Board of Governors' Quarterly Meeting Agenda

Wednesday, October 5, 2016

1:30 p.m. **Committee Meetings (Boardroom)**

- Academic and Student Affairs
- Audit
- Finance, Administration, and Facilities
- Human Resources

Thursday, October 6, 2016

9:00 a.m. **Meeting of the Board of Governors (Boardroom)**

Adjournment

Board of Governors' Quarterly Meeting Agenda

Boardroom, First Floor
Administration Building
Dixon University Center
2986 North Second Street
Harrisburg, PA 17110-1201

Wednesday, October 5, 2016

Committee Meetings

1:30 p.m. (Boardroom)

Academic and Student Affairs – Page 4

1. Student Spotlight – Student Veteran Success (PRESENTATION) (Thursday)
2. State System's Workforce Intelligence Toolkit (PRESENTATION) (Wednesday)
    a. Regional Gap Analysis: Findings and Activities
    b. Tools for Improvement: Analyst and the Career Coach
3. Fall 2016 Student Profile and Enrollment Trends (PRESENTATION) (Wednesday)
4. Recommendation for Approval of Four New Academic Programs (ACTION):
    a. Approval of a Bachelor of Science in Public Health at Indiana University of Pennsylvania
    b. Approval of a Bachelor of Science in Information Technology at Kutztown University of Pennsylvania
    c. Approval of a Doctor of Philosophy in Counselor Education and Supervision at Indiana University of Pennsylvania
    d. Approval of a Doctor of Education in Counselor Education and Supervision at Shippensburg University of Pennsylvania
5. Revisions to Board of Governors' Policies (ACTION) (Wednesday)
    a. Revision to Board of Governors' Policy 1999-01: *The Academic Passport and Student Transfer Policy*
    b. Revision to Board of Board of Governors' Policy 1993-01: *General Education at State System of Higher Education Universities*
    c. Revision to Board of Governors' Policy 1986-04-A: *Program Review*
6. New Program Approval Process (INFORMATION) (Wednesday)

Audit – Page 66

1. Office of Internal Audit and Risk Assessment (OIARA) Update (INFORMATION)

Finance, Administration, and Facilities – Page 70

1. Educational and General Operating Budgets for Pennsylvania's State System of Higher Education Entities (INFORMATION)
2. Fiscal Year 2017/18 Appropriation Request (ACTION)
3. Revisions to Board of Governors' Policy 1991-04-A: *Volunteerism* (ACTION)
4. Fiscal Year 2016/17 Capital Spending Plan and Capital Budget Authorization Request (ACTION)

Human Resources – Page 113

1. Human Resources Committee Update (INFORMATION)

Board of Governors' Meeting
Thursday, October 6, 2016
9:00 a.m.

Meeting of the Board of Governors – Page 115

Academic and Student Affairs Committee

Boardroom, First Floor
Administration Building
Dixon University Center
2986 North Second Street
Harrisburg, PA 17110-1201

October 5-6, 2016

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Committee Members: David Maser (Chair), Audrey F. Bronson, Representative Michael K. Hanna, Jonathan B. Mack, Secretary of Education Pedro A. Rivera, Senator Judith L. Schwank, Cynthia D. Shapira (*ex officio*), and John M. Anderson (nonvoting presidential liaison).

For further information contact Kathleen M. Howley at (717) 720-4200

ITEM #1

Academic and Student Affairs Committee Meeting
October 5-6, 2016

SUBJECT: Student Spotlight – Student Veteran Success (PRESENTATION)

UNIVERSITIES AFFECTED: ALL

BACKGROUND: Students are our primary focus. The Academic and Student Affairs Committee is committed to ensuring students are celebrated at each Board of Governors' meeting.

In an ongoing effort to show our support and commitment to the access and success of our military affiliated students and to honor the contributions of veterans in the month of November, veterans and military affiliated students will highlight their State System experiences during the "Student Spotlight."

Students will speak with the Board of Governors about their opportunities in the State System, including success initiatives that universities provide for this population of students. They will also discuss the positive impacts they have realized from enacted Pennsylvania legislation and State System policies created on behalf of veteran and military affiliated students.

Supporting Documents Included: Brief bio's of the students in the "Spotlight."

Other Supporting Documents Available: N/A

Prepared by: Kathleen M. Howley **Telephone**: (717) 720-4200

Mike Oquendo

Mike Oquendo is a senior and veteran that used the Post 9/11 GI Bill to help pay for his college education at Indiana University of Pennsylvania; slated to graduate in December 2016. He has participated in a VA work study program in the Military and Veterans Resource Center and was a speaker at the organizations opening ceremony. Mike is very involved with charity and community service as President of the Student Veterans Organization and a member of the Military Fraternity. He also has a passion for public speaking and giving presentations to IUP faculty and staff on issue facing veterans.

Katie Reiher

Katie Reiher is a dependent of a disabled veteran that used Chapter 35 benefits for spouses and children of disabled veterans to pay for her college education at Indiana University of Pennsylvania; slated to graduate in May 2016. She has participated in a VA work study program and is currently working in the Military and Veterans Resource Center garnering knowledge on the different benefits and programs available to veterans and their families. Katie is also very involved with charity and community service as President of her sorority.

Morgan Decray

Shippensburg University is proud to be represented by Morgan Decray. She is in her second year at Ship and has become actively involved in campus life. Along with her fellow student, Erin Murphy, the two came to campus and were true "battle buddies". They had known each other for years and were there for each other for support as they assimilated into college life.

Morgan spends a great deal of her time working with the Residence Hall Association and assists in planning programs and activities for the on campus students. She is from the Douglasville/Reading area and recently began volunteering on weekends at the Better Days Animal Shelter, doing everything from cleaning poop to playing with puppies! Morgan works in the University's Veteran's Resource Center and is a leader in our chapter of the Student Veterans of America.

Erin Murphy

Shippensburg University is proud to be represented by Erin Murphy. She is in her second year at Ship and is from the Douglasville/Reading area and has become actively involved in campus life. Along with her fellow student, Morgan Decray, the two came to campus and were true "battle buddies". They had known each other for years and were there for each other for support as they assimilated into college life.

Erin has been actively involved in campus life as member of Ship's Orientation Team and is responsible for meeting with each incoming veteran as they arrived at Summer Orientation. She is from the Douglasville/Reading area working in the University's Veteran's Resource Center and is a leader in our chapter of the Student Veterans of America.

Shippensburg University is truly blessed to have such fine soldiers representing our campus!

Dr. Cory Shay

Dr. Cory Shay is the Director of the Military and Veterans Resource Center at Indiana University of Pennsylvania and also operates as the School Certifying Official. He used GI Bill benefits to help pay for his college education enabling him to earn his Bachelor's, Master's and Ph.D. With 5 years of experience working with Veterans in higher education, Dr. Shay is a member of the Indiana County Veterans Services Providers and PASSHE Veterans Network.

Dr. Shay is a US Army Veteran who served in Iraq. He earned his Ph.D. from Robert Morris University majoring in Education Leadership and Instructional Management. His dissertation was a phenomenological study which examined issues keeping female veterans from achieving academic success as college students.

Mr. James McCormack

Mr. James McCormack is the Director of Auxiliary Business Functions on the campus of Bloomsburg University of Pennsylvania. He is an alumni of the University earning both bachelor and master degrees and has been employed there for over 25-years. He has responsibilities for finance, administration and operations of the Office of Residence Life and dining service programs. He manages the ID production center, access control, and declining balance systems for the campus. Mr. McCormack has fiscal oversight of departments within the Student Affairs division. He currently Co-Chairs the Pennsylvania State System of Higher Education, Veterans Advisory Network, formed to collaborate on Veteran and military affiliated student programs, services, concerns, and interests across the fourteen state system universities and the Office of the Chancellor.

Mr. McCormack also serves as a Colonel in the Pennsylvania Army National guard as the Land Component Commander assigned the Joint Force Headquarter. He is Veteran with deployments in both Afghanistan and Iraq. He has served the Commonwealth during numerous emergency declarations and was one of the first responders from Pennsylvania in the aftermath of Hurricane Katrina in 2005. COL McCormack is in his 30th year of military service, is military engineer, transportation, and multifunctional logistics qualified and a graduate of the United States Army War College.

ITEM #2

Academic and Student Affairs Committee Meeting
October 5-6, 2016

SUBJECT: State System's Workforce Intelligence Toolkit (PRESENTATION)

UNIVERSITIES AFFECTED: ALL

BACKGROUND: Pennsylvania's State System of Higher Education (State System) has produced a Workforce Intelligence Toolkit—a central clearinghouse for strategic and academic planning developed in response to the State System's Strategic Plan "Rising to the Challenge 2020." The overarching goal of this toolkit is to provide resources and services that help State System universities align with the Commonwealth's workforce needs and ensure every State System student has a career-plan as they go through college. This portion of the BOG agenda concentrates on two key components of this toolkit: (1) development and use of Regional Gap Analysis, and (2) Tools for Improvement – both helping State System universities individually and collectively connect better with Pennsylvania's economy.

a. **Regional Gap Analysis: Findings and Activities**
A fundamental challenge for any higher education system is to understand the characteristics of the regional economy it supports and the workforce needs of its local employers. This section of the presentation will provide high-level findings from this research and showcase how this information is being used from the perspective of the universities themselves.

b. **Tools for Improvement: Analyst and State System's Career Coach**
The Workforce Intelligence Toolkit (refer below) now houses two resources that help State System universities serve their region and connect university programs with careers. This is a powerful resource for students to match their interests and skills with career and major choices as well as identify job opportunities in their career fields. This section of the presentation will showcase these tools and, more important, present how State System universities are integrating these resources as a part of a holistic strategy.

Supporting Documents Included: Handouts

Other Supporting Documents Available: N/A

Prepared by: Kathleen M. Howley **Telephone**: (717) 720-4200

ITEM #3

Academic and Student Affairs Committee Meeting
October 5-6, 2016

SUBJECT: Fall 2016 Student Profile and Enrollment Trends (PRESENTATION)

UNIVERSITIES AFFECTED: ALL

BACKGROUND: Annually, the Board of Governors is presented with fall semester enrollment data based on information available as of the 15th day of classes (Fall Freeze Date). The data will be provided in the context of enrollment trends, student profiles, and the State System Strategic Plan: "Rising to the Challenge 2020."

Supporting Documents Included: N/A

Other Supporting Documents Available: N/A

Prepared by: Kathleen M. Howley **Telephone**: (717) 720-4200

ITEM #4

Academic and Student Affairs Committee Meeting
October 5-6, 2016

SUBJECT: Recommendation for Approval of Four New Academic Programs (ACTION)

UNIVERSITIES AFFECTED: Indiana University of Pennsylvania, Kutztown University of Pennsylvania, and Shippensburg University of Pennsylvania.

BACKGROUND: In accordance with Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs*, with the approval of the respective Councils of Trustees to bring the proposed programs forward for approval by the Board of Governors of Pennsylvania's State System of Higher Education, and upon recommendation of the Chancellor, the following four new academic programs are put forth for consideration:

a. Approval of a Bachelor of Science in Public Health at Indiana University of Pennsylvania
b. Approval of a Bachelor of Science in Information Technology at Kutztown University of Pennsylvania
c. Approval of a Doctor of Philosophy in Counselor Education and Supervision at Indiana University of Pennsylvania
d. Approval of a Doctor of Education in Counselor Education and Supervision at Shippensburg University of Pennsylvania

Supporting Documents Included: Executive Summaries of Degree Proposals and Five-Year Budget Projections for each proposed academic program.

Other Supporting Documents Available: Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs.*

Prepared by: Kathleen M. Howley **Telephone:** (717) 720-4200

ITEM # 4a

Academic and Student Affairs Committee Meeting
October 5-6, 2016

SUBJECT: Approval of a Bachelor of Science in Public Health, Indiana University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: Indiana University of Pennsylvania

BACKGROUND: In accordance with Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs*, with the approval of the Council of Trustees at Indiana University of Pennsylvania to bring this proposed program forward for approval by the Board of Governors of Pennsylvania's State System of Higher Education, and upon recommendation of the Chancellor, the following motion is put forth.

MOTION: That the Board of Governors approve a Bachelor of Science in Public Health program at Indiana University of Pennsylvania.

Supporting Documents Included: Executive Summary of Degree Proposal and Five-Year Budget Projection.

Other Supporting Documents Available: Degree Proposal; Board of Governors' Policy 1985- 01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs.*

Approved to move forward by Indiana Council of Trustees: September 15, 2016

Executive Summary of Degree Proposal
Bachelor of Science in Public Health
Indiana University of Pennsylvania
October 5-6, 2016

1) **Appropriateness to Mission**
The proposed Bachelor of Science (B.S.) in Public Health at Indiana University of Pennsylvania (IUP) is designed to meet the growing Commonwealth workforce needs in public health and related healthcare fields. Graduates will understand the science of human health and the epidemiology of infectious and chronic diseases, as well as the complications of the U.S. and global healthcare systems with regard to access and ethics of the disparities in healthcare delivery. This proposed program will provide students options to focus in three academic areas: Epidemiology and Biostatistics, Environmental and Occupational Health, and Behavioral and Mental Health. The proposed program meets the accreditation criteria of the Council on Education for Public Health (CePH); accreditation will be sought at the earliest possible date.

The B.S. in Public Health aligns with the State System of Higher Education's Strategic Plan: Rising to the Challenge 2020" by meeting the workforce needs of the Commonwealth and increasing the number of STEM graduates. In continuing efforts to manage costs, this interdisciplinary program leverages faculty, existing coursework, and infrastructure from three IUP colleges (Health and Human Services, Humanities and Social Sciences, Natural Sciences and Mathematics). IUP's vision and mission calls for the "empowerment of students to become innovative leaders" who "assess society's needs" and find ways to meet them, a goal consistent with the leadership goals of the proposed public health program. Furthermore, IUP's strategic plan specifically identifies public health as a program area to be developed. Existing relationships with local and regional community stakeholders will be strengthened as the proposed program develops field placements for the students and career placements for the graduates.

2) **Need**
National and regional studies indicate a strong demand for trained public health professionals. As the age-structure of the Pennsylvania population changes to reflect increases in average life expectancy (in 2015, 16.7% of Pennsylvanians were age 65 or older), the rural population in the state presents new challenges to public health providers and planners. The System's *Workforce Characteristics Technical Report* for IUP shows that Education and Health Services are the top industries in the Commonwealth and in IUP's region. Professional jobs related to public health (for example, environmental scientists and specialists, environmental science and protection technicians, and health care social workers) are projected to increase in number from 2014 to 2024 by at least 23%.

3) **Academic Integrity**
The program objectives and student learning outcomes for the B.S. in Public Health describe a curriculum emphasizing the role of data in public health, population health challenges, human health, determinants of health, project implementation, and a cumulative project or field experience. Inclusion of these program elements prepares the way for the anticipated accreditation by the CePH. The four program components include foundational liberal studies, mathematics and statistics, public health core, and collateral/field courses related to public health. Many of the courses included in this new program are currently offered at IUP across the three participating colleges.

The three tracks, Epidemiology and Biostatistics, Environmental and Occupational Health, and Behavioral and Mental Health, provide students with flexibility to focus in their area of interest. The program features experiential learning through intentional, academically sound field experiences designed to turn classroom learning into practical lessons of application in professional settings. IUP's strong network of relationships with hospitals, nursing agencies, public and private practice offices, rehabilitation centers, wellness clinics, government agencies and human service agencies will provide students with a diversity of options for field experiences. The program is in alignment with Board of Governors' related academic policies.

4) Coordination/Cooperation/Partnerships

This program brings into collaboration seventeen departments in three academic colleges at IUP. Internal collaboration on this new program was met with enthusiasm and participation, which will help ensure the academic integrity and quality of the program. Throughout the planning process, IUP has coordinated with the accrediting agency to ensure that the program follows best practices and accreditation guidelines. This program will further enhance IUP's existing network of public and private agencies, centers, and corporations, which will host field experiences and potentially hire the graduates of this program. Furthermore, IUP has engaged in discussions with the three System universities (East Stroudsburg, Slippery Rock and West Chester) that offer a master's degree in public health with the express purpose of developing a collaborative articulation agreement with each. Additionally, with WCU's development of a 4+1 B.S./ M.P.H. between their undergraduate and graduate program, IUP will explore an option for IUP undergraduate public health students to transfer to WCU for the 4+1 program as well.

5) Assessment

Multiple strategies will be used to assess, analyze, and improve the public health academic program. Direct assessment methods will be employed to determine the extent to which the student learning outcomes, which are directly tied to the program objectives, are being achieved. A self-study, as part of the IUP program review cycle, will assess the sufficiency of the curriculum to deliver learning experiences essential to producing skilled public health graduates. Indirect methods of collecting and analyzing feedback from current students, graduates, field experience supervisors, and employers will add to the overall assessment plan. From these assessments, program improvement opportunities will be presented by the program director to the stakeholders who will together determine actionable items for improvement.

6) Resource Sufficiency

Necessary resources for this program will be drawn from the three collaborating colleges. This collaboration minimizes the need for new resources but also creates new opportunities among the departments and colleges, which enhance overall programming. No new faculty resources are required to deliver the curriculum. A half-time program director will oversee the program. Temporary faculty will replace the director's teaching assignment. For the most part, the public health curriculum draws on existing courses, keeping to a minimum the number of new courses specific to the public health curriculum needed to satisfy the accreditation requirements.

Prepared by: The IUP Committee for Public Health
Implementation date: Fall 2017
Date approved by Council of Trustees: September 15, 2016

Indiana University of Pennsylvania
Bachelor of Science in Public Health
Budget Narrative

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	Projected enrollment based on analyses of current State System programs, and current and projected interested in Public Health at IUP. An assumed retention rate 75% (first to second year) has been used. Progression rates of 85% for third to fourth and fourth to fifth (for continuing students are used, and it is assumed that 50% of students will graduate after 4 years.
ESTIMATED REVENUE	
Tuition Generated	The budget spreadsheet uses approved tuition rate for each year of the 5-year budget projection. No anticipated increases in the projected budget are incorporated
Instructional Support Fee	Annual fees used for this calculation included: $1340.00 (full time resident) and $2561.20 (fulltime nonresident). Part time fees not included.
Additional Program Generated Revenue	N/A
External Grants & Contracts	N/A
Other	N/A
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	Salary and benefits figured at Associate Professor, Step 6 with 75% benefits.
Salaries and Benefits (Staff, Grad Asst Stipend/ Waiver, Teaching Assistances, etc.)	N/A
Learning Resources	N/A
Instructional Equipment	N/A
Facilities and/or modifications	It is not anticipated that any modifications to current facilities or new facilities will be necessary.
Impact to additional non-major course sections (e.g. General Education)	For all baccalaureate programs, a $4,000 expense is calculated each new full-time student. For each new part-time student, a $2,000 expense is included in the calculations.
Administrative Expense	When calculating the 'Administrative Expense', ONLY 'Tuition Generated' and 'Instructional Support Fee' are included, i.e., only 20% of the tuition, instructional support fee, and additional program generated revenue is added to the expenses. The administrative expense is charged annually for existing and new students.
Other	

Indiana University of Pennsylvania
Bachelor of Science in Public Health
Five-Year Budget Projection

Estimated Student Impact of New Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
In-State Full-Time Headcount Enrollment (See Note 1)		45	34	50	66	60	101	70	115	80
Out-of-state Full-Time Headcount Enrollment		4	3	4	6	5	9	5	10	6
In-State Part-Time Headcount Enrollment					0	0	0		0	
Out-of-State Part-Time Headcount Enrollment										
Projected Annual Credits Generated	1470		2722.5		4110		5550		6330	
Estimated Revenue										
Tuition Generated	$451,734		$832,685		$1,261,236		$1,694,874		$1,933,386	
Instructional Fees	$42,185		$77,675		$117,742		$158,047		$180,295	
External Grants and Contracts	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Other	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Estimated Total Revenue	$493,919		$910,360		$1,378,978		$1,852,921		$2,113,681	
Estimated Expenses	Year 1 (1 FTE faculty)		Year 2 (1.5 FTE faculty)		Year 3 (2.5 FTE faculty)		Year 4 (3 FTE faculty)		Year 5 (3 FTE faculty)	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (faculty) (Associate Step 6)	$124,240.06		$186,360.09		$310,600.15		$372,720.18		$372,720.18	
Salaries and/or benefits (Staff--Clerk Steno II, Pay Scale Group 2, Step 10) See Note 2	$29,966		$29,966		$59,931		$59,931		$59,931	
Learning Resources	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Instructional Equipment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Impact on non-major course sections (e.g. General Education) See Note 3		$196,000		$216,000		$260,000		$300,000		$344,000
New Facilities and/or Modifications to existing facilities	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Admin Expense, or Institutional Overhead	$98,784		$182,072		$275,796		$370,584		$422,736	
Other										
Estimated Total Expenses	$448,990		$614,398		$906,327		$1,103,236		$1,199,388	
Estimated Financial Impact of New Program	$44,929		$295,962		$472,650		$749,685		$914,293	

ITEM #4b

Academic and Student Affairs Committee Meeting
October 5-6, 2016

SUBJECT: Approval of a Bachelor of Science in Information Technology at Kutztown University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: Kutztown University of Pennsylvania

BACKGROUND: In accordance with Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs*, with the approval of the Council of Trustees at Kutztown University to bring this proposed program forward for approval by the Board of Governors of Pennsylvania's State System of Higher Education, and upon recommendation of the Chancellor, the following motion is put forth.

MOTION: That the Board of Governors approve a Bachelor of Science in Information Technology Program at Kutztown University of Pennsylvania.

Supporting Documents Included: Executive Summary of Degree Proposal and Five-Year Budget Projection.

Other Supporting Documents Available: Degree Proposal; Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs.*

Approved to move forward by Kutztown Council of Trustees: September 15, 2016.

Executive Summary of New Degree Program Proposal
Bachelor of Science Degree in Information Technology
Kutztown University of Pennsylvania
October 5-6, 2016

1) **Appropriateness to Mission**
Kutztown University offers a B.S. in computer science with multiple concentrations, one being information technology. Because of student demand for this concentration and employer demand at regional, state, and national levels, Kutztown University proposes to leverage the existing resources for the concentration into a new 120 credit Bachelor of Science degree in information technology. Creating a new degree program in information technology and eliminating the concentration in the B.S. in computer science will more effectively meet student and employer needs.

The proposed B.S. in information technology program will cover the broader, fundamental technology areas of computer science, with a focus on the design, development, implementation, support, and management of computer-based information systems. Students will take courses relating to security, networking, database, and web development. The B.S. in information technology differs from the B.S. in computer science in that the latter focuses on software development, programming languages, theory, and advanced programming concepts.

The curriculum for the new major in information technology will provide students with the core concepts necessary for a career in numerous related fields, such as system or database administrator, network administrator or technician, web designer, or cybersecurity professionals. Students will learn to solve problems utilizing current technology, with an emphasis on emerging standards and trends. The proposed courses include programming, web programming, IT systems, networks, security, database, and software engineering. Additionally, students will be required to complete a capstone project as part of a two-semester software engineering sequence.

The B.S. in information technology supports the State System's Vision statement to provide (a) “excellence, relevance, and value in education,” as well as (b) “responsiveness to regional, state and national needs through its programs, service, scholarship, and research.”

The proposed program supports Kutztown’s Strategic Plan Goal 1, academic excellence, which specifies increasing overall degrees conferred by 3.5% and the number of STEM degrees conferred by 10%. This will also support Kutztown’s Goal 2, Community Engagement, as we partner with the community to serve the needs of the people of the Commonwealth and the region.

2) **Need**
The System’s *Workforce Characteristics Report* indicates that “Computer Systems Analysts” is one of the top five “key skilled occupations,” not only for the southeastern region of the state, but also state-wide overall (years: 2014-2024). Furthermore, according to the same report the Southeast boasts the largest business establishment, all potential employers for IT specialists.

According to PA’s Center for Workplace Information & Analysis (CWIA) statistics for 2014, two of the top twelve growing fields in Berks County are computer systems engineers/architects (up 475%) and information technology project managers (up 207%).

Additionally, the seventh major occupation group in terms of online job postings in Berks County and the sixth group in the Lehigh Valley in October 2014 were computer and mathematical occupations. Graduates of this proposed program will be well qualified for these job categories and many others.

In 2014, the Lehigh Valley Workforce Investment Board, Inc. and the Lehigh Valley Partnership for Regional Economic Performance published a report, *Bridging the Workforce Gap, Lehigh Valley Workforce & Economic Development Strategy.* According to this report, six information technology related occupations were included in the list of target occupations for the Lehigh Valley.

Occupation	**2014 Jobs**	**2014-2019 Projected Percent Growth**
Web Developers	418	23%
Computer Systems Analysts	1,062	19%
Computer User Support Specialists	1,113	13%
Software Developers, Applications	1,110	12%
Computer Network Support Specialists	301	8%
Network & Computer Systems Administrators	816	7%

According to the 2016 High Priority Occupations for Philadelphia County Workforce Development, Information Technology professions are all on the rise as high priority occupations. The specific jobs listed in this report that would employ a graduate of the B.S. in Information Technology are:

Occupation	**Estimated 2012**	**Projected 2022**	**Percent Change**
Computer Systems Analysts	2,140	2,530	18.2%
Computer User Support Specialists	2,610	3,030	16.1%
Software Developers, Applications	1,270	1,460	15.0%
Network & Computer Systems Administrators	1,870	2,000	7.0%

Students who have graduated from the existing information technology concentration obtained positions with successful businesses/organizations, such as Lockheed Martin, Penske Trucks, the U.S. Government, Cisco Systems, and many other local and national companies.

According to the United States Bureau of Labor Statistics, it is predicted that employment of computer and information technology occupations is projected to grow 12% from 2014 to 2024. This growth is faster than the average growth for all occupations during this time. Examples of growth for specific Information Technology occupations are:

Occupation	**Number of jobs, 2014**	**Number of anticipated new jobs, 2014-2024**	**Job outlook % change, 2014-2024**
Web Developers	148,500	39,500	27%
Computer Systems Analysts	567,800	118,600	21%
Information Security Analysts	82,900	14,800	18%

Computer Support Specialists	766,900	88,800	12%
Database Administrators	120,000	13,400	11%
Computer Network Architects	146,200	12,700	9%
Network & Computer System Administrators	382,600	30,200	8%

A bachelor's degree in information technology serves different needs than programs such as computer science or software engineering/development, which is significantly heavy in theoretical mathematics and advanced programming concepts. Information technology, by way of contrast, is an applied field, providing a pathway for students not needing advanced programing and theoretical mathematical skills.

3) Academic Integrity

The student learning outcomes and curriculum are designed to provide a broader understanding of the core areas of computer science. The 120 credit-hour program includes competencies in programing, web development, security, networks, and databases. Courses and associated competencies within the 60-credit major courses provide the foundational aspects of information technology. The curriculum also affords flexibility (12 credit hours) for students to study key areas in more depth or provide more breadth to the foundational major courses. Because Kutztown is leveraging courses and resources from an existing concentration all of the courses can be taught in existing labs, allowing the students to obtain valuable hands-on experience while learning new concepts. Additionally, most computer science courses currently utilize some aspect of technology for the delivery of instructional material. This infusion of technology into the curriculum will continue for the proposed information technology program. The program is in alignment with Board of Governors' related academic policies.

4) Coordination/Cooperation/Partnerships

The proposed program will leverage existing partnerships with several entities, both internal to Kutztown and external. Internally for example, the Computer Science and Information Technology Department offers a course each spring (CSC363, Interdisciplinary Software Rapid Prototyping) that is co-taught with the Communications Department. This course provides students with the opportunity to learn about and practice teamwork, collaboration, and apply practical knowledge with students in a different degree program. As this program is assessed, additional collaborative opportunities will be explored.

Kutztown University houses a Small Business Development Center (SBDC), a Latino Business Resource Center, and an Entrepreneurial Leadership Center (ELC). Both the SBDC and ELC have inquired about student workers and interns to assist with technical aspects of some of their associated companies. Students in the B.S. in information technology program can provide necessary skills to these organizations.

Kutztown will also leverage existing relationships with many local industries. Businesses offer guest speakers to a variety of classes, sponsor field trips, serve on the Industrial Advisory Board, and seek KU students for internships and permanent positions. Some of these local companies include:

- Air Products
- Computer Aid, Inc.
- East Penn Manufacturing
- Lehigh Valley Health Network
- Liquid Interactive
- Penske Trucks
- Reading Area Health Network
- St. Luke's Health Network
- Viddler

Contracts with many organizations have been signed to facilitate and host internships with Kutztown University students. Some of these organizations that have recently hosted KU interns from the Computer Science and Information Technology Department are:

- East Penn Manufacturing, Lyon Station, PA
- Fleetwood High School, Fleetwood, PA
- Gateway Ticketing Systems, Inc., Boyertown, PA
- Lehigh Valley Health Network, Allentown, PA
- Penske, Allentown, PA
- PPL Corp., Allentown, PA
- St. Luke's Hospital, Bethlehem, PA

5) Assessment

The department has an established assessment process that has led to ongoing improvements to existing programs. Every course has an associated Course Assessment Rubric (CAR) that is adapted by the course instructor. Each semester two or three courses are identified for assessment. Following departmental processes for program improvement, changes are sent to the college curriculum committee and then University Curriculum Committee.

The department is in the early stages of round two of course assessments for existing courses (all courses have been assessed at least one time), which resulted in revisions to fourteen courses. The assessment plan is to complete a round of program outcome assessments every three years and course assessments every six years. The proposed program in Information Technology will be integrated into the existing assessment processes.

6) Resource Sufficiency

Because of Kutztown's established computer science degree program and the information technology concentration, no new courses will be required. The curriculum for the proposed program is built entirely on existing courses regularly offered at Kutztown. Similarly, the Information Technology program will leverage existing computer labs, classrooms, and servers that currently serve the computer science degree program.

Prepared by: Dr. Anne Zayaitz, Provost and Vice President for Academic Affairs
Implementation Date: Fall 2017
Date Approved by Council of Trustees: September 15, 2016

Kutztown University of Pennsylvania
Bachelor of Science in Information Technology
Budget Narrative

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	We expect the change from a track within a major to a major to continue the steady growth of the past years. Institutional Research has projected that the program will reach steady state in Year Four.
Headcount Enrollment	Headcount projects are based on analysis provided by Institutional Research and reflect retention, graduation, and growth rates specific to the department based on five year trends. These rates are 77%, 75%, 67% and for students who have not graduated after four years, 21% and 7%. Initial headcount includes 96 students converting from the track in IT to the BS in IT degree. New students include FTFT and transfer students. The accompanying chart shows the projected entry points for existing and transfer students.
ESTIMATED REVENUE	
Tuition Generated	Tuition is calculated based on credits generated for each category and based on tuition amounts approved by BOG.
Instructional Support Fee	University's Instructional Support Fee is 10% of In-State Tuition Rates.
External Grants & Contracts	None at this time.
Other	No Other Revenue is estimated at this time.
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	Faculty cost is based on a department average annual cost of $127,490 per faculty member. This yields a program specific cost of $15,936 per three credit course. The average class size in CSIT is 22 students per section so the faculty salary cost is based on the number of sections (34) required to teach the enrolled students for the program specific required courses each year. The current faculty complement will be able to teach the projected enrollments for Year One and Two as estimated. Year three includes the addition of a full-time temporary faculty member (contingent on the estimated increased enrollment) and the conversion of that position to a tenure-track position in year four.

Salaries and Benefits (Staff, Grad Asst Stipend/ Waiver, Teaching Assistances, etc.)	There is no additional staff support needed by the department to operate this program.
Learning Resources	No additional resources required.
Instructional Equipment	No additional resources required.
Facilities and/or modifications	There are no new expenses for facilities. Kutztown recently built a new computer lab, classroom, and server lab. Funding has already been approved for the entire department to add a second computer classroom (scheduled for summer 2017) that provides more than enough classroom space for the additional IT courses.
Impact to additional non-major course sections (e.g. General Education)	For all baccalaureate programs, a $4,000 expense is calculated each new full-time student. For each new part-time student, a $2,000 expense is included in the calculations.
Administrative Expense	When calculating the 'Administrative Expense', ONLY 'Tuition Generated' and 'Instructional Support Fee' are included, i.e., only 20% of the tuition, instructional support fee, and additional program generated revenue is added to the expenses. The administrative expense is charged annually for existing and new students.
Other	Base budget increase of $5000 for years 1-2. An additional increase of $2000 to the department budget in year 3 with the addition of a new faculty member.

Kutztown University of Pennsylvania
Bachelor of Science in Information Technology
Five-Year Budget Projection

Estimated Student Impact of New Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
In-state Full-Time Headcount Enrollment	96	53	120	51	127	54	118	55	114	59
Out-of-state Full-Time Headcount Enrollment										
In-state Part-Time Headcount Enrollment										
Out-of-state Part-Time Headcount Enrollment										
Projected Annual Credits Generated	4470		5130		5430		5190		5190	
Estimated Revenue										
Tuition Generated	$1,078,462		$1,237,698		$1,310,078		$1,252,174		$1,252,174	
Instructional Support Fee	$107,846		$123,770		$131,008		$125,217		$125,217	
External Grants and Contracts										
Other										
Estimated Total Revenue	$1,186,308		$1,361,468		$1,441,086		$1,377,391		$1,377,391	
Estimated Expenses	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and/or benefits - Faculty	$541,824.00	$ -	$541,824.00	$ -	$541,824.00	$ 85,000.00	$626,824.00	$ 3,000.00	$629,824.00	$ -
Salaries and/or benefits (staff, grad assistant stipend/waiver, etc.)										
Learning Resources										
Instructional Equipment										
Impact to additional non-major course sections (e.g. General Education)		$212,000		$204,000		$216,000		$220,000		$236,000
New Facilities and/or Modifications to existing facilities										
Administrative Expense	$237,262		$272,294		$288,217		$275,478		$275,478	
Other		$5,000	$5,000	$0	$5,000	$2,000	$7,000	$0	$7,000	$0
Estimated Total Expenses	$996,086		$1,023,118		$1,138,041		$1,132,302		$1,148,302	
Estimated Financial Impact of New Program	$190,223		$338,350		$303,045		$245,089		$229,089	

ITEM #4c

Academic and Student Affairs Committee Meeting
October 5-6, 2016

SUBJECT: Approval of a Doctor of Philosophy in Counselor Education and Supervision at Indiana University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: Indiana University of Pennsylvania

BACKGROUND: In accordance with Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs*, with the approval of the Council of Trustees at Indiana University of Pennsylvania to bring this proposed program forward for approval by the Board of Governors of Pennsylvania's State System of Higher Education, and upon recommendation of the Chancellor, the following motion is put forth.

MOTION: That the Board of Governors approve a Doctor of Philosophy in Counselor Education and Supervision Program at Indiana University of Pennsylvania.

Supporting Documents Included: Executive Summary of Degree Proposal and Five-Year Budget Projection

Other Supporting Documents Available: Degree Proposal; Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs.*

Approved to move forward by Indiana Council of Trustees: September 15, 2016

Executive Summary of Degree Proposal
Ph.D. in Counselor Education and Supervision
Indiana University of Pennsylvania
October 5-6, 2016

1) Appropriateness to Mission

The proposed residential and full-time Ph.D. program in Counselor Education and Supervision comprises 48 doctoral credits that builds on the perquisite 60-graduate-credit entry-level practitioner degree in counseling. The curriculum is based upon the most current Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards with a high focus on scholarship and research.

The intent of the proposed program is to prepare doctoral level counselor educators who are equipped to enter academia or positions of leadership with a specialization in scholarship, research, supervision, and teaching. At the master's level, many practitioners are licensed by the state as professional counselors and provide direct service to clients. To date, all 50 states have licensure for professional counselors.

This program supports IUP's goal-attainment strategies, specifically, strategy 1.2 "bring[ing] forward new degree-granting programs that respond to student interest, reflect disciplinary advances, and serve the needs of society…" Also, strategy (1.4.3) of advance[ing] IUP's status as a doctoral research university by engaging our community of teacher-scholars and advisory groups to identify ways to strengthen our graduate programs and faculty research, scholarship, and creative activity". Supporting the System's Strategic Plan 2020 Strategic Goal #1 "Ensure academic program excellence and relevance", the expansion to a doctoral program in counselor education and supervision would build on program excellence by responding to a need in the region.

2) Need

Recent changes in Council for Accreditation of Counseling and Related Educational Programs standards, implemented as of 2013, now require accredited programs to hire faculty who have earned a doctoral degree in counselor education and supervision or have experience teaching in a Council for Accreditation of Counseling and Related Educational Programs program (Bernard, 2006). Applicants from a related field are no longer qualified for hire. This has increased the marketability of graduates of Council for Accreditation of Counseling and Related Educational Programs accredited Counselor Education and Supervision doctoral programs.

According to Occupational Information Network (O*NET), clinical mental health counselors and professional school counselors are among the bright outlook occupations, meaning they are expected to grow rapidly (29%) and have a large number of employment opportunities (www.onetonline.org). The need for doctoral level counselor education faculty will continue to increase as the demands for training in counseling at the master's level rises. More specifically, as increased numbers of graduate students return to school to earn their master's degree in counseling, the greater the need for counselor education faculty to teach them. Currently, there are only five Council for Accreditation of Counseling and Related Educational Programs accredited doctoral level preparation programs in the North Atlantic region of the United States. Prospective students have few options and thus many leave the region in order to attend an accredited doctoral program in Counselor Education and Supervision (CES). In a five-year analysis of job postings in counselor education (Bodenhorn, et al., 2014) found 424 faculty openings. Sixty-one of these positions were in the North Atlantic Region. A Ph.D. in counselor education and supervision from IUP would address this unmet need within the region.

Additionally, preliminary departmental data from a survey of IUP students, student enrolled at other universities, counseling professionals, and IUP alumni (n=228) revealed a strong interest (71.5%) in applying for a doctoral program in counselor education and supervision at IUP. In addition, 61% identified a need for a more competently trained doctoral level counselors and professors in the region.

3) Academic Integrity

The student learning outcomes for the proposed program are based on the CACREP standards for doctoral programs in counselor education. Because students will be starting the doctoral program with required master's level coursework in research and assessment, this program builds on the existing master's foundation with research embedded throughout the curriculum. The focus will be to prepare counselor educators and advanced practitioner leaders through rigorous coursework, relevant practica, well-planned internships, and research-based empirical dissertations to become counselor educators and researchers. CACREP identifies five key areas and corresponding objectives in doctoral level preparation: counseling, supervision, teaching, research and scholarship, and leadership and advocacy.

The intent to offer a doctoral program is built upon the strength of Department of Counseling. In collaboration with Ph.D. programs across the nation, IUP developed a doctoral mentoring program in counselor education and supervision. For five years, doctoral students from across the country have been hired to teach in the IUP Counseling Department as temporary faculty. They are provided weekly supervision and professional mentoring. These opportunities are highly sought and illustrate the department's capacity to provide this high demand professional service. With the addition of IUP's own PH.D. program, IUP will use its own doctoral students rather than to those doctoral students enrolled at other universities. In summary, the department is well positioned to continue growth into a Ph.D. program based on the strong history in counseling. The program is in alignment with Board of Governors' related academic policies.

4) Coordination/Cooperation/Partnerships

With awareness of the wealth of expertise of counselor educators across universities, the proposed program will encourage doctoral students to collaborate with faculty sharing research interests across the state system. IUP intends to invite other State System faculty to be part of the dissertation process following the guidelines in the IUP thesis and dissertation manual (as revised 02/19/15). Since IUP's focus is on preparing students for the professoriate, it can be assumed that research interests might be in line with other faculty across the State System. Doctoral students will be encouraged to collaborate on scholarly projects, including dissetations, with faculty across the State System who have the desired research expertise. Furthermore, through ongoing dialogue with Shippensburg University, the unique focus of each program has been explored. The programs will complement each other by targeting a different demographic population and focusing on different professional outcomes. The proposed program intends to recruit doctoral applicants interested in a full-time, cohort based, day-time program. It is designed to prepare graduates for the professoriate in a university setting and/or to pursue positions of leadership in the counseling profession. The proposed program would prepare doctoral level counselor educators who are equipped to enter academia or positions of leadership with specialization in scholarship, supervision, and teaching.

5) Assessment

The Council for Accreditation of Counseling and related education programs has an established and systematic plan for evaluating program objectives and student learning outcomes. This framework is used for existing programs within the department and will be

used for the proposed doctoral program. This multivariate approach is used to collect and use data for program changes and is required to maintain accreditation. The plan is continuous and occurs regularly throughout the academic calendar. The department has identified key planning events (surveys, student performance reviews, student tracking, etc.) that are mapped to five core evaluation components: program outcome, curriculum, program policy and process, prospective students and current students. The chairperson and Council for Accreditation of Counseling and Related Educational Programs liaison meet weekly to implement the key planning events. Needed action items are then taken to the faculty during the weekly faculty meeting.

The department completed a self-study for re-accreditation in the summer of 2016 for all School Counseling and Clinical Mental Health Counseling programs. The Department of Counseling has a documented and systematic plan for evaluating program objectives and student learning. A multivariate approach is used to collect and use data for program changes. The plan is continuous and occurs regularly throughout the academic calendar. The proposed doctoral program builds on the existing assessment processes and is part of the continuous assessment for the entire department.

Ongoing assessment through the dynamic *LiveText* software system which is embedded in coursework will allow for formative and summative assessment as students progress through the program. *LiveText* allows for the integration and reporting of data that measures outcomes-based learning goals and objectives for accreditation and continuous improvement. Culminating assignments and corresponding rubrics are designed for each course and will be taught consistently across faculty. The *LiveText* data will be reviewed annually by the counseling faculty and used to inform programmatic changes. This process is in-place at the master's level as part of our continuous improvement plan for the school counseling and clinical mental health counseling programs, the doctoral program will follow the same process.

6) Resource Sufficiency

There are no additional equipment or staff resources needed to support the program. The proposed program builds on a doctoral mentoring program developed in the fall of 2011. All doctoral programs in counselor education and supervision require a doctoral teaching internship experience. For Indiana University of Pennsylvania's doctoral mentoring program, doctoral students were recruited from across the nation for a doctoral teaching experience and employed as temporary faculty. The Department of Counseling utilized the doctoral students to increase program visibility, increase credit hour production, and offer daytime cohorts. With the addition of IUPs own doctoral program, this same model will be utilized to create teaching opportunities for their masters level students. This instruction experience will then be part of their teaching internships in the doctoral program. Assistantships will be used to recruit high quality, high achieving master's students from across the nation.

Prepared by: Kim Desmond, Ph.D. and Claire Dandeneau, Ph.D.,
Implementation date: Fall 2017
Date approved by Council of Trustees: September 15, 2016

Indiana University of Pennsylvania
Doctor of Philosophy in Counselor Education and Supervision
Budget Narrative

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	New and Existing* - The existing template for calculation of headcount and subsequent credit hour production was modified to reflect the required Summer enrollment generated by this doctoral program. This calculation allows the projection annual credits generated to reflect the actual produced across all three semesters. Headcount (in-state and out-of-state) for the year 1 includes 9 credits each semester for 18 new students Fall, Spring and Summer; year 2 and beyond have both the new students and the 15 existing/continuing students (calculated at a 17% attrition rate of 3 students) taking 6 credits in Fall, 9 credits in the Spring, and 6 credits in the Sumer). Part-time Headcount during the third year of the program it is anticipated that 10 students (9 in-state and 1 out-of-state) will be registering for continuous dissertation credits in order to complete their dissertation. Tuition rate used is the current 2016-2017 graduate rate of $483. Out-of-state retention rate of 66% from year 1 to year 2 is reflected in the enrollment for years 2-5.
ESTIMATED REVENUE	
Tuition Generated	The tuition rates for 2016-2017 Academic Year were utilized to calculate revenue. The formulas were modified to reflect the three semesters of revenue produced. It also takes into account the changes in credit hours from year to year.
Instructional Support Fee	The instructional support fees for 2016-2017 Academic Year were utilized to calculate this revenue. The formulas were modified to reflect the three semesters of revenue produced. It also takes into account the changes in credit hours from year to year.
Additional Program Generated Revenue	n/a
External Grants & Contracts	n/a
Other	This reflects a one-time divisional reallocation.
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	One new tenured track faculty position at Assistant Professor Step 6 with benefits is being added and new temporary faculty positions are calculated at Instructor Step 6 with benefits. The analysis of faculty need are based up a department workload analysis. Since this doctoral program is integrated and interdependent with our two Masters programs, it was critical that the faculty need analysis be based delivery of all programs across all current locations. This plan also continues a daytime cohort supported by doctoral students. The following analysis the courses needed and the existing faculty complement to teach those course. The doctorate in counselor education and supervision builds upon a 60 credit hours Master's degree and is only 48 credit

hours, 12 of which are dissertation. Due to this shortened time to degree, the dissertation volume is anticipated to be quite high. Factored into the faculty needs is a 3 credit release for department per academic year to cover the demand for dissertations.

It should be noted that there is no budget for Teaching Associates since the department does not have undergraduate courses for them to teach.

Year One		
Net Need for Classes	**Fall**	**Spring**
Overall Classes Needed	39	39
Available Courses	26	24
Net (minus=need)	-13	-15
FFTE	1FTE +2.50 Temp	1FTE + 3.0 Temp
Year Two		
Net Need for Classes	**Fall**	**Spring**
Overall Classes Needed	36	35
Available Courses	26	24
Net (minus=need)	-10	-11
FFTE	1FTE +1.75 Temp	1FTE + 2 Temp
Year Three		
Net Need for Classes	**Fall**	**Spring**
Overall Classes Needed	34	33
Available Courses	26	24
Net (minus=need)	-8	-9
FFTE	1FTE + 1.25 Temp	1FTE + 1.5 Temp
Year Four		
Net Need for Classes	**Fall**	**Spring**
Overall Classes Needed	36	35
Available Courses	26	24
Net (minus=need)	-10	-11
FFTE	1FTE +1.75 Temp	1FTE + 2 Temp
Year Five		
Net Need for Classes	**Fall**	**Spring**
Overall Classes Needed	34	33
Available Courses	26	24
Net (minus=need)	-8	-9
FFTE	1FTE +1.25 Temp	1FTE + 1.5 Temp

This analysis was then used to calculate faculty costs. These costs calculations are shown in the table below.

Year 1		Fall		Spring			
One Tenure Track FFTE							$ 105,024.00
Temps	FFTE	classes	Total costs	FTE	classes	Total costs	Annual Costs
Instructor Step 1 per 3 credit	2.5	10	$58,261.90	3	12	$69,914.28	$ 128,176.18
$ 5,826.19							$ 233,200.18
Year 2							
One Tenure Track FFTE							$ 105,024.00
Temps	FFTE	classes	Total costs	FTE	classes	Total costs	Annual Costs
Instructor Step 1 per 3 credit	1.75	7	$40,783.33	2	8	$46,609.52	$ 87,392.85
$ 5,826.19							$ 192,416.85
Year 3							
One Tenure Track FFTE							$ 105,024.00
Temps	FFTE	classes	Total costs	FTE	classes	Total costs	Annual Costs
Instructor Step 1 per 3 credit	1.25	5	$29,130.95	1.5	6	$34,957.14	$ 64,088.09
$ 5,826.19							$ 169,112.09
Year 4							
One Tenure Track FFTE							$ 105,024.00
Temps	FFTE	classes	Total costs	FTE	classes	Total costs	Annual Costs
Instructor Step 1 per 3 credit	1.75	7	$40,783.33	2	8	$46,609.52	$ 87,392.85
$ 5,826.19							$ 192,416.85
Year 5							
One Tenure Track FFTE							$ 105,024.00
Temps	FFTE	classes	Total costs	FTE	classes	Total costs	Annual Costs
Instructor Step 1 per 3 credit	1.25	5	$29,130.95	1.5	6	$34,957.14	$ 64,088.09
$ 5,826.19							$ 169,112.09

Salaries and Benefits (Staff, Grad Asst Stipend/ Waiver, Teaching Assistants, etc.)	The rate for one 20 hour assistantship is calculated as follows: Annual stipend = $5,440; Tuition waiver cost = 9 credits per semester for three semesters (9*483)*3=$13,041; Total cost of 1 Graduate Assistantship is $18,484 Total cost of three Graduate Assistantships per year = $55,443
Learning Resources	n/a
Instructional Equipment	n/a
Facilities and/or modifications	n/a
Administrative Expense	20% of total revenue
Other	n/a

Indiana University of Pennsylvania
Doctor of Philosophy in Counselor Education and Supervision
Five-Year Budget Projection

Estimated Student Impact of New Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New*	Existing*	New*	Existing*	New*	Existing*	New*	Existing*	New*
In-State Full-Time Headcount Enrollment		15	13	15	13	15	13	15	13	15
Out-of-State Full-Time Headcount Enrollment		3	2	3	2	3	2	3	2	3
In-State Part-Time Headcount Enrollment*					9		9		9	
Out-of-State Part-Time Headcount Enrollment					1		1		1	
Projected Annual Credits Generated	486		801		811		811		811	
Estimated Revenue										
Tuition Generated	$254,340		$416,649.00		$421,721.00		$421,721.00		$421,721.00	
Instructional Support Fee	$53,590		$87,790.20		$88,859.00		$88,859.00		$88,859.00	
External Grants and Contracts										
Other	$42,308									
Estimated Total Revenue	$350,238		$504,439		$510,580		$510,580		$510,580	
Estimated Expenses	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and benefits - Faculty		$233,200	$192,416		$169,112		$192,416		$169,112	
Salaries and/or benefits Other (staff, grad assistant stipend/waiver, teaching assistants, etc.)		$55,452	$55,452		$55,452		$55,452		$55,452	
Learning Resources										
Instructional Equipment										
New Facilities and/or Modifications to existing facilities										
Administrative Expense	$61,586		$100,888		$102,116		$102,116		$102,116	
Other										
Estimated Total Expenses	$350,238		$348,756		$326,680		$349,984		$326,680	
Estimated Financial Impact of New Program	$0		$155,683		$183,900		$160,596		$183,900	

ITEM #4d

Academic and Student Affairs Committee Meeting
October 5-6, 2016

SUBJECT: Approval of a Doctor of Education in Counselor Education and Supervision at Shippensburg University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: Shippensburg University of Pennsylvania

BACKGROUND: In accordance with Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs*, with the approval of the Council of Trustees at Shippensburg University to bring this proposed program forward for approval by the Board of Governors of Pennsylvania's State System of Higher Education, and upon recommendation of the Chancellor, the following motion is put forth.

MOTION: That the Board of Governors approve a Doctor of Education in Counselor Education and Supervision Program at Shippensburg University of Pennsylvania.

Supporting Documents Included: Executive Summary of Degree Proposal and Five-Year Budget Projection

Other Supporting Documents Available: Degree Proposal; Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs.*

Approved to move forward by Shippensburg Council of Trustees: September 15, 2016

Executive Summary of Degree Proposal
Ed.D. in Counselor Education and Supervision
Shippensburg University of Pennsylvania
October 5-6, 2016

1) Brief Description of Program and Appropriateness to Mission

Shippensburg University proposes a 60 credit-hour professional doctoral degree in Counselor Education and Supervision (CES) that builds upon a requisite 60 credit-hour master's degree. The unique emphasis of this proposed part-time doctoral program is on producing advanced practice professionals with superb preparation to deliver exceptional clinical supervision. This educational doctorate will primarily serve license-eligible and licensed professional counselors who aspire to advance their professional knowledge and standing across advanced practitioner, clinical supervisory, counselor educator, and leadership positions in Pennsylvania and beyond. An overarching goal and direct connection of this doctoral program to the missions of both Pennsylvania's State System of Higher Education and Shippensburg University will be to directly aid and improve client welfare in the Commonwealth and throughout the nation by providing advanced scholars with a professional doctoral degree balanced across a rigorous core curriculum, advanced clinical practice under faculty supervision, and advanced development in clinical and administrative supervision, as well as through production of relevant research to advance the profession. The mission of this proposed doctoral program is in alignment with the most contemporary vision of the counseling profession, continues Shippensburg University's proud tradition of accreditation by the Council for Accreditation of Counseling and Related Educational Programs, and is built upon Shippensburg's 50-year foundation of excellence in educating counselors and student affairs professionals in south-central Pennsylvania.

The curriculum of the doctoral program includes nine hours of practicum/internship, thus emphasizing the clinical supervision focus and three one-credit research seminars taken in sequence over the three calendar years to assist students in preparing their dissertation. Coursework will be delivered face-to-face on the Shippensburg and/or Dixon University Center campuses in blended/online formats. The degree will be offered as a part-time, cohort model with the majority of face-to-face coursework available on weekends and evenings which will allow students to maintain employment.

Shippensburg's proposed doctoral program is uniquely designed to prepare career professionals to provide clinical supervision, engage in program development and enhancement, and deliver advanced clinical practice. Clinical supervision is a cornerstone in the training and development of ethical and competent professional counselors. Throughout their advanced education, each doctoral candidate will work in collaboration with a team of field-based expert practitioners, employer mentors, and university faculty to study and advance ways in which the profession of counseling empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.

The proposed program is designed to fulfill Shippensburg University's mission (2016) as stated in the Shippensburg University Strategic Plan Document 2016-2021, the 2013 Academic Master Plan, and the strategic direction of the Pennsylvania State System of Higher Education, specifically addressing the State System's professional doctorate initiative as stated in its Strategic Plan 2020: Rising to the Challenge. Additionally, the proposal is

constructed to address the outcomes resulting from the *20/20: A Vision for the Future of Counseling (2006-2014).*

2) Need

This proposed professional doctoral degree will help to fill a documented need of highly qualified advanced counselors, clinical supervisors, and counselor educators who are critical in the continuing education, professional mentoring, program development, administration, and the clinical supervising of practicing professional counselors. The State System's Gap Analysis for 2014-2024 shows a 41.7% growth in need for Therapists and a 39.6% growth in need for Marriage and Family Therapists. The Central Pennsylvania Gap Analysis lists Therapists as the 4th fastest growing occupation and Marriage and Family Therapists as the 10th fastest growing occupation. The increased need for trained professional counselors is one driver of the increasing demand for qualified clinical supervisors for which there is a current unmet need in Pennsylvania. Graduates of Shippensburg University's doctoral program will be well-prepared to meet this growing demand in Pennsylvania and nationally.

3) Academic Integrity

Shippensburg's *Counseling and College Student Personnel Department* is committed to continuing the same high academic quality currently offered in the fully accredited masters and related programs that have been delivered for a half century. The emergence and presence of doctoral students will bring unprecedented human resources to Shippensburg's existing programs; students who will set high educational and performance standards for all *counseling and college student personnel* students. By utilizing doctoral students under the direct supervision of the department's faculty to mentor, supervise, and inspire master's students, all academic programs in the department will be benefit. Shippensburg envisions doctoral students taking student-leadership roles in existing programs such as the *Growing Edges Community Counseling Clinic, Drew's Hope: Programs for Grieving Children and Adults,* and potentially serving in some appropriate capacity the university's counseling center.

The proposed program contains eight specific doctoral program objectives, which highlight the visions of the State System, Shippensburg University, and the American Counseling Association. With the growth and professionalization of the counseling profession over the past 40 years, particularly with the advent of licensure of professional counselors in Pennsylvania in 1998, advance practice, doctoral-level counselors are now sought to perform essential functions in the profession; they enter the marketplace as trainers/educators, program directors, administrators, consultants, and clinical supervisors, in addition to qualified direct service professionals. The counseling department has served the region as the preeminent counselor education programs at the master's level and now proposes to continue to grow with the social, educational and psychological needs of the nation.

4) Coordination/Cooperation/Partnerships

This proposed program has been developed fully recognizing the exceptional depth and breadth of Counselor Education and Supervision faculty present at other State System universities that offer master's degrees in counseling and college student personnel. West Chester University and Lock Haven University have expressed their interest in working collaboratively to widen Shippensburg University's doctoral students' potential contact with their faculties in two specific ways. One, they agree that when possible Shippensburg doctoral students could enroll in unique courses offered face-to-face or through on-line delivery methods at their campuses. Up to nine graduate credits at the 500 level or above

would be accepted as transfer credits to fulfill a student's cognate requirement. The second way these two institutions have expressed their support and cooperation is in providing Shippensburg University students access to work with faculty in these departments to serve on dissertation committees.

The department is confident that through fostering involvement of the expertise found at our sister State System schools, future doctoral students will benefit immensely. As well, for State System universities that offer or propose to offer master's level counselor education programs, access to doctoral students in numerous ways holds the potential to significantly enhance faculty's scholarship. Additionally, Shippensburg University and Indiana University of Pennsylvania worked during the development of each respective program to ensure a sustainable need and unique focus of each program.

5) Assessment

The Department of Counseling and College Student Personnel has successfully held CACREP accreditation for 20 years. The highest standards of program assessment and program modification are a cornerstone of CACREP. These assessments yield data on admission, retention, program satisfaction, performance indicators such as results from the *Comprehensive Counselor Preparation Examination (CPCE)* (NBCC, CCE), the *National Counselor Exam (NCE)* (NBCC, CCE), and student achievement (e.g., graduation and placement data). In order to be compliant with the steps toward CACREP's approval and accreditation of our professional doctoral degree in Counselor Education and Supervision, Shippensburg University will expand current assessments to include the doctoral program. The doctoral program will undergo the same comprehensive academic assessment processes as the current programs in the department that will ensure ongoing feedback through exhaustive and multiple measures. Current assessment processes will guarantee the program relevance and excellence of the doctoral degree, thus responding to the dynamic and expanding profession of counseling.

6) Resource Sufficiency

Dr. Charles (Rick) Gressard, professor and chair of Counselor Education at the College of William & Mary, stated in his external review that Shippensburg's library, technology, structural, and administrative resources are sufficient. Faculty within the department exceeds the CACREP required number and rank of full-time faculty. With utilizing the department's Shippen Hall and the Dixon University Center facilities and weekend classes, there is adequate access to physical space and academic time.

Shippensburg University's Ezra Lehman Memorial Library holds exceptional resources to support dissertation research, which includes more than 5,000 volumes in the counseling education and supervision classification areas. Shippensburg University's and the Dixon University Center's instructional technologies are state of the art; both locations have superb facilities and support staff.

An existing and vital resource for the success in offering the professional doctoral degree in Counselor Education and Supervision is Shippensburg University's Department of Counseling and College Student Personnel's existing master's degree students. Future doctoral students will have numerous opportunities to work along-side, to teach, to mentor, to supervise, and to support the existing master's degree student body while under the direct supervision of the counselor education faculty. Two specific resources where doctoral students will play a vital role will be in service to *Growing Edges Community Counseling Clinic*, and through *Drew's Hope for Grieving Families.* As doctoral students develop

advanced practice skills in both direct counseling services and clinical supervision, they will raise the quality and capacity of these community outreach programs.

Prepared by: Kurt L. Kraus, Ed.D. and members of the Department of Counseling and College Student Personnel, Shippensburg University of Pennsylvania
Implementation date: Fall 2017
Date approved by Council of Trustees: Sept. 9, 2016

Shippensburg University of Pennsylvania
Doctor of Education in Counselor Education and Supervision
Budget Narrative

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	Cohort 1 will have 12 students FY 17-18 (Fall 17/Spring 18). Using an attrition rate of 85% each year, which corresponds to a 60% completion rate which is a national benchmark for social science doctoral completion (the closed completion rate for this program), 10 students are expected in FY 18-19 (Summer 18/Fall 18/Spring 19), 9 students in FY 19-20 (Summer 19/Fall 19/Spring 20), and 7 students completing their dissertation in Fall 2020 (Summer 20/Fall 20/Spring 21). To simplify the budget, we are using the assumption that all 7 student complete their dissertation in Fall 2020 and will not be enrolling in Spring 2021 for an optional semester of dissertation. Cohort 2 will have an initial enrollment target of 13 for FY 20-21 and 11 for FY 21-22. New cohorts will start once the previous one enters the dissertation phase. We are working with the assumption that all (or nearly all) of the students will be PA residents; any out-of-state students will increase the revenue.

	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22
Cohort 1 # students	12	10	9	7	0
# credits	13	22	18	7	0
Cohort 2 # students				13	11
# credits				13	22
projected cr	156	220	162	218	242

ESTIMATED REVENUE	
Tuition Generated	Shippensburg will request that the same doctoral tuition that was approved for the Educational Leadership Ed.D. also apply to this doctoral program. (For the Educational Leadership EdD, the tuition is added to the educational services fee and appears on the student's bill as one line item thus resulting in an in-state tuition line item of $628/credit and $943/credit for out-of-state students.) This program is a year-around program with courses of 1 or 3 credits. The students will take 13, 22, 18 and 7 credits each year of the cohort.
Instructional Support Fee	Included in the tuition generated values; see above.
Additional Program Generated Revenue	NA
External Grants & Contracts	NA
Other	NA

ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	The faculty in the department have the following ranks and steps and total compensation. These faculty have graduate loads of 18 credit hours / AY and therefore the average cost of a 3-credit course is $120,181 / (18/3) = $20,030.

	Total Comp	
Prof 12	$ 165,531.72	
Asst 13	$ 113,710.30	
Asst 10	$ 107,102.02	
Prof 13	$ 151,684.23	
Asst 10	$ 92,147.08	
Asst 10	$ 107,102.02	
Asst 7	$ 100,961.50	
Assc 11	$ 123,210.51	
	$ 961,449.37	**Sum**
	$ 120,181.17	**Average**

During 1 semester for each cohort there will be 1 additional section of practicum because the ratio of faculty to students cannot be more than 1:6 following CACREP standards. The average cost of salary plus benefits for the tenured and tenure-track faculty in the department for overload is $2,431 for the 1 credit research seminars, $5,899 for a 3-credit summer course and $2,431 for a completed dissertation. For simplicity, we are assuming all dissertations of cohort 1 will be completed in FY 20-21. Using these values, the breakdown of these costs is:

	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22
CNS faculty	$80,121	$100,151	$80,121	$80,121	$100,151
Overload	$2,431	$2,431	$0	$2,431	$2,431
Summer	$0	$11,798	$11,798	$1,966	$11,798
Dissertation	$0	$0	$0	$17,016	$0
Total	**$82,552**	**$114,380**	**$91,919**	**$101,534**	**$114,380**

Salaries and Benefits (Staff, Grad Asst Stipend/ Waiver, Teaching Assistants, etc.)	The doctoral students will be supported by an Administrative Assistant 1 in the college dean's office who has capacity for this increased workload and this is part of this administrative expense. The total compensation for the AA 1 is $63,435. Using an assumption 5% of the AA 1's workload is for the doctoral program, the cost is $3,172. No teaching associates are currently planned but will be considered later.
Learning Resources	No additional library, technology or facility resources are needed.
Instructional Equipment	NA
Facilities and/or modifications	NA
Administrative Expense	The standard formula of 20% is used.
Other	NA

Shippensburg University of Pennsylvania
Doctor of Education in Counselor Education and Supervision
Five-Year Budget Projection

Estimated Student Impact of New Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
In-state Full-Time Headcount Enrollment		12	10		9		7	13	11	
Out-of-state Full-Time Headcount Enrollment										
In-state Part-Time Headcount Enrollment										
Out-of-state Part-Time Headcount Enrollment										
Projected Annual Credits Generated	156		220		162		218		242	
Estimated Revenue										
Tuition Generated	$97,968		$138,160		$101,736		$136,904		$151,976	
Instructional Support Fee	$0		$0		$0		$0		$0	
External Grants and Contracts										
Other (New Academic Program Fund)		$7,350		$7,024		$13,702				
Estimated Total Revenue	$105,318		$145,184		$115,438		$136,904		$151,976	
Estimated Expenses	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and benefits - Faculty	$82,552		$114,380		$91,919		$101,534		$114,380	
Salaries and/or benefits Other (staff, grad assistant stipend/waiver, teaching assistants, etc.)	$3,172		$3,172		$3,172		$3,172		$3,172	
Learning Resources										
Instructional Equipment										
New Facilities and/or Modifications to existing facilities										
Administrative Expense	$19,594		$27,632		$20,347		$27,381		$30,395	
Other										
Estimated Total Expenses	$105,318		$145,184		$115,438		$132,087		$147,947	
Estimated Financial Impact of New Program	$0		$0		$0		$4,817		$4,029	

ITEM #5

Academic and Student Affairs Committee Meeting
October 5-6, 2016

SUBJECT: Revisions to Board of Governors' Policies (ACTION)

UNIVERSITIES AFFECTED: ALL

BACKGROUND: As part of the ongoing review of Academic and Student Affairs related policies to ensure continued relevance and flexibility, proposed revisions are recommended for the Board of Governors review and consideration:

a. Board of Governors' Policy 1999-01: *The Academic Passport and Student Transfer Policy;*
b. Board of Governors' Policy 1993-01: *General Education at State System of Higher Education Universities;* and
c. Board of Governors' Policy 1986-04-A: *Program Review*

Supporting Documents Included: Board of Governors' Policy 1999-01: *The Academic Passport and Student Transfer Policy;* Board of Governors' Policy 1993-01: *General Education at State System of Higher Education Universities;* and Board of Governors' Policy 1986-04-A: *Program Review.*

Other Supporting Documents Available: N/A

Reviewed by: Chief Academic Officers; Chief Student Affairs Officers; Chief Enrollment Management Officers; Council of Presidents; and APSCUF State Meet & Discuss

Prepared by: Kathleen M. Howley **Telephone:** (717) 720-4200

ITEM #5a

Academic and Student Affairs Committee Meeting
October 5-6, 2016

SUBJECT: Revisions to Board of Governors' Policy 1999-01*: The Academic Passport and Student Transfer Policy* (ACTION)

UNIVERSITIES AFFECTED: ALL

BACKGROUND: This student-focused policy is designed to facilitate transfer of undergraduate and graduate students and their prior learning; ensure unnecessary duplication of coursework; assist non-degree holders from a Pennsylvania community college earn an associate degree via reverse transfer; and reduce ambiguity via a clear and concise policy.

The revisions also recognize the integrity, design, and validity of sending institutions' general education program; provides guaranteed admission and junior standing for students with an associate degree from a Pennsylvania community college and for students transferring from one State System university to another; and maximizes the application of college-level credits for undergraduate and graduate students.

MOTION: That the Board of Governors approve the proposed revisions to the Board of Governors' Policy 1999-01: *The Academic Passport and Student Transfer Policy*. It is now titled *The Student Transfer Policy*.

Supporting Documents Included: Board of Governors' Policy 1999-01: *The Academic Passport and Student Transfer Policy.*

Other Supporting Documents Available: N/A

Reviewed by: Chief Academic Officers; Chief Student Affairs Officers; Chief Enrollment Management Officers; Council of Presidents; and APSCUF State Meet & Discuss

Prepared by: Kathleen M. Howley **Telephone:** (717) 720-4200

Effective: January 14, 1999; Section F is effective fall 1999

Policy 1999-01: *The ~~Academic Passport and~~ Student Transfer Policy*

See Also:

Adopted: January 14, 1999
Amended: October xx, 2016

A. Purpose

1. ~~To create an Academic Passport~~ to facilitate transfer of students and their ~~credits from Pennsylvania community colleges~~ to and among System universities.

2. ~~To set forth general principles and guidelines for the implementation of the Academic Passport and student transfer policy~~.

3. ~~To provide for periodic assessment of the Academic Passport and reporting of the outcomes to the Board of Governors, the chancellor, the presidents, and other System constituencies to ensure accountability and continuous improvement of the System's transfer programs~~.

B. Background

~~Act 188, the enabling legislation for the State System of Higher Education, mandates that the State System provide high quality education at the lowest possible cost to the students. Accessibility openness, convenience, and availability of a range of programs to interested and eligible Pennsylvanians always has been an objective of State System universities~~.

~~In addition to the 95,000 students enrolled in State System universities, more than 170,000 students attend Pennsylvania community colleges in degree credit and non-credit programs. Many of these college and university students, through life circumstances, find it necessary to relocate during their college career or obtain their post-secondary education from two or more institutions. Sound public policy mandates that these students be able to complete their education without unnecessary repetition of course work that already has been successfully completed at another accredited institution. An objective of the Commonwealth's public colleges and universities, therefore, is the creation of a seamless system of public higher education in which students move freely between and among accredited public institutions of advanced learning. In January 1998, the System's Board of Governors adopted a resolution to affirm the Academic Passport, which was designed to assist the transfer of community college students who earn the Associate of Arts (A.A.) or the Associate of Science (A.S.) degree. Incumbent students of State System universities with a cumulative grade point average (GPA) of 2.0 or higher were also~~

~~deemed to have an Academic Passport for the transfer of credit to and among System institutions.~~

~~Although it is preferable that students transfer with the A.A or A.S. degree, experience shows that the vast majority of students transfer without having completed their studies at the community college. Thus, it is vital that any effective articulation policy addresses both students who transfer with an associate degree and students who transfer prior to completing a degree program~~.

~~Underlying this policy is the belief that the competencies developed through general education are more important than individual courses. Recognition of the~~ integrity and validity of the general education program ~~at each sending institution results in acceptance of a general education program, which is comparable, but may~~ not ~~be~~ identical to the general education program at the receiving institution.

C. Definitions

~~**The Academic Passport** - The Academic Passport, described in detail in Section E.1 and E.2 of this policy, is a transfer program designed to promote and facilitate the transfer of students of Pennsylvania community colleges to State System of Higher Education universities, and to support the transfer of undergraduate credits earned by State System students to other System universities~~.

Associate Degrees - ~~Pursuant to Board Policy 1990-06, *Academic Degrees*~~, associate degree~~s~~ indicate that the holder has developed proficiencies sufficient to prepare for upper division collegiate work or to enter directly into a specific occupation. Associate degrees are awarded only for completion of a coherent program of study designed for a specific purpose. They reflect satisfactory achievement of a minimum of 60 semester hours of credit, in two parts: a general education component and an area of concentration or major component.

1. Associate of Arts (A.A.) - ~~An Associate of Arts degree program is designed specifically for transfer into baccalaureate degree programs in the arts, humanities, social, or behavioral sciences fields, or in professional fields based upon these disciplines. Recipients of the A.A. degree normally complete a minimum of 60 credit hours.~~

2. Associate of Science (A.S.) - ~~An Associate of Science degree program is designed primarily for transfer into baccalaureate programs in one of the mathematical, biological, or physical sciences, or into one of the professional fields with these fields as its base. The A.S. degree also normally requires the successful completion of 60 semester hours of study~~.

D. Policy Statement

~~The policy of the Board of Governors of the State System of Higher Education encourages the seamless transfer of students between~~ accredited ~~Pennsylvania community colleges and System universities and between and among System universities. To that end, community college and System students who meet the established eligibility criteria shall be granted an Academic Passport, which shall provide entry to a System university and, pursuant to the guidelines below, ensure the transfer and acceptance of course credits.~~

~~E. Procedures and Criteria for the Academic Passport~~

~~The following sections outline the eligibility criteria for the Academic Passport and the procedures under which credits earned at one institution may be accepted by and applied to a degree program at the receiving institution~~.

~~1. Students Transferring With an Associate Degree~~

~~Students are encouraged to complete an Associate of Arts (A.A.) or Associate of Science (A.S.) degree program prior to transfer. Students who earn the A.A. or A.S. degree in a transfer or college parallel program from an accredited public~~ Pennsylvania community college ~~and who apply in accordance with the established university time frame shall have an Academic Passport that provides entry into any university in the State System of Higher Education.~~

~~System universities will recognize and honor the Academic Passport by admitting such students and shall, consistent with G.5 (Guiding Principles) apply credit towards graduation for all college parallel course work completed for the associate degree~~.

~~Up to a maximum of 45 general education credits and liberal arts course credits earned at the two-year college shall be used to meet lower division university~~ general education requirements, ~~even if the receiving university does not offer the specific course being transferred or has not designated that course as general education. A~~ course ~~by~~ course ~~match shall not be required.~~

~~Capacity limits and/or higher admissions standards may apply to certain high demand academic programs. Students transferring with an Associate of Arts or Associate of Science degree to a System University must have a 2.0 minimum cumulative grade point average (GPA) in all course work presented for transfer from each institution attended.~~

~~Associate of Arts and Associate of Science degrees recognized for the Academic Passport must contain, as a minimum, 30 hours of liberal arts among the following fields of study: Composition/Communications, Humanities/Fine Art, Behavioral/Social Sciences, Biological/Physical Sciences, and Mathematics and Computer Science. Vocational, technical, and career courses shall not be used to satisfy general education requirements~~.

~~2. Intra-System Transfer~~

~~Incumbent System university students who have attained a GPA of 2.0 or higher in a minimum of 12 credit hours of college level course work shall hold an Academic Passport enabling transfer to any other~~ System university.

~~System universities shall recognize and honor the Passport held by incumbent students who apply within the established university time frame by providing admission upon transfer and shall, consistent with G.5 (Guiding Principles), apply credit towards graduation for all college course work completed at the sending university~~.

~~Up to a maximum of 45 general education credits and/or liberal arts course credits earned at the sending university shall be used to meet lower division university general education requirements, even if the receiving university does not offer the specific~~

~~course being transferred or has not designated that course as general education. A course by course match shall not be required~~.

~~Capacity limits and/or higher admissions standards may apply to certain high demand academic programs.~~

~~Instruction Through Distance Learning: With the prior approval of the student's home institution, System students holding the Academic Passport shall be entitled to take any course offered through distance learning and listed in the catalogue at any other System university and have those credits and the grade earned accepted by their home institution. The home institution retains the right to determine the application of such credits towards the satisfaction of specific degree or major requirements.~~

~~F. Procedures and Criteria for Transferring Without the Academic Passport~~

~~Pennsylvania community college students who have not completed the A.S. or A.A. degree may also apply to and be accepted for admission to a System university. To facilitate the transfer of students with a minimum of 12 credit hours of college level course work, up to a maximum of 45 credits in courses which have been designated and credited as general education by an accredited Pennsylvania community college shall be used to meet lower division university general education requirements, even if the receiving university does not offer the specific course being transferred or has not designated that course as general education~~.

~~Students seeking to transfer course credits without the completed A.S. or A.A. degree must have a minimum cumulative GPA of 2.0 or greater in all course work presented for transfer for each institution attended~~.

~~G. Guiding Principles~~

1. ~~Students seeking to transfer to a State System university and who are admissible shall receive an evaluation of credits prior to enrollment and payment of tuition and fees. (Application fees may still be required.)~~

2. ~~Current or future mutually agreed upon institutional articulation agreements may provide for the transfer of credits in excess of the numbers contained in this policy. Transfer students who meet the conditions of published articulation agreements (i.e., 2+2) between the sending and receiving institutions shall not be required to take a higher number of credits for the baccalaureate degree than indigenous students of the receiving institution.~~

3. ~~For students holding an Academic Passport, admission to a specific curriculum and acceptance of transfer credits in that curriculum at a participating university shall be determined by the university based upon the same established criteria required for indigenous students~~.

4. ~~Students transferring from a Pennsylvania community college with an Academic Passport shall be entitled to the same rights and privileges accorded System students with~~ junior ~~status~~.

5. ~~In the~~ acceptance and application of credits ~~for students holding an Academic~~

~~Passport,~~ the receiving university ~~shall look first to~~ apply as many credits as possible towards the satisfaction of ~~lower division~~ general education ~~requirements. Next the receiving university shall look towards applying the credits remaining to satisfy~~ requirements in the major. ~~Lastly, credits may be applied to satisfy~~ elective ~~requirements. It is the intent of this policy that credits earned by a community college student as part of a qualifying degree program should be accepted and applied towards completion of the baccalaureate degree. It is recognized that in certain circumstances, such as a change in major or intended program of study, it may not be possible to apply all credits earned at the community college to the four-year degree; however, absent legitimate academic reasons, the intent of this policy is to make full and complete use of credits earned in a qualified A.A. or A.S. degree program.~~

~~6. When a student transfers from one State System university to another, the record of all successfully completed undergraduate credits taken by the student at a System university shall be placed on the transcript of the receiving institution. The credits shall be evaluated by the receiving institution to determine which shall apply to general education requirements, the major requirements of the program in which the student is enrolled, or electives. State System universities shall honor and accept credits earned at other State System institutions. It is recognized that given the specific requirements of some majors for certification or licensure and the fact that students often do change majors, it may not always be possible to apply all credits earned to the receiving institution's degree program. The intent of this policy, however, is to maximize the acceptance and application of credits earned by a student at another System university.~~

~~7. Consistent with G.3 above, transfer students shall not be required to repeat or retake courses which they have already successfully completed at another accredited institution, as defined in this policy.~~

~~H. Implementation~~

1. ~~The intent of this policy is to ensure that students transferring to System universities have the skills and~~ competencies ~~to succeed in upper level college work. Competency may also be demonstrated through examination, and each university should provide transfer students with the same opportunities as non-transfer students to demonstrate their competence.~~

2. ~~System universities shall publish and promote all of their transfer programs, including the Academic Passport and other articulation agreements. They also shall offer transfer advisement and counseling to community college and university students interested in seeking admission to their institution~~.

   ~~An office or person shall be designated at each System university to manage the articulation and transfer process internally and to provide the contact point for external communication. A student appeals process for transfer issues shall be developed at each System university and published in the university catalog and other relevant documents.~~

3. ~~Coordination of curriculum matters shall be the responsibility of the Articulation~~

~~Coordinating Council with representatives of the participating colleges and universities meeting on a regular basis to work cooperatively to continuously improve and enhance the articulation between State System universities and Pennsylvania community colleges~~.

4. ~~The Articulation Coordinating Council shall convene a meeting of System university faculty representatives and community college faculty representatives for the purpose of enhancing and advancing the development of program to program articulation agreement, exploring agreement on a common core for general education, and to define more fully the distinctions between upper and lower division courses, and the assignment of course numbers. The discipline-based faculty groups also may consider programmatic implications associated with implementation of this policy~~.

5. ~~It is recognized that much work remains to be done before Pennsylvania has an effective statewide articulation program. To that end, the Board of Governors directs the System universities to join with other publicly funded higher education institutions to (1) develop a statewide articulation program which would consider establishment of core to core general education and program to program agreements and (2) determine the applicability of Associate of Applied Science degree credits to baccalaureate degree programs as well as the feasibility of common course numbering, indexing, or other innovations designed to provide students with a more effective and efficient pathway through higher education.~~

I. Periodic Review

~~Each State System university shall prepare an outcomes assessment report on the effectiveness of the Academic Passport to be used as a basis for any necessary revisions and improvements. Such reports shall be compiled by the Office of the Chancellor and presented to the Board of Governors one year following the adoption of this policy and biannually thereafter. Included in the assessment shall be an institutional review of transfer decisions, a survey of students who have transferred, and other relevant data (e.g., retention rates, grade point averages, and graduation rates).~~

J. Effective Date

~~The Academic Passport (Sections E.1 and E.2 of this policy) shall become effective immediately~~.

~~Section F pertains to students transferring without a completed degree program, and shall become~~ effective ~~beginning with the fall semester 1999. This policy supersedes and replaces Board of Governors Policy 1983-05: Relationship with Two-Year Institutions.~~

PA State System of Higher Education
Board of Governors

Policy 1999-01: *The Student Transfer Policy*

See Also: **Board of Governors Policy 1990-06-A: *Academic Degrees;* Procedure/Standard Number 2016-24: Graduation Residency Requirements**

Adopted: January 14, 1999
See Also: **Amended:** October xx, 2016

A. Introduction

The student transfer policy operates on the principle that competencies and learning outcomes developed and documented through prior learning are the basis of recognition of transfer credit, not course matching. The intent of this policy is to maximize the acceptance and application of college-level credits awarded by regionally accredited institutions.

Sound public policy advocates that students who transfer into and among State System universities be able to complete their education without unnecessary repetition of learning successfully completed and documented at another institution.

The State System recognizes the value of learning that students demonstrate upon earning an Associate degree. Undergraduate students who transfer into a State System university with an Associate of Arts or Associate of Science degree in a parallel program will be awarded junior status and will have the same requirements for admission to a particular academic program as native students.

The purposes of this policy are:

1. To facilitate transfer of undergraduate and graduate students and their prior learning to and among State System universities.
2. To ensure that students can complete their education without unnecessary duplication of coursework.
3. To assist non-diploma and non-degree-holding students who have earned college-level credits from a previously attended PA Community college earn an associate degree or other credential by “reverse transferring” their current PA State System University credits back to their PA Community College.

B. Background

In 2008, legislation amended the Public School Code of 1949 by adding Article XX-C “Transfer of the Credits between Institutions of Higher Education” and established the

Statewide Transfer and Articulation System so that students could transfer Associates of Arts (AA) and Associate of Science (AS) degrees into parallel bachelor degree programs at State System universities with junior standing.

A Transfer and Articulation Oversight Committee (TAOC) developed a process and timeline for implementing statewide program to program articulation agreements. TAOC created a transfer credit framework for 30 credits of foundational courses in 6 areas as well as the guidelines for program articulation from 2 year to 4 year institutions. Representative community college and 4 year college faculty developed Program to Program (P2P) transfer articulation understandings for academic major programs.

C. <u>Definitions</u>

1. **Undergraduate Degrees:**

   - **Associate's Degrees:** An Associate degree indicates that the holder has developed proficiencies sufficient to prepare for upper division collegiate work or to enter directly into a specific occupation. Associate degrees are awarded only for completion of a coherent program of study designed for a specific purpose. They reflect satisfactory achievement of a minimum of 60 semester hours of credit, in two parts: a general education component and an area of concentration or major component. Examples of Associate Degrees include Associate of Arts, Associate of Science, and Associate of Applied Science.

   - **Bachelor's Degrees**: A Bachelor's degree is a four year degree that consists of two principal components, general education and study in depth in a major, which, taken together, are designed to prepare the student for a productive career, informed citizenship, and continuous growth.

2. **Graduate Degrees:**

   - **Master's Degrees**: A Master's degree represents advanced study beyond the baccalaureate degree and signifies mastery in a discipline or professional field. A master's program requires a minimum of 30 semester credit hours and usually includes three basic components: (a) a common core of courses related to the discipline or field of study; (b) a concentration or specialization in a focused area of the discipline; and (c) cognate courses which broaden perspective or mastery, or provide special skills such as statistics or foreign language.

   - **Doctorate Degrees**: The doctorate is the highest academic degree awarded in American higher education and is of two types: the Doctor of Philosophy (Ph.D.) and the Professional Doctorate. Though the primary distinction is that the Ph.D. is a research degree and professional degrees are applied degrees, most doctoral programs include both research and applied studies.

3. **Certificates:** A certificate is a formal credit-based credential designated on the academic record and awarded by an educational institution to indicate completion of an organized program of study at the postsecondary level that does not culminate in a degree.
4. **Program to Program (P2P**): Refers to a Pennsylvania statewide program to major program articulation agreement that provides a clear transfer pathway into a State System

university for community college students who have selected a transferable major program. Associate of Arts and Associate of Science degrees that are part of the P2P articulation contain a minimum of 30 hours of liberal arts among the following six fields of study: Composition, Public Speaking, Humanities & Arts, Behavioral/Social Sciences, Sciences, and Mathematics and 21 credits of major program coursework.

5. **Prior Learning**: Refers to student learning that occurred prior to enrollment at a State System university. Prior learning includes college-level credits earned elsewhere as well as the assessment of skills, knowledge and competencies acquired outside the classroom against a set of standards or learning outcomes. Prior learning may include documented learning such as (but not limited to) Advanced Placement, International Baccalaureate, DANTES, CLEP, military experience, and credit by exam.

6. **Credit**: The recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a postsecondary degree, diploma, certificate, or other formal award, irrespective of the activity's unit of measurement.

7. **Directed General Education (Prescribed General Education)**: General education courses that are required for the major are considered "directed general education" or "prescribed general education". Therefore, directed (prescribed) general education courses are counted in the general education requirement/credits, not in the major or cognate requirements.

8. **Reverse Transfer:** A credit review of degree seeking students who transferred from a PA community college to a four-year Pennsylvania State System University without having earned their associate degree. Credits earned while working toward their bachelor degree will be sent to the PA Community College for evaluation for possible credit towards the completion of the associate degree requirements. PA's State System of Higher Education Universities and the 14 Pennsylvania Community Colleges have a signed and executed statewide Reverse Transfer Agreement.

D. Policy Statement

All college-level credits from regionally accredited institutions will be accepted in transfer, regardless of how the prior learning was acquired. The intent of this policy is to maximize the application of college-level credits awarded by regionally accredited institutions. Review of learning from non-regionally accredited institutions will be evaluated locally on a student by student basis. State System Universities shall ensure consistency and equity in the application of credit from non-regionally accredited institutions.

It is up to the receiving State System University as to how the credit is applied towards the intended degree:

Undergraduate

- In the acceptance and application of undergraduate transfer college-level credits, the receiving institution will first apply as many college-level credits as possible toward the satisfaction of general education requirements, then to requirements in the major and finally to elective credits.

- State System universities will recognize the integrity, design and validity of general education programs at other institutions and will accept general education coursework when comparable (though perhaps not identical to general education at the receiving State System institution). There shall not be a course to course equivalency requirement.

- Students who transfer from one State System institution to another State System institution with their general education program completed will have their general education requirements met. Universities with unique signature general education requirements may expect students to satisfy those requirements if doing so does not extend the student's time to degree.

- Undergraduate students who transfer into the State System of Higher Education with an Associate degree in a parallel academic programs or as part of the P2P Statewide agreements will be awarded junior standing.

Graduate

- Students may transfer one-third of the equivalent graduate-level credits required in a graduate program.

E. Guaranteed Admissions

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Admission to the a State System university is guaranteed for undergraduate students transferring from a Pennsylvania Community College with an Associate degree and for students transferring from one State System University to another State System University.

- Admission is guaranteed into a State System University but not to a specific major or degree program.
- Criminal Conviction of a Felony Offense or Dismissal from a Previous Institution for Disciplinary Reasons may limit the ability to enroll in the Institution or complete certain academic majors/programs and may affect approval to live in university-owned or university-affiliated housing. These will be handled on a case-by-case basis.

F. Effective Date

The policy will become effective no later than start of Fall 2017.

ITEM #5b

Academic and Student Affairs Committee Meeting
October 5-6, 2016

SUBJECT: Revisions to Board of Governors' Policy 1993-01: *General Education at State System of Higher Education Universities* (ACTION)

UNIVERSITIES AFFECTED: All

BACKGROUND: The draft revisions affirm the significance and value of general education and liberal education (which comprise one-third of the baccalaureate degree program) and are aligned with the Middle States Commission on Higher Education revised standards.

The focus is on common student learning outcomes (knowledge, skills, and abilities) for a general education program rather than identification of courses. It ensures that students acquire breadth of knowledge and provides a basis for developing essential learning outcomes. General Education is also a foundational component of employability skills.

The policy is also aligned with the proposed revisions to Board of Governors' Policy 1999-01*: The Academic Passport and Student Transfer Policy* in recognizing the value and integrity of general education programs from sending institutions.

MOTION: That the Board of Governors approve the proposed revisions to the Board of Governors' Policy 1993-01: *General Education at State System of Higher Education Universities.*

Supporting Documents Included: Board of Governors' Policy 1993-01: *General Education at State System of Higher Education Universities.*

Other Supporting Documents Available: N/A

Reviewed by: Chief Academic Officers; Chief Student Affairs Officers; Chief Enrollment Management Officers; Council of Presidents; and APSCUF State Meet & Discuss

Prepared by: Kathleen M. Howley **Telephone**: (717) 720 4200

Effective: January 21, 1993

Policy 1993-01: ***General Education at State System of Higher Education Universities***

See Also:

Adopted: January 21, 1993
Amended: October xx, 2016

A. Purposes

~~1. To address the Board of Governors' statutory duties to establish broad educational policies, and to prescribe minimum standards for graduation.~~

~~2. To implement recommendation #7 of *Priorities for Pennsylvania's State System of Higher Education during the 1990s* (adopted by the Board of Governors in October 1990), calling for a greater emphasis on liberal education at State System universities.~~

B. Definitions ~~and Rationale~~

~~The focus of this policy is on procedures for assuring that a designated segment of the undergraduate curriculum, which is required of all students and is generally referred to as **general education**, addresses appropriate goals and serves to prepare State System students as effectively as possible for life and work in the 1990s and beyond. The rationale for the policy, however, as for the *Priorities* recommendation that prompted it, relates to the broader concept of **liberal education**.~~

~~Traditionally, educators have distinguished between **professional education**, which prepares students for their life work, and **liberal education**, which prepares students for life. In today's world, where both careers and lives are subject to greater complexity and more frequent change than ever before, this distinction may be outdated.~~

~~Liberal education is essential today regardless of the profession for which students may be preparing—to prepare them to think and communicate as professionals, to understand the societal and global context of their work, to transfer knowledge and skills from one setting and career to another, to recognize the ethical implications of professional practice, and to balance the various dimensions of their personal and professional lives.~~

~~At the same time, liberal education is ever more essential in preparing students for the challenges and choices they face in their roles as partners, parents, friends, consumers, and lifelong learners—roles that have become more complicated and demanding than they were even a generation ago. Perhaps, above all, liberal education in the 1990s is critical for preparing students to be responsible citizens of pluralistic communities, a democratic country, and the global society of the 21st century. Thus, while study within and across the arts and sciences disciplines forms the basis for the general education curriculum, the most important outcomes—the liberal education~~

~~outcomes—will consist not so much in the mastery of particular bodies of knowledge as in the acquisition of the skills, values, awareness, understanding, perspective, and appreciation needed for continuing professional and personal growth in a rapidly changing world. To achieve the outcomes of a liberal education, imaginative, deliberate, and rigorous approaches to the design of general education and to its integration with other parts of the curriculum and the college experience are called for.~~

C. ~~Procedures~~

~~To insure the quality, currency, and effectiveness of the general education portion of the undergraduate curriculum, State System universities shall:~~

1. ~~Develop an institutional statement of general education goals and rationale to guide the design of the general education curriculum.~~

2. ~~Develop written criteria, which may include pedagogical considerations, for inclusion of courses or other experiences in the general education program, and a process for reviewing and approving courses that meet the criteria and address the university's goals for general education.~~

3. ~~Develop effective means for communicating the goals and explaining the rationale and significance, as well as the specific requirements, of the general education program to students, parents, and other constituencies.~~

4. ~~Develop processes for assessing outcomes of the general education program and for including the general education program in the university's program review cycle to assure the continued improvement, currency, and vitality of general education; summaries of general education reviews should be submitted to the Office of Academic and Student Affairs in the same manner as reports on other program reviews.~~

5. ~~Include in the university's faculty professional development program opportunities for faculty to gain assistance, as might be needed, in developing and teaching courses that address the goals of the university's general education program and in assessing student outcomes with relation to those goals.~~

D. ~~Recommended Liberal Education Goals~~

~~A State System task force of faculty and administrators knowledgeable about general education programs developed the following list of goals or outcomes, based on the sample list included in Priorities recommendation #7(a). The list reflects recommendations and models commonly set forth in the national literature on general education.~~

~~None of these goals should be understood as equating to one or more specific courses. They may be addressed in countless curricular (and co-curricular) configurations. Moreover, the goals may be interpreted as outcomes to be realized through students' entire undergraduate experience, as some should certainly be addressed through work in the academic major and through co- curricular experiences, as well as within the general education portion of the curriculum.~~

~~In developing or reviewing their own goal statements, designing general education curricula, and considering the integration of general education with the rest of the undergraduate curricula, State System university faculty and administrators should use these goals as guidelines or benchmarks.~~

1. ~~Skill in various forms of inquiry, abstract logical thinking, inductive~~ reasoning, ~~critical analysis, and ability to find and use~~ information.

2. Communication ~~skills—including those required for effective reading,~~ writing, ~~speaking, and listening—and awareness of the challenges of cross-cultural communication~~.

3. ~~Ability to understand numerical data and use mathematical methods for analysis and problem-solving.~~

4. ~~Basic understanding of the natural and social sciences and their significance in contemporary society.~~

5. ~~Historical consciousness, i.e., understanding of ideas, events, persons, and creative expressions from the past.~~

6. ~~Awareness of the social, economic, political, and environmental interdependence of countries and regions of the world.~~

7. ~~Understanding of how people's experiences and~~ perspectives ~~are shaped by gender, ethnicity, culture, and other factors that distinguish groups of people, coupled with recognition of common elements within human experience that transcend time, space, race, and circumstances.~~

8. ~~Appreciation of and experience with literature and the arts.~~

9. ~~Understanding of the role of values in personal, professional, and civic life; experience in recognizing and analyzing ethical issues.~~

E. Implementation

~~Several State System universities are already in a position to certify compliance with this policy and may submit statements explaining the university's status with regard to items C (1-5) in this policy to the Office of Academic and Student Affairs soon after Board adoption of the policy. All State System universities should submit such statements when they believe they are in a position to certify compliance with Section C, but not later than December 1994. The Board will receive a report on policy implementation in January 1995.~~

PA State System of Higher Education
Board of Governors

Policy 1993-01: ***General Education at State System of Higher Education Universities***

See Also:

Adopted: January 21, 1993
Amended: October xx, 2016

A. Purposes

1. To reaffirm the significance and value of General Education and to strengthen its assessment through measurable outcomes;
2. To align the Board of Governors policy with regional accreditation standards related to General Education and assessment of student learning outcomes.

B. Introduction

General Education is aligned with the liberal education approach to learning and it is the part of a university undergraduate curriculum that is shared by all students. It ensures that students acquire breadth of knowledge and provides a basis for developing essential learning outcomes. Learning across traditions and disciplines fosters integration of knowledge and develops skills in diversity, civic and cultural awareness, communication, problem solving, and critical analysis. Within General Education, student learning outcomes consist less in mastery of disciplinary content than in the acquisition of the skills, values, awareness, understanding, perspective and appreciation that are the foundation for informed citizenship in a democratic society, innovation, and career readiness. General Education is also a foundational component of employability skills.

C. Definitions

Employability Skills are the foundational academic, practical and interpersonal skills required across industries and career paths.

General Education is a subset of Liberal Education which is shared by all students at a particular university.

Liberal Education is “an approach to college learning that empowers individuals and prepares them to deal with complexity, diversity and change. This approach emphasizes broad knowledge of the wider world (e.g. science, culture and society) as well as in depth achievement in a specific filed of interest. It helps students develop a sense of social responsibility; strong intellectual and practical skills that span all major fields of study, such as communication, analytical, and problem-solving skills; and the demonstrated ability to apply knowledge and skills in real world settings” (AAC&U LEAP).

Pa Public School Code, 24 Section 20-2002-C refers to legislation that directs Pennsylvania public institutions of higher education to accept for transfer foundation

courses and accept with full junior standing the associate of arts or the associate of science degree into parallel baccalaureate programs.

P2P refers to the legislative Pennsylvania statewide program to program articulation agreements that provide clear transfer pathways into a State System university for community college students who have selected a transferable major program.

Pa. Statewide Transfer Credit Framework refers to the 30 credit hours of foundational liberal arts in 6 categories of study which was developed to implement the legislation (Pa Public School Code, 24 Section 20-2002-C) related to transfer among public institutions of higher education.

Prior Learning refers to students learning that occurred prior to enrollment at a State System university. Prior learning includes credits earned elsewhere as well as the assessment of skills, knowledge and competencies acquired outside the classroom against a set of standards or learning outcomes. Prior learning may include documented learning such as (but not limited to) Advanced Placement, International Baccalaureate, DANTES, CLEP, military experience, and credit by exam.

D. Compliance with Middle States Commission on Higher Education and University responsibilities

Middle States Commission on Higher Education (MSCHE) provides the common ground for General Education and its assessment for all State System universities. The State System of Higher Education institutions will meet the Middle States Requirements and Standards. The current standards are listed below:

1. As institutions that offer undergraduate education, each will provide a general education program either free standing or integrated into academic disciplines that:

    a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgements outside as well as within their academic field;

    b. offers a curriculum designed so that students acquire and demonstrate the essential skills including at least:
        - oral and written communication,
        - scientific and quantitative reasoning,
        - critical analysis and reasoning,
        - technological competency, and
        - information literacy.

    c. consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives (MSCHE standard III).

2. With regard to assessment of student learning and achievement, a regionally accredited institution will have clearly stated educational goals; organized and systematic assessment conducted by faculty and/or appropriate professionals evaluating the extent of student achievement of institutional and degree/program

goals. Institutions will articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives and where appropriate, further education.

They will support and sustain assessment of student achievement and communicate the results of this assessment to stakeholder and will use assessment results for improvement of educational effectiveness. (MSCHE Standard V)

3. Within the regional accreditation framework listed above, institutions will identify student learning outcomes. Consistent with their mission, institutions will design their general education programs and requirements to assure their students achieve the desired student learning outcomes. In addition to those student learning outcomes indicated by MSCHE, this policy enables system universities to identify additional learning outcomes.

General Education Requirements

Every student who graduates from an undergraduate degree program will satisfy the General Education requirements through learning experiences at the university, course-based transfer, core to core transfer, prior learning, and/or demonstration of competency.

Baccalaureate degrees. The BOG Policy 1990-06A: Academic Degrees requires a minimum of 40 General Education credits for a baccalaureate degree; the maximum shall not exceed 48 credits. The credit hours will be focused on competencies that are consistent with liberal arts learning outcomes. General Education requirements will be consistent with the requirements of the statewide Transfer Credit Framework.

Professional bachelor's degrees such as the BFA, BM, BSN, BSW, BSEd, and BS in Business Administration identified in BOG policy 1990-06A are permitted to have General Education requirements specifically adapted to the profession but which must be consistent with the general education competencies for all students.

Associate degrees. The BOG policy 1990-06A: Academic Degrees require a minimum of 30 General Education credits for an Associate of Arts degree. Twenty-four credits of General Education are required for an Associate of Science and 21 for an Associate of Applied Science. The general education requirements should be consistent with requirements of the statewide Transfer Credit Framework.

Associate degrees designed for transfer must be aligned with the requirements identified in the parallel P2P articulation agreements.

Transfer

Middle States Commission on Higher Education standards (Standard IV) indicates that prior learning applicable to General Education will be recognized either through transfer of course credits or other transcripted equivalents.

The Board of Governors Student Transfer policy requires that State System institutions recognize the integrity, design, and validity of general education at other institutions and fully accept any completed general education coursework when comparable (though

perhaps not identical) to general education at the receiving state system institution. There shall not be a course to course equivalency analysis or requirement.

The following apply to students who matriculate at a State System institution after attending another institution(s) of higher education:

- Students who transfer from one State System institution to another State System with their general education program completed will have their general education requirements met. Universities with unique signature general education requirements may expect students to satisfy those requirements if doing so does not extend the student's time to degree.

- Students who transfer into the State System of Higher Education with an Associate degree (either an AA or AS) identified in a Program to Program (P2P) agreement as part of the Commonwealth Statewide College Credit Transfer system will be awarded full junior standing. These students will be expected to satisfy the remaining general education requirements at the receiving institution.

- Students who transfer into the State System of Higher Education with an Associate degree which is not identified as a P2P program will be expected to satisfy any remaining general education requirements.

- Students who matriculate at a State System institution without first earning an Associate degree in a transfer program will be required to complete any remaining requirements of that institution's general education program. This does not apply to students who engage in "reverse transfer" by transferring their State System institution courses and credits back to a prior institution for the purpose of earning an Associate degree.

Prior learning

In addition to transfer credits, students' learning may occur outside the college classroom. Students entering a State System institution who have met General Education student learning outcomes and competencies through mechanisms such as (but not limited to) Advanced Placement, International Baccalaureate, DANTES, CLEP, military experience, and credit by exam will have that learning transcripted.

All such learning will be indicated through transcription of academic credit or an alternative method to document learning.

Implementation

This policy will become effective for new undergraduate students who matriculate Fall 2018.

ITEM #5c

Academic and Student Affairs Committee Meeting
October 5-6, 2016

SUBJECT: Revisions to Board of Governors' Policy 1986-04-A: *Program Review* (ACTION)

UNIVERSITIES AFFECTED: All

BACKGROUND: The revisions align System efforts with the recently adopted Middle States Commission on Higher Education Standards and provides for a more consequential process.

A new component, program sustainability, has been formally integrated into the academic program review process. Data for this quantitatively based component will be collected and shared annually and will provide an additional perspective on the demand and sustainability of all academic degree programs.

MOTION: That the Board of Governors approve the proposed revisions to the Board of Governors' Policy1986-04-A: *Program Review*.

Supporting Documents Included: Board of Governors' Policy 1986-04-A: *Program Review*

Other Supporting Documents Available: N/A

Reviewed by: Chief Academic Officers; Chief Student Affairs Officers; Chief Enrollment Management Officers; Council of Presidents; and APSCUF State Meet & Discuss

Prepared by: Kathleen M. Howley **Telephone**: (717) 720-4200

PA State System of Higher Education
Board of Governors

Effective: July 15, 1986

Policy 1986-04-A: *Program Review*

Adopted: July 15, 1986
Effective: July 16, 1986
Amended: October 17, 1991 ~~and~~, October 9, 2003, and October xx, 2016

***NOTE**: The provisions of Board of Governors' Policy 1991-06 shall take precedence over those areas where inconsistencies may exist.*

Background: Periodic program review is a best practice in American higher education that involves stakeholders in the continuous improvement of existing academic programs and ~~academic- and student-support programs~~ programs in support of the student experience. Such review includes an analysis of past performance that is used to inform present and future directions and decision-making. The review process must be integrated with strategic-planning and budgeting processes, with regional and specialized accreditation processes, and with student-learning outcomes assessment. Criteria that direct the implementation of this policy can be found in the ~~document, *Administrative Procedure for Board of Governors Policy 1986-04-A, Program Review*~~ System Procedure/Standard for review of academic programs and programs in support of the student experience.

A. Definitions

1. Academic Programs. All programs defined in Board of Governor's Policy 1985-01-A: Requirements for Initiation or Change of Credit-Based Academic Programs. This includes all academic degree programs (academic majors) along with all tracks/concentrations, academic minors, and certificates.

2. Programs in support of the Student Experience. A broad network of programs and services delivered either in-person or virtually that directly contributes to students' educational experience and fosters student success. Examples of such programs may include the library, student life, enrollment services (e.g. undergraduate admissions, graduate admissions, bursar, and registrar), public safety, judicial affairs, financial aid, counseling, athletics, residence life, Greek life, student union and student activities, health and wellness programs, career services, academic support services, diversity and inclusion programs, tutoring, advising, and disability services.

3. Academic Program Sustainability. A component of a comprehensive assessment process that uses quantitative completion data to assess the current and future sustainability of an academic program.

4. Modified Review: A modified review is for academic programs subject to specialized accreditation. The modified review shall include the accreditation report, the accreditor's recommendations/suggestions, and any criteria for the *five-year academic program review* which were not addressed in the accreditation review process.

B. Purposes of Program Review

1. To assure deliberate and continuous attention to enhancement of the quality and to ~~assure~~ assess mission centrality of academic and academic programs and ~~student-support programs~~ programs in support of the student experience within State System universities.

2. To ensure compliance with regional accreditation standard related to educational effectiveness. Middle States Commission on Higher Education requires assessment of student learning and achievement for all programs, all levels, and regardless of instructional modality.

3. To ensure compliance with regional accreditation standard related to supporting the student experience. Middle States Commission on Higher Education requires assessment of all programs and services that enhance the quality of the learning environment, contribute to the educational experience, and foster student success.

4. To analyze and employ quantitative and qualitative data, including student-learning outcomes, academic program sustainability, and program effectiveness related to ~~on~~ individual programs which will contribute to both university and State System planning.

5. To provide the chancellor and Board of Governors, as well as the council of trustees of each university, with assurance that university programs are being assessed in a systematic fashion and that plans for making continuous improvements are developed, ~~and~~ implemented, and communicated.

C. Guidelines for Program Review

1. Cycle. All university programs not subject to specialized accreditation shall be evaluated at least once every five years; when deemed necessary, the university president (or designee) or the Chancellor (or designee) may require a shorter review interval for given programs. At least once every 10 years (or more frequently at the University's discretion), each program not subject to specialized accreditation shall be reviewed by an appropriate external evaluator. Programs with specialized accreditation will conduct a modified program review as outlined in the System Procedure/Standard for academic program review and programs in support of the student experience. Exceptions to the modified review will be given on a case-by-case basis by approval from the Chancellor or designee.

2. Criteria for Full Review of Academic Programs. In consultation with State System Universities, the Office of the Chancellor shall establish criteria for the academic program reviews. These criteria will be detailed in the System Procedure/Standard

for academic program review and programs in support of the student experience. ~~Types of Reviews. The full review is for programs not subject to specialized accreditation and requires external consultation. The president or designee may designate a program subject to specialized accreditation for a full program review.~~

~~The modified review is for programs subject to specialized accreditation. The modified review must include the accreditor's recommendations/suggestions and rejoinder, when appropriate.~~

~~3.~~ Criteria for Full Review of Programs in Support of the Student Experience. Review criteria for reviews of programs in support of the student experience will be determined by the individual university. These criteria shall support the university continuous improvement efforts and Middle States accreditation requirements. ~~Process. Each University shall have guidelines and procedures for program review including timelines that provide for ample lead time for programs to be reviewed in any given year and a schedule for responding to review findings and recommendations.~~

~~4. Criteria for Full Review of Academic and Academic- and Student-Support Programs. The Office of the Chancellor shall, in consultation with State System Universities, establish and review criteria for the academic and academic- and student-support program reviews.~~

D. Reporting

1. The president or designee shall keep the council of trustees apprised of program reviews and their outcomes.

2. The Office of Academic and Student Affairs will develop an appropriate procedure and timeline for periodic reporting to the Board of Governors.

E. **Implementation**

Immediately for Programs in Support of the Student Experience. Academic program reviews due August 15, 2017 will continue to use previously established criteria. Academic program reviews due August 15, 2018 will be required to use the new processes and criteria established in a System Standard/Procedure for Program Review.

ITEM #6

Academic and Student Affairs Committee Meeting
October 5-6, 2016

SUBJECT: New Program Approval Process (INFORMATION)

UNIVERSITIES AFFECTED: ALL

BACKGROUND: For the first time in the State System's history, the Board has access to new planning and assessment tools including:

- university actions plans,
- financial risk assessments,
- State System's gap analysis project, and
- the new program sustainability metrics.

The Board at its April 7, 2016 meeting, directed the System to incorporate these important tools into a new academic degree program development and approval process no later than January 2017.

As universities develop proposals for new degrees responsive to the needs of students and the Commonwealth, it is vital that the universities be able to fully integrate these tools in the development phase.

This was especially critical with 42 new programs in the pipeline and another 102 potential new programs identified in the University Action Plans. While the integration of these new tools and initiatives take place, the Office of the Chancellor, the Academic and Student Affairs Committee, and the Board of Governors continued to review and consider the 42 degree programs already submitted by universities in the form of letters of intent (LOI). Future letters of intents for new programs will be reviewed using the new integrated processes and procedures.

The Universities and the Office of the Chancellor have finished this work ahead of schedule and the new process will be in place by the end of October. The new process will be shared with the Board.

Supporting Documents Included: N/A

Other Supporting Documents Available: N/A

Prepared by: Kathleen M. Howley **Telephone**: (717) 720-4200

Audit Committee

Boardroom, First Floor
Administration Building
Dixon University Center
2986 North Second Street
Harrisburg, PA 17110-1201

October 5-6, 2016

Agenda

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Committee Members: Jonathan B. Mack (*Chair*), Daniel P. Meuser, Senator Judith L. Schwank, Cynthia D. Shapira (*ex officio*), Francis L. Hendricks (*nonvoting presidential liaison)*

For further information, contact James S. Dillon at (717) 720-4100.

ITEM #1

Audit Committee Meeting
October 5-6, 2016

SUBJECT: Office of Internal Audit and Risk Assessment (OIARA) Update (INFORMATION)

UNIVERSITIES AFFECTED: All

BACKGROUND: The Office of Internal Audit and Risk Assessment's (OIARA) Fiscal Year 2016/17 work plan details 30 individual projects. Additionally, six carryover engagements and two special projects were ongoing as of June 30, 2016, carrying forward for completion in the current fiscal year. Activities of the department including details of progress made in support of project initiatives are detailed in the *OIARA Fiscal Year 2016/17 – First Quarter Update* (attached).

Supporting Documents Included: Office of Internal Audit and Risk Assessment, Fiscal Year 2016/17 – First Quarter Update

Other Supporting Documents Available: Board of Governors' Policy 1991-06-A: *State System Audit Policy*

Reviewed by: N/A

Prepared by: James S. Dillon **Telephone**: (717) 720-4100

Office of Internal Audit and Risk Assessment
Fiscal Year 2016/17 – First Quarter Update

Summary

The Office of Internal Audit and Risk Assessment's (OIARA) fiscal year 2016/17 work plan defines 30 individual projects. Additionally, eight engagements ongoing as of June 30, 2016, carried forward providing 38 initiatives for completion in the current fiscal year.

During the first quarter, work concluded on six engagements with seven additional projects underway. Separately, 14 case reports were received through the State System's Incident Reporting System.

Projects Completed First Quarter Fiscal Year 2016/17

The OIARA accomplished progress in meeting defined initiatives supporting our department's fiscal year work plan. The following six engagements concluded providing management with 21 internal control recommendations.

University	Project	Report Issued
Edinboro	Presidential Transition Review*	07/19/16
Indiana	Jeanne Clery Act Compliance Audit	09/26/16
Millersville	Pilot Pricing Flexibility Program Audit	09/28/16
Shippensburg	Jeanne Clery Act Compliance Audit	08/30/16
West Chester	Jeanne Clery Act Compliance Audit	09/09/16
Office of the Chancellor	Purchasing Card Continuous Audit	09/20/16

* Denotes Non-Work Plan, Special Project Engagement

Projects Underway at Close of First Quarter Fiscal Year 2016/17

At the close of the first quarter, project work remained underway on the following seven projects.

University	Project	Project Status
Cheyney	Jeanne Clery Act Compliance Audit	Fieldwork Completed
Clarion	Protection of Minors Compliance Audit	Fieldwork Underway
East Stroudsburg	Physical Access Management Audit	Fieldwork Planning
Lock Haven	Jeanne Clery Act Compliance Audit	Draft Report Issued
West Chester	Golden Rams Aquatic Club Audit*	Fieldwork Underway
Office of the Chancellor	IT User Access Audit	Fieldwork Underway
Office of the Chancellor	System-wide Employee Separation Audit	Fieldwork Planning

* Denotes Non-Work Plan, Special Project Engagement

Management Corrective Actions - OIARA Follow-up Assessments

The OIARA maintains a formalized process to follow-up on prior audit report recommendations provided to leadership and assess successful implementation of management correction action plans defined in management response to internal audit recommendations. During the quarter, ongoing communication with university personnel occurred to document resolution and closure of 44 prior internal audit report recommendations.

PASSHE Incident Reporting System

Concerns of employees, students, and others within the university communities regarding alleged matters of wrongdoing are important. The State System maintains an active Incident Reporting System as a means to confidentially identify situations perceived as inappropriate. During the first quarter of fiscal year 2016/17, 14 new case reports were received through the Incident Reporting System, as of September 28, 2016.

Other First Quarter Activities

- Supporting continuous quality improvement, the OIARA is addressing outcomes of an internal *Quality Assurance and Improvement Self-assessment*. The purpose is to ensure OIARA operations meet and/or exceed industry standards.

  During the quarter, the OIARA's procedures manual was finalized. Additionally, a draft OIARA Charter was developed, reviewed by the Office of Chief Counsel, and will be advanced to the Audit Committee for additional review and consideration.

- The OIARA contributed to the agenda of the Association of College and University Auditors' international conference, providing a session addressing assessment of information technology risks and internal controls within a university's technology environment. Separately, a session on Fraud-Related Internal Controls was presented in support of the agenda of the National Association of Educational Procurement, District II 2016 Conference and Expo.

- A September 2016 *Information Brief* was distributed to leadership summarizing core outcomes from the OIARA's fiscal year 2015/16 continuous auditing of System-wide purchasing card transactions. Overall 45 exceptions were identified related to nine areas of purchasing card compliance. The OIARA publishes periodic electronic *Information Briefs* to enhance System-wide communications regarding internal audit project engagements.

Finance, Administration, and Facilities Committee

Boardroom, First Floor
Administration Building
Dixon University Center
2986 North Second Street
Harrisburg, PA 17110-1201

October 5-6, 2016

Agenda

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Committee Members: Ronald G. Henry (*Chair*), Representative Matthew E. Baker, Secretary Sarah E. Galbally (designee for Governor Tom Wolf), David M. Maser, Daniel P. Meuser, Guido M. Pichini, Harold C. Shields, Aaron A. Walton, Cynthia D. Shapira (*ex officio*), and Dr. David L. Soltz (*nonvoting presidential liaison*)

For further information, contact James S. Dillon at (717) 720-4100.

ITEM #1

Finance, Administration, and Facilities Committee Meeting

October 5–6, 2016

SUBJECT: Educational and General Operating Budgets for Pennsylvania's State System of Higher Education Entities (INFORMATION)

UNIVERSITIES AFFECTED: All

BACKGROUND: Act 188 of 1982 requires the Board of Governors to approve the operating budgets for State System entities annually. This process is to be completed in accordance with the Board's approval of the operating budget requests for the ensuing fiscal year.

The Educational and General (E&G) budgets for each of the 14 universities and the Office of the Chancellor are presented in the attached pages. This information includes anticipated revenues and known expenditures by major category for the current and request years.

However, seven of the System's eight collective bargaining agreements, with the exception of a new three-year tentative agreement with the American Federation of State, County and Municipal Employees (AFSCME), have expired compensation packages. As future compensation requirements are unknown for these employee groups, and consistent with previous years' practices, no unknown pay adjustments have been addressed in these budget estimates. (This is not to be viewed as a bargaining position.)

The Finance, Administration, and Facilities Committee has reviewed the underlying assumptions regarding enrollment, human resources costs, and inflationary factors upon which the budget estimates are built for fiscal years 2016/17 and 2017/18. The fiscal year 2017/18 budgets are unbalanced, as no assumptions have been made at this time concerning changes in state appropriations, tuition rates, or compensation requirements of collective bargaining agreements.

These university budget estimates, along with other System-wide financial challenges, serve as the basis for the development of the System's appropriation request, as presented in the Finance, Administration, and Facilities Committee Agenda Item #2.

Supporting Documents Included: Educational and General Operating Budget Summaries for Pennsylvania's State System of Higher Education Entities for fiscal years 2015/16 through 2017/18

Other Supporting Documents Available: N/A

Reviewed by: Office of the Chancellor

Prepared by: James S. Dillon **Telephone**: (717) 720-4100

Educational and General Operating Budget Summaries
for Pennsylvania's State System of Higher Education Entities
October 5–6, 2016

Act 188 of 1982 requires the State System's budget request to be developed based upon university needs. System universities were provided with instructions to develop their fiscal year 2016/17 and 2017/18 Educational and General (E&G) budget requirements, which include anticipated changes in salaries, benefits, and other cost categories, with the following exception. Compensation requirements for the System's unionized employees are established in eight separate collective bargaining agreements that expired on or before June 30, 2016. Aside from a three-year tentative contract with the American Federation of State, County and Municipal Employees (AFSCME), new agreements have not yet been reached with the bargaining units. Therefore, 2016/17 and 2017/18 wage requirements for 72 percent of the work force are unknown at this time. As has been the case in prior years, **no unknown pay adjustments beyond June 30, 2016, have been addressed in these university budget estimates**. (This is not to be viewed as a bargaining position.)

E&G budgets support ongoing general academic, administrative, and physical operations; restricted (sponsored programs and most financial aid) and auxiliary (dining, housing, recreation centers, and student centers) activities are excluded. Universities provide budget estimates for the current year (2016/17) and request year (2017/18).

University budgets vary from one another due to the unique nature of each university's enrollment, employee complement, instructional offerings, physical plant, and strategic direction. Expenditure estimates and projections for university-based revenue sources are used to determine the System's budget request parameters. Below are explanations of the enrollment, revenue, and expenditure expectations for System universities and the Office of the Chancellor for 2016/17 and 2017/18, as submitted by the universities in September 2016 and reviewed by the Office of the Chancellor. A summary for each entity is provided at the end of this overview.

Enrollment Trends

Most System universities—like others in Pennsylvania—continue to experience enrollment declines with a corresponding adverse effect on tuition and fee revenues. The System's overall anticipated 2016/17 reduction of approximately 2,200 annualized full-time equivalent (FTE) students, or 2.2 percent, is consistent with preliminary fall 2016 enrollment statistics. For some System universities, this represents the seventh straight year of enrollment decline.

The declining number of high school graduates has been a contributing factor. Similar demographic trends have been occurring nationally as other states, especially in the Northeast, have been experiencing modest declines in high school graduates associated with the Baby Boom Echo.[1] In Pennsylvania, the number of high school graduates is expected to remain relatively stable in 2016 through 2019; however, experience varies significantly by county.

The decline in undergraduate enrollment has been partially offset by modest increases in graduate enrollment that have occurred in each of the last three years and are projected to continue. In 2010/11, the System's total enrollment peaked at approximately 112,000 FTE students, but has since declined by over 14,000 FTE students, or 13 percent, to the anticipated 2017/18 enrollment of approximately 97,600 FTE students. Only five universities are projecting

[1] *Knocking at the College Door,* Western Interstate Commission of Higher Education, December 2012

additional reductions in enrollment for fiscal year 2017/18, resulting in an overall enrollment decrease of 0.1 percent.

University-specific FTE enrollment projections vary significantly, with the 2016/17 one-year change ranging from an 8.4 percent decrease at Lock Haven University to a 2.6 percent increase at Slippery Rock University. Enrollment estimates for 2017/18 reflect a one-year change ranging from a 3.8 percent decrease at California University to a 14.3 percent increase at Cheyney University.

Budget Realignment

In the midst of declining enrollment, the State System's expenditure requirements continue to rise. The System's emphasis continues to be on addressing the structural gap between revenues and expenses through strategic changes to its business models to ensure financial sustainability. Universities began fiscal year 2016/17 with a System-wide budgetary gap of approximately $10 million, resulting from mandatory cost increases that exceed available revenue.

System universities continue to respond by retooling in order to meet changing student demographics and new program content needs and modalities. For some, the corresponding program realignment and workforce planning efforts may result in eliminating faculty and/or nonfaculty positions over and above the complement changes reflected in this document. Such adjustments to workforce and structural program realignment require a multiyear approach.

Universities have incorporated these structural adjustments into their budgets in different ways, as they are at various stages in their planning processes. Some universities have reflected a Planned Use of Carryforward in 2016/17 as a one-time funding source while plans are being finalized for structural realignment. Some also continue to show a similar Planned Use of Carryforward as a placeholder in 2017/18, as they anticipate reductions.

Fiscal Year 2016/17 Highlights
Revenue/Sources

Tuition—The Board of Governors approved a 2.5 percent tuition rate increase for fiscal year 2016/17. The 2016/17 tuition revenue projections reflect the combined effect of tuition rate increases and declining enrollment at all but four System universities, as highlighted above. In addition, tuition flexibility pilots are continuing or are being implemented during fall 2016 at California, Cheyney, East Stroudsburg, Edinboro, Indiana, Mansfield, Millersville, Shippensburg, Slippery Rock, and West Chester Universities. System-wide, tuition revenue is expected to increase $15.8 million, or 1.8 percent, ranging from a 5.0 percent reduction at Lock Haven University to an 8.2 percent increase at Shippensburg University.

Fees—The universities' councils of trustees set institution-based student fee rates. Student fees include mandatory fees charged to all students, such as instructional support fees and health center fees, as well as optional fees charged to students for specific services or privileges, such as parking fees. Also included in this revenue category is the Technology Tuition Fee, set by the Board of Governors, which is expected to generate $50.0 million in revenue for instructional technology purposes. Fee revenue reflects the combined impact of rate adjustments and enrollment changes. Rate adjustments include fee flexibility pilots that are continuing or are being implemented in fall 2016 at California, Clarion, East Stroudsburg, Edinboro, Lock Haven,

Mansfield, Millersville, and Slippery Rock Universities. University mandatory fee rates increased on average 6.9 percent. University fee practices vary significantly.

State Appropriation—The System's 2016/17 E&G appropriation of $444.2 million represents a 2.5 percent increase over the prior year. The state appropriation is allocated to universities through two methods: approximately $39.1 million (an increase of $0.6 million) will be distributed based upon performance; the remaining is distributed through the System's allocation formula, which was revised effective July 2014. Changes to the allocation formula were phased in over a three-year period, ending with the 2016/17 appropriation allocations. Performance funding awards for 2016/17 had not been determined before the completion of this document; each university's 2016/17 and 2017/18 performance funds, included in its state appropriation, are estimated at the same proportion of the performance pool received by each university in 2015/16.

All Other Revenue—Included in this category are unrestricted gifts, contracts, and grants; investment income; educational fees for noncredit activity; parking and library fines; corrections from prior years; and other miscellaneous revenue sources. Activities generating these revenues vary widely by university and tend to be nonrecurring. Most universities do not anticipate increases and/or continuation of certain miscellaneous revenue sources until these revenues are received, but also limit expenditures supported by these specific revenue streams in their budget estimates.

Planned Use of Carryforward—From time to time, some universities may have the opportunity, either through greater than anticipated enrollment/revenue growth or through disciplined multiyear planning, to set aside revenues for future year activities. This is represented by a negative number in Planned Use of Carryforward. When a university is using funds carried forward from a previous year, a positive number will appear on this line. This practice is a management tool allowing universities to anticipate and fund large one-time purchases and multiyear projects. Typical initiatives funded in this manner include new academic programs, major equipment purchases and upgrades, facilities improvements, and transitions through demographic changes. Since Carryforward funds are one-time in nature, a corresponding one-time expenditure is associated with the use of these funds. Most universities reflect a Planned Use of Carryforward funds in 2016/17 either to partially fund ongoing expenses as a transitional tool while implementing multiyear realignments, or for specific capital projects and new academic initiatives. Please note that with the exception of one university, there is no Planned Use of Carryforward in 2015/16, as the prior year reflects the actual net result of the year's revenues and expenditures/transfers; typically, a surplus increased E&G net assets while a shortfall reduced E&G net assets. The one university that did include Planned Use of Carryforward funds is using them for one-time, specific strategic projects.

Expenditures/Transfers

Compensation—Universities estimate budgeted FTE positions based upon known complement and anticipated vacancies. Given the continuing budget challenges, most positions vacated during 2015/16 were either frozen or eliminated, resulting in the final 2015/16 complement being 103 fewer positions than budgeted. This fall, the System is employing approximately 1,000 fewer permanent employees than seven years ago (fall 2009). Most System universities are planning to fill key positions in 2016/17, with a net increase in funded positions at six universities. In total, 10,791 E&G FTE positions are budgeted for 2016/17, which is 156 fewer E&G FTE positions than were originally requested for this fiscal year. This represents an increase of 36.7 FTE positions over the 2015/16 actual complement. The 2016/17 change in

E&G employees ranges from a reduction of 25 FTE positions at Indiana University of Pennsylvania (IUP) to an increase of 63 FTE positions at West Chester University, primarily for permanent faculty in support of enrollment increases and collective bargaining agreement requirements.

Compensation requirements for 86 percent of System employees are specified within eight different collective bargaining agreements, of which only one union contract is current. No unknown pay adjustments have been incorporated in the 2016/17 estimates. (This is not to be viewed as a bargaining position.) Employee benefits allow multiple choices for health care and retirement programs. Each university's mix of employees among bargaining units, the benefits choices they make, and their years of service result in varying increases in personnel costs. Universities budget compensation expenses based upon anticipated filled positions, taking into consideration retirements, vacancies, and regular annual turnover in employee complement.

> ***Salaries and Wages***—Fiscal year 2016/17 represents the first year of a new, tentative, three-year contract with the American Federation of State, County and Municipal Employees (AFSCME) bargaining unit and incorporates a pay increase that occurs in October 2016. Coupled with this AFSCME increase is the residual impact of January 2016 pay increases for most employee groups. Changes to university-budgeted complement resulting from retirements, enrollment changes, accreditation requirements, and efficiency and productivity efforts, combined with the compensation adjustments result in an average salary and wage increase of 1.9 percent.
>
> ***Benefits***—The vast majority of System employees are enrolled in either the System's PPO health care plan or the Commonwealth's Pennsylvania Employees Benefit Trust Fund (PEBTF) program for health benefits. Beginning in January 2016, nonrepresented employees and employees in the Office of Professional Employees International Union Healthcare Pennsylvania (OPEIU) and the Security, Police, and Fire Professionals of America (SPFPA) unions experienced a change in the design of the PPO plan that includes deductibles and co-insurance. This plan change helped reduce the health care costs to the System. The System's employer rates for the PPO plans decreased 6.1 percent for the redesigned plan and 1.2 percent for the original plan, while the PEBTF employer rates reflected in the tentative AFSCME agreement remained flat. The System's retiree health care rates decreased 2.4 percent, while the Commonwealth's retiree health care rates decreased 13.4 percent. The most common rates for the State Employees' Retirement System (SERS) and Public School Employees' Retirement System (PSERS), in which 46 percent of the System's employees participate, increased approximately 20 percent and 17 percent, respectively. In total, employee benefits expenses are projected to increase 5.9 percent.

Student Financial Aid—In April 2014, the Board of Governors amended Board of Governors' Policy 1996-01-A: *Sources of Funding for University Scholarships*, to allow councils of trustees to establish institutional scholarship programs with limited E&G revenue. Given the growing emphasis on affordability, retention, enrollment management, and the net price to the student, E&G expenditures for student financial aid are reflected as a separate category in the budget summary. Significant growth in the use of institutional unrestricted resources for student aid is reflected in 2016/17, corresponding with the flexibility provided by Board policy, and expectations regarding affordability of pricing flexibility pilots. E&G student aid expenditures in 2016/17 are projected to grow $7.4 million, or 17.9 percent, and vary significantly by university.

Utilities—Each university's utilities costs vary widely, depending on mix of utilities (gas, coal, oil, and electricity), local providers, contractual obligations, usage, energy savings projects, and changes in space. Fiscal year 2015/16 included savings in natural gas and electricity rates that are not anticipated to be realized again in 2016/17. In addition, the cogeneration plant at IUP will undergo some major maintenance projects, one university is bringing a new building online, and one university is converting some buildings from electric heat to natural gas. Fiscal year 2016/17 utilities costs, reflecting anticipated rate increases, are estimated to increase an average of 10.6 percent.

Other Services and Supplies—Expenditures in this category support all the day-to-day university operations, including professional services; teaching, office, and custodial supplies; travel; subscriptions and memberships; postage; and noncapital equipment. Costs in several commodity areas were contained through System-wide strategically sourced procurements. In addition, universities routinely purchase products and services under Commonwealth and other governmental contracts to reduce costs. During 2016/17, other service and supply expenditures are expected to increase 9.9 percent on average. Most of these increases are one-time activities associated with designated one-time fund sources; university experiences vary.

Capital Expenditures and Transfers—Capital expenditures and transfers represent the System's investment in its physical resources from the E&G budget. Included in this category are purchases of items, such as equipment, furniture, and library materials, as well as land and building improvements that have a useful life that is depreciated over time. The System budgets these expenditures on a cash basis, rather than budgeting depreciation. University transfers generally fund physical plant expenditures and debt. Some transfers may reflect a commitment for future projects. University capital expenditures and transfers can vary widely from year to year.

Fiscal Year 2017/18 Highlights

University 2017/18 expenditure estimates and projections for university-based revenue sources are used to determine the System's budget request parameters. The universities are instructed to submit unbalanced budgets for the request year to allow for a candid assessment of resources and expenditure requirements. Only known and essential cost increases are incorporated into 2017/18 expenditure estimates; universities continue to incorporate reallocations to align their budgets with the strategic direction and today's fiscal realities of limited resources and improved efficiencies. No unknown pay adjustments have been incorporated in these estimates. (This is not to be viewed as a bargaining position.) Based upon this review, an appropriation request will be developed. No attempt has been made to balance each university's budget, as they reflect no change in tuition rates or appropriation.

Revenue/Sources

Tuition—Changes in tuition revenue reflect the impact of projected changes in annualized FTE enrollment. The System's total 2017/18 annualized FTE enrollment is anticipated to decrease by 109 FTE students, or 0.1 percent; five universities project continued reductions. Changes in student mix (e.g., full-time versus part-time, residency, and student level) also affect tuition estimates for 2017/18. In addition, to the extent possible, the effect of tuition flexibility pilots has been incorporated at California, Cheyney, East Stroudsburg, Edinboro, Indiana, Mansfield, Millersville, Shippensburg, Slippery Rock, and West Chester Universities. No assumptions are made concerning tuition rate increases at this time.

Fees—Included in this category are the Technology Tuition Fee, which is established by the Board of Governors, and all university-based student fees. Since the universities' councils of trustees set student fee rates each spring, changes in mandatory fees typically reflect only adjustments due to anticipated enrollment. To the extent possible, rate adjustments include fee flexibility pilots implemented at California, Clarion, East Stroudsburg, Edinboro, Lock Haven, Mansfield, Millersville, and Slippery Rock Universities. Instructional support and Technology Tuition Fee increases occur in concert with the general tuition rate.

State Appropriation—The 2017/18 state appropriation for each university reflects its current year allocation of the E&G appropriation through the allocation formula and its estimated portion of performance funding based upon 2015/16 awards. Each university's allocation of the appropriation will change based upon the allocation formula and performance funding results; no adjustments have been made to anticipate the impact of these changes. The state appropriation reflects continued funding of the E&G appropriation at the current year's funding level. The Finance, Administration, and Facilities Committee of the Board of Governors will make a recommendation for consideration of an appropriation request that may differ from this appropriation assumption.

All Other Revenue—As in 2016/17, most universities do not anticipate increases and/or continuation of certain miscellaneous revenue sources until received. In addition, they limit expenditures supported by these specific revenue streams in their budget estimates.

Planned Use of Carryforward—Typical initiatives funded with Carryforward include new academic programs, major equipment purchases and upgrades, facilities improvements, and transitions through demographic changes. Most universities and the Office of the Chancellor reflect a Planned Use of Carryforward in 2016/17 to partially fund ongoing expenses as a transitional tool, while implementing multiyear realignments of programs and work force. Some universities reflect a continued reliance on Carryforward in 2017/18 as a placeholder while restructuring decisions are being finalized. Other universities reflect a reduced reliance on Carryforward and corresponding cost reductions.

Expenditures/Transfers

Compensation—In general, universities are anticipating an increase in employee complement in 2017/18, mainly faculty, to address anticipated increases in enrollment and the start of new academic programs. Given the combined impact of the fiscal climate, enrollment reductions, and program relevancy, several universities are in the midst of program realignment and workforce planning efforts that may result in eliminating positions that are not included in the complement changes reflected in this document. As universities are at various stages in this planning process, which requires a multiyear implementation strategy, complement reductions associated with these developing plans typically are excluded from these complement estimates; however, compensation may be reduced to reflect a commitment to reducing labor costs.

> ***Salaries and Wages***—Compensation requirements for approximately 87 percent of the System's employees are established in collective bargaining agreements. With the exception of a new, tentative, three-year agreement with AFSCME, the compensation portion of all agreements has expired. Therefore, most 2016/17 and 2017/18 wage requirements are unknown at this time. As has been the case in prior years, **no unknown pay adjustments beyond June 30, 2016, have been addressed in these budget estimates**. In some cases, 2017/18 salaries and wage increases include

salaries for filling 38 FTE positions in addition to salary increases associated with the tentative agreement for AFSCME employees. Salaries and wages include base pay of permanent and temporary employees, overload and overtime pay, summer/winter session compensation, other miscellaneous pay categories, and student wages. Overall, a 1.2 percent increase in salaries and wages is anticipated, based upon these assumptions, ranging from a 7.7 percent reduction at Cheyney University to a 4.3 percent increase at West Chester University.

Benefits—Two of the System's primary cost drivers for 2017/18 are retirement and health care costs.

The two primary Commonwealth retirement programs, SERS and PSERS, continue to experience financial stress that is resulting in significant rate increases. Approximately 46 percent of the System's employees have chosen SERS or PSERS as their retirement vehicle. In accordance with Commonwealth budget guidelines, the most common SERS employer contribution rate is projected to increase from 30.0 percent of salaries to 32.7 percent of salaries, or an increase of 9.1 percent. PSERS rates are expected to increase 6.7 percent. The combined cost associated with SERS and PSERS rate increases alone is $8.3 million. Retirement rates associated with the alternative retirement programs remain the same, although retirement and social security costs increase as salaries and wages increase. Combined retirement costs—various rate increases applied to a relatively stable salary and wage base—are expected to increase in 2017/18 by $9.0 million, or 7.3 percent.

Of those employees who receive health benefits, approximately 65 percent are enrolled in the System's health care program. The employer share of health care costs for active employees within the System-managed programs is expected to increase an average of 6.0 percent next year based upon a combination of national trends, the System's health care experience, participation in the wellness program, and the anticipated change in complement, while the employer share of health care costs for retirees will increase 1.7 percent. These estimates also include additional costs required by federal health care reform. The remaining 35 percent of System employees receive health care through PEBTF. These rates are established in the AFSCME collective bargaining agreement, which reflects an increase in the employer rate of 4.0 percent for 2017/18. The Commonwealth's budget guidelines include 2017/18 retiree health care rates that will increase 5.0 percent. Combined health care costs are anticipated to increase $9.4 million, or 4.9 percent.

Overall, employee benefits expenditures are expected to increase $19.6 million, or 4.8 percent, ranging from a 6.3 percent decrease at Cheyney University to a 7.2 percent increase at Millersville University. University experiences vary significantly based upon the benefits programs their employees choose and changes in complement.

Student Financial Aid—As previously reflected in 2016/17, significant growth in the use of institutional unrestricted resources for student aid continues to be seen in 2017/18, corresponding with the flexibility provided by Board policy, and expectations regarding affordability of pricing flexibility pilots. E&G student aid expenditures in 2017/18 are projected to grow $1.9 million, or 3.8 percent, and vary significantly by university.

Utilities—Each university's utilities costs vary, depending on mix of utilities (gas, coal, oil, and electricity), local providers, usage, energy savings projects, and changes in space. Utilities cost

increases reflect projected rates and continued energy savings initiatives. The System's combined utilities costs are anticipated to increase 1.5 percent.

Other Services and Supplies—For 2017/18, universities estimate that costs for professional services, materials, supplies, and uncapitalized equipment will remain stable. This reflects the combined impact of increased prices for ongoing services and supplies in 2017/18 offset by a reduction of one-time expenditures supported in 2016/17 with Carryforward funds. University experiences vary significantly; fluctuations tend to be associated with those universities that reflect a change in Planned Use of Carryforward for one-time initiatives.

Capital Expenditures and Transfers—Capital expenditures may increase or decrease depending upon the level of one-time facilities improvements and equipment purchases in each year. Most universities are continuing their current level of commitment to major physical plant (including debt service), equipment, and library expenditures into 2017/18. Overall, the System's 2017/18 capital expenditures and transfers are projected to decrease 8.8 percent, though university experiences vary significantly.

Revenue/Sources Less Expenditures/Transfers—As previously mentioned, universities submit unbalanced budgets for 2017/18. No attempt was made to balance each university's budget, as no assumptions have been made regarding potential changes to appropriation and/or tuition rates. Based upon these submissions, a proposed appropriation request and corresponding tuition rate assumptions will be developed by the Finance, Administration, and Facilities Committee of the Board of Governors at its meeting on October 5, 2016. The shortfall reflected in each university's 2017/18 budget presentation on the following pages reflects each university's funding requirements, given the assumptions discussed in this overview.

Board of Governors' Budget Request Summary
Bloomsburg University of Pennsylvania

Educational and General Budget				**Known**	
Revenue/Sources	**FY 2015/16**	**FY 2016/17**	**Percent Change**	**Costs Only FY 2017/18**	**Percent Change**
Tuition	$80,735,358	$81,128,653	0.5%	$79,822,944	-1.6%
Fees	17,022,536	22,208,768	30.5%	22,129,366	-0.4%
State Appropriation	34,570,003	35,885,890	3.8%	35,885,890	0.0%
All Other Revenue	4,990,389	4,865,532	-2.5%	4,900,039	0.7%
Planned Use of Carryforward	3,769,261	3,358,364	-10.9%	1,433,384	-57.3%
Total Revenue/Sources	$141,087,547	$147,447,207	4.5%	$144,171,623	-2.2%
Expenditures and Transfers					
Compensation Summary:					
Salaries and Wages	$69,759,629	$71,099,380	1.9%	$72,057,453	1.3%
Benefits	34,693,395	37,498,133	8.1%	39,872,341	6.3%
Subtotal, Compensation	$104,453,024	$108,597,513	4.0%	$111,929,794	3.1%
Student Financial Aid	2,484,466	2,714,229	9.2%	2,917,355	7.5%
Utilities	2,522,786	2,513,051	-0.4%	2,601,008	3.5%
Other Services and Supplies	20,042,114	26,389,629	31.7%	23,875,369	-9.5%
Subtotal, All Services and Supplies	$25,049,366	$31,616,909	26.2%	$29,393,732	-7.0%
Capital Expenditures and Transfers	5,871,144	7,232,785	23.2%	5,512,624	-23.8%
Total Expenditures and Transfers	$135,373,534	$147,447,207	8.9%	$146,836,150	-0.4%
Revenue/Sources Less Expenditures/Transfers	$5,714,013	$0		($2,664,527)	

Annualized FTE Enrollment			**Percent**		**Percent**
	FY 2015/16	**FY 2016/17**	**Change**	**FY 2017/18**	**Change**
In-State Undergraduate	7,832.63	7,651.83	-2.3%	7,505.30	-1.9%
Out-of-State Undergraduate	923.97	894.19	-3.2%	875.82	-2.1%
In-State Graduate	461.54	480.17	4.0%	480.17	0.0%
Out-of-State Graduate	72.80	71.29	-2.1%	71.29	0.0%
Total FTE Enrollment	9,290.94	9,097.48	-2.1%	8,932.58	-1.8%

E&G FTE of Budgeted Positions					
	FY 2015/16	**FY 2016/17**	**Change**	**FY 2017/18**	**Change**
Faculty	477.75	480.00	2.25	484.00	4.00
AFSCME	321.14	321.45	0.31	321.95	0.50
Nonrepresented	101.12	101.12	0.00	103.12	2.00
SCUPA	59.63	58.13	(1.50)	60.13	2.00
All Other	54.77	56.77	2.00	56.77	0.00
Total FTE of Budgeted Positions	1,014.41	1,017.47	3.06	1,025.97	8.50

Board of Governors' Budget Request Summary
California University of Pennsylvania

Educational and General Budget				**Known**	
Revenue/Sources	**FY 2015/16**	**FY 2016/17**	**Percent Change**	**Costs Only FY 2017/18**	**Percent Change**
Tuition	$66,731,140	$65,047,500	-2.5%	$62,571,627	-3.8%
Fees	12,088,235	11,752,518	-2.8%	11,306,037	-3.8%
State Appropriation	30,792,015	31,556,291	2.5%	31,556,291	0.0%
All Other Revenue	9,373,719	3,939,865	-58.0%	3,939,865	0.0%
Planned Use of Carryforward	0	0	n/a	0	n/a
Total Revenue/Sources	$118,985,109	$112,296,174	-5.6%	$109,373,820	-2.6%
Expenditures and Transfers					
Compensation Summary:					
Salaries and Wages	$55,513,175	$55,204,849	-0.6%	$55,496,410	0.5%
Benefits	26,448,720	26,839,007	1.5%	28,060,554	4.6%
Subtotal, Compensation	$81,961,895	$82,043,856	0.1%	$83,556,964	1.8%
Student Financial Aid	2,879,436	3,400,000	18.1%	3,400,000	0.0%
Utilities	2,112,606	2,186,547	3.5%	2,263,076	3.5%
Other Services and Supplies	17,696,887	18,232,372	3.0%	18,232,372	0.0%
Subtotal, All Services and Supplies	$22,688,929	$23,818,919	5.0%	$23,895,448	0.3%
Capital Expenditures and Transfers	9,935,214	6,433,399	-35.2%	5,668,881	-11.9%
Total Expenditures and Transfers	$114,586,038	$112,296,174	-2.0%	$113,121,293	0.7%
Revenue/Sources Less Expenditures/Transfers	$4,399,071	$0		($3,747,473)	

Annualized FTE Enrollment			**Percent**		**Percent**
	FY 2015/16	**FY 2016/17**	**Change**	**FY 2017/18**	**Change**
In-State Undergraduate	4,802.00	4,581.00	-4.6%	4,398.00	-4.0%
Out-of-State Undergraduate	562.00	515.00	-8.4%	504.00	-2.1%
In-State Graduate	1,275.00	1,199.00	-6.0%	1,159.00	-3.3%
Out-of-State Graduate	710.00	687.00	-3.2%	655.00	-4.7%
Total FTE Enrollment	7,349.00	6,982.00	-5.0%	6,716.00	-3.8%

E&G FTE of Budgeted Positions					
	FY 2015/16	**FY 2016/17**	**Change**	**FY 2017/18**	**Change**
Faculty	317.00	309.00	(8.00)	309.00	0.00
AFSCME	217.00	212.00	(5.00)	212.00	0.00
Nonrepresented	84.00	83.00	(1.00)	83.00	0.00
SCUPA	53.00	52.00	(1.00)	52.00	0.00
All Other	57.00	56.00	(1.00)	56.00	0.00
Total FTE of Budgeted Positions	728.00	712.00	(16.00)	712.00	0.00

Board of Governors' Budget Request Summary
Cheyney University of Pennsylvania

Educational and General Budget				**Known**	
Revenue/Sources	**FY 2015/16**	**FY 2016/17**	**Percent Change**	**Costs Only FY 2017/18**	**Percent Change**
Tuition	$6,034,212	$6,107,692	1.2%	$7,012,072	14.8%
Fees	1,479,889	1,302,398	-12.0%	1,472,937	13.1%
State Appropriation	13,067,705	12,916,465	-1.2%	12,916,465	0.0%
All Other Revenue	985,635	228,900	-76.8%	232,610	1.6%
Planned Use of Carryforward	0	0	n/a	0	n/a
Total Revenue/Sources	$21,567,441	$20,555,455	-4.7%	$21,634,084	5.2%
Expenditures and Transfers					
Compensation Summary:					
Salaries and Wages	$11,391,713	$10,223,361	-10.3%	$9,439,239	-7.7%
Benefits	5,240,777	5,109,595	-2.5%	4,789,355	-6.3%
Subtotal, Compensation	$16,632,490	$15,332,956	-7.8%	$14,228,594	-7.2%
Student Financial Aid	786,233	750,000	-4.6%	750,000	0.0%
Utilities	970,523	1,003,841	3.4%	1,038,356	3.4%
Other Services and Supplies	4,658,665	11,238,412	141.2%	13,081,275	16.4%
Subtotal, All Services and Supplies	$6,415,421	$12,992,253	102.5%	$14,869,631	14.4%
Capital Expenditures and Transfers	2,754,270	1,696,996	-38.4%	1,789,752	5.5%
Total Expenditures and Transfers	$25,802,181	$30,022,205	16.4%	$30,887,977	2.9%
Revenue/Sources Less Expenditures/Transfers	($4,234,740)	($9,466,750)		($9,253,893)	

Annualized FTE Enrollment			**Percent**		**Percent**
	FY 2015/16	**FY 2016/17**	**Change**	**FY 2017/18**	**Change**
In-State Undergraduate	489.27	488.23	-0.2%	553.33	13.3%
Out-of-State Undergraduate	192.67	189.70	-1.5%	207.67	9.5%
In-State Graduate	13.13	13.25	0.9%	26.67	101.3%
Out-of-State Graduate	8.38	8.88	6.0%	12.50	40.8%
Total FTE Enrollment	703.45	700.06	-0.5%	800.17	14.3%

E&G FTE of Budgeted Positions					
	FY 2015/16	**FY 2016/17**	**Change**	**FY 2017/18**	**Change**
Faculty	66.74	62.80	(3.94)	62.80	0.00
AFSCME	33.09	31.10	(1.99)	21.62	(9.48)
Nonrepresented	24.37	21.75	(2.62)	16.30	(5.45)
SCUPA	5.78	10.72	4.94	10.72	0.00
All Other	16.26	17.72	1.46	17.72	0.00
Total FTE of Budgeted Positions	146.24	144.09	(2.15)	129.16	(14.93)

Board of Governors' Budget Request Summary
Clarion University of Pennsylvania

Educational and General Budget				**Known**	
Revenue/Sources	**FY 2015/16**	**FY 2016/17**	**Percent Change**	**Costs Only FY 2017/18**	**Percent Change**
Tuition	$37,050,276	$37,378,542	0.9%	$37,378,542	0.0%
Fees	12,201,288	12,554,211	2.9%	12,554,211	0.0%
State Appropriation	24,056,297	24,862,718	3.4%	24,862,718	0.0%
All Other Revenue	5,256,199	4,629,706	-11.9%	4,589,706	-0.9%
Planned Use of Carryforward	0	2,200,000	n/a	0	-100.0%
Total Revenue/Sources	$78,564,060	$81,625,177	3.9%	$79,385,177	-2.7%
Expenditures and Transfers					
Compensation Summary:					
Salaries and Wages	$41,095,675	$39,654,674	-3.5%	$38,551,799	-2.8%
Benefits	20,633,888	20,638,049	0.0%	21,003,057	1.8%
Subtotal, Compensation	$61,729,563	$60,292,723	-2.3%	$59,554,856	-1.2%
Student Financial Aid	1,767,994	2,231,595	26.2%	2,506,595	12.3%
Utilities	1,820,237	1,837,800	1.0%	1,837,800	0.0%
Other Services and Supplies	15,371,625	15,179,901	-1.2%	15,411,057	1.5%
Subtotal, All Services and Supplies	$18,959,856	$19,249,296	1.5%	$19,755,452	2.6%
Capital Expenditures and Transfers	2,655,641	2,083,158	-21.6%	1,397,269	-32.9%
Total Expenditures and Transfers	$83,345,060	$81,625,177	-2.1%	$80,707,577	-1.1%
Revenue/Sources Less Expenditures/Transfers	($4,781,000)	$0		($1,322,400)	

Annualized FTE Enrollment			**Percent**		**Percent**
	FY 2015/16	**FY 2016/17**	**Change**	**FY 2017/18**	**Change**
In-State Undergraduate	3,829.60	3,583.51	-6.4%	3,583.51	0.0%
Out-of-State Undergraduate	314.93	301.45	-4.3%	301.45	0.0%
In-State Graduate	402.71	458.30	13.8%	458.30	0.0%
Out-of-State Graduate	136.06	126.96	-6.7%	126.96	0.0%
Total FTE Enrollment	4,683.30	4,470.22	-4.5%	4,470.22	0.0%

E&G FTE of Budgeted Positions					
	FY 2015/16	**FY 2016/17**	**Change**	**FY 2017/18**	**Change**
Faculty	260.67	256.83	(3.85)	255.40	(1.42)
AFSCME	171.87	165.75	(6.13)	166.02	0.27
Nonrepresented	76.31	78.22	1.91	79.55	1.33
SCUPA	29.72	30.70	0.98	30.88	0.18
All Other	37.93	38.55	0.62	38.56	0.01
Total FTE of Budgeted Positions	576.50	570.04	(6.46)	570.40	0.36

Board of Governors' Budget Request Summary
East Stroudsburg University of Pennsylvania

Educational and General Budget				**Known**	
Revenue/Sources	**FY 2015/16**	**FY 2016/17**	**Percent Change**	**Costs Only FY 2017/18**	**Percent Change**
Tuition	$61,382,530	$58,512,987	-4.7%	$58,512,987	0.0%
Fees	11,796,647	12,716,627	7.8%	12,716,627	0.0%
State Appropriation	24,127,778	25,792,697	6.9%	25,792,697	0.0%
All Other Revenue	4,480,589	3,861,034	-13.8%	3,712,821	-3.8%
Planned Use of Carryforward	0	785,512	n/a	0	-100.0%
Total Revenue/Sources	$101,787,544	$101,668,857	-0.1%	$100,735,132	-0.9%
Expenditures and Transfers					
Compensation Summary:					
Salaries and Wages	$47,153,418	$49,483,127	4.9%	$49,653,565	0.3%
Benefits	21,600,010	23,923,439	10.8%	25,021,387	4.6%
Subtotal, Compensation	$68,753,428	$73,406,566	6.8%	$74,674,952	1.7%
Student Financial Aid	2,547,279	2,602,430	2.2%	2,602,430	0.0%
Utilities	1,482,354	1,522,175	2.7%	1,574,482	3.4%
Other Services and Supplies	17,247,753	17,268,128	0.1%	17,170,286	-0.6%
Subtotal, All Services and Supplies	$21,277,386	$21,392,733	0.5%	$21,347,198	-0.2%
Capital Expenditures and Transfers	7,137,063	6,869,558	-3.7%	7,471,262	8.8%
Total Expenditures and Transfers	$97,167,877	$101,668,857	4.6%	$103,493,412	1.8%
Revenue/Sources Less Expenditures/Transfers	$4,619,667	$0		($2,758,280)	

Annualized FTE Enrollment			**Percent**		**Percent**
	FY 2015/16	**FY 2016/17**	**Change**	**FY 2017/18**	**Change**
In-State Undergraduate	4,501.00	4,501.00	0.0%	4,501.00	0.0%
Out-of-State Undergraduate	1,361.00	1,361.00	0.0%	1,361.00	0.0%
In-State Graduate	385.00	385.00	0.0%	385.00	0.0%
Out-of-State Graduate	138.00	138.00	0.0%	138.00	0.0%
Total FTE Enrollment	6,385.00	6,385.00	0.0%	6,385.00	0.0%

E&G FTE of Budgeted Positions					
	FY 2015/16	**FY 2016/17**	**Change**	**FY 2017/18**	**Change**
Faculty	299.59	301.04	1.45	301.04	0.00
AFSCME	193.85	191.81	(2.04)	191.81	0.00
Nonrepresented	99.96	98.48	(1.48)	98.48	0.00
SCUPA	36.27	37.26	0.99	37.14	(0.12)
All Other	47.49	45.59	(1.90)	45.59	0.00
Total FTE of Budgeted Positions	677.16	674.18	(2.98)	674.06	(0.12)

Board of Governors' Budget Request Summary
Edinboro University of Pennsylvania

Educational and General Budget				**Known**	
Revenue/Sources	**FY 2015/16**	**FY 2016/17**	**Percent Change**	**Costs Only FY 2017/18**	**Percent Change**
Tuition	$49,390,962	$48,110,339	-2.6%	$48,643,282	1.1%
Fees	12,650,455	12,517,766	-1.0%	12,582,194	0.5%
State Appropriation	26,562,695	26,880,819	1.2%	26,880,819	0.0%
All Other Revenue	3,015,786	3,390,907	12.4%	3,390,907	0.0%
Planned Use of Carryforward	0	2,296,006	n/a	2,296,006	0.0%
Total Revenue/Sources	$91,619,898	$93,195,837	1.7%	$93,793,208	0.6%
Expenditures and Transfers					
Compensation Summary:					
Salaries and Wages	$47,450,301	$45,528,953	-4.0%	$45,685,334	0.3%
Benefits	24,906,700	25,619,692	2.9%	26,995,747	5.4%
Subtotal, Compensation	$72,357,001	$71,148,645	-1.7%	$72,681,081	2.2%
Student Financial Aid	4,156,613	4,283,378	3.0%	4,283,378	0.0%
Utilities	2,130,669	2,221,512	4.3%	2,299,265	3.5%
Other Services and Supplies	13,383,099	13,737,410	2.6%	13,737,410	0.0%
Subtotal, All Services and Supplies	$19,670,381	$20,242,300	2.9%	$20,320,053	0.4%
Capital Expenditures and Transfers	817,772	1,804,892	120.7%	1,838,218	1.8%
Total Expenditures and Transfers	$92,845,154	$93,195,837	0.4%	$94,839,352	1.8%
Revenue/Sources Less Expenditures/Transfers	($1,225,256)	$0		($1,046,144)	

Annualized FTE Enrollment	**FY 2015/16**	**FY 2016/17**	**Percent Change**	**FY 2017/18**	**Percent Change**
In-State Undergraduate	4,024.00	3,760.00	-6.6%	3,760.00	0.0%
Out-of-State Undergraduate	779.00	687.00	-11.8%	687.00	0.0%
In-State Graduate	729.00	786.00	7.8%	786.00	0.0%
Out-of-State Graduate	312.00	306.00	-1.9%	306.00	0.0%
Total FTE Enrollment	5,844.00	5,539.00	-5.2%	5,539.00	0.0%

E&G FTE of Budgeted Positions	**FY 2015/16**	**FY 2016/17**	**Change**	**FY 2017/18**	**Change**
Faculty	331.97	318.97	(13.00)	316.62	(2.35)
AFSCME	164.13	164.84	0.71	164.84	0.00
Nonrepresented	71.31	78.20	6.89	80.20	2.00
SCUPA	25.75	27.80	2.05	27.80	0.00
All Other	38.02	39.05	1.03	39.05	0.00
Total FTE of Budgeted Positions	631.18	628.86	(2.32)	628.51	(0.35)

Board of Governors' Budget Request Summary
Indiana University of Pennsylvania

Educational and General Budget				**Known**	
Revenue/Sources	**FY 2015/16**	**FY 2016/17**	**Percent Change**	**Costs Only FY 2017/18**	**Percent Change**
Tuition	$108,801,013	$113,283,805	4.1%	$114,502,708	1.1%
Fees	34,913,303	33,667,025	-3.6%	33,379,941	-0.9%
State Appropriation	54,355,710	54,622,300	0.5%	54,622,300	0.0%
All Other Revenue	17,430,147	16,407,739	-5.9%	16,414,584	0.0%
Planned Use of Carryforward	0	2,942,418	n/a	2,942,418	0.0%
Total Revenue/Sources	$215,500,173	$220,923,287	2.5%	$221,861,951	0.4%
Expenditures and Transfers					
Compensation Summary:					
Salaries and Wages	$105,647,097	$104,992,222	-0.6%	$105,497,263	0.5%
Benefits	52,847,429	53,643,418	1.5%	56,210,682	4.8%
Subtotal, Compensation	$158,494,526	$158,635,640	0.1%	$161,707,945	1.9%
Student Financial Aid	10,112,474	12,273,808	21.4%	12,875,707	4.9%
Utilities	3,777,183	5,151,243	36.4%	4,855,149	-5.7%
Other Services and Supplies	33,741,193	36,496,354	8.2%	36,819,072	0.9%
Subtotal, All Services and Supplies	$47,630,850	$53,921,405	13.2%	$54,549,928	1.2%
Capital Expenditures and Transfers	11,160,508	8,366,242	-25.0%	8,537,501	2.0%
Total Expenditures and Transfers	$217,285,884	$220,923,287	1.7%	$224,795,374	1.8%
Revenue/Sources Less Expenditures/Transfers	($1,785,711)	$0		($2,933,423)	

Annualized FTE Enrollment			**Percent**		**Percent**
	FY 2015/16	**FY 2016/17**	**Change**	**FY 2017/18**	**Change**
In-State Undergraduate	10,138.75	9,358.07	-7.7%	9,245.77	-1.2%
Out-of-State Undergraduate	1,102.50	1,062.40	-3.6%	1,049.45	-1.2%
In-State Graduate	976.38	984.49	0.8%	984.19	0.0%
Out-of-State Graduate	555.96	548.57	-1.3%	548.57	0.0%
Total FTE Enrollment	12,773.59	11,953.53	-6.4%	11,827.98	-1.1%

E&G FTE of Budgeted Positions					
	FY 2015/16	**FY 2016/17**	**Change**	**FY 2017/18**	**Change**
Faculty	685.79	667.89	(17.90)	667.89	0.00
AFSCME	375.05	372.05	(3.00)	372.05	0.00
Nonrepresented	186.72	184.72	(2.00)	184.72	0.00
SCUPA	49.45	47.45	(2.00)	47.45	0.00
All Other	54.36	54.36	0.00	54.36	0.00
Total FTE of Budgeted Positions	1,351.37	1,326.47	(24.90)	1,326.47	0.00

Board of Governors' Budget Request Summary
Kutztown University of Pennsylvania

Educational and General Budget				**Known**	
Revenue/Sources	**FY 2015/16**	**FY 2016/17**	**Percent Change**	**Costs Only FY 2017/18**	**Percent Change**
Tuition	$72,052,344	$70,832,528	-1.7%	$70,783,189	-0.1%
Fees	13,257,599	13,093,756	-1.2%	13,241,791	1.1%
State Appropriation	34,313,599	34,895,865	1.7%	34,895,865	0.0%
All Other Revenue	3,545,643	3,530,000	-0.4%	3,530,000	0.0%
Planned Use of Carryforward	0	4,038,039	n/a	4,000,000	-0.9%
Total Revenue/Sources	$123,169,185	$126,390,188	2.6%	$126,450,845	0.0%
Expenditures and Transfers					
Compensation Summary:					
Salaries and Wages	$61,141,387	$61,937,524	1.3%	$62,244,708	0.5%
Benefits	30,278,065	32,161,060	6.2%	33,627,534	4.6%
Subtotal, Compensation	$91,419,452	$94,098,584	2.9%	$95,872,242	1.9%
Student Financial Aid	3,375,699	3,530,750	4.6%	3,597,625	1.9%
Utilities	2,456,741	2,495,841	1.6%	2,567,616	2.9%
Other Services and Supplies	22,819,786	23,423,363	2.6%	23,693,853	1.2%
Subtotal, All Services and Supplies	$28,652,226	$29,449,954	2.8%	$29,859,094	1.4%
Capital Expenditures and Transfers	5,922,685	2,841,650	-52.0%	2,841,650	0.0%
Total Expenditures and Transfers	$125,994,363	$126,390,188	0.3%	$128,572,986	1.7%
Revenue/Sources Less Expenditures/Transfers	($2,825,178)	$0		($2,122,141)	

Annualized FTE Enrollment			**Percent**		**Percent**
	FY 2015/16	**FY 2016/17**	**Change**	**FY 2017/18**	**Change**
In-State Undergraduate	6,955.27	6,563.18	-5.6%	6,522.83	-0.6%
Out-of-State Undergraduate	981.67	944.06	-3.8%	939.06	-0.5%
In-State Graduate	373.33	434.75	16.5%	479.00	10.2%
Out-of-State Graduate	29.42	30.90	5.0%	32.00	3.6%
Total FTE Enrollment	8,339.69	7,972.89	-4.4%	7,972.89	0.0%

E&G FTE of Budgeted Positions					
	FY 2015/16	**FY 2016/17**	**Change**	**FY 2017/18**	**Change**
Faculty	453.33	458.83	5.50	453.33	(5.50)
AFSCME	216.51	217.51	1.00	217.51	0.00
Nonrepresented	116.75	117.75	1.01	117.75	0.00
SCUPA	38.66	39.66	1.00	39.66	0.00
All Other	42.07	37.89	(4.18)	37.89	0.00
Total FTE of Budgeted Positions	867.32	871.64	4.32	866.14	(5.50)

Board of Governors' Budget Request Summary
Lock Haven University of Pennsylvania

Educational and General Budget				**Known**	
Revenue/Sources	**FY 2015/16**	**FY 2016/17**	**Percent Change**	**Costs Only FY 2017/18**	**Percent Change**
Tuition	$36,726,671	$34,906,948	-5.0%	$34,395,105	-1.5%
Fees	8,185,256	8,817,081	7.7%	8,666,460	-1.7%
State Appropriation	23,412,562	24,561,192	4.9%	24,561,192	0.0%
All Other Revenue	2,031,932	2,282,905	12.4%	2,283,035	0.0%
Planned Use of Carryforward	0	0	n/a	0	n/a
Total Revenue/Sources	$70,356,421	$70,568,126	0.3%	$69,905,792	-0.9%
Expenditures and Transfers					
Compensation Summary:					
Salaries and Wages	$35,895,491	$36,209,225	0.9%	$36,523,098	0.9%
Benefits	18,167,812	19,387,848	6.7%	20,492,523	5.7%
Subtotal, Compensation	$54,063,303	$55,597,073	2.8%	$57,015,621	2.6%
Student Financial Aid	1,386,260	1,594,507	15.0%	1,702,946	6.8%
Utilities	1,160,206	1,180,300	1.7%	1,220,981	3.4%
Other Services and Supplies	7,986,217	8,042,253	0.7%	8,189,068	1.8%
Subtotal, All Services and Supplies	$10,532,683	$10,817,060	2.7%	$11,112,995	2.7%
Capital Expenditures and Transfers	4,760,874	4,153,993	-12.7%	4,524,601	8.9%
Total Expenditures and Transfers	$69,356,860	$70,568,126	1.7%	$72,653,217	3.0%
Revenue/Sources Less Expenditures/Transfers	$999,561	$0		($2,747,425)	

Annualized FTE Enrollment	**FY 2015/16**	**FY 2016/17**	**Percent Change**	**FY 2017/18**	**Percent Change**
In-State Undergraduate	3,793.88	3,411.28	-10.1%	3,316.03	-2.8%
Out-of-State Undergraduate	238.72	228.95	-4.1%	222.55	-2.8%
In-State Graduate	380.10	375.66	-1.2%	394.41	5.0%
Out-of-State Graduate	65.10	84.05	29.1%	89.05	5.9%
Total FTE Enrollment	4,477.81	4,099.93	-8.4%	4,022.05	-1.9%

E&G FTE of Budgeted Positions	**FY 2015/16**	**FY 2016/17**	**Change**	**FY 2017/18**	**Change**
Faculty	240.92	241.00	0.09	241.00	0.00
AFSCME	152.33	152.58	0.25	154.15	1.57
Nonrepresented	50.26	50.52	0.26	50.52	0.00
SCUPA	17.64	17.25	(0.39)	17.25	0.00
All Other	39.48	39.41	(0.07)	39.41	(0.00)
Total FTE of Budgeted Positions	500.63	500.76	0.13	502.32	1.56

Board of Governors' Budget Request Summary
Mansfield University of Pennsylvania

Educational and General Budget				**Known**	
Revenue/Sources	**FY 2015/16**	**FY 2016/17**	**Percent Change**	**Costs Only FY 2017/18**	**Percent Change**
Tuition	$17,690,383	$17,672,596	-0.1%	$17,537,400	-0.8%
Fees	3,717,898	3,717,899	0.0%	3,583,000	-3.6%
State Appropriation	16,828,136	16,532,397	-1.8%	16,532,397	0.0%
All Other Revenue	2,025,878	2,319,122	14.5%	1,334,930	-42.4%
Planned Use of Carryforward	0	2,767,862	n/a	0	-100.0%
Total Revenue/Sources	$40,262,295	$43,009,876	6.8%	$38,987,727	-9.4%
Expenditures and Transfers					
Compensation Summary:					
Salaries and Wages	$23,381,260	$23,025,351	-1.5%	$23,660,316	2.8%
Benefits	11,495,165	11,941,302	3.9%	12,394,037	3.8%
Subtotal, Compensation	$34,876,425	$34,966,653	0.3%	$36,054,353	3.1%
Student Financial Aid	865,343	1,152,679	33.2%	1,200,000	4.1%
Utilities	921,661	938,000	1.8%	950,000	1.3%
Other Services and Supplies	5,448,906	4,389,018	-19.5%	4,396,000	0.2%
Subtotal, All Services and Supplies	$7,235,910	$6,479,697	-10.5%	$6,546,000	1.0%
Capital Expenditures and Transfers	1,563,527	1,563,526	0.0%	1,480,597	-5.3%
Total Expenditures and Transfers	$43,675,862	$43,009,876	-1.5%	$44,080,950	2.5%
Revenue/Sources Less Expenditures/Transfers	($3,413,567)	$0		($5,093,223)	

Annualized FTE Enrollment			**Percent**		**Percent**
	FY 2015/16	**FY 2016/17**	**Change**	**FY 2017/18**	**Change**
In-State Undergraduate	1,780.83	1,766.76	-0.8%	1,726.73	-2.3%
Out-of-State Undergraduate	365.07	382.44	4.8%	379.04	-0.9%
In-State Graduate	45.17	35.07	-22.4%	33.97	-3.1%
Out-of-State Graduate	14.63	7.36	-49.7%	6.95	-5.6%
Total FTE Enrollment	2,205.70	2,191.63	-0.6%	2,146.69	-2.1%

E&G FTE of Budgeted Positions					
	FY 2015/16	**FY 2016/17**	**Change**	**FY 2017/18**	**Change**
Faculty	147.35	142.14	(5.21)	145.50	3.37
AFSCME	110.40	105.63	(4.78)	104.90	(0.72)
Nonrepresented	50.73	44.23	(6.49)	46.70	2.47
SCUPA	11.60	11.07	(0.54)	11.10	0.03
All Other	25.65	29.31	3.65	31.21	1.91
Total FTE of Budgeted Positions	345.73	332.37	(13.37)	339.41	7.05

Board of Governors' Budget Request Summary
Millersville University of Pennsylvania

Educational and General Budget				**Known**	
Revenue/Sources	**FY 2015/16**	**FY 2016/17**	**Percent Change**	**Costs Only FY 2017/18**	**Percent Change**
Tuition	$65,997,667	$71,118,228	7.8%	$72,273,550	1.6%
Fees	14,533,934	15,338,098	5.5%	15,871,314	3.5%
State Appropriation	32,145,404	33,036,356	2.8%	33,036,356	0.0%
All Other Revenue	5,003,129	5,191,922	3.8%	5,209,642	0.3%
Planned Use of Carryforward	0	1,189,781	n/a	467,940	-60.7%
Total Revenue/Sources	$117,680,134	$125,874,385	7.0%	$126,858,802	0.8%
Expenditures and Transfers					
Compensation Summary:					
Salaries and Wages	$57,722,002	$61,601,630	6.7%	$62,347,535	1.2%
Benefits	27,544,412	30,094,403	9.3%	32,275,855	7.2%
Subtotal, Compensation	$85,266,414	$91,696,033	7.5%	$94,623,390	3.2%
Student Financial Aid	2,289,639	2,958,231	29.2%	3,012,198	1.8%
Utilities	2,151,843	2,598,726	20.8%	2,650,701	2.0%
Other Services and Supplies	15,984,577	18,844,694	17.9%	19,399,998	2.9%
Subtotal, All Services and Supplies	$20,426,059	$24,401,651	19.5%	$25,062,897	2.7%
Capital Expenditures and Transfers	9,624,184	9,776,701	1.6%	7,875,027	-19.5%
Total Expenditures and Transfers	$115,316,657	$125,874,385	9.2%	$127,561,314	1.3%
Revenue/Sources Less Expenditures/Transfers	$2,363,477	$0		($702,512)	

Annualized FTE Enrollment			**Percent**		**Percent**
	FY 2015/16	**FY 2016/17**	**Change**	**FY 2017/18**	**Change**
In-State Undergraduate	6,179.56	6,236.90	0.9%	6,294.98	0.9%
Out-of-State Undergraduate	383.49	395.62	3.2%	407.74	3.1%
In-State Graduate	593.55	597.96	0.7%	602.44	0.7%
Out-of-State Graduate	46.16	48.53	5.1%	50.89	4.9%
Total FTE Enrollment	7,202.76	7,279.01	1.1%	7,356.05	1.1%

E&G FTE of Budgeted Positions					
	FY 2015/16	**FY 2016/17**	**Change**	**FY 2017/18**	**Change**
Faculty	356.92	360.92	4.00	360.92	0.00
AFSCME	247.95	251.95	4.00	252.95	1.00
Nonrepresented	112.03	115.53	3.50	115.53	0.00
SCUPA	35.78	38.03	2.25	38.53	0.50
All Other	47.75	49.25	1.50	49.25	0.00
Total FTE of Budgeted Positions	800.43	815.68	15.25	817.18	1.50

Board of Governors' Budget Request Summary
Shippensburg University of Pennsylvania

Educational and General Budget				**Known**	
Revenue/Sources	**FY 2015/16**	**FY 2016/17**	**Percent Change**	**Costs Only FY 2017/18**	**Percent Change**
Tuition	$53,868,147	$58,303,776	8.2%	$59,629,698	2.3%
Fees	11,737,218	11,786,443	0.4%	11,827,273	0.3%
State Appropriation	28,348,140	29,042,897	2.5%	29,042,897	0.0%
All Other Revenue	4,908,664	4,951,122	0.9%	4,951,122	0.0%
Planned Use of Carryforward	0	0	n/a	0	n/a
Total Revenue/Sources	$98,862,169	$104,084,238	5.3%	$105,450,990	1.3%
Expenditures and Transfers					
Compensation Summary:					
Salaries and Wages	$54,314,248	$54,905,338	1.1%	$55,257,430	0.6%
Benefits	26,406,272	27,760,902	5.1%	28,959,429	4.3%
Subtotal, Compensation	$80,720,520	$82,666,240	2.4%	$84,216,859	1.9%
Student Financial Aid	1,632,593	3,373,408	106.6%	3,573,408	5.9%
Utilities	1,565,549	1,596,860	2.0%	1,652,750	3.5%
Other Services and Supplies	13,255,104	13,824,419	4.3%	14,079,058	1.8%
Subtotal, All Services and Supplies	$16,453,246	$18,794,687	14.2%	$19,305,216	2.7%
Capital Expenditures and Transfers	1,480,241	2,623,311	77.2%	2,637,629	0.5%
Total Expenditures and Transfers	$98,654,007	$104,084,238	5.5%	$106,159,704	2.0%
Revenue/Sources Less Expenditures/Transfers	$208,162	$0		($708,714)	

Annualized FTE Enrollment			**Percent**		**Percent**
	FY 2015/16	**FY 2016/17**	**Change**	**FY 2017/18**	**Change**
In-State Undergraduate	5,304.23	5,215.83	-1.7%	5,215.83	0.0%
Out-of-State Undergraduate	453.17	465.83	2.8%	465.83	0.0%
In-State Graduate	591.29	580.13	-1.9%	580.13	0.0%
Out-of-State Graduate	104.92	134.79	28.5%	134.79	0.0%
Total FTE Enrollment	6,453.61	6,396.58	-0.9%	6,396.58	0.0%

E&G FTE of Budgeted Positions					
	FY 2015/16	**FY 2016/17**	**Change**	**FY 2017/18**	**Change**
Faculty	287.00	287.00	0.00	287.00	0.00
AFSCME	174.50	165.50	(9.00)	165.50	0.00
Nonrepresented	83.50	83.50	0.00	83.50	0.00
SCUPA	29.72	29.72	0.00	29.72	0.00
All Other	35.50	35.50	0.00	35.50	0.00
Total FTE of Budgeted Positions	610.22	601.22	(9.00)	601.22	0.00

Board of Governors' Budget Request Summary
Slippery Rock University of Pennsylvania

Educational and General Budget				**Known**	
Revenue/Sources	**FY 2015/16**	**FY 2016/17**	**Percent Change**	**Costs Only FY 2017/18**	**Percent Change**
Tuition	$71,095,004	$75,618,828	6.4%	$77,895,337	3.0%
Fees	15,803,751	16,743,480	5.9%	17,207,817	2.8%
State Appropriation	34,831,641	36,240,412	4.0%	36,240,412	0.0%
All Other Revenue	4,170,292	4,245,074	1.8%	4,290,839	1.1%
Planned Use of Carryforward	0	0	n/a	0	n/a
Total Revenue/Sources	$125,900,688	$132,847,794	5.5%	$135,634,405	2.1%
Expenditures and Transfers					
Compensation Summary:					
Salaries and Wages	$63,033,433	$68,560,470	8.8%	$70,138,768	2.3%
Benefits	31,030,033	34,480,199	11.1%	36,505,161	5.9%
Subtotal, Compensation	$94,063,466	$103,040,669	9.5%	$106,643,929	3.5%
Student Financial Aid	3,631,429	4,131,430	13.8%	4,131,430	0.0%
Utilities	2,635,882	2,728,138	3.5%	2,782,700	2.0%
Other Services and Supplies	17,961,753	17,080,768	-4.9%	17,414,958	2.0%
Subtotal, All Services and Supplies	$24,229,064	$23,940,336	-1.2%	$24,329,088	1.6%
Capital Expenditures and Transfers	6,926,569	5,866,789	-15.3%	5,933,460	1.1%
Total Expenditures and Transfers	$125,219,099	$132,847,794	6.1%	$136,906,477	3.1%
Revenue/Sources Less Expenditures/Transfers	$681,589	$0		($1,272,072)	

Annualized FTE Enrollment			**Percent**		**Percent**
	FY 2015/16	**FY 2016/17**	**Change**	**FY 2017/18**	**Change**
In-State Undergraduate	6,830.17	6,898.47	1.0%	6,991.60	1.4%
Out-of-State Undergraduate	908.93	872.23	-4.0%	897.00	2.8%
In-State Graduate	872.33	1,045.93	19.9%	1,145.13	9.5%
Out-of-State Graduate	132.75	158.37	19.3%	168.27	6.3%
Total FTE Enrollment	8,744.18	8,975.00	2.6%	9,202.00	2.5%

E&G FTE of Budgeted Positions					
	FY 2015/16	**FY 2016/17**	**Change**	**FY 2017/18**	**Change**
Faculty	414.76	436.57	21.81	448.04	11.47
AFSCME	278.45	280.89	2.44	281.09	0.20
Nonrepresented	93.33	93.58	0.25	93.58	0.00
SCUPA	33.00	33.17	0.17	33.17	0.00
All Other	53.88	54.44	0.56	54.50	0.06
Total FTE of Budgeted Positions	873.42	898.65	25.23	910.38	11.73

Board of Governors' Budget Request Summary
West Chester University of Pennsylvania

Educational and General Budget				**Known**	
Revenue/Sources	**FY 2015/16**	**FY 2016/17**	**Percent Change**	**Costs Only FY 2017/18**	**Percent Change**
Tuition	$138,602,676	$143,970,370	3.9%	$145,703,174	1.2%
Fees	27,929,144	29,192,655	4.5%	29,619,623	1.5%
State Appropriation	50,734,800	52,431,851	3.3%	52,431,851	0.0%
All Other Revenue	8,656,049	8,702,600	0.5%	8,702,600	0.0%
Planned Use of Carryforward	0	0	n/a	0	n/a
Total Revenue/Sources	$225,922,669	$234,297,476	3.7%	$236,457,248	0.9%
Expenditures and Transfers					
Compensation Summary:					
Salaries and Wages	$114,443,830	$117,849,048	3.0%	$122,940,941	4.3%
Benefits	52,438,942	57,344,423	9.4%	61,183,498	6.7%
Subtotal, Compensation	$166,882,772	$175,193,471	5.0%	$184,124,439	5.1%
Student Financial Aid	3,504,044	3,845,000	9.7%	4,145,000	7.8%
Utilities	2,876,492	3,644,794	26.7%	3,789,886	4.0%
Other Services and Supplies	29,753,796	33,585,420	12.9%	33,585,420	0.0%
Subtotal, All Services and Supplies	$36,134,332	$41,075,214	13.7%	$41,520,306	1.1%
Capital Expenditures and Transfers	22,483,003	18,028,791	-19.8%	14,933,152	-17.2%
Total Expenditures and Transfers	$225,500,107	$234,297,476	3.9%	$240,577,896	2.7%
Revenue/Sources Less Expenditures/Transfers	$422,562	$0		($4,120,648)	

Annualized FTE Enrollment			**Percent**		**Percent**
	FY 2015/16	**FY 2016/17**	**Change**	**FY 2017/18**	**Change**
In-State Undergraduate	12,009.53	12,221.61	1.8%	12,349.49	1.0%
Out-of-State Undergraduate	1,783.85	1,768.13	-0.9%	1,797.80	1.7%
In-State Graduate	1,426.17	1,448.38	1.6%	1,455.19	0.5%
Out-of-State Graduate	195.92	194.37	-0.8%	195.96	0.8%
Total FTE Enrollment	15,415.47	15,632.49	1.4%	15,798.44	1.1%

E&G FTE of Budgeted Positions					
	FY 2015/16	**FY 2016/17**	**Change**	**FY 2017/18**	**Change**
Faculty	817.57	849.62	32.05	865.27	15.65
AFSCME	352.45	358.90	6.45	361.41	2.51
Nonrepresented	188.84	198.84	10.00	200.84	2.00
SCUPA	69.12	75.69	6.57	77.04	1.35
All Other	55.09	62.61	7.52	62.88	0.27
Total FTE of Budgeted Positions	1,483.08	1,545.66	62.58	1,567.44	21.78

Board of Governors' Budget Request Summary

Office of the Chancellor (1/2 of 1%)

Educational & General Budget				**Known**	
Revenue/Sources	**FY 2015/16**	**FY 2016/17**	**Percent Change**	**Costs Only FY 2017/18**	**Percent Change**
Tuition	$0	$0	n/a	$0	n/a
Fees	0	0	n/a	0	n/a
State Appropriation	2,162,615	2,216,617	2.5%	2,216,617	0.0%
All Other Revenue	6,225,385	6,171,180	-0.9%	6,138,863	-0.5%
Planned Use of Carryforward	n/a	1,634,606	n/a	191,803	-88.3%
Total Revenue/Sources	$8,388,000	$10,022,403	19.5%	$8,547,283	-14.7%
Expenditures and Transfers					
Compensation Summary:					
Salaries and Wages	$4,378,000	$4,114,827	-6.0%	$4,298,810	4.5%
Benefits	1,670,196	1,752,810	4.9%	1,973,341	12.6%
Subtotal, Compensation	$6,048,196	$5,867,637	-3.0%	$6,272,151	6.9%
Utilities	4,088	4,000	-2.2%	4,080	2.0%
Services and Supplies	2,299,399	3,900,766	69.6%	2,607,933	-33.1%
Subtotal, All Services and Supplies	$2,303,487	$3,904,766	69.5%	$2,612,013	-33.1%
Capital Expenditures and Transfers	450,000	250,000	-44.4%	106,207	-57.5%
Total Expenditures and Transfers	$8,801,683	$10,022,403	13.9%	$8,990,371	-10.3%
Revenue/Sources Less Expenditures/Transfers	($413,683)	$0		($443,088)	

E&G FTE of Budgeted Positions	**FY 2015/16**	**FY 2016/17**	**Change**	**FY 2017/18**	**Change**
Faculty	0.00	0.00	0.00	0.00	0.00
AFSCME	4.74	4.74	0.00	4.74	0.00
Nonrepresented	34.85	32.61	(2.24)	34.63	2.02
SCUPA	1.00	0.10	(0.90)	0.00	(0.10)
All Other	0.00	0.00	0.00	0.00	0.00
Total FTE of Budgeted Positions	40.59	37.45	(3.14)	39.37	1.92

Board of Governors' Budget Request Summary

Other Programs Administered by the Office of the Chancellor in FY 2015/16 and 2016/17

Programs Funded from the Educational and General Appropriation	FY 2015/16 Appropriation	FY 2016/17 Appropriation
System Reserve	$1,065,900	$613,700
Dixon University Center Academic Programs (5.31 FTE Employees)	$1,148,000	$1,235,000
Office of Internal Audit and Risk Assessment (7.00 FTE Employees)	$866,000	$900,533

Restricted Funds 3.86 FTE Employees

The largest grant administered by the Office of the Chancellor is GEAR UP. The mission of GEAR UP is to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The GEAR UP-3 program is providing services for the class of 2020 cohort of students in the Harrisburg, Allentown, Norristown, and Lancaster School Districts; the grant will also support this cohort of students to increase their persistence rate from their freshman year to their sophomore year in college. GEAR UP-3 is a $23.7 million, seven-year grant. The program will receive between $3.4 and $3.6 million annually for six years and $2.2 million for the seventh year.

Shared Services 83.42 FTE Employees

Also administered by the Office of the Chancellor are the following operations located in Harrisburg and funded by the universities and the Office of the Chancellor: Office of Human Capital Management, Payroll Accounting, Office of System Human Resources, Labor Relations, Construction Support Office, University Legal Counsel Office, Keystone Library Network, Distance Education, The Harrisburg Internship Semester, SSHEnet, Shared Administrative System, Executive Information System, and Strategic Information Management System. The costs associated with these services are reflected within the university budgets. State System @ Center City Philadelphia (3.60 FTE) is also included.

Overhead/Indirect Costs 15.21 FTE Employees

The Office of the Chancellor manages 14.71 FTE employees for site management and administrative services that support all programs administered by the Office of the Chancellor. In addition, .50 FTE for grant accounting services is funded from unrestricted (indirect) revenues received from restricted grants.

Other—Treasury, Procurement, Pepsi Sponsorships, Etc. 3.30 FTE Employees

In addition, the Office of the Chancellor manages 3.30 FTE employees for Treasury and Procurement, and manages funds received from Pepsi sponsorships.

ITEM #2

Finance, Administration, and Facilities Committee Meeting

October 5–6, 2016

SUBJECT: Fiscal Year 2017/18 Appropriation Request (ACTION)

UNIVERSITIES AFFECTED: All

BACKGROUND: Educational and General (E&G) budget projections for fiscal year 2017/18 have been developed to support the ongoing operations of State System universities based upon the most accurate information available. Limited Commonwealth resources, continued increases in System obligations to state retirement programs and health care, and ongoing collective bargaining agreement negotiations all indicate that the System will face another challenging budget for fiscal year 2017/18. The System's operating budget requirements are provided in the attached *2017/18 Educational and General Appropriation Request*.

The System's primary cost drivers for 2017/18 are employee salaries and wages, pension plan contributions, and health care costs. Compensation requirements for the System's unionized employees are established in eight separate collective bargaining agreements. Aside from a three-year tentative contract with the American Federation of State, County and Municipal Employees (AFSCME), the compensation components for all unions have expired, and new agreements have not yet been reached. However, assumptions are included in the System's 2017/18 budget requirements for new tentative collective bargaining agreements that provide compensation increases while creating a 21st century workplace.

Enrollment projections for 2017/18 totaling 97,566 full-time equivalent (FTE) students reflect an overall decrease of 109 FTE students (0.1 percent); estimates vary significantly by university. Universities will experience reductions in one-time revenue/sources, and related expenditures are eliminated as well. The combined net change in anticipated mandatory expenditures and revenue reductions totals $61.0 million. Notwithstanding the aggregate effect of creating a balanced budget, several universities will continue to face significant financial problems.

MOTION: That the Board of Governors approve a fiscal year 2017/18 E&G appropriation request of _____.

Supporting Documents Included: *2017/18 Educational and General Appropriation Request*

Other Supporting Documents Available: Board of Governors' Finance, Administration, and Facilities Committee Agenda Item #1

Reviewed by: Council of Presidents, September 28, 2016

Prepared by: James S. Dillon **Telephone**: (717) 720-4100

Attachment 1

Pennsylvania's State System of Higher Education
Fiscal Year 2017/18 Educational and General Appropriation Request
October 5–6, 2016

Fiscal Year 2017/18 Budget Overview

Today, Pennsylvania's State System of Higher Education receives $444.2 million in state appropriations. For the past two years, the Commonwealth's budget has provided the State System with increased appropriations of $20.7 million (5.0 percent) and $10.8 million (2.5 percent), respectively, following six years of reduced or stagnant appropriations. The State System is appreciative of the increased support provided by the General Assembly and Governor Wolf and acknowledges the continued fiscal challenges facing the Commonwealth.

Act 188 of 1982 requires the System's budget request be developed based upon university needs. The System's budget is developed based upon university budgets submitted in adherence to specific guidelines, as described in the Finance, Administration, and Facilities Committee Agenda Item #1. The 2017/18 operating budget continues to emphasize the prudent and creative use of available resources and provides for limited increases in basic operating costs.

While state appropriations support only 27 percent of the System's E&G budget, most System universities continue to experience enrollment declines with a corresponding adverse effect on tuition and fee revenues. At the same time, mandatory expenditure requirements increase. The System's fiscal emphasis continues to be on addressing the structural gap between revenues and expenses through strategic business model changes to ensure financial sustainability and relevancy of academic programs.

System universities began 2016/17 with a System-wide budgetary gap of approximately $10 million, resulting from mandatory cost increases that exceed available revenue. This continues the ongoing trend of cost savings strategies employed by the System universities as mandatory expenditure requirements continually eclipse annual revenue each year. Although universities have eliminated an estimated **$300 million** in base budget costs over the last 12 years, the universities continue to streamline administrative processes and academic offerings; strategically redirect resources; implement efficiency initiatives; and aggressively manage physical, financial, and human resources.

In addition to the targeted cost savings mentioned above, universities continually reinvest existing resources into new and higher priority strategic areas. This year alone, universities have reinvested over $58 million into high need areas, such as implementation of new academic programs, strategic enrollment management, student success and affordability, instructional technology expansion and campus-wide technology upgrades, distance education, and academic facilities renovation. These efforts are essential to ensure the continued alignment of academic programs with workforce needs, while attracting, retaining, and graduating students of diverse backgrounds, serving them through various delivery modalities and student-focused learning.

The following adjustments are reflected in the 2017/18 E&G budget, as presented in Table 1.

Enrollment
Preliminary fall 2016 enrollment statistics indicate a continuing enrollment decline at all but four System universities, resulting in an overall reduction of approximately 2,200 full-time equivalent (FTE) students, or 2.2 percent. The general economic environment and declining number of high school graduates are contributing factors. Five universities anticipate continued reductions in enrollment for 2017/18, resulting in System-wide budget estimates based on an overall enrollment decrease of 109 FTE students, or 0.1 percent. However, enrollment projections vary significantly by university.

Employee Complement
The System has worked diligently in recent years to manage its human resources, filling only essential positions as they become vacant. With annual workforce cost increases outpacing anticipated revenue increases, the System continues to work to ensure the proper alignment of human and fiscal resources with the strategic directions and operational responsibilities of the System to meet the needs of students and the Commonwealth. Through a combination of retirements, voluntary separations, and furloughs, the System has approximately **1,000 fewer permanent employees** today than seven years ago (fall 2009).

Given the combined impact of the fiscal climate, enrollment reductions, and the ongoing need to address program relevancy, several universities are in the midst of program realignment and workforce planning efforts that may result in eliminating faculty and/or nonfaculty positions over and above the complement changes reflected in this document. Such complement adjustments typically are excluded from appropriation request estimates, as universities are at various stages in the planning process. In some cases, compensation estimates have been reduced to reflect this commitment to workforce reduction; in other cases, universities continue to reflect Planned Use of Carryforward as a place holder until university plans have been finalized.

Anticipated Revenue

Tuition and Fees—Assuming no change in the System's tuition rates, university revenue estimates reflect a $5.4 million increase in tuition and fee revenue attributed to projected increases in enrollment at four universities, changes in the mix of students (e.g., full-time versus part-time, residency, and student level), and implementation of pricing flexibility pilots at 12 universities.

State Appropriation—The state appropriation in Table 1 reflects continued funding of the E&G appropriation at its current level of $444.2 million. The Finance, Administration, and Facilities Committee of the Board of Governors will make a recommendation for consideration of an appropriation request that may differ from this appropriation assumption as the System advocates for funding.

All Other Revenue—Most universities do not anticipate increases and/or continuation of certain miscellaneous revenue sources until these revenues are received. In addition, they limit expenditures supported by these specific revenue streams in their budget estimates.

Planned Use of Carryforward—Typical initiatives funded with Carryforward include implementation of new academic programs, major equipment purchases and upgrades, facilities improvements, and transitions through demographic changes. Universities also

reflect a Planned Use of Carryforward in 2016/17 to partially fund ongoing expenses as a transitional tool, while implementing multiyear realignments of programs and work force. The reduced reliance on Carryforward in 2017/18 supports a corresponding anticipated reduction in expenditures through sustainable restructuring and completion of one-time capital projects and academic initiatives.

Anticipated Expenditures

Salaries—State System universities operate in a competitive environment for faculty and staff. In order to continue to recruit and retain a talented work force, pay increases associated with the AFSCME tentative agreement and anticipated adjustments for all other employee groups have been addressed in the 2016/17 and 2017/18 estimates. Compensation for 2017/18 also incorporates an increase of 38 FTE, mostly faculty related to projected increases in enrollment and the start of new academic programs. These combined changes generate an estimated increase in employee salaries and wages of $20 million in 2017/18, and contribute to the 2016/17 increase in salaries and wages of $26.5 million. These pay adjustments also generate a corresponding fiscal impact on social security and retirement benefit costs.

Employee Benefits—Two of the System's primary cost drivers for 2017/18 continue to be retirement and health care costs. Overall, employee benefits expenditures are expected to increase $16.8 million, or 4 percent.

The two primary Commonwealth pension programs, State Employees' Retirement System (SERS) and Public School Employees' Retirement System (PSERS), continue to experience financial stress that is resulting in significant rate increases as employers are required to make larger contributions. Approximately half of the System's employees have chosen SERS or PSERS as their retirement vehicle. In accordance with Commonwealth budget guidelines, the most common SERS employer contribution rate is projected to increase from 30.0 percent of salaries to 32.7 percent of salaries, or an increase of 9 percent. PSERS rates are expected to increase 7 percent. Retirement rates associated with the alternative retirement programs remain the same, although retirement and social security costs increase as salaries and wages increase. The combined fiscal impact of pension rate changes alone will cost the System an additional $8.3 million in 2017/18.

Of those employees who receive health benefits, approximately 65 percent are enrolled in the System's health care program. The employer share of health care costs for active and annuitant employees within the System-managed programs is expected to increase an average of 6 percent next year for employees and 2 percent for retirees, based upon a combination of national trends, the System's health care experience, participation in the wellness program, and the anticipated change in complement. These estimates also include additional costs required by federal health care reform. The remaining 35 percent of System employees receive health care through the Pennsylvania Employees Benefit Trust Fund (PEBTF). The Commonwealth budget guidelines include a 4 percent increase in the 2017/18 employer contribution rates for employees and a 5 percent increase for retiree health care. Combined health care costs are anticipated to increase $9.4 million, or 5 percent.

Student Financial Aid—In April 2014, the Board of Governors amended Board of Governors' Policy 1996-01-A: *Sources of Funding for University Scholarships*, to allow councils of trustees to establish institutional scholarship programs with limited E&G

revenue. Given the growing emphasis on affordability, retention, enrollment management, and the net price to the student, E&G expenditures for student financial aid are reflected as a separate category in the budget summary. Significant growth in the use of institutional unrestricted resources for student aid is reflected in 2016/17, corresponding with the recent flexibility provided by Board policy and expectations regarding affordability of pricing flexibility pilots. E&G student aid expenditures in 2017/18 are expected to grow $1.9 million, or 4 percent, to almost $51 million, representing a 22 percent increase over two years in university-funded assistance going directly to students and their families.

All Other Basic Operating Expenditures—Given the current fiscal environment, universities continue to limit nonmandatory spending. Therefore, anticipated expenditures for all other services, supplies, and materials are projected to remain stable.

The System's 2017/18 utilities costs are anticipated to increase $0.5 million, or 2 percent, to address anticipated rate adjustments and additions to university square footage. Rate increases are partially offset by energy conservation efforts derived, in part, through the use of energy savings contracts and some universities converting to more efficient energy sources. In total, expenditures on services, supplies, and utilities capital are estimated to decrease $2.0 million, or 1 percent.

Capital Expenditures and Transfers—Capital expenditures and transfers, which represent the universities' investment in their physical resources from the E&G budget, are projected to decrease by $7.0 million, or 9 percent, as one-time capital projects and academic initiatives were completed the prior year.

As described above, the System's anticipated 2017/18 expenditure requirements are driven primarily by known and anticipated mandatory cost increases in salaries and wages, pension programs, and health care costs. Assuming no change in the System's E&G appropriation or tuition rates, the System-wide expenditure requirements, partially offset by university revenue adjustments, result in a 2017/18 budget requirement of $61.0 million.

E&G Appropriation

Additional support from the Commonwealth is critical to the continued success of Pennsylvania's public universities and the students they serve. A $61.0 million increase in the State System's E&G appropriation would ensure continued access to and affordability of a high quality education for the citizens of this Commonwealth. Funding at this level would allow the Board of Governors to hold down the cost of tuition while providing an excellent educational experience for students.

The cost of providing a college education will continue to rise, even with aggressive management of those rising costs. A greater investment from the Commonwealth in its public universities will lead to greater affordability and cost predictability for Pennsylvania students and their families. Pennsylvania traditionally has ranked low in its funding of students in public higher education, even with its commitment to state-funded financial aid. The most recent national data (2015) indicates state funding per student at public universities averages $6,966 per year. This year's average State System appropriation per student is $4,548, or 65 percent below the national average. A commitment from the Commonwealth to increase its investment in State System students by $61.0 million would increase this funding per student to over $5,100,

moving the System closer to the national average. Doing so would mitigate the economic risk for students and families of attempting to attain a college education, while ensuring the availability of a strong, educated work force for Pennsylvania.

Funding of the System's 2017/18 budget requirements is essential for continued progress toward meeting these expectations and ensuring a high quality, affordable education for the coming year and for years to come. A funding commitment at this level from the Commonwealth for its students at state-owned universities will facilitate making the fundamental changes that are both necessary and largely inevitable to reposition Pennsylvania's public university system for the 21st century.

While the question of tuition for 2017/18 will not be considered by the Board until the July 2017 meeting, at this time it is estimated that if the System received $61.0 million in additional funding from the Commonwealth, tuition could be held level for the year, under the assumptions upon which this proposal is based.

Table 1
Pennsylvania's State System of Higher Education
Fiscal Year 2017/18 Educational and General Budget
October 5–6, 2016

($ in Millions)						
Revenue/Sources	**FY 2015/16**	**FY 2016/17**	**Percent Change**	**FY 2017/18**	**Change**	**Percent Change**
Tuition	$866.2	$882.0	1.8%	$886.7	$4.7	0.5%
Fees	197.4	205.5	4.1%	206.2	0.7	0.4%
State Appropriation	433.4	444.2	2.5%	444.2	0.0	0.0%
All Other Revenue	83.5	75.7	-9.4%	74.6	(1.1)	-1.4%
Planned Use of Carryforward	3.8	21.9	481.0%	11.9	(10.0)	-45.7%
Total Revenue/Sources	$1,584.2	$1,629.3	2.8%	$1,623.6	($5.6)	-0.3%
Expenditures and Transfers						
Compensation Summary:						
Salaries and Wages	$793.6	$820.1	3.3%	$840.1	20.0	2.4%
Benefits	386.0	408.2	5.7%	425.0	16.8	4.1%
Subtotal, Compensation	$1,179.6	$1,228.3	4.1%	$1,265.1	36.8	3.0%
Student Financial Aid	$41.4	$48.8	17.9%	$50.7	1.9	3.8%
Services and Supplies	268.7	298.0	10.9%	$296.0	(2.0)	-0.7%
Subtotal, All Services and Supplies	$310.1	$346.8	11.8%	$346.7	(0.1)	
Capital Expenditures and Transfers	$93.8	$79.9	-14.9%	$72.9	(7.0)	-8.8%
Total Expenditures and Transfers	$1,583.6	$1,655.0	4.5%	$1,684.6	29.7	1.8%
Revenue/Sources Less Expenditures/Transfers	$0.6	($25.7)		($61.0)		

Annualized FTE Enrollment	**FY 2015/16**	**FY 2016/17**	**Percent Change**	**FY 2017/18**	**Change**	**Percent Change**
In-State Undergraduate	78,470.45	76,237.66	-2.8%	75,964.40	(273.26)	-0.4%
Out-of-State Undergraduate	10,351.30	10,068.00	-2.7%	10,095.41	27.41	0.3%
In-State Graduate	8,524.57	8,824.09	3.5%	8,969.60	145.51	1.6%
Out-of-State Graduate	2,521.72	2,545.07	0.9%	2,536.23	(8.84)	-0.3%
Total FTE Enrollment	99,868.05	97,674.82	-2.2%	97,565.64	(109.17)	-0.1%

E&G FTE of Budgeted Positions	**FY 2015/16**	**FY 2016/17**	**Change**	**FY 2017/18**	**Change**	**Percent Change**
Faculty	5,157.35	5,172.60	15.25	5,197.81	25.21	0.5%
AFSCME	3,033.39	3,016.65	(16.75)	3,014.00	(2.65)	-0.1%
Nonrepresented	1,461.93	1,476.35	14.42	1,485.74	9.40	0.6%
SCUPA	496.13	508.73	12.61	512.58	3.84	0.8%
All Other	605.27	616.45	11.18	618.68	2.24	0.4%
Total FTE of Budgeted Positions	10,754.06	10,790.78	36.71	10,828.82	38.04	0.4%

ITEM #3

Finance, Administration, and Facilities Committee Meeting

October 5–6, 2016

SUBJECT: Revisions to Board of Governors' Policy 1991-04-A: *Volunteerism* (ACTION)

UNIVERSITIES AFFECTED: All

BACKGROUND: Board of Governors' Policy 1991-04-A: *Volunteerism*, recognizes the value of volunteers and their services, and specifies requirements and protections for their use. As this policy was last revised in 1998, it has undergone a review this summer to ensure its consistency with current laws and policies, especially in regard to legal and labor issues. The attached draft policy revisions have been reviewed by various university leadership groups and incorporate the following significant changes:

- Defines volunteer consistent with the definition in the System's Procedure/Standard Number 2015-21: *Background Clearances and Reporting Requirements*.
- Includes language regarding compliance with the System's Procedure/Standard Number 2015-21: *Background Clearances and Reporting Requirements.*
- Provides limits on liabilities.

MOTION: That the Board of Governors approve the revised Board of Governors' Policy 1991-04-A: *Volunteerism*, as attached.

Supporting Documents Included: Revised Board of Governors' Policy 1991-04-A: *Volunteerism*; draft policy with markups

Other Supporting Documents Available: None

Reviewed by: Council of Presidents, September 6, 2016; Fiscal and Administrative Vice Presidents, July 27, 2016; Chief Academic Officers, August 19, 2016; and Chief Student Affairs Officers, August 22, 2016

Prepared by: James S. Dillon **Telephone**: (717) 720-4100

DRAFT

PA State System of Higher Education
Board of Governors

Policy 1991-04-A: *Volunteerism*

See Also:
Board of Governors' Policy 2014-01-A
Board of Governors' Policy 1986-07-A
Board of Governors' Procedure/Standard Number 2011-07
Board of Governors' Procedure/Standard Number 2015-21

Adopted: July 18, 1991
Amended: May 14, 1998; October xx, 2016

A. General

Volunteerism is encouraged throughout Pennsylvania's State System of Higher Education. Volunteers represent a most valued human resource whose contributions without compensation or promise result in immeasurable benefit to our students, the State System, and the Commonwealth. This policy recognizes the value of volunteers and their services, and specifies requirements and protections for their use. It is understood that volunteers will not be used in a fashion that displaces incumbent bargaining unit employees, and that when practicable and appropriate, discussion in advance of volunteer usages may occur at local meet and discuss.

B. Definition

Volunteer—Any individual, including but not limited to students, authorized by an appropriate appointing authority or designee of an appointing authority, who provides services to the university without remuneration from the university. For purposes of this policy, this includes members of governing bodies and student associations.

C. Policy

1. To be recognized under this policy, an individual must serve in a volunteer capacity that has been authorized in writing by an appropriate appointing authority (e.g., Board of Governors, chancellor, or president); however, for incidental services and in the interest of practicality, an appointing authority may choose to delegate this authority.

2. The appointing authorities are responsible for developing volunteer procedures and standards which ensure adherence to Board of Governors' policies, relevant laws (e.g., Fair Labor Standards Act and Pennsylvania Child Protection Services Law), labor contracts, and State System procedures and standards. Such procedures and standards shall be sufficient to document the volunteer relationship for risk management, indemnification, and legal defense purposes. In accordance with Board of Governors' Procedure/Standard Number 2015-21, this requires filing copies of background screening documentation and recording each volunteer's name, address, social security number, dates of service, nature of service, emergency contact, and authorizing authority.

3. Volunteers will not be assigned hazardous duties or to work in hazardous duty areas.

4. Volunteers will be eligible for reimbursement of authorized official travel expenses in accordance with Board of Governors' Policy 1986-07-A: *Travel Expense Regulations*.

5. At the discretion of the appointing authority, volunteers may also be extended incidental courtesies and privileges normally extended to employees. This may include the transporting of volunteers in Commonwealth- or university-owned vehicles as part of their official duties; however, volunteers are not authorized to operate such vehicles.

6. Volunteers may be provided limited reimbursement for illnesses or injuries incurred as a direct result of providing volunteer services to the State System. Reimbursement would be limited to out-of-pocket medical expenses not covered by the volunteer's health insurance, up to a maximum of $5,000 per injury or illness. Disability or catastrophic loss of income for volunteers or their survivors and losses to personal property (e.g., clothing, eyeglasses, vehicles) are not covered.

7. Volunteers will be entitled to legal defense and indemnification for actions taken within the scope of their official volunteer duties to the same extent as employees of the State System.

8. Volunteer records must be entered into the human resources system of record (currently SAP) in order to track eligibility for the provisions described above, and to track background clearance status.

9. Volunteer records must be retained for at least six years after the date the services are completed. Copies of volunteer background clearances (either paper or electronic) shall be retained for 25 years.

DRAFT

PA State System of Higher Education
Board of Governors

Policy 1991-04-A: *Volunteerism*

See Also:
Board of Governors' Policy 2014-01-A
Board of Governors' Policy 1986-07-A
Board of Governors' Procedure/Standard Number 2011-07
Board of Governors' Procedure/Standard Number 2015-21

Adopted: July 18, 1991
Amended: May 14, 1998; October xx, 2016

A. General

Volunteerism is encouraged throughout Pennsylvania's State System of Higher Education. Volunteers represent a most valued human resource whose contributions without compensation or promise result in immeasurable benefit to our students, the State System, and the Commonwealth. ~~In order to provide recognition of volunteers and their services, as well as safeguards for their usage, the following administrative guidelines are to be used.~~ This policy recognizes the value of volunteers and their services, and specifies requirements and protections for their use. It is understood that volunteers will not be used in a fashion that displaces incumbent bargaining unit employees, and that when practicable and appropriate, discussion in advance of volunteer usages may occur at ~~the~~ local meet and discuss ~~level~~.

B. Definition

Volunteer—Any individual, including but not limited to students, authorized by an appropriate appointing authority or designee of an appointing authority, who provides services to the university without remuneration from the university. For purposes of this policy, this includes members of governing bodies and student associations.

C. Policy

1. To be recognized under this policy, an individual must serve in a volunteer capacity that has been authorized in writing by an appropriate appointing authority (e.g., Board of Governors, chancellor, or president); however, for incidental services and in the interest of practicality, an appointing authority may choose to delegate this authority.

2. The appointing authorities are responsible for developing volunteer ~~authorization and regulatory procedures~~ procedures and standards which ensure adherence to Board of Governors' policies, relevant laws (e.g., Fair Labor Standards Act and Pennsylvania Child Protection Services Law), labor contracts, and State System procedures and standards. ~~It is understood that volunteers will not be assigned hazardous duties or to work in hazardous duty areas. It is also understood that s~~Such procedures and standards shall be sufficient to document the volunteer relationship for risk management,

indemnification, and legal defense purposes. ~~As a minimum standard (e.g., incidental services), this would require the recording of the volunteer's name and address, dates of service, nature of service, and authorizing authority. By logical extension, longer term volunteers' documentation should include other biographical data such as social security number, home and business phone numbers, education and work experience, as well as an emergency contact name and number. For volunteers assigned to work with pre-school and school age children (K through 12), Act 34 documentation is recommended. A formal letter of appointment for longer term volunteers would also be customary.~~ In accordance with Board of Governors' Procedure/Standard Number 2015-21, this requires filing copies of background screening documentation and recording each volunteer's name, address, social security number, dates of service, nature of service, emergency contact, and authorizing authority.

3. Volunteers will not be assigned hazardous duties or to work in hazardous duty areas. [Moved from #2.]

~~3~~4. Volunteers will be eligible for reimbursement of authorized official travel expenses in accordance with ~~the State System's travel expense regulations (Policy 1986-07-A). Volunteers should understand they are still subject to the Motor Vehicle Responsibility Act in terms of liability exposure, although depending on the circumstances, the Commonwealth may provide excess insurance above the primary insurance covering the owner of the vehicle.~~ Board of Governors' Policy 1986-07-A: *Travel Expense Regulations*.

~~4~~5. At the discretion of the appointing authority, volunteers may also be extended incidental courtesies and privileges normally extended to employees. This may include the transporting of volunteers in Commonwealth- or university-owned vehicles as part of their official duties; however, volunteers are not authorized to operate such vehicles.

~~5~~6. Volunteers ~~are~~ may be provided limited reimbursement for illnesses or injuries incurred as a direct result of providing volunteer services to the State System. ~~This insurance is not workers' compensation insurance but is administered through the State System's workers' compensation claims administrator. Consequently, it does not include any disability or catastrophic loss income for volunteers or their survivors. Coverage is limited to medical and hospital benefits only and is based on terms contained in the workers' compensation law.~~ Reimbursement would be limited to out-of-pocket medical expenses not covered by the volunteer's health insurance, up to a maximum of $5,000 per injury or illness. Disability or catastrophic loss of income for volunteers or their survivors and ~~Damage or loss~~ losses to personal property (e.g., clothing, eyeglasses, vehicles) ~~is~~ are not covered.

~~6~~7. Volunteers will be entitled to legal defense and indemnification for ~~legal actions arising from acts or omissions within the scope of their official~~ actions taken within the scope of their official volunteer duties to the same extent as employees of the State System.

8. Volunteer records must be entered into the human resources system of record (currently SAP) in order to track eligibility for the provisions described above, and to track background clearance status.
9. Volunteer records must be retained for at least six years after the date the services are completed. Copies of volunteer background clearances (either paper or electronic) shall be retained for 25 years.

ITEM #4

Finance, Administration, and Facilities Committee Meeting
October 5–6, 2016

SUBJECT: Fiscal Year 2016/17 Capital Spending Plan and Capital Budget Authorization Request (ACTION)

UNIVERSITIES AFFECTED: All

BACKGROUND: For a Commonwealth-funded capital project to start design and construction, funding must be allocated in the Capital Spending Plan, and the project must have specific authorization from the General Assembly in a capital bill. The spending plan is a rolling five-year plan wherein the Board of Governors approves the execution of projects in the first year of the plan and tentatively approves the remaining four years, subject to annual reviews and updates. Projects not currently authorized by the General Assembly must be submitted for approval in the next capital bill. The General Assembly's authorization in a capital bill does not guarantee project funding.

Capital Spending Plan—Earlier this year, the universities provided input for the Capital Spending Plan in accordance with Board of Governors' Policy 2000-02-A: *Capital Facilities Planning, Programming, and Funding*, and the procedures in Volume IV of the State System's *Facilities Manual*. The universities submitted project justifications with specific information on academic benefit; space, ADA, safety, and code compliance deficiencies; new revenue or matching funds potential; cost savings potential; and impact on the deferred maintenance backlog. The projects have been evaluated, prioritized, sorted, and compiled to form the attached spending plan.

Capital Authorization Bill—Based on submissions for the Capital Spending Plan, lists of projects requiring legislative authorization have been developed. With Board approval, the Office of the Chancellor plans to submit the attached lists of projects for authorization in the next capital bill.

MOTION: That the Board of Governors approve the fiscal year 2016/17 Capital Spending Plan and submission of the lists of projects for legislative authorization.

Supporting Documents Included: Capital Spending Plan; Capital Budget Authorization Request for Public Improvement Projects and Original Furniture and Equipment

Other Supporting Documents Available: University-submitted project justifications

Reviewed by: Council of Presidents, September 6, 2016; Fiscal and Administrative Vice Presidents, July 27, 2016

Prepared by: James S. Dillon **Telephone**: (717) 720-4100

DRAFT—Subject to Board of Governors' Approval
Pennsylvania's State System of Higher Education
Capital Spending Plan
Fiscal Years 2016/17 Through 2020/21
Financial Summary

Financial Summary in Current Year Dollars ($000)						
University	FY 2016/17	FY 2017/18	FY 2018/19	FY 2019/20	FY 2020/21	Five-Year Total
Bloomsburg			$20,000		$2,000	$22,000
California	$1,100			$34,800		35,900
Cheyney	9,200		35,300	4,000		48,500
Clarion		$8,400	840			9,240
East Stroudsburg					1,500	1,500
Edinboro		11,850		1,100		12,950
Indiana	37,600	29,900				67,500
Kutztown	1,300			5,500	16,400	23,200
Lock Haven				14,900		14,900
Mansfield					6,000	6,000
Millersville		10,400		1,000		11,400
Shippensburg			6,700		33,300	40,000
Slippery Rock	16,800	1,600				18,400
West Chester		2,000				2,000
Five-Year Total	**$66,000**	**$64,150**	**$62,840**	**$61,300**	**$59,200**	**$313,490**

	Historical Funding Analysis ($000)[1]			
	Including Cheyney		Not Including Cheyney	
Total Capital Funding from FY 1996/97 to FY 2015/16	Over- or Underfunded Before Spending Plan[2]	Over- or Underfunded After Spending Plan[3]	Over- or Underfunded Before Spending Plan[2]	Over- or Underfunded After Spending Plan[3]
$95,724	($5,271)	($7,531)	$1,716	$2,492
76,057	(9,947)	5,588	(4,299)	13,785
144,740	90,170	128,082		
112,921	27,813	19,158	33,675	27,259
115,434	34,368	14,649	39,964	22,901
84,157	(7,682)	(14,215)	(1,561)	(5,656)
113,739	(66,946)	(41,146)	(54,492)	(23,473)
81,192	(23,378)	(25,078)	(15,992)	(14,577)
65,777	(5,766)	(6,561)	(780)	389
59,116	(65)	(6,836)	4,096	(1,076)
95,395	(987)	(12,671)	5,452	(3,342)
87,544	(11,430)	6,043	(4,498)	15,795
81,441	(20,725)	(26,632)	(13,434)	(16,298)
147,709	(155)	(32,851)	10,156	(18,198)
$1,360,944	($0)	$0	($0)	($0)

Financial Summary ($000) Allowing for Inflation at 2.5% Annually						
University	FY 2016/17	FY 2017/18	FY 2018/19	FY 2019/20	FY 2020/21	Five-Year Total
Bloomsburg			$21,000		$2,200	$23,200
California	$1,100			$37,500		38,600
Cheyney	9,200		37,100	4,300		50,600
Clarion		$8,600	900			9,500
East Stroudsburg					1,700	1,700
Edinboro		12,200		1,200		13,400
Indiana	37,600	30,700				68,300
Kutztown	1,300			5,900	18,100	25,300
Lock Haven				16,000		16,000
Mansfield					6,600	6,600
Millersville		10,700		1,100		11,800
Shippensburg			7,000		36,800	43,800
Slippery Rock	16,800	1,600				18,400
West Chester		2,100				2,100
Five-Year Total	**$66,000**	**$65,900**	**$66,000**	**$66,000**	**$65,400**	**$329,300**

Notes

[1] Parentheses () indicate underfunded.

[2] Compares funding received from FY 1996/97 to FY 2015/16 to funding if distributed by the plant portion of the allocation formula.

[3] Compares funding received from FY 1996/97 to FY 2020/21 to funding if distributed by the plant portion of the allocation formula.

Numbers may not add due to rounding.

DRAFT—Subject to Board of Governors' Approval
Fiscal Years 2016/17 Through 2020/21
Project Execution Schedule

Proposed Execution Year	University	Project Description	Original Furniture and Equipment OF&E?	Authorization Act	Total Authorization ($000)	Facility Use	University Funds ($000)	Commonwealth Funding Adjusted for Inflation ($000)
2016/17	California	Coover Hall Renovation	OF&E	131/02, 85/13	$2,000	Science and Technology		$1,100
	Cheyney	Cope Hall Renovation/Addition (Design)		82/10	$45,000	Athletics		7,200
		Deferred Maintenance Repairs, Phase 1		82/10	$9,000	General Education		2,000
	Indiana	Weyandt/Walsh Hall Renovation or Replacement (Construction)		82/10	$75,900	Science and Technology	$9,700	37,600
	Kutztown	DeFrancesco Education Building Renovation	OF&E	131/02	$494	Business Education		1,300
	Slippery Rock	Student Success Center Renovation		82/10	$15,000	Administration	$2,500	16,800
							2016/17 Total	**$66,000**
2017/18	Clarion	Facility Space Renovation, Consolidation, and Demolition				Administrative		$8,600
	Edinboro	B.F. Library Addition and Renovation				Mixed Usage	$6,400	11,900
		Porreco Center Renovation	OF&E	131/02	$292	Science and Technology		300
	Indiana	Weyandt/Walsh Hall Renovation or Replacement	OF&E	82/100	$9,000	Science and Technology		4,100
		Weyandt/Walsh Hall Renovation or Replacement (Construction)		82/10	$38,300	Science and Technology		24,300
		Demolition of Foster Hall				General Education		2,300
	Millersville	Stayer (Jefferson Hall) Building Renovation		41/08, 82/10	$13,000	Athletics		10,700
	Slippery Rock	Student Success Center Renovation	OF&E	85/13	$2,800	Administration		1,600
	West Chester	Sturzebecker Health Science Center Addition	OF&E			Science and Technology		2,100
							2017/18 Total	**$65,900**
2018/19	Bloomsburg	McCormick Center Renovation		82/10	$19,000	General Education		$21,000
	Cheyney	Cope Hall Renovation/Addition (Construction)		82/10	$38,000	Athletics		37,100
	Clarion	Facility Space Renovation, Consolidation, and Demolition	OF&E			Administrative		900
	Shippensburg	Franklin Science Center Renovation (Design)		82/100, 85/13	$40,000	Science and Technology		7,000
							2018/19 Total	**$66,000**
2019/20	California	Science Building Construction		40/04	$20,093	Science and Technology		$37,500
	Cheyney	Cope Hall Renovation/Addition	OF&E	85/13	$5,000	Athletics		4,300
	Edinboro	B.F. Library Addition and Renovation	OF&E			Mixed Usage		1,200
	Kutztown	Poplar House Renovation/Addition		82/10	$5,000	Administration		5,900
	Lock Haven	Robinson Learning Center Renovation				General Education		16,000
	Millersville	Stayer (Jefferson Hall) Building Renovation	OF&E	82/10	$1,000	Athletics		1,100
							2019/20 Total	**$66,000**
2020/21	Bloomsburg	McCormick Center Renovation	OF&E	85/13	$2,500	General Education		$2,200
	East Stroudsburg	Building Demolitions				Infrastructure		1,700
	Kutztown	Poplar House Renovation/Addition	OF&E			Business Education		400
		Educational Building (Lytle Hall) Demolition and Replacement/Expansion		41/08	$30,000	Mixed Usage	$5,300	17,700
	Mansfield	Maple Hall Demolition/Parking Lot		85/13	$6,000	Utilities Infrastructure		6,600
	Shippensburg	Franklin Science Center Renovation (Construction)		82/100, 85/13	$40,000	Science and Technology		36,800
							2020/21 Total	**$65,400**
							Grand Total	**$329,300**

Agency	Pennsylvania's State System of Higher Education Capital Budget Authorization Request Departmental Summary of Requests (Dollars in Thousands)	Source of Funds	Agency Request	OB Recommended	Difference
		Bond	$366,500	$0	$0
		Current	0	0	0
		Federal	0	0	0
		Local	0	0	0
		Other	0	0	0
	Public Improvement Projects	**Total**	$366,500	$0	$0

Priority No.	Project Title/Comments	Location	Source of Funds	Agency Request	OB Recommended
(1)	(2)		(3)	(4)	(5)
1	Demolition of Underutilized Buildings, Additional Funds	Cheyney	B	$3,000	
2	Student Success Center Renovation, Additional Funds	Slippery Rock	B	5,000	
3	Facility Space Renovation, Consolidation, and Demolition	Clarion	B	12,000	
4	B.F. Library Addition and Renovation	Edinboro	B	20,000	
5	McCormick Center Renovation, Additional Funds	Bloomsburg	B	5,000	
6	Cope Hall Renovation/Addition, Additional Funds	Cheyney	B	10,000	
7	Franklin Science Center Renovation, Additional Funds	Shippensburg	B	10,000	
8	Science Building Construction, Additional Funds	California	B	30,000	
9	Foster Hall Demolition	Indiana	B	4,000	
10	Poplar House Renovation/Addition, Additional Funds	Kutztown	B	2,000	
11	Robinson Learning Center Renovation	Lock Haven	B	20,000	
12	Stevenson Library Renovation	Lock Haven	B	30,000	
13	Upgrade Utilities and Infrastructure Campuswide, Additional Funds	Mansfield	B	15,000	
14	Heating System Upgrade	East Stroudsburg	B	20,000	
15	Pucillo Hall Renovation, Additional Funds	Millersville	B	5,000	
16	Electrical Infrastructure Upgrade	Slippery Rock	B	20,000	
17	Lawrence Hall Renovation, Additional Funds	West Chester	B	25,000	
18	Facilities Complex Construction to Centralize Facilities Management, Additional Funds	Bloomsburg	B	15,000	
19	Demolition of Obsolete Buildings	East Stroudsburg	B	5,000	
20	Wiley Arts and Sciences Renovation and Addition	Edinboro	B	10,000	
21	Beeky Education Building Renovation, Additional Funds	Kutztown	B	7,000	
22	Maple Hall Demolition/Parking Lot, Additional Funds	Mansfield	B	1,500	
23	Butler Music Center Expansion, Additional Funds	Mansfield	B	2,000	
24	F.H. Green Library Renovation, Additional Funds	West Chester	B	30,000	
25	Keystone Hall Renovation, Additional Funds	California	B	20,000	
26	Keystone Hall Upgrade, Additional Funds	Kutztown	B	8,000	
27	Zimmerli Gymnasium Renovation, Additional Funds	Lock Haven	B	15,000	
28	Henderson Hall Replacement, Additional Funds	Shippensburg	B	5,000	
29	Morrow Field House Renovation, Additional Funds	Slippery Rock	B	12,000	
			TOTAL	$366,500	$0

Agency:	Pennsylvania's State System of Higher Education	Source of Funds	Agency Request	OB Recommended	Difference
	Capital Budget Authorization Request	Bond.....	$26,600	$0	$0
	Departmental Summary of Requests	Current.....	0	0	0
	(Dollars in Thousands)	Federal.....	0	0	0
		Local.....	0	0	0
		Other.....	0	0	0
	Original Furniture and Equipment	**Total.....**	$26,600	$0	$0

Priority No.	Project Title/Comments	Location	Source of Funds	Agency Request	OB Recommended
(1)	(2)		(3)	(4)	(5)
1	DeFrancesco Education Building Renovation, Additional Funds	Kutztown	B	$1,000	
2	Sturzebecker Health Science Center Addition	West Chester	B	5,000	
3	Office Consolidation Project	Clarion	B	1,000	
4	B.F. Library Addition and Renovation	Edinboro	B	2,000	
5	Science Building Construction	California	B	5,000	
6	Robinson Learning Center Renovation	Lock Haven	B	2,000	
7	Franklin Science Center Renovation	Shippensburg	B	6,000	
8	Stayer (Jefferson Hall) Building Renovation, Additional Funds	Millersville	B	1,000	
9	Poplar House Renovation/Addition	Kutztown	B	600	
10	Stevenson Library Renovation	Lock Haven	B	3,000	
			TOTAL	$26,600	$0

Human Resources Committee

Boardroom, First Floor
Administration Building
Dixon University Center
2986 North Second Street
Harrisburg, PA 17110-1201

October 5-6, 2016

Agenda

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1.	Human Resources Committee Update (INFORMATION)	114

Committee Members: Aaron A Walton (*Chair*), Ronald G. Henry, David M. Maser, Harold C. Shields, Cynthia D. Shapira (*ex officio*), and Karen M. Whitney (*nonvoting presidential liaison*).

For further information, contact Peter H. Garland at (717) 720-4010.

ITEM #1

Human Resources Committee Meeting

October 5-6, 2016

SUBJECT: Human Resources Committee Update (INFORMATION)

UNIVERSITIES AFFECTED: All

BACKGROUND: A report of Committee work will be provided at the Board meeting.

Supporting Documents Included: N/A

Other Supporting Documents Available: N/A

Reviewed by: N/A

Prepared by: Peter H. Garland **Telephone**: (717) 720-4010

Board of Governors' Quarterly Meeting Agenda

Boardroom, First Floor
Administration Building
Dixon University Center
2986 North Second Street
Harrisburg, PA 17110-1201

Thursday, October 6, 2016

9:00 a.m.

Agenda

Call to Order and Roll Call of Board Members

Pledge of Allegiance

Approval of the Minutes of the July 13, 2016; July 14, 2016; August 18, 2016; August 24, 2016; September 8, 2016; September 14, 2016; and September 23, 2016 meetings.

Public Comments

Remarks by State College and University Professional Association (SCUPA)……Sheleta Webb

Remarks of the Chair ..... Cynthia D. Shapira

Report of the Chancellor ..... Frank T. Brogan

Committee Reports with Related Actions

A. Academic and Student Affairs ..... David M. Maser

1. Student Spotlight – Student Veteran Success
2. State System's Workforce Intelligence Toolkit
   a. Regional Gap Analysis: Findings and Activities
   b. Tools for Improvement: Analyst and the Career Coach
3. Fall 2016 Student Profile and Enrollment Trends
4. Recommendation for Approval of Four New Academic Programs
   a. Approval of a Bachelor of Science in Public Health at Indiana University of

Pennsylvania
   b. Approval of a Bachelor of Science in Information Technology at Kutztown University of Pennsylvania
   c. Approval of a Doctor of Philosophy in Counselor Education and Supervision at Indiana University of Pennsylvania
   d. Approval of a Doctor of Education in Counselor Education and Supervision at Shippensburg University of Pennsylvania
5. Revisions to Board of Governors' Policies
   a. Revisions to Board of Governors' Policy 1999-01: *The Academic Passport and Student Transfer Policy*
   b. Revisions to Board of Governors' Policy 1993-01: *General Education at State System of Higher Education Universities*
   c. Revisions to Board of Governors' Policy 1986-A: *Program Review*
6. New Program Approval Process

B. Audit ..... Jonathan D. Mack
1. Office of Internal Audit and Risk Assessment (OIARA) Update (INFORMATION)

C. Finance, Administration, and Facilities..... Ronald G. Henry
1. Educational and General Operating Budgets for Pennsylvania's State System of Higher Education Entities (INFORMATION)
2. Fiscal Year 2017/18 Appropriation Request (ACTION)
3. Revisions to Board of Governors' Policy 1991-04-A: *Volunteerism* (ACTION)
4. Fiscal Year 2016/17 Capital Spending Plan and Capital Budget Authorization Request (ACTION)

D. Human Resources.....Aaron A. Walton
1. Human Resources Committee Update (INFORMATIONA)

Board Action .....Chairman Cynthia D. Shapira
1. Approval of Meeting Dates
2. Resolution Honoring Guido M. Pichini

Other Business .....Chairman Cynthia D. Shapira

Announcements

Adjournment

Board Members: Cynthia D. Shapira (*Chair*), Senator Ryan P. Aument, Representative Matthew E. Baker, Audrey F. Bronson, Secretary Sarah E. Galbally (Governor Wolf's designee), Representative Michael K. Hanna, Ronald G. Henry, Jonathan B. Mack, David M. Maser *(Vice Chair)*, Daniel P. Meuser, Guido M. Pichini, Secretary of Education Pedro A. Rivera, Senator Judith L. Schwank, Harold C. Shields, Aaron A. Walton *(Vice Chair)*, and Governor Thomas W. Wolf.

For further information, contact Randy A. Goin, Jr. at (717) 720-4010.

ITEM #1

Board of Governors' Meeting
October 6, 2016

SUBJECT: Approval of Meeting Dates (ACTION)

UNIVERSITIES AFFECTED: All

BACKGROUND: Board of Governors' meeting calendar through 2019. Please note this calendar includes a number of Board workshops, committee meetings, and conference calls.

MOTION: That the Board of Governors approve the meeting dates in the Board of Governors' Meeting Calendar 2016-2019 handed out at the Board meeting.

Supporting Documents Included: N/A

Other Supporting Documents Available: N/A

Reviewed by: N/A

Prepared by: Randy A. Goin, Jr. **Telephone**: (717) 720-4010