plan CPP V3 has estimated workforce reduction targets needed to balance the budget and meet the ratio targets. Each university is responsible for determining how to meet the targets
- ➢ CPP Mid-Year Progress Report – February 2021
  - o A two-page template document that includes narrative text and tables outlining progress
  - o Submitted to State Chancellor's Office on February 22, 2021
  - o Demonstrates progress for current year only as measured against targets for enrollment, revenues, workforce reductions, expenses, unrestricted net assets, and other data points that IUP had in the CPP document (from September 4, 2020)
  - o Template and accompanying instructions provided by the State Chancellor's Office
  - o Provides opportunity for feedback and input from colleague universities and state chancellor's office
  - o Opportunity for universities who demonstrate cash flow issues to request loans during this process

Dr. Fitzsimons noted that there is a meeting scheduled for March 5, 2021 where the CPP's from all 14 State System Schools will be presented to the CAO's, CFO's and the Chancellor's Office to review, understand, ask questions, provide feedback and address any other concerns that are raised.

CPP Strategic Goals and Board Affirmed Metrics

Dr. Fitzsimons noted that the CPP strategic goals spring from the Strategic Plan and connect to achieving the Board Approve Metrics (BAM) including:

- ➢ Be a student-centered university
- ➢ Embrace the identity and value of IUP as a doctoral research university
- ➢ Change IUP's culture to embrace and promote diversity, equity, and inclusion

Dr. Fitzsimons asked Dr. McCarthy to review the Enrollment Management portion of the presentation.

Enrollment Management

Dr. McCarthy shared the following information on the spring 2021 freeze data compared to the CPP.

➢ IUP exceeded the CPP headcount projection by 45 students. IUP fell short by 1328 credit hours of the projected CPP. This was most significantly in the in-state undergraduate level.
➢ The spring 2021 FTE to Headcount is 80.74% compared to the spring 2020 FTE to Headcount of 81.74%, a difference of -1%. Dr. McCarthy noted that it is very significate when the headcount and the FTE are off even by a small percentage.

Dr. McCarthy discussed notable enrollment information from spring 2021. Dr. McCarthy shared the following for graduate and undergraduate students comparing full time versus part time:

➢ Graduate students registered:
  o Spring 2021 percent full time/part time = 33.10%
  o Spring 2020 percent full time/part time = 31.69%
  o An increase of 1.41%
➢ Undergraduate students registered:
  o Spring 2021 percent full time/part time = 87.42%
  o Spring 2020 percent full time/part time = 89.39%
  o A decrease of 1.97%

Dr. McCarthy noted that these results show that IUP had fewer undergraduate students taking 12 or more credits in the spring 2021 semester than in the spring 2020 semester.

Dr. McCarthy reviewed the average spring credit hours by level and full time versus part time enrollment as of freeze. When comparing spring 2021 with spring 2020, overall, the undergraduate average was down 0.13% while the graduate average was up 0.17%.

Dr. McCarthy shared information on the importance of increasing retention and persistence as a component of ensuring student success.

➢ The fall 2020 freshman retention from fall 2020 to spring 2021 is 87.85%, which is a positive sign for fall-to-fall retention of this cohort
  o IUP has not had a fall to spring retention at this level since the fall 2015 cohort, which had an 87.63% fall to spring retention

- o The fall 2019 cohort fall to spring retention was 84.49%
- o 83.62% is the five-year average retention to spring for the fall 2015 to fall 2019 cohorts
- ➢ Continuing student persistence is a key component of the enrollment projections
  - o Persistence to spring 2021 for continuing students was slightly lower than average at 85.9%
  - o Last year it was 87.32%
  - o 86.03% is the five-year average persistence to spring for continuing students

Dr. McCarthy provided information on enrollment moving forward.

- ➢ Projections indicate continued decline of enrollment until 2022-23, when enrollment begins to turn around.
- ➢ Initiatives
  - o Merit scholarships and need-based awards to new undergraduate students
  - o New and revised academic program offerings for students, both credit and clock hour
  - o Actively addressing best practices for student success, including increasing retention and persistence rates
  - o Completing and implementing the five-year Strategic Enrollment Plan
- ➢ IUP needs to be prepared and completely ready for 2025 when mid-Atlantic demographic projections show a significant drop in high school graduates
  - o Between 2026 and 2031 there is an expected decline in Pennsylvania high school graduates of over 5%, with a decline of close to 4% between the years of 2025 and 2028 alone

Dr. McCarthy shared initiative progress: completing and implementing the five-year Strategic Enrollment Plan (SEP).

- ➢ This is a campus-wide planning process involving university members from across all division
- ➢ Situation analyses have been completed in key areas: Recruitment at all levels, Academic Program/Delivery, Student Success, Recruitment, Diversity, Equity and Inclusion, Marketing and Branding, and External Engagement
  - o This step included price sensitivity surveys and program/student demand analyses by Ruffalo Noel Levitz (RNL)

➢ Fourteen action plans have been presented to the steering committee
➢ Final Strategies will be proposed to the President's Cabinet for review and endorsement to complete the full strategic enrollment plan
   o Anticipated completion of the SEP is late February/early March

Dr. McCarthy shared the following enrollment projections for fall 2021:

➢ Based on spring 2021 final enrollment and the most recent fall 2021 enrollment data at the time of the re-projection
➢ A 73.5% freshman retention rate and a 64% persistence rate for continuing students were used
➢ Assumptions made for re-enrolled students, dual enrollment students, and registrar's transient student numbers, based on historical data
➢ Graduate enrollment increased
➢ Reduced clock hour projections based on concerns for lingering pandemic occupancy levels in kitchen and classroom space
➢ Assumed that strategic merit-based scholarships and need-based grant awards would increase yield from admission to deposit

Dr. McCarthy shared the following enrollment projections for fall 2022 and fall 2023:

➢ New freshman enrollment utilized market-share data, consideration for demographic trend projections, and the implementation of the Strategic Enrollment Plan
➢ The persistence rate for continuing students was increased by ½ percentage point each year
➢ The enrollment numbers for re-enrolled, dual enrollment, and registrar's transient students were based on historical data. Clock hour enrollment remained steady
➢ Graduate enrollment projections were based on international student enrollment beginning to grow again, new academic program development, and implementation of new graduate strategic enrollment plan
➢ Assumed a slight growth in new international undergraduate enrollments each year
➢ Assumed that strengthened marketing for strategic merit-based scholarship and need-based grant awards would increase the applicant pool and maintain or grow yield from admission to deposit

Dr. McCarthy reviewed the 2021-22 enrollment projections by level and residency, comparing headcount, FTE, and credit hours. The overall projection for fall 2021-22 is 9,548 headcount and 7,844.19 FTE.

Dr. McCarthy asked Dr. Moerland to present the Academic Programs and IUP NextGen Planning information.

Academic Programs and IUP NetGen Planning

Dr. Moerland shared the IUP NextGen College organization chart showing one of the overall goals the NextGen initiative. The academic structure is going from six academic colleges to five. Dr. Moerland noted that the placeholder or tentative names of the five colleges entering the fall 2021 semester are:

- ➢ College of Education and Communications
- ➢ College of Health and Human Behavior
- ➢ College of Creative Arts, Humanities, and Design
- ➢ Kopchick College of Science and Mathematics
- ➢ Eberly College of Business

Dr. Moerland noted that this information is available on the web under the NextGen Planning documents.

Dr. Moerland provided an overview noting there are a lot of details to work through with this initiative. A transition planning group that consists of two teams has been established. There is the Transition Steering Committee, members of this committee are included in the information provided in this presentation as well as the committee's overall roles and responsibilities with target dates and milestones of work being done. The Steering Committee is working very closely with the Transition Task Force. Dr. Moerland noted that in addition to the large number of members on the Transition Task Force, other people will be pulled in as the content of projects warrants it. The Transition Task Force roles and responsibilities are included as well. Dr. Moerland shared that these two groups are meeting regularly with constant feedback to each committee. The workload these committees have are broken down into two priorities. Priority 1 includes topics that several implementation teams are working on. There are seven implementation team in all. The information shows target deadlines as well as roles and responsibilities for these teams. Priority 2 tasks are just as critical, but not necessarily as time sensitive as those in Priority 1. The timeline for the products is included. Dr. Moerland noted that

there are feedback loops throughout this process. Dr. Moerland shared that updates on progress will be communicated regularly.

Revenue and Expenses

Dr. Fitzsimons provided an E&G Recap

➢ Need to match ongoing revenues with ongoing expenses to become financially sustainable
➢ Both appropriations and tuition rate projection assumptions are flat. *(Tuition rate is flat for 2020-21. The other projected years assume 1%. These are significantly lowered revenue assumptions when compared to V1 and V2a/2b)*
➢ Our revenue projections trend closely to the student enrollment projections
➢ Elimination of the 20% tuition discount for IUP Northpointe and IUP Punxsutawney
➢ Incorporated one-time CARES Act funding revenues and expenses, as appropriate, based on year the expenses incurred and accounting guidelines
➢ PEMA claim of $567,028 (expenses March through June 30th); second claim will be turned in soon for YTD expenses.
  Dr. Fitzsimons noted it is a very complex process to submit a PEMA claim
➢ Recap of all CARES Act dollars from Round 1:
  o $5,025,231 Emergency aid for students HEERF (Reflected in the CPP but not in the E&G, restricted tab only, went directly to students)
    ▪ $4,938,160 has been awarded to students with $87,071 remaining to be awarded
  o $5,025,230 Institutional share for HEERF
    ▪ $4,213,272 has been expended for reimbursements for room and board and fees.
    ▪ $811,958 has been expended for student worker pay to ensure students were not harmed at initial pivot in March 2020
  o $498,865 Strengthening Institutions Program (SIP from HEERF)
    ▪ $498,865 has been claimed to cover some of the reduction of Summer 2020 tuition and fee revenues compared to Summer 2019 tuition and fee revenues
  o $3,330,619 State appropriated Coronavirus relief funds from Title V

- ▪ $3,330,619 has been used for an assortment of COVID-19 expenses in which IUP had incurred to respond to the pandemic
        - ▪ These included wages dedicated to direct mitigation, public health, and public safety, Summer Academy training for faculty, and various other expenses including purchasing of technology for faculty, staff, and students (laptops, accessories, software, video cameras, OWL technology for remote learning, etc.)
    - o $357,986 GEERF grants awarded by PDE 8/3/2020
        - ▪ $357,986 has been used for technology hardware for academic support and instruction
- ➢ Recap of all Coronavirus Response and Relief Supplemental Appropriation Act (CRRSAA) dollars enacted December 27, 2020, $5,025,231 Emergency aid for students HEERF II
    - o Eligible use of funds include emergency grants for students which can be used for students' cost of attendance including tuition, food, housing, healthcare, childcare, or for emergency costs and must be prioritized to students with exceptional need such as students who receive Pell Grants
    - o Ineligible use of funds includes reimbursements to institutions for refunds issued to students for room, board, or fees, and reimbursements to the institution for technology and continuing payments to student workers
- ➢ $10,316,996 Institutional Portion HEERF II
    - o IUP is still awaiting further clarification from our auditors and/or DOE on allowable uses of this second round of one-time funding and have, therefore; not made major decisions on use of the funds.
    - o IUP believes the following regarding this funding:
        - ▪ Eligible use of funds may possibly include replacement of some select lost revenues, reimbursement of select costs previously incurred, technology to transition to distance education, and faculty and staff trainings
        - ▪ Clarification is needed on defining how lost revenues are to be calculated and the timeframe allowed for costs previously incurred
        - ▪ Clarification needed to determine if facility modifications for air quality control can be claimed
        - ▪ Ineligible use of funds includes costs for marketing and advertising, certain capital expenditures, and certain salaries and benefits

- We do know that these funds cannot be used to balance the budget, in a general sense
  - Incorporated in the CPP were savings in utilities that occurred in FY2019-20 with students leaving campus due to COVID-19
  - Beginning in FY 2020-21 projected increased utilities due to HVAC 24/7 operations for air circulation needs in response to Coronavirus and projected increase in rates
  - Plant fund transfer for additional dollars needed to fund Kopchick Hall construction –bid came in over DGS fund amount $2.8M, moveable casework $2.5-$3M, $540K for greenhouse and $50K greenspace roof, and other projects
  - Because we will be doing less hiring, turnover rate in the CPP V3 was reduced to .5% to be more realistic
  - In FY2018-19, E&G net assets were $80,035,143
  - Net assets are projected to decrease to $61M in the CPP progress report, which is down by approximately $5M from the CPP V3 submitted in Sept 2020
  - Expense reductions were made primarily through personnel reductions, accompanying benefits, and other operating expense reductions
  - To balance the budget, no longer draw on reserves, and meet required ratios by FY2021-22, workforce reductions of 313.90 FTE were modeled in the plan
  - Target ratios are guidelines only based on FY2010-11 for IUP are 19.2 for student to faculty and 17.7 for student to nonfaculty
  - Sick leave payouts for retirement incentive and other retirees were proportionally increased to the projected workforce reductions (for the ESLP for 2020 calendar year.) We did not include ESLP savings or costs for the new ESLP

Dr. Fitzsimons provided an overview of the nonfaculty workforce progress as of February 1, 2021. Dr. Fitzsimons noted that there was a total target of 169.9 FTE reductions with a savings of $16.2M. These reductions have been broken down over a two-year period, FY2020-21 and FY2021-22. The remaining FTE target as of February is 117.91 with a savings of $11M. Dr. Fitzsimons noted that these numbers do not include any retirements, ESLP, etc. that are in progress.

Dr. Fitzsimons provided an overview of the faculty workforce progress as of February 1, 2021. Dr. Fitzsimons noted that the total target was 197.1 FTE reductions with a savings of $27.8M. The remaining target is 52.9 FTE with a savings of $9.6M.

Dr. Fitzsimons shared an Annual Summary – Projections and Actuals (CPP Mid-Year Progress). The summary includes information on the faculty and non-faculty personnel reductions as previously discussed. Dr. Fitzsimons noted the following revised projected year-end reductions:

- ➢ Operating - $3.04M
- ➢ Campus footprint - $857K
- ➢ Unrestricted net assets - $61.3M
- ➢ Days of cash on hand – 95

Dr. Fitzsimons shared the Unrestricted Financials – Projection and Actuals (CPP Mid-Year Progress). Dr. Fitzsimons noted the following:

- ➢ Total E&G Budget – Deficit of ($9.7M)
- ➢ Total Auxiliary Budget – Deficit of ($7.1M)
- ➢ Total Unrestricted (E&G and Auxiliary Budget – Deficit of $16.8M

Dr. Fitzsimons noted that this information includes using an additional $5M from reserves.

Dr. Fitzsimons discussed the Key to Stabilization – Keeping Expenses Aligned with Revenues

- ➢ Ensuring sustainability = spending smarter and reducing where necessary
- ➢ Reduction in workforce has previously been occurring naturally, through attrition
- ➢ We can no longer continue to operate at our previous levels of workforce
- ➢ The workforce reductions are being discussed with APSCUF as part of the retrenchment process

IUP new reality – enrollment has decreased by almost 33% over the last seven years, but the workforce has only decreased by 5.5%.

Dr. Fitzsimons asked Dr. Segar to share the Revenue and Expenses – Auxiliary information.

- ➢ Total enrollment decline over the past several years has resulted in fewer students residing on campus and purchasing meal plans, leading to a decline in housing and dining revenue
- ➢ Negative impact of COVID-19 for FY2020-21:

- o Social distancing guidance required utilizing double-occupancy rooms as single rooms therefore reducing total housing capacity revenue earned for each double room
- o Necessary adjustments to dining operations due to COVID-19 have resulted in higher dining costs. These costs were partially offset by operating adjustments.
- o Housing revenue will decrease as a result in a decline in occupancy from 2300 in early August 2020 to below 1500 students in February 2021 mostly due to students electing to continue their studies online and live at home.
- o Dining revenue and meal plan participation have decreased by 52.6% since August 2020 (loss of 2,364 meal plans out of 4,489) with fewer students residing on campus and off-campus meal plan subscribers electing to remain home for the academic year.

- ➢ Effective July 1, 2020, IUP has master leases in place for Phases I and IV
- ➢ Revenues associated with these phases are approximately $6.0M for both FY2020-21 and FY2021-22 and approximately $7.3M for FY2021-22. Expenses associated with these leases are reflected in both utilities and all other expenses.
- ➢ The deficit for auxiliaries totals $7.2M for FY2020-21 and reduced to $3.6M for FY2021-22. A surplus for auxiliaries is anticipated to be $23K in FY2022-23
- ➢ Aramark and IUP Dining reduced dining operating expenses by an estimated $1.6M for FY2020-21
- ➢ Permanent move of over $750K in personnel expenses from auxiliaries to E&G took effect FY2020-21 as staff assignments were modified and not serving within auxiliary services.
- ➢ IUP and three other western PASSHE institutions will be entering into a shared agreement with dining provider Aramark starting on June 1, 2021 and will result in an additional $1.4M in savings at IUP each year.
- ➢ Housing scholarship pilot program: Housing and Dining revenue increase for FY2021-22, resulting from the $1,000 per student housing scholarship intended to increase occupancy and meal plan participation.

Dr. Fitzsimons asked Mrs. Mary Morgan to share information on the Growth in Gifts and Revenue Over Time.

Mrs. Morgan shared two charts. The first chart shows the growth and revenue over time indicating the upward trend in gifts or cash in, one-time gifts. This upward trend will continue when 2020 is added. Mrs.

Morgan noted the second chart also shows the upward trend, but also indicates there is volatility in the market at times. Mrs. Morgan noted that even with the pandemic causing on-campus activities to be canceled, University Advancement anticipates meeting this year's goal. Mrs. Morgan noted that IUP is building relations with more corporate and foundations.

Budget Reduction Strategies and Reinvestment Opportunities

Dr. Fitzsimons shared the following information on the Budget Reduction Strategies in CPP:

- ➢ Personnel salaries and benefits are the majority of the expense budget
- ➢ IUP can no longer achieve financial sustainability through attrition alone. Strategies must include reducing workforce
- ➢ Multiple strategies to achieve financial sustainability are being analyzed and considered
- ➢ Some strategies were already completed:
  - o ESLP for faculty and non-faculty
  - o One-time savings from Operating expense reductions for FY2020-21
  - o One-time savings by limiting travel, equipment purchases
  - o Slow down of personnel expenses, hiring only when it's critical
  - o Phase1 of the Facilities restructuring (which included merging Administrative Services with Facilities, eliminating the individual maintenance shops, elimination of 12 managers and supervisory positions)
- ➢ Areas that were identified to be analyzed and considered (please note that not all of these were specifically mentioned in the CPP V3 as submitted*)
  - o Outsourcing of the custodial, grounds, and snow removal functions. After analysis, it was concluded that it was not beneficial to outsource these functions.
  - o Branch campuses (Northpointe, Pittsburgh East, and Punxsutawney)
  - o Merging/integration/elimination of academic colleges and/or departments
  - o Workforce reductions – retrenchment of faculty, program reductions, and organization structure changes
  - o Converting clerical positions to 9- or 10-month positions

- o Clerical pool
- o Athletics
- o Health Services
- o Library
- o Effectiveness of affiliate organizations
- o Many other items with feedback from UBAC and other constituency groups

Dr. Fitzsimons discussed the following Budget Reinvestment Opportunities:

- ➢ The new Strategic Plan provides opportunities to focus and reinvest in priority student-focused areas to better position IUP for years to come
  - o Reducing cost of attendance–
  - o Improve student retention and graduation rates
  - o Housing scholarship beginning FY2021-22
  - o $300 one-time grant this year to assist students financially due to COVID-19
  - o Sutton scholarships funded by E&G
  - o Hawk's Q&A Center
  - o University College
  - o IRMC and other academic/research partnerships
  - o New Kopchick Hall construction
  - o New academic program growth
  - o Diversity, equity and inclusion initiatives and programming
  - o Analyze student fees for possible reductions
  - o Merit and need-based funding for students.

Dr. Fitzsimons shared the following moving forward:

- ➢ Partial progress towards the financial sustainability goals were made as demonstrated in the CPP Mid-Year Progress Report (February 22, 2021)
- ➢ It also demonstrates that we still have further progress towards balancing the budget and being financially sustainable
- ➢ Opportunity for transformation. IUP must strategically reimagine its future.
- ➢ Keys to success…
  - o Work together to build the future.
  - o Set expectations at all levels.
  - o Have accountability at all levels.
  - o Discussion and engagement with all of you around the goals and strategies.

➢ Opportunity to think differently –we can all shape and position IUP in our own vision for the future.

Dr. Fitzsimons provided an overview and shared the CPP Plan document that was submitted to the State System. This document contains a lot of data that had to be pulled together and analyzed. IUP showed that there has been partial progress made toward the sustainability goals. It is positive, but, there is still work to be done to have a balanced budget and become financially sustainable.

Dr. Fitzsimons noted that after the meeting, the presentation as well as the CPP document submitted to the State System will be available in the UBAC meeting folder for today's meeting on the X-drive.

VI.   Closing Comments

Dr. Driscoll reiterated that the documents would be available on the X-drive after today's meeting. Dr. Driscoll noted that the CPP Plan is not overly optimistic or overly pessimistic. It is a work in progress and there is more work to be done. Dr. Driscoll noted that if anyone has questions, please do not wait until the next meeting. Feel free to reach out to Dr. Fitzsimons via email or telephone with any questions.

Dr. Driscoll thanked Dr. Fitzsimons and her team, Mrs. Jodie Cadile, Ms. Tressa Wright, Dr. Patti McCarthy, and all who have helped with providing reports for this update on the CPP Plan.

Dr. Fitzsimons noted that the discussion will continue at the next UBAC meeting once everyone has had an opportunity to review the presentation and CPP documents. Dr. Fitzsimons thanked everyone for attending today's meeting.
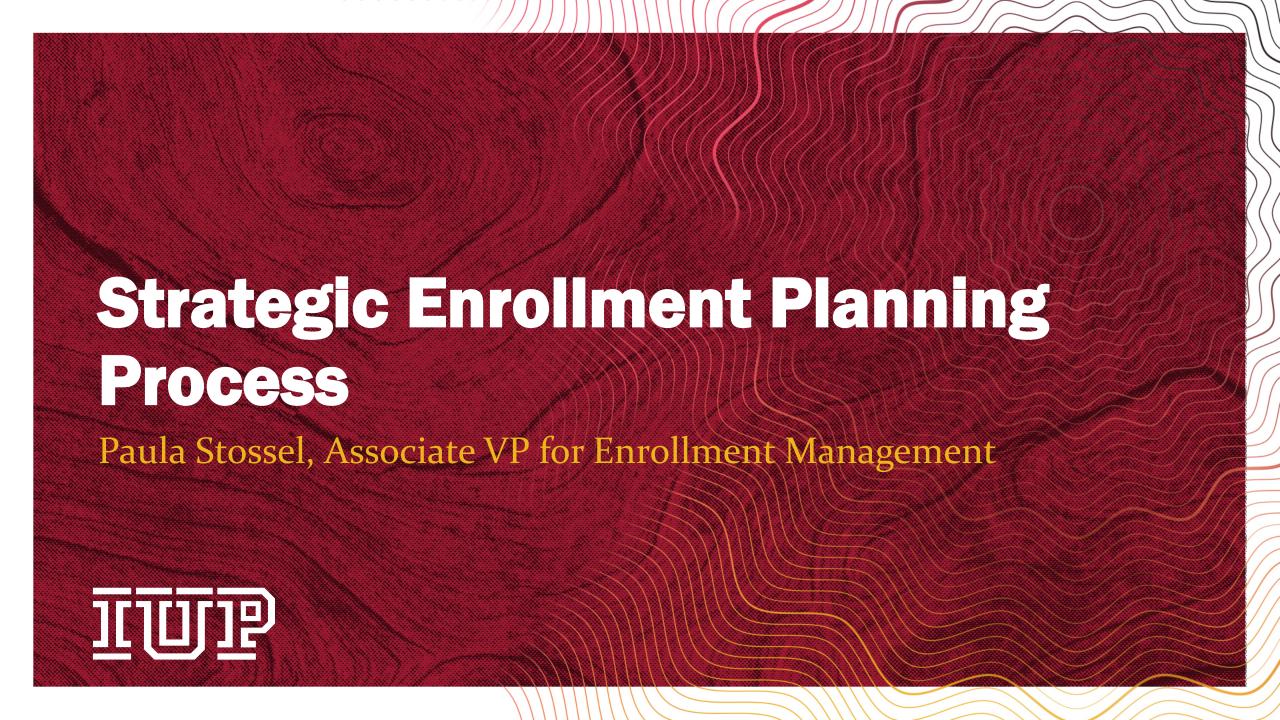
The next UBAC meeting is scheduled for Thursday, April 1, 2021 from 1:00 pm – 2:30 pm via Zoom.

UBAC

Enrollment Management Update

Paula Stossel, Assoc. Vice President for Enrollment Management

April 1, 2021

IUP

Fall 2021 New Student Enrollment as of 3/30/2021

Student Type	Completed Applications	Admitted	Deposited/Confirmed(for graduate)
Freshmen	8,071 (-220, -2.65%)	7,609 (-80, -1.04%)	1,185 (-79, -6.25%)
Transfers	279 (-91, -24.59%)	219 (-70, -24.22%)	91 (-6, -6.19%)
Graduate High-Demand* and Non-High Demand Combined	797 (-32, -3.86%)	432 (-80, -15.63%)	118 (+12, +11.32%)
Culinary Admissions	284 (199 culinary/85 baking/pastry) (-53, -15.73%)	223 (157 culinary/66 baking/pastry) (-12, -5.11%)	87 (54 culinary/33 baking/pastry) (+7, +8.75%)

*As of 3/25/21 High Demand Programs: PsyD Clinical Psychology, PhD Safety Sciences, MA Student Affairs in Higher Education, MS Speech Language Pathology, PhD English Composition and Applied Linguistics

IUP

Strategic Enrollment Planning Process

Paula Stossel, Associate VP for Enrollment Management

IUP

Strategic Enrollment Planning

Provides a vehicle for informed goal setting and the creation of action plans to achieve those goals.

- Takes the entire student lifecycle into consideration.

- Includes consideration of both internal and external factors that affect enrollment.

- Uses quantitative and qualitative data analysis to inform action plans.

- And….

IUP

.... It requires a commitment from the whole university community.

The SEP must align with the university's Strategic Plan and other strategic plans or institutional planning within the university and its affiliated partners.

Preparation and Data Analytics (November '19- May '20)

- Build the SEP structure
- Identify Key Performance Indicators (KPIs)
- Collect data (e.g., historical, benchmarks, demographics)
- Write in-depth *situation analyses*
  - Academic Mix, External Engagement, Finance and Affordability, Marketing and Communications, Recruitment, Student Success

phase 1

IUP

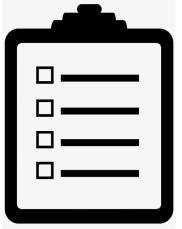# Strategy Development (May '20 to present)

- The comprehensive situation analyses were used to guide the proposed strategic action plans.

IUP

Strategy Development

- Action plans included strategies, cost, enrollment impact, revenues/expenses.

  - Teams presented all action plans to the SEP steering committee Feb. 2021.
  - Steering committee recommendations were presented to President's cabinet on 3/15/21 for consideration and prioritization.
  - Cabinet will be reviewing and discussing during a retreat at the end of April.

IUP

Overarching SEP Themes

- Always put the student experience and ***student success*** at the center of our work. We need to continue to address both the changing and unique needs of our students to grow both recruitment and retention at all levels.

- ***Graduate student enrollment growth*** is consistent with our Comprehensive Planning Process (CPP) goals as well as national trends.

- Intentional integrated ***marketing*** that is reflective and consistent with recruitment goals at all levels will be necessary for expansion into new markets, optimizing current markets, and addressing changing demographics. Highlighting student outcomes will enhance IUP's brand.

Overarching SEP Themes

- We need to nurture current and expand the IUP network of ***strategic partners***, who can be influencers for prospective students, advocates/mentors for our current students, sources of experiential learning, and provide opportunities for revenue to the university.

- Promote ***affordability*** by providing financial resources to assist with the cost of education; this includes the strategic awarding of scholarships, grants, and assistantships for students to encourage matriculation and retention/persistence to graduation. ***Already implemented***.

- *This plan needs to be fluid and nimble; as a five-year plan, it cannot be static as it needs to address the changing needs of our students.*

Plan Formation and Goal Development

- Confirm enrollment projections
- Goal setting
- Written plan finalization

phase **3**

Implement and Track Progress Towards Goals

- Launch a SEP 1.0 Implementation Team

- Identify a SEP 2.0 Development Team

  - Online Education and International Enrollment

- Align communication strategy
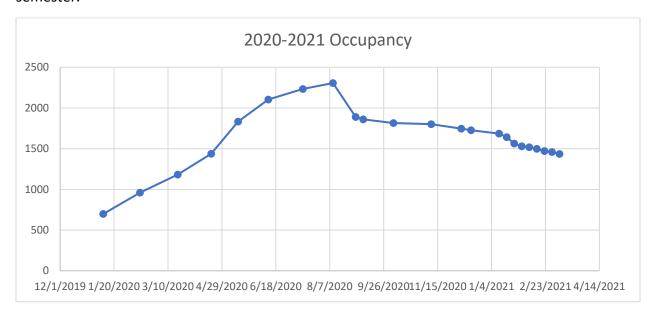
- Monitor, evaluate, update

Spring 2021 Housing Report Summary
April 1, 2021

Indiana Campus

Housing occupancy on the Indiana campus for the Spring 2021 semester has remained at 1432 students since March 15, 2021. At the February 22, 2021 UBAC meeting, housing occupancy was 1471. This accounts for an increase of 63 new first-year and transfer students who moved into the residence halls for the Spring 2021 semester. The total number of continuing students lost from Fall to Spring is currently 521 (-27.6%). Of these 521 students, 156 do not have class schedules for the Spring semester.

The other 365 residential students requested releases from their housing agreement with the majority indicating that they planned to study remotely from home. These students have provided verification of all online coursework and confirmation that they will be residing at their permanent home address. Additionally, 15 of the released students indicated other reasons for their requests, including medical need, and other special circumstances. In previous years (2018-19, and 2019-20), Housing has released 20 students thus far from their housing for the Spring semester.

Continuing student housing occupancy from Fall to Spring decreased an average of 12.5% for 2018-2019 and 2019-2020. This year's decrease is currently 27.6% and has leveled off for the semester.

Punxsutawney Campus

Housing occupancy on the Punxsutawney Campus for the Spring 2021 semester has remained at 52 students since February 15, 2021. This accounts for a decrease of 25 students from the end of the Fall 2020 semester.

Fall 2021 Housing Report Summary
April 1, 2021

Suites		
Change in Occupancy between March 22, and March 29, 2021		
Last Report: March 22, 2021	**This Week: March 29, 2021**	**Change**
Occupancy: **1231** New Students: **606** Continuing Students: **625**	Occupancy: **1285** New Students: **652** Continuing Students: **633**	Total Change: **+54** New Students: **+46** Continuing Students: **+8**
Percent of Occupied Designed Capacity: **34.89%** Total Designed Capacity: **3528**	Percent of Occupied Designed Capacity: **36.42%**	Occupied Designed Capacity: Gain/Loss: **+1.53%**
Percent of Occupied Socially Distanced Capacity: **47.53%** Total Utilizable Capacity: **2590**	Percent of Occupied Socially Distanced Capacity: **49.61%**	Occupied Socially Distanced Capacity Gain/Loss: **+2.08%**

University-Owned		
One Week Change in Hall Occupancy between		
Whitmyre Hall		
Last Week:	**This Week:**	**Change**
Occupancy: **0** New Students: **0** Continuing Students: **0** Percent Occupied: **0%** Total Capacity: **180**	Occupancy: **0** New Students: **0** Continuing Students: **0** Percent Occupied: **0%**	Total Change: **0** New Students: **0** Continuing Students: **0** Gain/Loss: **0%**
Punxsutawney Living Center		
Last Week:	**This Week:**	**Change**
Occupancy: **30** Occupied: **15.15%** Total Capacity: **198**	Occupancy: **32** Occupied: **16.16%**	Total Change: **+2** Gain/Loss: **+1.01%**

Suites Year-to-Year Occupancy Comparison	
Total Fall 2021 as of March 29, 2021: 1285 **Total Fall 2020 as of March 26, 2020: 1302** **Total Fall 2018 as of March 28, 2019: 1631**	**Fall 2021 vs Fall 2020: -17** **Fall 2021 vs Fall 2019: -346**

University-Owned Year-to-Year Occupancy Comparison	
Year-to-Year Comparison: Whitmyre **Total Fall 2021 as of March 29, 2021: 0** **Total Fall 2020 as of March 26, 2020: 44** **Total Fall 2019 as of March 28, 2019: 61**	**Fall 2021 vs Fall 2020: -44** **Fall 2021 vs Fall 2019: -61**
Year-to-Year Comparison: Punxsutawney **Total Fall 2021 as of March 29, 2021: 32** **Total Fall 2020 as of March 26, 2020: 0** **Total Fall 2019 as of March 28, 2019: 0**	**Fall 2020 vs Fall 2019: 32** **Fall 2020 vs Fall 2018: 32**

Grand Total Occupancy	As of 3/29/21: 1317 –Fall 2021	As of 3/26/20: 1346 – Fall 2020

Fall 2021 Housing Report Summary
April 1, 2021

1. As of March 29, 633 continuing students have re-contracted to live on campus for the 2021-2022 academic year. This is 35.2% of the students who have lived on campus this academic year. Comparatively, last year during week 25 of sign-ups, 24.8% of students who were living on had signed up for this year. This is a 10.4% increase in re-contracting amongst the students who are living on campus.

2. As of March 29, 633 continuing students have re-contracted to live on campus for the 2021-2022 academic year. As of March 26, 2020, 549 continuing students had re-contracted to live on campus for the current academic year. The headcount of continuing students who had re-contracted to live on campus for the current academic year prior to move-in was 658 as of August 10, 2020.

3. As of March 29, 652 new students have contracted to live on campus for the 2021-2022 academic year. As of March 26, 2020, 845 new students had contracted to live on campus for the current academic year. The highest headcount of new students who had contracted to live on campus for the current academic year was 1658 as of August 10, 2020.

4. As of March 29, 2021, 26 of the 63 new Spring 2021 students have contracted to live on campus for the 2021-2022 academic year.

5. Of the 633 continuing students re-contracted for 2021-2022, 588 live on campus currently, 535 lived on campus for Fall 2020, and 111 lived on campus for the 2019-2020 academic year.

6. A significant contributing factor to the increase number of continuing students who have re-contracted for next year continues to be the $1,000 housing scholarship. The initial deadline for continuing students was October 30 and the largest increase in re-contracting occurred the last week of the promotional scholarship. On March 12, 2021 we extended the deadline for continuing students to receive the scholarship until May 1, 2021. Students that had not yet signed up for housing were emailed with this information on March 12, 2021.

7. Trends among new and continuing students who have contracted for 2021-22:
   - Nursing (135), Criminology (82), Biology (68), and Psychology (71) are the most common majors, followed closely by Computer Science, Health and Human Services, Management, and Natural Science-each with 40-50 students who contracted.
   - 86 are members of the Honors College
   - 919 identify as female
   - 858 live more than 50 miles from IUP
   - 427 live fewer than 50 miles from IUP
   - By building size, Northern Suites is the most popular location and is at almost half of its social distancing capacity. Wallwork Hall closely follows.

8. The 3rd and 4th floor of Putt Hall was reserved for upper class athletes only. As of March 29, 2021, 31 student athletes (27% socially distanced occupancy of 3rd and 4th floor Putt) have contracted for this area. This does not include the additional 16 continuing student athletes who contracted for housing as of the March 29, 2021 housing report summary.

Summary of 2nd Enhanced Sick Leave Payout Participation by Bargaining Unit
As of March 29, 2021

	FTE Savings	Associated Savings	Estimated Payout Expenses
APSCUF	23.75	$ 3,752,729	$ 1,773,963
AFSCME	12	$ 1,104,015	$ 258,415
Non-Represented	1	$ 224,894	$ 178,199
SCUPA	3	$ 311,490	$ 38,002
Other	0	$ -	$ -
Total	**39.75**	**$ 5,393,128**	**$ 2,248,579**

There is one ESLP faculty participant with an effective retirement date of 6/30/2022. This savings is not reflected above as it will not count towards the progress in FY2021-22.

NextGen Next Steps

UBAC Progress Report

Areas of Focus

- Chosen based on student and employer demand, IUP's academic strengths, and potential for financial sustainability

- STEM fields, Allied Health, Behavioral Health, Business

- Graduate education and cross-disciplinary initiatives

Structural Change

- Five colleges instead of six, each with a clearer mission

- Academic departments merged to align related disciplines

- Programs moved to better college or department homes

- Four programs closed (3 grad Art, 1 undergrad Dance)

The Five NextGen Academic Colleges

Detailed college charts have been created for students, showing where specific programs will be housed.

Indiana University of Pennsylvania

Academic Affairs Division

School of Graduate Studies & Research

College of Education and Communications

ACADEMIC DEPARTMENTS
- Center for Career and Technical Personal Preparation
- Communication Disorders, Special Education, and Disability Services
- Communications Media (includes BA in Journalism)
- Counseling
- Professional Studies in Education (includes BS in Human Development and Family Science and BSEd in Family and Consumer Sciences Education)
- Student Affairs in Higher Education

INTERDISCIPLINARY PROGRAMS
- Teacher Education

CENTERS & INSTITUTES
- Speech, Language, and Hearing Clinic
- Center for Creativity and Change
- Center for Media Production and Research
- Literacy Center

* College of Health and Human Behavior *

ACADEMIC DEPARTMENTS
- Academy of Culinary Arts
- Criminology
- Food and Nutrition
- Employment and Labor Relations
- Kinesiology, Health and Sports Science
- Nursing and Allied Health Professions
- * Psychology and Educational Psychology *
- Sociology

INTERDISCIPLINARY PROGRAMS
- Public Health
- Ph.D. in Administration and Leadership Studies

CENTERS & INSTITUTES
- Administration and Leadership Studies Research and Training Center
- Criminal Justice Training Center
- Center for Research in Criminology
- Center for Sports Science Research and Education
- Institute for Rural Health & Safety
- Center for Applied Psychology
- Child Study Center

OTHER
- James G. Mill Fitness Center

* College of Creative Arts, Humanities and Design *

ACADEMIC DEPARTMENTS
- Art and Design (includes BS in Interior Design and * BS in Fashion Studies *)
- English
- Foreign Languages
- History
- Music
- * Philosophy and Religious Studies *
- Political Science
- Theatre, Dance and Performance

INTERDISCIPLINARY PROGRAMS
- Asian Studies
- LGBTQIA Studies
- Museum Studies
- Pan-African Studies
- Women and Gender Studies
- Sustainability Studies (with KCSME)
- IUP STEAM Shop

CENTERS & INSTITUTES
- Center for Digital Humanities and Culture
- IUP Community Music School
- The Wood Center at IUP

OTHER
- University Museum
- IUP Lively Arts

* Kopchick College of Science and Mathematics *

ACADEMIC DEPARTMENTS
- Anthropology
- Biology
- * Chemistry, Physics and Engineering *
- * Geography and Regional Planning and Geoscience *
- Mathematical and Computer Sciences (includes BS in Information Technology)
- Safety Sciences

INTERDISCIPLINARY PROGRAMS
- Natural Science Pre-Professional Programs
- Sustainability Studies (with CCAHD)

CENTERS & INSTITUTES
- Archeological Services
- Institute for Cyber Security
- Institute for Mine Mapping and Safety
- PA OSHA Consultation Program

* Eberly College of Business *

ACADEMIC DEPARTMENTS
- Accounting (includes BS in Information Systems)
- * Finance and Economics *
- Management (includes Hospitality Management)
- Marketing

INTERDISCIPLINARY PROGRAMS
- Master of Business Administration
- Executive MBA
- PhD in Business

CENTERS & INSTITUTES
- Management Services Group and Associated Centers (Small Business, Entrepreneurial Leadership, Family Business, etc.)

OTHER
- Allenwood Dining

Cross-college Units

Interdisciplinary Centers
- Frederick Douglass Institute for Intercultural Research
- Mid-Atlantic Addition Research and Training Institute

Interdisciplinary Programs
- Cook Honors College
- Teamwork and Leadership Studies Minor
- Military Studies / ROTC

IUP NextGen Transition Steps

Vision -> Decision
Fall 2020

Transition Task Force Forms
January 2021

Priority 1 Implementation Tasks
February 2021

Priority 2 Coordination Councils
March 2021 continuing to Fall 2021

NextGen Transition Steering Committee

<u>Co-Chairs</u>
Karen Rose Cercone (Provost's Associate, Academic Programs & Planning)
Hilliary Creely (Interim Dean, School of Graduate Studies and Research)

Francisco Alarcon (Council of Chairs, Mathematical & Computer Science Department)
Gian Pagnucci (Council of Chairs, English Department)
John Lowery (APSCUF Liaison, Student Affairs in Higher Education Department)

Bill Balint (IT Services)
Craig Bickley (Human Resources)
Dot Gracey (Associate Deans)
Stacy Hopkins (Enrollment Management)
Chris Kitas (Institutional Research)
Michael Powell (University Registrar)
Michelle Fryling (MarCom Liaison)

NextGen Transition Task Force

Co-Chairs
Karen Rose Cercone, Provost's Associate
Hilliary Creely, SGSR Interim Dean

Members

Sekhar Anantharaman (ECOBIT Faculty/Chair)
Yaw Asamoah (Dean)
Bill Balint (IT Services)
Lora Lee Bertig (Admin and Finance)
Craig Bickley (Human Resources)
Lynanne Black (COEC Faculty/Chair)
Dan Burkett (KCNSM Dean's Associate)
Tracey Cekada (CHHS Faculty/Chair)
Felicia Daniel (AFSCME Rep)
Craig Dillaman (University College)
Anthony DiMauro (CFA Faculty/Chair)
Nicole Dunmire (SCUPA)
Sylvia Gaiko (Dean)
Dot Gracey (Associate Dean)
Michelle Fryling (MarCom Liaison;
      delegate Jessie Groll)
Kelly Heider (Library)

Stacy Hopkins (Enroll. Management)
John Kilmarx (Academic Affairs)
Chris Kitas (Institutional Research)
David Laughead (GSA Student Liaison)
John Lowery (APSCUF Liaison;
      delegate Amber Racchini)
Mary McLeod (CHSS Faculty/Chair)
Scott Moore (UPC)
Mary Morgan (Univ. Advancement)
Gian Pagnucci (Council of Chairs)
David Piper (CHHS Faculty/Chair)
Jessica Poley (SGA Student Liaison)
Michael Powell (University Registrar)
Edel Reilly (CNSM Faculty, LS Director)
Karen Scarton (CHHS Faculty/Chair)
Deanne Snavely (Dean)
Paula Stossel (UPC)
David Yerger (CHSS Faculty/Chair)

Ad Hoc Support Members

Terry Appollonia (Associate Dean)
Erica Bracken (IT Services)
Samantha Bozzer (Registrar's Office)
Jonathan Cooper (Dean's Associate)
Missy Daisley (Registrar's Office)
David Ferguson (Associate Dean)
Jessie Groll (Digital Team)
Amanda Marshal (IT Services)
Jeff Montgomery (IT Services)
Marcy Rearick (Registrar's Office)
Karen Pizarchik (Associate Dean)
Elizabeth Poje Hawk (Acad. Affairs)
Sharon Procter (Associate Dean)
Cindy Varner (Registrar's Office)
Shauni Wagner (Registrar's Office
Heide Wittoeft (Dean's Associate)

Priority 1 Workflow - February to March 2021

IUP Administration

- President Driscoll
- Provost Moerland

Role & Responsibility:
- Main decision-making level
- Receive, review, approve and support transitional task force recommendations

Work Product	Target
Final NextGen Org Chart	Feb 8 ✓

NextGen Steering Committee

Role & Responsibility:
- Establish Transition Needs and Timelines
- Communicate with University Offices and Departments to Ensure Compliance
- Serve on Task Force Teams where appropriate
- Monitor Progress and Identify Issues
- Recommend Solutions and Work-Arounds

Work Products	Target
Charges for Task Force	Feb 8 ✓
Email and Web Updates	(as needed)
Recommendations to Provost	Mar 3 ✓
Completion Tracking	Feb-April

NextGen Work Teams

Role & Responsibility:
- Create detailed 'punch list' of work that must be done and office/personnel to be tasked
- Submit recommendations for timeline to Steering Committee

Work Products / Process	Target
Recommendations	early March
Teams 1, 4, 6	Feb 23 ✓
Teams 2, 3, 5, 7	Mar 3 ✓

Decisions

Recommendations

ASAP Issues

Solutions / Timelines

IUP

Priority 1 ASAP Implementation Needs

Work Team 1 — Academic Department Mergers

Work Team 2 — College Transfers of Departments and Programs

Work Team 3 — New Academic Names and Websites

Work Team 4 — Admissions and Freshman Orientation

Work Team 5 — Internal Reporting Systems

Work Team 6 — Student Advising and Teachout

Work Team 7 — Cost Center and Budget Issues

Work Team 8* — Student Resources to Navigate the Transition

* Added later; work still in progress.

Priority 1 Accomplishments So Far

Task	Lead Unit	Completed
NextGen Transition website goes live	Provost's Office	2/15/2021
"NextGen Next Steps" FIR video produced	Provost's Office	2/15/2021
NextGen college Banner codes confirmed	Deans	2/20/2021
NextGen department Banner codes confirmed	Departments/Deans	2/26/2021
College organizational charts completed	Provost's Office	3/1/2021
Priority 1 recommendations completed	NextGen Task Force	3/3/2021
Google Analytics feedback on new unit names	MarCom	3/5/2021
"NextGen Update" FIR video produced	Provost's Office	3/23/2021
Priority 2 recruitment survey sent out	NextGen Task Force	3/23/2021

Priority 1 Additional Near-Term Goals

Task	Lead Unit	Timeline
Identify Summer Orientation Advisors	Departments/Deans	4/1/2021
Appoint College Transition Point Persons	Deans	4/15/2021
New Chart of Accounts and Cost Centers	Admin and Finance	4/15/2021
NextGen Department and College Names	Departments/Deans	4/15/2021
Identify I-Form 'downtimes' over summer	IT / Registrar	5/1/2021
Chair Elections in Merged Departments	Departments	5/1/2021
Update Academic Program Inventory	Registrar's Office	6/15/2021
Notify PASSHE of program code changes	IR / Provost's Office	6/15/2021
WORKFLOW-COST CENTER TRANSITION	**ALL UNITS**	**7/1/2021**

Priority 2 Workflow - March to December 2021

IUP Administration

Personnel:

- President Driscoll
- Provost Moerland

Role & Responsibility:

- Main decision-making level
- Receive, review, approve and support long-range proposals

NextGen Steering Committee

Role & Responsibility:

- Establish longer-term needs and identify stakeholders for councils
- Recruit council participation from diverse university offices and departments
- Serve on coordination councils
- Provide support and data
- Monitor progress toward integration and resolve issues

Work Products	Target
List of Integration Issues	March
Coordination Councils Form	March
Monitoring Meetings	Variable

NextGen Coordination Councils

Role & Responsibility:

- Create a process and meeting plan to address issues (will vary by task)
- Organize meetings and workshops (if required) throughout the late spring, summer and fall to collect community ideas and input
- Propose an integrated solution meeting IUP NextGen needs as well as IUP Strategic Plan goals

Work Products / Process	Target
Process & Meeting Plan	April
White Paper	Variable

Decisions

Recommendations

Long-Term Issues

Community Consensus on Change

Priority 2 Long-term Coordination Councils

Student Support	Re-envisioning academic support services to serve all IUP students more effectively
NextGen Campus	What does a NextGen IUP campus look like in its physical layout and modality?
Budget Planning	Long-range budget planning to align NextGen with the new IUP strategic plan
Core Curriculum	Refreshing our Liberal Studies core with attention to diversity, equity, and inclusion
Future Initiatives	Positioning IUP for long-term success in STEM, healthcare, and graduate education

IUP

STUDENT SUPPORT COUNCIL

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

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

- Recommend a 'One-stop Shopping' model for students, identifying both a physical campus location and a matching virtual platform.

- Craft more effective methods of reaching students in need of support especially after pandemic.

NEXT GEN CAMPUS COUNCIL

- Survey the community to determine current and future space needs of NextGen colleges, units, and departments.

- Analyze current space usage, inclusivity, and needs for future modality transitions with a focus on opportunities for growth and equity.

- Where should merged, transferred, and new programs ultimately be placed?

IUP

BUDGET PLANNING COUNCIL

- Deal with the immediate issues raised by NextGen realignment of colleges, departments and programs.

- Recommend a transparent and equitable method for distribution of academic resources among the realigned units.

- Longer-term or larger recommendations about budget planning should be sent onward to UBAC and/or UPC for further consideration

CORE CURRICULUM COUNCIL

- Rename the core to reduce confusion and create more engagement.

- Streamline and more clearly define the undergraduate learning goals to enable better assessment of learning outcomes for accreditation.

- Redesign core educational requirements to align them with NextGen restructuring and make them more meaningful to students

- Consult other campus groups working on diversity, equity, and inclusion.

FUTURE INITIATIVES COUNCIL

- Explore what innovative academic programs and/or research initiatives IUP can create using current faculty and facilities

- Build on RNL Strategic Enrollment Plan to identify best program names, workforce needs and areas of greatest opportunity for growth

- Collaborate with University Advancement to identify the most promising future directions for major funding gifts

- Consider how graduate programs can incorporate DEI initiatives

Questions or Feedback