



# ***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

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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 scholarshi1g3hi35sshtu0c7Nc[(n)1(s)2( )1/sylvc i

## **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:

- f* Is driven by a strong academic vision. IUP strives to promote **academic excellence** in teaching,

## **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.

## 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. Encourage and promote the teacher/scholar service model [ 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 works-

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C.



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

A. Attract, retain, and develop a diverse faculty, who are strong teachers, scholars, and participants in the life of the university and the wider community. [ 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. Attract, retain, and develop a diverse body of undergraduate students who are academically prepared, active learners, and striving to achieve personal excellence. [ 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

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. Attract, retain, and develop a diverse body of graduate students who are committed to achieving excellence. [ 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

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

Strategies:

1. Provide tuition waivers for graduate level coursework.
2. ]

**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. Provide an environment and infrastructure that fosters intellectual discovery, creative problem solving and the dissemination and application of knowledge. [ 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.

- C. Recognize and reward excellence in scholarship and research. [ 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. inc18-1(C-016(e)-8(e) DO

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 –

C.

F. Direct resources toward areas affected by enrollment growth. [ 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 r e or r e





- C. 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. [ 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. 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 . [ Student Development – A, B, D, E; Civic Engagement – A, B, C ]

Strategies

1. Identify and expand community service and leadership

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

- Maintain and promote  
and innovative

A.



**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 broader community.













## **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 –

**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

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,

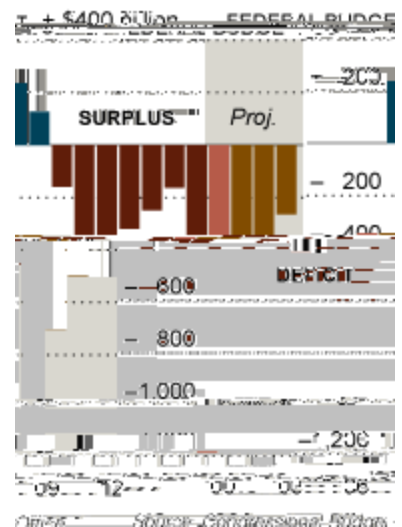


# IUP Academic Affairs Environmental Scan

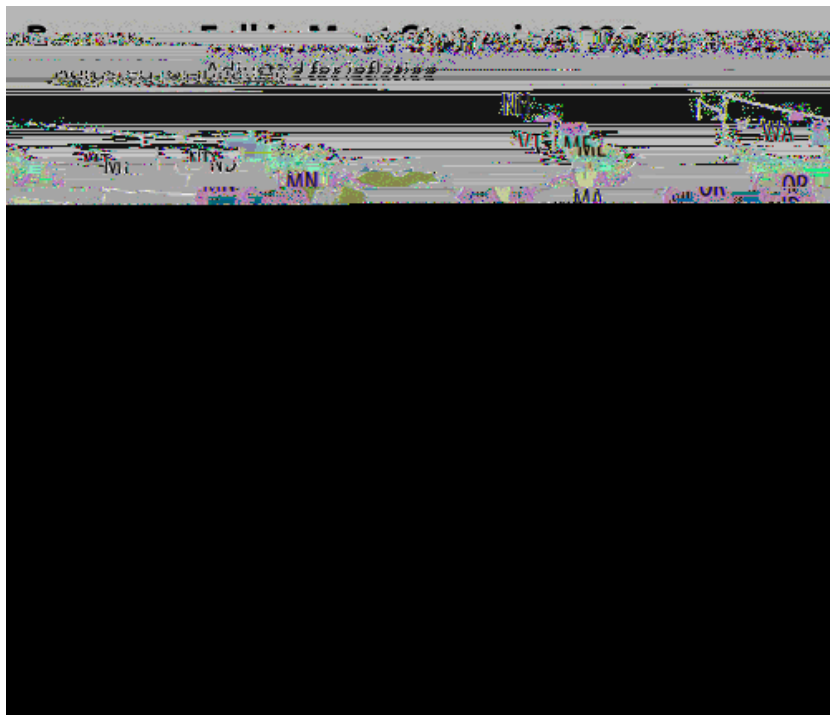
January 23-24, 2009

## Growing Red Ink

According to new projections  
the deficit in the Congressional Budget  
Office's (CBO) federal budget deficit  
will be about \$1.2 trillion in the  
current fiscal year.



*“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*





# Higher Education in Pennsylvania

Having a well-educated workforce is an important asset for regions, states, and earning a postsecondary 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, IUPUI's official headcount was 11,724 undergraduate students and 2,294 graduate students. IUPUI 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			

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 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 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 to a general pool of university funds; these revenues are not tracked by source, except for students enrolled in a certain masters program. The Vice President 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 (i.e. that all contractual salary increases are 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 and Tech Fee), distributions of indirect costs from sponsored grants and contracts, annual 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 fundraising 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 restricted 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**

<b>Base Budgets *</b>	<b>Personnel (E&amp;G Budgeted Salaries) *</b>	
	Faculty (Regular FTE = 631; Temporary FTE = 63)	<b>53,533,442</b>
	Managers (FTE = 68)	<b>5,676,826</b>
	Staff (FTE = 145)	<b>5,179,997</b>
	<b>Total (not including fringe benefits)</b>	<b>64,390,265</b>
	<b>Operating Allocations *</b>	
	Operating	3,104,692
	University Employment (Student Payroll)	462,573
	Federal Work Study	919,989
	<b>Total</b>	<b>4,487,254</b>

**Grad.**

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 base are retained by the university. These funds cover general annual pay raises, step increases, and promotions (which 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 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 an employee leaves, the university retains salary dollars above the point-for that rank, and if the person/position has to be replaced, Academic Affairs is obliged to hire at a salary level.

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%
<b>Totals</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

\* Does not include readmitted students.

While a slight increase in SATs are noted for 2008, overall IUP has seen a decline in SAT scores since 2003. Further, SATs continue to decline at both Northpointe and Punxsutawnea. (08)Tj 20nue5a080





# Faculty

The reductions in faculty lines that have occurred over the last ~~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 ~~time~~ rather than a reduction overall.

## Faculty Salary Budgets (E&G)

	2004/05	2005/06	2006/07	2007/08	2008/09
<b>Regular Faculty</b>					
<b>Budgeted Salaries</b>	<b>44,213,839</b>	<b>44,433,095</b>	<b>48,210,146</b>	<b>50,789,807</b>	<b>50,305,639</b>
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





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

<b>Age</b>	<b>Tenured</b>	<b>Tenure-Track</b>
>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 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**

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For regular faculty, the total alternate workload hours in 2008 were 412 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 coordination, 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). 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.

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

<b>Rank</b>	<b>Academic Graduate</b>	<b>Academic Other</b>	<b>Admin Dept</b>	<b>Admin Other</b>	<b>Other</b>	<b>Funded Research</b>	<b>Unfunded Research</b>	<b>Sabbatical</b>	<b>Student Support</b>	<b>% By Rank</b>
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.

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

<b>Workload / Release</b>	<b>2003/04</b>	<b>2004/05</b>	<b>2005/06</b>	<b>2006/07</b>	<b>2007/08</b>
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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 72% of their courses outside of their home department. Aggregated by college, averages range from 16

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

*2003/04*

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

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

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.

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)



Classroom usage by room capacity, time of day and day of week will be of particular interest to Keith and Leonard are

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

<b>Total Salary Budgets</b>	<b>5,676,826</b>	<b>5,179,997</b>	<b>10,856,823</b>
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## Issues to Consider

Regarding budget reductions

- x 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, create and pursue new opportunities
  
- x Once faculty lines are eliminated they are difficult to reestablish. Smaller class sizes have historically been a priority for IUP. Given that, are there ways in which faculty work hours might be better utilized