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.

WG Deliverables and Timing

<table>
<thead>
<tr>
<th>Timing</th>
<th>Deliverable</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/18/20</td>
<td>Consultation Plan – Determine who to consult with, how, and how WG consultation aligns with initiative-level consultation</td>
<td>See Consultation Plan template provided on SharePoint.</td>
</tr>
<tr>
<td>12/4/20</td>
<td>Critical Path August 2022 – Confirm the critical path milestones and define the critical path steps and timing to meet critical path milestones for Fall 2022 (what must be done by August 2022 for successful launch and how long will it take)</td>
<td>See Critical Path Milestones and Critical Path Steps template provided on SharePoint.</td>
</tr>
<tr>
<td>12/11/20</td>
<td>Aspirational Goals and Annual Targets – Aspirational goals to accomplish by 2026, and define annual integrated institution targets to evaluate progress</td>
<td>See below and Goals/Targets template provided on SharePoint.</td>
</tr>
<tr>
<td>1/8/21</td>
<td>Priority 1 Questions (First Draft) – Use above to filter, prioritize, and develop draft recommendations for Priority 1 questions (i.e., key questions to define the future state) and accompanying organizational charts and impact analysis</td>
<td>See below, Priority 1 Recommendations template, and Organizational Chart template provided on SharePoint.</td>
</tr>
<tr>
<td>1/15/21</td>
<td>Priority 2 Considerations for 2022-2026 – Outline considerations for what can be done after August 2022 and how it can be sequenced (i.e., known prerequisites)</td>
<td>See below and Priority 2 Considerations template provided on SharePoint.</td>
</tr>
<tr>
<td>2/12/21</td>
<td>Priority 1 Questions (Second Draft) – Update recommendations, incorporating feedback from Systems Leadership Team (SLT) on First Draft</td>
<td>See above.</td>
</tr>
<tr>
<td>3/12/21</td>
<td>Priority 1 Questions (Final Draft) – Update recommendations, incorporating feedback from SLT on Second Draft</td>
<td>See above.</td>
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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

Design

PASSHE System Leadership Team (SLT)

University Integration Leadership Team (ULT)

Working Groups

Refine

Aspirational Integration Goals by 2026
What do we need to achieve?

Annual Integrated Universities Targets
By when?

Objectives/Specific Drivers/Actions)
How?
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**
  - Increase overall completions by 5%
  - Increase graduation rates by +10%
  - Eliminate student success related opportunity gaps
  - Increase 2nd year persistence by 10%

- **Academic Excellence & Innovation**
  - 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.)
  - 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)

- **Diversity, Equity & Inclusion**
  - Grow overall FTE enrollment by +8% (2026)
  - Realize 10% FTE growth for student pop. >1% gap
  - Optimize Graduate enrollment
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>
<th>Priority 1 Questions – Critical Path (What design assumptions must be determined for the combined function/one University?)</th>
</tr>
</thead>
</table>
| Academics Working Group           | *Academic program array (all degree levels and types)* | 1. What is the optimal, combined academic program array? Consider the following:
|                                   | *Academic pathways*                  |   - What criteria/curricular modifications should be used in determining programs for inclusion in the program array?  
|                                   | *Academic quality*                   |   - How do we prioritize options/overall array that will enhance educational opportunities for our students?  
|                                   | *Curricular/course design including learning outcome and assessment* |   - How does the array create new opportunities for students to complete degrees and certificates?  
|                                   | *Common academic calendar*           |   - Which programs offer growth potential (e.g., emerging programs/degrees, market share opportunities)?  
|                                   | *Innovative instructional delivery options* |   - What is the recommended plan for programs with low enrollment, low student demand, etc.?  
|                                   | *Faculty workload management*        |   - Should individual campuses be associated with certain academic programs where there is strength or a history?  
|                                   | *Academic supports/consult on impacts to student successes* |   - What program and curriculum differences, including general education, must be accommodated or synthesized? What are the criteria for such decisions?  
|                                   | *New markets/increased market share opportunities* |   - Which expanded online opportunities need to be integrated into this program array?  
|                                   | *Academic synergies with the other integrating region* | 2. See Middle States accreditation requirements assigned to the Working Group, [here](#).  
|                                   | *Non-integrating institutions*       |   - How are programmatic accreditations addressed for the new university?  
|                                   | *Articulation agreements*            |   - What other deadlines and time dependent issues need to be addressed by August 2022?  
|                                   | *State System partnership opportunities* | 3. What will be the common academic calendar for the next 3 years?  
|                                   | *Competitive position*               | 4. What content must be agreed upon to create a new university catalogue student starting Fall 2022?  
|                                   | *Student demand/emerging workforce needs* | 5. How will new versions of all academic programs/credentials be reviewed and approved following CBA Article 31?  
<p>|                                   | <em>Inter-campus cooperation and mutual support for academic programs</em> |                                                                                                           |</p>
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| 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?            | • 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). |