To: The Faculty, Administration, Board of Trustees, staff, and students of
            Indiana University of Pennsylvania (IUP)

From: Dr. Katherine Conway-Turner
            MSCHE Team Chair and President Buffalo State College

Date: May 9, 2016

Re: Report from MSCHE Evaluation Team Review and Visit April 10-13, 2016

INTRODUCTION

Indiana University of Pennsylvania (IUP) was founded in 1875 as a privately owned normal school, Indiana Normal School. By mid-1920, it was approved to grant degrees and the name was changed to Indiana State Teachers College. The institution has expanded its reach and mission over the years and in 1965 became known as Indiana University of Pennsylvania (IUP). In 1982 when the state legislation authorized the existence of the Pennsylvania State System of Higher Education (PASSHE), IUP became one of 14 campuses in the PASSHE system. It is currently designated as a public, doctoral/research institution consisting of a student body primarily from the state of Pennsylvania. IUP received its initial MSCHE accreditation in 1941 and the most recent review and affirmation was in 2011. In addition to the main campus, IUP has eleven locations outside of the main campus where the institution provides programming and curriculum to meet the mission of the university. During this visit the team visited several of these other locations; (Punxsutawney Regional Campus, The IUP Academy of the Culinary Arts, IUP at Monroeville, and IUP at Northepointe).

Indiana University of Pennsylvania (IUP) is led by Dr. Michael A. Driscoll who joined IUP as the twenty-sixth university President in 2012. Since Dr. Driscoll's arrival the campus has completed a rigorous strategic
planning process that engaged representatives from a broad and comprehensive representation of campus constituents.

The campus serves largely undergraduate students (12,130) with a significant graduate presence (2,239) as of fall, 2014. As the first doctoral granting institution within PASSHE, IUP holds a

unique place within the system. IUP has sought and received disciplinary accreditation across programs when accreditation is available. The academic programs are delivered by the faculty under the leadership of the Provost and the academic team and the curriculum is administered primarily by a full-time faculty. Members of the administration, staff, and faculty were available to discuss the ways all offices, programs, and divisions contribute to the goals of the institution and to discuss aspects that undergird components of the MSCHE characteristics of excellence. This MSCHE team visit included meetings with representatives of all constituent groups of the University including faculty, staff, administrators, students, and trustees. The meetings augmented the self-study, supporting materials, and the electronic library resources prepared and examined during this visit and team review.

VERIFICATION OF COMPLIANCE

Based on the separate verification of compliance with accreditation-relevant provisions of the Higher Education Opportunity Act of 2008 and, as necessary, review of the self-study, certification by the institution, other institutional documents, and/or interviews, the team affirms that the institution meets all relevant federal and state regulations and the requirements of other Department of Education recognized accreditors.

MSCHE CHARACTERISTICS OF EXCELLENCE

Standard 1- Mission and Goals

The institution's mission clearly defines its purpose within the context of higher education and indicates whom the institution serves and what it intends to accomplish. The institution's stated goals, consisted with the aspiration and expectations of higher education clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are utilized to develop and shape its programs and practices to evaluate its effectiveness.

In the team's judgment, the institution appears to meet this standard.

Evidence and Findings

- IUP's "Vision of IUP's future" and mission statement clearly articulate the mission of the University. The current vision was ratified by the University Senate and the Council of Trustees in December of 2013. These goals provide a set of useful guidelines to direct the campus as it moves toward its future.

- Additionally the campus developed a strategic plan (ratified May 2015) under the leadership of the President, Provost, and University Planning Council. This plan is thoroughly developed, sufficiently detailed, and provides an adequate breadth to cover campus activities. The strategic plan is grounded in the history of the institution with a view toward the future. The campus is currently engaged in a process to set metrics to evaluate the strategic plan, so that aspects can be assessed as they move forward.

- All campus constituents are knowledgeable of the mission, goals and strategic plan and voice that the plan was developed in a collaborative manner. The IUP survey documents the development of the mission, goals, and strategic plan and the inclusive process used to develop these important guiding documents.

Accomplishments

- The processes used for the development of the mission, vision and strategic plan were inclusive and collaborative.

- The campus is to be commended for engaging journalism and public relations faculty and students in steering a campus wide discussion in strategic visioning.

- The cabinet's biannual retreat provides an opportunity to assess the work across divisions as it relates to the mission and strategic plan.

- The use of the campus wide survey to gather important insights and opinions across campus not only provided useful information related to how the mission and strategic plan are perceived, but also served to cultivate a sense of shared responsibility.

SUGGESTIONS
1. The campus should complete their process to fully codify all aspect of the strategic plan and to develop effective assessment tools to measure progress.
2. IUP should provide regular updates on the implementation and progress toward all goals articulated in the strategic plan to all constituents of the campus community.

Standard 2 - Planning, Resource Allocation, and Institutional Renewal

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

In the team's judgment, the institution appears to meet this standard.

Evidence and Findings

- The University has recognized that based on current projections of enrollment and expenditures substantial deficits could be realized over the next four years. Enrollment and expenditure actions are underway to minimize and perhaps avoid the deficits.

- Over 65% of the University's operating revenue is dependent on student tuition and fees. The campus has reduced its enrollment goals from 14,248 in 2006-07 to 14,018 when the 2015-16 fiscal plan was prepared. Based on actual enrollments the estimated enrollment was further reduced to 13,775. The campus projects a further decline to 13,200 in 2016-17 through 2019-20.

- In Spring 2016 the operating deficit had been projected to be in excess of $7.8 million but an additional allocation was received from the State and reductions in operating expenditures were realized. This significantly lowered the operating deficit. Campus reserves will be used to balance the budget for 2015-16. However, for years 2016-17 through 2019-20 the campus is projecting cumulative operating losses of over $67.7 million.

- Campus officials indicate that, to avoid over budgeting to operations, the projection reflects a very conservative view of future operations. Revenues were increased for program expansion and cost projections were adjusted only for items that could be clearly predicted and estimated with a high level of certainty.

- The campus administration has identified changing demographics as the major factor impacting its enrollment and is developing strategies to increase enrollments and related revenues as well as reducing planned expenses. They are also developing metrics to evaluate the success of the strategies. Some of the more impactful strategies include:

Enrollment and Related Revenue Strategies:

- New academic programs
- Expanded academic programs
- Revised tuition structure
- Pilot Tuition Model
- Increased retention
- Increased international and non-traditional student population

Cost Reduction Strategies:

- Delay filling of academic and operational positions
- Reduce positions in maintenance and support areas
- Reset allocations to a prior fiscal year base
- Change positions from 12 to 9 month appointments
- Achieve staff workload efficiencies

- The fiscal situation has been discussed with groups throughout the campus and strategies are being developed to address the potential operating deficits.

Accomplishments

- Pilot Tuition Model: Beginning in 2016-17 the campus will revise its tuition model to adopt a credit hour base rather than the current full-time/part-time model for all University undergraduates who are residents of the state of Pennsylvania. It is projected that this change will reduce the number of revenue free of charge credit hours that faculty must teach and also generate over $4.2 million in additional net operating revenues. The campus has established a three -year period to monitor the impact of the new tuition model and is in the process of developing benchmarks to measure the impact on teaching demands, enrollment and retention.

- Governance and Campus Input: The Planning Committee reports indicate a deep involvement by all aspects of the campus in development of the Self-Study Report. That involvement appears to have continued. Individuals believe they have a voice in campus strategy development and implementation. Discussions indicated that the transparency and collaborations that have been created over the last few years have embedded the

culture throughout all levels of the campus and exists in planning processes and resource allocation activities.

SUGGESTIONS

3. The campus should create additional enrollment/revenue/cost projections using different scenarios to assist in evaluating the campus impact under a number of different conditions and circumstances.

4. The University should consider additional efforts to provide students with more detail on the Pilot Tuition Model and how it may impact their cost of attendance at the University.

Standard 3 - Institutional Resources

The human, financial, technical, facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

In the team's judgment, the institution appears to meet this standard.

Evidence and Findings

- The evidence documents an appropriate level of human and material resources to meet the needs of the institution and to fulfill the mission as described. The materials and discussions document an understanding of the need for professional development on multiple levels and a need to enhance opportunities for skill development to meet changing times.

- Continual development of faculty and staff to fill the supervisory and management positions of the University is important to ensure the seamless transition of operations and to instill knowledge and core values throughout the University.

- The Self-Study report cited a number of recommendations pertaining to employee leadership development and succession planning, especially pertaining to the development and support of academic department chairpersons.

- It was not evident that the University has instituted a comprehensive training or support program to further both faculty and staff development.
- Training of individuals in the clerical and maintenance areas to fill supervisory roles was not evident and particularly noted as an issue needing further development.

Accomplishments

- Facilities Master Planning**:** Documentation and discussions indicate that IUP has a well-developed, relevant, and up-to-date plan for facilities management. The plan specifies the projects, proposed completion time, estimated cost and the funding source that could be used to fund the projects. Although all funding streams are not fully identified in the plan to support completion of all the projects the plan enables the University to clearly identify potential projects and capital priorities.
- Technology Support, Systems and Equipment: The IT programs and support units were universally praised by all members of the campus community. The programs and priorities meet the needs of the IUP community.
- Fund Raising: The University has recently assigned development officers to each of the colleges and the deans are examining how fund raising will be incorporated into each college's operations. There were a number of operating functions identified (scholarships, student support, support for clinical assignments) for which the development function could assist to increase resources. Fund raising was also identified as a source for equipment and funding for University capital projects. The success of this unit will be essential to meet future goals and to effectively add needed resources to meet campus goals.

SUGGESTION

5. A comprehensive staff training and support program should be established for professionals, clerical and maintenance staff to provide them with the skills necessary to enable them to advance within the organization.

Standard 4 - Leadership and Governance

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

In the team's judgment, the institution appears to meet this standard.

Evidence and Findings

- IUP's systems of governance are clear; their organizational charts, bylaws, and related documents are accessible; and the roles of their constituencies in policy development and decision-making are well defined. Governance bodies are active and appear to maintain sufficient autonomy to exercise their responsibilities and to ensure institutional integrity.

- IUP enjoys a robust system of shared governance. A University Senate represents all campus constituencies as the principal body for academic issues, and collective bargaining units represent faculty, staff, and other professional employees for personnel issues. A Council of Deans and Council of Chairs ensure communication and collaboration across and between administrative levels. A University Planning Council (UPC) advises the President on strategic goals, and a University Budget Advisory Committee (UBAC) on the integration of strategic planning and budgeting.

- The Council of Trustees is highly supportive of the campus and includes several longstanding members who are well versed in the history of IUP. This body does not appear to engage in any intentional reflection or assessment of their roles and responsibilities as Trustees.

Accomplishments

- The current president has energized the campus and brought a collaborative leadership style that is embraced by all constituents. New leadership following a time of turmoil has restored faith in leadership, pride in community, and commitment to the future.

- The IUP community has few concerns about internal policies and practices. The sense is that administration, faculty, staff, and students are all pulling in the same direction and that shared governance is working smoothly.

SUGGESTION

6. When initiating large projects, the IUP shared governance community should give careful thought to the optimal balance of process and product, with particular attention paid to investment of human resources and attendant opportunity costs.

RECOMMENDATION

1. The Council of Trustees should consider instituting either formal internal self-assessments or formal assessments by an external body.

<u>**Standard 5 - Administration**</u>

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

In the team's judgment, the institution appears to meet this standard.

Evidence and Findings

- Overall, IUP's administrative structures and services are appropriate and adequate to its mission as a doctoral institution with a strong undergraduate mission. A strong executive team leads the institution. A highly committed and experienced management team not only ensures the smooth operation of the institution, but also provides invaluable institutional memory.

- Collegiate and departmental administrative structures and services follow the standard patterns of peer institutions. As at most universities, increased demands for accountability and other burgeoning responsibilities have added to the workloads of IUP administrators and staff, and budget reductions have resulted in staff reductions. IUP, like peer campuses, is adapting to this situation.

- The Self-Study reports four problem areas of community concern that were confirmed by the Team visit:

    1. Department chairs are in need of orientation and ongoing training and mentorship, but no adequate formal mechanisms currently exist.

2. IUP "lacks succession planning for chairs," including, in most departments, assistant chair positions that might prepare successors.

3. Department chair positions are difficult to fill because faculty members lack sufficient incentives to serve.

4. As noted in Standard 3, IUP lacks adequate professional development and transition planning for staff.

Accomplishments

- IUP has made two important administrative additions since the last self-study, creating a new vice-presidential division—the Division of Enrollment Management and Communications—and a new campus level advisory body—the University Budget Advisory Committee. It has also streamlined the administrative processes for promotion and tenure.

- Effective communication was documented and observed. Such mechanisms include:
  - The President holds an informal open monthly forum;
  - The Senate provides a "formal mechanism" for communicating between the President and a "representative body";
  - Information is communicated through "a 'trickle-down' mechanism"

SUGGESTIONS

7. IUP should review national best practices in developing incentives for faculty participation in important leadership and administrative roles.

8. IUP should review best practices in administrative structures and processes.

RECOMMENDATION

2. IUP should address the need for professional development for those taking on the role of department chair and implement programs that prepare faculty for this important campus leadership role.

Standard 6: Integrity

In the conduct of its programs and activities involving the public and the constituents its serves,

the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

In the team's judgment, the institution appears to meet this standard.

Evidence and Findings

- All major policies must be endorsed by the University Senate. Policies governing student academic integrity and general conduct are found in the undergraduate or graduate catalogs and in The Source, a 74-page handbook for students which is also available online as a PDF download. Students are also informed of important policies at orientation.

- The Office of Student Conduct website provides information on a wide range of student conduct issues, both individual and collective, including groups and clubs. The Division of Academic Affairs website details academic integrity policies, procedures and actions or violations of academic integrity. These fair and impartial policies and processes are published and widely available.

- Many policies detailing the expectations for faculty and staff performance can be found in the collective bargaining agreements for each group. Administrators, staff, managers, and non-tenured faculty are evaluated annually to ensure that their conduct is consistent with all relevant policies.

- The conduct of faculty is thoroughly evaluated when they apply for tenure, and faculty must undergo post-tenure evaluations every five years. The new Promotion Process, "SP3", has been lauded as a significant improvement over the earlier process. Meetings with groups of faculty affirmed that this is a "big step in the right direction." Faculty noted that the former process generated distrust and that this new process was more rational and reasonable.

- The Office of Human Resources website has links to 15 major policies and maintains signed copies in the office. Bulletin boards outside of the HR Office clearly and cleanly displays personnel policies and procedures, in a well-lit and orderly environment. Moreover, it should be noted that most employees hired at IUP remain for a long duration, many for their entire career and they express satisfaction with IUP as an employer.

- IUP has made significant advancement in services to Military and Veteran students. This is highlighted in promotional material that includes mention of multiple awards and recognition received by IUP for this work. This advancement was confirmed during interviews with faculty, department chairs and other administrators.

- The University promotional materials have a standard look and present thorough and clear information for prospective and current students on areas such as costs, living arrangements, vision, values, strategic plan and more. Meetings with groups of faculty and staff affirm the accuracy and truth in advertising and that nothing has been misrepresented to students. Furthermore, faculty noted that there are under promoted accomplishments and achievements at IUP.

- Institutional information is readily available in a variety of formats and venues that ensure student and public access. The MyIUP web portal and IUP website were noted as being effective or very effective in communicating university policy and procedures. It is noted in the self-study as a limitation that the University statement on civility is not posted on the website. The Middle States team did find this statement, however prominently located in the student handbook and posted at various places.

- Evidence supports the fair and equitable treatment of various constituencies at IUP. For example, academic quality is consistent within the main Indiana campus and at the various off main campus locations, with oversight and teaching from regular faculty.

- Disability services are outlined in a faculty handbook in a thorough manner. In terms of diversity, an Office of Social Equity was established in 2004, a compliance officer was hired, a Diversity Summit is planned for later this Spring with a major speaker, and progress is being made in diversity hires and student body composition, despite IUP's location in western Pennsylvania.

- Finally, various support resources exist to help all students succeed, notably the Academic Success Center, a Writing Center for students who are not as prepared with writing skills as they need to be and an Applied Research Lab and the Counseling Center. These agencies are supplemented by many other activities and resources that are discipline, department or school-based.

- The IUP Subcommittee reports list four recommendations related to clarifying expectations and ensuring fairness in tenure and promotion process for faculty; online

posting of statement on civility; instituting university diversity day; and developing a central online repository for all university policies. The Middle States team endorses these recommendations and notes that significant improvement has already been made in the faculty promotion process and that an IUP Diversity and Inclusion Summit is scheduled for April 26, 2016 and may provide a springboard for a University Diversity Day.

- It should also be noted that all four goals of the recently adopted Strategic Plan address some aspect of Standard 6, through Strategies and/or Tactics.

Accomplishments

- IUP is currently in the process of formulating policies and practices that will ensure the University's compliance with recently passed PA Act 153, which aims to protect minors on university campuses. The university has started a series of training sessions to make faculty and staff aware of the new law and its requirements and is finalizing the details of a background check program, which will require all employees to undergo background checks every three years.

- The "SP3" document on the Promotion Process produced by an ad hoc joint faculty/management committee and approved by the state Meet and Discuss committee is by all accounts a significant improvement over the process and documentation that previously existed. It was affirmed that this was a collaborative work between the union, the president and the provost, within the constraints of the PASSHE Collective Bargaining Agreement (CBA).

SUGGESTION

9. Develop a prominent link on the IUP website to an Academic Integrity webpage that includes an affirmative statement about academic integrity at IUP – what it means and IUP's commitment to it. Sanctions then follow from violations of this general statement. It was noted that the College of Business seems to have the most developed affirmative statements for students on ethics and integrity before laying out the sanctions for violations. It would be helpful for this approach to be University-wide in helping to support a climate of academic integrity.

Standard 7 - Institutional Assessment

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards. *In the team's judgment, the institution appears to meet this standard.*

Evidence and Findings

- Appropriate and useful assessment exists at multiple levels of the institution in many units, and there are numerous recent initiatives that have contributed to this. Current assessment-related activities were noted in Student Affairs, Enrollment Management, and other places, all of which appear to be encouraged by the interests and priorities of the current administration.

- The PASSHE-required five year program review process has been in place for some time. In recent years, IUP has successfully leveraged this structure as a framework that can be expanded to meet the broader set of institutional assessment interests.

- Documentation of assessment exists to some extent, though it would not be accurate to describe the institutional assessment process as organized or sustained. Thus, the fundamental equation of a documented, organized, and sustained assessment process is not fully in place.

- Although individual units may discuss their own assessment results, little evidence was provided that assessment results are shared or discussed with all appropriate constituencies from an institution-level perspective.

- Little evidence was provided that assessment results are used in all examples of institutional planning, resource allocation, and renewal.

- Numerous sources of data exist and appear to be collected with some consistency, though a majority of it appears to be indirect survey data with an underrepresentation of direct evidence.

- The strategic plan was created with significant involvement of campus constituencies and is widely understood and respected. Significant work remains to implement the plan and measure its effectiveness. Campus constituents seem to be on track towards those ends.

Accomplishments

- A number of substantive efforts underway provide a strong foundation for evaluating the overall effectiveness of the institution achieving its mission and goals. Among them is a fundamental commitment to process, which has been enhanced in recent years by the current administration. The strategic plan clearly was developed with significant input from the campus community and as a result is well understood. Similarly, the implementation process currently underway breaking the plan down into component tactics and assigning responsibility for implementation will help ensure successful execution of the plan..

- Apart from the strategic plan, assessment processes are structured to maximum autonomy for the units. Rather than imposing an additional structure, IUP is wisely leveraging the required five-year review process to organize unit-level assessment, and has recently begun adding components such as the reflection meeting to protect institutional interests beyond what PASSHE requires.

- The Student Affairs Division is to be commended for a thorough assessment process that has been deeply embedded in the routine business of the division, and has both provided actionable information within the division and contributed substantially to the assessment of the Expected Undergraduate Learning Outcomes. Reference is made in the self-study to assessment results guiding resource-allocation within the division through a mini-grant competition.

SUGGESTIONS

10. Require regular (likely annual) submission of documentation of outcomes, data collected, and use of results to a central office or committee that can act as facilitator. Provide feedback to all units submitting documentation.

11. In order to keep assessment on track, make the reporting timetable more frequent than the minimum five years as required by PASSHE.

12. While individual units may choose to assess more, adopt an institutional practice of simplifying assessment to address the most important and measurable outcomes in the required documentation.

13. Make it a high priority to identify assessment measures and an associated timeline for the goals articulated within the strategic plan.

RECOMMENDATION

3. Create and document an organized, sustainable and systematic process ensuring assessment results are considered in institutional planning processes and resource allocation.

Standard 8 – Student Admissions and Retention

The institution seeks to admit students whose interests, goals and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.
In the team's judgment, the institution appears to meet this standard.

Evidence and Findings

- The campus has adequately identified the changed (and changing) demographics of western Pennsylvania as a major factor resulting in decreased enrollment for the University. While the number of high school graduates in the next few years is expected to increase, the projections are not strong enough to return to "business as usual." Therefore, the campus is developing strategies to increase revenues and reduce expenses and is implementing metrics to evaluate the success of those strategies. Some of the more impactful strategies were discussed under Standard 2.
- In order to continue meeting enrollment expectations, the University has taken steps to reorganize admissions and retention operations under an enrollment management umbrella. This is seen as a positive step in ensuring a focused approach and consistency of activity. It is clear that the enrollment process is seen as a shared campus responsibility. Faculty expressed a desire to have more involvement in the enrollment process even while expressing that they are asked to increasingly assist with the recruitment, enrollment and retention efforts. They are asked to contact students who visited the campus but haven't enrolled. While it was initially perceived as a negative statement, the faculty stated that they do not view this task as a problem and understand that it is part of their responsibilities. They deemed it "other duties as assigned."

- The faculty members felt that they had more opportunity to be involved in the enrollment management process before the reorganization, but are confident that as the new enrollment management process is developed there will be additional opportunities for their participation in shaping their college and departmental enrollments.

- In 2016-17 the campus will revise its tuition model to incorporate a credit hour base for all Pennsylvania undergraduate residents, rather than the current full-time/part-time model. It is projected that this change will reduce the number of credit hours that faculty will need to teach each semester while generating $4.2 million in additional operating revenues. Students expressed concern with this plan and how it will impact their time to degree. They feel that students will no longer take the necessary course load to finish in 4 years because it will cost more money, impacting retention and graduation rates. The campus has established a three-year term to monitor the impact of the new tuition model and has established observation and evaluation benchmarks to measure effects.

Accomplishments
- IUP demonstrates effective customer service from Financial Aid staff in assisting students to attend the University.
- IUP has clearly analyzed the shifting demographics of the state and has planned initiatives to refocus enrollment in areas of growth.

SUGGESTIONS
14. IUP is encouraged to continue to assess the validity of the merger of graduate and undergraduate admissions in the context of national best practices.
15. IUP should continue to communicate the planned tuition change to students with information ensuring that they understand the most effective ways to complete their degrees.

Standard 9 – Student Support Services

The institution provides student support services reasonably necessary to enable each student to achieve the institutional goals for students.

In the team's judgment, the institution appears to meet this standard.

Evidence and Findings

- The University has a mission to assist students and assure their success and has dedicated considerable resources toward student support. Faculty identified a number of areas that they believe are representative of these efforts:

  1. Math and Reading support services are excellent.
  2. The Counseling Center is extremely responsive to the needs of the campus especially in emergency situations.
  3. CART (Concern and Response Team) is a very good thing; especially the fact that it includes representatives from each College.
  4. The Punxsutawney campus is a positive effort for students.
  5. The Academic Success Center has gotten off to a good start and is bridging the gap between advisors and students.
  6. The Student Co-Op Association does a very good job of student programming.
  7. The Honors College is good, but in addition each college has their own honors program. Several include study abroad opportunities.
  8. If a faculty member knows that a student needs financial assistance, the assistant deans are very helpful and supportive.
  9. The Graduate Writing Center has been a great resource for students (and for faculty).
  10. The Applied Research Lab has been very helpful for graduate students and their research efforts.

- As is typical on most campuses, perceptions by students varied. Several undergraduate students reported feeling that administration presents a top down approach to support but that it does not always trickle down to faculty. Students sitting next to them however, spoke about how hard their faculty work for them, how they strove to get them what they needed and how much they cared about their education. Graduate students were generally positive about their programs and were pleased about the fact that IUP provided practical experience and were teacher training focused.

- Graduate students expressed great concern about the compensation packages for graduate assistants. They raised their concerns from two perspectives. First, they feel it is not a

living wage and that they have to get other jobs and/or rely on government social programs to take care of themselves and their families. Secondly, they were concerned that these low stipends might impact the reputation of the programs and the University. They came to IUP because of the high quality and/or uniqueness of the program of study. They felt that retention will become an issue as some students are leaving because of the financial situation. All expressed concerns that the assistantship problem would impact admissions in graduate programs and that academic standards will not be maintained.

- An area of universal discontent expressed on both the main campus and at Punxsutawney was regarding food service. On the main campus students stated that management was invisible and when they did interact the staff was "nasty." They felt that the food cost was too high and service was inflexible. They stated that the hours of operation were short, the food selection weak and often unhealthy (pizza, hot dogs, hamburgers) after certain hours. They also felt that no arrangements were made for those who needed to be here when dining services would typically be closed (e. g., CAs over the holidays).

- At Punxsutawney the students expressed that the hours for food service were much too limited, particularly on the weekend when they were a captive audience. They also expressed concerns about the lack of variety in meals and that it was a "high school cafeteria menu." In addition, the convenience store is not open on the weekend and students expressed there were few options for food if you don't have a car or the resources to call for pizza delivery.

- The academic and social support given to students at the regional campuses is clearly felt by those students. The dean and director are very well regarded by the students. The students all expressed gratitude for the care and attention provided by the faculty, staff, and by the administration. The students at Northepointe and Punxsutawney felt that they were receiving the support they needed to succeed and were happy to be on their respective campuses. The students at the culinary institutes raved about their faculty and their hands on experiences in the classroom.

- While the students at the Punxsutawney campus were very positive about their overall experience, they felt that the campus experience could be improved. Students stated that it was "boring and simple." The town does not hold options for entertainment and without a car to get to the main campus there is little to do. Some students feel isolated

there. The community is not very diverse and the students sometimes feel unwelcome. They felt that it was hard to get a job if they were non-White. Several students also shared that they did not feel that they were part of the IUP community when they came to the main campus and were shunned for being from Punxsutawney. Some stated that they pretended to live in one of the main campus residence halls rather than admit they were from the other campus.

Accomplishments

- The culinary school has great teachers, externships and 100% placement at outstanding institutions.
- The full time faculty in the Student Affairs in Higher Education graduate program is a selling point for the program.
- Graduate students receive a fair number of dollars for travel and research support.
- The Doctorate in Psychology (PsyD) is highly ranked nationally.
- The Student Affairs in Higher Education program has a large base of alumni support.
- The English and Composition programs are unique in the nation.
- Staff has good connections with the University Police Department.
- The Financial Aid staff is committed to quality customer service and to finding the resources to help students remain enrolled and with limited long-term financial burden.

SUGGESTIONS

16. IUP is encouraged to review national best practice options for graduate student support and to seek ways to supplement the current low assistantship formula.
17. IUP should review food service options that Aramark might provide to the current meal plans.
18. The campus should undertake a review of existing and new programs and services that may provide stronger connections between the students at the Punxsutawney campus and the main campus.

Standard 10-Faculty

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

In the team's judgment, IUP appears to meet this standard.

Evidence and Findings

- The self-study describes a faculty of sufficient size and qualifications to meet the three broad areas of the mission statement. Further, faculty are actively involved in the creation of IUP's Strategic Plan of four overarching goals, including the development of its 21 strategies and 75 measurable tactics.

- An area of IUP concern, as in many universities, is the diversity of its faculty. The institution clearly has a sincere commitment to diversity and can point with pride to successes in achieving and maintaining its strong gender-balanced hiring practices. However, despite this commitment they have not achieved the desired success in meeting their hiring goals for diverse faculty.

- Although IUP began as a teacher training school, the University has expanded greatly and has undertaken a transition to the 'teacher-scholar model' as outlined by Boyer in 1990. This framework prevails in the University's strategic vision statements and in tenure and promotion polices. Developing a consensus view is ongoing as discipline-specific guidelines are undertaken for tenure and promotion.

Accomplishments

- It is commendable that from 2005 to 2013 there was nearly universal success for those seeking tenure. The success here is a result of a strong commitment for mentoring and evaluation of junior faculty. The Center for Teacher Excellence and New Faculty Orientation are credited with a major role for successful development of at least some faculty. Female faculty have been particularly successful in gaining tenure and promotion.

- The campus has sought to significantly increase ways to recognize and reward faculty for accomplishments in teaching, scholarship, and service including for faculty governance. Although awards for quality teaching remain the dominant type of recognition, there is

progress on the recognition of scholarship at all levels across the University. Faculty
have also been given the opportunity to compete for a variety of internal grants to support
scholarly endeavors. Formal recognition of faculty service has also increased both
university-wide and in a few departments. Some recognition also is provided by the
Senate, faculty union, and Graduate School.

- IUP can be justly proud of the faculty's growing success in external grants and contracts
  for scholarly undertakings. So too for the numerous honors received by both faculty and
  students. Many faculty are also active in service to both their professional organizations
  and to the local communities. A current initiative to enhance growth and success in
  scholarship is the development of a Center for Scholarly Excellence that is now
  underway in the graduate school area.

SUGGESTIONS

19. IUP may wish to develop a more systematic means for encouraging collaboration in
    research and graduate education across department and college lines. Although such
    collaborations do occur, funding agencies, especially in STEM disciplines, are
    increasingly encouraging interdisciplinary collaborations for funding success.

20. An exploration of IUP's website determined that policies and procedures for faculty are
    scattered in a variety of places. The campus is encouraged to establish a one-stop place
    for faculty to find these important documents.

21. Tenure and promotion decisions are specified in the collective bargaining agreement
    negotiated between the faculty union (APSCUF) and Pennsylvania's State System of
    Higher Education. The 2014 IUP Middle States Survey identified considerable confusion
    among faculty, especially junior faculty, as to the standards used to assess excellence for
    teaching, scholarship, and service, especially as they have a bearing on tenure and
    promotion decisions. The review team strongly encourages the development of
    workshops and the like to help faculty better understand the current procedures and
    standards.

22. As the dossiers for promotion and tenure proceed upward through academic channels,
    faculty are concerned that committees and academic administrators are "not as familiar
    with the applicants' disciplinary activities of teaching and scholarship." Accordingly, the

reviewers strongly recommend that discipline-based external reviewers be included in the process. It is common practice for research intensive universities to do this, especially inviting reviewers to evaluate the candidate's scholarly contributions and productivity in the discipline.

Standard 11- Educational Offerings

The institution's educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

In the team's judgment, IUP appears to meet this standard.

Evidence and Findings

- The educational offerings are clearly aligned with the mission and the strategic vision of the school. For each of the educational programs, there is appropriate content, breadth, and length of academic study. The levels of rigor seem appropriate for the undergraduate, graduate and professional degrees offered. And syllabi are required to state learning goals and objectives.

- Several of the educational offerings reflect the commitment of IUP to serve the needs of the surrounding community or region.

- The campus is committed to offering students a wide range of enrichment opportunities, such as honors programs, internships, study abroad, independent study, and service learning projects.

- IUP is also committed to having its students develop solid workplace skills and strategies for instilling lifelong learning skills. The campus has also created a Military Resource Center to support the needs of veterans and military-affiliated students. Further, IUP's 65 year-old ROTC program has commissioned over 2,000 cadets, several of whom have received state and national awards.

- The faculty are justly proud of the support services offered students that seem to be working well. These include those for writing, counseling, academic success, recreation, among others. For those in need of short-term financial assistance to stay in school, a

variety of solutions are sought to help out. Some faculty have been heavily involved in non-credit enrichment activities.

- Living-learning communities provide students with the opportunity to live in residential buildings with special themes and participate in focused academic and enrichment activities. Themes are wide ranging from law and society to wellness to global awareness.

- IUP's goal of maintaining quality in a relevant and updated curriculum is noteworthy. The stakeholders in the endeavor are congratulated for recently streamlining the approval process for curriculum development. This will encourage those who aspire to create new curricular offerings to do so.

- As on many campuses, there has been the recognition that IUP should offer distance learning courses. The campus seems to recognize the many attendant potential problems here and has indicated a strong intent to have procedures in place to insure that these courses meet the standards of its in-person courses.

Accomplishments

- It is a significant accomplishment to have 74% of student respondents to the Middle States Master Survey say they were very satisfied or satisfied with current academic advising practices. Many campuses would envy this survey outcome.

- IUP can be justly proud of the many recognitions and awards that its campus, programs, faculty and students have received from external agencies.

SUGGESTIONS

23. The campus should review whether there is a need to expand the training on tools and activities that serve to improve the advisement experience.

24. The campus should examine what is an appropriate advisement load at IUP and to make changes as necessary.

Standard 12 - General Education

The institution's curricula are designed so that students acquire and demonstrate college level proficiency in general education and essential skills, including at least oral and written

communication, scientific and quantitative reasoning, critical analysis, and technological competency.

In the team's judgment, the institution appears to meet this standard.

Evidence and Findings

- The General Education curriculum (known as Liberal Studies) was revised modestly in 2012 with some changes to the number of credits required within some areas and a requirement that at least three credits of elective general education would be taken by all students. Included in this revision was the adoption of Expected Undergraduate Student Learning Outcomes. These fit within three categories Informed Learner, the Empowered Learner, and the Responsible Learner.

- Categories required within Liberal Studies include: English composition, Mathematics, Humanities, Fine Arts, Natural Sciences, Social Sciences, Dimensions of Wellness, Liberal Studies Electives, Global and Multicultural Awareness, and Writing across the Curriculum.

- The General Education/Liberal Studies at IUP includes all areas that are listed as critical by the MSCHE characteristics of excellence.

- Faculty surveyed by IUP and discussions with faculty indicate that the community is knowledgeable about Liberal Studies at IUP, are able to communicate Liberal Studies to students, and students are aware of the Liberal Studies requirements.

- Liberal Studies has a budget and personnel dedicated to accomplish this important aspect of undergraduate student learning.

Accomplishments

- The three categories of Expected Undergraduate Student Learning outcomes (EUSLOs) were developed appropriately and successfully provide a language that relates general education to outcomes that are desired and appreciated by employers and parents.

- The University Assessment Committee (UAC) developed a plan to assess aspects of some student expected outcomes.

- Student life outcomes have been mapped to the general categories of the Expected Undergraduate Student Learning Outcomes.

- The university administers the Collegiate Learning Assessment (CLA) to measure general education aspects such as critical thinking, analytical reasoning, problem solving, and communication skills.

- Pilot data from assessment of the Responsible Learner Assessment and the Student Learning Outcomes assessment will be used to develop a more comprehensive assessment.

RECOMMENDATION

4. The University should address why the campus perception is somewhat negative regarding general education delivered at the regional campuses and develop a plan to assess this perception and address this situation if necessary.

Standard 13- Related Educational Activities

The institution's program or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

In the team's judgment, the institution appears to meet this standard.

Evidence and Findings

- As noted in Standard 6, the Writing Center provides support for students who are not as prepared as necessary in their writing skills for academic success. The Academic Success Center, a new development at IUP, is also helping to provide a bridge with academic advising.

- IUP offers 22 Certificate Programs, consistent with the institutional mission, clearly articulated program goals, objectives and expectations for student learning; each is under the auspices of an academic department or undergraduate college. Certificate programs are given the same careful consideration as regular credit courses in terms of learning goals, competencies, student support and academic oversight. However, such a decentralized approach to certificates does not allow for economies of scale in marketing and promotion. The Office of Extended Studies (or its equivalent) is often the location for

many certificate programs at other Universities across the country. The Office of Extended Studies is not involved in credit certificates at IUP.

- IUP is largely a residential campus but it does offer online courses and a limited number of online degrees. Departments align distance education (DE) courses and programs with the same curricula, learning outcomes, and assessments used in face-to-face instruction. DE courses go through a faculty approval process that includes 5 additional questions to be answered for online courses. This is laudatory. Positive developments in this area include a new online portal for DE at IUP to serve as a one-stop shopping site for prospective online students, best practices site for faculty and resources site for current students. Many on campus residential students take online courses. Resources to guide and assist faculty in the design, development and delivery of online courses exist on campus. State authorization (approval of IUP to have students outside of PA) is handled centrally through the Office of Extended Studies. Technology support and limited instructional design is offered through the IT Support Center with the services of two instructional designers.

- Standard 13 addresses experiential learning with a focus on knowledge or skills obtained outside of a higher education institution. This includes internships and prior learning assessment. The Office of Extended Studies has also brought order and compliance to field experience agreements, such as internships, externships and clinical experiences. In the past, the process of managing these activities was decentralized. In the past year, staff processed over 800 agreements.

- IUP has made an institutional commitment to global education, consistent with the institutional mission. For example, the College of Business sends regular faculty to its international engagement locations. The Office of International Education and Global Engagement proceeds strategically and carefully, with significant up-front academic oversight and review prior to establishing partnerships. The number of international students on campus is approximately 1000 with significant representation of students from China, India, and Saudi Arabia.

- IUP has a limited array of non-credit offerings, organized under both the Office of Extended Learning and individual schools. There is sufficient academic oversight and they are self-sustaining programs that provide very little drag on University resources.

There is evidence of the rationale for this non-credit programming. The Office of Extended Studies contracts with World Education and Career Step for non-credit programs with sufficient oversight to be in compliance with Standard 13.

- Standard 13 also addresses additional locations. Indiana University of Pennsylvania has multiple off-campus locations. The adequacy of these facilities and the academic integrity of the programs offered there have already been addressed in Standards 3 and 6, respectively.

Accomplishments

- The establishment of the Office of Extended Studies provides a much needed central place to assist with the coordination of continuing education and distance education activities and to initiate outreach efforts from IUP to the "non-traditional" adult learner for degree completion programs.

- The online virtual centralization of distance education is helpful for learners and prospective students.

SUGGESTIONS

25. Because the structure for offering online programs is highly decentralized, opportunities for specialized and cost-effective marketing of online programs to special populations, especially outside of Pennsylvania, are difficult at best. Enrollment Management includes marketing of the online offerings. However, most institutions incorporate specialized marketing outlets and strategies for their online programs and the most successful operations follow a highly centrally coordinated structure to do so. IUP might look to the Office of Extended Studies as the logical place to locate a marketing specialist for online programs since responsibility for state authorization is located there as is other DE expertise.

26. While faculty support in online learning is available for faculty through various units, such as the Center for Teaching Excellence and The IT Support Center, these services are not centrally coordinated and are dependent upon faculty initiative. The faculty and the University may be better served by several changes in the approach to the design, development and delivery of online learning, with central coordination of services,

required online learning pedagogical training for faculty and adherence to Quality
Matters standards in online course design.

Standard 14 - Assessment of Student Learning

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the
institution's students have knowledge, skills, and competencies consistent with institutional and
appropriate higher education goals.

In the team's judgment, the institution appears to meet this standard.

Evidence and Findings

- The state-mandated five-year program review process has provided a structure and
  schedule for review of specific programs. Rather than imposing another structure, IUP
  has leveraged this one to provide both a calendar and format for reviews campus wide.

- Although the five-year review process has been in existence for some time and it appears
  the reviews have been completed on schedule, a number of the earlier reviews lack any
  mention of student learning outcomes. Recently, additional oversight and requirements
  have been imposed in the five year review process to ensure outcomes assessment is
  reliably included and has more depth.

- Solid evidence of student learning outcomes has been provided from some areas and,
  where this is the case, it reflects meaningful activity on the part of the faculty, examining
  and acting on well-structured evidence of outcomes. But while assessment of student
  learning outcomes is taking place appropriately in some programs, meaningful
  assessment activity is not consistently present across all programs.

- Many specialized accreditation letters mention concern about student learning outcomes,
  indicating that a number of programs or units that have accrediting bodies have a history
  of struggling to accomplish learning outcomes assessment. It was also noted that some
  units, such as those accredited by AACSB or ABET, seem to have outcomes assessment
  well in hand.

- IUP has identified Expected Undergraduate Student Learning Outcomes (EUSLOs), but
  assessment of them has proven difficult. Informed Learners, Empowered Learners, and
  Responsible Learners are not operationalized at the institutional level, which renders

meaningful assessment of them very difficult to accomplish. Where academic programs are asked to map their major-specific learning outcomes to a EUSLO, the results that become available under these conditions do not readily permit meaningful aggregation such that conclusions could be drawn about the extent to which IUP students have achieved these outcomes or, in the event they do not, how any deficiencies might be effectively addressed.

- Centrally organized EUSLO assessment has taken place only in a pilot phase that has relied on voluntary participation.

- Student learning outcomes assessment is not sufficiently mature to inform university assessment.

- Overall, assessment of student learning at IUP is well intended and on a forward track, but inconsistent and ultimately incomplete in implementation.

Accomplishments

- Clearly IUP has been thinking about student learning for some time. Dating back to 2006, the Expected Undergraduate Student Learning Outcomes (EUSLOs) reflect considerable thought on the part of IUP faculty, and an organization of learning concepts that can only reflect careful discussion among the stakeholders who generated them.

- In recent years, significant progress has been made by the provost's associate position charged with shepherding assessment, and by the university assessment committee that is comprised by campus representatives. Both parties are mindful of the importance of faculty ownership of learning outcomes, and respectful of the reality that assessment that isn't owned by faculty will have no real value.

- The transparent mode of operation of the current administration, combined with its launching of a number of committees and initiatives conducting scans or analyses of various needs helps create an environment that supports good quality assessment. While not always directly related to assessment, these administrative habits create a culture of inquiry which will help convince faculty that student learning outcomes assessment is worthy of their participation.

SUGGESTIONS

27. Operationalize all EUSLOs at the institutional level, keeping them as simple as possible to ensure relevance across disciplines. Encourage faculty who find the institution-level definitions insufficient for their discipline to adjust their major-specific criteria accordingly.

28. Adopt a standard and procedure for sampling student work in order to keep the process manageable and the results valid.

29. Consider leveraging embedded student work in order to avoid validity questions that accompany students producing work in which they are not invested.

30. Develop and document a formal process for assessment results to be reviewed by an institution-wide body.

31. Ensure reliance on direct measures as the primary tool for assessment.

32. Provide institutional structure via a central reporting and review process that will keep units on track and provide feedback and assistance. Faculty should remain in control of the content, but the campus should design a centrally imposed structure to support this function.

RECOMMENDATIONS

5. Operationalize the Expected Undergraduate Student Learning Outcomes or another set of outcomes reflecting the Liberal Studies program, and document sustained assessment of the extent to which undergraduate students are achieving the outcomes.

6. Ensure direct evidence is collected for student learning outcomes in all academic programs, and a process is in place to document decisions for improvements in response to the data.

APPENDIX

Listing of Suggestions and Recommendations

SUGGESTIONS

1. The campus should complete their process to fully codify all aspect of the strategic plan and to develop effective assessment tools to measure progress.

2. IUP should provide regular updates on the implementation and progress toward all goals articulated in the strategic plan to all constituents of the campus community.

3. The campus should create additional enrollment/revenue/cost projections using different scenarios to assist in evaluating the campus impact under a number of different conditions and circumstances.

4. The University should consider additional efforts to provide students with more detail on the Pilot Tuition Model and how it may impact their cost of attendance at the University.

5. A comprehensive staff training and support program should be established for professional, clerical and maintenance staff to provide them with the skills necessary to enable them to advance within the organization.

6. When initiating large projects, the IUP shared governance community should give careful thought to the optimal balance of process and product, with particular attention paid to investment of human resources and attendant opportunity costs.

7. IUP should review national best practices in developing incentives for faculty participation in important leadership and administrative roles.

8. IUP should review best practices in administrative structures and processes.

9. Develop a prominent link on the IUP website to an Academic Integrity webpage that includes an affirmative statement about academic integrity at IUP – what it means and IUP's commitment to it. Sanctions then follow from violations of this general statement. It was noted that the College of Business seems to have the most developed affirmative statements for students on ethics and integrity before laying out the sanctions for violations. It would be helpful for this approach to be University-wide in helping to support a climate of academic integrity.

10. Require regular (likely annual) submission of documentation of outcomes, data collected, and use of results to a central office or committee that can act as facilitator. Provide feedback to all units submitting documentation.

11. In order to keep assessment on track, make the reporting timetable more frequent than the minimum five years required by PASSHE.

12. While individual units may choose to assess more, adopt an institutional practice of simplifying assessment to address the most important and measurable outcomes in the required documentation.

13. Make it a high priority to identify assessment measures and an associated timeline for the goals articulated within the strategic plan.

14. IUP is encouraged to continue to assess the validity of the merger of graduate and undergraduate admissions in the context of national best practices.

15. IUP should continue to communicate the planned tuition change to students with information ensuring that they understand the most effective ways to complete their degrees.

16. IUP is encouraged to review national best practice options for graduate student support and to seek ways to supplement the current low assistantship formula.

17. IUP should review food service options that Aramark might provide to the current meal plans.

18. The campus should undertake a review of existing and new programs and services that may provide stronger connections between the students at the Punxsutawney campus and the main campus.

19. IUP may wish to develop a more systematic means for encouraging collaboration in research and graduate education across department and college lines. Although such collaborations do occur, funding agencies, especially in STEM disciplines, are increasingly encouraging interdisciplinary collaborations for funding success.

20. An exploration of IUP's website determined that policies and procedures for faculty are scattered in a variety of places. The campus is encouraged to establish a one-stop place for faculty to find these important documents.

21. Tenure and promotion decisions are specified in the collective bargaining agreement negotiated between the faculty union (APSCUF) and Pennsylvania's State System of Higher Education. The 2014 IUP Middle States Survey identified considerable confusion among faculty, especially junior faculty, as to the standards used to assess excellence for teaching, scholarship, and service, especially as they have a bearing on tenure and

promotion decisions. The review team strongly encourages the development of workshops and the like to help faculty better understand the current procedures and standards.

22. As the dossiers for promotion and tenure proceed upward through academic channels, faculty are concerned that committees and academic administrators are "not as familiar with the applicants' disciplinary activities of teaching and scholarship." Accordingly, the reviewers strongly recommend that discipline-based external reviewers be included in the process. It is common practice for research intensive universities to do this, especially inviting reviewers to evaluate the candidate's scholarly contributions and productivity in the discipline.

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26. While faculty support in online learning is available for faculty through various units, such as the Center for Teaching Excellence and The IT Support Center, these services are not centrally coordinated and are dependent upon faculty initiative. The faculty and the University may be better served by several changes in the approach to the design, development and delivery of online learning, with central coordination of services, required online learning pedagogical training for faculty and adherence to Quality Matters standards in online course design.

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29. Consider leveraging embedded student work in order to avoid validity questions that accompany students producing work in which they are not invested.

30. Develop and document a formal process for assessment results to be reviewed by an institution-wide body.

31. Ensure reliance on direct measures as the primary tool for assessment.

32. Provide institutional structure via a central reporting and review process that will keep units on track and provide feedback and assistance. Faculty should remain in control of the content, but the campus should design a centrally imposed structure to support this function.

RECOMMENDATIONS

1. The Council of Trustees should consider instituting either formal internal self-assessments or formal assessments by an external body.

2. IUP should address the need for professional development for those taking on the role of department chair and implement programs that prepare faculty for this important campus leadership role.

3. Create and document an organized, sustainable and systematic process ensuring that assessment results are considered in institutional planning processes and resource allocation.

4. The University should address why the campus perception is somewhat negative regarding general education delivered at the regional campuses and develop a plan to assess this perception and address this situation if necessary.

5. Operationalize the Expected Undergraduate Student Learning Outcomes or another set of outcomes reflecting the Liberal Studies program, and document sustained assessment of the extent to which undergraduate students are achieving the outcomes.

6. Ensure direct evidence is collected for student learning outcomes in all academic programs, and a process is in place to document decisions for improvements in response to the data.