CHARTING OUR COURSE TO ACADEMIC EXCELLENCE

Indiana University of Pennsylvania

An Academic Strategic Plan
2010-2014

Prepared By

Academic Strategic Plan Steering Committee
Major Initiative Working Groups
Academic Affairs Council
The Council of Deans
Office of the Provost and Academic Affairs

Endorsed by the Academic Affairs Council

September 2010

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STATEMENT FROM PROVOST INTEMANN

Dear IUP Community Member,

IUP is truly a distinguished doctoral research university committed to high-quality undergraduate and graduate education. Even in today's stressful economic climate, the future of IUP is bright and promising and our ongoing academic accomplishments demonstrate our ability to continue our progress. But to make further progress in the coming years, IUP needs a new academic strategic plan – a plan that will lay out the choices we face and the opportunities we should consider. It will help us be realistic in our goals, set priorities that are aligned with academic and budgetary processes, and build an academic program that is more than the sum of its parts.

Over the course of the last eighteen months, the IUP academic community has been developing a five-year academic strategic plan for the campus – one that sets the course for an exciting and bold academic future

It is with great pride and enthusiasm that I present you with this five-year plan for the academic years 2010-11 through 2014-15. The plan -- "Charting our Course to Academic Excellence" -- reflects an abiding commitment to our academic core values in service to our students and the citizens of the Commonwealth of Pennsylvania.

At IUP, we value exemplary and distinguished performances in all areas of academic life, especially in the areas of teaching and learning, research and scholarship, creative activities, and service. As a vital part of a doctoral research university, the Academic Division embraces and promotes the teacher/scholar model that recognizes the dual aspirational roles of faculty as exemplary teachers and as engaged scholars in their fields. We value student academic success through student-centered learning, a vibrant liberal studies curriculum, and strong academic support systems. We also value an educational and work environment where diversity of backgrounds and perspectives are appreciated, are encouraged, and prosper. Finally, we value the principle of shared governance that provides for the unique and specific roles and responsibilities of faculty, staff, administrators, and students in the operation of the university. Embracing this principle makes IUP a community rather than a mere collection of individuals.

Please join me in IUP's quest for academic excellence as a distinguished doctoral research university in providing a full array of educational opportunities; in fostering pure and applied research, scholarly, and creative activities; and in providing outstanding public service.

This plan charts a course for the university's academic future. However, we will need the collective wisdom and vision of all stakeholders to convert the written plan into action. I invite you to harness our shared energies – on behalf of our students, the University, and the broader community – to advance the academic mission of this respected university.

As we set sail on this new course for Academic Affairs, we will continue to honor our past academic achievements and look to the future. Working collaboratively, someday soon we will look back with pride and satisfaction at all that we have accomplished.

Sincerely,

Gerald W. Intemann, Ph.D.
Provost and Vice President for Academic Affairs

Academic Vision and Mission Statements

Vision

The Academic Affairs Division will be a dynamic, agile, and effective organization committed to fostering quality education, scholarship and service, through involved and informed faculty, staff, and students.

Mission

The Academic Affairs Division at IUP provides comprehensive undergraduate offerings and selected master's and doctoral programs that challenge students, faculty, and staff to understand their responsibilities to a global and changing world. Through a teacher/scholar model* that is anchored to innovation, quality instruction, research, and public service, students gain expertise in their field of study and are inspired to be intellectually curious, responsible citizens, and professionally competent life-long learners. Guided by high ethical standards, a commitment to excellence and a respect for diversity, the Academic Affairs Division provides leadership in producing graduates that excel in their chosen fields, in delivering research innovations that benefit society, and in undertaking public service that enriches the community. The Division anticipates, creates, and responds to changing needs, and shares these as institutional responsibilities.

* Boyer, E. L. (1997). *Scholarship reconsidered: Priorities of the professoriate.* San Francisco: Jossey-Bass.

Academic Values and Core Principles

The Academic Strategic Plan is grounded in the university's academic values and core principles as reaffirmed in the Academic Affairs charrette in January 2009. The Plan:

- Is driven by a strong academic vision. IUP strives to promote **academic excellence** in teaching, research, and scholarship in the context of a strong commitment to academic freedom and the teacher/scholar model. Academic considerations should drive all operational planning, including facilities and student services.

- Reflects IUP's **distinctive role** in the Pennsylvania State System of Higher Education as the System's flagship university and its only doctoral research university.

- Promotes **student success**. IUP values all students, believes in and values their potential to succeed, and commits to challenging, supporting, and empowering them to transform their lives.

- Promotes **diversity** of all kinds among students, faculty, and the community.

- Reflects a commitment to **international and global awareness.**

- Promotes **community service**. IUP is an engaged partner in improving western Pennsylvania and the rest of the Commonwealth through its teaching, research, and community service.

- Embraces **shared governance** to achieve institutional goals.

- Acknowledges IUP's role as an **economic development engine** for the region and in involving community leaders and regional stakeholders in this effort.

The Planning Process and Guiding Principles

Representatives from the faculty leadership and Council of Chairs and the Deans were invited in Fall 2008 to join the Provost and his senior staff in informal discussions about the academic future of IUP, the institution's academic characteristics and core values, and future academic priorities. A consensus emerged from these discussions that this was a propitious time to develop a new academic strategic plan. A new academic strategic plan would be critical in serving as a guide for decision-making and actions as the university entered a period of extraordinarily challenging economic times where state support for public higher education is declining.

In January and April 2009, Academic Affairs held two all-day large group planning charrettes. This first stage of the planning process clarified our identity, values, and academic priorities as a common basis for our future planning.

The next stage focused on preparing a five-year academic strategic plan. An Academic Plan Steering Committee was formed in Fall 2009 with broad representation from the academic community. The Steering Committee was charged by the Provost with the task of overseeing the entire planning process and synthesizing the ideas, goals, strategies, and expected outcomes that would emerge over the next several months. A series of meetings of the Steering Committee produced a set of seven overarching goals that served as the foundation for the plan.

Seven working groups were established to formulate objectives, strategies, and actions that address their particular broad goal. The groups met beginning in late October, working through the rest of the fall semester, and resumed their work at the start of the spring 2010 semester. An academic planning website was established and progress reports were posted. All members of the academic community were encouraged to visit the website to post their thoughts, opinions, and ideas. The working groups completed their work and submitted their final reports to the Steering Committee in March 2010.

During March and April 2010, the Steering Committee synthesized the reports of the working groups and posted a draft of the strategic plan on the planning website. It also met with groups from the other divisions and held two campus forums to solicit further feedback on the draft plan. A final meeting of the Steering Committee was held in early May to finalize the draft of the strategic plan, which was then submitted to the Provost and the Council of Deans for their review this summer. The final version of the plan will be shared with the President's Cabinet and brought to the University Senate and the Council of Trustees for consideration early this fall.

This was admittedly a very ambitious strategic planning process that required much hard work by many people. That work will extend beyond the current academic year as the academic plan is implemented and linked to the university's budget allocation process. Only by widespread participation from here on out will the planning process gain credibility and buy-in from the IUP academic community, enable us to select and embrace a common set of academic goals and priorities, and embark together on bold new initiatives with enthusiasm and resolve.

Strategic Goals
[*Indicates mapping to University Strategic Plan*]

GOAL 1. Academic Programs - Create and maintain high quality, well supported, distinctive, and vibrant academic programs.

A. <u>Encourage and promote the teacher/scholar service model</u> [*Academic Excellence - A, B, C, D, E, G; Student Development- A, B, C, D*]

Strategies:
1. Support and expand programs that promote the professional development of teaching, and innovative teaching and learning approaches.
2. Support and expand programs that promote professional development of research and scholarship.
3. Support the development of service opportunities and service learning courses and programs
4. Sponsor faculty workshops that focus on the development, incorporation and sharing of innovative teaching and learning methods including those that help implement the revised Liberal Studies curriculum.
5. Strengthen mechanisms that enhance student support such as academic advising, living-learning programs, and co-curricular activities.

B. <u>Maintain and enhance a culture of program review, assessment, accreditation, and achievement of university and discipline specific student learning outcomes.</u> [*Academic Excellence – A, G*]

Strategies:
1. Provide support to maintain or expand accreditation for graduate and undergraduate programs.
2. Coordinate graduate and undergraduate outcomes assessment centrally using data to inform and sustain the continuous improvement process.
3. Maintain a culture of rigorous program review as a means to verify, promote, and improve undergraduate and graduate program viability and quality.
4. Provide resources for the curricular review process needed to keep the liberal studies curriculum current.

C. <u>Increase flexibility and access to educational opportunities at the undergraduate and graduate level.</u> [*Academic Excellence – C, E; Student Development - C*]

Strategies:
1. Develop stronger academic partnerships with businesses, community leaders, alumni, and other educational institutions.
2. Expand exchange program opportunities both domestic and international.
3. Encourage departments to incorporate liberal studies outcomes within major courses to allow students more choice in elective courses
4. Encourage departments to initiate and expand distance education offerings.
5. Increase the availability, support, and incentives for use of technology in course delivery
6. Increase course availability to students through a more efficient rotation of courses, dual listing, and improved faculty resource support.

GOAL 2. Quality - Attract, develop, retain, and reward high-quality and diverse faculty, staff, and students.

    A. <u>Attract, retain, and develop a diverse faculty, who are strong teachers, scholars, and participants in the life of the university and the wider community.</u> [*Academic Excellence – A, D, F; Civic Engagement – A; Continuous Improvement – B; Resource Development – A, C; Safety – A, B*]

    Strategies:
1. Establish complement allocation procedures that allow for timely search processes and adequate recruitment time in order to hire faculty who are experts in their fields, who maintain active research agendas, and who are committed to student success.
2. Strongly articulate the teacher/ scholar model and service expectations during all phases of the hiring, promotion and tenure process.
3. Provide adequate resources to support teaching and professional development, including travel, alternate workload assignments where appropriate, and library funding.
4. Promote an environment of shared governance and collaboration in decision-making.
5. Maintain a pedagogically-appropriate faculty-student ratio.
6. Recognize and reward the diversity of faculty achievements, e.g., teaching, research and scholarship, service, advising.

    B. <u>Attract, retain, and develop a diverse body of undergraduate students who are academically prepared, active learners, and striving to achieve personal excellence.</u> [*Academic Excellence – A, C, E, G; Student Development – A, B, C, D, E; Civic Engagement - A; Enrollment Management – A, B; Resource Development – A, B; Safety – A, B*]

    Strategies:
1. Improve timely student completion of programs through well planned and publicized course offerings, improved advising, and enhanced academic support services.
2. Offer major and minor curricula that are current and attractive.
3. Explore expanding the student size of the Robert E. Cook Honors College without compromising quality and continue its integration into the academic fabric of the university.

4. Build a culture that values student academic and professional success by recruiting students of high academic ability.
5. Consistently recognize and publicize student achievement by supporting the undergraduate scholars conference and student scholarship through research awards and reimbursement for travel to present research at professional meetings
6. Offer more courses and undergraduate programs online (including summer/ winter) in those disciplines where it is pedagogically appropriate.
7. Work to strengthen entrance requirements and improve the quality of admitted students.
8. Recognize and support departmental honors programs.
   Enhance the use of all scholarships for recruiting quality students.

C. <u>Attract, retain, and develop a diverse body of graduate students who are committed to achieving excellence.</u> [*Academic Excellence – A, B, C, E, G; Student Development – A, B, C, D, E; Civic Engagement - A; Enrollment Management – A, B; Resource Development – A, B; Safety – A, B*]

Strategies:
1. Provide competitive graduate assistantship support, increase overall number of assistantships available, and adjust the assistantship level every year for inflation.
2. Encourage student/ faculty research collaborations.
3. Increase public awareness regarding existing student, faculty and program achievements.
4. Ensure timely completion of degrees through well planned and publicized course offerings and improved graduate advising.
5. Increase the annual advertising budget for all graduate programs.
6. Support graduate student scholarship through research awards, and reimbursement support to present research at professional meetings.

D. <u>Attract, retain, and develop a diverse staff/administration/management who serve as active participants in the academic division.</u> [*Civic Engagement – A, C; Marketing and Promotion – C; Continuous Improvement – B; Safety – A, B*]

Strategies:
1. Provide tuition waivers for graduate level coursework.
2. Continue with health and wellness programs, including increased staff discount rates for the campus fitness center.
3. Provide opportunities for professional development.
4. Provide recognition for excellent job performance.
5. Provide necessary training and timely upgrades in equipment.

GOAL 3. *Research and Scholarship* - Improve IUP's capacity for quality research and scholarship with appreciation of the "teacher/scholar" model as defined by Boyer* (scholarship of discovery, scholarship of teaching, scholarship of integration, and scholarship of application).

A. <u>Provide an environment and infrastructure that fosters intellectual discovery, creative problem solving and the dissemination and application of knowledge.</u> [*Academic Excellence – A, D, F; Continuous Improvement – D; Civic Engagement – B; Resource Development – A, B, C*]

Strategies:
1. Provide alternate workload assignments for faculty research and scholarship.
2. Support faculty and student research and travel.
3. Increase opportunities for training and mentoring of new faculty on such topics as preparing grant proposals and developing a research agenda.
4. Improve the organizational coordination of workforce education and economic development.
5. Increase the number of partnerships with business, industry, and other educational institutions.
6. Enhance research facilities and equipment across the division.

B. <u>Offer superior research and scholarly support services to faculty, staff, and students.</u> [*Academic Excellence – A, D, F; Student Development – A; Continuous Improvement – D; Civic Engagement – B; Resource Development – A, B, C*]

Strategies:
1. Streamline grant or contract proposals submission and management including a uniform system for tracking scholarship activities of faculty.
2. Support research and scholarly journal activities at IUP.
3. Create incentives for submitting proposals, and reward successful grantsmanship.
4. Create, maintain, and publicize a faculty expertise database.

C. <u>Recognize and reward excellence in scholarship and research</u>. [*Academic Excellence – D, F; Marketing and Promotion – A; Resource Development – C*]

   Strategies:
   1. Establish understandings of disciplinary criteria for recognizing excellence in scholarship and research.
   2. Recognize special achievements in scholarship and patent submissions.
   3. Raise the visibility of research at IUP on the University's website and create a quarterly research publication.

GOAL 4. Resources - Increase resources available to Academic Affairs and align them with academic priorities and opportunities.

    A. Work to obtain a more equitable distribution of university resources for Academic Affairs. [*Academic Excellence – A, B; Resource Development – A, B, C, D*]

        Strategies:
1. Seek increased share of revenue and optimize timing of distribution of funds to Academic Affairs from Summer/Winter sessions, online courses, F&A from grants and contracts, Performance Funds, and Doctoral Enhancement.
2. Increase the amount of donations for scholarships and discipline specific initiatives in collaboration with University Relations division.
3. Work to reduce charges between divisions and affiliates.
4. Work to ensure that space allocations adequately reflect academic needs

    B. Identify, analyze, and make recommendations regarding resources. [*Continuous Improvement – A; Resource Development – B, C, D*]

        Strategies:
1. Establish working groups across and within divisions regarding revenue sharing, distribution models, and resource allocation.
2. Analyze the impact of the articulations mandated under Act 50 and other agreements.
3. Analyze the impact of workforce trends/needs when developing curriculum.
4. Analyze the academic resource impact of increasing the number of international and out-of-state students.
5. Analyze the impact of various tuition and fee scenarios along with proposed cuts and expenditures on net revenue to Academic Affairs.
6. Provide specific information feedback to units on selected benchmarks in order to maximize Performance Funding.

C. Examine and select new resource generating options. [*Marketing and Promotion – A; Resource Development – A, B, D*]

   Strategies:
   1. Identify and implement new opportunities to generate revenue (e.g., Summer and Winter offerings, online courses and programs, new programs, grants and contracts, donations, and increasing dual enrollment).
   2. Continue negotiation with PASSHE to improve formula funding for doctoral enhancement.

D. Develop and establish an on-going process to analyze and monitor the budget impact on curriculum, providing accountability for generating, allocating and using resources. [*Academic Excellence – A, B, C; Continuous Improvement – A, B; Resource Development – C, D*]

   Strategy:
   1. Analyze cost and revenue scenarios for new and existing university curricula, including clearly identifying, communicating and signing off on resource commitments.

E. Direct resources toward quality programs and link resource allocation to performance. [*Academic Excellence – A, B, C; Continuous Improvement – A, B; Resource Development – C, D*]

   Strategies:
   1. Develop and implement a process for quality evaluation, specifying the focal points for decision making authority and accountability - colleges, departments, programs, majors, centers and institutes, etc.
   2. Identify performance outcomes that should be incentivized, and develop a process for awarding incentives.
   3. Ensure that commitments to resources are honored.

F. <u>Direct resources toward areas affected by enrollment growth.</u> [*Enrollment Management – A, B; Resource Development – B, D*]

Strategy:
1. Provide adequate resources for areas affected by enrollment growth, such as academic programs, prerequisite or required courses in other departments, distance education, and liberal studies courses.

GOAL 5. Community - Foster a community through relationships and interactions among students, faculty and staff as well as communities external to Academic Affairs. (Based upon the Boyer Model for community building*)

* Boyer, E. L. (1990). *Campus life: In search of community*. San Francisco: Jossey-Bass, Inc.

A. <u>Create an educationally purposeful community, a place where faculty, staff and students share academic goals and work together to strengthen teaching and learning across the campus.</u> [*Student Development – A, B, D, E; Civic Engagement – A, B, C*]

Strategies:
1. Strengthen the connections between students and faculty both in and out of the classroom.
2. Develop shared expectations of academic quality and integrity.
3. Provide recognition for contributions to community.
4. Support departmental, college-wide, university-wide, and state system events/efforts that emphasize "community of scholars."
5. Promote student participation in IUP's ongoing intellectual conversations by encouraging attendance at student, faculty, and co-curricular cultural and scholarly events/exhibitions.
6. Provide space for interaction that produces and fosters community.

B. <u>Create an open and just community, a place where freedom of expression is uncompromisingly protected; where the value of each person is honored; and where diversity and civility are pursued and powerfully affirmed.</u> [*Student Development – A, B, D, E; Civic Engagement – A, B, C*]

Strategies:
1. Protect the free expression of ideas at all levels of the academic community.
2. Strengthen and support non-discriminatory policies.
3. Promote thoughtful communication among members of the academic including responsible use of all technologies.
4. Embrace, celebrate, and sustain a university community that is inclusive of diversity and social equity.

C. <u>Create a disciplined community, a place where individuals accept their obligations to the group and where well-defined governance procedures guide behavior for the common good.</u> [*Student Development – A, B, D, E; Civic Engagement – A, B, C*]

Strategies:
1. Affirm the need for civil discourse .
2. Promote shared governance among the faculty, administration, students, and trustees, in order to protect the educational mission of the university.
3. Recruit and support diversity among faculty, staff and students.
4. Promote an appreciation of a multicultural community.
5. Encourage IUP community members to accept their obligations to the community and assure that rules and policies are enacted and communicated that guide the behavior of IUP community members for the common good.

D. <u>Create a community that cares for the well-being of each member, where service to others is encouraged, and where heritage, tradition, and change are celebrated.</u> [*Student Development – A, B, D, E; Civic Engagement – A, B, C*]

Strategies
1. Identify and expand community service and leadership opportunities across the curriculum and university programs.
2. Promote a culture that clearly supports teaching excellence and that promotes and celebrates student success.
3. Ensure that curricular and co-curricular programming appeals to a diverse student body.

GOAL 6. *Twenty-first Century Learning Environment* - Maintain and promote IUP as a premier institution of excellence in academic quality and innovative learning.

A. <u>Prepare students to adapt to a rapidly changing global environment.</u> [*Academic Excellence – A, B, C, E; Student Development – A, C; Civic Engagement – C; Continuous Improvement – B; Resource Development – C*]

Strategies
1. Provide additional and ongoing international professional development opportunities for faculty and staff.
2. Ensure that the curriculum exposes students to global trends and cultures.
3. Increase awareness of, participation in, and financial support for study abroad experiences.
4. Increase diversity and number of international student population by developing strategies to better assimilate international students into the IUP community, enabling them to share their perspectives and experiences with greater numbers of students.

B. <u>Design learning environments that nurture cultural, social, ethical, intellectual, and personal development.</u> [*Student Development – A, B, C, E; Civic Engagement – A, B, C*]

Strategies
1. Ensure a liberal education where the curriculum is continually assessed and reviewed.
2. Invigorate a culture of mentorship among faculty, students and staff.
3. Encourage faculty in developing service learning opportunities to help enhance and acknowledge the vital connection between the university and the greater community.
4. Nurture externally validated and innovative student achievement in artistic, scholarly, and applied venues.
5. Explore new ways to partner with Student Affairs in the overall education and development of students.

C. <u>Promote deep intellectual relationships between faculty and students across disciplines.</u> [*Academic Excellence – C; Student Development – A, B*]

Strategies
1. Prioritize faculty-student interaction as paramount to learning.
2. Recognize the value of lower faculty-to-student ratios in the classroom.
3. Examine and improve the student academic advising model and explore new models such as centralized advising.
4. Support and maintain Living-Learning Environments.
5. Use technology in an aggressive exploration of cross-disciplinary dialogue and partnership.

D. <u>Create a seamless and ubiquitous learning environment that includes digital and traditional elements.</u> [*Academic Excellence – B, C; Student Development – A, B; Resource Development - C*]

Strategies
1. Create physical and virtual space for academic discourse among students and faculty.
2. Determine department specific classroom/laboratory/studio needs and develop a plan to meet those needs.
3. Identify programs and courses that can be offered online and provide the necessary infrastructural resources to develop, implement, and support these programs and courses.
4. Provide support and training to faculty in the use of 21st century technology.
5. Examine the current structure of instructional support across the division and develop a model consistent with the 21st century learning environment.

E. <u>Embrace innovative practices in higher education.</u> [*Academic Excellence – C; Student Development – A, B*]

Strategy
1. Maintain an environment that continually examines and incorporates new organizational structures, modes of delivery, and curriculum.

GOAL 7. *Academic Identity* - Communicate the mission, vision and recognized strengths of Academic Affairs to internal and external constituencies.

    A. Advance Academic Affairs priorities with other divisions. [*Civic Engagement – B; Marketing and Promotion - A, B, C; Resource Development - A*]

        Strategies
1. Improve the visibility of the Academic Affairs division across the campus.
2. Engage Enrollment Management to refine targets, goals, and recruitment strategies that reflect Academic Affairs priorities.

    B. Advance Academic Affairs priorities with external constituencies. [*Civic Engagement – B; Marketing and Promotion - A, B, C; Resource Development - A*]

        Strategies
1. Increase frequency and currency of web content that reflects Academic Affairs priorities.
2. Improve marketing messages, events and outcomes that reflect Academic Affairs priorities.
3. Reinforce the identity of the university as a repository of culture and knowledge for the broader community.
4. Identify and engage diverse constituencies to reflect and advance Academic Affairs priorities.
5. Explore mechanisms to enhance Academic Affairs marketing.

    C. Implement and track division planning process for communication to accrediting bodies. [*Continuous Improvement – A, B*]

        Strategies
1. Create a broad-based implementation committee for the Academic Affairs strategic plan
2. Establish annual priorities and work plans based on the long-term strategic plan.

Implementing the Strategic Plan:
Roles and Responsibilities

The Provost will lead the effort to implement the plan with faculty, directors', and deans' support. As the academic leaders of the individual colleges, schools, and regional campuses, the Deans will drive the implementation of the plan at the college level and provide support and guidance to the Provost in establishing strategic academic priorities. In addition, an Implementation Oversight Committee of broad campus representation will be established to monitor the progress of the implementation and report that progress on a periodic basis to the community. The Implementation Oversight Committee will create a set of benchmarks and measures that will be used to gauge progress in implementing the plan. The Provost, in consultation with the Implementation Oversight Committee, will communicate regularly with the campus community through reports to the University Senate, the Academic Affairs Council, the Council of Trustees, the Council of Chairs, electronic posting to the Academic Strategic Plan website, and by special announcements as warranted.

To meet the challenge of this Plan, the IUP community must unify to implement its most important strategic priorities identified in a given year.   A central challenge will be to secure the resources required to implement those priorities.

The plan recognizes and affirms participatory shared governance processes in the assessment and refinement of academic programs and departments. This affirmation and facilitation will recognize, for example, the roles of the University-wide Undergraduate Curriculum Committee, the University-wide Graduate Studies Committee, the University Senate, and the role of academic departments. The future and continued success of IUP as a vital institution of higher education is in the collective hands of the IUP community.

Appendix A

IUP Teacher – Scholar Model 1998

John Stolock

Memorandum

IUP-Faculty Professional Development Committee

Date: October 19, 1998

To: IUP-FPDC Membership

From: Dr. Manmohan D. Chaubey, Co-chair
             Sherrill Kuckuck, Co-chair

Subject: Revised Teacher-Scholar Definition

Last Tuesday, October 13, 1998, we met with Dr. Patricia Heilman to discuss and to receive APSCUF feedback on our proposed definition of Teacher-Scholar. The APSCUF Executive Council has looked at the document and has suggested that Service be given proper recognition in the document. Based upon our discussion with Pat, we have revised the T-S definition to include Service as a distinct and important component of the definition.

A copy of the revised definition is enclosed for your review. The revisions, hopefully, incorporate the discussions we had on Service in our last meeting. If the revised document meets your approval, we will forward it to the Provost and the APSCUF.

We expect that the document will meet the joint – Management and Union – approval in the Meet and Discuss. Once the definition is adopted as a working document, we (the FPDC) plan to hold campus-wide fora under the union and management support and sponsorship.

IUP- Faculty Professional Development Committee

DEFINING THE TEACHER-SCHOLAR

In October, 1992, the IUP-FPDC produced its report on the Teacher-Scholar (T-S) model for IUP. The goal of the FPDC was to provide a unified model of teaching and scholarship as a means to clarify the expectations of faculty development. The concept of teacher-scholar was based upon a specific definition of good teaching and a comprehensive definition of scholarship. The committee also noted that if the IUP community could reach an agreement about the definition, the next step would be to develop a framework of incentives and rewards to encourage the achievement of the teacher-scholar model at IUP.

While the T-S definition as proposed by the IUP-FPDC has never been formally adopted, it has become a part of IUP vocabulary. The strategic vision of the IUP is to become a "model of student-centered learning environment shaped by a community of teacher-scholars." The T-S model is also supported by the IUP's mission (September 1997). It states that "as the university evolves to higher levels of excellence it will be an institution of higher and continuing learning committed to the teacher-scholar model…" In addition, the Collective Bargaining Agreement alludes to a teacher scholar model by emphasizing teaching, scholarship, and service as part of faculty responsibility.

In view of the IUP's commitment to developing its faculty, create learning centered environment, and providing high quality masters and doctoral programs, the IUP-FPDC is once again presenting a definition of Teacher-Scholar for IUP and a framework for implementing the model at IUP.

Definition: The Teacher-Scholar is someone who understands the subject matter deeply enough to structure, select, and organize it in order to effectively communicate to students and whose scholarship and service to the university and community demonstrate a commitment to creating new knowledge, to applying knowledge to solve problems, to synthesize various strands of knowledge, and to understanding how students learn.

Effective Teaching: An effective teacher creates a learning-centered environment and has the ability to impart information in such a way that others may learn well[1]. Good teaching includes strong formal instructional skills to bring out the latent abilities in each student and the discipline to set the moral example of the life-long learner. This requires engaging students in the learning process through a variety of activities and actively striving to help students become capable of the higher reaches of the intellect. In addition, good teachers demonstrate a commitment to

excellence, which manifests itself by a desire to stay current in the profession, to know the recent literature, and to connect pedagogoical information and disciplinary concepts to the prior knowledge of the students.

Scholarship: The scholar is interested in continual growth in knowledge through a learning program of quality and character. This program may be individual or institutional in nature. Among its many forms, Scholarship of Discovery, Scholarship of Integration, Scholarship of Applicatiion, and Scholarship of Pedagogy are recognized as essential to the model of a scholar who teaches[2]. Scholarship of Discovery is defined here as the traditional research model in which new content knowledge is acquired and disseminated. Scholarship of Integration means the creation of coherent patterns of new knowledge by synthesizing and making connections across disciplines. Scholarship of Application seeks to bridge the gap between theory and practice through both research and action. Scholarship of Pedagogy focuses upon discovering the ways our students learn and on the identification and assessment of the methods that are used to convey the knowledge.

It is the correspondence between these forms of scholarship and the kinds of understanding our teaching requires that give validity to the model of teacher-scholar.

Service: Service to the University and/or community is traditionally viewed as contributing to the university governance through departmental, college, university and APSCUF committees, and providing direct professional expertise to community and professional organizations. Service may also include the addition of a service learning component to a course(s). Service learning is an active teaching strategy, which combines community service with explicit academic objectives, preparation, and reflection.

Implementation: IUP has a vision of a community of teacher-scholars. While it is true that once can teach traditional knowledge well without doing research or make significant discoveries without being an excellent teacher, it should be the goal of every faculty member to achieve excellence in both teaching and scholarship. It is understood that the responsibility of teaching future generations of scholars comes first, but the freedom to try to expand the bounds of our present knowledge should be nutured in each one of us. IUP, through its administration, colleges, and departments, will do everything in its power to assist faculty in achieving full implementation of the Teacher-Scholar model.

To ensure successful implementation of the T-S model, the following conditions must be met:

1. Have a clear statement of purpose.
2. Establish a consensus view of the teacher-scholar model while providing for a discipline-specific or departmental definition of Teacher-Scholar.
3. Allow departments and colleges to own the concept of Teacher-Scholar.
4. Encourage faculty to examine themselves as teacher-scholar.
5. Promote and provide resources for ongoing professional development.
6. Design and implement reward structure that reflects the values embodied in the model.
7. Reconcile implementation and operationalization of Teacher-Scholar model with the Collective Bargaining Agreement.
8. Establish a process and guidelines for discipline-specific or departmental definition.
9. Realign policies relating to incentives, rewards, hiring, promotion, and tenure with the model.
10. Encourage and assist departments in operationalizing/quantifying the T-S definition.

October 1998

_____

[1] Barr, Robert B. and John Tagg. (1995). From Teaching to Learning: A New Paradigm for Undergraduate Education. Change. Nov-Dec, pp. 13-25.

[2] Boyer, Ernest L. (1990). Scholarship Reconsidered: Priorities of the Professoriate, A Special Report, Princeton: The Carnegie Foundation for the Advancement of Teaching.

Appendix B
Academic Strategic Plan Steering Committee

Co-chairs:

Inno Onwueme – Associate Provost

Phillip Neusius – Chair, Anthropology

Steering Committee Members:

Stephanie Caulder – Music

Claire Dandendeau – Chair, Counseling *

Laura Delbrugge – Dean's Associate, Humanities, Spanish faculty

Sandra Janicki – Library

Nicholas Karatjas – Chair, Economics

Elizabeth Kincade, Counseling Center, APSCUF representative

John Kilmarx, Assistant VP for Academic Administration

Daniel Lee, Criminology

Timothy Mack, Dean of Graduate School and Research

Richard Muth, Assistant to Dean, Northpointe Campus

Michele Norwood, Assistant Dean, Fine Arts

Robert Simon, Registrar

Elizabeth Solomonidies, undergraduate student

Ashley Spencer, graduate student

Danhua Wang, Developmental Studies

Joette Wisnieski, Management

John Woolcock, Chair, Chemistry

Dan, Yuhas, IT Service

Dolores Brzycki, Assistant Dean, Health and Human Services*

Lynnan Mocek, Provost Office

* Dr. Dandendeau withdrew in October from steering committee, replaced by Dolores Brzycki

Appendix C
Major Initiative Working Group Members
* indicates steering committee members

Research

    Chair – Tim Mack, Dean of Graduate School and Research*

    Daniel Lee, Criminology*

    David Myers, Murtha Institute

    John (Jay) Mills, Psychology

    Sean McDaniels, Chair, Spanish

    Krys Kaniasty, Psychology

    Sue, Glor-Scheib, Special Education

    Tracey Mission, Director, Workforce Education and Economic Development

21st Century

    Chair – Richard Muth, Assistant to Dean, Northpointe Campus*

    James Lenze, Communications Media

    R. Scott Moore, Chair, History

    Elizabeth Kincade, Counseling Center

    Randy Martin, Criminology

    Dan Yuhas, IT Services*

    Parimal Bhagat, Marketing

    Michele Petrucci, Assistant VP for International Ed. and Global Engagement

Community

    Chair – Nick Karatjas, Chair, Economic*

    Michele Norwood, Assistant Dean, Fine Art*

    Stephanie Caulder, Music*

    Bradley Rives, Philosophy

    Maureen McHugh, Psychology

    Scott Decker, Employment and Labor Relations

    John Lowery, Student Affairs in Higher Education

Program

    Chair – John Woolcock, Chair, Chemistry*

    Bob Simon, Registrar*

    Donna Griffith, Graduate School

    Gary Bailey, History

    Bob Kostelnik, Health and Physical Education

    Mary Ann Hannibal, Professional Studies in Education

    Daniel Burkett, Dean's Associate, Natural Sciences, Mathematics faculty

Resources

    Chair – Claire Dandendeau, Chair, Counseling (resigned Fall 2009)*

    Chair – Dolores Brzycki, Assistant Dean, Health and Human Services*

    Richard Kemp, Theater

    Joann Janosko, Libraries

    David Yerger, Economics

    Danhua Wang, Developmental Studies*

    Ola Kaniasty, Assistant Dean, Natural Science and Mathematics

Quality

    Chair - Laura Delbrugge – Dean's Associate, Humanities, Spanish faculty*

    Sandra Janicki, Libraries*

    Lori Harkleroad, Graduate School

    Beverly Goodwin, Psychology

    Cindy Richburg, Special Education

    Keith Dils, Education and Educational Technology

    Sally McCombie, Human Development and Environmental Studies

Academic Identity

Chair – Joette Wisnieski, Management*

Paula Sandusky, Graduate School

Elizabeth Solomonidies, undergraduate student*

Ashley Spencer, graduate student*

Susan Drummond, Libraries

Barkley Butler, Biology

IUP Academic Affairs Environmental Scan
January 23-24, 2009

The information here highlights several key elements of the current environment in which the Division of Academic Affairs at IUP is situated. Although we cannot directly or immediately change the external environment, we can certainly develop a vision for Academic Affairs, including guiding principles, core values, and priorities.

Previous planning efforts have included the 1993 "Strategic Visions Statement" from the Committee to Refocus the University, the 2001-2004 "Performance and Outcomes Plan," and the university's new "Strategic Plan" (2007). In Academic Affairs, goals and underlying issues show a great deal of continuity through these planning cycles, and there have been accomplishments, such as review of the Liberal Studies core, creation of an Honors College, growth of graduate programs and funded research, expansion of instructional technologies, and revision of the state funding formula for graduate education. However, allocation of resources has not always been congruent with priorities or with the findings from program reviews. Further, communication of actions and outcomes has not been consistent. Still, in recent years, the entire division has worked in good faith to maintain quality, seize academic or technological opportunities, and grow enrollment.

The time has come (again) to take stock of our environment and to renew our sense of purpose and direction. In the future, academic priorities must be linked to budgeting decisions and communication must be assured. Unexpected events or constraints will influence decision-making at various times, but budget decisions will take place within the framework we develop in this charrette, in the short term, and with ongoing collaborative planning efforts, in the long term as well.

National

In January 2009, the Congressional Budget Office projected that the national economy this year will contract 2.2% and that the federal deficit will total $1.2 trillion. Discretionary government spending will necessarily be constrained, even as economic stimulus programs (bailouts) proceed, and costs rise for government-funded health care, unemployment benefits, food stamps, and other social programs. These problems are of course on top of existing (and increasing) needs for expenditures for military and national security, infrastructure, and the like. In response to the CBO projections, Barack Obama has commented that "unless we take decisive action, even after our economy pulls out of its slide, trillion-dollar deficits will be a reality for years to come." Clearly, higher education will be only one of many "investments" that the federal government will be considering.

For state and local governments, the situation is comparable, and the solutions will be equally difficult. There will be less funding for public higher education (unless a miracle occurs).

Growing Red Ink

According to new projections from the Congressional Budget Office, the federal budget deficit will be about $1.2 trillion in the current fiscal year.
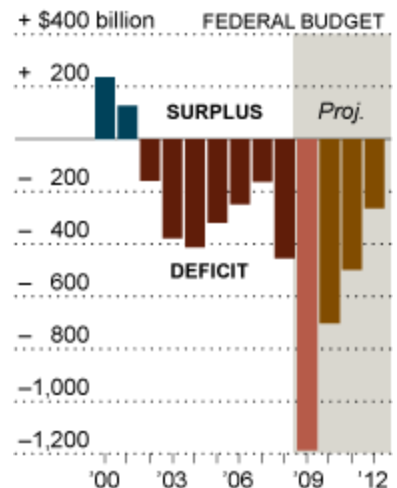
Source: Congressional Budget Office

"The weak economy is generating great fiscal distress among states. Combined budget gaps for the remainder of the current fiscal year and the next two years are estimated to total more than $350 billion. Because states cannot run deficits, they must close their shortfalls by cutting spending or raising taxes."

Center on Budget and Policy Priorities
Policy Points (December 23, 2008)
http://www.cbpp.org/policy-points.htm

Revenues Fell in Most States in 2008
Adjusted for inflation

Collections were lower in 2008 than in 2007
No Data
Collections grew by 1 percent or more
Collections grew by less than 1 percent

The Rockefeller Institute of Government
State Revenue Flash Report "July-September Revenue Collections from 2007 to 2008" (November 6, 2008)
http://www.cbpp.org/10-24-08sfp.htm
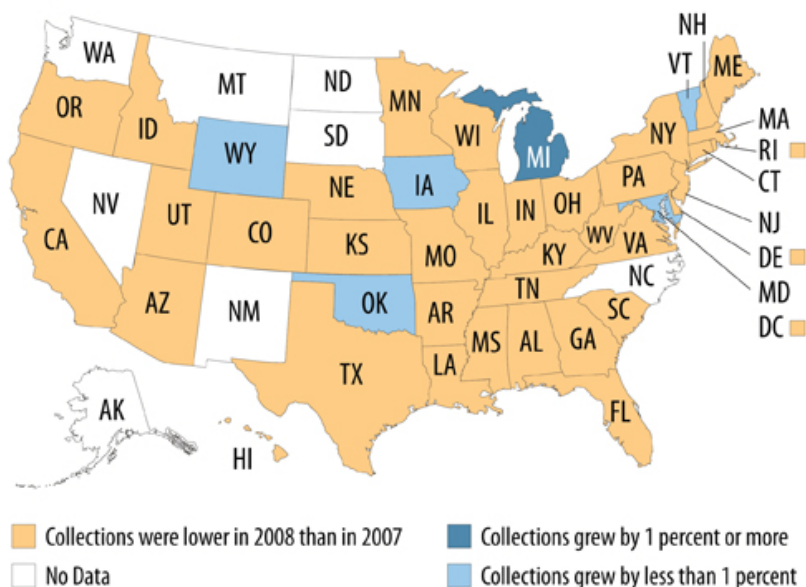
"State revenue dropped sharply in the July-September 2008 quarter, creating large, additional state budget shortfalls. All indications are that revenue collections will worsen further in coming months. Of the 42 states for which data now are available, total revenue collections are below 2007 levels in 36 states."

United States	**-5.0%**
Pennsylvania	-7.0%
Ohio	-5.6%
West Virginia	-6.5%
New York	-1.1%
New Jersey	-6.1%
Maryland	+3.5%
California	-9.3%

"Education is by far the largest component of state budgets. Some 46 percent of all state general fund expenditures is devoted to elementary, secondary, and higher education. …. State deficits over the next two and a half years are likely to total more than $350 billion. With education accounting for such a large share of state general fund budgets, it is difficult for states to avoid these types of damaging cuts — which will only get deeper as the recession continues."

Center on Budget and Policy Priorities
State Fiscal Policy Analysis "Most States Are Cutting Education" (December 23, 2008)
http://www.cbpp.org/12-17-08sfp.htm

In Pennsylvania, the 2008/09 General Fund budget this year is $28.3 billion, an increase of $1.1 billion, or 3.98%, over last year. However, Governor Rendell reported in his "2008 Mid-Year Briefing" (December 9, 2008) that "in the first five months of 2008/09, revenue collections were $657.9 million lower than estimated (down 6.8 percent)." Overall, a $1.6 billion budget shortfall is expected in the current fiscal year.

Higher Education in Pennsylvania

Having a well-educated workforce is an important asset for regions and states, and earning a post-secondary degree remains a valuable credential for the public, and for employers. However, competition for students in Pennsylvania's colleges and universities is strong,

In Fall 2008, IUP's official headcount was 11,724 undergraduate students and 2,294 graduate students. IUP is the largest school in PASSHE; however, five other PASSHE schools had at least 7000 undergraduates, and five others had at least 1000 graduate students.

Selected Measures for Pennsylvania Colleges

Institution	Second-year Retention Rates	Six-Year Graduation Rates	Student:Faculty Ratios
Indiana Univ of PA	**73% ***	**51%**	**16 : 1**
PASSHE Schools	59-86%	32-65%	16-20 : 1
Penn State University Park	94%	85%	17 : 1
Pittsburgh	90%	73%	16 : 1
Duquesne	86%	72%	15 : 1
Penn State Altoona	88%	68%	19 : 1
West Virginia	81%	55%	23 : 1
Lehigh	93%	83%	9 : 1

Source: Common Data Sets 2007/08.

Retention and graduation rates are based on cohort of first-year, first-time, full-time, bachelor's degree-seeking students.

* At IUP, for individual majors with at least 10 student in the freshman cohort, second-year retention ranges from 58-90%.

For-profit institutions represent a different kind of competition to which students (of all ages) are attracted, mostly to online programs. For example, the University of Phoenix enrolled 385,000 students last quarter, with enrollment of bachelor degree seeking students up nearly 20% over last year, and revenue growth of 24% (total annual revenues of $3.3 billion).

PASSHE and IUP

PASSHE's enrollments this year exceed 112,500, with an operating budget of $1.41 billion. The annual state appropriation is determined by the legislature, and provides about one-third of the budget ($499 million in 2008/09), and student tuition and fees cover most of the rest. Last year, $38.7 million was allocated to PASSHE schools based on achievement in a select group of performance indicators including first-year retention, undergraduate graduation rates, student and faculty diversity, faculty with terminal degrees, and cost of instruction. The measurement criteria do not necessarily reflect the entirety of IUP's mission (for example, doctoral education is not a funded measure). Nevertheless, IUP's performance has improved in several indicators over the last few years, and our award allocations have steadily increased (to $4 million

this year, or 6.3% of our total state appropriations). Achievement of those funded performance targets we have not yet met successfully will increase IUP's share of these awards.

IUP's total E&G (Educational & General Fund) budget for 2008/09 is approximately $184 million. Revenues include $83 million in tuition, $11 million in fees, $61 million in general state appropriation, $4 million in performance funding, and $16 million other. Students pay tuition and fees. The general state appropriation is based on the average of the last two years of actual, resident student enrollment (a nominal flat amount per FTE plus differential amounts for instructional FTE costs weighted by student level and discipline). The appropriation also includes a space/facilities component. Fee revenue is directed into discrete accounts (see below), but all tuition and state appropriation go into a general pool of university funds; these revenues are not tracked by source, *e.g.*, students enrolled in a certain masters program. The Vice Presidents and the President determine budgets for each division each year.

Instruction accounts for just over 41% of all university expenses. Expenditures for other activities include academic support (13%), operation and maintenance of plant (12%), institutional support (11%), student service (7%), research (2%), public service (2%), scholarship/fellowship (1%), and auxiliary enterprises (10%). Many operating expenses have risen sharply over recent years, at the same time that increases in state appropriation and tuition have been moderate.

Academic Affairs

The total Academic Affairs budget in 2008/09 is about $80 million, including "base" and "restricted" allocations. Base budgets are allocations funded by tuition and state appropriation. Expenditures include regular and temporary faculty, other personnel, operating, student employment, GA lines, and tuition waivers. No fringe benefits are included in our allocations because they are managed centrally by the university (*n.b.* that all contractual salary increases—annual steps, promotions, etc.—are also funded centrally in this way).

Restricted budgets include revenues derived from particular sources and tied to a particular budget period. In addition, these funds are generally restricted to support specific activities in accord with Board of Governors or university policy. Examples include annual revenue allocations of student fees (ESF, graduate fee, and Tech Fee), distributions of indirect costs from sponsored grants and contracts, residual summer "profits," or Performance Funding (including Library & Accreditation). Within reason, budget planners can count on these funds recurring from year-to-year.

Donations managed by the Foundation on behalf of colleges and departments are legally separate from the above state funds. Foundation accounts include endowments (invested principal) and funds that are available to spend on general support and on specific programs and scholarships every year. New donations are received throughout the year into college and departmental accounts. Substantial fund-raising for academic purposes is ongoing, in spite of the fact that development of major gifts is currently focused on the KCAC.

Generally, all academic units have all of these types of money, even if control may reside at different levels, *e.g.*, Provost, Dean, Graduate School, department. Some types of money are less restrictive than others. A useful tactic is to spend designated or restricted funds first, and preserve resources that are more flexible and/or fungible (interchangeable, with certain restrictions).

Academic Affairs Budget Summary, FY 2008/09

Base Budgets *	**Personnel (E&G Budgeted Salaries) ***	
	Faculty (Regular FTE = 631; Temporary FTE = 63)	**53,533,442**
	Managers (FTE = 68)	**5,676,826**
	Staff (FTE = 145)	**5,179,997**
	Total (not including fringe benefits)	**64,390,265**
	Operating Allocations *	
	Operating	3,104,692
	University Employment (Student Payroll)	462,573
	Federal Work Study	919,989
	Total	**4,487,254**
	Grad.School (GA's, Tuition Waivers, Doct.Enhancement) *	**4,696,646**
	Other (Central Computing, Partnerships, RCHC, Study Abroad) *	**1,406,800**

Restricted Budgets	**Student Fees (Budgeted Allocations)**	
	Instructional Fee (ESF)	2,180,000
	Graduate Fee	714,000
	Technology Fee	2,550,000
	Total	**5,444,000**
	System Performance Funding Allocations	
	Performance Funds	552,855
	Divisional Reward Performance Funding	227,082
	Library	616,000
	Accreditation (Minimum)	275,388
	Library or Accreditation	210,165
	Total	**1,881,490**
	Summer 2007 Net Residual (2008 not yet available)	**294,721**
	Distribution of F&A Indirects from FY 2007/2008	**251,918**

Other Fund Balances	***Balances in Designated Funds (January 2009)***	***10,634,756***
	Balances in RI Revolving Accounts (January 2009)	***244,359***
	Foundation Accounts (January 2009)	
	Restricted Fund Balances Available	*1,648,590*
	Estimated Annual Spending Plan, Endowed Funds (Principal = 5,962,561)	*260,000*
	Scholarship Fund Balances Available	*312,141*
	Estimated Annual Spending Plan, Endowed Scholarships (Principle = 9,821,678)	*405,000*

* Base allocations prior to making $1.69 million permanent reduction this FY.*

The analogy of a fish ladder can be helpful, especially if by wise management one type of money can be converted to another. Funds that are restricted by purpose or use within a fiscal year would be towards the bottom of the fish ladder (*e.g.*, Designated Funds, Performance Funds, Technology Fee). Next would be ESF and the Graduate Fee, which are now somewhat more flexible. In the middle would be "base" budgets for Personnel Salaries and Operating, plus returns from Summer Session, etc. Funds managed by the IUP Research Institute or the Foundation for IUP are usually even less restricted, because those entities are not bound by state procedures. Obviously, the "spawning pool" is endowment principal.

When we have to reduce expenditures to help balance the university budget, only "base" budget sources are eligible (i.e., regular or temporary salaries, or operating allocations). Further, university policy specifies how permanent personnel savings are credited toward the budget reduction. For example, if a senior faculty member retires, the salary dollars above Asst.6 are retained by the university. These funds cover general annual pay raises, step increases, and promotions (which cost at least $2.5 million this year), plus increases in fringe benefits and the like. Academic Affairs retains control over the line and the dollars at Asst.6. In the latest round of budget reductions, we reduced the budgeted salary levels for most of the regular faculty lines filled by temporary appointments. These tactics are not without consequences. However, the university has made every effort to avoid cutting regular faculty lines, in part because once lines are returned, it is nearly impossible to buy them back. The same is true for managers and staff: if a senior employee leaves, the university retains salary dollars above the mid-point for that rank, and if the person/position has to be replaced, Academic Affairs is obliged to hire at a lower salary level.

Students

While 2008 saw an increase in freshman admissions, overall IUP has experienced a decline in the undergraduate population over the past five years. In 2003, undergraduates comprised 87% of the enrolled student population; in 2008 they made up 83% of all enrolled students. Over the same time, masters and doctoral student headcount has increased.

Total Enrolled Students by Class Level
(Fall Freeze Headcount)

Level	200340	200440	200540	200640	200740	200840
Freshman	4,644	4,415	4,086	4,260	4,261	4,578
Sophomore	2,496	2,548	2,638	2,370	2,365	2,457
Junior	2,554	2,746	2,788	2,786	2,614	2,512
Senior	2,425	2,454	2,535	2,560	2,484	2,381
Masters	1,262	1,286	1,433	1,584	1,646	1,650
Doctoral	487	549	601	688	648	732
Totals	**13,868**	**13,998**	**14,081**	**14,248**	**14,018**	**14,310**

Total Enrolled Students (Fall Freeze Headcount)
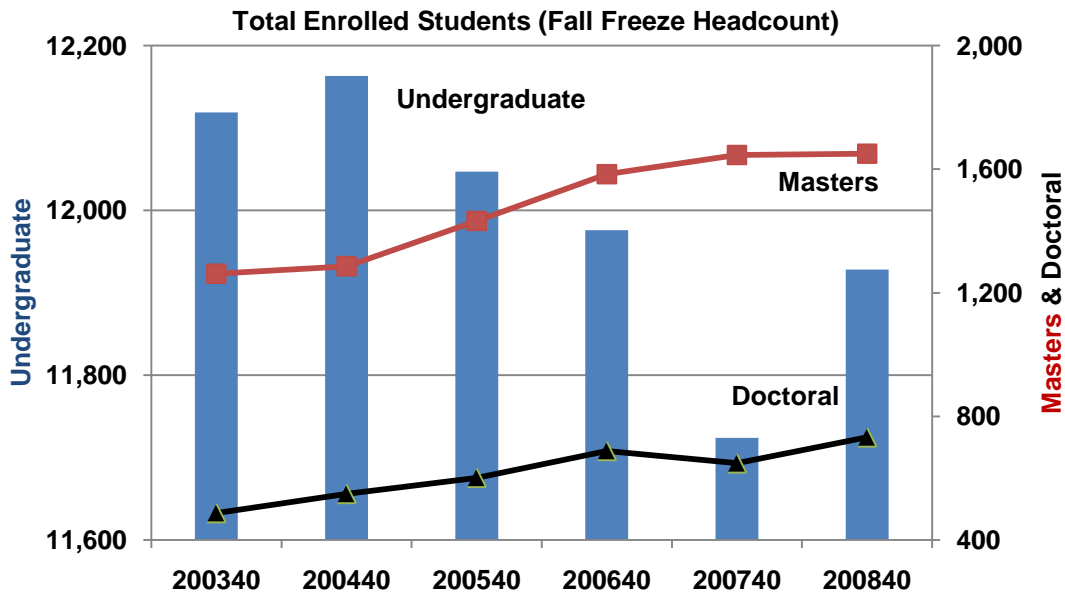
In 2008, 73.2% of all incoming students were freshmen, compared to 80.3% in fall 2003. In contrast, until the current year graduate programs have shown steady growth, particularly attracting part-time students.

New* Degree-Seeking Students by Class Level

(Entering Fall Semesters)

Level	200340	200440	200540	200640	200740	200840
Freshman	80.3%	76.3%	73.7%	71.7%	71.3%	73.2%
Junior	2.1%	2.4%	2.7%	2.0%	2.6%	2.2%
Senior	0.3%	0.4%	0.2%	0.3%	0.3%	0.3%
Sophomore	3.8%	4.7%	5.3%	4.6%	4.6%	4.8%
Masters	11.4%	13.0%	15.4%	17.4%	18.5%	15.4%
Doctoral	2.0%	3.1%	2.7%	4.0%	2.8%	4.0%
Totals	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

* Does not include readmitted students.

While a slight increase in SATs are noted for 2008/09, overall IUP has seen a decline in SAT scores since 2003. Further, SATs continue to decline at both Northpointe and Punxsutawney.

Average SAT Score by Campus - Fall Entering Cohort*

Campus	*2003*	*2004*	*2005*	*2006*	*2007*	*2008*
Indiana	1019	1025	1020	975	974	985
Northpointe	855	832	893	856	877	820
Punxsutawney	831	845	826	771	776	748
All Campuses	**1003**	**1006**	**998**	**951**	**954**	**964**

* Cohort is first-year, first-time, full-time, bachelor's degree-seeking students.
SOURCE: IUP Institutional Research

Student headcount has remained fairly static over the past six years at the main campus, Punxsutawney and Northpointe. Growth has taken place primarily at other office campus sites, particularly Bangalore.

Student Headcount by Campus (Fall Freeze)

Year/Campus	Indiana	Punxsutawney	Northpointe	Other*	Totals
200340	13,397	251	130	90	**13,868**
200440	13,446	272	112	168	**13,998**
200540	13,335	283	157	306	**14,081**
200640	13,413	296	153	386	**14,248**
200740	13,131	279	169	439	**14,018**
200840	13,331	294	158	527	**14,310**

Includes programs being offered in Monroeville and Bangalore

IUP is improving in student diversity, particularly among Black Non-Hispanic and international students. Modest growth has occurred for Latino students. IUP also met its PASSHE target for the measure of "Second Year Persistence–Combined Minorities" resulting in $764,836 in Performance Funding in 2008/09.

Enrolled Students by Racial/Ethnic Category
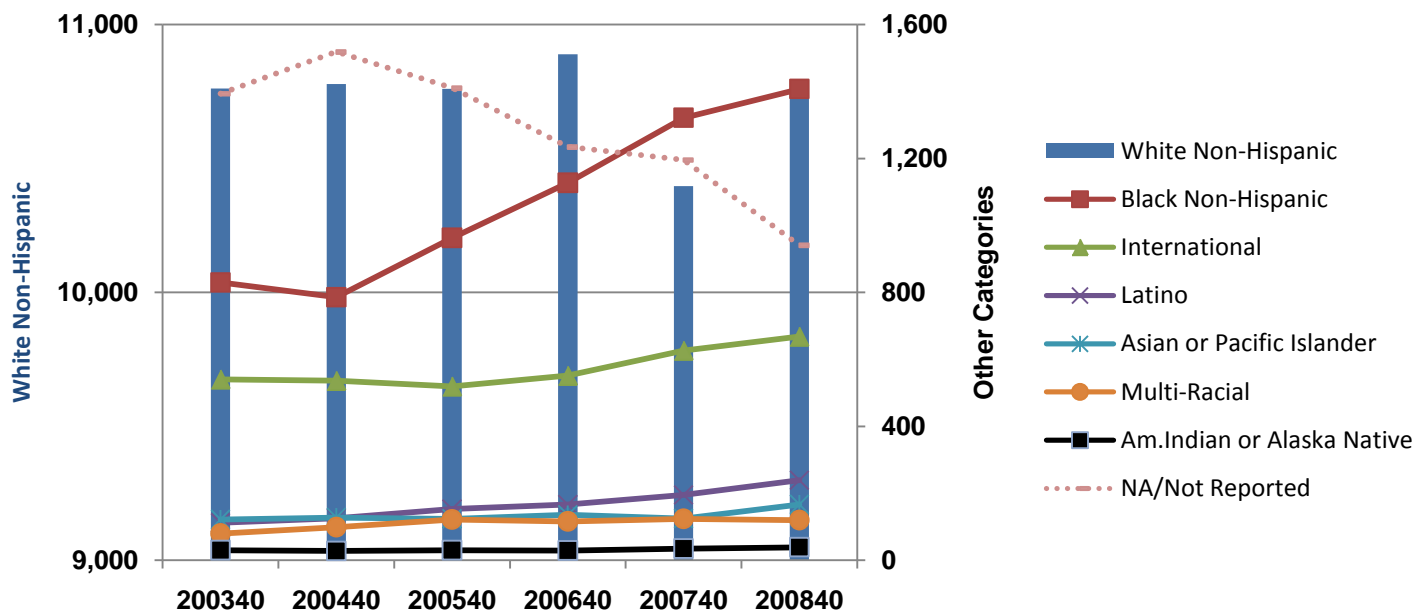
Underrepresented Minority Student Headcount by Campus (Fall Freeze)

Year/Campus	Indiana	Punxsutawney	Northpointe	Other	Totals
200340	915	50	3	4	**972**
200440	880	50	0	9	**939**
200540	1,027	97	0	22	**1,146**
200640	1,159	134	2	27	**1,322**
200740	1,379	140	4	28	**1,551**
200840	1,511	146	6	22	**1,685**

While degrees awarded have improved over the last five years, IUP is not meeting the targets for either the "Degree to Enrollment Ratio" or the "Degrees Awarded" indicators established for State System performance funding. Seven sister institutions did achieve these targets. As these are funded indicators, improvement in these areas would increase IUP's share of the Performance Funding.

Degrees Awarded

Degree	2003/04	2004/05	2005/06	2006/07	2007/08
Associate	22	18	17	7	14
Bachelors	1,870	1,986	2,108	2,275	2,113
Certificate	175	107	162	128	142
Masters	576	490	557	615	720
Doctorate	76	78	86	76	84
Totals	**2,719**	**2,679**	**2,930**	**3,101**	**3,073**

According to the College Board, the national average tuition and fee increase for four-year public institutions in 2007/08 was 6.4%. At IUP, tuition and fees increased only 2.75%. Still, 82% of IUP undergraduate students graduating in 2007 had loans, with an average indebtedness of $22,431. This was slightly below the $23,613 average among all Pennsylvania undergraduate students graduating in 2007. The average student debt represented below includes Stafford, Perkins and alternative loans, however the dollar-volume of alternative and private loans, which are more expensive and volatile, has almost doubled in the last five years for IUP students. Further, reduced returns on investments may decrease the number and amount of scholarships available for students leaving them increasingly relying on student loans to finance their educations. IUP Financial Aid Office reports that as the cost of education rises, availability of some loan programs decrease and family incomes reduce financing, education may become a significant barrier for some IUP students. Average outstanding student account balances at IUP have increased from last year.

Selected Cost and Debt Comparisons

School	Tuition & Fees	Average Debt
IUP	**$6,959**	**$22,431**
West Chester University	$6,737	$16,664
Lock Haven University	$6,917	$22,407
Penn State-University Park	$13,706	$26,300
Kent State University (Ohio)	$8,430	$23,456
SUNY at Albany (New York)	$6,087	$13,842
Rutgers-Camden Campus (New Jersey)	$11,358	$19,500
University of Maryland-Baltimore County	$8,780	$20,572

Source: IUP Office of Financial Aid

Faculty

The reductions in faculty lines that have occurred over the last three years have been offset by the conversion of Full Court Press temporary lines to full-time lines. Thus there has been little net loss over the past three years, though total budget for salaries has increased by approximately $7 million over that same time. Thus the reductions have had the net effect of being a reallocation of faculty lines rather than a reduction overall.

Faculty Salary Budgets (E&G)

	2004/05	*2005/06*	*2006/07*	*2007/08*	*2008/09*
Regular Faculty					
Budgeted Salaries	**44,213,839**	**44,433,095**	**48,210,146**	**50,789,807**	**50,305,639**
Budgeted FTE	631	647	637	621	631
Filled FTE	593	593	588	546	577
Vacant FTE (Filled with Temps)*	39	54	49	75	55
Temporary/Other Faculty					
Base Temporary Allocations	1,448,293	1,462,082	1,216,897	1,170,368	1,205,479
Full Court Press (Asst.1)	-	501,937	979,160	1,005,461	938,806
Teaching Assistants (Instr.1)	381,927	393,385	405,186	469,055	815,447
Total Temp Budgeted Salaries	**1,830,220**	**2,357,403**	**2,601,243**	**2,644,884**	**2,959,732**
Temporary FTE*	44	53	59	77	63
Total Temporary Faculty*	83	107	108	152	117
Complement Reserve/Overloads	101,443	21,452	130,667	1,022,948	268,071
Total Faculty Budgeted Salaries	**46,145,502**	**46,811,950**	**50,942,056**	**54,457,639**	**53,533,442**
Total Faculty FTE*	**675**	**699**	**695**	**698**	**694**

* Temporary FTE's are estimated; actuals vary depending on actual rank/step of temporary hires.
Note: Base budgets prior to making $1.69 million permanent reduction this FY.

Effective July 1, 2004, regular faculty vacancies were budgeted to Academic Affairs at Asst.6 or the budgeted salary of the vacant position, whichever was less. For actual hiring, colleges recruited at a salary of Asst.4. The salary differential between and Asst.6 and Asst.4 was transferred into a recurring budgeted cost center called "Complement Reserve" and managed by the Provost's Office. If colleges required additional steps to complete the hire, salary funds were moved from Complement Reserve. In general, however, this fund source is used to pay for overloads that college allocations did not cover.

Beginning in FY 2007/08, Academic Affairs was able to retain the entire salary for all faculty vacancies, hence the increase in this budget line in 2007/08. However, effective July 1, 2008, vacancies were rebudgeted to Academic Affairs at Asst.6.

Approximately 20% of regular faculty are at the top of the full professor pay scale, and account for over a quarter of the faculty salary dollars.

Faculty Lines Filled with Regular Faculty (2008/09 Headcount)

Rank/Step	1	2	3	4	5	6	7	8	9	10	11	12	13	Totals
Instr.	.	.	.	.	2	.	.	2	.	.	1	.	1	**6**
Asst.	1	2	13	15	16	15	24	22	13	9	5	2	38	**175**
Assoc.	.	.	.	2	11	6	12	7	16	13	22	14	85	**188**
Full	.	.	.	.	1	7	8	11	14	13	18	23	120	**215**
Totals	1	2	13	17	30	28	44	42	43	35	46	39	244	**584**

Percent of Regular Faculty Salary Dollars (2008/09)

Rank/Step	1	2	3	4	5	6	7	8	9	10	11	12	13	Totals
Instr.	.	.	.	.	0%	.	.	0%	.	.	0%	.	0%	**0%**
Asst.	0%	0%	1%	2%	2%	2%	3%	3%	2%	1%	1%	0%	6%	**24%**
Assoc.	.	.	.	0%	2%	1%	2%	1%	3%	2%	4%	2%	15%	**31%**
Full	.	.	.	.	0%	1%	1%	2%	3%	3%	4%	5%	26%	**45%**
Totals	0%	0%	1%	2%	4%	4%	6%	6%	7%	6%	8%	8%	47%	**100%**

The number of faculty with overloads has doubled over the past five years, however, the *expenditures* for faculty overloads have more than tripled in that same time to over $1.2 million in 2007/08. The state system has directed universities to exercise greater oversight of overloads, which may reduce these expenditures.

Expenditures for Faculty Overloads

	2003/04	*2004/05*	*2005/06*	*2006/07*	*2007/08*
Academic Affairs Funding					
Course	361,798	705,828	958,169	1,352,766	1,171,285
Prep	48,197	43,843	52,048	56,571	58,733
Totals	**$409,995**	**$749,671**	**$1,010,217**	**$1,409,337**	**$1,230,018**
#Fac. w/Course or Prep Overloads	104	167	178	221	207
University/External Funding					
Sick Leave	81,488	138,664	99,148	74,094	113,872
Grant-Funded	59,630	21,798	88,204	33,696	8,463

**Age Profile of Tenured and
Tenure-Track Faculty (Fall 2008)**

Age	Tenured	Tenure-Track
>70	1%	0%
66-70	6%	0%
61-65	16%	3%
56-60	25%	7%
51-55	21%	13%
46-50	14%	11%
41-45	10%	15%
<40	8%	50%
Totals	100%	100%

Sample sizes: 442 Tenured, 141 Tenure-Track.

Totals may not match other headcount data.

Temporary faculty account for 21.6% of the total credit-hour production. Temporary faculty teach 26.4% of all credits in lower-division courses, and 53.2% of credits in remedial courses.

**AY 07/08 Percent of Instructional Credit-Hours Generated
(Who Teaches What by Course Level)**

		Remedial	*Lower*	*Upper*	*Masters*	*Doctoral*	*Totals*
Regular	Instr.	0.0%	0.8%	1.3%	0.0%	0.0%	**0.9%**
	Asst.	46.8%	30.9%	25.4%	19.0%	11.2%	**28.3%**
	Assoc.	0.0%	22.2%	30.3%	28.0%	30.0%	**24.9%**
	Full	0.0%	19.8%	27.7%	46.9%	58.8%	**24.3%**
	Totals	**46.8%**	**73.6%**	**84.7%**	**93.9%**	**100.0%**	**78.4%**

Temporary	Instr.	0.0%	17.8%	11.2%	2.5%	0.0%	**14.6%**
	Asst.	53.2%	8.3%	3.6%	3.5%	0.0%	**6.6%**
	Assoc.	0.0%	0.2%	0.5%	0.0%	0.0%	**0.3%**
	Full	0.0%	0.0%	0.0%	0.0%	0.0%	**0.0%**
	Totals	**53.2%**	**26.4%**	**15.3%**	**6.1%**	**0.0%**	**21.6%**

Totals	Instr.	0.0%	18.6%	12.5%	2.6%	0.0%	**15.5%**
	Asst.	100.0%	39.2%	29.1%	22.6%	11.2%	**34.9%**
	Assoc.	0.0%	22.4%	30.7%	28.0%	30.0%	**25.2%**
	Full	0.0%	19.8%	27.7%	46.9%	58.8%	**24.4%**
	Totals	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Not including Military Science faculty or credit-hours.

**Workload Trends as Percent of Total
(Regular Faculty Only)**

64%

60%

UG Instruction

22%   **Alternate Workload**   23%

14%   **Grad Instr+Grad AWA**   17%

2003/04   2005/06   2007/08
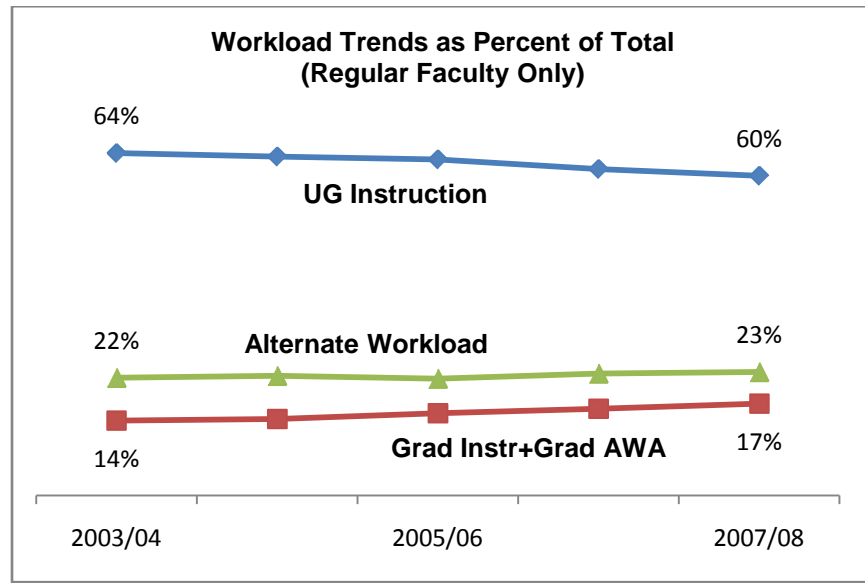
For regular faculty, the total alternate workload hours in 2007/08 were 4112 out of a total workload of 15,412, or a little over one quarter of total workload hours. Alternate workload hours in the "Academic Graduate" category include releases for graduate coordinators, doctoral instruction, and thesis/dissertation supervision and account for approximate 13% of the releases provided in 2007. "Academic Other" includes releases for coordinating undergraduate programs and other undergraduate student support, compressed sections, and other academic service (i.e., curriculum revision or development, assessment, etc.). Together these two areas account for approximately 39% of the releases provided. While the figures have been fairly consistent over the last five years, there is a slight shift of release time out of undergraduate education and into graduate education. Releases for "Administrative Other" include those for accreditation or program review preparation, or administrative positions held by faculty, such as Dean's Associates, Honors College, or Liberal Studies, for example. These, plus releases for Administration for Departments accounts for another 20% of the releases provided.   Almost half of the alternate workload hours go to full professors.

Last year in Academic Affairs, 177 grants and contracts were awarded for a total of $14.9 million, including just under $1.3 million in "indirect" costs reimbursed. External awards and university matching funds pay for relatively little faculty release (2.0% of all faculty workload) and fund very few graduate students (12 GA's in 2007/08).

AY Faculty Alternate Workload Hours by Type (Regular Faculty Only)

Year	Academic Graduate	Academic Other	Admin Dept	Admin Other	Other	Funded Research	Unfunded Research	Sabbatical	Student Support	Totals
2003/04	459	954	606	247	48	311	328	372	465	3790
2004/05	488	805	447	233	325	400	350	312	407	3767
2005/06	484	760	638	267	189	312	365	372	413	3800
2006/07	518	963	618	283	339	320	356	276	378	4051
2007/08	**554**	**1062**	**627**	**199**	**255**	**309**	**455**	**216**	**435**	**4112**

Detail of AY 2007/08 Alternate Workload Hours by Type and Rank

Rank	Academic Graduate	Academic Other	Admin Dept	Admin Other	Other	Funded Research	Unfunded Research	Sabbatical	Student Support	% By Rank
Instr.	0	168	0	0	0	12	0	0	84	6.4%
Asst.	65	475	39	5	39	47	89	12	98	21.1%
Assoc.	152	199	131	93	99	112	122	84	198	27.5%
Full	337	220	457	101	117	138	244	120	55	43.5%
Totals	**554**	**1062**	**627**	**199**	**255**	**309**	**455**	**216**	**435**	**100%**
%Total	*13%*	*26%*	*15%*	*5%*	*6%*	*8%*	*11%*	*5%*	*11%*	

About half of all regular faculty receive a release for alternate workload assignments of some kind, and this has remained consistent over the past five years.

Percent of Regular Faculty with Releases

	2003/04	*2004/05*	*2005/06*	*2006/07*	*2007/08*
No Release	46%	45%	45%	43%	44%
1/8	11%	9%	10%	11%	8%
1/4	14%	16%	17%	18%	21%
3/8	7%	7%	7%	7%	6%
1/2	7%	6%	7%	5%	7%
5/8	5%	5%	3%	4%	3%
3/4	2%	2%	2%	3%	2%
7/8	2%	2%	2%	2%	3%
No Instruction	6%	7%	6%	7%	7%
Totals	**100%**	**100%**	**100%**	**100%**	**100%**

"No Instruction" includes non-instructional faculty (e.g., Librarians, Culinary, sabbaticals, grant-funded releases, and Dean's Associates).

However, total non-instructional releases have increased. And the next table illustrates, the percentage of regular faculty with overload pay <u>and</u> releases has increased. The percentage of regular faculty with "normal" workload (with or without release) has decreased correspondingly.

Release Status by Faculty Workload
(Regular Faculty Only, Asst/Assoc/Full, AY)

Workload / Release	2003/04	2004/05	2005/06	2006/07	2007/08
Total Workload Greater Than 25 Hours					
No Release	12%	17%	15%	16%	15%
1/8-7/8 Release	26%	27%	29%	31%	33%
No Instruction	1%	1%	1%	1%	1%
Subtotals	**39%**	**44%**	**45%**	**49%**	**49%**
Total Workload = 23-25 Hours					
No Release	29%	26%	25%	23%	24%
1/8-7/8 Release	26%	21%	23%	21%	20%
No Instruction	6%	8%	7%	7%	7%
Subtotals	**61%**	**56%**	**55%**	**51%**	**51%**
Totals	**100%**	**100%**	**100%**	**100%**	**100%**

Instruction

Masters level education is only slightly more expensive per FTE student than undergraduate education; doctoral education, however, is three times as expensive. State appropriations do provide differential funding, however, which helps to offset the higher costs of graduate education. The current state appropriation model weights FTE student credit-hours by level of instruction and cost of the academic area (normal or high). The model provides funding to the university in the following ratios: lower division 1.0 or 1.4; upper division 1.5 or 1.9; Masters 1.7 or 2.1; and Doctoral 5.2. Appropriation funds are only provided for credit-hours generated by residents of Pennsylvania. All out-of-state students do pay higher tuition.

In addition, "Instructional Cost – Undergraduate Cost per FTE Student" is a PASSHE funded performance measure. For 2008/09, IUP did not meet target, which resulted in a loss of potential revenue. Eight sister institutions did meet the target.

Cost of Instruction per Student FTE by Level
IUP 2007/08 Common Cost Accounting Report (CCAR)

Academic Level	Total Instructional Expenses	Total FTE Students	Total FTE Faculty	Total Credit Hours	CH per Fac FTE	Cost per FTE Student
Lower Division	$32,799,403	7,709	340	231,283	680.07	$4,254
Upper Division	$23,694,234	3,583	232	107,492	463.18	$6,613
Grad Master	$10,284,765	1,388	90	33,310	371.68	$7,410
Grad Doctoral	$5,418,414	347	46	8,325	180.93	$15,621
Totals	**$72,196,815**	**13,027**	**708**	**380,410**	**537.46**	**$5,542**

The Common Cost Accounting Report (CCAR) methodology includes actual salaries and fringe benefits, and pro-rated expenditures for operating, support services, and physical plant.

In 2007/08, 35.2% of all credit-hours taken by undergraduate students were taught in the home department of that student's major. By curricular design or by student choice, undergraduates take two-thirds of their courses outside of their home department. Aggregated by college, averages range from 16-72%.

**Percent Total Credit-Hours Generated by Given Student's
Undergraduate Major Department**

	2003/04	*2004/05*	*2005/06*	*2006/07*	*2007/08*
University Totals	32.8%	33.7%	34.8%	35.6%	35.2%

Analysis done by individual student and major, by academic year.

Liberal Studies Credit-Hours as Percent of Total by Course Level (AY)

Course Level	*2003/04*	*2004/05*	*2005/06*	*2006/07*	*2007/08*
100	74%	75%	75%	76%	75%
200	42%	43%	44%	43%	43%
300	15%	15%	16%	17%	16%
400	16%	17%	16%	16%	16%
Totals	**46.3%**	**46.6%**	**45.6%**	**45.1%**	**44.8%**

**Distribution of Counts and Size of Lecture Sections
as Percent of All Lecture Sections by Level by Academic Year**

	AY	1-10	11-20	21-30	31-40	41-50	51-75	76-100	>100	N
Lower Division	2003/04	5%	17%	31%	19%	14%	8%	3%	3%	2146
	2004/05	5%	18%	32%	18%	14%	9%	3%	2%	2104
	2005/06	5%	19%	32%	15%	15%	9%	4%	2%	2081
	2006/07	5%	19%	32%	16%	14%	9%	3%	2%	2029
	2007/08	5%	19%	32%	16%	14%	10%	3%	2%	1973
Upper Division	2003/04	16%	29%	38%	13%	3%	1%	0%	0%	971
	2004/05	17%	27%	39%	12%	3%	2%	0%	0%	954
	2005/06	15%	31%	35%	13%	4%	2%	0%	0%	985
	2006/07	12%	33%	35%	14%	3%	2%	0%	0%	974
	2007/08	16%	30%	34%	14%	4%	2%	0%	0%	980
Graduate	2003/04	28%	53%	15%	3%	1%	0%	0%	0%	261
	2004/05	27%	49%	20%	3%	1%	0%	0%	0%	257
	2005/06	27%	49%	18%	5%	1%	0%	0%	0%	319
	2006/07	32%	45%	17%	4%	2%	0%	0%	0%	417
	2007/08	34%	46%	15%	4%	1%	0%	0%	0%	431

Not including Cross-Listed, Dual-Listed, or APMU sections.

DFW rates have declined slightly among sophomores, juniors, and seniors. They have risen slightly among freshmen, but increased dramatically for remedial students in 2005/06, and remained at that high level since.

D/F/W Grades, Rate by Class Level and Year

Class Level	2003/04	2004/05	2005/06	2006/07	2007/08	#Grades
Remedial	39.1%	32.0%	50.9%	51.3%	50.4%	391
Freshman	23.1%	21.4%	22.3%	24.3%	24.0%	6,838
Sophomore	20.4%	18.5%	18.0%	19.9%	19.7%	23,178
Junior	13.5%	13.2%	12.3%	12.4%	13.1%	19,331
Senior	7.7%	7.2%	7.0%	7.4%	7.2%	16,060
Total Undergraduate	**19.3%**	**17.8%**	**17.8%**	**19.1%**	**19.1%**	**115,798**
Total Graduate	**2.8%**	**2.3%**	**2.4%**	**2.0%**	**2.2%**	**13,514**

Counts of D/F/W grades as percent of A/B/C/P/D/F/W grades.

Second-year retention rates have dropped in recent years, and continue to be below the target levels specified in the PASSHE performance funding methodology. For IUP, retention is an "unmet target" (six sister institutions met or exceeded their targets this past year).

IUP Second-year Cohort Retention Rates (All Campuses)
(Cohort entering in given fall, returning next fall)

2003	2004	2005	2006	2007*
76.00%	76.73%	75.77%	73.40%	73.70%

*Preliminary

*Cohort is first-year, first-time, full-time, bachelor's degree-seeking students.*

Source: IUP Institutional Research

Graduate student retention is not officially reported to PASSHE or other agencies, but IUP has initiated an analysis, and results are forthcoming.

The percent of online courses offered have increased across all levels over the past 5 years, though most quickly at the undergraduate level, and most dramatically during the summer session. However, to date, online offerings have been primarily limited to alternate venue for course delivery for IUP students.

Online Instruction
Percent of AY Instructional Credit-Hours Generated

Course Level	2003/04	2004/05	2005/06	2006/07	2007/08
100	0.9%	1.1%	0.9%	1.4%	1.7%
200	1.1%	1.4%	1.6%	1.7%	2.2%
300	2.4%	2.9%	3.3%	3.5%	4.6%
400	0.7%	1.8%	3.2%	1.8%	1.7%
500+	1.0%	1.8%	1.2%	2.0%	3.3%
Totals	**6.2%**	**8.9%**	**10.2%**	**10.4%**	**13.5%**

Online Credit-Hours
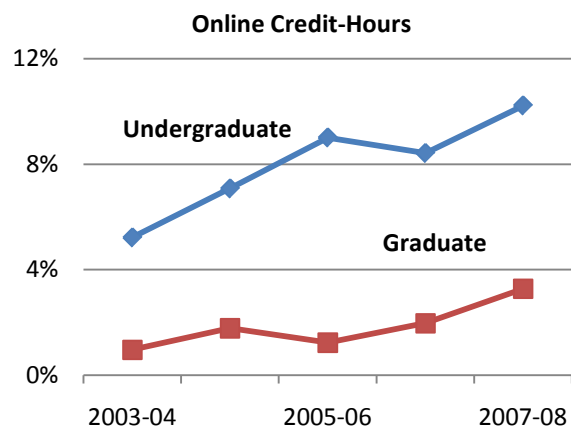
Percent Total Credit-Hours by Semester

Semester	2003/04	2004/05	2005/06	2006/07	2007/08
Summer	8.8%	8.5%	8.8%	9.2%	9.5%
Fall	47.7%	47.6%	47.5%	47.5%	47.3%
Spring	43.5%	43.9%	43.8%	43.3%	43.2%
Totals	**378,252**	**380,067**	**383,651**	**383,805**	**378,370**

Summer Online Credit-Hours
Percent Change from 2007 to 2008
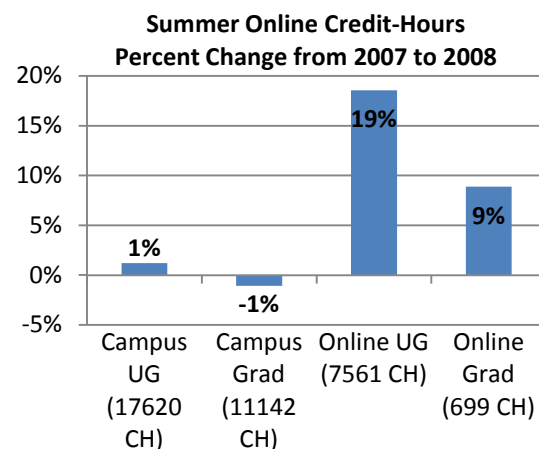
In addition, in the new pilot winter session recently completed, all sections offered were completely online. Preliminary enrollment information indicates that more than 800 individual students generated more than 2700 credit-hours (mostly undergraduate).

Full professors have led the way in developing and offering online courses, though the percentage of assistant and associate professors teaching online have increased.

Online Instruction
Percent Sections by Rank (Regular Faculty, Summer/Fall/Spring)

Rank	2003/04	2004/05	2005/06	2006/07	2007/08
Instr.	5%	4%	3%	3%	2%
Asst.	11%	12%	14%	19%	18%
Assoc.	31%	27%	31%	25%	40%
Full	52%	56%	52%	53%	41%
Totals	**100%**	**100%**	**100%**	**100%**	**100%**
Total Faculty	**141**	**154**	**191**	**178**	**101**

Classroom usage by room capacity, time of day, and day of week will be of particular interest while Keith and Leonard are being replaced with new academic facilities.

Classroom Contact Hours by Time of Day
Source: IUP Space Needs Assessment Findings, Nov 2007
(Comprehensive Facilities Planning, Inc.)
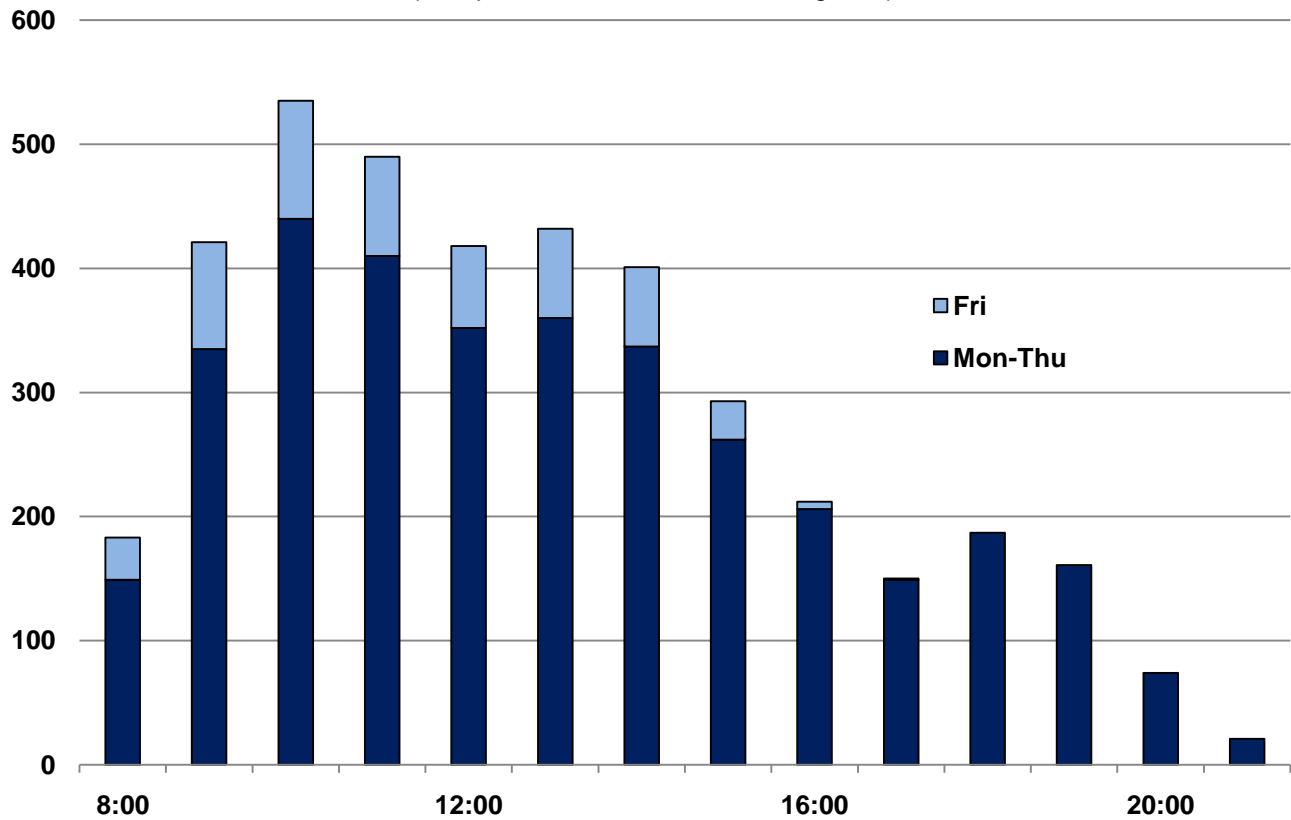
Managers and Staff

Managers and staff are employed in academic departments, College Dean's Offices, IT Services, Libraries, Registrar, Provost's Office, School of Graduate Studies & Research, Regional Campuses, and other areas.

Managers and Staff Budgeted FTE (2008/09)

	Managers	Staff	Totals
Academic Depts	0.00	63.00	**63.00**
Dean's Offices	23.00	22.00	**45.00**
IT Services	24.00	8.00	**31.00**
Libraries	4.00	18.00	**22.00**
Registrar	3.00	11.00	**14.00**
Provost	8.00	4.00	**13.00**
Graduate School	3.00	7.00	**10.00**
Regionals	2.00	6.00	**8.00**
Other	1.00	6.00	**7.00**
Totals	**68.00**	**145.00**	**213.00**

Total Salary Budgets	**5,676,826**	**5,179,997**	**10,856,823**

* Note: The above figures include four vacant lines (three FTE managers and one FTE staff). With the exception of the Dean of the Graduate School & Research, these vacant lines are frozen.

In the last five years, due to budget cuts, Academic Affairs has reduced our permanent allocation by a net 9.5 FTE managers and 4.8 FTE staff. These reductions have occurred in the Libraries, College Dean's Offices, Provost's Office, IT Services, Graduate School, and Registrar.

"Dean's Offices" includes College Technology Managers (CTM's); "Provost" includes Continuing Education; "Regionals" includes Punxsutawney, Northpointe, and Monroeville; "Other" includes Honors College, International Education, and Liberal Studies.

Issues to Consider

Regarding budget reductions:

- Are there any ways in which the existing structures (administrative and academic) within the division might be reorganized so that we can be better at what we do, extract greater efficiencies, or create and pursue new opportunities?

- Once faculty lines are eliminated, they are difficult to re-establish. Smaller class sizes have historically been a priority for IUP.   Given that, are there ways in which faculty work hours might be better utilized to absorb the budget reductions, while minimizing any loss of regular lines or any increase in class sizes?

- When the division has faced budget reductions in recent years, specific reduction targets were allocated to each college and the Deans relinquished faculty lines as available. If reductions in regular lines must happen, another option is to do so strategically based on program performance and centrality to mission. If the division needed to implement such reductions, what criteria should be incorporated in such decisions?

Opportunities for increasing revenues:

Performance Funding:

- IUP has increased resources for recruitment with the intention of both increasing undergraduate enrollment and improving SAT scores. However, the needs of students with lower SAT's and significant financial hardship is likely to remain a priority. As DFW rates for freshman have grown to nearly one quarter, and as DFWs constitute over one half of all grades earned in remedial classes, we have room for improvement. Given that this area is also related to critical funded performance indicators, attention is warranted.

- Other areas exist in which IUP could be receiving performance funding by achieving state targets. These include: degrees awarded, graduation rates, and undergraduate instructional cost.

Program Growth:

- Indications are that graduate education remains a growth area, particularly in applied masters programs for part-time students. The current economic situation, coupled with veterans returning from active duty, may lead to an increase in adult students in both undergraduate and masters levels programs. Further, the percentage of students in graduate programs is relatively low for a Doctoral I research institution.

- High demand workforce areas: Tracey Mission, with IUP's new grant-funded Office of Economic Development, has prepared an analysis of high demand workforce areas in Pennsylvania, and is available to work with departments in providing information to assist new program development. Areas for employment for future students will include: life sciences, advanced materials & diversified manufacturing, business and financial services, education, agriculture and food production, building and construction, information and communication services, logistics and transportation, and the industries associated with lumber, wood and paper.

- To date, online offerings have been primarily limited to serving as an alternate venue for course delivery for IUP students; only three fully online programs have been developed to date, and these are all at the graduate level. Online programs do offer an opportunity to respond to new market niches, and online courses have now been approved in each of the required Liberal Studies areas.