Pennsylvania’s State System for Higher Education
Charge for Academics Working Group
November 12, 2020

Overview
The framework for the Working Groups (WG) includes:

- **Integrations Overall Charter** – Provides the purpose and organizational structure for the overall Integrations initiative, including Integration Guidelines with Guiding Principles.
- **Working Group Charter** – Defines the roles and responsibilities of the Working Groups and articulates the purpose, goals, principles, scope, roles, and deliverables with which the WGs are charged.
- **Working Group Charge (this document)** – Includes specific milestones, questions, and goals to be addressed by each WG specifically.

<table>
<thead>
<tr>
<th>WG Deliverables and Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timing</strong></td>
</tr>
<tr>
<td>11/18/20</td>
</tr>
<tr>
<td>12/4/20</td>
</tr>
<tr>
<td>12/11/20</td>
</tr>
<tr>
<td>1/8/21</td>
</tr>
<tr>
<td>1/15/21</td>
</tr>
<tr>
<td>2/12/21</td>
</tr>
<tr>
<td>3/12/21</td>
</tr>
</tbody>
</table>
**Goal Setting**

Related to the aspirational goals provided in the Integrations Initiative Charter, define annual integrated institution targets against which to evaluate progress.

**Integration Goal Setting Process**

1. **Aspirational Integration Goals by 2026**
   - What do we need to achieve?

2. **Annual Integrated Universities Targets**
   - By when?

3. **Objectives/Specific Drivers/Actions**
   - How?

4. **Working Groups**

5. **PASSHE System Leadership Team (SLT)**

6. **University Integration Leadership Team (ULT)**

**Design**

**Refine**

**Assess**

**Execute**
The overall integrations-level aspirational goals are included below and within the Integrations Initiative Charter. Address the highlighted goal(s) applicable to your WG.

**Goals Relevant to Academics Working Group**

- **Student Success**
  - Minimum student support funding $xx/student FTE
  - Minimum direct to student institutional support $xx/FTE
  - Top quartile for online delivery
  - Increase student body diversity
  - Personnel complement composition mirrors student applicant population
  - Eliminate student success related opportunity gaps (FTIC, transfer, etc.)

- **Academic Excellence & Innovation**
  - Increase credentialing by +5%
  - Increase workforce development credits

- **Affordability & Efficiency**
  - Reduce price by 25%
  - Decrease unmet need by 10%
  - Achieve an average 19:4 student-to-faculty ratio
  - Standardize practices

- **Fiscal Sustainability & Efficiency**
  - Achieve Plan One status*
    - Operating Margin 0-2%
    - Primary Reserve Ratio 20-40%
    - University Reserve Level (90-180 days cash on hand)

- **Career Readiness**
  - Grow overall FTE enrollment by +8% (2026)
  - Realize 10% FTE growth for student pop. >1% gap
  - Optimize Graduate enrollment

- **Enrollment Growth**
  - Increase overall completions by 5%
  - Increase graduation rates by +10%
  - Eliminate student success related opportunity gaps
  - Increase 2nd year persistence by 10%
Integration Overarching Considerations

- What is the current resource inventory for the area (people, facilities, technology, policies)?
- What elements can be integrated into a singular structure for performing the necessary functions (and, as an exception, which require joint and concurrent delivery models)?
- What data do we have regarding existing functions in this area? What data will inform decisions?
- What are the qualitative considerations related to integrating this function?
- Have we kept the guiding principles, goals, and objectives in mind in our efforts?
- What input from other working groups is critical to forming alternatives and recommendations?

For Each Recommendation, Assess the Impacts

- People – Student, faculty, staff, governance (e.g., trustees, organizations) – individuals impacted by the change and any know required activities to support the change (classification, side letter changes, training etc.)
- Process – Policy, procedures, contracts, partnerships, etc., that support the current state which would have to be changed to support the recommendation
- Technology – Systems, support, applications that support the recommended changes and if any updates would be required
- Finance – Required funding to implement or lead to a cost savings
- Physical Assets – Physical assets (buildings) that would be impacted by recommendations
- Compliance and Legal – Federal, state, and local laws, regulations, and other requirements that would need to be changed to implement the recommendation
- Community – Known community stakeholders impacted by the recommendation
- Benefits – Anticipated benefits associated with the recommendation – linked to goals and objectives, if possible
- Risk – Known risks associated with implementation of the recommendation

Use the considerations and questions below to discuss, prioritize, and develop draft recommendations for Priority 1 questions to define the future state and impact analysis.

<table>
<thead>
<tr>
<th>High-Level Areas of Consideration</th>
<th>Questions to Inform Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academics Working Group</td>
<td>Priority 1 Questions – Critical Path (What design assumptions must be determined for the combined function/one University?)</td>
</tr>
<tr>
<td></td>
<td>1. What is the optimal, combined academic program array? Consider the following:</td>
</tr>
<tr>
<td></td>
<td>• What criteria/curricular modifications should be used in determining programs for inclusion in the program array?</td>
</tr>
<tr>
<td></td>
<td>• How do we prioritize options overall array that will enhance educational opportunities for our students?</td>
</tr>
<tr>
<td></td>
<td>• How does the array create new opportunities for students to complete degrees and certificates?</td>
</tr>
<tr>
<td></td>
<td>• Which programs offer growth potential (e.g., emerging programs/degrees, market share opportunities)?</td>
</tr>
<tr>
<td></td>
<td>• What is the recommended plan for programs with low enrollment, low student demand, etc.?</td>
</tr>
<tr>
<td></td>
<td>• Should individual campuses be associated with certain academic programs where there is strength or a history?</td>
</tr>
<tr>
<td></td>
<td>• What program and curriculum differences, including general education, must be accommodated or synthesized? What are the criteria for such decisions?</td>
</tr>
<tr>
<td></td>
<td>• Which expanded online opportunities need to be integrated into this program array?</td>
</tr>
<tr>
<td></td>
<td>• What specifically will differentiate our program array in the market?</td>
</tr>
<tr>
<td></td>
<td>2. See Middle States accreditation requirements assigned to the Working Group, here.</td>
</tr>
<tr>
<td></td>
<td>• How are programmatic accreditations addressed for the new university?</td>
</tr>
<tr>
<td></td>
<td>• What other deadlines and time dependent issues need to be addressed by August 2022?</td>
</tr>
<tr>
<td></td>
<td>3. What will be the common academic calendar for the next 3 years?</td>
</tr>
<tr>
<td></td>
<td>4. What content must be agreed upon to create a new university catalogue student starting Fall 2022?</td>
</tr>
<tr>
<td></td>
<td>5. How will new versions of all academic programs/credentials be reviewed and approved following CBA Article 31?</td>
</tr>
</tbody>
</table>
### High-Level Areas of Consideration

- University Research Grant Function

### Questions to Inform Recommendations

6. As a common academic affairs function, what structure and resources are required to support academic administration and supports going forward (e.g., within each institution and more centrally)? More specifically, what college/school, and academic department structures must be established?
   - As a common academic function, what needs to be consistent across all campuses and what can vary (e.g., program design, student experience, faculty supports)?
   - How will we achieve operational efficiency/sustainability across the array?
   - How will library resources be organized and managed to create access and efficiency?

7. Contract considerations:
   - How will new versions of all academic programs/credentials be reviewed and approved following CBA Article 31?
   - What structures and policy/contract changes are required to manage our faculty workload from a common entity perspective?

8. What policies, rules, and procedures specific to Academic Affairs must be aligned?

9. How will the ROTC structure and programming be organized across the three campuses?

### Priority 2 Considerations – Implementation Considerations and Any Known Prerequisites

- For these combined programs, what is necessary to integrate student outcomes, grading rubric, and assessment tools?
- How should a common number system for all courses be determined?
- What specific academic supports are required (co-remediation, learning support courses)?
- How do we ensure academic supports are accessible, equitable, and cost effective?
- What are the key quantitative and qualitative factors that should be measured post-integration to confirm optimal outcomes are being achieved? How often should those measurements occur (e.g., semester, mid-semester, annually, etc.)?
- How will special academic programs and traditions be organized and implemented (e.g., alternate work assignments, faculty professional development, Honors programs).