



## Transforming Students

Malaika Turner

### Concurrent Session Questions To Answer:

#### **1. Is something missing?**

- With the push of the 10-20 years our push has been towards preparing unprepared students for college
- We need to understand that even with talented students, there's a risk factor – draw from students who might have potential and stable backgrounds so we're looking increasingly at blanker and blanker slates
- I don't think its true (this statement)
- I came from a technical school (RIT) and they value career driven and get them out of school and they're done...We have a good curriculum if you don't know what you're doing....This is not the in the door statement
- Transforming from what to what??...The base statement is where we'd like to go and not where we are starting
- I think it's unfair to ignore the talented students who are here on a higher level....Somehow we shouldn't dismiss those who are prepared and talented, but broaden our scope
- We need to look at our supportive services...is it all inclusive...are we hitting folks outside of the state....Are we including them to make sure they are prepared for students who may not be fully prepared
- Robert Camp – raises that there's an issue...purpose of the statement...vision statements are supposed to be futuristic...president has indicated that this should be a vision statement...we're already meeting some of the statement...this is more of a mission statement and not vision...vision should be where we want to go...issue of preparation of the student is where we want to be which gives....if we stick to his thoughts that this is where we want to see IUP in 15 years, then this statement if fine the way it is.

#### **2. Is there something that shouldn't be there?**

- There's nothing here about globalization...if we look at the draft about the future it speaks to what the transformation might be into innovative leaders....Can we move between the themes to the draft statement
- Plural students with plural background and singular success – didn't understand

- Can we add something that captures that they will create their own success (rephrase)
- All backgrounds and “success” can we add multidimensional success and various backgrounds
- Backgrounds I picture physical environments would suggest replacing all backgrounds to all cultures (spirituals, cultures); bipolar to prepared and unprepared...think of all of our students as needing some preparation (cognitive...); we will always be addressing some level of unpreparedness...we’re about assisting to meet the needs of their unpreparedness
- Statements seem past tense....helps connotes negativity
- Helps – seems maybe use the words lend support or support might be more positive; has students who are under tremendous stress because they are working, they have family issues, personal health issue (depression, and others); they’ve got friends who are in trouble and this is just on a regular basis; SO helps needs more definition...helps could mean teaching them in the class which could help them get registered but it has to go beyond that
- This leads to the broadness of success...professionally and personally...career success is not the only kind of success
- How about foster growth or empower
- What do we mean by talented?
- Better define talented, motivated – there are some who are better prepared, we need to define that...we’re not talking about personal, their view
- Helps indicates that there’s a problem...instead of guides or cultivates....transforming says something is there...transforming says the students have a tools they need for the transforming (caterpillar)
- Transforming into what?? What do we transform our students into? Is what I think is missing
- Drop talented motivated and prepared...Reminds him of PR posters where students look great, but they come to class tired
- Is talented, prepared, motived in the door words or out of the door activity...Are we looking to bring them in as TPM or transform them to TPM students
- I think there needs to be a connection between this statement and our student learning outcome, informed empowered and responsible

### **3. How are we doing “this” well at IUP?**

- 1/3 of people in the room have something to do with international...The vision doesn’t reflect the 900 international students where; we undercut ourselves; internationalization is reflective of IUP
- One thing we do to prepare them well is faculty are very accessible to students; you see students and faculty talking to one another...faculty go out of their way to assist students;

- One things we do well is the 200 clubs and the Honors College where students can explore things where they have a strength; students can go beyond their academic goals; there's so many things and so many places they can go to find their thing and grow
- There are many people leading and are a part of organizations; the motivating factor is good
- ½ of our work is off campus for nursing faculty; we can actually show students where they're heading; the community partner tell nursing faculty that they prepare nursing students very well
- Also back to clubs, lots of our clubs are nationally and internationally connected...it's good for students see students how they're connected
- Political science dept..."our job is to provide you with the foundational information for your discipline and how to use it" ....you will be able to explain why things are happening...they come with a high degree of information about their discipline...I think we do a good job of that
- My son has two other grad degree...Research at the undergrad level we do well...he was mentored, he did a thesis – defended it and believes we do research on this level exceptionally well
- Global perspective is not included and it's troubling...western PA students will go in the jobs...ethical decision making and globalization in Business is key, yet we do not include globalization
- Success – is needs to be bigger...the transformation is bigger
- Success suggests all these ideas...Maybe globalization is being mentioned at other sessions
- Personal success and global success needs to be included
- Coming back to globalization – we tend to think that we should prepare them for the world, but in PA who are speaking various other languages in western PA. the world is not out there, the world is here now
- It's a vision so the vision is what we see down the road and our students should be connected down the road...we have to be connected with the world
- Diversity (prep, social background) #11 might be better
- We want students to be able to address society ethical issue and succeed in a globalize economy. We want to prepare them...this statement doesn't speak to that..on how to we need to prepare the students
- Balance of opportunity is a good thing...."I've been here a long time" ....w

#### **4. How can we improve "this" at IUP?**

- Locally we accomplished a goal of empowering students but where we can improve is better collaboration within the university....We don't communicate as a university; how

often do we communicate...how do I know that a student leaves my office, that they can the same thing in another office...there's a need for more communication

- We are compartmentalizing...we deal with everything in our silos...we don't talk to each other....
- What I'd like to see more collaboration with Honors college – honors college and working with faculty out across the university...more honors programs across the university
- I think we do those things but we don't talk about it enough.. the PR part of the things that need to change...let's talk about everything we do really well here
- Interdisciplinary offerings – there should be talks between disciplines
- Audited in various classes and found that there are classes that would be beneficial to our students...Auditing helps....started yoga meditation classes and faculty are sending students to gain extra credit, which is very helpful...professors giving bonus points would be beneficial to the students and their exposure...it's a motivation factor for students...they will learn...students are doing well in China because of tutorial classes
- Two things..Honors College does helps students with internships (support) and telling students they are getting a complete education...all these classes add up to something bigger...Framing is important
- If we want to see students attend Extra curriculum activities ...If we want students to attend Extra curriculum activities, then we need to attend also...if we don't show the students that we want them to attend by going, they won't attend; We can improve on being more transparent/accountable...if a program doesn't have global content then reach out to other disciplines who have what we need...if we're weak in an area, let's look and see who has it....realize our weakness and find our strengths
- We need to help students understand that they are successful....What they're doing is helping them
- Trying to convince the students, they can compete with anybody out there...IUP has given them the skills, now go out there...Keeps motivated them and telling them 'You can do it!!!'

## 5. What makes "this" distinctive at IUP?

- What makes us distinctive and how are we communicating that? Line 11 IUP by design recruits students and faculty from diverse backgrounds
- We have a far more diverse faculty here at IUP and we need to play on that
- Diversity is one way to prepare students for a global world
- We problem have more diversity faculty and students in the PASSHE
- I wouldn't send my daughter that doesn't have numbers of diversity
- The system (PASSHE) isn't invested
- Go back to the "normal school" philosophy.

- We do have big school opportunity, but small school caring factor; recognize faculty and staff of diversity is strong
- PASSHE doesn't look at international students as diversity – based on assessment
- Future of state is no longer PA...change things to PA, not western PA
- The way that we design our curriculum is important....
- We need to know these things...Communication/information is not trickling down to the Admissions department...Admissions dept wants to hear about more so that she can improve communication
- Think the diversity within IUP/faculty of IUP and opportunity...so many students here (Americans) fail to know what's going on globally...We need to go beyond our borders
- Class room sizes are not the 100s like at PSU...They are larger, they are grown but small enough that you know you students...That's been distinctive about IUP
- There's strength in the mentoring here...the opportunities to mentor students is greater because we have more opportunity. To know that there's a core faculty who will know their names and share in their success is here at IUP
- We're getting Ivy league education and public school price. We're attracting quality faculty staff and the pay is consistent
- We care about our teaching; we can bring distinguish faculty but if they don't care about teaching, they don't last too long
- Student was able to publish with faculty. Faculty are not just worried about their own success but their students
- We have Successful faculty and engaged students
- We engage our students in leadership opportunities and things outside of the classroom
- There are scholarship conferences grad and undergrad...Faculty take students to conferences, aware ceremonies are more time for faculty...we push our students to take advantage of these opportunities....Students are encouraged to take advantage of out of the class opportunities
- Our students get experiential learning opportunities because of faculty and their connections

## **6. How could we better promote “this” aspect of IUP?**

- Faculty collaborating with students at events and projects
- Show what the students are doing and highlight the faculty
- Leaving the story; social media; so much to tell but only a small ability to tell it; sharing the information with people who are taking the picture; put the stories out there
- Social media spreads like wildfire...we're missing opportunities with the alums who only been out a few years
- We need to be very intentional about what we say and what we're doing; he's very intentional about what we're saying.

- We can use our alumni to reach out to perspective students and promote their great education at IUP
- Pictures that we have in Sutton are not inclusive...Brings in students and they see the pictures and of students who are Caucasian and it doesn't represent all of our cultures
- Using young alumni in the transformational process is crucial because they can be reflective...,current students are marketed, but they don't really know the transformational process like alumni
- Invited accomplished alumni to IUP and they shared their story and how a faculty member transformed their lives...we are missing our "life stories" from alumni.
- We can give the PENN reach out to current and alumni students in the paper and highlight them in the PENN...add pages in our PENN...reach out to alumni who are happy with their lives



## Responsive Curriculum for the Future

Ben Rafoth

### **1. Is something missing?**

- a. What does our student need for tomorrow?
  - i. Curriculum is more than a collection of courses, to include what they will do outside of classroom, will it connect with what is being done in the classroom.
  - ii. Student preparation
- b. Need to respond to the needs of the current professions/jobs/careers.
  - i. Respond to whom?
    1. Society
    2. Funding stream
    3. politicians
  - ii. Majors are wanted that we do not offer.
- c. What is it that the students need to know, not what we want them to know.
- d. Important needs, etc. – foreign languages
- e. Multi-disciplinary approach
  - i. Sharing
- f. Focus on eliminating needs to be focused on long-term future.
  - i. Long term is important
- g. Slow curriculum review
  - i. Not the people, too many groups that the curriculum has to go through for approval/implementation
- h. Pro-active
  - i. Faculty sees trend coming
- i. Curriculum at IUP is very restrictive – requirements
- j. Critical engagement/creativity
- k. Conservators of tradition
- l. Curriculum should prepare student for the rest of their lives – flexibility
- m. Competency based

### **2. Is there something that shouldn't be there? (Remove Western from line 8)**

- a. Remove barriers/silos
- b. Bottle necks in process

- i. Curriculum requirements hinder exploration
- ii. Assumption of requirements
- iii. Committee review
- iv. Expedited review for areas such as format
- v. Restrictions
  - 1. Who teaches/who can teach
- vi. More flexibility for students to choose
- vii. Prior learning credit obstacle
- c. PASSHE requirements
- d. Change of major
- e. Competition of departments
- f. Complacency

### **3. How are we doing “this” well at IUP?**

- a. Offering a range of programs responsive to the needs of students and society.
  - i. Largest range of programs at PASSHE institution price (affordable).
  - ii. Structuring curriculum for the students.
    - 1. Attracts perspective students
    - 2. more to choose – well rounded
  - iii. Early stages of interdisciplinary
    - 1. Need to think ahead - E.g. middle-level education, Dance Arts, Energy Curriculum in Geography
  - iv. Special Topics – allows integrating all the time.
  - v. Selective Topics
  - vi. Team Teaching – Mentoring?
  - vii. Departments take curriculum seriously
- b. Society
  - i. Programs that do prepare students for after they complete their degree
    - 1. Service learning
    - 2. Honors College curriculum – intense focus on liberal studies courses

### **4. How can we improve “this” at IUP?**

- a. Advising - Letting students know that they can major and minor in various area’s and still graduate in a reasonable time.
- b. Develop concrete ways of accountability for good/bad advising at IUP – (general consensus in agreement)
  - i. Degree Works
- c. Is there a way to get experiential credit at IUP? – need more information.



- i. Ties to admissions
- d. Greater flexibility in transfer credits
- e. Credit by exam policy
- f. Redefine General Education major – increase flexibility
  - i. Liberal Studies major as an option
- g. Explore international study/connections
  - i. Advisement – academic planning
- h. Increase internship opportunity
- i. Current event courses
- j. Offering more student/faculty forums
- k. Assessment of alumni – were they prepared for their profession when the graduated? (Survey)
- l. Structure more public service/community involvement in the classroom.
- m. Need increased resources for faculty to development of new programs.
- n. Internships (Summer) from Freshman year through Senior year
  - i. Financial support for students
- o. Improve foreign language opportunities

## 5. What makes “this” distinctive at IUP?

- a. Distinctive at IUP –
  - i. Price of attendance
  - ii. Accessibility of faculty and staff to students
  - iii. Unique programs
    - 1. 1:1 advising
  - iv. Great facilities
    - 1. Nursing simulation
    - 2. Clinics
    - 3. Performing arts facilities
  - v. Instructional environment – small classes, faculty-led
    - 1. Honors programs – allow students to challenge themselves
    - Workforce plans – We are ahead of the curve – e.g. Criminology, Nursing
  - vi. Licensure rates/pass rates/competency rates good
  - vii. Diversity commitment – African American Cultural Center, Latin Studies, Women’s Studies, Asian Studies, LGBT Studies, Developmental Studies, International Studies
  - viii. Living/Learning Community – resident halls
    - 1. Unique perspective outside of the classroom
  - ix. Internship placements, Co-op – combine curriculum with internship.

**6. How could we better promote “this” aspect of IUP?**

- a. Website front page – diversity
- b. Website change to make more user friendly
- c. Up to date information
- d. Resources made available for web maintaining at department level
- e. Make it easier to post/approve on websites
- f. Incentive faculty to build relationships with High School and elementary schools
- g. More student stories – web, visits
- h. Push against “I Usually Party”
- i. More beneficial for students to visit not just use pamphlets
- j. Expo’s – college had a private expo – student’s speakers instead of faculty
  - i. Want to hear “real” students
- k. Retain and re-direct
- l. Alumni involvement in recruiting
- m. Promote beyond Western PA
  - i. Student involvement – updated ideas – face of IUP
  - ii. Domestically and abroad – use students voice
- n. Non-credit classes – need more – marketing to society needs addressed.

**7. Statement suggestions:**

- a. Remove Western
- b. Empower instead of “shape”



## Creating the New Traditional Learning Environment

Katie Trenney

### **1. Is something missing?**

- Values related Distance Learning is not geared for placed-committed students – not holistic – most currently are for students in a current classroom
- Missing hybrid nature of our learning environment
- Don't say strong enough we are in a larger environment and what we do is prepare for that larger environment – line 37 is weaker than we want – aspirational – want to empower place committed students – focus on broader environment is not strong enough
- Line 34 – Not accurate – provide education all over across the globe
- Need to reach non-traditional students
- Distance learning – has evolved taken new meanings – use a lot of distance learning technologies – technologies are used to enhance learning not necessarily reach specific type of student
- Core values – line 37 – drop distance learning to use the term technology – committed for every student. Using advanced technology to each ALL student
- Level of excitement that students have is missing – beyond technology – holistic –
- Line 11 – students come highly motivated and engaged – needs built in
- Pull in information from the advertising we currently have – find your success
- Understated- need to address access not just provide services
- Line 34 providing ACCESS to all students

### **2. Is there something that shouldn't be there?**

- Line 34 – Western PA – we are more, global
- Start in Western PA – lose our way if we don't identify our base
- Recognizing challenges that broad environment has and provide
- Need to highlight the rural community with access to urban
- Lots of communal language in both Vision, and values – no consistency of terms – communities, social, society – need to be clear – overarching social sense/social capital – abrupt transitions – tighter sense of what we are talking about

- State institution – education our own and then keep them in our state – while acknowledging others and the role of both – reflect as a solid community statement
- PA statistics young people and less stay here because of no jobs – we cannot deny PA has an older population
- People are looking outside of state – Pitt and Penn State growing – advertising to grab from other states – Market is southern– need to make everyone welcome – if focus on Western PA would be limiting – need add globally or and beyond
- Issue why using community terms – we need to make sure we have a sustainable business that adapts over time
- Disagree – foster driving society together
- Good university has its roots in the community it is logged in and draws from a global community – can't forget where we started – our history
- University is not a single community – but a collection of communities – needs to be clearer regarding those community points

### 3. How are we doing “this” well at IUP?

- Core faculty that are committed to learning and incorporating the new technologies not matter the scope of the class e.g. traditional or online – the goal to enhance learning
- Lots of faculty that are not moving with technology – use old technology e.g. pen and pencil
- Pockets of excellence – need more benchmarking
- Problem with the way its phrased – separate out traditional and technology
- Technology supporting face-to-face – e.g. simulation lab
- The way it phrased – seems focused only on traditional with limited acknowledgement of changing learning environment
- Technology allows for collaborate and is expected
- Cutting across traditional silos e.g. Academic and Student Affairs
- Allows for innovation and experimentation – critical at beginning – we wait until it is developed vs. being the developers
- Need to be holistic statement
- Offering new and effective learning environments – the worry of traditional – feels dated – capture that effort – evolving classroom – technology is one part
- Dynamic learning environment – but don't throw the baby out with the bathwater – don't turn back on traditional
- “new traditional” as we evolve – phrasing acknowledge past and evolution
- Faculty expertise in the classroom – the new tradition – beyond the brick and mortar – faculty embrace new technologies

- Focus on collaborative – instruction of the future – flexibility
- Combine the best of the past and incorporate the new

#### 4. How can we improve “this” at IUP?

- Learning environment beyond just the classroom
- Links and bridges all the various experiences students have
- Invest in state of the art instructional technologies
- Resistance of some individuals to new technology
- Toolbox only – enhance interaction via tools not replace
- Interaction with our faculty not grad assistants or TA – taught by the professor- needs emphasized
- What is “traditional” is different for our students vs. faculty – need to look at students traditional
- Traditional is not a methodology – it is an interaction – most basic is face-to-face
- Mistake tools for content
- Interaction is the key – not just in classroom but alumni, community
- Focus on how students learn along with the technology/tools they are going to use
- Must teach students the technology – the more information literate students are the more marketable- don’t focus on the specific tool – but on the technology e.g. My Space to Facebook and now Twitter prepare the using tools today
- Balance the field – between =subject matter experts with ancillary support services - Separate technology from interaction

#### 5. What makes “this” distinctive at IUP?

- Instructing students in a more interactive/collaborative environment
- Enhancement not a replacement
- Faculty member is the expert and they identify the tools – not intermediary deciding
- Able to connect without technology
- Academic freedom to experiment in the classroom to enhance learning
- Faculty teaching at all levels – not Graduate Assistance
- Standardized learning environment regarding technology – improve the learning
- IT working collaboratively faculty
- Excellent library – library is about the content not the medium
- Access to scholarly content globally – leverage social media – new traditional of media

#### 6. How could we better promote “this” aspect of IUP?

- Need to educate regarding technology capabilities

- Need to systematically assure students and faculty can access technology
- Tap into options to provide for multiple intelligences to be used e.g. reading text vs. text being read to individual.
- Promote Peer-to-peer aspect of learning
- Marketing our tools that we have – e.g. library database – almost articles can be read to them.
- Let students know where services and funds are coming from and going to
- Secure private capital to create new spaces to use technology
- Be entrepreneurial



## Educating the Whole Person

Tedd Cogar

### Concurrent Session Questions To Answer:

**1. Is something missing?**

- The cultural well-being of the whole person, cultural enrichment opportunities
- Value of the real world opportunities
- Experiences of the gathering spaces like the Oak Grove

**2. Is there something that shouldn't be there?**

- Living/Learning communities, use of buzz words
- Combine lines 34 and 35
- Change "small town" add global
- Line 26 "event connect" this term is limiting, change events.

**3. How are we doing "this" well at IUP?**

- Lots of stuff / opportunities for engagement
- Solid Liberal Arts foundation
- Human resources of faculty and staff engage students in and out of the classroom
- Resources in the resources (shared) and collaboration with various departments
- Service Learning, internships, and community service, volunteerism
- Honors College (cross courses)
- Diversity
- #260 organizations
- Preparation for professional life

**4. How can we improve "this" at IUP?**

- Careful in our curriculum to prepare for major and for life opportunities
- Common multiple experiences to recognize various steps of the educational experience/process

- Communication
- Institutional commitment to take value in Liberal Arts Opportunities
- Marketing and promotion
- University experience vs. Trade School
- Families are stakeholders
- Line 38 alumni experiences and success beyond \$\$ /donations of dollars
- Connecting IUP to family history/legacies

**5. What makes “this” distinctive at IUP?**

- Capitalize on Legacies
- Maintain small classroom size
- Faculty who teach, research, volunteer, and mentor
- Mentors outside of faculty
- Quality experience to create additional legacies
- Line 15, active scholars “teaching” in their discipline
- Attract first generation students to an affordable education
- Meeting curriculum, affordability, and success after college requirements

**6. How could we better promote “this” aspect of IUP?**

- Creating a campus identity highlighting alumni while redefining success
- Improving school pride and traditions
- Promote the university and the success of the story
- Value of being holistic
- Value of student as an individual, not just by name





## Right Size, Right Location

Kharief Williams

### Concurrent Session Questions To Answer:

#### **1. Is something missing?**

- Line 8 – Different, more specific language for “and beyond”.
  - Maybe “global” or “international”
  - Line 8 – perhaps “enhance communities, locally, regionally and state-wide”.
- Change in line 7 from “transform” communities to “enhance” or “partner” (perceived negative connotation with “transform”)
- More acknowledgement of professional staff in the document was requested via a new paragraph. “Caring community of professional staff that work together to enhance the student experience and create a supportive environment for academic success”.

#### **2. Is there something that shouldn't be there?**

- Lines 8 & 34: Recommend deleting “Western” - Our students are not all from Western Pennsylvania and our campuses/sites are not limited to Western Pennsylvania.

Note: we have an obligation to Indiana and Indiana County; we have an obligation to service our “locale” first and then reach out.
- More direct acknowledgement of campuses and sites: Culinary, Punxsy, Dixon.
- Recommendation line 11 – delete “well-prepared”. Or replace “well-prepared” with “dedicated” or “motivated”.

#### **3. How are we doing “this” well at IUP?**

- We have a big school feel with a lot of major choices. But we have a “small” feel and a lot of personal interaction with professors, students and staff. The big/small is viewed as a positive.
- Dedicated staff. Professionals are on all campuses to make sure students are safe and they work hard to make sure the student experience is a good one.

#### **4. How can we improve “this” at IUP?**

- a. Punxsy campus seems to be isolated or separate; while students are enrolled at branches they need to feel like they are “part” of the University.
- b. Line 35 – Concern voiced about our “leaning on” being close to a bigger city; develop more of an identity for Indiana itself and for the branches.
  - i. Pittsburgh isn’t easy for a lot of our students to get to (no cars, expensive gas). An hour and fifteen minutes doesn’t feel “accessible”.
  - ii. Line 35 – use language that says our location is “enhanced” by access to a thriving city.
- c. Line 32 - What is the “right size”? Knowing our students by name is an indicator but the actual size isn’t worked into the Vision.
- d. Perhaps incorporate our size into paragraph 2. We are a larger University but we have a strong sense of community.

#### **5. What makes “this” distinctive at IUP?**

- Line 36 – our beautiful, functional campuses
- Small classes and not huge lectures; a lot of 1:1 interaction
- Size. “Perfect size” – know people but can also easily meet new people. (lines 32 & 33). Want to be small enough (class size) but large enough to offer the right programs.
- Line 32: Knowing our students by name “in and out of the classroom”
- Value: Our current enrollment level is good in terms of faculty to student ratio.
- Line 39 Value: Maintaining a sustainable size that offers both personal interactions and a comprehensive choice of programs.

#### **6. How could we better promote “this” aspect of IUP?**

- Right size. Right location. Right programs.



# Regionally Relevant Scholarship with Global Impact

## Hilliary Creely

### 1. IS SOMETHING MISSING?

- Consistency in the wording of the theme
- Using Western Pa exhibits accountability to the State System
- Make the point of “Pennsylvania and Beyond” since our research goes beyond Pa.
- Need strong verbs in the vision
- “Students becoming innovative leaders and shaping their communities”
- “Partner with communities”
- Interdisciplinary is missing from the third paragraph
- Topic missing from the values
- Programs seem like courses we offer, and there is more than those at the school (research opportunities, performing opportunities, etc.)
- Encouraging our students to generate new ideas
- Who determines the needs of students?
- The values seem as if they get close to vocational training
- Very heavy in the locality of the university and not a sense of global
- “Celebrating diversity, respecting identities, welcoming culture”
- Value statement should reflect what the school just spent years changing; the curriculum.
- Like the way the vision is concrete and the nature of the vision and values

### 2. IS THERE SOMETHING THAT SHOULDN'T BE THERE?

- “world class” serves the world not just PA
- Would rather use the State or the Commonwealth not “Western Pa”
- Shouldn't limit our reach in a statement based on our location
- Not sure if the word “transform” being used to describe the impact on the communities would be taken positively
- There is a scalar problem with the wording and not geographic one
- Not sure if the functional, beautiful campus needs to be addressed
- The idea of the campus being functional is a stretch since the buildings aren't all functional at the moment

- When thinking of scholarship, there aren't the resources that
- Maybe inspirational is a better word than beautiful
- The word "continuously" in the last sentence of the first paragraph isn't needed
- Word choice needs to be true
- The wording "appropriate locations" makes it limiting to the university. What is appropriate?
- Inconsistency in the wording. IUP offers programs in Central and Eastern Pennsylvania, but use Western Pennsylvania in the vision

### **3. HOW ARE WE DOING "THIS" WELL AT IUP?**

- The library and IT allows a single sign in for their resources that are offered
- Working on high performance commuting
- Interdisciplinary
- Providing professional development opportunities for our faculty
- Faculty doing international collaboration with schools overseas that involve students and faculty
- Successful in using applied focus for the students
- All of the departments that reach out to the community and involve students in the local community
- Nursing has distinguished itself
- IUP is encouraging dissemination in research their programs
- Possibility for all types of research; not just big research, making it easier to involve students
- The environment that we have created accepts all types of research and creates a balance for scholarship in a context that values teaching and quality education for students
- Pulling community into the university with programs
- Influx of hires that want active scholarship

### **4. HOW CAN WE IMPROVE "THIS" AT IUP?**

- Recognize the local pull of students in Western Pa
- Identify the areas that are going beyond
- Ways we engage students in research
- Reinforce research in undergrads
- Create good consumers of research at the very least
- Valuing a diversity in scholarship across the campus
- Relevance that active scholarship improves teaching

- Incentives that place research at the same level we place teaching
- Teaching circles that transfer knowledge on how to have active scholarship
- Look closer at how being a state institution benefits us
- Statistics on undergraduates finding jobs with their degrees; what graduate and professional programs are we sending students to
- Replicate what some departments are doing great when it comes to taking care of their students
- Basic infrastructure in the classrooms/ research
- Time management/ expectations of time management
- Relationship with business and industry in Indiana county and beyond

#### **5. WHAT MAKES “THIS” DISTINCTIVE AT IUP?**

- We can partner with state agencies because we are a state entity
- Research institute separates us from other state system schools
- Flexibility to do teaching and research; not just one or the other
- Continue to give priority to the Honors College
- Honor’s College provides a small environment among the broader environment of the university
- Faculty know their students more than by name; there is a lot of mentorship going on
- The connection to the students to their departments is astounding
- The culture of giving

#### **6. HOW COULD WE BETTER PROMOTE “THIS” ASPECT OF IUP?**

- Using repositories when showcasing faculty research do that it is readily available for everyone
- Prioritize showing our faculty research
- Building a culture around giving research time and support earlier in their careers
- Encourage the faculty members to engage in self-promotion without being boastful
- Having repositories for industry to be able to search what IUP has to offer
- Utilizing our alumni to tell us how their IUP experience has helped them in their career
- Marketing the strengths of IUP will draw people in
- Visibility on the website; making scholarship more accessible
- Important to make an empirical level case that we know what our alumni are doing after college
- The data is there we need to find a way to make it more accessible to all publics
- Making the internal publics know that all our departments are doing research

- A team at IUP that has the expertise on marketing the work of the faculty and students to the university and beyond



## Building Communities

Jeff Raykes

### 1. Is something missing?

- A community is a group that has a shared sense of belonging, responsibility, and commitment to one another. Are we reflecting this in the statement?
- Missing sense of acceptance/belonging
- Missing sense of mutual respect/care
- Build sense of mutual responsibility for one another
- “dynamic” scholarly community – stay cutting edge - stay current
- Staff and faculty come from diverse backgrounds and experiences, ethnicity, orientations- not just students. “university population” “university community”
- Nothing about cooperation – versus competition.
- Authentic student voice – seems like an authentic voice for faculty and alumni. Student section doesn’t seem like an authentic voice. Saying what the institution is saying about the institution
- Inclusive
- GLOBAL

### 2. Is there something that shouldn’t be there?

- Western Pennsylvania
- Maybe replaced with our “region”
- Maybe IUP community
- Mixed feedback
- Local/Global/Region
- Actual tensions is dividing western and eastern already – let’s not add to division
- Remove wording “events” page 26 not just events that connect – it is ideas, etc.
- Remove the DIVIDE
- Pennsylvania jobs.....issue addressed
- Have a problem with the word “commitment” in line 27 – commitment needs to be about the present not just the future!

### **3. How are we doing “this” well at IUP?**

- We create communities within communities
- Programs foster community within specific programs. SAHE. Student Organizations
- Fundraisers, service projects
- Groups on-campus are reaching out to groups off-campus
- Connection with local churches
- Professors help students identify outside activities – movies, churches, service projects
- Residence Hall students connect with local community
- Internship
- Transfer from another PASSHE University – at that university it was about that professor’s class. Here – students are directed to many other opportunities inside and outside of IUP.
- Branding of university – Crimson Hawk – done this well.

### **4. How can we improve “this” at IUP?**

- Younger Students don’t know what the connections are outside of campus
- It is hard for a freshman know how to be a part of the broader community
- Smaller communities don’t necessary connect where they can.
- Some departments are not doing this well
- Still in process of building identify. Don’t have history yet with much of our alumni base.
- Need the wonderful HAWK somewhere where students can get their pictures taken with it at graduation, etc.
- Put the Hawk everywhere like the Terp in Maryland, the Phil in Punxsy
- What about the HAWK do we want to send?
- Commuter students need places to study
- International students don’t feel a part of the community
- Capitalize on our athletic programs
- Full games – full of students – can influence
- Tailgating :
- Punxsutawney students feel physically connected
- Like going to high school all over again.
- Nurses/clinicals – co-op model in different departments help establish connection with employers and alumni.
- Building a community across the life-span!!
- Before they come to campus and once they leave.
- Respect and Safety should be promoted.



- Sense of safety changes as soon as you walk off campus.
- Town Gown relationship needs to improve –no perfect storm
- Social equity groups have limited resources – would help to have collaborative efforts – more interaction/structure for this

#### **5. What makes “this” distinctive at IUP?**

- Not clear cut boundaries and what constitutes campus and community at large – shared
- Living Learning Communities – any student can live with and meet other students with similar interest
- Remember places in town – alumni –well preserved downtown works in our favor
- Oak Group
- Nurturing – grow and learn from experiences.
- Class size allows us to know our students by name

#### **6. How could we better promote “this” aspect of IUP?**

- Missed opportunity with IUP events!!
- How do we expand student reach
- Not a them against us – residents and students
- How do students look better
- Conversations need to take place
- Acknowledging community awards – efforts- cords? Promotion
- Programming – internship/volunteerism development in community – build relations.
- Significant events – such as Homecoming – need to be proactive to build relations.
- Physically share more! IUP had low profile – at the Appalachian Folk Festival. Jump on these things!
- We get a lot of negative coverage from the Indiana Gazette – try to get the good things focused.
- Do what we say! If we are going to promote Living Learning –let’s do Living Learning.



## Engaging Alumni

### Michele Papakie

#### **1. Is something missing?**

From community standpoint, outside looking in, where does the community being Indiana come into play? See too many students anxious to graduate and move out of Dodge. Wants to see student eager to come back, community plays role in welcoming students to the Indiana community.

Success. We talk about our successful alumni often, not necessarily highlighted in the vision. In values section, but not in vision. Part of good storytelling.

Students doing so much beyond going to class and studying, philanthropically, volunteer work, etc. A lot of times it's the bad things that are recognized and not the good. Can we talk more about the good things community wise, nationally, and worldwide?

Education is the key to solving the world's problems, as Morrill said. We're equipping students to do that.

How we serve underprivileged population that might not otherwise pursue college, as in Punxsutawney.

Cater to this unique student with unique set of needs. Always hear clamoring for higher level of student. This is who we are.

Student from Punxsy campus: Felt that IUP forgot about them—conferences, etc. Still students, deserve same opportunities.

Phonathon student: Calling parents. My child at branch campus. Caller doesn't know what to talk about with them because never been there, don't know much about campus. Northpointe, Punxsy, Monroeville.

Student: Organizations on campus, should touch more on that. Being interviewed on radio. She's in national broadcasting society, working hard; don't feel that anybody's noticing that.

How supported the arts are. We have excellent music, theater, dance, and art programs. In this little town, world class productions coming in, faculty traveling internationally, on decline at many other locations.

Global students who are going to be alumni. How do we reach out to them? How do we keep them engaged?

How many go home vs. stay in the US? Would be interesting.

Student: Professors being hands on with the students. Doing commercials for different colleges at IUP, profs very hands on with helping, making sure have what they need.

## **2. Is there something that shouldn't be there?**

Transforming communities WPA and beyond, seems limiting. When talking about garnering alumni support, talking to people across country and internationally. Potential to transform whole nation, not limit to WPA.

A sense of marketing ourselves well. Getting message out in all ways possible so integrates to Punxsy, Monroeville, and Northpointe. What a wonderful opportunity you at IUP have with caring faculty, administration, get out to larger group. Get that message out.

Student body affair, Hawk Rock, had to wonder, presidential event, why not better attended? Knowing response to Thon, why was Hawk Rock not better attended, not as well noted. Where was failure in disseminating that information? Internal and external promotion.

Why did local community not feed into that so floor filled? Maybe it was just newness of event. Not made aware of it as much as she would have liked.

The word scholarly. Previous employer, ivory tower. Everyone approachable here. Doesn't know that the word scholarly reflects approachability.

Lines 21, 22. Questions new connections they make. If really question alumni, small portion that have made new connections with faculty, staff, students, and alumni. Perhaps wording can be adjusted.

New connections, certainly face to face, but then connections alumni are making by reading about things in monthly alumni newsletter, for example. While maybe not personal one on one connection, continually learning with what we may do, magazine may do, Media Relations may do.

Alumni who come back to speak to classes. Maybe need to qualify a little more what building new connection means.

Debra: Or alumni who come back, receive award, meet professors, etc., new connections. Also with student recruitment.

Student: Alumni do have problem connecting back because completely different school than when they were here. Example, mascot, new look at IUP, don't see school that they attended.

Where our job comes in to show them that values, vision for student success still the same. Still same institution under physical.

Diverse backgrounds, maybe change to diverse cultures. Thinks this stereotypes, this could open up a lot to people.

Could also mean first-gen college students. Could say backgrounds and cultures.

Strong society and abundant economy, maybe a little more quantified and a little less fluffy.

What does strong society mean? Could mean strong in not a good way.

Vibrant appears once already.

### **3. How are we doing alumni engagement well?**

Making great strides at recognizing our successful alumni. A lot out there. Steadfast effort to find best and we have uncovered the best, and we're continually looking for ways to involve them into betterment of IUP.

Deans really stepping up and locating successful alumni and bringing them back to campus.

Looking to visit alumni while out in about. Who's in this area?

Making effort to recognize alumni who are not just financially successful, making significant differences in our world, their professions, and using them to inspire students. Please come back, please speak to students, be a model. Provide an opportunity for student if you can. Give back in a way that's right for you.

Leveraging our communications, magazine, newsletter, social media, and birthday cards. Do a great job. If want to be engaged, think we give them the avenue to do so.

Ambassadors. Some of trustees started out as ambassadors. Have more people wanting to be than they can accept.

Training students, you are going to be alumni, here's what we do. Ambassadors.

Understanding philanthropy from the moment students come on to campus. Aware of touches that help students to be successful.

Wishes a venue to thank alumni for all they do, support. What if she's not in that class, doesn't have opportunity.

Monday afternoon event, bringing back Young Alumni Achievement Award winners. Opportunity to interact with them. Are opportunities like that, definitely room for more. Thank the donor day.

Can write thank-yous. Student Philanthropy Council, ways to get involved.

Faculty, boots on the ground, could spread word. Trip, face to face contact.

Career development a lot of opportunities in conjunction with Alumni Relations. New York trips, annual networking event in Pittsburgh. At least 50 alumni show up to meet and talk with students.

A lot of alumni come back to campus for job fairs. Need for students to come to those.

#### **4. How can we improve this?**

Have faculty talk to students about these things.

They are our wildcard. Tough to get them to cooperate.

Make sure communicating with students in the best manner for them.

Thinks students need to rewards to go. Long-term rewards not enough for them. Don't get the connection.

What we hear a lot when on road traveling. Students or alumni say they wish they knew all the things we offered.

Developing responsible, engaged alumni along the way.

Charging you as students to get there.

Young Alumni Awards, understand that connection a little better.

Career development game plan product. There's a gap with resources available to faculty for advising, etc.

Student: Doesn't know that students know what benefits of being alumni offers students.

Know what do as students but not what comes after that.

Student: Don't know what comes before with how alumni helped them to get there.

Salute to Graduates, do alumni program. Students think just pick up caps and gowns.

Need to do before that. More programming freshman, sophomore, juniors. More than salute to grads.

Alabama, certificate of admissions, charge on back of what they expect of students. Start to get that indoctrination as soon as they get on campus. When seniors, too late.

Start with Convocation.

Need someone more than young alum.

Student: Students relate to young alums better. Not shut door on them. Not much older than me.

Jessica Brown, got first job with alum, etc.

What is best way to reach?

7 times, 7 ways. Just so much info for faculty members, hard to weed out only important.

Follow strategic plan to know what's most important. Have responsibility as leave university to continue groundwork people left for you. Developing responsible alumni from day they're accepted to university.

Be engaged in everything this university is offering you, so when graduate, well rounded citizen, carry this with you everywhere.

Unwritten that benefit you in your business relationships.

Student: Point people to go to in each area, an ambassador in every department or school.

Student: Need to use students to do that.

Advisory boards. Find out for those who do it well, how they do it.

Young alumni and all they can tell them?

When she goes to events to talk to alumni, event not well attended. Have programming, but make sure well attended. Otherwise hard to get alumni there.

Employers who come, students don't show up. Obligation also for students to be there.

## **5. What makes alumni engagement distinctive at IUP?**

Ambassadors student org is exemplary. Avenue for great student success, great alumni building.

Need to create an emotional attachment. How we do that?

Do create that. Oak Grove, etc.

Core group of friends from high school. What do this weekend? Let's go to State College. We need more of that here.

Not all alums engaged.

Student: Pride in Nittany Lion, not here with hawk. Kind of feels ashamed to have hawk as history when talking to alumni on phonathon.

Two histories for mascot. Maybe further success will help for new mascot. Almost need two separate efforts, one for old alumni, separate for new alumni.

Thinks efforts getting better. She was in between. Saw more sweatshirts for other schools than for IUP. Things have changed. Some young alumni just as ardent about hawk as older alumni are about Indians.

Focus on what's in common.

Thinks lost cause. Never change those alums' minds.

A lot accepting and understand, but when Cherokee taken out of the mix, really irked them.

Taylor affinity reunions to meet the needs of alumni. From jazz reunion, to sorority, to Brothers and Sisters of Christ. Don't always see that at sister institutions.

Student: Current events that students attend, attract alumni to them as well. Tree lighting for example.

Holiday reception, see student work, see performance, see and interact great things doing on campus.

Theater doing well with that, a lot of alumni coming to those events.

Student: A lot of those things current students don't know about, need more emphasis on importance of alumni. Need to bridge gap between current students and alumni, show how to get there.

Alumni events happen but don't really publicize to current students.

Student: Don't think of themselves as alumni until established. IUP is looking back, need to look forward. Don't know IUP can do things to help them at that time.

Has to be connected to welfare in some way, some kind of advantage you have from day you graduate through the time you land on your feet. This could provide a great emotional base.

If graduate, lost job, can they call IUP? Yes, Career Development. Wonders how many people know that.

Ambassadors had career network database. Promoted until couldn't promote it anymore, not well used.

Big gap when come here, in college but not know what to do. Need to do something so when out on your own, can do.

Resume-building activities.

## **6. How can we better promote this aspect of IUP?**

Student: Every year, each senior class gives a gift. If do starting as freshman, gives something to work toward. Redefine criteria. Large impact as student, continue as alumnus/alumna.

Maybe not just money, volunteering, etc. Build identity.

Student: KCAC, High school prospects come in and ask current students questions. Thinks should get alumni involved, too. The posters, etc., on wall, a lot of athletics. Want other alumni, too.

Maybe non-permanent alumni display would be more effective. Lot of TVs, can do digitally.

Mention positive aspects alumni contribute in prospective student tours, too. Things that alumni have done.

Student: Way to brag more about successful alumni? Maybe more in building targeted toward that field.

Encourage departments to take that on.

Good jobs for students.

Notable alumni on website.

New technology in new building will probably help that.

Sounds like we need a larger group at the university, network to make that happen. Alumni programming network. All carrying same message. More than 130,000 alumni, three people who communicate with them. Takes network to take that kind of support. Great ideas, not necessarily expensive. Promoting alumni success, initiatives an important part of plan, be a university responsibility, not just alumni office.

Could do with five or so students in each department.

Also buy-in from colleges in university.



Student: Ambassadors extension of alumni office. Have more student groups as extension to help with what we need.

Idea of having the president on the road, reaching out to alumni, very helpful.

Very fortunate to have president we have. Tremendously gifted human being who engages all constituencies.

Student: When telling alumni about how visible president is, they are amazed. Didn't know.



## **Beautiful, Historic, Functional Campuses**

**Adam Jones**

### **Concurrent Session Questions To Answer:**

#### **1. Is something missing?**

- No mention of history (buildings, education etc.) in vision statement.
- Everyone agrees there is a beautiful campus, but we need to “take a look at our library.” Libraries are changing, they are more and more about space for students, not all books (still keep them!) but needs to be looked at considering 3,600 students are going through the library every day during the fall/spring semesters. Building is great but technology and rethinking the space and how it’s used. It is an enrollment tool. Needs change that “fits us.” Needs advancement. “Library needs advancement to be more of future state of where students gather. Technology rethinking space.”
- Line 26- Commit for shared presence with the community. Parking is a problem. Many older people who get involved on the campus find it an issue (concerts, etc.) People want to attend, but there is a restrictive environment. No railings on the bleachers at the field. UNSAFE for older people. Needs to be a sensitivity on the vision statement for accessibility.
- Future plan. Building new buildings and loss of green space.
- What are our baselines for the students we are recruiting? Do we keep academic standards the way they are?
- Need people to respect the value of the education (specifically for the students.) Students appreciate the value.
- How do the alumni define their student experience? What specifically stands out?
- Are we committed to the space we give the students? Including branch campuses. Are they offered the same resources?
- Are the facilities commensurate with “ivy league” schools for expectations? Need think 15-25 years ahead.
- KEEP THE “OLD MAIN” (Sutton and old buildings)

#### **2. Is there something that shouldn’t be there?**

- Under IUP values, the word “Western” on line 34. IUP is not limited to education only in western Pennsylvania. Why limit yourself to western PA when online

classes are a part of our future. We send students across the world to study. Maybe add, “and the world.” Locations of campuses VS. education around the world. Maybe add “locations at the national and international level.” Cannot specifically cater to Western PA even though it is a big market.

### **3. How are we doing “this” well at IUP?**

- We have decision with housing! We have an option to either go to the residence halls and old style dorms.
- The campus will become more attractive (even though it already is) given a few years when all the new trees grow in (specifically around the new dorms).
- We are a safe community and school, makes it a huge selling point for students. The residence halls bring in a ton of students.
- Keeping old buildings, allows alumni to keep their connection with “their” IUP versus “our” IUP
- Try to maintain the architectural look and feel...traditional feel.

### **4. How can we improve “this” at IUP?**

- Take what we do well in facilities and structure and keep up to date with academic infrastructure.
- Renovate just inside of buildings. Example- Keith Hall...there are people who went to actual “school” there and one student said “it would be sad to see it tore down”
- Don’t give anyone the “where did my campus go” feel?
- Essentially need to preserve our campus. Alumni are an important factor of our campus in the future. Keep character.

### **5. What makes “this” distinctive at IUP?**

- Arboretum is incredible
- Success rate of students and job placement
- Impressive professors
- Well-known good reputation
- Excellent hands-on application for experience
- The look and feel of the university. Especially historical buildings, the town, oak grove
- Broader reputation
- We have the “image” of what college is
- Great curriculum, helps in the outside world.
- Meets physical expectation on campus and off campus

- KCAC has brought a lot of the community in, but a lot of the community fears entering the rest of the campus

**6. How could we better promote “this” aspect of IUP?**

- Promote arboretum
- Alumni stories, their successes. Make them proud of their territory.
- Get people on campus
- New media...encourage to talk about us more
- Advertisement focused on facility
- Signage. Internal and external (for the history of our buildings).
- During tours, have the different events during when they are here (Rock the Grove, donation collections, etc.)
- Support those in our communities who need help. (I.e. Clarion University had “homework help” on their main street for children in the community)

# Keeping Excellent Education Affordable

John Kilmarx



## 1. Is something missing from vision statement?

- Affordability, 23 alumni investing in iup's future -- financial stream, affordability cost and revenue
- Reference to affordability. To who?
- Values -- excellent return on investment. cost/earning(implied). not something picked up directly. Jobs are students are going into. are the students getting value and is the state getting its return on investment. Affordable education that gives a return on investment. are we talking about tuition? students are contributing to commonwealth. What am I going to do with this degree?
- The return is for the student, the state but the return is for the univ.as well. Therefore, the theme, excellent, affordable, the product is the stability for the future and it doesn't spec. whose future perhaps it should stay ambiguous.
- What would help in terms of recruiting? Scholarships? Efficiencies can help keep tuition affordable. aid, anything we can help students lower tuition costs. Clarify affordable.
- Affordability -- we don't have pricing discession -- out of state students and international students. No perception of international students in Harrisburg. Ohio is trying to mine western pa students by waiving out of state tuition.
- Affordability tied with quality.
- Is accessibility there?
- We assume that the values and vision are going on together.
- Should affordability be elevated into the vision statement. perhaps a better word can be used than affordability.
- We preach that we are a first generation higher education institution. This is a great school, affordability shouldn't be first factor.
- Affordability is not something that we can ignores. Students are leaving with huge debt. Financial literacy.

## 2. Is there something that shouldn't be there?

- Cheap shouldn't be confused with affordability. Sticker price is proxy for quality. There is research in Mcguires Report that there is some of that here. To what extent to these psych factors go into the price and what kind of response will there be? These factors would good thing subject to study. Aid applied to whom. Better have aid to back it up. We have a closer to home problem with pricing of tuition for international students. Raised tuition and they were sensitive. Students won't keep coming.

- Do the mission #10 and next statement are they compatible. Do we see these two elements there?
- The connection between the four words in the vision – should they be separated?

### 3. How are we doing this well (keeping excellent education affordable)

- Doing small things well: communications, Aramark contract. credit cards, efficiency. we have a warehouse -- other universities don't have one. Filing and shredding services, arts, collaboration and sharing of services. committed faculty and staff (not in vision statement.) Not everything can be in the vision statement.
- Diverse portfolio -- will be have it tomorrow? Will we have it in the future? Do we have it today? We have little control of our revenue streams. Unfunded mandates from the state.
- Excellent education? Have prof. in the active scholars in the classrooms at all levels, terminal degrees. #15 -18 talks about excellent education.
- Distance education is not meant for students sitting in their dorms. face-to-face classes are important being taught by profs who will engage you.
- we have an excellent on-campus residential experience. But raises the tuition and room-and-Board. we can't afford tuition but we have affected by room and board. This is something we're doing well.
- As we put new buildings up our debt service has grown on what we owe for them. It affects E&G budget. Debt service does not help revenue streams.
- Financial stability (perceived) something we're doing well? Given volatility -- we're doing well. we are cost affective and managing well. faculty, upper administration. Commitment from people that are working here
- We anticipate worst case scenarios. We are good disaster planners. We're always doing worst case scenario. Can we improve on that? Our fate is not in our hands. How much of this is in our control? How long can we continue to do well? We are demonstrating to public, parents, and legislators that we are doing something good. The legislators don't know how well we are doing. Tuition, fees plus appropriations that we cost so much less than other regional universities.
- "IUP is good stuff, not cheap."
- Efficiency

### 4. What can improve?

- Get diverse funding streams. we can improve. this is something we can do better at, private and alumni giving. speaks volumes. If alumni invest in your institutions others will invest
- Develop stronger tie to departments than IUP. Keep alumni involved (right away). Better recruitment.
- Improve excellence?
- Get better at engaging students in large classes.
- Getting better classrooms, scrap-and-build strategy. Have flexible classroom size and pedagogically sound. With appropriate technologies. Deliverable classes. Enhancing credit-hour production. flexible capacity. Can we change how we manage those inflexible spaces?

- Constraints are really the problem. This is something we can do better.
- Shore up stability -- decrease risk. What can recommend getting away from things out of our control? Make case to legislature and board of governors. work with faculty and apscuf.
- We subsidize other sister universities inefficiencies. We're being dragged down by PASSHE. How can IUP get themselves in a better position. Move slower when get mandate from passhe. West Chester slowed down mandate to close lower enrolled programs. we did it right away. We don't make the case that. We need to find a way to voice objections to passhe.

## 5. What makes us distinctive?

- We don't tolerate inefficiencies. We work it effectively and efficiently. Can we guarantee that this will continue. dealt with fires and we're survivors. Better job doing better dealing with legislators.
- We have wisdom and confidence.
- We're a doctoral institution. We're not the only one but we can be the only doctoral research institution. We're still unique that way. We are true to who we are; do we do this well. (not mentioned in the vision statement.) Should it be? Explains why we're offering affordable, excellent education.
- Physical plant.
- IUP has excellent technology. We are way ahead of other institutions.
- We don't celebrate enough of what is going on here. Celebrate and have a balance.
- We deal, we adapt; we adapt well. We plan well for adversity.
- It's distinctive that we have all levels of profs. The classrooms and we pay our temps. and include benefits.

## 6. How can we better promote?

- We are doing a better job.
- Academic exploration days.
- Recruiting.
- Working with alumni.
- Need more flexibility contacting prospective students.
- Generic university ad is very inspiring. Collective approach works well.
- Promote being at IUP for being at IUP.
- Tell kids that they should be proud of who they are? Promote pride. Early.
- Is there a reason why international students come here?
- Do students feel good about themselves?
- Keep ties with alumni. Blog? Newsletter? What's going on in the department. Communicate with our alumni. We all play a role in private giving, alumni giving. Do this by being ambassadors. Everyone is a fund- raisers.
- Slippery rock has rft to recruit international students.
- Don't forget doctoral education.
- IUP is doing well considering. We committed and efficient – faculty and staff. We are survivors.
- Need to engage alumni. Increase private donations.

- Consider the idea of accessibility not affordability. Can we focus on the things that we do have control over? Engage students early on. Instill pride early on. Automatically give Alumni Association Membership.
- Don't forget we are a doctoral research institution.