University Senate Minutes

November 30, 2021
3:45pm – 5:00pm, ZOOM

- Chairperson Piper called the November 30, 2021 meeting of the University Senate to order at 3:51pm

- Minutes from the November 16, 2021 meeting were **APPROVED**

- Agenda items for the November 30, 2021 meeting were **APPROVED**
  - The NextGen Council reports are listed under "New Business" but they will discussed throughout the standing committee reports.

Reports and Announcements

A. President's Report:

- Thank you for all of your hard work this semester. Great things have been happening because of you. Please have a great rest of the semester and good luck with finals, whether you are taking them or grading them.

- Special thanks to all the University Senate Committees for their great work. Thanks also to the IUP NextGen Phase 2 Coordination Councils.

- We will have two December Commencement Ceremonies on December 11. It's nice to be able to recognize our graduates in person. Thanks to everyone who is working on the ceremonies.

- The Provost search committee is hard at work under the leadership of co-chairs Anne Kondo and Bill Balint. Thanks to them and the search committee.

- COVID is still among us and the numbers in Indiana County are very concerning. Please keep doing all the right things to keep yourself and others safe.

- In recognition of this being the third University Senate meeting of month, I am wearing a purple shirt and bow tie in response to the many, many requests from Chair Piper.

B. Provost's Report:

- I mentioned at a previous Senate meeting that Enrollment Management and Academic Affairs are working together on a more systematic push toward ensuring that students are registered. We are starting to see some of the payoff of those efforts. Thank you to the staff in Enrollment Management, the a-deans, the chairpersons, and advisors who have been working so hard to understand the barriers for our students, and the issues in our registration processes. They should also be commended for their efforts to move that needle earlier than normal, as well as achieving a higher level of registration outcome. We have learned a lot through the process. There has been a subcommittee of University-Wide Retention and Persistence Committee (UWRPC) that has worked very hard deconstructing the process and developing a set of 90 activities to take place November through January. The communication plan that was developed is in alignment with the efforts of the a-deans group that is pushing this forward in

order to connect with students directly. We are focused on not just meeting last year's numbers, but also increasing in the future. Over the next 10 days, there will be a heavy push.

- Congratulations to everyone for getting to the end of the semester.

- Finally, I would like to mention that it is great to see some of the coordinating councils' work come forward today. I'm looking forward to the future discussions. More details will be shared later about the processes that we will use to garner feedback. Two of the coordinating councils from NextGen are reporting out today and the remaining three will report in February.

FOR INFORMATION:

The Provost has accepted the recommendations for curriculum actions endorsed by the IUP-APSCUF Representative Council at their November 11, 2021 meetings as follows:

From the University-Wide Undergraduate Curriculum Committee:

1. The following new course is approved by me and may be offered immediately:
    - KHSS 419 Emergency Care and Water Safety

2. The following program revisions will be forwarded to the Council of Trustees for final approval:
    - Sociology Human Services Track, BA in Sociology
    - Sociology/General Sociology Track, BA in Sociology
    - Health and Physical Education/K12 Teacher Education Track, BS in Education
    - Human Development and Family Science, BS

3. The following new program will be forwarded to the Council of Trustees for final approval:
    - From the Department of Art and Design
        i. Minor in Early Childhood Art Education

4. The following program is being placed in moratorium:
    - Behavior Analysis Certificate

5. The following course is being deleted:
    - GEOG/RGPL 314 Map and Photograph Interpretation

6. Variability of Delivery for the following program:
    - Bachelor of Arts in Psychology

From the University-Wide Graduate Curriculum Committee:

1. The following new courses are approved by me and may be offered immediately:

    - EDEX 525 Methods and Curriculum – Mild to Moderate Disabilities
    - EDEX 535 Methods and Curriculum – Severe Cognitive Disabilities

2. The following program revisions will be forwarded to the Council of Trustees for final approval:
    - Biology, Master of Science (including Accelerated Track)
    - Special Education Certification Only at Graduate Level (PK-12)
    - Special Education, Master of Education
    - Special Education and PK-12 Special Education Certification
    - Clinical Psychology, Doctor of Psychology

C. Chair's Report:

- Part of today's meeting is focused on the NextGen Coordinator Council reports, which are coming to the Senate as "For Information". Please feel free to provide comments and feedback regarding their recommendations.

- Dr. Karen Rose Cercone was approved to address the Senate and answer any questions that come forward regarding the NextGen process and reports.

- Congratulations to Vice Chairperson Jessica Poley who is graduating in December! Thank you for your service!

D. Vice Chairperson's Report:

- It has been an honor to serve as Vice Chairperson for the last year and a half!

- SGA is hosting an Off-campus Housing Fair on December 3, 2021.

- SGA is still compiling data on the Student Experience survey that they sent out earlier this semester.

Standing Committee Reports

A. Rules Committee (Chair Smith-Sherwood)

FOR INFORMATION:

- The Rules Committee met with Senator Muth, Director of Regional Campuses, at its November 9th meeting. We sought his input on three issues pertaining to amendment of the Senate Constitution and By-laws: 1) references to "Armstrong and Punxsutawney campuses," 2) faculty representation from the "Armstrong and Punxsutawney campuses," and 3) ex-officio administrative representation to the Non-Credit Instruction Committee following the departure of former Senator Husenits and non-replacement of the Director of Extended Studies. With Senator Muth's assistance, we have drafted language for an amendment to the phrase "Armstrong and Punxsutawney campuses" and recruited a new faculty representative from regional campuses/locations, Senator Brad Rogers.

- As we were not able to maintain quorum at our meeting, we took no action on related motions to amend the Constitution but expect those to be forthcoming next semester.

- The Rules Committee will meet next Tuesday, December 7, at 3:45 pm in Davis 418. Senator O'Neil, Chair of the Non-Credit Instruction Committee, will attend to provide additional insight into the issue of *ex-officio* administrative representation to that standing committee.

B. University-Wide Undergraduate Curriculum Committee (Chair Sechrist)

- I'd like to remind the members who haven't voted yet on the proposals to vote via email.

- At our last in-person/hybrid meeting we discussed the Coordination Council report and had an interesting discussion.

C. University-Wide Graduate Curriculum Committee (Chair Moore)

- No report.

D. Academic Affairs Committee (Chair Dugan)

FOR ACTION: **APPROVED**

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

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

FOR ACTION: **APPROVED**

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

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

FOR ACTION: **APPROVED**

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

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

FOR ACTION: **APPROVED**

Option 2 – approved with the following amendment

FALL BREAK (PAUSE)

CURRENT

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

PROPOSED

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

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

RATIONALE

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

	Support for the Option	Instructors, Staff and Administrators	Students
Option 1: Monday/Tuesday mid-October Fall Pause and limit Thanksgiving holiday to only Wednesday/Thursday/Friday.	**Yes**	172 (42.9%)	228 (21.9%)
	No	229 (57.1%)	814 (78.1%)
Option 2: Monday/Tuesday mid-October Fall Pause and limit Thanksgiving holiday to Wednesday/Thursday/Friday – but have the Monday/Tuesday of Thanksgiving week be only on-line instruction/assignment days (e.g., in D2L) for those programs that can accommodate it.	**Yes**	**259 (61.8%)**	**692 (63.5%)**
	No	160 (38.2%)	398 (36.5%)

Option 3: Thursday/Friday mid-October Fall Pause and later start date for the Fall term (by three days) – August 25, 2022.- and full Thanksgiving week off; finals occur December 12-16, commencement on December 17	**Yes**	150 (38.1%)	238 (22.8%)
	No	244 (61.9%)	804 (7.2%)

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

FOR ACTION: **APPROVED**

Current

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

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

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

Revised

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

Students are responsible for knowing and fulfilling the requirements for graduation in their degree program. All students who expect to graduate are required to apply for graduation. Dual baccalaureate degree students must file a separate graduation application for each degree.

Undergraduate students should check the published deadlines for graduation application and should apply on the web at MyIUP (*my.iup.edu*). Further information on applying for graduation may be obtained at the dean's office of the student's primary major college.

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

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

FOR INFORMATION:

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

The following are the committee's general comments:

- The committee likes the report's attention to/emphasis on mental health.

- The committee likes those recommendations that are most "actionable" (e.g., resulting in concrete actions) rather than those recommendations focusing on forming a committee to further investigate an area. For many of these actionable recommendations, the bottom line is that resources will need to be committed by the university to implement those actions.

- There was discussion regarding the First Year Experience (FYE) program. Many on the committee support the formation of a 1-credit course (see report as to what this program would cover) for freshman. Others question whether this course needs to be a required course. Everyone recognizes that much work will need to occur to incorporate this course across all curricula (involving curriculum committees).

- The committee feels that there should not be overreliance on data analytics for making decisions regarding student success. Applying data for decision making without understanding what the data actually mean is not recommended. Also, the committee questions the need for a newly created position to coordinate a proactive, data-driven approach to student support and student success

- The committee really likes the report's redefining the mission and goals for the University College and the suggestions provided for increasing retention and persistence for students through the University College.

- The committee strongly endorses the creation of a one-stop shopping experience for students, identifying both a physical campus location and a matching virtual platform.

- The committee discussed the various virtual platforms available, and the consensus is that IUP needs to explore more the use of the IUP App for communicating and coordinating university information.

E. Awards Committee (Chair Paul)

- Senate Award nomination forms are due by 5pm on December 10, 2021.

F. Non-Credit Committee (Chair O'Neil)

FOR INFORMATION:

School Security Personnel Training Program

Zoom meeting Thursday, October 14, 2021
Attendees: Tess O'Neil, Chair, Thomas Barns, Lynn Pike, Marcy Rearick.

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

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

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

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

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

Program details and application are outlined on the IUP Criminal Justice Training Center webpage

https://www.iup.edu/crimjustice/.

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

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

FOR INFORMATION:

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

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

Interviewee: Adam Stoner, Assistant Swimming Coach

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

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

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

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

There are tiers to the membership for the community including:
Couples
Families
Seniors
Retired faculty/staff

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

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

They are an authorized provider for the Red Cross in Lifeguard certification classes and CPR training.

They offer private and semi-private swimming lessons from "learn to swim" to the competitive level. Students are their instructors. Their Graduate Assistant Noah Frederick organizes the swimming lesson program and teaches courses himself. They pay $9.00 an hour to their instructors. Most of the instructors are student athletes.

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

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

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

Committee recommendations:

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

G. Library and Education Services Committee (Chair Chadwick)

FOR ACTION: **APPROVED**

Data Classification Policy

November 10, 2021

Introduction

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

Purpose

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

Scope

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

Data Classification

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

I. Public Data

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

II. Private Data

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

III. Restricted Data

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

Guidelines

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

Lead data stewards or domain experts are leaders who oversee the lifecycle of university data and who will determine the data classifications for their respective department, area, or function. These selected and privileged individuals may also serve as "security officers" to grant access to Restricted

Data. At the current juncture the University Reporting Team and Banner Security Officers will serve as the data stewards until a formal structure is implemented.
Institutional Research is the lead in managing data classification in relation to IUP requirements locally and within the Pennsylvania State System of Higher Education.

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

Definitions and Supporting Documentation

Confidential or Sensitive Data is typically classified as Restricted data based on the classification policy
Data Steward is a senior-level employee of the University who oversees the lifecycle of one or more sets of Institutional Data
Institutional/University Data is defined as all data owned, collected, licensed, or otherwise in possession of IUP.
Non-Public Information is defined as any information classified as Private or Restricted data based on the classification policy

IUP IT Policies
https://www.iup.edu/itsupportcenter/about/policies/
FERPA
https://www.iup.edu/registrar/policies/ferpa/index.html
Computer Account Retention Policy
https://www.iup.edu/itsupportcenter/about/policies/policies/computer-account-retention-policy.html
Gram-Leach-Biley Act
https://www.iup.edu/itsupportcenter/about/policies/policies/gramm-leach-bliley-act.html
Information Protection Policy
https://www.iup.edu/itsupportcenter/about/policies/policies/information-protection-policy.html
IT Acceptable Use Policy
https://www.iup.edu/itsupportcenter/about/policies/policies/it-acceptable-use-policy.html
Health Services Policy
https://www.iup.edu/healthservice/policies/
Right-to-Know Law
https://www.iup.edu/humanresources/policies/right-to-know-policy/

H. Research Committee (Co-Chair Sciulli)

FOR INFORMATION:

Meeting Minutes – November 9, 2021
Note: The committee currently has vacancies from NSM and HHS.

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

- Michelle Bruno

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

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

- There are still funds available, so if you want to encourage your departments to submit applications for the USRC small grants, as well as the fellowships.

I. Student Affairs Committee (Chair Erwin)

- At our November meeting we met with the NextGen representatives, and we are in support of the recommendations they put forward.

- Most of our conversation revolved around first year experience (FYE), one of the issues that we continue to discuss is determining how a FYE course will fit within curriculum – will it be a requirement or optional? The University College plays a role, and individuals from all those respective areas should be involved in these discussions and recommendations.

J. University Development and Finance Committee (Chair Drye)

- Our next meeting will be on December 7 at 3:45pm and we look forward to having the NextGen Councils Two, Three, and Five in attendance at our meeting.

Senate Representative Report

A. University Planning Council (Chair Moore)

- UPC is looking at all the plans across the university to see how they mesh together and work together. We are also offering advice on how a plan can be created or modified.

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

FOR INFORMATION:

Monday, October 25, 2021, 2:00 p.m., Zoom
Welcome and Remarks – Dr. Joshua Castle, Chair

- Provided an Update on the IACC Meeting

Remarks from Dr. Michael Driscoll

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

Remarks from Dr. Tom Segar

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

Report from Athletic Administration – Todd Garzarelli

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

Report from Athletic Compliance- Samantha Goettman

- Reviewed Proposed Legislation Changes within the NCAA.

Report from University Advancement – Khatmeh Osseiran Hanna

- Advancement Council has gained 5 new members; Nov 3 is an Advancement Council Summit for all Advancement Council members with the Athletic Director and the Deans. Coaches Lombardi and Braun and Sam and Todd are on the Campaign Task Force.
- YTD fundraising is $303,706, which is 262% more than last year at this time and an increase of 215% donors to date 236 vs 110 donors.
- The Coach Fry Endowed Fund for Track and Field is at $85,000 of its $150,000 goal. with a very active steering committee.

Report from University Admissions – Dr. Patti McCarthy

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

Report from Faculty Athletics' Representative – Jim Racchini

- Spring 2021 Highlights
    - Dean's List - 280 Total (69.3%)
    - 4.0 GPA – 104 (25.7%)

- Semester GPA– 3.38
- Men (3.20) – Golf (3.79), Baseball (3.30), Cross Country (3.24)
- Women (3.51) – Cross Country (3.70), Field Hockey & Tennis (3.66)

- **AY 2020-21 Highlights**
  - 288 PSAC Scholar Athletes (68.3%) - cumulative grade point average of 3.25 or above
- **PSAC Team GPA Awards**
  - Women's LAX (3.668)
  - Golf (3.714)
- Elite 90 - highest cumulative grade-point average participating at the finals site for each of the NCAA's championships. Joanna Stralka (Tennis)
- Pete Nevins Scholar-Athlete of the Year - achieved at least a 3.50 cumulative grade point average while competing at an outstanding athletic level. Paige Mikesell (women's swimming)
- PSAC Top 10 Award - A total of 10 student-athletes - five men and five women - are chosen after each sports season; fall, winter and spring. To be a candidate for the Top 10 Award, a student-athlete must have achieved a minimum of a 3.50 cumulative grade point average (as of fall 2009 awards) and must be a starter or key reserve with legitimate athletic credentials. Paige Mikesell (women's swimming)

Report from Student Athletic Advisory Committee – Rachel Johnson

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

C. Academic Computing Policy Advisory Committee (Senator Ford)

- Our next meeting will be on December 1 at 3:00pm via Zoom.

D. University Budget Advisory Committee (Senator Soni)

- See Appendix A.

New Business

- See Appendix B.

Adjournment

- The meeting adjourned at 5:07pm.

Respectfully submitted:
Amber N. Racchini

APPENDIX A

University Budget Advisory Committee Meeting

Tuesday, November 30, 2021
1:00pm-2:30pm

Join from PC, Mac, iOS or Android:
https://iupvideo.zoom.us/j/93104625515

Or join by phone:
+1 312 626 6799 (US Toll) or +1 646 558 8656 (US Toll)
Meeting ID: 931 0462 5515

University Budget Advisory Committee Minutes – 2 minutes

President's Report – Dr. Driscoll – 5 minutes

CPP Version 8 Submitted in September 2021 – 10 minutes

- Timeline of next steps in Financial Sustainability/CPP process – 2-page PowerPoint and ESLP update – Dr. Fitzsimons - 10 min

Enrollment Report – Dr. McCarthy – 15 minutes

Spring Registration Efforts – Dr. McCarthy, Dr. Luetkehans – 10 minutes

Housing Report – Dr. Segar – 5 minutes

IUP Tuition Model and Pricing Workgroup– 15 minutes

- Committee's timeline of work
- Report out regarding progress of work from the workgroup

Draft Internal Audit Plan for FY 21-2022 – Dr. Fitzsimons – 15 minutes

Closing Comments

Next Meeting

- February 4, 2022 (10:30am-Noon)

Future Meetings

- March 4, 2022 (10:30am-Noon)
- April 7, 2022 (1:00pm-2:30pm)
- May 2, 2022 (1:00pm-2:30pm)

Adjournment

Touch Base on Internal Audit
FY22 Plan Execution

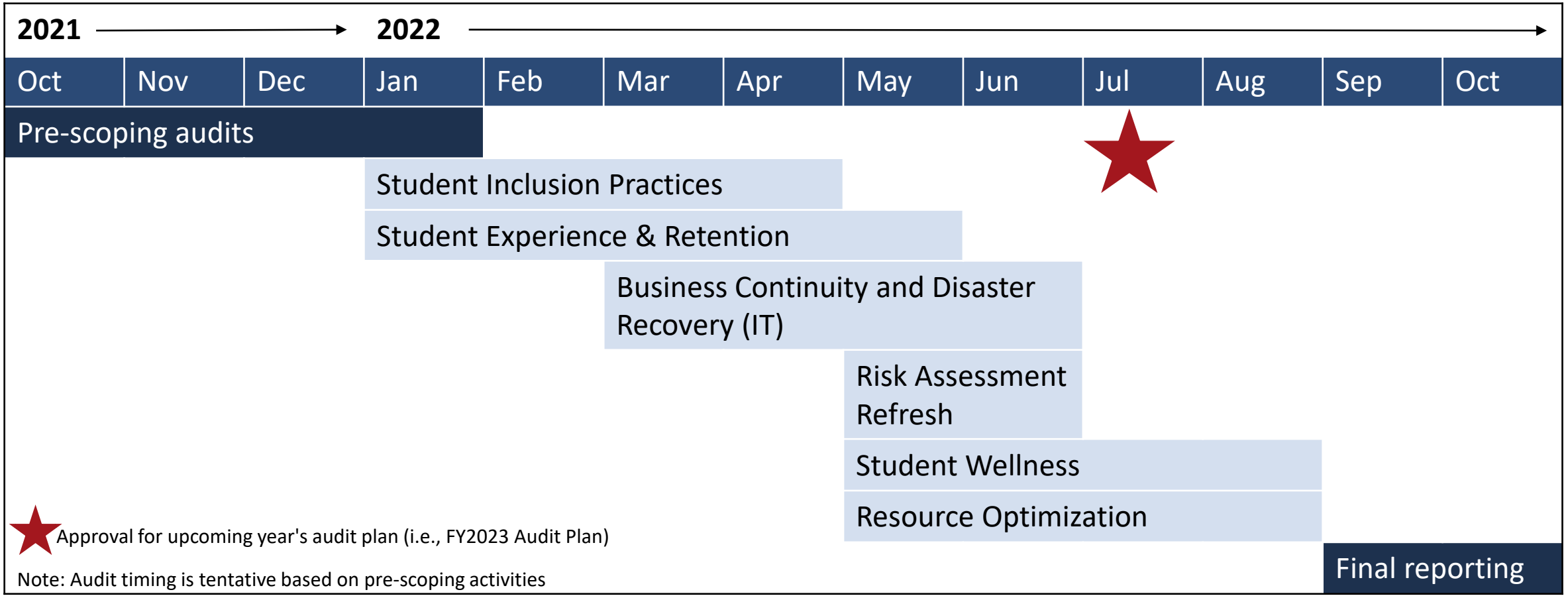
Pennsylvania's STATE SYSTEM of Higher Education

FY 2022 Internal Audits

The following internal audit projects were approved by the ELG and the Audit Committee:

Proposed Internal Audit	Project Type	Project Lead	Project Objective
Student Experience and Retention	Audit	Baker Tilly	Measure the effectiveness of student engagement and retention activities and the financial impact of student attrition (e.g., loss of tuition revenue) due to transfer or drop out activity to better leverage academic and student support resources with the objectives of improving student success and experience and, ultimately, ensuring long-term fiscal sustainability.
Student Inclusion Practices	Advisory	Baker Tilly	Examine student complaints surrounding bias and discrimination, both around determining whether the platforms for incident reporting sufficient, and through a sampling and review of reported incidents for sufficiency of responding/addressing.
Student Wellness	Audit	Baker Tilly	Review System and institutional risks related to student wellness objectives (e.g., meeting student physical and mental health needs, providing a safe and productive learning environment), specifically surrounding roles and responsibilities, interfaces between and among departments, and communication channels throughout the myriad of related activities and initiatives.
Business Continuity and Disaster Recovery (IT)	Audit	Baker Tilly	Evaluate institutional business continuity plans to determine if they are designed and / or operational at a maturity level which would allow the institution to continue operations at the departmental level in instances of an emergency or instructional interruption. Evaluate the effectiveness of IT asset management, data backup, data retention, and disaster recovery processes
Resource Optimization Evaluation	Advisory	Baker Tilly	Assess the organizational structures of Universities, and the System office, staffing levels, and overall service delivery approach to non-academic functions, including vendor management, to identify options to best align resources to strategic objectives and critical priorities. Consider reviews throughout and post-redesign to measure effectiveness of changes implemented during the redesign process.
NCAA	Compliance	CLA	Perform testing procedures to assess compliance with NCAA rules and regulations.
Procurement Card	Continuous Monitoring	Baker Tilly	Perform testing procedures to assess appropriateness of expenditures and compliance with institutional procurement card policies and procedures.

DRAFT: Audit timeline



What to expect during an audit

Planning & Scoping

- Assess risk of audit area using available data
- Plan audit and prepare draft scope
- Use public information (e.g., policies) for analysis
- Meet with stakeholders to discuss audit scope (kick-off meeting)
- Discuss project execution plan, inputs and timing

Conducting the Audit

- Conduct preliminary process review
- Conduct transaction testing and data analysis as appropriate
- Validate and review data and information
- Identify observations and best practices for recommendations
- Discuss with stakeholders before putting pen to paper

Reporting

- Prepare a draft report
- Share draft report with stakeholders for feedback and to complete proposed action plans (if applicable)
- Ensure reports are factually accurate
- Meet with System leadership and issue final report
- Issue a summary of the final audit report to the Audit Committee of the Board of Trustees

Pennsylvania's STATE SYSTEM of Higher Education

Next Steps: November – January

- Plan and scope audit areas, including using available data (e.g., public policies or information) to inform areas of focus and analysis
- Draft and implement Internal Audit Charter/Policy
- Receive input from Administration and Finance on Internal Audit infrastructure
  - Establish a short-term working group (charge: to provide/receive input on the overall audit process)

Summary of 2nd Enhanced Sick Leave Payout Participation by Bargaining Unit
As of November 22, 2021

	FY2020-21			FY2021-22			FY2022-23			Three Year Total		
	FTE Savings	Associated Savings	Estimated Sick Leave Payout Expenses	FTE Savings	Associated Savings	Estimated Sick Leave Payout Expenses	FTE Savings	Associated Savings	Estimated Sick Leave Payout Expenses	FTE Savings	Associated Savings	Estimated Sick Leave Payout Expenses
APSCUF	0.25	$ 41,628	$ 1,760,139	27.62	$ 4,295,391	$ 1,299,805	13.88	$ 2,380,533	$ -	41.75	6,717,552	3,059,944
AFSCME	0.59	$ 55,529	$ 200,028	12.66	$ 1,198,359	$ 284,281	7.29	$ 751,916	$ -	20.54	2,005,804	484,308
Non-Represented	0.47	$ 79,713	$ 714,845	4.48	$ 799,198	$ 375,531	3.28	$ 545,269	$ -	8.23	1,424,180	1,090,376
SCUPA	0.01	$ 1,099	$ 35,924	3.75	$ 395,960	$ 149,927	1.24	$ 154,260	$ -	5.00	551,318	185,852
Other	0	$ -	$ -	0	$ -	$ -	0	$ -	$ -	0.00	-	-
Total	**1.32**	**$ 177,968**	**$ 2,710,935**	**48.51**	**$ 6,688,908**	**$ 2,109,545**	**25.69**	**$ 3,831,978**	**$ -**	**75.52**	**$ 10,698,854**	**$ 4,820,480**

The Associated Savings reflects only the salary and benefits of the ESLP participant. It does not take into account any offset to savings for potential replacements of these positions. An analysis is in process to determine the net impact.

The Estimated Payout expenses include both regular sick leave payouts and the enhanced portion. Annual Leave and Personal Leave payouts are not included.

The ESLP ended on September 30, 2021 for all bargaining units. It was offered to eligible employees that submitted an intent to retire by June 30, 2022. The ESLP incentive was extended for eligible APSCUF and AFSCME employees through November 15, 2021.

Enrollment Management Update
UBAC
11/30/21

Winter 2022 Headcount Registration:

Winter 2022 Registration by Student Type			
11/28/2021	Registered (new and continuing)		
	Winter 2022	Winter 2021	Difference
Dual Enr	3	1	2
Continuing	1092	1001	91
New Freshmen	163	132	31
Readmit	31	36	(5)
Transient	37	39	(2)
Transfer	65	48	17
Grad Continuing	87	85	2
Grad New	98	72	26
TOTAL	1,576	1,414	162

11/28/2021	
winter 2022 overall headcount	17.49%
Winter 2021 overall headcount	14.44%
Ppt Difference	3.06

Spring 2022 Headcount Registration:

Spring 22 Registration by Level			
11/29/2021	Registered (new and continuing)		
	Spring 2022	Spring 2021	Difference
Undergraduate	5803	6148	(345)
Graduate	1401	1424	(23)
Clock Hour	24	0	24
TOTAL	7,228	7,572	(344)
Percent to CPP/Freeze (UG and GR only)	88.47%	85.10%	3.37

Undergraduate Retention and Persistence to Spring 2022:

11/29/2021	Projection for Spring 22 CPP/Spring 2021 Freeze	Retention/Persistence as of report Date	Dfference	Add'l students needed to meet projections spring 22/final spring 21
Retention for Fall 21 cohort to Spring 22	86.07%	84.34%	(1.73)	27
Retention for Fall 20 cohort to Spring 21	87.85%	80.77%	(7.08)	123
Ppt Difference		3.57		
Cont. UG Cont. Persistence to Spr 22	85.86%	79.52%	(6.34)	342
Cont. UG Cont. Persistence to Spr 21	85.88%	79.73%	(6.15)	366
Ppt Difference		-0.22		

Percent of Full-Time Enrollment and Average Credit Hours

11/29/2021	FT/PT Registration by Headcount					
Level	Full Time/Part Time	Registered Spring 2022	Registered Spring 2021	% FT/PT Spring 2022	% FT/PT Spring 2021	PPT Diff
Graduate (33.1% FT at spring 20 freeze)	Full-Time	483	493	34.48%	34.62%	(0.15)
	Part-Time	918	931	65.52%	65.38%	0.15
Undergraduate (87.41% FT at spring 20 freeze)	Full-Time	4687	4969	80.77%	80.82%	(0.05)
	Part-Time	1116	1179	19.23%	19.18%	0.05
TOTAL		7204	7572			(0.00)

Average Spring Credit Hours by Level and Full-Time/Part-Time Enrollment as of						11/29/2021
	UG			Grad		
	Spring 22	Spring 21	Diff	Spring 22	Spring 21	Diff
Full Time	14.36	14.48	-0.12	10.23	9.93	0.3
Part Time	6.45	6.68	-0.23	3.99	4.16	-0.17
Average	12.84	12.98	-0.14	6.14	6.16	-0.02

Progress towards the Spring CPP:

11/29/2021	CPP V8 (Spring)			Today's Actuals			Difference CPP to Today's Actuals		
	Headcount	Credit Hours	FTE	Headcount	Credit Hours	FTE	Headcount	Credit Hours	FTE
UG In state	6,023	80,770.00	5,384.67	5,491	70,478.60	4,708.94	(532)	(10,291.40)	(675.73)
UG Out of state	264	3,623.00	241.53	243	3,131.00	209.13	(21)	(492.00)	(32.40)
UG Int'l	80	1,045.00	69.67	69	710.00	48.13	(11)	(335.00)	(21.53)
GR in state	1,259	7,872.00	656.00	1,049	7,007.00	571.00	(210)	(865.00)	(85.00)
GR Out of state/int'l	517	2,856.00	238.00	352	1,606.00	132.33	(165)	(1,250.00)	(105.67)
Total UG/GR	8,143	96,166.00	6,589.87	7,204	82,932.60	5,669.54	(939)	(13,233.40)	(920.33)

11/29/2021	Percent to Freeze with Spring 2021 Registrations to Date			Percent to CPP V8 with Spring 2022 Registrations			Percent Pt Diff to Spring 2022 CPP vs. Spring 2021 to Freeze		
Residency	Headcount	Credit Hours	FTE	Headcount	Credit Hours	FTE	Headcount	Credit Hours	FTE
UG In state	87.72%	85.22%	85.28%	91.17%	87.26%	87.45%	3.44	2.04	2.17
UG Out of state	89.78%	87.31%	87.15%	92.05%	86.42%	86.59%	2.26	-0.89	-0.56
UG Int'l	73.68%	66.44%	66.85%	86.25%	67.94%	69.09%	12.57	1.51	2.24
GR in state	82.20%	86.55%	85.82%	83.32%	89.01%	87.04%	1.12	2.47	1.23
GR Out of state/int'l	59.70%	58.17%	58.20%	68.09%	56.23%	55.60%	8.38	-1.94	-2.60
Total	85.10%	84.40%	84.25%	88.47%	86.24%	86.03%	3.37	1.84	1.79

Fall 2022 New Student Enrollment

11/29/2021	Cumulative Completed				Admitted				Net Deposits/Confirmed				Yield Admit to Net Deposits		
Student Type	Fall 22	Fall 21	Percent Diff	Diff	Fall 22	Fall 21	Percent Diff	Diff	Fall 22	Fall 21	Percent Diff	Diff	Fall 22	Fall 21	Percent PT Diff
Freshmen	4935	4762	3.63%	173	4690	4605	1.85%	85	314	212	48.11%	102	6.70%	4.60%	2.09
Transfers	60	74	-18.92%	-14	46	49	-6.12%	-3	14	5	180.00%	9	30.43%	10.20%	20.23
Clock Hour	161	189	-14.81%	-28	118	139	-15.11%	-21	28	43	-34.88%	-15	23.73%	30.94%	-7.21
Graduate	207	207	0.00%	0	127	142	-10.56%	-15	15	17	-11.76%	-2	11.81%	11.97%	-0.16
Note: As of 11/23/21 for grad and as of 11/19/21 for culinary.															

Fall 2022 New Student Enrollment

Number of HS Grads	Market Share Fall 2022 to Date	Difference in Market Share F22 to F21 to Date		
	DMA	Applications	Admits	Net Deposits
52,005	Philly DMA	-0.13	-0.06	-0.002
21,063	Harrisburg DMA	-0.51	-0.33	0.04
6,389	Johnstown DMA	0.82	0.76	0.41
25,171	Pgh DMA	1.00	1.20	0.19
20,398	All other PA DMA	-0.47	-0.30	0.06
125,026	Total PA	0.01	0.14	0.08

Fall 2022 New Student Enrollment

IMPACT OF MARKET SHARE ON ENROLLMENT							
	11/29/2021	Applications			Net Deposits		
Estimated HS Grads Spring 2022	DMA	At last year's rate	Actual	Diff	At last year's rate	Actual	Diff
52,005	Philadelphia	1477	1408	-69	21	20	-1
21,063	Harrisburg	705	599	-106	23	32	9
6,389	Johnstown	670	722	52	31	57	26
25,171	Pittsburgh	1939	2190	251	101	148	47
20,398	All other PA	796	701	-95	26	39	13
125,026	Total PA	5604	5620	16	202	296	94

Sustainability Progress Updates - DRAFT

December 17
- OOC Issues MidYear Instructions

January 15
- Follow-up due to Chancellor (EU, CL, IUP, LH & MA)

February 22
- Sustainability Progress Report Due

March 3 (tentative)
- CAO/CFO Joint Review Sustainability Progress

March 11 (tentative)
- ELG Review

Mid-March thru mid-April
- Board workshops and Quarterly meeting

Pennsylvania's STATE SYSTEM of Higher Education

Sustainability Progress Updates - DRAFT

- All reporting to include current year and projection for FY 22/23

Stable	Plan 1	Plan 2 & 3	Integrating Universities
No Report Needed (May need an enrollment update in Spring to support Board/Legislative needs)	Charts only • Enrollment • Employee FTE • Summary E&G and Aux Projections	Full midyear sustainability progress template	• Submit on integrated report format • Include years through FY 26 • Utilize for Act 50 quarterly update

Fall 2021 Housing Report Summary
As of November 29, 2021

Suites		
Change in Housing Occupancy between November 22 and November 29, 2021		
Last Report: November 22, 2021	**This Week: November 29, 2021**	**Change**
Total Students: **2152** New Students: **1474** Continuing Students: **678**	Total Students: **2152** New Students: **1474** Continuing Students: **678**	Total Change: **0** New Students: **0** Continuing Students: **0**
Percent of Occupied Designed Capacity: **61.00%** Total Designed Capacity: **3528**	Percent of Occupied Designed Capacity: **61.00%**	Occupied Designed Capacity: Gain/Loss: **0%**
Percent of Occupied Socially Distanced Capacity: **83.09%** Total Utilizable Capacity: **2590**	Percent of Occupied Socially Distanced Capacity: **83.09%**	Occupied Socially Distanced Capacity Gain/Loss: **0%**

University-Owned		
Punxsutawney Living Center		
Last Week: November 22, 2021	**This Week: November 29, 2021**	**Change**
Total Students: **61** Occupied: **30.81%** Total Capacity: **198**	Total Students: **61** Occupied: **30.81%**	Total Change: **0** Gain/Loss: **0%**

Suites Year-to-Year Occupancy Comparison	
Total Fall 2021 as of November 29, 2021: 2152 **Total Fall 2020 as of November 22, 2020: 1812** **Total Fall 2018 as of November 22, 2019: 2405**	**Fall 2021 vs Fall 2020: +340** **Fall 2021 vs Fall 2019: -253**

University-Owned Year-to-Year Occupancy Comparison	
Year-to-Year Comparison: Punxsutawney **Total Fall 2021 as of November 29, 2021: 61** **Total Fall 2020 as of November 22, 2020: 102** **Total Fall 2019 as of November 22, 2019: 72**	**Fall 2021 vs Fall 2020: -41** **Fall 2021 vs Fall 2019: -11**

Grand Total Occupancy	**As of 11/29/21: 2213 – Fall 2021**	**As of 11/22/20: 1914 – Fall 2020**
	To Date Fall 2021 v Fall 2020 Grand Total Comparison is +299	

Fall 2021 Housing Report Summary
As of November 29, 2021

1. As of November 29, 678 continuing students have checked in to their on-campus assignment for the 2021-2022 academic year. As of November 15, 2020, 344 continuing students had checked in to their on-campus assignment for the 2020-2021 academic year **for a difference between 2021 and 2020 of +326. The difference between 2021 over 2020 has remained the same since last week.**

2. As of November 29, 1474 new students have checked in to their on-campus assignment for the 2021-2022 academic year. As of November 22, 2020, 1501 new students had moved in to their on-campus assignment for the 2020-2021 academic year **for a difference between 2021 and 2020 of -27. The gap between 2020 and 2021 has remained the same since last week.**

3. Of the 678 continuing students on-campus for 2021-2022, 620 lived on campus for the Spring 2021 semester, 530 lived on campus for Fall 2020, and 109 lived on campus for the 2019-2020 academic year.

4. Trends among new and continuing students who are living on campus for 2021-22:
   - Nursing (193), Criminology (146), Biology (121), and Psychology (117) are the most common majors, followed closely by majors in Computer Science, Health and Human Services, Management, and Natural Sciences-each with 72-112 students who contracted.
   - 165 are members of the Cook Honors College
   - 1396 identify as female
   - 1425 live more than 50 miles from IUP
   - 803 live fewer than 50 miles from IUP

5. Note that 17 FDAI international students were added to the roster August 9, and appear as "new" students in the counts. They are assigned to Stephenson 3rd floor and will be here for the Fall 2021 semester only.

6. Note that 11 international students were added to the roster October 20, and appear as "new" students in the counts. They are assigned to Maple East and will be here for the remainder of Fall semester only.

7. There are 345 students living in the residence halls on the Indiana Campus for Fall 2021who have active housing contracts for Spring 2022 and do not have a Spring 2022 class schedule yet. Housing sent an email to these students on Wednesday, November 17, 2021 to assess their plans for the Spring 2022 semester. Housing will follow up as needed depending on their response and work with the appropriate University personnel to assist students.

Fall 2022 Housing Report Summary
As of November 29, 2021

Suites		
Change in Housing Applications between November 22 and November 29, 2021		
Last Report: November 22, 2021	**This Week: November 29, 2021**	**Change**
Total Students: **607** New Students: **131** Continuing Students: **476**	Total Students: **658** New Students: **151** Continuing Students: **507**	Total Change: **+51** New Students: **+20** Continuing Students: **+31**
Percent of Occupied Designed Capacity: **17.21%** Total Designed Capacity: **3528**	Percent of Occupied Designed Capacity: **18.65%**	Occupied Designed Capacity: Gain/Loss: **+1.44%**
Percent of Occupied Socially Distanced Capacity: **23.44%** Total Utilizable Capacity: **2590**	Percent of Occupied Socially Distanced Capacity: **25.41%**	Occupied Socially Distanced Capacity Gain/Loss: **+1.97%**

University-Owned		
Punxsutawney Living Center		
Last Week: November 22, 2021	**This Week: November 29, 2021**	**Change**
Total Students: **0** Occupied: **0%** Total Capacity: **198**	Total Students: **0** Occupied: **0%**	Total Change: **0** Gain/Loss: **0.00%**

Suites Year-to-Year Application Comparison	
Total Fall 2022 as of November 29, 2021: 658 **Total Fall 2021 as of November 23, 2020: 612** **Total Fall 2020 as of November 21, 2019: 511**	**Fall 2022 vs Fall 2021: +46** **Fall 2022 vs Fall 2020: +147**

University-Owned Year-to-Year Application Comparison	
Year-to-Year Comparison: Punxsutawney **Total Fall 2022 as of November 29, 2021: 0** **Total Fall 2021 as of November 23, 2020: 0** **Total Fall 2020 as of November 21, 2019: 0**	**Fall 2022 vs Fall 2021: 0** **Fall 2022 vs Fall 2020: 0**

Grand Total Application	**As of 11/29/21: 658 –Fall 2022**	**As of 11/23/20: 612 – Fall 2021**
	To Date Fall 2022 v Fall 2021 Grand Total Comparison: +46	

1. Since Housing begins housing sign-ups at different points in the semester, there are two main comparisons used to compare data across years. A year-to-year date comparison looks at similar dates between the years, while a point-in-process comparison looks at the week of the process between years.

    a. Continuing Student Year-to-Year Date Comparison: As of November 29, 507 continuing students have signed up for the 2022-2023 academic year. As of November 23, 2020, 570 continuing students had signed up for the 2021-2022 academic year **for a difference between 2022 and 2021 of -63.**
    b. New Student Year-to-Year Date and Point-in-Process Comparison (process opened on the same dates for new students): As of November 29, 151 new students have

signed up for the 2022-2023 academic year. As of November 23, 2020, 42 new students had signed up for the 2021-2022 academic year **for a difference between 2021 and 2020 of +109.**

c. Continuing Student Point-in-Process Comparison: As of week 8 of housing sign ups, 507 continuing students have signed up for housing for the 2022-2023 academic year. Comparatively, during 2021-2022 housing sign ups, 570 continuing students had signed up for housing **for a difference of -63.**

2. Trends among new and continuing students who have contracted to live on campus for 2022-23 are as follows:

- Nursing (63), Criminology (50), Biology (37), and Psychology (36) are the most common majors, followed closely by majors in Computer Science, Health and Human Services majors, Management, and Natural Science-each with 20-25 students who contracted.
- 64 are members of the Cook Honors College
- 474 identify as female
- 431 live more than 50 miles from IUP
- 227 live fewer than 50 miles from IUP

University Budget Advisory Committee Minutes

November 4, 2021

Attendees: Dr. Yaw Asamoah, Mr. Bill Balint, Dr. Matt Baumer, Mr. Craig Bickley, Mr. Bill Buttz, Mrs. Jodie Cadile, Dr. Joshua Castle, Mr. Greg Cessna, Dr. David Chambers, Ms. Koga Chilume, Ms. Amy Cook, Mr. Melvin Cornell, Dr. Hilliary Creely, Mr. Chip Dotts, Dr. Michael Driscoll, Dr. Debra Fitzsimons, Dr. Ben Ford, Dr. Erika Frenzel, Dr. Sylvia Gaiko, Ms. Elise Glenn, Mr. Patrick Greene, Dr. Steven Hovan, Dr. John Kilmarx, Mr. Chris Kitas, Mr. David Laughead, Mr. Steven Lomax, Dr. Lara Luetkehans, Mr. David Maudie, Dr. Patti McCarthy, Mrs. Lorie McDowell, Dr. R. Scott Moore, Mr. Richard Muth, Mr. Chris Noah, Ms. Khatmeh Osseiran-Hanna, Mr. Sam Phillips, Mr. Michael Porada, Dr. Jeff Fratangeli for Dr. Sue Rieg, Dr. Curtis Scheib, Dr. Tom Segar, Dr. Ramesh Soni, Ann Sesti, Ms. Amanda Stein, Ms. Paula Stossel, Ms. Ruffina Winters, Ms. Tressa Wright

Excused: Ms. Valerie Baroni

Absent: Ms. Lisa Baker, Ms. Marcey Barna, Ms. Mistie Blazavich, Mr. Alex Daum, Mr. Mark Dellett, Mrs. Erin Fritz Wood, Ms. Elizabeth Houser, Dr. Geofrey Mills, Mr. Jeremy Pettis, Dr. David Piper, Mr. Hamzah Sammour

I. Mr. Balint welcomed everyone to the November UBAC meeting. Mr. Balint recognized and welcomed new member Mrs. Lorie McDowell from the office of Associate Vice President for Academic Administration.

   Mr. Balint reviewed the procedures for the UBAC Zoom meeting. Mr. Balint called the UBAC meeting to order.

II. The University Budget Advisory Committee minutes from the October 7, 2021 meeting were approved as presented.

III. Dr. Fitzsimons asked Dr. Driscoll for the President's Report.

   Dr. Driscoll noted that he would be discussing three topics:

   - Update on Board of Governors (BOG) approved request for Appropriation next year
   - Allocation formula
   - Use of one-time funds

   Dr. Driscoll shared an update on Board of Governors (BOG) approved request for Appropriation next year. Dr. Driscoll shared excerpts from a presentation from the mid-October BOG meeting. Dr. Driscoll noted that Appropriation requests originate with the BOG, the requests go to the Governor's office, and the Governor's office forwards the requests to the Legislature for budget. The Governor's budget typically comes out in January or early February.

   Dr. Driscoll noted that currently the Commonwealth provides $477M per year as the base Appropriation. This year there was an additional $50M one-time allocation to support various aspects of the System redesign. This amount is not part of the $477M. At the October BOG meeting the Board recommended $550M Appropriations request. This is a very significant increase of $73M. This amount would allow the universities to move forward assuming there are no unpredicted drops in enrollment across the System. This amount fully

funds no tuition increase for FY2022-23 and includes normal inflationary costs. It would allow mostly eliminating internal cross-subsidies. The $550M would ensure that one-time funds are available for strategic investment. This amount would also help PASSHE's per-FTE funding make progress toward the national average. The recommended Appropriation request does not reduce costs to students, and it does not address university and affiliate housing and dining debt.

Dr. Driscoll shared information on Direct-to-Student Funding

- Meeting Pennsylvania workforce needs, PASSHE needs to produce 2,000 more Bachelor's and 1,200 more Master's annually to 2030
- Based on research into impacts of incremental funding
  - A 15% Appropriations increase yields 38%
  - A $201M direct-to-student investment yields 62%
- At this level, Pennsylvania would be average nationally in funding per FTE at four-year public universities (currently 46th)
- Funds could be distributed to optimize for equity, workforce development, and taxpayer efficiency

Dr. Driscoll noted that this funding would be in addition to the $550M Appropriation request.

Dr. Driscoll shared that the BOG also discussed Housing Debt Assistance to help "buy down" the housing debt. This would help alleviate the drain on the university resources as well as our students.

Dr. Driscoll noted that there are uncertainties what the Governor will recommend to the Legislature. There have been questions from the Legislature regarding how the $50M in one-time funding is being used.

Dr. Driscoll shared a slide providing how the $75M in one-time funds for FY2021-22 is being distributed. Dr. Driscoll noted that he previously stated $50M in one-time funds and this slide says $75M. The Legislature appropriated and the Governor signed in to $50M in Appropriation as one-time funds for FY2021-22. The hope is to receive $50M next year and beyond, however, the BOG will have to ask every year. Dr. Driscoll shared that the addition $25M resulted from a savings of $25M due to a refinancing of the SERS retirement cost. This amount will get smaller each year in the future over the life of the bonds.

Dr. Driscoll shared the following distribution of the $75M one-time funds for FY2021-22:

- $15M – Launch Integrating Universities
- $15M – Support Transition to Sustainable Operations
  - $7.5M being used to buffer the cross-subsidies that happened this year. IUP has benefited from this – approximately $2M.
  - Encompasses labor impacts and variances in appropriation allocation
- $5M – Essential Infrastructure
  - This includes implementing a new shared Student Information System – OneSIS

- $12.5M – Debt Relief – going to the integration in the West to help cover debt for Housing, etc. (not coming to IUP)
- $4M – Enhance Workforce- Aligned Programming
- $3.25M – Diversity, Equity, and Inclusion Goals
- $18.5M – Student Success Initiatives – IUP receiving approximately $1.9M for this initiative
- $2.5M - SERS Contingency Funds

Dr. Driscoll reiterated that these are one-time funds.

Dr. Driscoll shared a slide showing the Distribution by Fund Source & System Redesign Goals. This information shows a breakdown by dollars and contains the same information as the chart on the previous slide. Dr. Driscoll noted that the OTT (Off The Top) column includes $1,075,00. This amount is to support the work on sustainability and moving things forward. IUP will receive $600,000 of this total.

Dr. Driscoll shared a slide showing the use of one-time funds for Student Success. Dr. Driscoll noted that the largest portion of IUP funds received for Student Success initiatives would be used for Student Affordability – emergency grants and targeted scholarships.

Dr. Driscoll noted that the slides he shared from the BOG meeting will be available after the meeting in today's UBAC shared folder.

Dr. Driscoll discussed the Appropriation allocation formula. Dr. Driscoll noted that BOG policy requires the use of a formula to determine the distribution of the Appropriation. The current allocation formula was developed in 2014 by a committee across the System. It is time to have the allocation formula renewed. A new committee has been established by the ELG (the Chancellor and the Presidents). The workgroup had its first meeting yesterday. The hope is to have a recommendation to the ELG so that the BOG can approve it at their April meeting. This would influence the allocation of Appropriation starting July 1, 2022. A key component of this is much of the allocation should follow enrolled students. Dr. Driscoll noted that Appropriation covers approximately 25% of running the universities in the System. Dr. Driscoll noted that some money comes off the top that funds the Office of the Chancellor and other System initiatives. There is a constant that comes to each of the individual universities in proportion to basic costs of running the university and right now, it is differentiated by university mission. IUP receives over $11M a year from this component under the current formula because IUP is the only doctoral research university. The committee will address the impact to universities as part of transitioning from the current formula to a new formula, so the universities have some predictability. The committee consists of three Presidents, two Chief Academic Officers, and two Chief Financial Officers from across the System that represent a broad range of stability, integration, and institution size.
Dr. Driscoll is the Chair of this new committee. The committee's basic principle is going to be about balancing an equitable and thoughtful way of allocating per student with all the potential weight factors.

Dr. Driscoll noted that the timeline for the committee is to have initial input, ideas, and concepts to the BOG by their February meeting and then have policy and procedure documents for approval at the BOG April meeting.

IV. Dr. Fitzsimons addressed the CPP Version 8 that was submitted in September 2021. Dr. Fitzsimons asked if anyone had any comments or questions now that the committee has had an opportunity to review the information provided at the last UBAC meeting.

Dr. Driscoll mentioned that a memo from the Chancellor to the Presidents regarding financial sustainability directives is included in today's meeting material. The Chancellor, after reviewing the CPP's, is reminding the universities they need to pay attention to the sustainability work.
Dr. Fitzsimons noted that a report from IUP to the Chancellor outlining progress is due on January 15th. This report is in addition to the mid-year progress report that is due on February 22nd.

V. Enrollment Report – Dr. Patti McCarthy

Dr. Fitzsimons asked Dr. McCarthy for an enrollment update.

Dr. McCarthy provided a presentation on enrollment. Dr. McCarthy reviewed the spring 2022 headcount registration:

- Undergraduate
  - Spring 2022 = 5,382
  - Spring 2021 = 5,561
  - Difference = -179
- Graduate
  - Spring 2022 = 1,180
  - Spring 2021 = 1,185
  - Difference = -5
- Total
  - Spring 2022 = 6,562
  - Spring 2021 = 6,746
  - Difference = -184
- Percent to CPP/Freeze
  - Spring 2022 = 80.58%
  - Spring 2021 = 75.81%
  - Difference = +4.77 ppt

Dr. McCarthy noted that enrollment is ahead of last year at this point in time. This is good news. Registration for the clock hour programs is just beginning.

Dr. McCarthy reviewed the undergraduate retention and persistence to spring 2022. Dr. McCarthy noted the retention numbers are first-time, full-time Freshman that came in fall 2021 and are registered for spring 2022. The retention/persistence as of November 3, 2021, is 81.04%, compared to last year's percentage of 76.22%. IUP is 4.82 ppt ahead of this same time last year. Dr. McCarthy shared the persistence information. These percentages do not include the fall 2021 Freshman. The continuing undergraduate fall 2021 to spring 2022 is 74.60% compared to last year's percentage of 71.20%. IUP

is 3.40 ppt ahead of this same time last year. This is good news and reflects all the hard work that is being done across campus to keep students at IUP.

Dr. McCarthy shared the percent of full-time enrollment by headcount:

- Graduate
  - Full-time – registered for spring 2022 = 449, up 2.10 ppt overall
  - Full-time – registered for spring 2021 = 426
- Undergraduate
  - Full-time – registered for spring 2022 = 4,365, up 0.15 ppt overall
  - Full-time – registered for spring 2021 = 4,502

Dr. McCarthy shared the average spring credit hours by level and full-time/part-time enrollment. Overall average:

- Graduate
  - Registered for spring 2022 = 6.46, up +0.15 overall
  - Registered for spring 2021 – 6.31
- Undergraduate
  - Registered for spring 2022 = 12.98, down -0.18 overall
  - Registered for spring 2021 = 13.16

Dr. McCarthy noted that graduate students are taking more credits overall. There is a slight decline in undergraduate credit hours.

Dr. McCarthy shared the progress towards the spring CPP noting that the difference from CPP to today's actuals is down in all residency categories. The overall differences are:

- Headcount = down -1,581
- Credit Hours = down -18,695.90
- FTE = down -1,298.17

Dr. McCarthy noted that the percentage point difference to spring 2022 CPP vs. spring 2021 to freeze is trending ahead in all residency categories. The overall differences are:

- Headcount = up +4.86
- Credit Hours = up +3.72
- FTE = up +3.71

Dr. McCarthy reviewed the winter 2022 headcount registration by student type as of November 3, 2021. These overall numbers include new and continuing registered students.

- Winter 2022 = 1,402
- Winter 2021 = 1,235
- Difference = +167

Dr. McCarthy noted that the average winter credit hours by level and full-time/part-time enrollment is slightly up comparing winter 2022 to winter 2021 in both undergraduate and graduate levels, +0.01 and +0.04 respectively.

Dr. McCarthy noted the winter 2022 registration is showing good signs. There is a higher number of students taking winter courses.

Dr. McCarthy shared the fall 2022 new student enrollment: Freshman and Transfer students as of November 3, 2021; and Graduate and Culinary students as of October 29, 2021. Dr. McCarthy noted that she is seeing strong numbers for fall 2022. Comparing fall 2022 to fall 2021:

- Freshman
  - Cumulative Completed = up +174, +5.30%
  - Admitted = up +89, +2.87%
  - Net Deposits/Confirmed = up +101, +87.83%
  - Yield Admit to Net Deposits = up +3.06 ppt
- Transfers
  - Cumulative Completed = up +168, +5.04%
  - Admitted = up +1, +3.13%
  - Net Deposits/Confirmed = up +6, +300%
  - Yield Admit to Net Deposits = up +17.99 ppt
- Graduate
  - Cumulative Completed = up +5, +3.45%
  - Admitted = up +2, +1.82%
  - Net Deposits/Confirmed = down -1, -9.09%
  - Yield Admit to Net Deposits = down -1.07 ppt
- Culinary
  - Cumulative Completed = down -20, -13.42%
  - Admitted = down -19, -18.45%
  - Net Deposits/Confirmed = down -13, -39.39%
  - Yield Admit to Net Deposits = down -8.23 ppt

Dr. McCarthy noted that this year the decision was made to increase the merit scholarships by $1,000 at each level. The top merit scholarship awards at the time of admission is $5,000 and they go down to $2,000. These scholarships are renewable. This impacts the cost of attendance for students resulting in higher enrollment numbers. Dr. McCarthy noted that market share is looking stronger this year particularly in the Pittsburgh and Johnstown areas. Dr. McCarthy noted that IUP is beginning a new marketing campaign in the Philadelphia region with the intention of capturing more of that market share as it has been declining over the past several years. Demographics show a high number of high school graduates in the eastern part of the state, making this an important region.

VI. Housing Report – Dr. Tom Segar

Dr. Fitzsimons asked Dr. Segar for a housing update.

Dr. Segar reviewed the fall 2021 housing report summary as of November 4, 2021. Dr. Segar noted that the current occupancy in the suites is 2,167 students. This is an increase of 5 student since the last UBAC meeting. The increase is due to international students being added to the suites for the fall 2021 semester. Punxsutawney occupancy remains unchanged since the last report at 62 students.

Dr. Segar reviewed the fall 2022 housing report summary as of November 4, 2021. Dr. Segar noted there are currently 433 applications for the suites. This is a result of 360 continuing students and 76 new students. To date, comparing fall 2022 to fall 2021, applications are up by 8.

Dr. Segar noted:

- Since housing begins sign-ups at different points in the semester, there are two main comparisons used for data across years
  - Year-to-year comparisons – looks at similar dates between years
  - Point-in-process comparisons – looks at the week of the process between years
- Continuing student year-to-year date comparison:
  - As of November 1, 2021, 360 continuing students have signed up for the 2022-23 academic year
  - As of October 29, 2020, 407 continuing students had signed up for the 2021-2022 academic years for a difference between 2022 and 2021 down by -47.
- New student year-to-year date comparison: and point-in-process comparison (process opened on the same dates for new students):
  - As of November 1, 2021, 73 new students have signed up for the 2022-23 academic year.
  - As of October 29, 2020, 18 new students had signed up for the 2021-22 academic year for a difference between 2021 and 2020 of +55.
- Continuing student point-in-process comparison as of week 4 of housing sign up:
  - 360 continuing students have signed up for housing for the 2022-23 academic year
  - 307 continuing students had signed up for housing for the 2021-22 academic year resulting in a difference of +53.

Dr. Segar noted there are no occupancy numbers for the Punxsutawney campus. It is too early in the cycle.

Dr. Segar reviewed the trends among new and continuing students who have contracted to live on campus for academic year 2022-23.

Dr. Segar discussed the dining program. Dr. Segar noted that there are challenges with the supply chain in the dining area. Items in the retail pod that students prepare on their own have a limited supply. These items are a little harder to find. The prepared food in the North Dining Hall is available and does not seem to be having supply issues. Dr. Segar noted that the dining area has also been facing staff challenges. Dr. Segar shared that the vacant positions have been filled at this time helping to alleviate the staff shortages.

VII. IUP Tuition Model

Dr. Fitzsimons asked Mrs. Cadile to review tuition revenue comparison analysis of Pilot versus No Pilot (Full-time Rate).

Mrs. Cadile noted the following for In-State Undergraduate Revenue:

- Current Per credit Model:
  - FY2021-22 = $53.5M
  - FY2022-23 = $54.2M
- Full-Time Rate
  - FY2021-22 = $45.4M
  - FY2022-23 = $45.5M
- Difference in Revenue
  - FY2021-22 = $8.0M
  - FY2022-23 = $8.7M

Mrs. Cadile noted the totals are based on the latest fall freeze data.

Mrs. Cadile shared that the equivalent full-time enrollment needed to produce additional tuition revenue resulting from the Pilot would be 1,040 FTE for FY2021-22 and 1,127 FTE for FY2022-23.

Dr. Fitzsimons added that the per-credit tuition model is producing $8M more in revenue then the full-time credit model.

Dr. Fitzsimons discussed the workgroup that is being created to conduct an analysis on the per-credit tuition model. Dr. Fitzsimons and Dr. McCarthy will co-chair this subcommittee which is one of the Strategic Enrollment Plan goals: *Promoting affordability by providing financial resources to assist with the cost of education and exploring cost-reduction strategies.*

The charge for this workgroup is to:
Review and analyze the existing per credit tuition model at IUP and to explore, analyze, and make recommendations regarding IUP's tuition model.

The IUP Strategic Plan emphasizes student success and must be a primary consideration in the development recommendations.

The output from this group needs to be completed in a short time frame so that recommendations can be made in line with the timeline for tuition recommendations and approval processes within the PASSHE System. Recommendations from the workgroup will be made to UBAC, President's Cabinet, and the President having final approval. Ultimately, any changes to tuition structure or pricing will be submitted to PASSHE, the IUP Council of Trustees via the Administration and Finance Committee of the COT, and the Board of Governors.

This workgroup will be required to meet frequently throughout the remainder of the fall semester to ensure that any recommendations can be presented for consideration no later than the first week of January 2022. Proposals and Assessments, per Procedure/Standard Number 2011-02 (Amended) Tuition and Mandatory Fees would be due from IUP to the Office of the Chancellor no later than January 31, 2022. All members of this group must be willing to commit the time, both during and outside of the meetings, to complete the work assignment under the time constraints involved.

Dr. Fitzsimons noted that this workgroup needs to have 4-6 members from UBAC. Resources to support the workgroup include Bill Buttz, Jodie Cadile, Chris Kitas, and Paula Stossel.

This workgroup will work in a collegial process to obtain consensus or agreement on their recommendations. The workgroup will provide updates on progress, as appropriate, to UBAC at their regularly scheduled meetings. The workgroup will ensure that feedback from student representatives and perspectives are part of the communication process.

Dr. Fitzsimons asked the UBAC members to please let Edie Bash know by Monday, November 8, if you are willing to volunteer to serve on this subcommittee.

VIII. Scholarship Recap

Dr. Fitzsimons asked Mrs. Cadile to present the scholarship recap.

Mrs. Cadile reviewed the list of E&G funded scholarship. Mrs. Cadile noted that beginning in FY2021-22 scholarships have been rolled up and consolidated into less cost centers.

Scholarship totals include:

- Undergraduate:
  - FY2019-20 = $9,868,514
  - FY2020-21 = $10,916,995
  - FY2021-22 = $16,364,537
  - FY2022-23 = $19,007,743
  - FY2023-24 = $19,082,217
- Graduate:
  - FY2019-20 = $3,502,331
  - FY2020-21 = $5,033,398
  - FY2021-22 = $5,033,398
  - FY2022-23 = $5,033,398
  - FY2023-24 = $5,033,398

Dr. McCarthy noted that merit scholarships are renewable and are contributing to enrollment growth. Dr. McCarthy shared that in addition to merit scholarships, the $1,000 Housing scholarship was implemented last year to help off-set the cost of housing.

Dr. McCarthy reviewed the PASSHE 2021-22 Undergraduate Costs updated October 21, 2021. This information is received from the System every year and shows a comparison of in-state undergraduate cost of attending each of the 14 System universities. This information includes cost of tuition, fees, room, and board.

IX. Closing Comments

Dr. Driscoll expressed his appreciation to the UBAC members for their active engagement in this group. Dr. Driscoll noted that there is a lot of work to do in making good decisions for the future of IUP.

Dr. Fitzsimons thanked everyone for attending today's meeting. The next UBAC meeting is scheduled for Tuesday, November 30. Dr. Fitzsimons wished everyone a Happy Thanksgiving.

APPENDIX B

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

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

Senate Presentation 1

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

Coordination Council	Senate Members Serving on P2 Council	P2 Council Members Serving on Coordinating Senate Committees
Council One: Student Support	*Core Leadership* – Craig Dillaman (Rules), Todd Van Wieren, Mimi Benjamin (Student Affairs*)* *Membership* –Elizabeth Poje Hawk, Holly Olexo (designee Academic), Allison Baker (Awards), Amber Racchini (UWUCC), Ali Kappel (Academic)	**Student Affairs Committee** • Todd Van Wieren **Academic Committee** • Ali Kappel
Council Four: Core Curriculum	*Core Leadership* – Marilyn Kukula, Edel Reilly (UWUCC), Heide Witthoeft (Academic) *Membership* – Yaw Asamoah (LESC), Vicky Ortiz (UWGC), Adam Katchmarchi (UWUCC), Stephanie Jozefowicz (LESC), Dawn Smith-Sherwood (Rules), Scott Moore (UWGC), Justin Fair (UWUCC)	**University-Wide Undergraduate Curriculum Committee** • Adam Katchmarchi or Justin Fair

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

Senate Presentation 2

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

Coordination Council	**Senate Members Serving on P2 Council**	**P2 Council Members Serving on Coordinating Senate Committees**
Council Two: NextGen Campus	*Core Leadership* – Richard Muth, Josh Castle (Student Affairs) *Membership* – Laura Krulikowski (Student Affairs), Jennifer Gossett (UWGC), Sarah Brown	**Development and Finance Committee** *No overlap here*
Council Three: Budget Planning	*Core Leadership* – John Kilmarx (Academic), Paula Stossel, Ben Ford (UWUCC) *Membership* – Amy Cook (DFC), Chris Kitas (Academic), Cathy Dugan (Academic), Susan Drummond (LESC), P.T. Schlosser	**Development and Finance Committee** • Amy Cook
Council Five: Future Initiatives	*Core Leadership* – Sharon Procter (UWGC) *Membership* – Craig Bickley (Awards), Bitna Kim, William Chadwick (LESC), Anne Kondo (DFC), Koga Chilume (UWGC)	**University-Wide Graduate Committee** • Sharon Procter • Koga Chilume **Development and Finance Committee** • Anne Kondo

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

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

Coordination Council 1-Student Support Action Items Summary

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

- Develop A Mental Health & Emotional Wellness Innovation Hub
- Design and Implement a First

Year Experience & Sophomore Year Experience for all students

- Allocate resources for a One-Stop Shopping Model/Center
- Engage in Career Development across the entire student lifecycle
- Leverage data analytics for student success
- Establish a university Streamlining Think Tank
- Create a professional position: Student Ombudsperson

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

- A once-a-semester or an annual Student Services Day
- Establish a Committee for Student Services and Student Success
- Establish a new position to coordinate a proactive, data-driven approach

to student support and student success

- Establish a coordinated system/workflow for the Student Advocate and A-

Dean functions

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

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

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

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

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

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

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Coordination Council #4 Core Curriculum-- Recommendations

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

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

Recommendations:

- **Recommend identifying key groupings of skills to limit complexity:** Working from 21st Century Skills examine groupings of skills all students should master. Example groupings could include:
    - Individual Values:
        - Physical and psychological health, perseverance, self-evaluation and monitoring, intellectual interest, initiative, and creativity.
    - Relationships:
        - Teamwork, interpersonal skills, collaboration, coordination, adaptability, flexibility, leadership, and team monitoring.
    - Negotiation:
        - Conflict resolution, empathy and perspective taking, debating, difficult dialogues, and trust.
    - Professional Communication:
        - oral, written, non-verbal, active listening, assertive, digital technology literacy, and public speaking.
    - Multicultural Fluency:
        - Diversity Equity Inclusion, personal and social responsibility.
    - Critical Thinking:
        - Problem solving, creative thinking, analysis, adaptability, adaptive learning, reasoning and argumentation, and decision making.
    - Career Management:
        - Professionalism, career orientation, networking etiquette, mock interviews, internships, resume, cover letter, casual workplace speech, and life design. This can be covered in the core, in the major, or as a graduation requirement.

- **Recommend reviewing current courses in the Learning Skills, Knowledge Areas, and Liberal Studies Elective categories:** A thorough review of the current listing of Liberal Studies categories and the courses currently designated to those categories. Create new or revise existing courses to map to the identified key groupings of skills. While the integration of 21st century skills will necessitate the redesign of current Liberal Studies courses so that they link to the discipline's foundational content, the university should also reassess 1) the need for multiple writing courses as writing across the curriculum begins to replace the W-intensive model; 2) the need for both lab and non-lab science coursework; and 3) other areas where students may be better served. It should be emphasized that no areas are targeted and that all areas will be

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undergoing a reevaluation.

- **Recommend Interdisciplinary Development of Core Courses:** Departments are encouraged to work with one another to identify areas where content and needs overlap.

- **Recommend Milestones:** Courses that emphasize skills that aid in retention, namely community building and career planning, should be emphasized and available for students in their first two semesters (individual values, relationships, and multicultural fluency). The courses can help students "find their fit" within IUP, helping them become a part of a community. Some examples of milestones could include scenarios where students show identified competencies by creating a specific product or fulfilling a particular outcome (e.g., developing a cultural portfolio or creating a presentation or document illustrating the successful application of strategies for conflict resolution, etc.).

- **Recommend Appointing DEI Personnel:** Appointment of a DEI administrator with at least a half time release and a budget for delivering professional development. DEI Academic Coordinator: This person must be a faculty member. It is important they understand what faculty do in the classroom, understand the curriculum, and work closely with their faculty peers. We envision this position to be similar to the WAC director position. This position must carry at least a half-time release. Therefore, adequate resources are essential to accomplish this mission.
  <u>Roles and Responsibilities (This should be very similar to the WAC director position).</u>
    1. Define DEI for IUP in collaboration with various entities on campus including but not limited to: the Liberal Studies Committee, Academic Affairs, Social Equity director, MSCLE, and Student Affairs.
    2. Lead the effort to develop, implement, and assess the DEI plan.
        a. Communicate the need for the DEI plans with individual departments.
        b. Set a clear timeline for completing implementation plan.
    3. Provide professional development for faculty.
        a. A summer academy-style support.
        b. Collaboration with the Center for Teaching Excellence (CTE) to provide professional development for all faculty.
        c. Professional development for faculty who are responsible for teaching courses which incorporate DEI is required. This will be delivered by the DEI coordinator.
    4. Collaborate with orientation personnel to include the DEI Coordinator in programming for first year and transfer students.

- **Recommend Assessing the Identified Elements of Diversity Equity and Inclusion (DEI) in the Current Curriculum:** Assess Liberal Studies courses (i.e., humanities, social sciences, global and multicultural awareness, liberal studies electives including foreign languages) that currently address Diversity Equity and Inclusion (DEI).

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

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

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

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

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