



Board of Governors' Quarterly Meeting Agenda

Wednesday, January 23, 2013

1:30 p.m.

Committee Meetings (Boardroom)

- Academic and Student Affairs
- Audit
- External and Public Relations
- Finance, Administration, and Facilities
- Human Resources
- Executive

Thursday, January 24, 2013

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

Agenda Summary

Wednesday, January 23, 2013
1:30 p.m.

- **Academic and Student Affairs**
 - Academic and Student Affairs Highlights (INFORMATION)
 - Approval of a Bachelor of Arts Degree in Multidisciplinary Studies at Millersville University of Pennsylvania (ACTION)
 - Approval of a Bachelor of Science Degree in Community Health Education at Mansfield University of Pennsylvania (ACTION)
- **Audit**
 - Committee Update (INFORMATION)
- **External and Public Relations**
 - Advocacy Update (INFORMATION)
 - Legislative Update (INFORMATION)
- **Finance, Administration, and Facilities**
 - Nonresident Tuition Plans (ACTION)
 - University Center Replacement, East Stroudsburg University of Pennsylvania (ACTION)
 - Property Donation, Edinboro University of Pennsylvania (ACTION)
 - Demolition of Burrowes, Lenhardt, and Hobbs Halls, Millersville University of Pennsylvania (INFORMATION)
 - Demolition of McCarthy Hall, West Chester University of Pennsylvania (INFORMATION)

- **Human Resources**
 - Revisions to Board of Governors' Policy 1983-01-A: *Merit Principles* (ACTION)
 - Revisions to Board of Governors' Policy 1983-14-A: *Appointing Interim and Acting Chief Executive Officers* (ACTION)
 - Revisions to Board of Governors' Policy 1984-14-A: *Terms and Conditions of Employment of Senior Policy Executives* (ACTION)
 - Revisions to Board of Governors' Policy 1985-07-A: *Management Performance and Rewards Program* (ACTION)
 - Board of Governors' Policy 2013-02: *Evaluating the Chancellor* (ACTION)
 - Collective Bargaining Agreement for the State College and University Professional Association (SCUPA) (ACTION)

- **Executive**
 - PASSHE Strategic Plan (INFORMATION)

Board of Governors' Meeting
Thursday, January 24, 2013
9:00 a.m.

- **Board of Governors' Meeting**
 - Recognition: (ACTION)
 - Recipient of the Harlan Hill Trophy
 - Zach Zulli, Shippensburg University of Pennsylvania
 - Franklyn Quiteh, runner-up, Bloomsburg University of Pennsylvania
 - C. R. "Chuck" Pennoni
 - Jeffrey E. Piccola
 - Francine G. McNairy
 - John C. Cavanaugh



Academic and Student Affairs Committee Meeting

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

Wednesday, January 23, 2013

Agenda

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Committee Members: Aaron A. Walton (*Chair*), Representative Matthew E. Baker, Sara J. Dickson, Secretary Ronald J. Tomalis, Guido M. Pichini (*ex officio*) and Michelle Howard-Vital (non-voting President liaison).

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

Academic and Student Affairs Committee Meeting

January 23, 2013

SUBJECT: Academic and Student Affairs Highlights (INFORMATION)

UNIVERSITIES AFFECTED: All**BACKGROUND:****Update on PASSHE Professional Science Master's (PSM) Initiative**

To meet workforce demand in high-technology sectors in the Commonwealth, in 2008 PASSHE joined the national Professional Science Master's (PSM) movement, under the leadership of Presidents Cevallos and Dillman, and with the support of the National Association of System Heads (NASH), the Council of Graduate Schools (CGS), the National Professional Science Master's Association (NPSMA), and The Alfred P. Sloan Foundation.

PSM degrees serve to enhance scientific innovation and economic development by linking mastery of scientific knowledge to the processes of discovery and application in corporate, government, and non-profit settings. In 2010, the Board of Governor's approved the PSM degree designation.

With external funding from the Sloan Foundation, PASSHE established a *PSM Workgroup* and engaged 11 of 14 PASSHE universities to achieve the following outcomes:

- Five new or reorganized science master's programs with national PSM affiliation with an additional four program tracks under review to meet the NPSMA standards
- Over 40 online "professional skills" courses across PASSHE universities
- Over 50 STEM (Science, Technology, Engineering, and Mathematics) employers confirmed, invited, or identified to serve on university/regional PSM employer advisory boards

Collectively, these achievements have heightened PASSHE's role in STEM in the Commonwealth, and advanced PASSHE as a leader in the national PSM movement.

New opportunities in graduate education have been established, and the first graduate of a PSM program received a degree from Kutztown University in December 2012.

In June 2012, PASSHE was invited to coordinate the national PSM Systems Network; and in December 2012, Dr. Marilyn Wells, (East Stroudsburg University) was elected to NPSMA's Board of Directors.

**PASSHE Performance on the
National Council Licensure Examination for Nurses (NCLEX)**

The National Council of State Boards of Nursing requires nursing candidates to pass an examination (NCLEX) that measures the competencies needed to perform safely and effectively as a newly-licensed nurse.

In 2007, the pass rate for graduates from PASSHE universities was 3.7 percentage points below the state average for the examination (78.8% vs. 82.5%). Due to the efforts of faculty to increase the quality of the student experience, PASSHE graduates now exceed the state average by 4.3 percentage points on the NCLEX examination (95.0% vs. 90.7%). Whereas the state pass rate has increased 8.2 percentage points during this time, the pass rate for PASSHE students has increased by 16.2 percentage points.

In 2007, the highest ranking PASSHE program was in the 50th percentile; now, two of the top three programs in the state, as judged by NCLEX pass rates, are PASSHE institutions (Indiana at #2 and Bloomsburg at #3).

These efforts have also resulted in a 50% increase in the number of new nurses from PASSHE universities successfully prepared to enter the profession (491 vs. 327).

With the field of nursing rapidly evolving, we expect that the Doctorate of Nursing Practice will be among the first of the professional doctorates submitted to the Board for approval under the Higher Education Modernization Act.

Supporting Documents Included: N/A

Other Supporting Documents Available: N/A

Reviewed by: N/A

Prepared by: James D. Moran

Telephone: (717) 720-4200

Academic and Student Affairs Committee Meeting

January 23, 2013

SUBJECT: Approval of a Bachelor of Arts Degree in Multidisciplinary Studies at Millersville University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: Millersville University of Pennsylvania

BACKGROUND: In response to a need in the greater Lancaster County region and beyond, Millersville University of Pennsylvania proposes a Bachelor of Arts Degree in Multidisciplinary Studies. The Multidisciplinary Studies program is designed to meet the needs of working adults, returning students, transfer students, honor students, as well as new freshmen to develop critical skills demanded by employers to succeed in the 21st century workforce. This program combines Millersville's academic integrity with student-centered flexibility for learning and delivery options to ensure students graduate in a timely manner.

This proposed major allows students to work with faculty to customize a program to meet the needs of over 3,000 annual job openings. In addition, the flexibility allows for transfer students, working adults, and returning students to maximize their previous learning toward a timely degree completion.

The Multidisciplinary Studies program will meet a growing need in the local community with a minimal investment for Millersville.

MOTION: That the Board of Governors approve the Bachelor of Arts Degree in Multidisciplinary Studies at Millersville University of Pennsylvania.

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

Other Supporting Documents Available: Degree Proposal

Reviewed by: Millersville University of Pennsylvania Council of Trustees - December 19, 2012

Prepared by: James D. Moran

Telephone: (717) 720-4200

Executive Summary of New Degree Program Proposal
Bachelor of Arts Degree in Multidisciplinary Studies
Millersville University of Pennsylvania
January 23, 2013

1. Appropriateness to Mission

Millersville University of Pennsylvania (MU) proposes to create a new undergraduate Bachelor of Arts in Multidisciplinary Studies (MDST). The proposed curriculum, which is a direct response to changing social and marketplace realities, draws on existing departmental curricular strengths and affords students the opportunity to enroll in a program designed to match multi-disciplinary career interests with workforce needs.

The proposed MDST major is intended to meet the needs of returning adult learners, transfer students, and existing students seeking new curricular opportunities with a coherent yet flexible multidisciplinary curriculum.

Millersville University seeks to apply its traditional institutional strengths in meeting the educational and employment needs of the citizens of the Commonwealth. As an institution, MU shares the Pennsylvania State System of Higher Education (PASSHE) commitment to prepare students for diverse professional opportunities while remaining mindful of the need for curricular integrity, flexibility within learning and delivery options for students in higher education, and retention and graduation rates, found in programs of academic and national distinction. The proposed program is reflective of transformation as outlined in PASSHE's Strategic Directions in that it provides MU with an opportunity to, "...expand programs and services designed to enroll, retain and graduate non-traditional students." In addition, MU seeks to ensure that students graduate with the combination of knowledge and skills needed to succeed in their chosen careers. Given the dynamics of emerging workforce needs, MU anticipates that this major will not only benefit students who may be underserved, it will have tangible benefits for the Commonwealth as well. Combining creativity, flexibility, and academic rigor, the proposed major will create student-centered options for individuals majoring in and graduating from high-need academic programs that meet workforce needs.

Delivery methods will include face-to-face and online courses, as appropriate.

2. Need

The proposed program meets (student) market demands as well as workforce needs.

The following student markets that this program targets include:

- Adult re-entry students, including recent re-admits (numbers of transfer and non-traditional age students are both increasing).
 - Seventeen-and-a-half percent of PA adults ages 25-64 have some college but no degree (1,174, 146). Another 8.53 percent have an associate degree (570,475). Millersville University has seen a growth of non-traditional students in the past five years (14 percent to 16 percent).

- Community College transfer students with or without an earned associate's degree (a population likely to grow as a result of Pennsylvania's transfer legislation and the Prior Learning Assessment initiatives).
 - Harrisburg Area Community College's Lancaster, York, Gettysburg, Lebanon, and Harrisburg campuses, which are located within less than an hour commute, enroll more than 19,000 students and comprise over 40 percent of MU transfer students.
- Current "undeclared" students or those changing majors seeking new educational directions that can be completed without increasing time to graduation.
 - 117 transfer students were undeclared in Fall 2011
- Honors students and other high-achieving students particularly attracted to pursuing challenging programs that cross traditional boundaries and provide innovative expertise and perspectives.
- Freshmen attracted by the flexibility that this program will provide.

The U.S. Bureau of Labor Statistics projects that employment growth will be concentrated in interdisciplinary areas such as service-related industries, professional and business services, health care, scientific and technical consulting, computer systems design, and employment services.

The Pennsylvania CareerLink lists the following High Priority Occupations for PA (including the projected annual openings):

- Medical and Health Services Managers (511)
- Sales Representatives (2041)
- Compensation, Benefits, and Job Analysis Specialists (181)
- Training and Development Specialists (339)

Regionally, CareerLink data for the Lancaster Local Workforce Investment Area reflect similar statewide demand as outlined below:

- Medical and Health Services Managers is projected to grow 9.4 percent through 2016 and provide 25 annual openings.
- Sales representatives, including scientific and technical, is also an area of regional growth producing 100 annual openings.

Additional annual openings for the Lancaster and surrounding regions, followed by annual openings:

- Cost Estimators (115)
- Insurance Sales Agents (88)
- Training and Development Specialists (72)
- Insurance Underwriters (43)

To illustrate how a student might use the proposed MDST major to align with their particular career trajectory in accordance with the above workforce needs, the following multi-disciplines might be chosen:

- A selected science discipline (biology, chemistry, earth science, or physics) track combined with the Business Management track for those interested in careers as Medical and Health Services Managers;

- The Applied Engineering Technology Management track and the Entrepreneurship track might be selected for those interested in careers as Cost Estimators.

3. Academic Integrity

The 120 credit-hour curriculum is divided into three constituent parts: The MDST major which comprises 39 credits; General Education requirements of 45 credits; and 36 credits of Electives. The 39 credit major requirements includes two Core Program Tracks consisting of 18 credits each (which can be likened to choosing two focused minors) and a three credit faculty-directed Capstone Experience Course.

National data on the importance that employers place on critical skills (written and oral communication, critical thinking and analytic reasoning, applied knowledge in real-world settings, complex problem solving, and ethical decision making) support that the requirements for this program will prepare students with the skills they need to succeed in the 21st century workforce.

Content integration, academic rigor, and learning across disciplines are key attributes of the major. Curricular flexibility will be augmented by careful faculty advisement to align career interests with workforce needs as well as assure timely graduation. Rigor is embedded in defined levels of course work and learning outcomes leading to the integrative capstone experience. The subject/discipline specific learning outcomes are derived from existing learning outcomes for the disciplines comprising the new program. Additional learning outcomes in liberal education and integrative learning will be assessed using rubrics specifically tailored to the major.

The proposed major has four clearly-articulated objectives and accompanying indicators. The objectives are:

- Students will be able to accomplish broad intellectual inquiry and meaningful integration of knowledge in a degree that reflects their individual interests and skills.
- Students will be provided with a coherent yet flexible multidisciplinary curriculum.
- Students will be able to acquire (on a continuing basis) knowledge in broad categories of intellectual, artistic, and scientific fields, and understand the relationship between these areas of knowledge.

The overall management of the program will be the responsibility of the Program Coordinator (a faculty member) with oversight by the MDST faculty curriculum committee. The Program Coordinator will report to the Associate Provost for Academic Administration in a model that has worked very successfully with MU's University Honors College.

The proposed curricular design allows students and faculty to craft customized programs to respond to emerging workforce needs in areas such as those listed in the Need section of the Executive Summary. To give an idea of what additional MDST majors might look like, the following list of potential Core Program tracks and an associated occupational area are provided:

- Health Sciences and Business (healthcare administration)

- Special Education and Social Work (disability and human services)
- Earth Science/Hydrology and Business (Water Resource Management)
- Business Marketing and Foreign Languages (International Business)
- Social Work and Spanish (social services with immigrant populations)
- Science discipline and art (scientific illustration)
- Science discipline and journalism (science journalism)

Program requirements are aligned with existing University standards and its mission and goals as a regional public university.

4. Coordination/Cooperation/Partnerships

Ten PASSHE institutions offer undergraduate majors under the category of “Interdisciplinary Studies,” “General Studies,” or “Liberal Studies.” Though these programs vary in requirements and curricular components, they share an intentional emphasis on reaching across existing departmental and programmatic boundaries. More than 2,000 PASSHE students are enrolled in these majors. Millersville University’s proposal builds on the university’s own curricular and programmatic strengths, but also recognizes that students may craft novel programs by accessing specialized courses at other PASSHE institutions (especially online). It is inherent in the nature of such programs that success can be achieved only through purposeful coordination across the entire campus. It is also anticipated that many students in the program will fulfill their capstone requirement through community-based research and service, which will further connect Millersville students and faculty to needs in the local community.

5. Assessment

Formal and informal assessment of learning outcomes will occur throughout the program of study. The learning outcomes comprise both discipline-specific content (derived from the associated fields of study) and extended liberal arts learning outcomes (derived from the American Association of Colleges and Universities (AACU) Values Rubrics, particularly the rubric on “Integrative Learning”). The initial interview in which the student presents their rationale, need, and curricular plan; the exit interviews with the Coordinator; and the capstone presentation and evaluation by the Curriculum Committee, will provide opportunities to measure students’ abilities to: 1) make connections across disciplines; 2) integrate knowledge, methodologies and solve complex problems; 3) understand the context(s) of intellectual and social issues; and 4) connect experiences with academic fields of study.

The Program Coordinator will have responsibility for leading the five-year program review, including strategic planning, the self-study, and external review.

6. Resource Sufficiency

Implementation of the new major will utilize existing courses, minors and concentrations already established within academic units. The only direct additional costs will be a partial reassignment for a tenured faculty member to serve as Program Coordinator and the costs of additional independent study credits for those who use this route to

satisfy the capstone requirement. Student demand for additional courses resulting from this program will be met using program revenues.

The required resources are relatively small as no new courses, or faculty, are required to offer this program.

7. Impact on Educational Opportunity

This proposed major is grounded in MU's shared commitment that more students (both traditional and non-traditional) can benefit from a high-quality baccalaureate degree that affords increased curricular flexibility that honors students' past educational achievements, aligns with their current career passions, and meets current and emerging workforce demands. The diversity of the student body will be further enriched by increasing enrollments of returning adult students, transfer students, and honor students.

Prepared by: Dr. Dennis B. Downey, Professor and Director of the University Honors College

Submitted by: Dr. Vilas A. Prabhu, Provost and Vice President for Academic Affairs

Implementation date: Fall, 2013

Date approved by Council of Trustees: December 19, 2012

FIVE-YEAR BUDGET PROJECTION

UNIVERSITY: Millersville University

PROPOSED PROGRAM: BA Multidisciplinary Studies

ESTIMATED REVENUES	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Projected University E&G <i>and/or</i> Tuition	33,960	25,470	93,390	123,105	152,820	199,515	186,780	258,945	203,760	301,395
External Grants and Contracts	0	0	0	0	0	0	0	0	0	0
Other										
TOTAL REVENUE	\$59,430		\$216,495		\$352,335		\$445,725		\$505,155	
ESTIMATED EXPENSES	Year 1		Year 2		Year 3		Year 4		Year 5	
Salaries and/or benefits (Faculty and Staff, Grad Asst Stipend/ Waiver)	8,470	24,710	33,933	59,443	52,432	86,812	62,008	105,811	70,831	124,510
Learning resources										
Instructional Equipment										
Facilities and/or modifications										
Other		1,500		1,500		1,500		1,500		1,500
TOTAL EXPENSES	\$34,680		\$94,876		\$140,744		\$169,319		\$196,841	
DIFFERENCE (Rev.-Exp.)	\$24,750		\$121,619		\$211,591		\$276,406		\$308,314	
ESTIMATED IMPACT OF NEW PROGRAM	Year 1		Year 2		Year 3		Year 4		Year 5	
Full-time Headcount Enrollment	4	1	11	5	18	8	22	10	24	11
Part-time Headcount Enrollment	0	4	0	19	0	31	0	41	0	49
Projected Annual Credits Generated	120	90	330	435	540	705	660	915	720	1065
Total New Tuition Generated	\$25,470		\$123,105		\$199,515		\$258,945		\$301,395	

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
Projected University E&G <i>and/or</i> Tuition	Based on current undergraduate resident tuition (\$268/credit) plus technology fee (\$15/credit).
External Grants & Contracts	None are anticipated
Other	
ESTIMATED EXPENSES	
Salaries and/or benefits (Faculty and Staff, Grad Asst Stipend/ Waiver)	Includes: 3 credit AWA fall and spring for director (\$16,140 annual); Individualized Instruction credits are assumed for all seniors at \$533 for 3 credits (capstone); Courses costs are estimated assuming average class size of 33 and Instructor II salary; Secretarial costs are estimated at \$100/enrolled major; Overall, 79% of estimated costs are directly associated with regular course instruction.
Learning Resources	
Instructional Equipment	
Facilities and/or modifications	
Other	Misc. expenses associated with managing office.
ENROLLMENT	
Full-time Headcount Enrollment	Estimate by year 3 that 9 existing students (students who would otherwise be here) will declare major (1 freshman, 3 sophomores, 5 juniors) and 4 new or saved students will declare major (1 freshman, 1 sophomore, 2 juniors). Average retention rates between years are used to compute progressions and total enrollments.
Part-time Headcount Enrollment	All part time students are assumed to be new enrollments. Estimates of total are conservative: by year 3, 5 new sophomores and 10 new juniors/seniors will declare annually. Average retention rates (correcting for lower credit count) between years are used to compute progressions and total enrollments.
Projected Annual Credits Generated	Credits are calculated using 15 credits/semester for full time enrollments and 7.5 credits per semester (average) for part-time enrollments.

Academic and Student Affairs Committee Meeting

January 23, 2013

SUBJECT: Approval of a Bachelor of Science Degree in Community Health Education at Mansfield University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: Mansfield University of Pennsylvania

BACKGROUND: By focusing on prevention, health education reduces the financial and human costs that individuals, employers, families, insurance companies, medical facilities, communities, the state, and the nation would spend on medical treatment. Professional health educators encourage healthy lifestyles and wellness by educating individuals and communities about behaviors that can prevent diseases, injuries, and other health problems.

Job growth for health educators is expected to increase at a faster pace than other occupations – 37 percent through 2020. The need is especially noted in rural areas.

With an emphasis on rural health issues, communication skills, instructional techniques, and curriculum development, this program will be unique for the Northern Tier of Pennsylvania and the State System. Additionally, existing partnerships with local health care organizations will allow students to gain valuable field experience while providing a service to the community.

MOTION: That the Board of Governors approve the Bachelor of Science Degree in Community Health Education at Mansfield University of Pennsylvania.

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

Other Supporting Documents Available: Degree Proposal

Reviewed by: Mansfield University of Pennsylvania Council of Trustees - November 28, 2012.

Prepared by: James D. Moran

Telephone: (717) 720-4200

**Executive Summary of New Degree Program Proposal
Bachelor of Science in Community Health Education
Mansfield University of Pennsylvania**

January 23, 2012

1. Appropriateness to Mission

The Health Sciences Department at Mansfield University of Pennsylvania proposes a new Bachelor of Science (BS) degree in Community Health Education that is designed to prepare graduates who will promote the health of individuals and communities in the region and the nation. Although the Mansfield University of Pennsylvania (MU) program will emphasize rural health issues, graduates will be prepared to work in a variety of health-related settings. Health educators work in medical settings, colleges and universities, public health departments, nonprofit organizations, and private businesses. Entry-level health educator positions generally require a bachelor's degree.

Professional health educators encourage healthy lifestyles and wellness by educating individuals and communities about behaviors that can prevent diseases, injuries, and other health problems. According to the American Association for Health Education, the purpose of health education is to promote, "...the health behavior of individuals and communities as well as the living and working conditions that influence their health." By focusing on prevention, health education reduces the financial and human costs that individuals, employers, families, insurance companies, medical facilities, communities, the state, and the nation would spend on medical treatment.

The proposed Mansfield University Community Health Education program is aligned with the Pennsylvania State System of Higher Education (PASSHE) Strategic Directions as well as Mansfield University's Mission and Strategic Plan in that its graduates will serve others and improve individual and community health. It will support efforts to place the highest priority on the betterment of our students and the citizens of the Commonwealth. It facilitates higher incomes of graduates as well as improved health outcomes for Pennsylvanians. The program also directly supports the Pennsylvania Department of Health's mission, "...to promote healthy lifestyles, prevent injury and disease, and to assure the safe delivery of quality health care for all Commonwealth citizens." Achieving such goals requires the teamwork of various health practitioners working with educators and community health specialists.

2. Need

The World Health Organization (WHO) indicates a growing need for health educators on a global perspective. The global health workforce is facing a severe workforce crisis with critical shortfalls. Data signify that there is a national, state, and regional need for health educators. The U.S. Bureau of Labor Statistics indicates that employment of health educators is expected to grow by 37 percent, which is faster than the average for all occupations through 2020. According to the PA Center for Workforce Information and Analysis, there were 40 job openings advertised online for health educators on January 9, 2012 alone. There were also 665 job openings advertised online for the related occupation group of community and social service workers in Pennsylvania on

the same date. The Center further predicts that the long-term growth for Health Educators in Pennsylvania will be substantial. According to the US Bureau of Labor Statistics, the Philadelphia area, from which MU draws many of its students, has one of the highest employment levels for this occupation.

Regionally, the healthcare community is undergoing major changes outside of healthcare reform. Laurel Health System (LHS, based in Tioga County) has merged with the larger Susquehanna Health System (based in Lycoming County). This merger will bring new opportunities into the region, as the two healthcare systems work together to bring more coordinated care to the area. Increased access to top medical specialists, expansion of services in local communities, and the establishment of a community health foundation are among the major benefits of the new partnership. Community health improvement will be another area of focus. According to the LHS, one of the most significant, positive benefits of this partnership will be the creation of The Laurel Health Foundation, a \$21 million resource for long-term financial support of healthcare in Tioga County. In addition, LHS will work cooperatively with other resources in the community such as the Partnership for Community Health to improve the health status of the residents of Tioga County.

A partial list of agencies and specific organizations that employ graduates with degrees in community health education are listed below with some examples of job titles (in addition to Community Health Educator) in parentheses:

- Area Agencies on Aging
- Chesapeake Energy (Health and Wellness Educator)
- Child Development Centers (Family Health Counselors)
- Community or Regional Health Centers (Health Educators or Counselors; Director of Health Promotion, Education, and Outreach)
- Community Health Partnerships (various community health educator positions)
- County (& other Government) Human Resource Departments (Wellness Coordinator)
- Fitness Centers (Personal Health Coaches)
- Health System Wellness Centers
- Health Maintenance Organizations
- Health Insurance Companies (Health and Wellness Coach)
- Hospitals and Community health Departments (On-Call Health Educators)
- Home Health Care/Hospice Organizations
- Humana (Health Educators)
- Long-Term Assisted Living Facilities
- Nursing Homes
- Nutrition Clinics (Patient counselors)
- Public Health Departments (Community HIV Educator)
- Rural Health Clinics
- Universities (Student Health Promotion Specialists, Assistant Directors of Student Health)
- Veterans Administration Hospitals & Health Centers (Health Educators)
- Women's Health Centers

Research indicates that the challenges faced by health care providers and patients in rural areas are often different from those in metropolitan areas. Economic factors, cultural and social differences, educational limitations, lack of recognition of rural health issues by policy makers, and the isolation of living in remote settings all add to the challenge of leading a healthy lifestyle in rural America where prevalence rates for many diseases are higher than in metropolitan areas. According to the National Rural Health Association, only about 10 percent of physicians practice in rural America despite the fact that nearly one-fourth of the population lives in rural settings. Rural residents tend to be poorer. Abuse of alcohol and use of smokeless tobacco are significant problems among rural youth. Rural residents have higher rates of some chronic illnesses. Because it can be difficult to obtain care, health problems in rural residents may be more serious by the time they are diagnosed. The rural health educator can bridge that gap by communicating to the providers the needs of community members, providing quality health promotion and disease prevention information to community members, and serving as an information link between their communities and providers to increase appropriate utilization of available preventive health services.

Supporting letters attached to the full proposal document the strong potential for employment of program graduates in regional healthcare systems that serve northern Pennsylvania and the southern tier of New York. Letters of Support include: Laurel Health System, Arnot Health, and Guthrie Healthcare System to include Troy Community Hospital.

3. Academic Integrity

The 120 credit hour program has clearly identified program objectives and articulated student learning outcomes. The curriculum aligns well with Board of Governor's related Academic Policies.

The goals of the federal Healthy People 2020 plan and principles of rural health are used as a foundation for the Community Health Education curriculum. Program graduates will be prepared to sit for the Certified Health Education Specialist (CHES) exam. The CHES examination is a competency-based instrument used to measure possession, application, and interpretation of knowledge in the seven areas of responsibility for health education specialists.

The program has two overarching goals:

- Prepare graduates who will promote the health of individuals and communities in the region and the nation.
- Provide an environment that promotes excellence and professionalism, and a commitment to lifelong learning for students and faculty.

Student learning outcomes are fully aligned with the seven Certified Health Education Specialist (CHES) certification exam competencies:

- Assess the need for health education for individuals, communities, and health professionals.
- Identify factors that promote or hamper relevant learning by individuals, communities, and health professionals.
- Plan health promotion programs for health professionals and the public (individuals and communities) using evidence-based strategies.
- Implement health promotion programs for health professionals and the public (individuals and communities) using evidence-based strategies.
- Evaluate health promotion programs for health professionals and the public (individuals and communities) using evidence-based strategies.
- Practice as a health educator within professional, legal, and ethical guidelines.
- Serve as a health education resource professional.

4. Coordination/Cooperation/Partnerships

The program is primarily face-to-face and community-centered in its delivery. It complements and shares resources across Mansfield University's health-related areas of study. However, there may be opportunities to share online courses in health and health education with other PASSHE universities. The program is designed to have cross and interdisciplinary aspects, which is viewed as a particular strength. Mansfield University has long-standing relationships with local health care organizations to place students in field experiences. These include the Tioga County Partnership for Community Health, the North Central PA Area Health Education Center (AHEC), the Guthrie Health System, and the Laurel Health System (now becoming a part of the Susquehanna Health System). Coordination, cooperation, and partnership within the program and across the region are essential components of the university's health care education initiatives.

5. Assessment

Assessment of learning outcomes is an integral part of a continuous improvement process for the proposed program. Student learning outcomes are well defined at both the program and course levels. Relevant data will be collected from course assignments, including examinations, analysis of case studies, specific written assignments, papers, and presentations embedded in courses. Well-defined rubrics will be used by faculty to assess the evidence related to each learning outcome. Faculty will be expected to show how the curriculum supports the seven areas of responsibility and competencies of the National Commission for Health Education Credentialing professional standards. They also must indicate how well student learning outcomes were met, what assignments and teaching techniques were used, and what course improvements were made based on outcome data as part of the program's annual report. All programs are required to report annually to the Dean and Provost on assessment of learning outcomes and improvement actions taken if deficiencies in meeting student-learning outcomes are identified.

The Society for Public Health Education (SOPHE) and the American Association for Health Education (AAHE) have formed a Baccalaureate Program Approval Committee (SABPAC) as a joint committee of the two organizations. Mansfield University will pursue approval from this recognized committee as the program is implemented.

6. Resource Sufficiency

No additional facilities or equipment are needed to begin implementation of the program. The Department of Health Sciences and several other relevant departments noted in the full proposal already have faculty qualified to instruct relevant courses, and most of the classes necessary for the curriculum are already in place. Five additional courses will be introduced to complete the curriculum over a multi-year period. An additional tenure-track faculty member will be hired to teach in the Nutrition Program if the proposal receives approval. The budget projection and narrative that follows on pages 4 and 5 clarifies the resource efficiency of the proposed program.

7. Impact on Educational Opportunity

The program will provide an important curricular option for all students, including those targeted in Mansfield's increased diversity recruitment efforts. Mansfield University attracts a diverse and often underserved student population. Forty-seven percent of students are from low income families, and forty-three percent are first-generation students. The program will be of interest to our numerous first-generation students as a clear pathway to an attainable career goal. This program will substantially increase opportunities for both the region's rural students and the growing number of minority students attracted to Mansfield University.

Prepared by: Dr. Janeen Sheehe, Chair, Department of Health Sciences; and Dr. Peter A. Keller, Provost and Senior Vice President for Academic Affairs

Implementation date: Fall 2013

Date approved by Council of Trustees: November 28, 2012

FIVE-YEAR BUDGET PROJECTION

UNIVERSITY: Mansfield University

PROPOSED PROGRAM: BS Community Health Education

ESTIMATED REVENUES	2012-13 Rates	YEAR 1 - 2013/14		YEAR 2 - 2014/15		YEAR 3 - 2015/16		YEAR 4 - 2016/17		YEAR 5 - 2017/18	
		Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Tuition - Assume In-State 12/13 Rates	\$6,428	\$0	\$77,136	\$57,852	\$128,560	\$134,988	\$128,560	\$212,124	\$128,560	\$237,836	\$128,560
Fees - Assume In-State 12/13 Rates	\$2,498	\$0	\$29,976	\$22,482	\$49,960	\$52,458	\$49,960	\$82,434	\$49,960	\$92,426	\$49,960
External Grants & Contracts		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUE		\$107,112		\$258,854		\$365,966		\$473,078		\$508,782	
ESTIMATED EXPENSES		YEAR 1 2012-13		YEAR 2 - 13/14		YEAR 3 - 14/15		YEAR 4 - 15/16		YEAR 5 - 16/17	
Salary and Benefits		\$90,199		\$90,199		\$180,398		\$180,398		\$180,398	
Learning Resources	\$100	\$1,200		\$2,900		\$4,100		\$5,300		\$5,700	
Instructional Equipment		\$0		\$0		\$0		\$0		\$0	
Facilities and/or modifications		\$0		\$0		\$0		\$0		\$0	
Other		\$2,500		\$2,500		\$2,500		\$2,500		\$2,500	
TOTAL EXPENSES		\$93,899		\$95,599		\$186,998		\$188,198		\$188,598	
DIFFERENCE (Rev. - Exp.) before appropriation		\$13,213		\$163,255		\$178,968		\$284,880		\$320,184	
ESTIMATED IMPACT OF NEW PROGRAM		YEAR 1 - 12/13		YEAR 2 - 13/14		YEAR 3 - 14/15		YEAR 4 - 15/16		YEAR 5 - 16/17	
FTE Enrollment			12	9	20	21	20	33	20	37	20
Projected Annual Credits Generated	30	360		870		1,230		1,590		1,710	
Tuition Generated		\$77,136		\$186,412		\$263,548		\$340,684		\$366,396	
8/28/2012											

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
Tuition & Fees	The 2012-13 in-state tuition/fees are used for projection of revenue. Fees include all mandatory fees including Activity Fee and Fitness Center Fee; while these are not E&G fees they provide additional resources to the university as a whole and allow the university to redirect E&G revenue that would not have been available without these funds.
External Grants & Contracts	Mansfield University's Grants Development Office is exploring the possibility of grants to help support the development and implementation of this program. However, no grant funds are assumed in the proposed budget.
ESTIMATED EXPENSES	
Salary/Benefits	The Department of Health Sciences and other relevant departments noted in the proposal currently have faculty qualified to instruct courses in this program, and most of the classes necessary for the curriculum are already in place. It is anticipated that five courses will need to be added to complete the curriculum. An additional tenure-track faculty member will be hired to teach in the Nutrition Program if the proposal receives approval; this position is budgeted at an Asst. Prof. step 4. We have also projected the possibility of having to add another faculty member or pay overload in years 3-5; this has also been budgeted at an Asst. Prof Step 4.
Learning Resources	Learning resources for this program are calculated at \$100/student per year.
Instructional Equipment	No additional facilities or equipment are needed to support the proposed program.
Facilities and/or modifications	No facility modifications are necessary to support the proposed program.
Other	\$2500 annually for faculty development
ENROLLMENT	
FTE PROJECTIONS	Anticipate 12 new and 6 existing students for fall 2013. Project 20 additional FTE in subsequent years. Student retention rates of 72.4% between the first & 2nd year, 80% in year 2 and 95% in yr. 4, with all students graduating in 4 years.
Projected Annual Credits Generated	Full time range = 12-18; for this calculation assume 1 annual FTE equivalent to 30 credits per AY



Audit Committee Meeting

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

Wednesday, January 23, 2013

Agenda

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Committee Members: Joseph F. McGinn (*Chair*), Kenneth M. Jarin, Jonathan B. Mack, Senator John T. Yudichak, Guido M. Pichini (*ex officio*), and William N. Ruud (non-voting President liaison).

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

Audit Committee Meeting

January 23, 2013

SUBJECT: Committee Update (INFORMATION)

UNIVERSITIES AFFECTED: All

BACKGROUND: An Audit Committee update will be provided at the Board meeting.

Supporting Documents Included: N/A

Other Supporting Documents Available: N/A

Reviewed by: N/A

Prepared by: Dean A. Weber

Telephone: (717) 720-4243



External and Public Relations Committee Meeting

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

Wednesday, January 23, 2013

Agenda

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2. Legislative Update (INFORMATION)	27



Committee Members: Jonathan B. Mack (*Chair*), Marie A. Conley, Bonnie L. Keener, Joseph F. McGinn, Robert S. Taylor, Guido M. Pichini (*ex officio*), and Greg R. Weisenstein (non-voting President liaison).

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

External and Public Relations Committee Meeting
January 23, 2013

SUBJECT: Advocacy Update (INFORMATION)

UNIVERSITIES AFFECTED: All

BACKGROUND: A report on advocacy will be provided at the Board meeting.

Supporting Documents Included: N/A

Other Supporting Documents Available: N/A

Reviewed by: N/A

Prepared by: Karen S. Ball

Telephone: (717) 720-4053

External and Public Relations Committee Meeting

January 23, 2013

SUBJECT: Legislative Update (INFORMATION)

UNIVERSITIES AFFECTED: All

BACKGROUND: A report on recent legislative activity will be provided at the Board meeting.

Supporting Documents Included: N/A

Other Supporting Documents Available: N/A

Reviewed by: N/A

Prepared by: Karen S. Ball

Telephone: (717) 720-4053



Finance, Administration, and Facilities Committee Meeting

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

January 23, 2013

Agenda

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• Demolition of McCarthy Hall, West Chester University of Pennsylvania (INFORMATION).....	40



Committee Members: Ronald G. Henry (Chair), Jennifer G. Branstetter (designee for Governor Thomas W. Corbett), Laura E. Ellsworth, Representative Michael K. Hanna, Kenneth M. Jarin, Harold C. Shields, David F. Wolfe, Guido M. Pichini (*ex officio*), and David L. Soltz (non-voting President liaison)

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

Finance, Administration, and Facilities Committee Meeting

January 23, 2013

SUBJECT: Nonresident Tuition Plans (ACTION)

UNIVERSITIES AFFECTED: All

BACKGROUND: Board of Governors' Policy 1999-02-A: *Tuition*, allows universities with institutional capacity to develop nonresident tuition plans to create targeted marketing groups of out-of-state undergraduate students who may be charged an alternative nonresident tuition rate. Targeted student groups are based upon geography, academic program, or student achievement.

To assist the universities in their marketing efforts and to provide potential students with more accurate information concerning their cost of attending college, it is proposed that the Board of Governors approve nonresident tuition plans for 2013/14, recognizing that the actual rates to be charged will be determined when the Board sets tuition at its July 2013 meeting. The proposed plans are provided for consideration in Attachment 1. For comparison, the 2012/13 nonresident tuition plans are provided in Attachment 2.

The following changes in practice are reflected in the proposed schedule.

- California University proposes reducing out-of-state rates to all nonresident students.
- East Stroudsburg University proposes adjusting rates for international students.
- Indiana University proposes adjusting rates for international students.
- Lock Haven University proposes establishing rates for high-achieving out-of-state students.
- Millersville University proposes establishing rates for high-achieving out-of-state students and those majoring in science, technology, nursing, engineering, or mathematics fields.
- Slippery Rock University proposes establishing rates for high-achieving out-of-state students.

MOTION: That the Board of Governors approve the attached undergraduate nonresident tuition plans for 2013/14.

Supporting Documents Included: Proposed 2013/14 Undergraduate Nonresident Tuition Plans (Attachment 1); 2012/13 Undergraduate Nonresident Tuition Plans (Attachment 2)

Other Supporting Documents Available: Board of Governors' Policy 1999-02-A: *Tuition*

Reviewed by: Office of the Chancellor

Prepared by: James S. Dillon

Telephone: (717) 720-4100

Pennsylvania State System of Higher Education
2013/14 Undergraduate Nonresident Tuition Plans
For Consideration by the Board of Governors, January 24, 2013

Bloomsburg University	Continue to charge 250% of the resident rate to all nonresident students.
California University	Charge 150% of the resident rate to domestic nonresidents from all states. Charge 195% of the resident rate to all international students.
Cheyney University	Continue to charge 165% of the resident rate to all nonresident students.
Clarion University	Continue to charge 150% of the resident rate to all nonresident students.
East Stroudsburg University	Continue to charge 150% of the resident rate to high-achieving domestic nonresident science and technology majors (biology, chemistry, computer science, mathematics, and physics). Charge 175% of the resident rate to international students in cohort programs from Global Partner Universities. Continue to charge 250% of the resident rate to all other nonresident students.
Edinboro University	Continue to charge 150% of the resident rate to all nonresident students.
Indiana University	Charge 170% of the resident rate to all first-time freshmen and transfer students admitted to the main campus from Indiana, Michigan, New Jersey, Ohio, Virginia, and West Virginia; and any out-of-state student with a high school cumulative GPA of at least 3.0 out of 4.0 or any transfer student with a GPA of at least 3.0 out of 4.0. Current undergraduate students will be charged the rate in place when they entered. Continue to charge 250% of the resident rate to all other domestic nonresidents. Charge 170% of the resident rate to all newly admitted international students entering under the terms of an established academic agreement. Charge 130% of the resident rate (and increase 5% per year until 150% of the resident rate is reached) to all students in the Southwestern University of Finance and Economics (China) partnership. Continue to charge 250% of the resident rate to all other international students.
Kutztown University	Continue to charge 150% of the resident rate to domestic nonresident students with a high school GPA of at least 3.25 out of 4.0 and an SAT score of at least 1100. Charge 200% of the resident rate to domestic nonresident students with a high school GPA of at least 3.0 out of 4.0 and an SAT score of at least 1000, or transferring with a minimum of 48 credits and a cumulative GPA of 3.0 out of 4.0 from higher education institutions attended. A minimum cumulative GPA must be maintained, and a minimum of 24 credits must be successfully completed each academic year. The reduced rate remains in effect for four years for first-time freshmen or is prorated for transfer students based on the number of transferable credits (but not longer than three years). Charge 250% of the resident rate to all nonresidents during summer and winter sessions. Charge 250% of the resident rate to all other nonresident students.
Lock Haven University	Charge 200% of the resident rate to domestic nonresident students with a high school GPA of at least 3.25 out of 4.0. Continue to charge 250% of the resident rate minus \$2,000 to all other domestic nonresident students. Charge 250% of the resident rate to all international students.
Mansfield University	Continue to charge 165% of the resident rate to all New York and New Jersey residents. Charge 250% of the resident rate to all other nonresident students.

Millersville University	<p>Charge 200% of the resident rate for eight semesters to domestic nonresident students entering the university within a STEM major (Science, Math, Nursing, Computer Science, Applied Engineering, and BSE programs in those areas) and a combined Math and Critical Reading score on the SAT of at least 1000 or a score of at least 21 on the ACT. Students will be required to maintain good academic standing and maintain enrollment in a STEM program. The reduced rate remains in effect for eight semesters. Charge 175% of the resident rate to domestic nonresident students with a combined Math and Critical Reading score of at least 1200 on the SAT or a score of at least 26 on the ACT, or who are in the top 10% of their high school class with a combined score of Math and Critical Reading of at least 1000 on the SAT or a score of at least 21 on the ACT. Students must maintain good academic standing. The reduced rate remains in effect for eight semesters. Continue to charge 250% of the resident rate to all other nonresident students.</p>
Shippensburg University	<p>Continue to charge 150% of the resident rate to transfer students from five neighboring Maryland community colleges with dual admission agreements. Charge 175% of the resident rate to high performing students who earn a 1200 SAT or better, or graduate in the top 10% of their class (renewal is based upon performance); and to students who select a STEM or STEM Education major, as long as they stay in the selected major. Charge 225% of the resident rate to all other nonresident students.</p>
Slippery Rock University	<p>Charge 150% of the resident rate to nonresident freshmen with a high school GPA of at least 3.0 out of 4.0, or transferring with a cumulative GPA of 3.0 out of 4.0 on all postsecondary coursework, or returning nonresidents with a GPA of at least 2.5 out of 4.0. Continue to charge 200% of the resident rate to all other nonresident students.</p>
West Chester University	<p>Continue to charge 250% of the resident rate to all nonresident students.</p>
Marine Science Consortium	<p>Continue to charge 150% of the resident rate to all Delaware, Maryland, and Virginia residents. Charge 250% of the resident rate to all other nonresident students or the applicable tuition rate that the student is assessed by his/her PASSHE university.</p>

Pennsylvania State System of Higher Education
2012/13 Undergraduate Nonresident Tuition Plans
As Approved by the Board of Governors, January 19, 2012

Bloomsburg University	Continue to charge 250% of the resident rate to all nonresident students.
California University	Continue to charge 160% of the resident rate to domestic nonresidents from all states. Charge 250% of the resident rate to all international students.
Cheyney University	Charge 165% of the resident rate to all nonresident students.
Clarion University	Charge 150% of the resident rate to all nonresident students.
East Stroudsburg University	Continue to charge 150% of the resident rate to high-achieving domestic nonresident science and technology majors (biology, chemistry, computer science, mathematics, and physics). Charge 250% of the resident rate to all other nonresident students.
Edinboro University	Continue to charge 150% of the resident rate to all nonresident students.
Indiana University	Charge 170% of the resident rate to all first-time freshmen and transfer students admitted to the main campus from Indiana, Michigan, New Jersey, Ohio, Virginia, and West Virginia; and any out-of-state student with a high school cumulative GPA of at least 3.0 out of 4.0 or any transfer student with a GPA of at least 3.0 out of 4.0. Current undergraduate students will be charged the rate in place when they entered. Continue to charge 250% of the resident rate to all other domestic nonresidents. Charge 125% of the resident rate (and increase 5% per year until 150% of the resident rate is reached) to all students in the Southwestern University of Finance and Economics (China) partnership. Continue to charge 250% of the resident rate to all other international students.
Kutztown University	Charge 150% of the resident rate to domestic nonresident students with a high school GPA of at least 3.25 out of 4.0 and an SAT score of at least 1100. Charge 200% of the resident rate to domestic nonresident students with a high school GPA of at least 3.0 out of 4.0 and an SAT score of at least 1000, or transferring with a minimum of 48 credits and a cumulative GPA of 3.0 out of 4.0 from higher education institutions attended. A minimum cumulative GPA must be maintained, and a minimum of 24 credits must be successfully completed each academic year. The reduced rate remains in effect for four years for first-time freshmen or is prorated for transfer students based on the number of transferable credits (but not longer than three years). Charge 250% of the resident rate to all nonresidents during summer and winter sessions. Continue to charge 250% of the resident rate to all other nonresident students.
Lock Haven University	Continue to charge \$2,000 less than the maximum rate to all domestic nonresident students. Charge 250% of the resident rate to all International students.
Mansfield University	Continue to charge 165% of resident rate to all New York and New Jersey residents. Charge 250% of the resident rate to all other nonresident students.
Millersville University	Continue to charge 250% of the resident rate to all nonresident students.

Shippensburg University	Continue to charge 150% of the resident rate to transfer students from five neighboring Maryland community colleges with dual admission agreements. Charge 175% of the resident rate to high performing students who earn a 1200 SAT or better, or graduate in the top 10% of their class (renewal is based upon performance); and to students who select a STEM or STEM Education major, as long as they stay in the selected major. Charge 225% of the resident rate to all other nonresident students.
Slippery Rock University	Continue to charge 150% of the resident rate to nonresidents with a GPA of at least 3.0 out of 4.0. Charge 200% of the resident rate to all other nonresident students.
West Chester University	Continue to charge 250% of the resident rate to all nonresident students.
Marine Science Consortium	Continue to charge 150% of the resident rate to all Delaware, Maryland, and Virginia residents. Charge 250% of the resident rate to all other nonresident students or the applicable tuition rate that the student is assessed by his/her PASSHE University.

Finance, Administration, and Facilities Committee Meeting

January 23, 2013

SUBJECT: University Center Replacement, East Stroudsburg University of Pennsylvania
(ACTION)

UNIVERSITIES AFFECTED: East Stroudsburg University of Pennsylvania

BACKGROUND: East Stroudsburg University requests approval to bond finance replacement of University Center as part of DGS Project 405-58, Information Commons. In addition to replacing the student union, this project will replace the library, computing center, and other multipurpose space. The Information Commons project has been approved by the Board of Governors, and funding is provided in the Capital Spending Plan. As an auxiliary function, the University Center portion of the project is intended to be bond financed. The first phase of the project is currently in design. Construction is expected to start in May 2014 with completion estimated in January 2016.

University Center was constructed in 1968 and received a modest upgrade in 1993. The current facility is significantly undersized for the student enrollment, and expansion and upgrade of the existing building is not feasible.

The new building will take advantage of collocation of the student union, library, and computing center to provide an efficient and modern learning environment at the core of the campus and allow staff and spaces to support multiple functions. The student union portion of the project includes about 97,000 square feet estimated to cost about \$36,250,000. The university will utilize \$3 million of life cycle reserves for the old student union, and the student association will contribute approximately \$3 million of bookstore and capital reserves. The university proposes financing the balance with System bond financing.

The university desires to finance the project for a term of 20 years and fund the debt service with student fees. Debt service for the 1993 upgrade will be paid off this year. In November 2010, the students approved a referendum to allow fees to be increased for project debt service costs. An increase in the dedicated student fee of \$99 per semester will cover the project debt service and facility operations.

MOTION: That the Board of Governors approve East Stroudsburg University's request to bond finance approximately \$30 million of the cost to replace University Center in conjunction with the Information Commons construction.

Supporting Documents Included: None

Other Supporting Documents Available: Project Planning Documentation

Reviewed by: East Stroudsburg University's Council of Trustees, December 6, 2012

Prepared by: James S. Dillon

Telephone: (717) 720-4100

Finance, Administration, and Facilities Committee Meeting

January 23, 2013

SUBJECT: Property Donation, Edinboro University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: Edinboro University of Pennsylvania

BACKGROUND: Edinboro University requests approval to accept a gift of land from Edinboro University Services, Inc. The land is vacant property totaling approximately one acre. The university intends to use the land to permit construction of a parking lot and small addition for Butterfield Hall. An environmental site assessment has been completed, and no concerns were identified.

MOTION: That the Board of Governors approve Edinboro University's acceptance of a gift of one acre of land from Edinboro University Services, Inc.

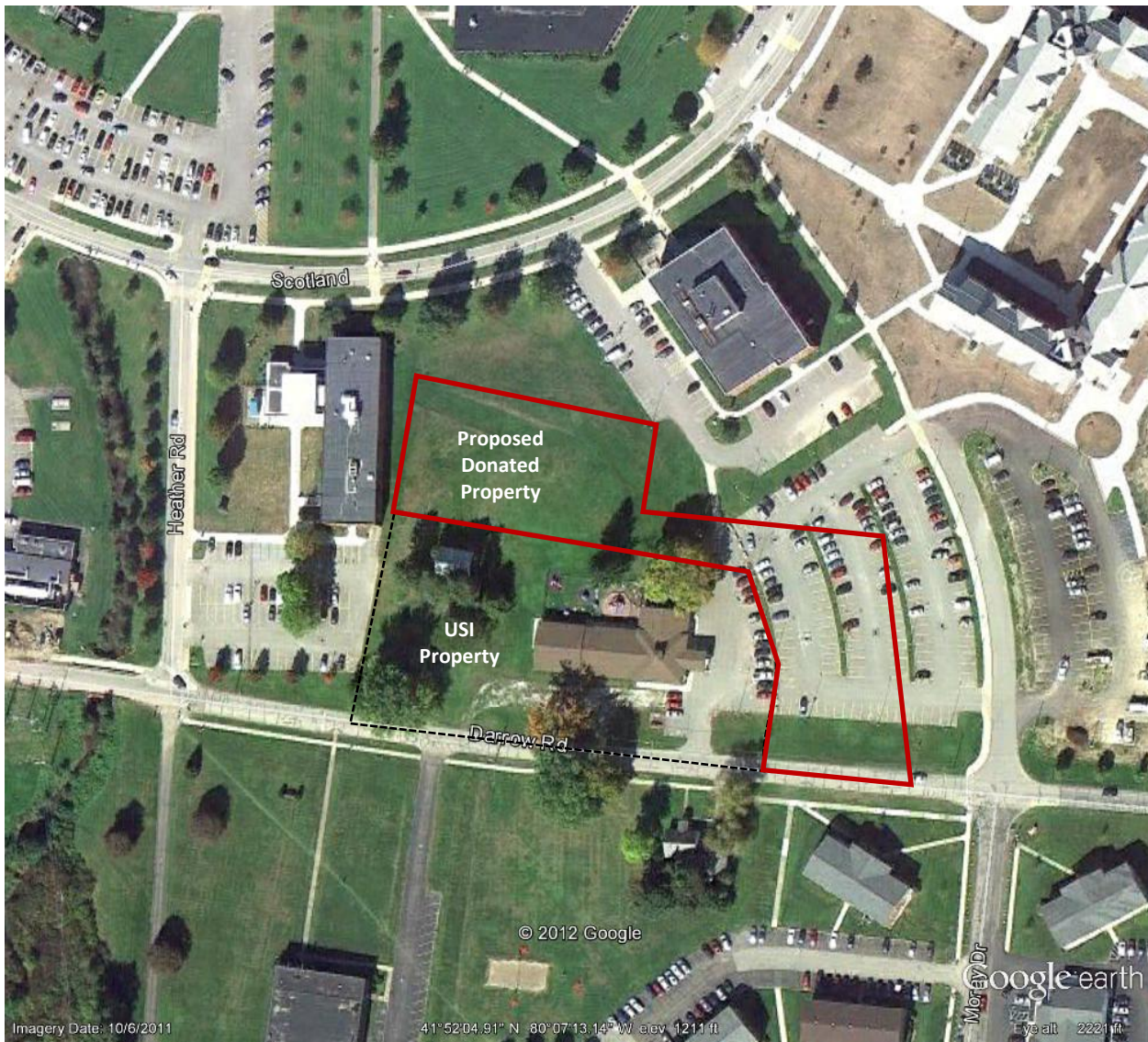
Supporting Documents Included: Aerial photo with property identified

Other Supporting Documents Available: Real property acquisition planning data

Reviewed by: Edinboro University's Council of Trustees, January 7, 2013

Prepared by: James S. Dillon

Telephone: (717) 720-4100



**Aerial View of Property Proposed for Donation
Edinboro University of Pennsylvania**

Finance, Administration, and Facilities Committee Meeting

January 23, 2013

SUBJECT: Demolition of Burrowes, Lenhardt, and Hobbs Halls, Millersville University of Pennsylvania (INFORMATION)

UNIVERSITIES AFFECTED: Millersville University of Pennsylvania

BACKGROUND: Millersville University intends to demolish Burrowes, Lenhardt, and Hobbs Halls. The buildings are proposed for demolition in the implementation of Phase 1 of Millersville University's four-phase housing replacement plan. Each of the buildings being replaced is an undesirable traditional residence hall that is beyond its useful life and cannot be economically upgraded to meet the expectations of current students and their parents.

Burrowes Hall is a 100,000-square-foot, eleven-story, brick and masonry residence hall constructed in 1970. Lenhardt Hall is a 90,000-square-foot, ten-story, brick and masonry building constructed in 1971. Hobbs Hall is a 60,000-square-foot, three-story, brick and masonry building constructed in 1967.

Demolition of the buildings will require approval from the Department of General Services.

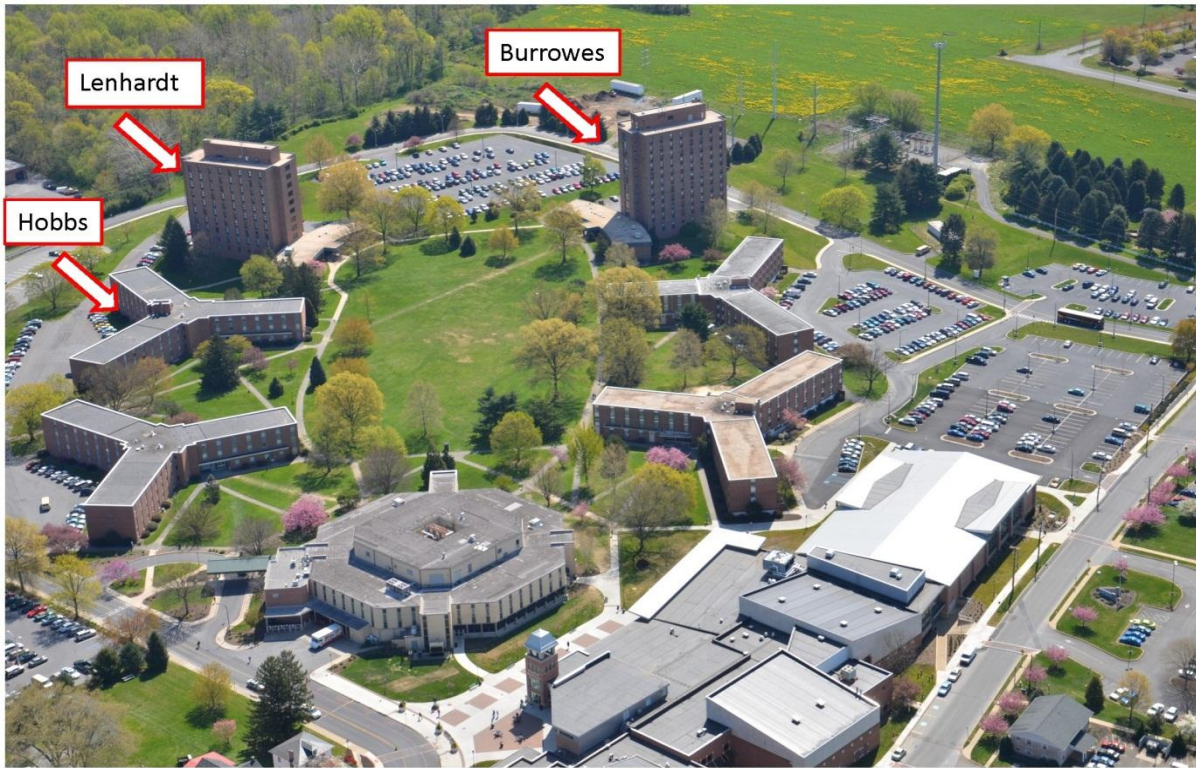
Supporting Documents Included: Property Map and Photos

Other Supporting Documents Available: Project Planning Documentation

Reviewed by: Millersville University's Council of Trustees, December 19, 2012

Prepared by: James S. Dillon

Telephone: (717) 720-4100



**Housing Quad Aerial View
Millersville University of Pennsylvania**



**Burrowes Hall
Millersville University of Pennsylvania**



Lenhardt Hall
Millersville University of Pennsylvania



Hobbs Hall
Millersville University of Pennsylvania

Finance, Administration, and Facilities Committee Meeting

January 23, 2013

SUBJECT: Demolition of McCarthy Hall, West Chester University of Pennsylvania
(INFORMATION)

UNIVERSITIES AFFECTED: West Chester University of Pennsylvania

BACKGROUND: West Chester University intends to demolish McCarthy Hall, which is the planned site for the new undergraduate Business and Public Affairs Building. McCarthy Hall is being replaced as part of the university's ongoing student housing replacement program and is no longer needed for student housing.

McCarthy Hall is a 58,000-square-foot, three-story, brick and masonry residence hall constructed in 1960. The building is an undesirable traditional residence hall that is beyond its useful life and cannot be economically upgraded to meet the expectations of current students and their parents. Also, it is poorly located in the prime academic core of the campus. The site has been identified as the best location for the new 90,000-square-foot Business and Public Affairs Building that is funded and currently in design.

Demolition of the building will require approval from the Department of General Services and the Pennsylvania Historical and Museum Commission.

Supporting Documents Included: Property Map and Photo

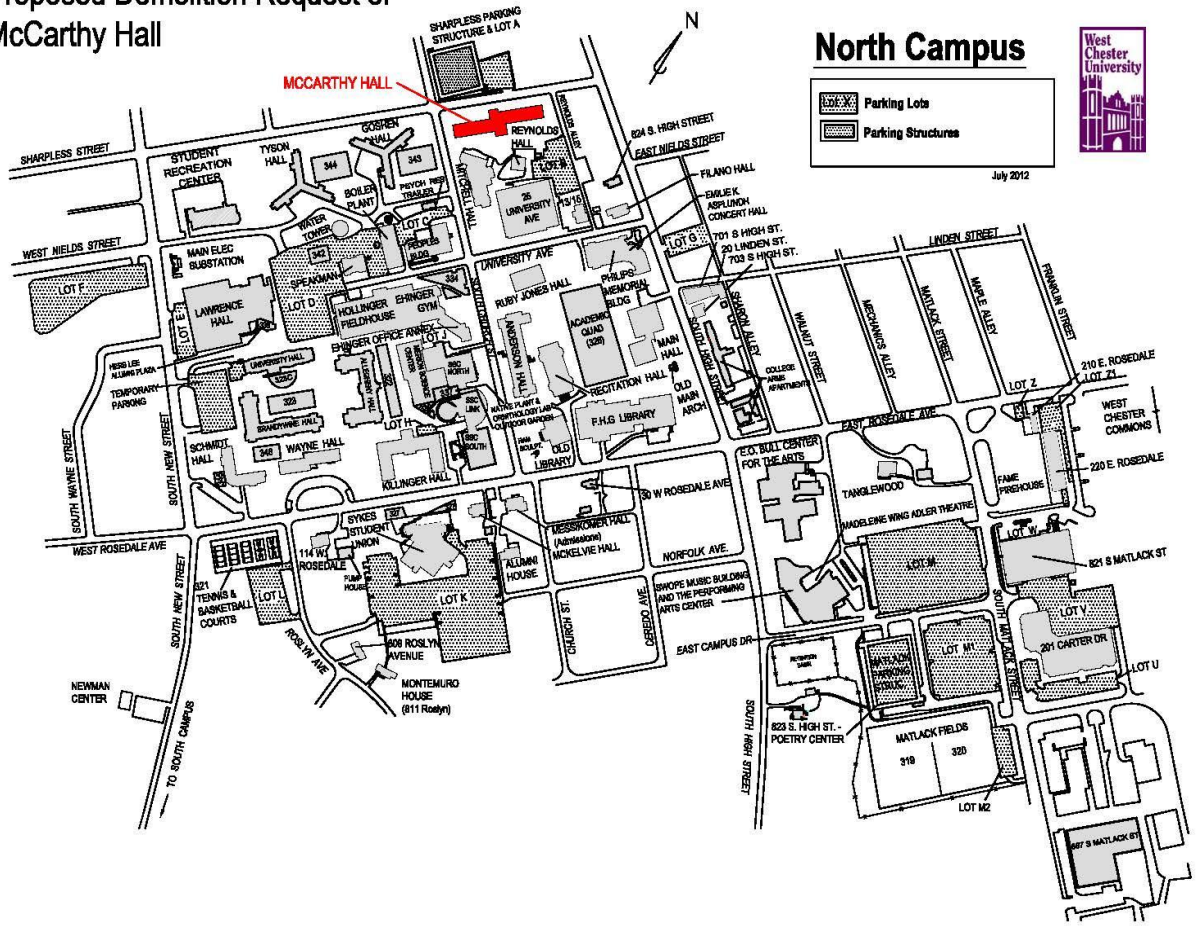
Other Supporting Documents Available: Project Planning Documentation

Reviewed by: West Chester University's Council of Trustees, November 8, 2012

Prepared by: James S. Dillon

Telephone: (717) 720-4100

Proposed Demolition Request of
McCarthy Hall



McCarthy Hall
West Chester University of Pennsylvania



Human Resources Committee Meeting

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

Wednesday, January 23, 2013

Agenda

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6. Collective Bargaining Agreement for the State College and University Professional Association (SCUPA) (ACTION)	70



Committee Members: Marie A. Conley (*Chair*), Jennifer G. Branstetter (designee for Governor Thomas W. Corbett), Ronald G. Henry, Kenneth M. Jarin, Harold C. Shields, Aaron A. Walton, Guido M. Pichini (*ex officio*), and F. Javier Cevallos (non-voting President liaison)

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

Human Resources Committee

January 23, 2013

SUBJECT: Revisions to Board of Governors' Policy 1983-01-A: Merit Principles (ACTION)**UNIVERSITIES AFFECTED:** All**BACKGROUND:** As part of the ongoing review of Board of Governors' policies relating to Human Resources and Labor Relations functions, revisions to the following policy are recommended as summarized below.**Board of Governors' Policy 1983-01-A: Merit Principles**

To assist the Board of Governors, the Chancellor and Presidents, in meeting the intent of Act 188 of 1982 as amended and Board of Governors' policy, the Human Resources Committee of the Board met with constituent groups including the presidents, their executive staff members including Chief Human Resources Officers, the Office of the General Counsel and other staff affected by this policy, to hear their concerns and suggestions for possible improvements to this policy. The following key issues have been addressed in the revised policy:

1. State clearly the purpose and legal statutes that provide guidance for this policy;
2. Define and clarify the terminology used in the policy;
3. Spell out the employee groups covered;
4. Update the language in the policy regarding the management of discipline including hearings; and
5. Roles and responsibilities of the Chancellor, Board of Governors and the Presidents.

The proposed policy revisions address these issues.

MOTION: That the Board of Governors approve the revisions to Board of Governors' Policy 1983-01-A: Merit Principles.

Supporting Documents Included: Board of Governors' Policy 1983-01-A: *Merit Principles*; Board of Governors' Policy 1983-01-A: *Merit Principles* with Track Changes (**attached separately**)**Other Supporting Documents Available:** N/A**Reviewed by:** Human Resources Committee – December 10, 2012 and December 20, 2012.**Prepared by:** Gary K. Dent**Telephone:** (717) 720-4158



PA State System of Higher Education Board of Governors

Effective: July 1, 1983

Policy 1983-01 -A: Merit Principles

See Also:

Adopted: May 23, 1983

Amended: July 15, 1987, October 9, 1997 January 24, 2013

A. Purpose

The purpose of these provisions is to establish general personnel policy, consistent with the merit principles described herein, by which the Office of the Chancellor and State System universities shall operate under 24 P.S. § 20-2006-A (8). The policy is not intended to restrict flexibility, discourage innovation, or create any unwarranted regulatory burden within the State System of Higher Education. The chancellor, as chief executive officer, shall administer the merit principles.

B. Personnel management should be implemented consistent with the following merit principles:

1. Recruitment shall be from qualified individuals from appropriate sources in an endeavor to achieve a work force from all segments of society; and selection, and advancement should be determined solely on the basis of relative ability, knowledge, and skills, after fair and open competition that assures all receive equal opportunity.
2. Fair treatment of applicants and employees in all aspects of personnel administration without regard to one's status in a legally protected class, as defined by federal or state law, and with regard to constitutional rights.
3. Employees shall be protected from coercion for partisan political purposes and are prohibited from using their employee authority to interfere with or affect an election or a nomination for office.
4. Employees shall be retained on the basis of their performance. Substandard performance shall be corrected and employees who cannot or will not improve their performance to meet required standards shall be separated.

5. Employees shall maintain high standards of integrity, conduct, and concern for the mission of the State System of Higher Education.
6. Discipline of merit-covered employees shall be consistent with the merit principle standards set forth in this policy.

C. Management Personnel Policies

The chancellor shall ensure the development and implementation of a procedure/standard regarding general personnel policies for management personnel.

D. Scope for Requests for Review of Final Discipline

Merit principles requests for review of final discipline as outlined in this Policy shall apply only to nonrepresented, non-probationary employees who occupy management positions (classification 190 and below) who are not part of a bargaining unit within the State System of Higher Education. Merit principles requests for review of final discipline as outlined in this Policy shall not apply to executive leadership, strategic leadership, and tactical/senior professional positions (managers in classification 200 and above), now existing or hereinafter created, within the State System of Higher Education. Furloughs and job abolishment decisions are not subject to this policy.

E. Definitions

Abandonment—employee's failure to report to work for a period of five consecutive working days without giving advance notice of absence to the appointing authority.

Appointing Authority—the university president or the chancellor of the State System of Higher Education or their designees.

Appointment—a new hire into a position of employment in the State System of Higher Education.

Discipline—suspension, involuntary demotion, or termination of an employee for reasons relating to conduct or performance. Discipline shall not include a temporary or permanent furlough/job abolishment, a formal or informal reprimand, or a suspension with pay pending the outcome of a fitness-for-duty evaluation or an investigation.

Discriminatory Reason—unlawful discrimination because of one's status in a legally protected class, as defined by federal or state law.

Final Determination—the last written determination made before the action takes effect.

Furlough—the termination of an employee's employment either for a specified period of time or permanently as part of a reduction in workforce effort.

Involuntary Demotion—the movement or reclassification of an employee from a position classification to another position classification assigned to a lower pay grade level. Such movement may result in an involuntary reduction in an employee's wages and benefits.

Non-Probationary Employee—any employee who has completed any prescribed probationary period or extension of probationary period related to their appointment and/or promotion.

Promotion—an increase in wages and benefits accrued as the result of a movement or reclassification to a position having a higher level of wages and benefits than the employee's current position.

Suspension—the temporary removal of an employee from his/her official duties for disciplinary reasons or pending investigation of an employee's fitness to continue in employment.

Termination—the permanent removal of an employee from employment with the State System of Higher Education.

F. Employee Discipline

1. Appointing authorities may discipline employees for inadequate performance, up to, and including, termination.
2. The appointing authority may place an employee on an interim suspension without pay without prior notice and an opportunity to be heard, provided that written notice of the basis for the interim suspension and other contemplated action, and an informal opportunity to be heard with respect thereto, is afforded to the employee within a reasonable time thereafter.
3. An employee may be suspended not more than 30 days pending investigation of the employee's fitness to remain in employment. If no cause for disciplinary action is found, then the action shall be purged from the employee's personnel file and any lost pay and benefits retroactively restored. If cause is found, then the suspension, if appropriate, may be converted to disciplinary action.
4. Furlough does not constitute disciplinary action. Decisions and actions resulting in the furlough of employees are not reviewable under this policy.

G. Notice to Employee

1. **Notice Prior to Discipline.** Before any final determination is made to discipline an employee, the appointing authority shall provide the employee with advance written notice of the potential basis for the contemplated action, as well as an informal opportunity to be heard with respect thereto. Following such written notice and informal opportunity to

be heard, the appointing authority shall make its final determination in the matter.

2. **Notice of Discipline.** Notice of termination, including termination by abandonment, involuntary demotion, suspension, or any other disciplinary action issued to employees, shall include a clear statement of the reasons sufficient to apprise the employee of the nature and grounds upon which the action is based.

H. Review of the Appointing Authority's Notice of Final Discipline

1. **Timeliness and Form.** An employee covered by the scope of this policy and alleging a violation may request a review of the appointing authority's notice of final discipline. This request must be made in writing not more than 20 calendar days after the appointing authority has given notice of the discipline. The employee shall state clearly and concisely the grounds for the appeal, the facts relied upon to support the appeal, and the relief the employee seeks. When the appointing authority is a university, an employee alleging a violation of this policy may request review by the chancellor. When the appointing authority is the chancellor, an employee alleging a violation of this policy may request review by the Chair of the Board of Governors.
2. **Dismissal.** Requests for review that do not conform to the requirements stated in this section may be dismissed without a review.
3. **Violations.** With regard to any violation of this merit principles policy, so long as such violation would not constitute a violation of the applicable laws or provisions of the constitutions of the United States or the Commonwealth of Pennsylvania, such violation shall not, in and of itself, constitute a basis for the reversal or invalidation of any decision regarding disciplinary or other adverse action taken by any appointing authority. In the event that violation is also a violation of an applicable provision of federal or Commonwealth law or constitutional provision, the remedy intended by this merit principles policy is not to in any way be construed as in excess of the remedy that would otherwise be required by the applicable law or constitutional provision.

I. Review

The chancellor or his/her designee shall provide a written explanation of the reason for the final decision to the employee. Prior to issuing a final determination, the chancellor or his/her designee shall conduct a hearing for university employees and the Executive Committee of the Board of Governors shall do so for Office of the Chancellor employees.

J. Special Rules of Hearing Procedures

1. **Procedure.** Hearings shall conform to the procedural requirements of the Administrative Agency Law, 2 Pa.C.S.A § 101 *et seq.*

2. **Conduct of Hearings.** The chancellor or his/her designee shall conduct hearings for university employees and the Executive Committee of the Board of Governors shall do so for Office of the Chancellor employees who appeal a decision or action taken by the chancellor. The chancellor and Executive Committee are hereby authorized to retain hearing officers to conduct hearings and issue recommendatory adjudications.
3. **Burden of Proof.** In cases involving discipline, the appointing authority shall have the burden of proof and the burden of going forward to establish its case by a preponderance of the evidence. Where an employee makes a claim of discriminatory action as the basis for discipline, the employee shall have the burden of proof and the burden of going forward to establish a *prima facie* case. If the *prima facie* case is established by the employee, the burden shall then shift to the appointing authority to prove by a preponderance of the evidence that discipline was imposed for a non-discriminatory reason.
4. **Order of Hearings.** Hearings shall be conducted according to the following procedure:
 - a. The party having the burden of going forward shall present its case, utilizing witnesses and such other evidence as may be relevant to establish a *prima facie* case.
 - b. At the conclusion of the moving party's case-in-chief, the presiding officer, upon motion or in response to an opposing party's motion to dismiss, shall determine whether the party has met its burden.
 - c. If the party has met its burden, the opposing party shall then present a defense or otherwise rebut the moving party's case by such evidence as may be relevant. At the conclusion of both presentations, the presiding officer may allow each party to present such other evidence as may be relevant. Each party shall be allowed reasonable cross-examination of the opposing party's witnesses.
5. **Standard of Proof.** The standard of proof shall be that of a preponderance of evidence. The term "preponderance of evidence" shall mean evidence sufficient to convince a reasonable mind that a matter is more likely than not true.
6. **Evidence.** The parties shall not be bound by the formal rules of evidence in the adjudication of cases; however, all evidence must be inherently reliable to qualify for admission to the record of the case. Hearsay evidence shall not be used to establish any material fact.
7. **Discovery.** The employee shall have the opportunity to review his/her personnel file and any documentation that was used for, or to support, the disciplinary action at issue. There shall be no other discovery.

8. **Motion Practice.** Motions shall be considered for the following purposes, but not limited to:
 - a. dismissing complaints for lack of timeliness, failure to state a violation of policy, or lack of specificity;
 - b. requesting a continuance, extension, or other delay of proceedings;
 - c. seeking relief or clarification concerning any other procedural matter; and
 - d. issuing of *subpoenas duces tecum*.
9. **Pleadings and Exhibits**
 - a. All briefs and motions shall be typewritten and double spaced on 8 ½ x 11-inch paper with a one-inch margin, and shall be limited to 50 pages. Case captions and attorneys' addresses and telephone numbers shall appear on all pleadings.
 - b. Pleadings and exhibits in which factual matters are averred shall be signed by the party filing it.
 - c. Pleadings shall be filed in duplicate with the prothonotary, accompanied by certificates of service.
 - d. An electronic copy of all pleadings and exhibits (if practicable) shall be provided to all parties.
10. **Service of Pleadings.** The Request for Review shall be submitted via first class U.S. Postal Service. All other pleadings may be served by personal service; first class U.S. Postal Service; facsimile; or via electronic mail (email).
11. **Representation.** Employees may represent themselves or be represented by attorneys. Attorneys shall file praecipes of appearance.

K. Implementation

The chancellor and Executive Committee may make such rules as may be necessary to implement this policy.

L. Supersession

Except as otherwise provided, these procedures supersede the General Rules of Administrative Practice and Procedure, 1 Pa. Code § 31.1 *et seq.*

M. Witnesses and Production of Evidence

The Board of Governors or its designee may compel the appearance of witnesses and production of evidence by *subpoenas duces tecum* in accordance with § 520 of the Administrative Code of 1929, 71 P.S. § 200.

N. Leave for Attendance at Hearings

Any employee who is required to attend a hearing during his/her working hours shall be granted civil leave by the appointing authority.

O. Effective Date

This amended Policy is effective immediately.

Human Resources Committee Meeting

January 23, 2013

SUBJECT: Board of Governors' Policy 1983-14-A: *Appointing Interim and Acting Chief Executive Officers* (ACTION)

UNIVERSITIES AFFECTED: All

BACKGROUND: Board of Governors' Policy 1983-14-A: *Appointing Interim and Acting Chief Executive Officers*, addresses the process for temporary appointments and unanticipated vacancies.

To assist the Board of Governors, the Chancellor, and Council of Trustees in meeting the intent of Act 188 of 1982, as amended, and Board of Governors' policy, the Human Resources Committee of the Board met with constituent groups to hear their concerns and possible improvements to this policy. Three key issues emerged:

1. A need to define and clarify terminology. e.g., "acting" and "interim" university president and chancellor;
2. The process and timeliness for temporarily filling vacant chief executive officer positions; and,
3. Clarifying roles and responsibilities of the Chancellor, Board of Governors, and Councils of Trustees in the appointment of interim and acting chief executive officers.

The proposed policy revisions address these issues.

MOTION: That the Board of Governors approve the revisions to Board of Governors' Policy 1983-14-A: *Appointing Interim and Acting Chief Executive Officers*.

Supporting Documents Included: Board of Governors' Policy 1983-14-A: *Appointing Interim and Acting Chief Executive Officers* (revised policy)

Other Supporting Documents Available: Current Policy

Reviewed by: N/A

Prepared by: Gary K. Dent

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(REVISED POLICY)

PA State System of Higher Education Board of Governors

Effective: June 20, 1983

POLICY 1983-14-A: APPOINTING INTERIM AND ACTING CHIEF EXECUTIVE OFFICERS

See Also:

Adopted: June 20, 1983

Amended: May 15, 1984; January 8, 1998; January 14, 1999; and
January 24, 2013

A. **Definitions**

1. **Acting University President or Chancellor.** Temporary service as university president or chancellor pursuant to the university's succession plan when the incumbent president is temporarily unable to discharge official duties or has permanently vacated the position.
2. **Interim University President or Chancellor.** Temporary appointment as university president or chancellor by the Board of Governors until an incumbent president or chancellor returns to official duties, a permanent president or chancellor is appointed by the Board, or until the interim president or chancellor has been relieved of duties and responsibilities.
3. **Vacancy in the Office of the President or Chancellor.** Position of president or chancellor is unoccupied either temporarily due to leave, because the chancellor or Board of Governors determines that the incumbent president or chancellor is unable to discharge his/her official duties either temporarily or permanently, or because the incumbent president or chancellor has vacated the position.

B. **Presidential Vacancy**

1. **Acting President.** When the office of the president at a university becomes vacant, the duties of president shall be performed by the individual identified in the university Order of Succession plan until the incumbent president is able to resume duties, until an interim president is appointed by the Board, or until a successor permanent president is appointed by the Board.

2. **Interim President.** Upon a vacancy in the office of the president at a university, the chancellor shall make a determination whether there is a need for appointment of an interim president to maintain operations and continuity on campus. Within a reasonable amount of time from the date of vacancy, the chancellor shall recommend the name of a candidate for the interim presidency to the Board of Governors after consultation with the chair of the university's council of trustees. At no time shall such recommendation process exceed six weeks from the time the chancellor makes a determination that appointment of an interim president is necessary. Interim presidential appointees shall be subject to the requirements of relevant employment background investigation policies.

C. **Chancellor Vacancy**

1. **Acting Chancellor.** When the office of the chancellor becomes vacant, the duties of chancellor shall be performed by the individual identified in the Order of Succession plan until the incumbent chancellor is able to resume duties. If the incumbent chancellor will be permanently vacating the office, the Board shall act to affirm the designation of the acting chancellor or appoint an interim chancellor.
2. **Interim Chancellor.** Upon a vacancy in the office of the chancellor, the Chair of the Board of Governors shall make a determination whether there is a need for appointment of an interim chancellor to maintain operations and continuity. Interim chancellor appointees shall be subject to the requirements of relevant employment background investigation policies.

D. **Order of Succession Planning**

1. Each university president, after consultation with the chair of the council of trustees and the chancellor, will develop and publish an Order of Succession. The Order of Succession will identify in rank order, members of the executive management team at the university who will act on behalf of the president in his/her absence, in the event he/she is temporarily unable to fulfill his/her responsibility, or in the event there is a vacancy.
2. The chancellor, after consultation with the Chair of the Board of Governors, will develop and publish an Order of Succession. The Order of Succession will identify in rank order, members of the executive management team in the Office of the Chancellor who will act on behalf of the chancellor in his/her absence, in the event he/she is temporarily unable to fulfill his/her responsibilities, or in the event there is a vacancy.
3. Orders of Succession will be reviewed at the beginning of each academic year before September 30. Each university president shall deliver the campus Orders of Succession Plan to the chancellor after a resolution and vote by the university's council of trustees. The chancellor shall deliver the Orders of Succession Plan for the Office of the Chancellor to the Chair of the Board.

Human Resources Committee Meeting

January 23, 2013

SUBJECT: Revisions to Board of Governors' Policy 1984-14-A: *Terms and Conditions of Employment of Senior Policy Executives* (ACTION)

UNIVERSITIES AFFECTED: All

BACKGROUND: During its review of Board of Governors' Human Resources policies, it was brought to the attention of the Human Resources Committee that Board of Governors' Policy 1984-14-A: *Terms and Conditions of Employment of Senior Policy Executives*, was not uniformly implemented as it relates to the appointment of some senior executives below the level of president. In addition, the Human Resources Committee suggested additional changes to update and clarify the policy.

Changes in this proposed policy:

1. Clarify the scope of the policy;
2. Align the policy with best practices in presidential contracts and letters of appointment for senior executives;
3. Establish the length of initial appointments and reappointments of presidents and senior executives; and
4. Clarify relocation expenses subject to reimbursement.

MOTION: That the Board of Governors approve the revisions to Board of Governors' Policy 1984-14-A: *Terms and Conditions of Employment of Senior Policy Executives*.

Supporting Documents Included: Board of Governors' Policy 1984-14-A: *Terms and Conditions of Employment of Senior Policy Executives* (Revised Policy without tracked changes); Board of Governors' Policy 1984-14-A: *Terms and Conditions of Employment of Senior Policy Executives* (Current Policy with tracked changes attached separately)

Other Supporting Documents Available: N/A

Reviewed by: Human Resources Committee – December 10, 2012 and December 20, 2012

Prepared by: Gary K. Dent

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(POLICY WITHOUT TRACK CHANGES)

**PA State System of Higher Education
Board of Governors**

**POLICY 1984-14-A: TERMS AND CONDITIONS OF EMPLOYMENT OF
SENIOR POLICY EXECUTIVES**

See Also:

Adopted: December 4, 1984

Amended: July 15, 1986; December 8, 1986; July 15, 1987; January 19, 1988;
November 15, 1990; April 18, 1991, October 9, 1997, October 12, 2000, and January 24, 2013

A. University President

Consistent with 24 P.S. § 20-2006-A (Act No. 1982-188), the president shall serve at the pleasure of the Board under fixed terms or contracts of fixed duration and shall perform responsibilities as prescribed in accordance with the act.

1. Appointment and Term

The Board shall appoint a president pursuant to Board of Governors Policy 1983-13-A: Process for Recommending Presidential Appointment. The Board may award or extend a president's contract for a period not to exceed three years in consultation with the chancellor and the council of trustees. In no event, however, may a contract be extended more than two times without full qualification by the council as required by 24 P.S. § 20-2009-A.

2. Conditions

The President shall discharge with fidelity all duties prescribed by law and such additional duties as the chancellor and Board may from time to time prescribe. The President shall be supervised by the chancellor and shall be accountable to the chancellor and Board for the faithful discharge of official duties.

The President shall oversee compliance and reporting requirements regarding the annual Campus Safety and Security Report (Clery Report) and required National Collegiate Athletic Association compliance reports, and provide all other certifications as may be required by law or regulation. The President shall certify such oversight on June 30 and December 31 of each year and otherwise as required by the Board or chancellor. This paragraph shall not limit the responsibilities of the President stated under this section.

The president shall reside for the term of the appointment in housing provided by the Board. In the event housing is or becomes unavailable, wholly or in part, the president and the chair of the council of trustees, in consultation with the chancellor, will agree upon an appropriate housing allowance, which shall be paid to the president until housing becomes available.

The president's performance of duties during the term of this agreement shall be evaluated by the chancellor and Board, in consultation with the university council of trustees, pursuant to the Board's performance evaluation policy.

3. Salary

The Board shall fix the president's annual salary after recommendation of the chancellor, which shall fall within the ranges established by Board policy. The Board may, during the term of the agreement and at its discretion, grant the president increments, raises, or any other form of increase in compensation.

4. Benefits

The president shall receive all employee benefits currently received by management employees of the State System of Higher Education, which consist of benefits contained in the State System of Higher Education's management employee benefits program. Except that for purposes of the group term life insurance benefit, a president shall be entitled to coverage that is equal to his or her annual salary on January 1, of each year, rounded to the nearest \$1,000 up to a maximum of \$200,000.

The president shall receive the following benefits and such other benefits as the Board may grant:

- (a) an automobile, with insurance and maintenance thereon.
- (b) reimbursement for official expenses on a cost basis (which expenses shall be subject to quarterly review by the chair of the university council of trustees and the Board of Governors).
- (c) coverage under the Commonwealth of Pennsylvania's programs for claims arising out of employment-related activities.
- (d) maintenance and support services for the official residence.
- (e) At the time of employment, moving expenses will be paid by the university, whether the move is within the State System or into the State System. Reimbursement of reasonable and customary relocation expenses (subject to Internal Revenue Service regulations and PASSHE procurement policy and procedures) will

be covered. Reimbursement of costs requires the President to obtain a minimum of three quotes from responsible bidders. Reimbursement will be capped at the amount quoted by the lowest responsible offeror.

- (f) Waiver of tuition at any State System university, which shall be applicable to a president's spouse or dependent child. The waiver for an employee's spouse is applicable until the spouse obtains the first undergraduate degree. The waiver for the dependent child is applicable until the child obtains the first undergraduate degree or until he/she reaches the age of 25, whichever comes first. Waiver of tuition for spouses and children shall continue to the limits previously stated if the president should meet one of the following conditions:
 - (1) has five or more years of credited service in one of the State System's approved retirement plans and becomes permanently disabled or die;
 - (2) is retired from the State System and has at least 25 years of credited service in one of the State System's approved retirement plans; or
 - (3) is retired from the State System and is at or above the superannuation retirement age, with at least ten years of credited service in one of the State System's approved retirement plans.
- (g) Eligibility for merit-based sabbatical leave will be in accordance with the provisions of 24 P.S. § 1864.3.

5. Spouses

Spouses of presidents will be invited by the chancellor to accept appointment as volunteers in service to the State System of Higher Education under the terms of Board of Governors Policy 1991-04-A, *Volunteerism*.

6. Termination

The Board at its discretion may terminate the president's employment, with or without cause.

In the event the president's appointment is terminated by Board action, the president shall be paid all compensation and benefits under the terms of the contract.

The president may resign his/her office at any time during the term of the contract by providing the Board with 30 days written notice. The

chancellor may waive the notice requirement if the chancellor determines doing so is in the best interest of the university.

B. University Provost, Vice Presidents, Academic Deans, and Other Positions

A provost, vice president, academic deans, and other positions 200 and above within one of the 14 universities or the Office of the Chancellor serves as an appointee and at the pleasure of the respective president or the chancellor ("appointing authority").

1. Appointment or Appointment and Term

The president or the chancellor shall appoint the provost, vice president(s), academic dean(s), and other positions 200 and above pursuant to 24 P.S. § 20-2010-A or 24 P.S. § 20-2005-A, respectively. The initial appointment shall not be for a fixed term of more than two years. At the time when the initial appointment lapses, the respective appointee's term of employment may be extended for a fixed term of no more than two years. For example, if the appointee's initial appointment is for two (2) years effective July 1, 2012, at the conclusion of this appointment (June 30, 2014), the appointing authority may provide the appointee a reappointment that expires no later than June 30, 2016. Additional reappointments may continue in the same manner at the discretion of the appointing authority and shall be based on a qualitative review.

All appointments shall be in compliance with the terms and conditions of Board of Governors Policy 1985-07-A: Management Performance and Reward Program.

2. Conditions

The provost, vice president(s), academic dean(s), and other positions 200 and above shall perform with fidelity duties as may be assigned by the appointing authority. The provost, vice president(s), academic dean(s), and other positions 200 and above shall be supervised by, accountable to, and evaluated at least annually by the appointing authority or appropriate supervisor.

A provost and/or vice president shall be responsible for a major recognized university function encompassing a number of university programs, such as academic affairs, administration, finance, student affairs, university relations, or combinations thereof. An academic dean shall have administrative responsibility for an aggregation of academic disciplines and their faculties.

3. Salary

- (a) The annual salary shall be set by the appointing authority, within the range established by Board policy, and may be adjusted during the term of the agreement pursuant to the management compensation plan.
- (b) The appointing authority shall determine salary through consideration on an individual basis.

4. Benefits

- (a) A provost, vice president(s), academic dean(s), and other positions 200 and above shall receive all employee benefits currently received by management employees of the State System of Higher Education, which consist of the benefits contained in the State System of Higher Education's management employee benefits program and other benefits as may be approved by the Board.
- (b) At the discretion of the appointing authority, at the time of employment, moving expenses may be paid in part or in full by the University, whether the move is within the State System or into the State System. Reimbursement of reasonable and customary relocation expenses (subject to Internal Revenue Service regulations and PASSHE Procurement policy and procedures) will be covered. Reimbursement of costs requires the individual to obtain a minimum of three quotes from responsible bidders. Reimbursement will be capped at the amount quoted by the lowest responsible offeror.
- (c) Eligibility for professional development leave as follows:
 - (1) after each seven years of satisfactory service at one or more of the State System universities, five of which must be with the university from which the leave is being sought;
 - (2) for up to, but not to exceed, 18 full calendar weeks (one semester of the academic year) at full pay, or 36 calendar weeks at half pay;
 - (3) upon recommendation by the president, after consultation with the council of trustees; and
 - (4) with the leave normally conditioned upon the agreement to provide one full year of service subsequent to the completion of the approved leave.
- (d) Waiver of tuition shall be applicable to a dependent child or a spouse who attends the university where the eligible employee is employed. The waiver is applicable until the child obtains the first

undergraduate degree or until he/she reaches the age of 25, whichever comes first. The waiver for an employee's spouse is applicable until the spouse obtains the first undergraduate degree. Fifty percent waiver of university tuition shall be granted for dependent children who attend State System universities other than the university where the eligible employee is employed. Waiver of tuition for children and spouses shall continue to the limits previously stated should the employee meet one of the following conditions:

- (1) has five or more years of credited service in one of the State System's approved retirement plans and become permanently disabled or die;
- (2) is retired from the State System and have at least 25 years of credited service in one of the State System's approved retirement plans; or
- (3) is retired from the State System and is at or above the superannuation retirement age, with at least ten years of credited service in one of the State System's approved retirement plans.

All other tuition waiver benefits currently enjoyed by these employees shall not be diminished.

5. Termination

A provost, vice president(s), academic dean(s), and other positions 200 and above shall serve at the pleasure of the appointing authority. A provost, vice president(s), academic dean(s), and other positions 200 and above may resign his or her position by providing 30 days written notice to the appointing authority.

C. Effective Date

This amended Policy is effective immediately.

Human Resources Committee

January 23, 2013

SUBJECT: Revisions to Board of Governors' Policy 1985-07-A: *Management Performance and Reward Program* (ACTION)

UNIVERSITIES AFFECTED: All

BACKGROUND: As part of the ongoing review of Board of Governors' policies relating to Human Resources and Labor Relations functions, revisions to Board of Governors' Policy 1985-07-A: *Management Performance and Reward Program* are summarized below.

To assist the Board of Governors, the Chancellor and Presidents, in meeting the intent of Act 188 of 1982, as amended, and Board of Governors' policy, the Human Resources Committee of the Board met with constituent groups including the University Presidents, their campus Human Resources Officers, and other staff. The following key issues have been addressed in the revised policy:

1. The purpose of the policy has been revised;
2. The Chancellor is now responsible, in consultation with university Presidents, for the development and maintenance of business processes and procedures for the administration and management of this policy;
3. Operational and procedural statements were removed from the policy;
4. Employee groups covered by this policy were identified; and
5. Roles and responsibilities of the Chancellor, Board of Governors and the PASSHE Presidents have been clarified.

MOTION: That the Board of Governors approve the revisions to Board of Governors' Policy 1985-07-A: *Management Performance and Reward Program*.

Supporting Documents Included: Board of Governors' Policy 1985-07-A: *Management Performance and Reward Program*; Board of Governors' Policy 1985-07-A: *Management Performance and Reward Program* with tracked changes (**attached separately**)

Other Supporting Documents Available: N/A

Reviewed by: Council of Presidents Meeting on December 12, 2012; Human Resources Committee on December 10, 2012 and December 20, 2012.

Prepared by: Gary K. Dent

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PA State System of Higher Education Board of Governors

Effective: November, 1985

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POLICY 1985-07-A: Management Performance and Reward Program

See Also:

Adopted: November 1, 1985

Amended: December 8, 1986, April 12, 2001, and January 24, 2013

A. Purpose and Scope

The Management Performance and Reward Program shall promote effective leadership and provide consistent and equitable policy and administrative practices for the employment, classification, compensation, benefits, and performance assessment of State System non-represented (management) employees. Except as otherwise elaborated or prescribed in Board Policy 1984-14-A, *Terms and Conditions of Employment of Senior Policy Executives*, this policy pertains to all State System non-represented (management) employees. The Chancellor is responsible for the development and maintenance of business process and procedures for the effective administration and management of this policy. The Chancellor shall report biannually to the Board of Governors Human Resources Standing Committee regarding the status of the development and maintenance of the business process and procedures.

B. Definitions

Compensation - Pay for services rendered.

Benefits - Programs used to supplement the cash compensation that employees receive, including but not limited to social insurance, medical insurance, and leave.

Total Rewards - All of the tools available to PASSHE that may be used to attract, motivate and retain employees and that employees perceive to be of value resulting from the employment relationship, including, but not limited to, compensation, benefits, work-life, performance and recognition, and development and career opportunities.

C. **The Program**

Total Rewards

PASSHE is committed to providing compensation, benefits, and other employee programs that enable the organization to attract, motivate, develop, and retain the best talent necessary to achieve the mission and strategic initiatives of the Office of the Chancellor and PASSHE universities. In order to accomplish this PASSHE will do the following:

- Determine the market valuation of jobs by using a market competitiveness based compensation program in which the Office of the Chancellor and universities:
 - Compare our positions with comparable jobs by using appropriate benchmarking processes, which compare total ompensation (direct and indirect pay and benefits) for similar jobs to peer organizations within the regions where PASSHE competes for talent, or national comparison when appropriate;
 - Balance the need to attract, motivate, develop, and retain talented employees with our mission; and
 - Monitor and manage internal and external equity concerns.
- Reward employee performance that supports the mission of the institution within a pay-for-performance philosophy.

Performance Management and Work-Life Experience

Employees who are recognized, rewarded, and appreciated for their performance are more productive and provide greater organizational value. Higher levels of performance are encouraged through:

- Using a performance management and employee development process that communicates performance expectations, standards of performance, is developmental at its core, and is an ongoing process of employee and supervisor communications.
- Using employee recognition, via formal and informal recognition programs.
- Providing formal flexible work arrangement programs, or by providing other types of work-life flexibility.

- Developing and broadening career opportunities within PASSHE by creating learning opportunities that assist employees in growing within their career paths.
- Encouraging employees to partner in community-citizen developmental experiences that benefit the employee, the community, and PASSHE.

D. Effective Date

Immediately.

Human Resources Committee Meeting

January 23, 2013

SUBJECT: Board of Governors' Policy 2013-02: *Evaluating the Chancellor* (ACTION)

UNIVERSITIES AFFECTED: All**BACKGROUND:** The Pennsylvania State System of Higher Education (PASSHE) has had three chancellors since its founding legislation, Act 188 of 1982: Dr. James H. McCormack, Dr. Judy G. Hample, and Dr. John C. Cavanaugh.

The Human Resources Committee of the Board of Governors conducted an assessment of its process for evaluating the chancellor. After its review, the Board conducted a pilot evaluation of the chancellor similar to the process and timeline included in Pennsylvania State System of Higher Education Board of Governors' Policy: 2002-03-A: *Evaluating Presidents*. This pilot was conducted covering the period July 2008 to December 2010 and reported to the Board in July 2011. As a result of this pilot, the Human Resources Committee developed this policy. This policy outlines the process and procedure for the evaluation of the chancellor.

MOTION: That the Board of Governors approve Board of Governors' Policy 2013-02: *Evaluating the Chancellor*.

Supporting Documents Included: Board of Governors' Policy 2013-02: *Evaluating the Chancellor***Other Supporting Documents Available:****Reviewed by:** N/A**Prepared by:** Gary K. Dent**Telephone:** (717) 720-4158



PA State System of Higher Education Board of Governors

Effective: January 24, 2013

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Policy 2013-02: Evaluating the Chancellor

See Also: 24 P.S. §§ 20-2001A, et seq.;
Board of Governors' Policy 2002-02

Adopted: January 24, 2013

Amended:

A. Purpose

In order to promote a systematic analysis for improvement of the Pennsylvania State System of Higher Education (PASSHE) and to meet performance expectations and requirements of the Board of Governors (hereinafter Board), an evaluation system for the assessment of a Chancellor's leadership, performance and development is established. The purpose of evaluating the Chancellor is to assess the quality and substance of administrative performance in the context of the PASSHE mission, vision and strategic goals. The role of the Chancellor is complex and diverse. Accordingly, the performance evaluation process must reflect this role and scope of a Chancellor's administrative duties and the Board's expectations while fostering and encouraging professional growth and development in professional competence and leadership, not only for the Chancellor, but also for the System as well.

1. Annual evaluation of performance promotes accountability

The annual evaluation establishes accountability for a Chancellor's decisions. While administrative decisions are, in part, governed by Act 188, PASSHE and Board policies, other factors that drive these decisions include legal limitations, ethical obligations and economic realities. The actions of the Chancellor are integral to the success of PASSHE and the persons affected by PASSHE – students, faculty, staff, the community, trustees, alumni and supporters.

2. Annual evaluation provides an objective context for assessing performance

The various roles of the Chancellor are part of a much larger framework, thus they are embedded within PASSHE. Actions taken by the Chancellor have important and long-term impact as to how the System operates and affects constituencies.

3. Annual evaluation promotes and strengthens effective leadership

Leadership should be based on demonstrated results. Annual evaluation, when conducted, increases understanding and appreciation for the Chancellor's tasks and accountability for the outcomes.

4. Annual evaluation provides systematic evidence of effectiveness

Annual evaluation provides an orderly and structured process for gathering objective evidence about performance. The evaluation should be based on well-defined criteria that include process and outcome data. Systematic methodology clearly specifies who will evaluate the Chancellor, when the evaluation should be conducted and in what manner. In addition, the evaluation framework specifies how evaluation results will be disseminated and used.

5. Annual evaluation provides a means for determining PASSHE goal achievement

Development of PASSHE requires effective leaders who embrace and promote its vision, mission and goals. By focusing at least in part on performance outcomes, the evaluation process requires that System goals be periodically reviewed and progress toward those goals be detailed.

6. Annual Evaluation provides a means for leadership development

Development of the Chancellor is a key outcome of the evaluation process. The growth and development of the Chancellor have benefits for the individual and PASSHE. The development plan should be based on opportunities derived from the evaluation process.

B. Evaluation Process

Upon the selection of the Chancellor and as part of the Chancellor's orientation, the Board's Executive Committee, led by the Chairperson, will explain the performance evaluation process. The Chairperson or designee will provide a summary of the process including, but not limited to, its purpose, participant roles and responsibilities, schedule, substance and procedures. The following is an explanation of the two types of performance evaluation and professional development plans that are to be conducted under this policy.

- 1. Annual Evaluation** - This evaluation is conducted every year by the Board's Chancellor Evaluation Committee consisting of at least three members of the Board, including the Chair of the Human Resources Committee, appointed annually by the Chairperson of the Board. The Chancellor Evaluation Committee will be supported by the staff of the Office of the Chancellor. The results of this evaluation are to be submitted to the Executive Committee, along with the Chancellor's self-assessment, for consideration and action by the Board. At the conclusion of the evaluation process, the Chancellor shall receive the annual evaluation in writing from the Chairperson of the Board. The Chairperson will

have the responsibility of disseminating the outcome of the evaluation process to constituents.

- 2. Triennial Evaluation** - This process differs from the Annual Evaluation in that it is performed every third year and is supported by an external consultant from a list of approved experts maintained by the Office of the Chancellor's procurement department. The Board's Chancellor Evaluation Committee selects the consultant from this approved list to work in collaboration with the committee in conducting the Chancellor evaluation.

C. Roles and Responsibilities

Board Chairperson – The Chairperson of the Board is responsible for appointing the Chancellor's Evaluation Committee, assuring the policy of the Board and all legal requirements are followed and the results are communicated to the Chancellor and appropriate constituents.

Chancellor – The Chancellor shall prepare a written self-evaluation of performance for the evaluation period. This self-evaluation shall report on achievement of, or progress toward achieving, the mission, goals and strategies that were agreed upon by the Chancellor, the Chairperson of the Board and the Executive Committee at the beginning of the evaluation period.

Chancellor Evaluation Committee – The Chancellor Evaluation Committee, consisting of three members of the Board appointed annually by the Chairperson of the Board shall, be responsible for conducting the annual evaluation of the Chancellor and the triennial evaluation of the Chancellor in conjunction with a consultant.

Consultant – The Board's Chancellor Evaluation Committee will identify an experienced consultant to assist in the triennial evaluation process. The consultant's role is to work with the Chairperson of the Board and the Chancellor Evaluation Committee in preparing an objective and thorough process based on this policy. In addition to supporting the performance evaluation process, the consultant may be asked to provide professional development and mentoring support to the Chancellor and/or Board.

Office of the Chancellor's Liaison - A Chancellor's Liaison will be appointed by the Board Chairperson to work with the Evaluation Committee. The Liaison will assist the committee in the performance review process, including the identification of constituents to engage in the process and participation as appropriate in the activities of the Committee.

D. Performance Goals and Indicators

At the beginning of each annual and triennial evaluation year, the Board Chairperson will outline individual and System performance goals with specific performance indicators reflective of PASSHE's long-term strategic plan and goals. This will occur in consultation with the Board Chairperson and Executive Committee. This information will subsequently serve as a key element of the performance evaluation of the Chancellor.

During the year, the Chancellor is responsible for informing the Board Chairperson and the Executive Committee of his or her progress, any major changes as well as any operational or other issues that may impact the Chancellor's ability to achieve the agreed upon goals. Prior to the end of the performance evaluation period, the Chancellor will complete a self-evaluation of his or her performance detailing individual, leadership team and PASSHE accomplishments and current PASSHE performance data.

E. Board of Governors' Evaluation Committee Report

The Chancellor Evaluation Committee will prepare a summary report using performance data from the System Research Office, the results of the PASSHE evaluation process, verbatim compilation of constituent feedback and any additional evaluation data that may be available for the committee's review. This written report will be submitted to the Board in accordance with a schedule approved by the Board Chairperson.

F. Evaluation Summary Prepared for Board of Governors Review

A complete evaluation summary will include:

- Annual PASSHE performance outcomes (System Accountability Reports);
- Board's assessment of the Chancellor's performance;
- The Chancellor Evaluation Committee's compilation of constituent feedback and evaluation of the Chancellor's performance; and
- The Chancellor's self-assessment.

The Board Executive Committee will review the completed evaluation of the Chancellor in making its decisions regarding the extension of the Chancellor's contract and determining compensation.

G. Professional Development Plan

A key focus of the performance evaluation process is the continuing professional and leadership development of each Chancellor. In order to achieve this goal, the Board Chairperson, Human Resources Committee Chair and mentor (as appropriate) will create a confidential professional development plan with the Chancellor.

H. Chancellor Evaluation Review

Based on a timeline provided by the Board Chairperson, the Executive Committee will meet with the Chancellor to plan for the upcoming performance year and review the results of the current year's performance evaluation.

I. Effective Date

Effective Immediately.

Human Resources Committee Meeting

January 23, 2013

SUBJECT: Collective Bargaining Agreement for the State College and University Professional Association (SCUPA) (ACTION)

UNIVERSITIES AFFECTED: All

BACKGROUND: In accordance with Act 188 of 1982, as amended, Section 20-2005-A, the Office of the Chancellor of the Pennsylvania State System of Higher Education (PASSHE) and the State College and University Professional Association (Non-Faculty Administrators) completed negotiations of a new agreement for the period July 1, 2011 through June 30, 2015. The attached summary details the key changes that resulted from collective bargaining.

MOTION: That the Board of Governors' ratify the agreement with SCUPA and authorize the Chancellor and the Chairman to execute the appropriate documents.

Supporting Documents Included: PASSHE/SCUPA Summary of Changes

Other Supporting Documents Available: N/A

Reviewed by: N/A

Prepared by: Gary K. Dent

Telephone: (717) 720-4158

PASSHE/SCUPA SUMMARY OF CHANGES

For Contract Renewal effective July 1, 2011

Article 1, Recognition and Definitions – No Change

Article 2, Accretion – No Change

Article 3, Professional Status – No Change

Article 4, Management Rights – No Change

Article 5, SCUPA Business

Section 7 – Modify section to read

“When the President of a university or his/her designee appoints a search committee or other University committee, President or his/her designee shall extend the opportunity for SCUPA representation on any such committee that includes 2 or more unions.”

Article 6, Maintenance of Membership – No Change

Article 7, Dues Deduction – No Change

Article 8, Return of Managers and Supervisors to the Bargaining Unit – No Change

Article 9, Workload

New section: Universities may change the start date of nine-month employees up to 4 weeks on either side of first day of fall academic semester.

New section: Each employee will be required to work a 40 hour work week schedule for 6 months of each fiscal year, after ratification, for the same pay as 37.5 hour work week schedule. During these weeks compensatory time will be earned after 40 hours per week. The weeks will be designated by management.

Article 10, Salaries and Wages

General pay increases

FY 12/13	0.75%	Effective July 1, 2012
FY 13/14	1.0%	Effective July 1, 2013
FY 14/15	1.5%	Effective July 1, 2014

Increments/Cash Payments

Employees in an active pay status shall be eligible to receive a one step annual service increment, or shall receive a one-time cash payment, as applicable, effective the beginning of the first full pay period in Fall 2012.

Employees in an active pay status shall be eligible to receive a one step annual service increment, or shall receive a one-time cash payment, as applicable, effective the beginning of the first full pay period in Fall 2013.

Employees in an active pay status shall be eligible to receive a one step annual service increment, or shall receive a one-time cash payment, as applicable, effective the beginning of the first full pay period in Fall 2014.

Section 9 – Above the minimum appointments applies to grant funded employees as well.

Article 11, Personnel Files – No Change

Article 12, Classification
Section 2.A.4:

Effective January 1, 2015, the Final Appeal Committee decision, which includes a neutral arbitrator, is controlling.

Article 13, Grievance and Arbitration – No Changes

Article 14, Discharge, Demotion, Suspension, and Discipline –
Section 1- Update section to remove Standard Grievance Procedure language.

Article 15, No Strikes and No Lockouts – No Changes

Article 16, Summer Employment – No Changes

Article 17, Holidays – No Changes

Article 18, Vacations
Section 8: Update language to include current carryover process for leave in excess of 45 days.

Article 19, Sick Leave and Bereavement Leave

Article 20, Personal Leave – No Changes

Article 21, Parental Leave – No Changes

Article 22, Military Leave – No Changes

Article 23, Civil Leave – No Changes

Article 24, Leaves of Absence – No Changes

Article 25, Leaves of Absence without Pay – No Changes

Article 26, Family Care Leave – No Changes

Article 27, Work-Related Injuries – No Changes

Article 28, Health Benefits

The Commonwealth's contribution rate to PEBTF on behalf of each permanent full-time employee eligible for benefits and covered by this Agreement shall be as follows:

FY 11/12	\$375 biweekly
FY 12/13	\$390 biweekly
FY 13/14	\$425 biweekly
FY 14/15	\$455 biweekly

	Employee Contributions	Get Healthy Waiver
FY 11/12	3.0%	1.5%
FY 12/13	3.0%	1.5%
FY 13/14	3.0%	1.5%
FY 14/15	5.0%	2.0%

“Me Too” language to management, for retiree healthcare.

Article 29, Life Insurance

Section 3: Update amount to \$20,000

Article 30, Disability Retirement Determination Procedure for ARP Participants – No Change

Article 31, Temporary Professional Employee

Section 1: Modify language to require SCUPA concurrence for extension of temporary position after initial 24 month time period ends.

Article 32, Professional Evaluation – No Change

Article 33, Furlough and Recall

Section 5: Change to grant superseniority from 4 to 5 statewide officers and delete last sentence in first paragraph.

Article 34, Vacancies

Section 1: Update SCUPA address and allow campuses to send job postings via email to SCUPA.

Article 35, Professional Development/Out-Service Training – Delete Article

Article 36, Grant Funded Program Coordinators – No Changes

Article 37, Miscellaneous Provisions

Section 12: Expand tuition waiver for employees to all PASSHE Universities. Expand dependent and spouse/domestic partner waiver to 50% at non home PASSHE Universities. Employees are required to pay for their portion of distance education incentive given to instructor/faculty.

Section 14: Delete section

Article 38, Fair Practices – No Changes

Article 39, Contracting Out Bargaining Unit Work – No Changes

Article 40, Term of Agreement

Four Year Agreement – July 1, 2011 through June 30, 2015



Executive Committee Meeting

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

January 23, 2013

Agenda

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Committee Members: Guido M. Pichini (*Chair*), Marie A. Conley, Ronald G. Henry, Jonathan B. Mack, Joseph F. McGinn, and Aaron A. Walton.

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

Executive Committee Meeting

January 23, 2013

SUBJECT: PASSHE Strategic Plan (INFORMATION)

UNIVERSITIES AFFECTED: All

BACKGROUND: An update of the work of the Strategic Planning Committee 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 of the Board of Governors
Pennsylvania State System of Higher Education

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

Thursday, January 24, 2013
9:00 a.m.

Agenda

Call to Order and Roll Call of the Members

Pledge of Allegiance

Approval of the Minutes of the October 10, 2012; October 11, 2012; October 24, 2012; November 28, 2012; December 14, 2012; December 20, 2012; and January 11, 2013 Meetings.

Remarks of the Chair..... Chairman Guido M. Pichini

Report of the Chancellor..... Dr. John C. Cavanaugh

Public Comments

Committee Reports with Related Actions

- A. Academic and Student Affairs**Mr. Aaron A. Walton
 - 1. Academic and Student Affairs Highlights
 - 2. Approval of a Bachelor of Arts Degree in Multidisciplinary Studies at Millersville University of Pennsylvania
 - 3. Approval of a Bachelor of Science Degree in Community Health Education at Mansfield University of Pennsylvania

- B. Audit** Mr. Joseph F. McGinn
 - 1. Committee Update

- C. External and Public Relations**.....Mr. Jonathan B. Mack
 - 1. Advocacy Update
 - 2. Legislative Update

- D. Finance, Administration, and Facilities**.....Mr. Ronald G. Henry
 - 1. Nonresident Tuition Plans
 - 2. University Center Replacement, East Stroudsburg University of Pennsylvania
 - 3. Property Donation, Edinboro University of Pennsylvania
 - 4. Demolition of Burrowes, Lenhardt, and Hobbs Hall, Millersville University of Pennsylvania
 - 5. Demolition of McCarthy Hall, West Chester University of Pennsylvania

- E. Human Resources**..... Ms. Marie A. Conley
 - 1. Revisions to Board of Governors' Policy 1983-01-A: *Merit Principles*
 - 2. Revisions to Board of Governors' Policy 1983-14-A: *Appointing Interim and Acting Chief Executive Officers*
 - 3. Revisions to Board of Governors' Policy 1984-14-A: *Terms and Conditions of Employment of Senior Policy Executives*
 - 4. Revisions to Board of Governors' Policy 1985-07-A: *Management Performance and Reward Program*
 - 5. Board of Governors' Policy 2013-02: *Evaluating the Chancellor*
 - 6. Collective Bargaining Agreement for the State College and University Professional Association (SCUPA)

- F. Executive** Chairman Guido M. Pichini
 - 1. PASSHE Strategic Plan

- Board Action** Chairman Guido M. Pichini
 - 1. Recognition: (ACTION)
 - Recipient of the Harlan Hill Trophy
 - Zach Zulli, Shippensburg University of Pennsylvania
 - Franklyn Quiteh, runner-up, Bloomsburg University of Pennsylvania
 - C. R. "Chuck" Pennoni
 - Jeffrey E. Piccola
 - Francine G. McNairy
 - John C. Cavanaugh

Other Business Chairman Guido M. Pichini

Announcements

Adjournment



Board Members: Guido M. Pichini (*Chair*), Senator Richard L. Alloway, II, Representative Matthew E. Baker, Jennifer G. Branstetter (designee for Governor Thomas W. Corbett), Marie A. Conley (*Vice Chair*), Governor Thomas W. Corbett, Sara J. Dickson, Laura E. Ellsworth, Representative Michael K. Hanna, Ronald G. Henry, Kenneth M. Jarin, Bonnie L. Keener, Jonathan B. Mack, Joseph F. McGinn, Harold C. Shields, Robert S. Taylor, Secretary Ronald J. Tomalis, Aaron A. Walton (*Vice Chair*), David F. Wolfe, and Senator John T. Yudichak.

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