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BOARD MATERIALS

April 2014



Board of Governors' Quarterly Meeting Agenda

Wednesday, April 9, 2014

2:00 p.m.

Meeting of the Board of Governors (Boardroom)

- Resolutions:
 - Franklyn Quiteh
 - F. Javier Cevallos
 - Sara J. Dickson
 - Slippery Rock University of Pennsylvania's 125th Anniversary

Committee Meetings (Boardroom)

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

Thursday, April 10, 2014

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, April 9, 2014
2:00 p.m.

Board of Governors' Meeting

- Resolutions (ACTION)
 - Franklyn Quiteh
 - F. Javier Cevallos
 - Sara J. Dickson
 - Slippery Rock University of Pennsylvania's 125th Anniversary Celebration

Committee Meetings

- **Academic and Student Affairs**
 - Revisions to Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs* (ACTION)
 - Approval of a Master of Health Science Degree (MHS) at Lock Haven University of Pennsylvania (ACTION)
 - Approval of a Doctorate of Education Degree (Ed.D.) in Special Education at Slippery Rock University of Pennsylvania (ACTION)
 - Annual Syed R. Ali-Zaidi Award for Academic Excellence (PRESENTATION) (Presentation of the award will be on Thursday, April 10)
- **Audit**
 - Committee Update (INFORMATION)

- **Finance, Administration, and Facilities**
 - Pricing Flexibility Pilot Proposals (ACTION)
 - Revisions to Board of Governors' Policy 1996-01-A: *Sources of Funding for University Scholarships* (ACTION)
 - Rescission of Board of Governors' Policy 1991-01-A: *Guidelines for Selection of Real Estate Appraisers* (ACTION)
 - Revisions to Board of Governors' Policy 1991-05: *Delegation of Authority for Leasing State System Real Property as Lessor and Granting Easements or Licenses for Use of State System Real Property* (ACTION)
 - Authorization to Issue Refunding Bonds (ACTION)
 - Property Acquisition, West Chester University of Pennsylvania (ACTION)
 - Demolition of Diehm and Harbold Halls, Millersville University of Pennsylvania (INFORMATION)
 - Budget Update (INFORMATION)
 - Quarterly Financial Reporting and Updates (INFORMATION)

- **Human Resources**
 - Committee Update (INFORMATION)
 - Revisions to Board of Governors' Policy 1983-13-A: *Process for Recommending Presidential Appointment* and Rescission of Board of Governors' Policy 1984-02-A: *Expenses for Presidential Searches* (ACTION)

Board of Governors Meeting
Thursday, April 10, 2014
9:00 a.m.

- **Board of Governors' Meeting**
 - Appointment of Nominating Committee for Board Officers (ACTION)
 - Resolution: James Franklin (ACTION)



Board of Governors' Quarterly Meeting Agenda

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

Wednesday, April 9, 2014
2:00 p.m.

Agenda

Call to Order and Roll Call of Board Members

Remarks of the Chair Chairman Guido M. Pichini

Board Action

- Resolutions: (ACTION)
 - Franklyn Quiteh
 - F. Javier Cevallos
 - Sara J. Dickson
 - Slippery Rock University of Pennsylvania's 125th Anniversary Celebration

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 Conley, Sara J. Dickson, Acting Secretary of Education, Carolyn C. Dumaresq, Laura E. Ellsworth (*Vice Chair*), Christopher H. Franklin, Todd M. Garrett, Chelsea E. Getsy, Representative Michael K. Hanna, Ronald G. Henry (*Vice Chair*), Jonathan B. Mack, David M. Maser, Joseph F. McGinn, Robert S. Taylor, Aaron A. Walton, and Senator John T. Yudichak.



Academic and Student Affairs Committee Meeting

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

April 9–10, 2014

Agenda

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Committee Members: Aaron A. Walton (*Chair*), Representative Matthew E. Baker, Sara J. Dickson, Acting Secretary of Education, Carolyn C. Dumaresq, Guido M. Pichini (*ex officio*) and Michelle Howard-Vital (nonvoting presidential liaison).

Academic and Student Affairs Committee Meeting

April 9–10, 2014

SUBJECT: Revisions to Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs* (ACTION)

UNIVERSITIES AFFECTED: All

BACKGROUND: The Board of Governors, university leaders, and Chancellor Brogan are committed to reducing the time for degree program approval and providing more local control in the academic programming process. To this end, proposed revisions to Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs*, will ensure agility and flexibility in initiating minors, certificates, and letters of completion.

Minors, a secondary field of study, are another way for students to become more versatile and distinguish themselves when they begin their hunt for jobs or compete for graduate program admission. While a certificate program can supplement an individual's present career, it can also help him or her begin a new one. In addition, many certificates and letters of completion can lead to stackable credentials as students work toward additional degree credentials.

In addition to these substantive changes, the proposed amended policy has been reconfigured in the following manner:

- Section B. Definitions—The definitions have been alphabetized.
- Administrative Procedure—This section has been removed from the policy and will be incorporated in PASSHE Standards and Procedures established by the chancellor for use by the universities.

MOTION: That the Board of Governors approve the revision to the Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs*.

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

Other Supporting Documents Available: N/A

Reviewed by: Council of Presidents, March 12, 2014; Chief Academic Officers, March 25, 2014

Prepared by: Kathleen M. Howley

Telephone: (717) 720-4200



PA State System of Higher Education Board of Governors

Effective: March 19, 1985

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Policy 1985-01-A: Requirements for Initiation or Change of Credit-Based Academic Programs

See Also:

Adopted: March 19, 1985

Amended: October 9, 2003, January 19, 2012, [April 10, 2014](#)

A. Purpose

To provide the chancellor and the Board of Governors, and the president and council of trustees of each University, the general criteria and policies governing Board of Governors' requirements prior to initiation or change of a credit-based academic program within a University or consortium of Universities.

B. Definitions

Academic Major: Main field of study in an academic program. For baccalaureate degrees, the academic major (comprised of core and cognate courses) and general education are the two principal components of the degree. For master's degrees, the academic major (common core), concentration or specialization, and capstone experience(s) are the principal components of the degree. Academic major can be a sequence of courses, activities, and/or experiences constituting a major field of study, culminating in a credit-based degree or certificate.

Academic Minor ~~when a Major Exists:~~ An organized program of study that comprises the fundamental requirements of ~~the~~ an academic major (core and cognate courses) equivalent to a minimum of 18 semester credit hours. As a secondary field of study, the academic minor should reflect a minimum of six credits of advanced standing coursework from the academic major. Exceptions to the advanced standing requirements may be granted on a case-by-case basis per request to the chancellor. ~~when a major exists comprises no more than six credits from the major field of study.~~

~~Academic Minor when no Major Exists:~~ ~~An organized program of study that comprises the fundamental knowledge and skills of a field of study (core and cognate courses) in which the university does not offer an academic major, equivalent to a minimum of 18 semester credit hours.~~

Academic Program: An instructional program leading toward a letter of completion, certificate, associate's, bachelor's, master's, or doctoral degree or resulting in credits that can be applied to one of these degrees.

Certificate: A formal credit-based credential designated on the academic record and awarded by an educational institution to indicate completion of a program of study that does not culminate in a degree. Certificates are not the same as *certifications or licenses*, which are typically awarded by third party, standard-setting bodies (not academic institutions), based on an assessment process that recognizes competencies in a particular occupational specialty as measured against a set of standards.

Certificate (sub-baccalaureate): Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least one but less than two full-time equivalent academic years, or designed for completion in at least 30 but less than 60 credit hours, or in at least 900 but less than 1,800 contact hours.

Post-baccalaureate (graduate) certificate: An award that requires completion of an organized program of study equivalent to a minimum of 18 semester credit hours beyond the bachelor's degree, but does not meet the requirements of a master's degree.

Post-master's (graduate) certificate: An award that requires completion of an organized program of study equivalent to a minimum of 24 semester credit hours beyond the master's degree, but does not meet the requirements of academic degrees at the doctoral level.

CIP Code: The Classification of Instructional Programs (CIP) is a taxonomic coding scheme of instructional programs. Its purpose is to facilitate the organization, collection, and reporting of fields of study and program completions. The CIP is the accepted federal government statistical standard on instructional program classifications.

Concentration, Track, Specialization, or Emphasis: A program of study in a focused area within an academic program (i.e., degree program, not a minor), consisting of a minimum of 12 semester credit hours for baccalaureate degrees and a minimum of nine semester credit hours for master's degrees. Requirements for the concentration, track, specialization, or emphasis are included within the program of study for the academic major.

Degree Designation: Specific degree type, including but not limited to bachelor of arts, bachelor of science, bachelor of applied science, master of arts, master of science, master of education, ~~and~~ doctor of education, and doctor of philosophy.

Discontinuance: Discontinued programs should have no students currently enrolled and the university has chosen not to reinstate or reorganize the program. Programs in moratorium in which no action is taken within the five-year period will be discontinued.

Letter of Completion: A statement of recognition designated on the academic record to indicate completion of an organized set of courses or short program of study, not culminating in a certificate.

Post-Baccalaureate Letter of Completion: An award that requires completion of a minimum of nine graduate credits beyond the bachelor's.

Post-Master's Letter of Completion: An award that requires completion of a minimum of nine graduate credits beyond the master's.

Sub-Baccalaureate Letter of Completion: An award that requires completion of a minimum of 12 credits but less than 30 credits at the postsecondary level (below the sub baccalaureate certificate) in less than one academic year (2 semesters or 3 quarters) or in at least 360 contact hours but less than 900 contact hours.

Moratorium: A program placed into moratorium means that students will no longer be admitted during the period of moratorium. Students currently enrolled or admitted will be allowed to complete the program. The university will assess the program's potential and either reinstate, reorganize or discontinue the program. Normally the period of moratorium lasts no more than five years.

Program Change: A change in the academic program (i.e., degree designation or award type, academic major, academic minor, concentration, track, specialization, emphasis); academic minor ~~(i.e., when no major exists); or certificate, or letter of completion (i.e., name of program of study).~~

Reorganization: Reorganized programs reflect curricula and/or credentials that have been significantly revised to meet new market demands or revised program accreditation requirements.

C. ~~Procedure~~ Process

The Office of the Chancellor shall, in consultation with State System universities, establish and review criteria for the initiation or change of credit-based academic programs as part of the System Standards and Procedures. The System Standards and Procedures are designed to further define or explain the policy.

1. Academic program proposals shall be subject to action by, or notice to, the Board of Governors or chancellor, as follows:

a. Board of Governors' Action

New academic program (i.e., associate, bachelor, master, doctoral degree) ~~— Full proposal covering criteria in Section B of the administrative procedure required.~~

b. Office of the Chancellor Action

~~New academic minor when no academic major (bachelor's degree) exists — Full proposal covering criteria in Section B of the administrative procedure required.~~

~~New letter of completion and sub-baccalaureate certificate when no academic major exists — Full proposal covering criteria in Section C of the administrative procedure required.~~

~~New graduate (post-baccalaureate) certificate when no master's degree program exists — Full proposal covering criteria in Section C of the administrative procedure required.~~

~~New post-master's certificate when no doctoral program exists — Full proposal covering criteria outlined in Section C of the administrative procedure required.~~

Reorganization of an existing approved degree program that affects or changes any of the following: name of the major, CIP code, student learning outcomes of the program, change in degree designation or award type, or a change in credit length that exceeds approved policies.

Reactivation of a degree program in moratorium—A university may request a degree program be placed into moratorium for up to five years. At any time during this five-year period, a university may choose to discontinue, reinstate the program as previously approved, or reinstate as a reorganized program. Approval is needed if the program has been reorganized as outlined above.

~~New degree designation — Letter containing rationale and supporting materials required.~~

c. Office of the Chancellor Notification

New concentration, track, specialization, or emphasis

New academic minor ~~when academic major (bachelor's degree) exists~~

New sub-baccalaureate certificate ~~when academic (bachelor's) major exists~~

New graduate (post-baccalaureate) certificate ~~when master's degree exists~~

New post-master's certificate

Conversion of any current program (associate, bachelor, master, doctoral, minor, certificate, or letter of completion) to online or interactive video learning modality.

~~When doctoral program exists — Letter required.~~

Degree program, minor, track, concentration, specialization, certificate, or letter of completion that is placed into moratorium or discontinued.

2. No new, reorganized, or reinstated academic program (associate's, bachelor's, master's, doctoral degree) ~~minor, or certificate~~ requiring approval shall be advertised or offered until the university president receives written notice from the chancellor verifying approval by the Board of Governors or chancellor.

No new minor, certificate, or letter of completion ~~program change~~ shall be announced or implemented without ~~the appropriate action~~ confirmation of receipt of notification from the chancellor.

3. All ~~new academic programs (bachelor's, master's, doctoral degrees) submitted for approval after January 18, 2012, must comply with the above definitions, and all~~ previously approved programs must be in compliance by conclusion of the ~~next~~ program review cycle after July 1, 2012, defined as program review reports to be conducted during the 2012-2013 academic year. All programs must be in compliance as of August 1, 2015.



PA State System of Higher Education Board of Governors

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~~Policy 1985-01: Requirements for Initiation or Change of Credit-Based Academic Programs ADMINISTRATIVE PROCEDURE~~

~~See Also:~~ _____ ~~Approved:~~ October 9, 2003
_____ ~~Amended:~~

~~A. Procedures~~

~~The Office of the Chancellor shall, in consultation with State System Universities, establish and review criteria for the initiation or change of credit-based academic programs.~~

- ~~1. The University shall submit a notification of intent, containing summary information on the proposed academic program, to Academic and Student Affairs at the time the possibility is introduced in internal planning documents, or first reviewed by an appropriate committee within the University. The Office of Academic and Student Affairs shall communicate approval or disapproval of the intent. While all criteria in section B. will be considered, appropriateness to mission and need shall be the key variables determining approval or disapproval. When an intent is disapproved, institutions may appeal the decision by writing to the chancellor within ten business days after receiving the decision. When approval is given, academic and student affairs staff shall assist in program development and assessment throughout the planning and review process. A schedule will be developed by the Office of Academic and Student Affairs to accommodate policy implementation.~~
- ~~2. Each program proposal shall emanate from an institutional program approval process, which assures appropriate faculty, administrative, and trustee review. The proposal must address completely the criteria in section B.~~
- ~~3. Academic program proposals shall be subject to action by, or notice to, the Board of Governors or chancellor, as follows:~~
 - ~~a. Board of Governors' Action~~
 - ~~**New major program** — Full proposal covering criteria in section B. of the administrative procedure required.~~

~~b. Office of the Chancellor Action~~

~~New minor program when no major exists— Full proposal covering criteria in section B. of the administrative procedure required.~~

~~New certificate program when no major or minor exists— Full proposal covering criteria in section C. of the administrative procedure required.~~

~~New degree designation— Letter containing rationale and supporting materials required.~~

~~c. Office of the Chancellor Notification~~

~~New minor when major exists, certificate when major or minor exists, track, concentration, focus, option, specialization, emphasis, or equivalent— Letter required.~~

~~Other program changes in the academic data file, including program name or title changes, termination, or moratorium— Letter required.~~

~~**B. Criteria for Approval of all New Programs Except Certificate Programs when no Major or Minor Exists**~~

~~The Office of Academic and Student Affairs in the Office of the Chancellor shall develop procedures to ensure that proposals address the following areas:~~

~~1. Appropriateness to Mission~~

~~The proposed academic program must be appropriate to the State System mission and to the University mission.~~

~~2. Need~~

~~The proposal shall include, depending upon type of program, sufficient information relative to the intellectual value, student demand, regional and national market demand for program completers, as appropriate, and value to such things as student breadth, faculty vitality, and community enhancement.~~

~~3. Academic Integrity~~

~~The proposal shall include sufficient information to demonstrate the adequacy and appropriateness of the proposed curriculum, standards, instructional staffing, and other resources. For graduate programs, and for certain undergraduate programs where the university lacks sufficient experience or involvement, the University and Office of Academic and Student Affairs shall cooperate in identifying an appropriate consulting individual or team to assist in evaluating and enhancing the proposal.~~

~~4. Coordination with Other Programs~~

~~For purposes of possible resources sharing, student transfer, or articulation, and avoidance of unnecessary duplication, the proposal shall report communication with other appropriate departments at the University; other Universities; business and industry, when appropriate; and with other institutions.~~

~~5. Assessment and Accreditation~~

~~The proposal shall include information on the plan for continuing assessment of student learning outcomes and periodic institutional, professional, and regional accreditation reviews, as well as plans to seek specialized accreditation, if appropriate.~~

~~6. Resources Sufficiency~~

~~The program proposal shall detail the need and availability of such resources necessary to support the program during the initial and subsequent four years. This statement shall include a description of the internal reallocation process by which such resources are assured:~~

- ~~a. Staff—Faculty and support~~
- ~~b. Learning resources—books, periodicals, films, cassettes, compact disks, etc.~~
- ~~c. Facilities or facility modifications~~
- ~~d. Other~~

~~7. Impact on Educational Opportunity~~

~~The proposal shall include appropriate information regarding probable impact of the new program on goals for enhancing both educational opportunity and assurance of civil rights.~~

~~C. Criteria for Approval of Credit-Based Certificate Program when no Major or Minor Exists~~

~~The Office of Academic and Student Affairs, in the Office of the Chancellor, shall adopt appropriate forms and develop an expedited process in conformance with local curriculum processes that ensures that Universities may respond quickly to emerging needs for credit based certificate programs when no major exists at the University. Proposals shall be abbreviated and shall briefly treat the following program characteristics:~~

~~1. Appropriateness to Mission~~

~~The proposal shall address the appropriateness of the credit-based certificate program to the State System mission and to the University mission.~~

~~2. Need~~

~~The proposal shall include information on need for the program as well as demand.~~

~~3. Academic Integrity~~

~~The proposal shall include information on the proposed curriculum and instructional staffing.~~

~~4. Resources Sufficiency~~

~~The proposal shall delineate the need for, and availability of, resources to support the program during the initial and subsequent two years.~~

Academic and Student Affairs Committee Meeting

April 9–10, 2014

SUBJECT: Approval of a Master of Health Science Degree (MHS) at Lock Haven University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: Lock Haven University of Pennsylvania.

BACKGROUND: Lock Haven University proposes a Master of Health Science (MHS) degree with concentrations in Health Promotion/Education and Healthcare Management. This specialized advance degree at Lock Haven University is unique within the Pennsylvania State System of Higher Education (PASSHE) and complements their existing MHS in Physician Assistant Studies.

Graduates of the proposed program will be prepared for advancement to leadership and management in a variety of healthcare settings with the majority entering hospitals, community health settings, and nonprofit health and human services settings, including the Susquehanna Healthcare System and the American Cancer Society. Specifically, graduates will demonstrate the knowledge, skill, and ability to: a) assess the health needs of populations; b) plan and evaluate health education and promotion programs; and c) promote and apply relevant research findings to contribute to the effective delivery and management of health education and healthcare.

The online/distance learning and interactive videoconferencing delivery format of the proposed program is in alignment with PASSHE's new strategic plan in several areas, including providing greater flexibility in how, when, and where students learn.

MOTION: That the Board of Governors approve a Master of Health Science Degree (MHS) at Lock Haven University of Pennsylvania.

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

Other Supporting Documents Available: Degree Proposal

Reviewed by: Lock Haven University Council of Trustees, February 6, 2014

Prepared by: Kathleen M. Howley

Telephone: (717) 720-4200

Executive Summary of New Degree Proposal
Master of Health Science
Lock Haven University of Pennsylvania
April 9, 2014

1) Appropriateness to Mission

Lock Haven University of Pennsylvania proposes a new Master of Health Science (MHS) degree with concentrations in Health Promotion/Education and Healthcare Management. The Master of Health Science is a specialized advanced degree which focuses on the study and research of health and healthcare in areas such as health promotion/education, healthcare administration and leadership, as well as current issues in Health Science. Significant areas of study of an MHS degree include assessment, planning, leadership, and evaluation of health programs. Graduates of an MHS degree will be prepared for advancement to leadership and management in a variety of healthcare settings with the majority entering hospitals, community health settings and nonprofit health and human services settings, including the Susquehanna Healthcare System and the American Cancer Society.

This specialized MHS degree is unique within the Pennsylvania State System of Higher Education (PASSHE) and complements Lock Haven University's Master of Health Science in Physician Assistant Studies. Graduates of the proposed program will demonstrate the knowledge, skill and ability to: a) assess the health needs of populations; b) plan and evaluate health education and promotion programs; and c) promote and apply relevant research findings to contribute to the effective delivery and management of health education and healthcare. The proposed MHS program will facilitate the attainment of advanced knowledge and skill, improve the student's ability to educate and manage in health-related institutions and contribute to research. Graduates of Lock Haven's proposed MHS program will ultimately be prepared to make measurable and meaningful contributions to the health of individuals, communities and organizations through gaining the knowledge of health education and promotion theory/delivery, research and leadership.

The online/distance learning and interactive videoconferencing delivery format of the proposed program is designed to meet the needs of working adults. As such, the proposed program is in alignment with PASSHE's new strategic plan in several areas, including providing greater flexibility in how, when, and where students learn. The core courses offered within the MHS provide essential foundations while the electives and internship experiences allow the student to tailor the program to meet the needs of their professional interests and aspirations.

The proposed degree program is directly aligned with Lock Haven's *Mission and Strategic Plan* for 2011-2015. In particular, the MHS directly addresses the overall mission of this plan by offering a special emphasis on professional programs and real-world experiences and co-curricular activities that enable students to realize

their full potential. The proposed MHS aligns closely with the mission of Lock Haven's Department of Health Sciences as it prepares graduates in a variety of allied health fields. The proposed MHS is a natural extension of the undergraduate program in the same department. It also enables individuals who are certified, licensed, or registered to complete an advanced program in order to pursue a career in leadership roles in healthcare professions and to implement health education and promotion in a variety of settings.

2) Need

In light of the expanded coverage of the March 2010 Patient Protection and Affordable Care Act (PPACA) there is a predicted increase in the demand for all levels of health promotion and prevention education and services, including managers and administrators.

National and regional data indicate a significant number of emerging occupations that may be filled by professionals prepared with an MHS. These needs are a result of changes in healthcare delivery dictated primarily by the implementation of the PPACA. These data are significant given the newness of the Master of Health Science degree. According to the United States Bureau of Labor Statistics' (BLS) *Occupational Outlook Handbook*, health educators are employed in the following areas: healthcare (37%); government (21%); grant making, civic, professional (15%); social and nonprofit organizations (12%); educational services – state, local and private (9%). Specific worksites include, but are not limited to: hospitals, physicians' offices, and federal or state public health agencies, private businesses, health and human service facilities, clinics, and insurance companies. Due to the growing complexity and increased demands on the healthcare system, emphasis on preventive care to reduce healthcare costs, and the predicted population increase, the need continues to grow for well-trained educators, managers, clinicians, and researchers.

Within the Commonwealth of Pennsylvania, the future needs for professionals prepared with an MHS are encouraging. In the October 4, 2013 issue of the *Central Penn Business Journal*, Julia Hearthway, Secretary, Pennsylvania Department of Labor reported that health care has led the pack in direct job growth with employment gains of 34,800. This industry accounts for 40% of all jobs added since January, 2011. The US Department of Labor projects increased need in Pennsylvania for health educators of 23% and medical and health services managers of 12% into 2020. In his letter of support for the proposed program, John Zidansek, CEO of Lock Haven Hospital, states, "Due to rapidly increasing demand for qualified administrators, the introduction of this program is very timely." Steven Johnson, President and CEO of Susquehanna Health, provided a letter of support indicating interest in recruiting graduates for the proposed program. Industry reports clearly demonstrate there are not enough qualified people to fill the current demand. The changes in healthcare delivery, increases in nonprofit support organizations, and increased administration demands within hospitals are evidence of the need for MHS professionals.

3) Academic Integrity

The overarching goal of the proposed MHS program is to prepare students to function independently and successfully as specialized healthcare professionals and health educators in a variety of settings. Graduates of the proposed program will be prepared to pursue or advance a professional practice career in health education, healthcare delivery, high level administration, and research. In addition to completing one to two years of intensive course work, graduates will have the flexibility to choose an internship, capstone project, and/or thesis. The MHS degree is focused on meeting the educational needs of health professionals and preparing them for roles as department directors, hospital administrators, laboratory/clinic managers, directors of healthcare policy, and health educators. Regional hospital chief executive officers have indicated that all administrators within their respective healthcare systems must have obtained a minimum of a Masters level of preparation. Considering the interdisciplinary nature of the MHS, there is not a nationally recognized specific set of standards. However, Lock Haven has strengthened this program proposal by being cognizant of the *Common Competencies for All Healthcare Managers: The Healthcare Leadership Alliance Model*; the National Center for Healthcare Leadership; and related accreditors such as the Commission on Accreditation of Allied Health Education Programs and the Council on Education for Public Health.

The proposed program is in alignment with Board of Governors' related academic policies.

4) Coordination/Cooperation/Partnerships

During the development stages of the proposed MHS program, the committee received input from faculty in a variety of departments across campus including Business Administration, Health and Physical Education, and Recreation Management. In addition, direction for the program was received from the Dean of the College of Natural, Behavioral and Health Sciences and the Provost. A framework for the program and other input was sought from the program coordinators of the Master of Science in Physician Assistant Studies, the Clinical Mental Health Counseling in the Department of Academic Development and Counseling, and the Master of Science in Sport Science. In terms of course instruction, the program anticipates utilizing faculty from various departments to provide students within the program a multidisciplinary educational experience. The program relies extensively on collaboration with other units across campus including the Library, Admissions, Distance Education, Planning and Assessment, and Marketing and Communications. The proposed program also builds on Lock Haven's close relationship with local health science field experience sites, including but not limited to hospitals, health and human service agencies and health-related organizations.

5) Assessment

As required by all programs at Lock Haven, assessment of both program and student learning outcomes are required every year and submitted to the Office of the Provost. In addition, Lock Haven adheres to the Board of Governors' policy five-year program review requirement to include examining areas such as retention, quality of student experience, placement of students in career paths, and results of yearly assessment measures. Based on the analyses of these assessments, program improvements will be implemented as recommended by the Program Assessment Committee. Considering the interdisciplinary nature of the MHS program, there is not a nationally recognized specific set of standards for the Master of Health Science. Nonetheless, the program addresses the common competencies for established related bodies.

6) Resource Sufficiency

The proposed MHS builds upon Lock Haven's highly successful and growing Health Science undergraduate program and complements its MHS in Physician Assistant Studies. The basic infrastructure, support staff and field affiliations are in place to support the program. The budget proposal contains anticipated expenses and revenues to include an instructional fee of 20 percent of graduate tuition and technology fee. The budget accounts for operating costs, library costs, faculty costs, administrative support to the program, and other expenses including travel and graduate assistant costs. The number of undergraduate sections will be reduced without negative impact on undergraduate programs, in order to reassign faculty to teach graduate courses in the new program. The Provost's Office will fund the anticipated revenue deficit in the first year.

The program will have an operating budget as well as student employment funds to support the program in terms of promotion, recruitment of students, and to cover regular administrative costs. It is anticipated that no current or new facilities, new equipment or additional financial resources will be needed once the program is started and has achieved full enrollment. In terms of faculty and staff support, the program will require the hire of an adjunct faculty member to deliver course content which cannot be fulfilled by the expertise of the current faculty. The adjunct faculty will serve in the second semester of the program to meet initial needs of the program. The adjunct faculty hire will be replaced with the addition of one tenure track faculty in year two of the program.

7) Contributions to Required and University-Specific Performance Indicators

Performance Indicators supported by the Master of Health Science program include the number of degrees/certificates conferred and the number of STEM-HP (Science, Technology, Engineering, Mathematics, and Health Professions) degrees/certificates.

Prepared by: Beth McMahon, Ph.D., Professor, Department of Health Science

Implementation date: Fall 2014

Date approved by Council of Trustees: February 6, 2014

Lock Haven University Masters of Health Science Budget Narrative

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	<p>The 36 credit program can be completed in one-year with full-time enrollment or two-years with part-time enrollment. The Headcount Enrollment assumes a year 1 projection of 20 students (80% PA residents and 20% Non-PA residents). Retention is assumed to be 80%. Enrollment will be maintained at capacity through additional admissions of qualified students. Provost will cover program deficit in Year 1.</p> <p>In years 2-5, Only revenue for New Students and continuing New Students (Existing) are reflected in this budget. Existing Students are defined as continuing New Students. It is assumed that there will be 32 new students in Year 2; 30 new students in year 3; 32 new students in year 4, and 30 new students in year 5.</p>
ESTIMATED REVENUE	
Tuition Generated	The budget spreadsheet uses current tuition rate for each year of the 5-year budget projection.
Instructional Support Fee	Assumes the currently approved instructional support fee for graduate professional programs -20% of the tuition and technology tuition rates - for each year of the 5-year budget projection.
Other	The Provost's cost center will cover deficit in year 1.
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	Year 1: \$254,997 (Existing) reflects 1.75 FTE existing faculty who will teach in program (using mean salary of department; associate step 4), 2015 summer pay, distance ed per student costs, and release time for coordinator. \$14,160 (New) includes part-time .5 FTE adjunct faculty in spring 2015. Years 2 through 5: \$88,906 represents the 1.0 new tenure track FTE and the existing \$167,247 represents 1.0 FTE as well as DE, .5 FTE release time for coordinator, and summer pay.
Salaries and Benefits (Staff, Grad Asst Stipend/ Waiver, Teaching Assistances, etc.)	Year 1: (Existing) \$16,853 reflects existing .25 FTE staff support. \$10,000 (New) represents the awarding of 1 graduate assistantship. Year 2: (New) represents 0.5 Administrative Support New Hire in AY 15/16 to replace previous .25 FTE existing support. Year 4: (New) represents the awarding of an additional graduate assistantship.
Learning Resources	Learning Resources to include library needs are budgeted with inflationary costs.
Instructional or Facilities and/or modifications	No new Instructional Equipment or additional facilities or modifications of existing facilities is anticipated.
Administrative Expense	Assumes 20% of the tuition and instructional support fee revenue is added for Administrative expenses.
Other	Travel expenses for internship supervision

Five-Year Budget Projection

Masters Program -- Masters of Health Science

Estimated Student Impact of New Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Resident Full-Time Headcount Enrollment		8	0	17	0	17	0	17	0	17
Nonresident Full-Time Headcount Enrollment		2	0	3	0	3	0	3	0	3
Resident Part-Time Headcount Enrollment		8	7	9	7	7	6	9	7	7
Nonresident Part-Time Headcount Enrollment		2	1	3	3	3	2	3	3	3
Projected Annual Credits Generated	540		1080		1080		1080		1080	
Estimated Revenue										
Tuition Generated	\$262,548		\$517,140		\$525,096		\$521,118		\$525,096	
Instructional Support Fee	\$54,994		\$108,324		\$109,987		\$109,156		\$109,987	
External Grants and Contracts										
Other - Provost Reserve		\$48,976								
Estimated Total Revenue	\$366,518		\$625,464		\$635,083		\$630,274		\$635,083	
Estimated Expenses										
Estimated Expenses	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and benefits - Faculty	\$254,997	\$14,160	\$167,247	\$88,906	\$256,153		\$256,153		\$256,153	
Salaries and/or benefits Other (staff, grad assistant stipend/waiver, teaching assistants, etc.)	\$16,853	\$10,000	\$10,000	\$29,061	\$39,061		\$39,061	\$10,000	\$49,061	
Learning Resources		\$5,000	\$5,000	\$500	\$5,500	\$500	\$6,000	\$500	\$6,500	\$500
Instructional Equipment										
New Facilities and/or Modifications to existing facilities										
Administrative Expense	\$63,508		\$125,093		\$127,017		\$126,055		\$127,017	
Other		\$2,000		\$2,000		\$2,000		\$2,000		\$2,000
Estimated Total Expenses	\$366,518		\$427,806		\$430,230		\$439,768		\$441,230	
Estimated Financial Impact of New Program	\$0		\$197,658		\$204,853		\$190,505		\$193,853	

Academic and Student Affairs Committee Meeting

April 9–10, 2014

SUBJECT: Approval of a Doctorate of Education Degree (Ed.D.) in Special Education at Slippery Rock University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: Slippery Rock University of Pennsylvania

BACKGROUND: Slippery Rock University proposes a new Doctorate of Education (Ed.D.) in Special Education that focuses on 1) content pedagogy, a field of study that will equip college faculty to prepare teachers to be effective in inclusive classrooms; and 2) leadership in special education. Graduates will be prepared to enter special education faculty positions as well as special education leadership positions in the K-12 system or related support service agencies.

Designed to meet the needs of the working professional, the three-year cohort model will be offered via online delivery modality during the fall and spring semesters and face-to-face on weekends during the summer residency requirements at the Cranberry Township Regional Learning Alliance.

The proposed program will leverage the success of Slippery Rock University's existing online master's degree in special education, which is the largest such program in the Commonwealth of Pennsylvania with over 200 students currently enrolled. The proposed program will be Slippery Rock University's second doctoral program and, as such, the university is familiar with the pedagogies and resource needs of a doctoral-level program.

MOTION: That the Board of Governors approve a Doctor of Education (Ed.D.) in Special Education Degree at Slippery Rock University of Pennsylvania.

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

Other Supporting Documents Available: Degree Proposal

Reviewed by: Slippery Rock University Council of Trustees, March 28, 2014

Prepared by: Kathleen M. Howley

Telephone: (717) 720-4200

**Executive Summary of New Degree Program Proposal
Doctorate in Special Education
Slippery Rock University of Pennsylvania**

April 9, 2014

1) Appropriateness to Mission

Slippery Rock University of Pennsylvania proposes a new Doctorate of Education (Ed.D.) in Special Education that focuses on 1) content pedagogy, a field of study that will equip college faculty to prepare teachers to be effective in inclusive classrooms; and 2) leadership in special education. The program will be professional in nature, equipping graduates to be practitioners in the field and intelligent consumers of research. Graduates will be prepared to enter special education faculty positions, as well as special education leadership positions in the K-12 system or related support service agencies.

The 60-credit, three-year cohort program is designed to meet the needs of the working professional through the online delivery modality for the fall and spring semesters and a summer residency requirement where students will meet face-to-face on weekends at the Cranberry Township Regional Learning Alliance. This program design will allow for future portability to other geographic areas of the Commonwealth such as the Dixon University Center in Harrisburg. The program is anticipated to begin in spring 2015 with new cohorts starting every other fall (2016 and thereafter).

The proposed program will leverage the success of Slippery Rock's existing master's degree in special education, which is also delivered via online format. The master's degree program is currently the largest such program in the Commonwealth of Pennsylvania, with over 200 students enrolled. In addition, over 600 students are enrolled in Slippery Rock's undergraduate special education programs, all of which create a clear pipeline for the master's and doctoral programs.

The proposed program will be Slippery Rock's second doctoral program and, as such, Slippery Rock University is familiar with the pedagogies and resource needs of a doctoral-level program. Slippery Rock University also offers the Doctorate in Physical Therapy degree program.

The proposed Ed.D. Program is in accordance with PASSHE's new strategic plan's efforts align academic programs with real workforce and personal growth needs; along with the flexibility in how, when, and where the program is offered. The Ed.D. in Special Education also aligns with Slippery Rock's strategic plan entitled "*Higher Education in 2025 and Beyond.*"

2) Need

According to the Pennsylvania Department of Education Bureau of Special Education, there are 294,963 students enrolled in Pennsylvania's K-12 system who are identified with special needs such as autism, learning disabilities, emotional disturbances, mental health issues, and physical disabilities, who are most often taught in inclusive classrooms. Most teachers are not trained by experts who have systematically studied how to teach special education students in regular education classrooms.

Because the need for teachers with special education skills is anticipated to grow, it is expected that the need to prepare these teachers will also grow. According to the Bureau of Labor and Statistics, teacher vacancies for students with special needs are expected to grow by 17% by 2020. In the region, openings for K-6 special education teachers are expected to grow by 30.9% in Virginia, 20.4% in Maryland, 12.9% in Ohio, and 6.1% in Pennsylvania. Within a 100-mile radius of Slippery Rock University, middle school special education teaching jobs are to increase 10.6% by 2020. In addition, the Bureau anticipates that by 2020 retiring special education teachers will create many vacancies in the field.

HigherEdJobs.com lists 112 Special Education professor positions as of March 7, 2014. All assistant/associate professor in special education jobs listed require a Doctor of Education and most specify "Ph.D. or Ed.D" in special education.

Many school administrators and agency leaders that work with special needs issues are now experiencing growing demands on their abilities to lead their programs. This proposed program will meet the growing demand to prepare leaders to enter public schools, and agencies/nonprofit organizations, such as the National Council for Special Education, the Council for Exceptional Children, the National Association of Special Education Teachers, the Parent Educational Advocacy Training Center, and the National Center to Improve Practice in Special Education.

3) Academic Integrity

An external review to ensure academic readiness and institutional capacity for Slippery Rock University to offer the Ed.D. in Special Education was conducted by Dr. Sam Evans, Dean of the College of Education and Behavioral Sciences at Western Kentucky University. Dr. Evans was chosen because of his successful leadership in a similar doctoral program, as well as his role as Region III representative to the Teacher Education Council of the State Colleges and Universities Executive Committee. He concluded that both the College of Education and Slippery Rock University is poised and ready to offer the proposed program and the identified resources contained therein.

The program goals focus on equity, applied research, cultural sensitivity, high expectations, developmental appropriateness, accommodating individuals, and appropriate use of technology.

The program's curriculum is intended to accomplish the following learning outcomes:

- Develop students as effective educational leaders with both content knowledge and research skills to support the development of research-based practices in educational systems throughout the nation and the world;
- Develop highly-qualified faculty and administrators to teach and lead in institutions of higher education; and
- Develop students as facilitators of research and leaders of school divisions, post-secondary institutions, and other community, state, national, and international agencies and associations that link graduate education initiatives to educational improvement and economic development.

The proposed program is in compliance with related Board of Governors' academic policies.

4) Coordination/Cooperation/Partnerships

There are 21 institutions of higher education within a 100-mile radius who can serve as feeders to this program. Slippery Rock University will be working with these 21 institutions, as well as the PASSHE universities who offer special education programs, to develop a seamless pathway for admission to the proposed program. A benefit of such partnerships is that Slippery Rock University will graduate students with the terminal degree who can fulfill its growing need for experts to teach and run its undergraduate and master's degree programs in special education.

5) Assessment

Six course-embedded key performance-based assessments will be used to collect data on students' ability to meet the programs goals and objectives. A candidacy exam will also be used after the first year of the program to insure that all students meet baseline program goals and objectives required to move on in the program.

The unit assessment system via Task Stream will be used to collect data on student and program performance. Follow-up surveys with employers and program completers will also be made. A faculty committee headed by the Assistant to the Dean of the College of Education will meet monthly to monitor the assessment system and insure a feedback loop is implemented; decisions on program improvement will be made in part with the data collected.

The Council for the Accreditation of Educator Programs (CAEP) will review assessment and other data and provide feedback on the program when conducting its periodic program review of Slippery Rock University's College of Education.

In addition, the proposed Ed.D. will comply with the Board of Governors' Policy 1986-04-A: *Program Review*.

6) Resource Sufficiency

Because the program is built on an existing baccalaureate and master's program in Special Education, the basic infrastructure, support staff, and related affiliations are in place.

Faculty will be reallocated to the doctoral program from Physical Education and Early Childhood Education. Overall enrollment in those programs has declined in recent semesters, so sections will be consolidated to allow reallocation to the doctoral program.

The Special Education doctoral courses will be taught by existing faculty. Overall enrollment in other related Education programs has declined so sections of existing courses will be consolidated to allow reallocation of existing faculty. The five-year budget projection and narrative clarifies the resource sufficiency and requirements for the program.

The program will be taught online and at the Regional Learning Alliance (RLA), so no campus facility modifications are needed. Slippery Rock University's Education & General budget annually funds the RLA lease. Ongoing internal conversations at Slippery Rock University will determine what percentage of net revenue for program offerings at RLA will support the university's funding of the RLA lease.

7) Contributions to Required and University-Specific Performance Indicators

Performance indicators that will be supported by this program include the generation of private support to finance research and the number of degrees/certificates conferred.

Prepared by: A. Keith Dils, Dean of the College of Education, Slippery Rock University

Implementation date: Spring, 2015

Date approved by Council of Trustees: March 28, 2014

**Slippery Rock University: Ed.D in Special Education Degree Program
Budget Narrative**

	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	The projections are based on a cohort of 15 students in year one, 20 students in year three and 22 students in year five. Each cohort includes one nonresident student. The first cohort will enroll in Spring 2015. Beginning with the second cohort in year three, all cohorts will start in the fall semester. The five-year budget assumes all students will enroll for the 60-credit doctoral program. A retention rate of 82 percent is used between years one and two, a rate similar to the university's retention rate. All students are considered part-time.
ESTIMATED REVENUE	
Tuition Generated	The tuition is based on the resident graduate tuition and the approved distance education rate for nonresident students of 102 percent of the graduate resident tuition rate. Nonresident students will also be assessed the distance education rate during their summer residencies.
Instructional Support Fee	The Slippery Rock University academic enhancement fee, approved by the Council of Trustees, for graduate students is 15 percent of tuition, or \$66.30 per resident credit hour. The rate falls within the allowable fees under Board of Governors' policy.
External Grants & Contracts	No grants or external contracts are anticipated at this time.
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	<p>All courses will be taught by existing University faculty. All years include a .33 FTE alternate workload assignment and a three-week summer contract for the program coordinator. Taking into account the spring semester start of the program, the year one program coordinator's salary and benefit expenses total \$23,988. The program coordinator's salary and benefit expenses increase to \$49,975 in year two and remain at \$49,975 for years three through five. Each fall, spring and summer term includes at least one dual-enrolled course, enrolling a combination of master's and doctoral students. As such, the workload and expenses associated with the dual-enrolled course are split 50/50 between the master's level and doctoral programs. Workload associated with 12 dissertation credits is reflected in years three and five.</p> <p>Years one through five include summer salary and benefits associated with teaching three or four courses each summer term. For example, year one requires .40 FTE academic year faculty and twelve weeks of summer contracts to teach three summer courses and provide an administrative contract, with a salary and fringe benefit cost of \$70,490. In year two, the faculty FTE increases to .79 with a salary and fringe benefit cost of \$119,240. Year three reflects an increase to 1.70 FTE faculty in order to provide dissertation review, complete the fall courses for the entering cohort and teach two classes each semester to the new cohort at a cost of \$239,004. In year four the FTE faculty declines to .79 FTE dropping faculty personnel costs to \$119,240. Faculty FTE increases to 1.66 in year five to provide dissertation supervision and offer two courses to the incoming cohort at a cost of \$234,067.</p>

**Slippery Rock University: Ed.D in Special Education Degree Program
Budget Narrative**

	NARRATIVE/ASSUMPTIONS (CONTINUED)
Salaries and Benefits (Staff, Grad Asst. Stipend/Waiver, etc.)	The program coordinator will provide resources to recruit, admit and retain doctoral students. In addition, five percent of the staff position assigned to Special Education will assist the program.
Instructional Equipment / Learning Resources	The Regional Learning Alliance (RLA) will provide access to required instructional equipment. The department does not require additional learning resources to support the Ed.D. in Special Education.
Instructional Expenses	Instructional expenses include supplies, postage and printing.
Facilities and/or modifications	Because the proposed program is delivered online and at the RLA, no facilities modifications are anticipated. Ongoing internal conversations will determine what percentage of net revenue will support the University's funding of the existing RLA lease.
Administrative Expense	20% of tuition and instructional support fees.
Other	The five-year budget includes mileage to the RLA and marketing expenses.

**Slippery Rock University - Doctorate in Special Education
Five-Year Budget Projection**

Estimated Student Impact of New Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Resident Full-Time Headcount Enrollment										
Nonresident Full-Time Headcount Enrollment										
Resident Part-Time Headcount Enrollment		14	11		9	19	15		12	21
Nonresident Part-Time Headcount Enrollment		1	1		1	1	1		1	1
Projected Annual Credits Generated	225		252		660		336		696	
Estimated Revenue										
Tuition Generated	\$99,585		\$111,573		\$292,125		\$148,701		\$307,983	
Instructional Support Fee	\$14,938		\$16,736		\$43,819		\$22,305		\$46,197	
External Grants and Contracts										
Other - Program Investment Reserves			\$25,065							
Estimated Total Revenue	\$114,523		\$153,374		\$335,944		\$171,006		\$354,180	
Estimated Expenses										
Estimated Expenses	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and benefits - Faculty	\$70,490		\$119,240		\$239,004		\$119,240		\$234,067	
Salaries and/or benefits Other (staff, grad assistant stipend/waiver, teaching assistants, etc.)	\$3,438		\$3,438		\$3,438		\$3,438		\$3,438	
Instructional Expenses		\$1,145		\$1,534		\$3,359		\$1,710		\$3,542
Instructional Equipment										
New Facilities and/or Modifications to existing facilities										
Administrative Expense	\$22,905		\$25,662		\$67,189		\$34,201		\$70,836	
Other		\$3,500		\$3,500		\$3,500		\$3,500		\$3,500
Estimated Total Expenses	\$101,478		\$153,374		\$316,490		\$162,089		\$315,383	
Estimated Financial Impact of New Program	\$13,045		\$0		\$19,454		\$8,917		\$38,797	

Academic and Student Affairs Committee Meeting

April 9–10, 2014

SUBJECT: Recognition of the Recipient of the Annual Syed R. Ali-Zaidi Award for Academic Excellence (PRESENTATION)

UNIVERSITIES AFFECTED: All

BACKGROUND: Created in 2000, the Syed R. Ali-Zaidi Award for Academic Excellence is conferred upon a graduating senior from one of the PASSHE universities. This award was founded by Dr. Syed R. Ali-Zaidi, a charter member of the Board of Governors. Funding for this academic excellence award was made possible through gifts from Dr. Ali-Zaidi, Highmark Inc., and the PASSHE Foundation, Inc. Dr. Ali-Zaidi wishes to inspire and honor PASSHE students who exhibit excellence in their pursuit of knowledge.

Candidates for the 2014 award were recommended by their university president at the conclusion of a campus application and selection process that was open to all graduating seniors. Multiple selection criteria included outstanding academic scholarship, including prizes, honors, and honorary societies; participation in extra/co-curricular activities; and a two-page essay by the nominee addressing how the university has prepared him or her for the next career step.

This year, a review panel appointed by the chancellor considered 14 nominees in accordance with the criteria outlined above and ranked three finalists. Ms. Rebecca Burcher, a student at Slippery Rock University of Pennsylvania, was selected as the recipient of the 2014 Syed R. Ali-Zaidi Award for Academic Excellence. Ms. Burcher will receive a check for \$1,000, along with a commemorative medallion.

The two runners-up for the award were Ms. Sara Dickson from Clarion University of Pennsylvania; and Ms. Gretchen Heine, from Indiana University of Pennsylvania. Each will receive a check for \$500.

Supporting Documents Included: Slippery Rock University President Nomination Letter; Rebecca Burcher's Resume; Sara Dickson's Resume; Gretchen Heine's Resume

Other Supporting Documents Available: Candidates' Resumes

Reviewed by: N/A

Prepared by: Peter H. Garland

Telephone: (717) 720-4010

January 7, 2014

Chancellor Frank T. Brogan
Pennsylvania State System of Higher Education
Dixon University Center
2986 North Second Street
Harrisburg, PA 17110

RE: Recommendation of Ms. Rebecca Burcher for the 2014 Syed Ali-Zaidi Award for Academic Excellence

Dear Chancellor Brogan:

Slippery Rock University of Pennsylvania is honored to present Ms. Rebecca Burcher as our candidate for the 2014 Syed Ali-Zaidi Award for Academic Excellence. Ms. Burcher was chosen through a rigorous internal procedure that involved nominations across our academic community. Selection criteria included:

- Outstanding academic performance in the academic major and in other areas of study;
- Recognition of scholarship by members of the university faculty;
- Participation in extra/co-curricular activities during the undergraduate years; and
- Submission of an essay by the nominee addressing how the university has prepared her for her next step

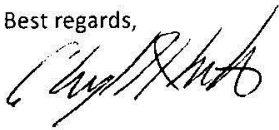
Ms. Burcher has a 4.0 grade point average and will graduate in May 2014 with dual degrees in Dance (B.A.) and Community Programs for Americans with Disabilities with a specialization in Adapted Physical Activity (B.S.). Rebecca is also part of the fifth-year Master in Science program in Adapted Physical Activity, which she will earn in 2015. Future plans include completion of a Master of Fine Arts, the terminal degree in her field. Undoubtedly, this work demonstrates not only her tenacity, but a focus on preparing for a successful career.

Ms. Burcher's resume highlights an impressive blend of academics, research, service, and performance. What I find particularly extraordinary is that Rebecca is not focused only on academics or performance or research, but she blends these areas together using information from one to direct another demonstrating the effectiveness of an applied research model. More importantly, despite a heavy academic workload, Rebecca has volunteered her time with campus and off-campus organizations that serve individuals with special needs. In this way, Rebecca has chosen to share her knowledge, athletic gifts and passion to truly make a difference in the lives of others.

Ms. Burcher's faculty recommendations characterize her as a dedicated student who has achieved a perfect grade point average while balancing performances and 19 hours of coursework a semester that often includes graduate level studies. As a result, Rebecca has been recognized outside of the Slippery Rock community for her academic and performance achievements. For example, her work with the Afro-Colombian Dance Ensemble has allowed her to research historic dance pieces and present them to the Butler County community.

I am pleased to present Ms. Burcher as our nominee. She is a model of Slippery Rock's focus on complementing classroom experiences with co-curricular activities and the values represented by the Syed Ali-Zaidi Award for Academic Excellence.

Best regards,



Cheryl J. Norton
President

Rebecca Burcher
Cell: 925 330 1596
Reb0453@sru.edu

Education:

- Slippery Rock University (SRU), Slippery Rock, Pennsylvania
 - Bachelor of Arts in Dance from SRU (2014) with a 4.0, Bachelor of Science in Community Programs for Americans with Disabilities with a specialization in Adapted Physical Activity from SRU (2014) with a 4.0
 - Master of Science in Adapted Physical Activity from SRU (2015)
 - Undergraduate Graduation Date: 05/2014, Graduate Graduation Date: 05/2015

Dance Training and Education:

- Slippery Rock University: Dance Major 2010- Current
- Participated in the following dance intensives:
 - American Dance Festival (with Staff Assistance-ship) – June-July 2013
 - New York Summer Dance Intensive – June-July 2012
 - Jones Summer Dance Intensive – August 2012
 - The Pillow Project Winter Study – January 2011
- Dance Connection Performing Arts Centre 1995-2010:
 - jazz, tap, ballet, lyrical, modern, contemporary, hip-hop, musical theatre, and pom

Adapted Physical Activity Work/Volunteer Experience:

Fitness and Aquatics Program for Individuals with Disabilities (SRU)

10 one hour sessions in the spring of 2012

Adapted & Therapeutic Exercise Program for Adults with Physical and Intellectual Disabilities (SRU)

3 hours a week in the spring of 2012

After School Recreation Program for Youth with Autism (SRU)

10 one hour sessions in the fall of 2012

Storm Harbor Equestrian Center Pre-Job Training Program for Teens with Autism (SRU)

10 one hour sessions in the spring of 2012

Adapted Aquatics for Young Adults with Disabilities (SRU)

One hour a week in the fall of 2012

Fitness and Aquatics Program for Individuals with Disabilities (SRU)

8 one hour sessions in the spring of 2013

Research and Grants

- Research Assistant: "Memory for Movement"
 - Assistant to Ruth Day at Duke University's American Dance Festival
 - Responsible for data collection of various teachers and how they introduced memory cues
- Research: The Concept, Expectation, and Ramifications of "Perfection" which led to the creation of a solo work titled "An Ice Princess Who Raised Me With Glass Kisses"
- Research: "Dissociative Identity Disorder" which led to the creation of a group work titled "With Whom Am I Speaking?"
- Research: "Ethnochoreographic" through participation in the Afro-Columbian Dance Ensemble
- Research: "Dance & Technology" through participation in an evening length work titled "2084"
- Research: "American Sign Language and Dance" which led to the creation of a group work titled "Dear Mr. President"
- Research Paper: Chondromalacia and Its Impact on a Dancer
- Research Paper: "What Variables Have Led to The Separation of the Deaf Community From the Hearing World?"
- Research Paper: "The Teaching of Dance to Deaf Persons"
- Research Paper: "The Psychological Effects of Having a Critically Ill Family Member"
- Research Paper: "Autism Spectrum Disorder at a Glance"
- Grant: "Greenhouse for Children with Disabilities" written in collaboration with classmates and professor (Status: Granted)
- Grant: "Talk With Your Hands, Not to the Hand" (Status: Pending from the Professional, Advocacy, and Leadership Foundation)

Awards and Scholarships

- Nominated for the Dizzy Feet Foundation Scholarship
- Nominated to apply for Reverb Dance Festival (NYC)
- Granted a full tuition scholarship to the Jones Summer Dance Intensive
- Granted a full tuition scholarship to The Pillow Project Winter Study

- Granted a staff apprenticeship (full tuition granted) to the American Dance Festival
- Presidential Scholar (Spring 2011, Spring 2012, Spring 2013)

Positions and Clubs

- Student Assistant for the Department of Dance at SRU
- Philanthropy Chair of dance honorary Sigma Rho Delta
- Philanthropy Chair for American Sign Language Club
- Member of The Lions Club (philanthropic organization)
- Member of the Adapted Physical Activity Council

Special Skills Include:

- Time management skills
 - Throughout college managed 21 credits every semester with roughly 20 hours of rehearsals, 18 hours of work, Adapted Physical Activity programs, and other various extracurricular activities while maintaining a 4.0.
- Leadership skills
 - Strong organization and instructional skills. Been offered promotions in nearly every job held due to strong initiative and ability to lead peers effectively.
- Lifeguard, CPR, emergency oxygen, and AED certified
- Proficient in American Sign Language

Choreography:

- Northgate High School Dance Production (2008-2013)
- 60 X 60 Concert (2011, 2012, 2013) at SRU
- Dance Theatre (Fall 2012, 2013 and Winter 2013 Concerts) at SRU
- Benefit Concert: choreographed, produced, and directed (2011)

Performance (faculty and professional artists are in bold):

- Half-Time performance at the Silicon Valley Football Classic
 - 2000 Work by: **Paula Benshoof**
- Opening for the Temptations
 - 2000 Work by: **Andrea Sosine**
- Presentation in SRU Department of Dance 60 X 60 Concert
 - 2011 Works by: Rebecca Burcher (self), Lauren McKee, Nicole Monville

- 2012 Works by: Rebecca Burcher (self), Ariel Stanton-Penkert, Amanda Tarr
 - 2013 Works by: Rebecca Burcher (self), Shelley Collock, **Nora Ambrosio**
- Presentation in SRU Department of Dance Jazz Tap Ensemble
 - 2010 Works by: Krystie Serviss and Amber Adams
- Presentation in SRU Department of Dance Adjudication Concert
 - 2010 Works by: Krystie Serviss, Amber Adams, Bryan Wise, Corinne Teklitz and Jessica Madden
 - 2011 Works by: Mary Regney, Josh Pugliese, and Katie Lander
 - 2012 Works by: Amanda Tarr, Ariel Stanton-Penkert, Nichole Young
 - 2013 Works by: Rebecca Burcher (self), Alyssa McIntyre, Shelley Collock
- Presentation in SRU Department of Dance Fall Concert
 - 2010 Work by: Corinne Teklitz
 - 2011 Work by: Mary Regney, Josh Pugliese and Katie Lander
 - 2012 Work by: Ariel Stanton-Penkert
- Presentation in SRU Department of Dance Faculty and Guest Artist Concert
 - 2011 Work by: **Kristin Hapke**
 - 2012 Work by: **Tara Madsen**
 - 2013 Works by: **Nora Ambrosio, Ursula Payne, and James Washington**
- Presentation in SRU Department of Dance Winter Concert
 - 2011 Work by: Jessica Madden
 - 2012 Work by: **Kristin Hapke**
 - 2013 Works by: Amanda Tarr, Nichole Young, and **Tara Madsen**
 - 2014 Works by: Shelley Collock, Alyssa McIntyre, and Rebecca Burcher (self)
- Presentation in SRU Department of Dance Senior Synthesis Concert
 - 2011 Works by: Samantha Condo and Katie Neidich
 - 2012 Works by: Andrea Astuto and Kristen Schilero
 - 2013 Works by: Amanda Tarr, Ariel Stanton-Penkert, Melanie Calhoun, Hannah Guidry and Karlee Hoffman
- Presentation in "2084"
 - 2012 Work by: **Pearl Ann Porter**
- Presentation in New York Summer Dance Intensive Performance
 - 2012 Work by: **Kendra Portier**

- Presentation in Reed Summer Dance Intensive Performance
 - 2012 Works by **Antonio Brown, Crystal Frasier, and Terence Greene**
- Member of Afro Columbian Dance Ensemble
 - 2013 Works by: **Melissa Teodoro**
- Presentation in Pennsylvania State Association for Health, Physical Education, Recreation and Dance (PSAHPERD) State Conference
 - 2013 Work by: **James Washington**
- Presentation in American College Dance Festival Association (ACDFA) Informal Concert
 - 2013 Work by: **Nichole Young**
- Presentation in American College Dance Festival Association (ACDFA) Gala Concert
 - 2013 Work by: **Tara Madsen**
- Presentation in Dance Wave's Kid Café Performance in New York City
 - 2013 Work by: **Nichole Young**
- Presentation in America Dance Festival Footprints Performance
 - 2013 Work by: **Adele Myers**
- Presentation in American Dance Festival Forsythe Repertory Showing
 - 2013 Work set by: **Elizabeth Corbett**

Teaching:

- Dance Connection Performing Arts Centre
 - 2005-2013: dancers ages 2.5-20 in the styles of ballet, jazz, tap, lyrical, and contemporary

Sara Dickson

20829 US Highway 6 & 19 – Saegertown, PA, 16433 - 814-282-8696 - s.j.dickson@eagle.clarion.edu

Education

Bachelor of Science in Psychology, May 2014

Minors: Political Science, Honors

Area of Concentration: Pre-Law

Clarion University of Pennsylvania – Clarion, PA

Overall QPA: 3.7/4.0

Honors and Awards

Psychology Writing Endorsement granted by Clarion University of Pennsylvania

May 2013

Phi Eta Sigma National Honor Society

May 2011-Present

Clarion University Honors Program

August 2010-Present

Clarion University International Scholars Award

January 2014 – May 2014

Eric S. Knotick Memorial Scholarship

August 2013-May 2014

Honors Scholarship

August 2013-May 2014

The Washington Center's Pennsylvania State-Based Award

May 2012-August 2012

PASSHE Foundation Scholarship

May 2012-August 2012

Honors Scholarship

August 2011-May 2012

Reinhard Villages Honors Housing Scholarship

August 2010-May 2012

Undergraduate Research

Dickson, S., Morine, N., Slattery, J., and Staub, K. (2013). Caregivers of children with ASD who receive more support report poorer well-being.

- Pennsylvania Psychological Association Research Poster Session Undergraduate Award
- Presentation to Pennsylvania Psychological Association
- Presentation to Academic Excellence Series at Clarion University of Pennsylvania
- Undergraduate Research Grant awarded by Clarion University of Pennsylvania

Dickson, S. (2013). Women and the media: How women are depicted in the legal environments of contemporary television drama series.

- Presentation as part of Honors Capstone Research
-

Professional Experience

Magisterial District Judge Court 18-3-01

September 2013 - Present

Internship, Clarion, PA

- Observe court hearings, trials, and arraignments
- Research Pennsylvania civil and criminal laws to provide input and suggest possible rulings on cases
- File, organize, and close traffic and non-traffic citations

Pennsylvania State System of Higher Education Board of Governors

October 2012 - Present

Board Member, Harrisburg, PA

Selected by the Board of Governors and by the Governor of the State of Pennsylvania

- Voting member
- Oversee and govern the 14 universities within the system
- Serve on the Academic Affairs Committee

Meadville Medical Center Community Care Network

May 2013 - August 2013

Health Coach, Meadville, PA

- Participated in a course focusing on various chronic illnesses and the demands of healthcare
- Attended daily meetings with core members and doctors of the interdisciplinary team
- Worked to further develop and advance this pilot healthcare reform program
- Maintained clientele of my own and insured their medical, behavioral, and nutritional needs were being met
- Observed professional doctors, nurses, and councilors as they worked with clients

Keith Watters & Associates, Legal Assistant
Internship, Washington, D.C.

May 2012 - August 2012

- Corresponded with clients and insurance companies including but not limited to reduction letters, notice of legal representation, requests for records/bills, settlement letters, demand letters, disbursement of funds letters, and confirmation letters
- Prepared pre-trial materials including but not limited to requesting records and bills, research and updating clients on case statuses
- Interviewed clients and witnesses
- Negotiated with insurance providers and hospitals
- Attended trials, pre-trial hearings, mediations, and depositions

Clarion University of Pennsylvania

Student Assistant, Committee on Courses and Programs of Study

August 2011-Present

- Document all proposed curricular changes
- Distribute copies of the proposals to the board members of the committee
- Manage and maintain the committee's website of proposals and statuses of the proposals

Student Assistant, Psychology Department

January 2011-Present

- Advise students in course planning and scheduling
- Assist professors with class preparations and grading
- Organize display cases and bulletin boards throughout the building
- Care and assist in training rats for laboratory courses

Leadership Involvement

Clarion Students' Association (CSA) Board of Directors

May 2012 -- Present

- Serve as the Interim Chair of the Board
- Serve on the Administrative Committee
- Assess budget requests and allocate student activity fee monies
- Govern Clarion University's students and finances related to student activity fees and involvement
- Oversee the management of the Clarion University Book Store

The Washington Center Internship Program

May 2012-August 2012

- Participated in a civic engagement project advocating against torture
- Participated in a professional development series

Student Government Association

September 2011-May 2013

- President (May 2012 – Present)
 - Elected by Clarion University student body
 - Served as Executive Committee Chair
 - Attended Board of Student Government President's meetings
 - Attended Clarion University Council of Trustees Meetings
- Student Facilities Committee Chair (2011- 2012)
- Website Chair/Manager (2011- 2012)

Campus and Community Involvement

University Conduct Board – September 2012-Present

Honors Program Mentor – September 2011-Present

Summer Camp Volunteer Counselor/Organizer – January 2010-Present

Global Undergraduate Exchange Program (Pakistan) Student Mentor – January 2013 – May 2013

Clarion University Dining Contract Evaluation Committee – September 2012 – May 2013

College of Arts & Science Student Advisory Council – April 2012-May 2013

Honors Program Ambassador – September 2010-May 2011

Gretchen Heine

Curriculum Vitae

Current Address:
723 Gompers Avenue
Indiana, PA 15701

G.D.Heine@iup.edu
(301) 788-2085
Frederick, MD

Research Interests

- Latin American Solidarity
- U.S.-Latin American Cold War Relations
- Democratic Transitions
- Argentina Dirty War
- *Los desaparecidos*
- Social Trauma
- Collective Memory
- Latin American *testimonio*
- Literary realism
- Literary exile

Education

B.A. in Spanish, Robert E. Cook Honors College at Indiana University of Pennsylvania (IUP), expected May 2014.

B.A. in History, Robert E. Cook Honors College at Indiana University of Pennsylvania (IUP), expected May 2014.

Thesis

“Manifestations of Cultural Memory through Artistic Expressions of Argentina’s Dirty War,” advisor Dr. Caleb Finegan, May 2014.

Publications

Heine, Gretchen, “Honduran Killing Fields: Repression Continues Against Campesinos in the Bajo Aguán Valley,” 2013, *The Council on Hemispheric Affairs*.

Heine, Gretchen and Mary Campbell, “Canal Project in Nicaragua: Domestic Considerations, Challenges, and a Glance Ahead,” 2013, *The Council on Hemispheric Affairs*.

Heine, Gretchen, “Honduras Country Brief: Gang Truce,” 2013, *The Washington Report on the Hemisphere*.

Heine, Gretchen, “Haiti Country Brief: LGBTQ Protests,” 2013, *The Washington Report on the Hemisphere*.

Major Papers

“Camilo José Cela’s *La familia de Pascual Duarte* (1942): Crítica social bajo el disfraz de una crisis existencial,” (SPAN 362: Survey of Spanish Literature), 2013.

“Avant-Gardist Profile: Ernesto ‘Che’ Guevara Through the Lens of Dadaism,” (ENGL 202: English Composition II), 2012.

“La formación de la identidad Cubana: Una reflexión de los sistemas económicos durante la época de Cuba Colonial,” (SPAN 340: Spanish Civilization through the 19th Century), 2012.

Activities

Tlacuilo Honors Society, 2013-2014.

Global Ambassadors, 2013-2014.

Conversation Club, 2011-2014.

Alternative Spring Break Leader, 2013-2014.

Cook Honors College Tour Guide, 2012-2014.

International Student Orientation Leader, 2012-2014.

Work Experience

Editorial Assistant, *Hispanic Journal*, Indiana, PA, 2011-2014.

Research Associate, Council on Hemispheric Affairs, Washington D.C., 2013.

Subscription Manager, *The Washington Report on the Hemisphere*, Washington D.C., 2013.

Other Experience

English Teaching Assistant, Santa Rosa, Nicaragua, 2008.

Specialized Care Giver, Private Residents, Frederick, MD, 2005-2014.

Rotary Youth Ambassador, Bremen, Germany, 2009-2010.

Teaching Assistant, Catania, Italy, 2010.

Teaching Assistant, Maryland, USA, 2009.

Study Abroad

Universidad de las Américas, Puebla; Cholula, México, 2012.

PASSHE Summer Honors Program/Bermuda Maritime Institute, Bermuda, 2011.

Gymnasium an der Hamburgerstraße, Bremen, Germany, 2009-2010.

Special Projects

Revived and reinstated Spanish Honors Program at Indiana University of Pennsylvania with support of Professors, Dr. Laura Delbrugge and Dr. Dawn Smith-Sherwood.
Member of Leadership, Governance and Administration Sub-Committee for Middle States Accreditation at IUP, committee led by Dr. Yaw Asamoah and Dr. Edel Reilly.

Honors/Awards

University Endorsement for Fulbright Student Program, 2013.
Provost Scholar, 2012.
Deans List, 2010-2014.
History Honors Student, 2014.
Spanish Honors Student, 2014.

Languages

English: Mother Tongue
Spanish: Fluent
German: Proficient

Travel

Austria, Bermuda, Canada, Czech Republic, El Salvador, England, France, Germany, Italy, Mexico, Netherlands, Nicaragua, Slovakia, Switzerland.

Relevant Course Work

SPAN 340: Spanish Civilization through the 19th Century
SPAN 344: Mexican Civilization
SPAN 362: Survey of Spanish Literature
SPAN 364: Mexican Literature
SPAN 410: Advanced Spanish Grammar
SPAN 431: Spanish-American Poetry
HIST 350: Latin America in the Colonial Era
HIST 401: Interactions Across the Atlantic World, 1450-1820
HIST 481: Honors Colloquium: U.S. Culture and Politics in the 1950's
ECON 121: Microeconomics
ECON 122: Macroeconomics
BLAW 210: Business Law

Professional Training

"Collegiate Conference on the Dynamics of Post-Baccalaureate Professional and Academic Achievement," presented by Donald Asher, 2013.

~References Available Upon Request~



Audit Committee Meeting

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

April 9–10, 2014

Agenda

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Committee Members: Joseph F. McGinn (*Chair*), Christopher H. Franklin, Jonathan B. Mack, Senator John T. Yudichak, Guido M. Pichini (*ex officio*), and Karen M. Whitney (nonvoting president liaison).

Audit Committee Meeting

April 9–10, 2104

SUBJECT: Committee Update (INFORMATION)

UNIVERSITIES AFFECTED: All

BACKGROUND: In support of Board of Governors' Policy 1991-06-A: *State System Audit Policy*, the Committee is providing a summary of third quarter FY 2013/14 activity of the Office of Internal Audit and Risk Assessment (OIARA). The summary defines projects concluded, project initiatives underway, and a status of activity received through the PASSHE Incident Reporting System.

Supporting Documents Included: Office of Internal Audit and Risk Assessment FY 2013/14 – Third Quarter Project Update

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

Reviewed by: N/A

Prepared by: Dean A. Weber

Telephone: 717-720-4243



Office of Internal Audit and Risk Assessment Fiscal Year 2013/14 – Third Quarter Update

Summary

The Office of Internal Audit and Risk Assessment's (OIARA) fiscal year (FY) 2013/14 work plan defines 37 projects. Additionally, six engagements ongoing as of June 30, 2013, carried forward providing 43 initiatives proposed for the current fiscal year. Separately, 16 special projects were received supplementing current year departmental workload.

The following chart depicts OIARA accomplishments achieved through the end of the third quarter of FY 2013/14.

Project Source	Total Engagements	Number Concluded	Number Underway	Number Not Initiated	Percent Concluded/Underway
FY2013/14 Work Plan	37	13	8	16	57%
Prior Year Carry-over	6	6	--	--	100%
Work Plan Totals:	43	19	8	16	63%
Special Projects	16	15	1	--	100%
Cumulative Total:	59	34	9	16	73%

Projects Concluded Third Quarter FY 2013/14

During the quarter, the OIARA concluded efforts supporting eight work plan engagements that provided 41 recommendations. Additionally, four special project requests were concluded resulting in 12 observations. A summary of completed work plan engagements are detailed below:

Work Plan Engagements Concluded Third Quarter FY 2013/14

- Kutztown University NCAA Agreed-Upon Procedures Review – January 2014
- Shippensburg University NCAA Agreed-Upon Procedures Review – January 2014
- Slippery Rock University Safety and Security Review – March 2014
- Shippensburg University Information Technology General Control Review – March 2014
- Office of the Chancellor Information Technology General Control Review – March 2014
- California University Jeanne Clery Act Compliance Review – March 2014
- System-wide Leave Usage Analysis – March 2014
- Lock Haven University Information Technology General Control Review – March 2014

Work Plan Engagements Underway through Third Quarter FY 2013/14

Efforts continue supporting the following eight work plan engagements:

University	Project	Project Status
Bloomsburg	International Education	Fieldwork Underway
California	Accounts Payable Review	Fieldwork Underway
Clarion	Campus Cash Collection	Fieldwork Underway
East Stroudsburg	Clery Act Compliance	Fieldwork Underway
Edinboro	Campus Cash Collection	Fieldwork Underway
Millersville	Classroom Utilization	Draft Report Development
Mansfield	Campus Cash Collection	Fieldwork Underway
West Chester	Accounts Payable Review	Fieldwork Planning

PASSHE Incident Reporting System

During the third quarter, OIARA concluded four special projects resulting from the Incident Reporting System and continued work on one other existing report project. In addition, OIARA handled the administration of 16 new case reports received through PASSHE's Incident Reporting System. Of the reports received, 14 were referred to the respective university and two to the OIARA for review.

New 3 rd Quarter Reports	Referred to University	Referred to OIARA	New 3 rd Quarter Reviews Concluded	New 3 rd Quarter Reviews Ongoing
16	14	2	6	10

Other Third Quarter FY 2013/14 Activities

- Presented a professional development ethics session to members of the Administration and Finance Division at West Chester University on March 19, 2014.
- Met with cabinet members at two PASSHE institutions to discuss OIARA FY 2014/15 Work Plan development.



Finance, Administration, and Facilities Committee Meeting

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

April 9–10, 2014

Agenda

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Committee Members: Ronald G. Henry (Chair), Jennifer G. Branstetter (designee for Governor Thomas W. Corbett), Laura E. Ellsworth, Representative Michael K. Hanna, Robert S. Taylor, David M. Maser, Guido M. Pichini (ex officio), and David L. Soltz (nonvoting president liaison)

Finance, Administration, and Facilities Committee Meeting

April 9–10, 2014

SUBJECT: Pricing Flexibility Pilot Proposals (ACTION)

UNIVERSITIES AFFECTED: Clarion and Millersville Universities of Pennsylvania**BACKGROUND:** PASSHE's founding legislation, *Act 188 of 1982*, and Board of Governors' Policies 1999-02-A: *Tuition*, and 1989-05-A: *Student Fees*, provide the framework in which the Board annually sets tuition and university councils of trustees set university fees.

At its meeting on January 23, 2014, the Board established a Pricing Flexibility Pilot Program, as described in the attached overview of program principles and conditions, to allow PASSHE universities to develop more market-driven pricing practices and assume the financial and operational risks of doing so. This requires Board approval of particular exceptions to existing policy. In January, approval was granted for six pricing pilots.

Three additional pricing flexibility pilot proposals are presented to the Board for consideration, as noted below and described in the attached.

MOTION: That the Board of Governors approve the following exceptions to Board of Governors' policies hereinafter noted to allow pricing flexibility pilots, as detailed in the attached.

- a. Exception to Board of Governors' Policy 1999-02-A: *Tuition*, to allow:
 - Clarion University of Pennsylvania to charge all undergraduate students on a per-credit basis, in a revenue-neutral manner, effective fall 2015.
 - Millersville University of Pennsylvania to reduce tuition by 10% to its PASSHE Center City students.
- b. Exception to Board of Governors' Policy 1989-05-A: *Student Fees*, to allow the council of trustees to establish program-specific instructional fees at Millersville University of Pennsylvania for high-cost, high-demand undergraduate Science, Technology, Engineering, and Mathematics (STEM) programs.

Supporting Documents Included: Pricing Flexibility Pilot Program, Principles and Conditions; University Proposals**Other Supporting Documents Available:** Board of Governors' Policies 1999-02-A: *Tuition*, and 1989-05-A: *Student Fees*; Board of Governors' meeting materials, January 23, 2014**Reviewed by:** N/A**Prepared by:** James S. Dillon**Telephone:** (717) 720-4100

Pennsylvania State System of Higher Education
Pricing Flexibility Pilot Program
Principles and Conditions

As Reviewed by the Board of Governors, January 23, 2014

As students provide a larger share of each university's revenue today, pricing flexibility is becoming a more important tool for PASSHE universities to be able to offer a high quality array of educational opportunities to Pennsylvania students at an affordable price and to more appropriately allocate costs of more expensive courses and programs. Currently, Board of Governors' Policy 1999-02-A: *Tuition*, establishes one undergraduate tuition rate for all resident undergraduate students and allows for flexibility in tuition rates for nonresident and graduate students, summer and/or winter sessions, and distance education courses. In addition, Board of Governors' Policy 1989-05-A: *Student Fees*, provides the framework for councils of trustees to establish fees.

Other higher education institutions in Pennsylvania and across the country, both public and private, employ a wide variety of pricing practices. As PASSHE universities operate in a competitive higher education market, options are being considered that would allow PASSHE and its universities to develop more market-driven pricing practices and to assume the financial and operational risks of doing so. As part of the charge for the Funding Review Task Force that is currently reviewing pricing practices and the formula that allocates state appropriations, a process has been developed to allow universities, with Board approval, to test methods of targeting the net costs borne by a student in an effort to promote increased enrollment and/or more closely reflect program costs.

While pilot proposals are university-specific, each proposal has been made available for review by other PASSHE universities. As a system, PASSHE recognizes that actions taken by one university can impact students and staff at other System institutions and this process has taken into account comments as to such possible consequences. Additional review will be made over the course of the pilots to assess their impacts on other PASSHE universities.

The following conditions apply:

- Approval by a university's council of trustees.
- Timeframe: Pilots will be conducted within a two-year period.
- Assessment Expectations:
 - Each pilot will specify deliverables by which success can be measured, which include:
 - Enrollment targets.
 - Net revenue targets.
 - Access, to include Pell recipients and underrepresented minority enrollment.
 - Each university will report on its progress toward pilot targets annually.
 - An assessment of the pilot's success will occur within the second year, and the process will include a schedule for a determination and implementation of orderly continuance or termination.

- Universities are committed to ensuring access for students of all socioeconomic backgrounds, which are typically measured as maintaining at least the same level of Pell recipients and/or underrepresented minority enrollment in the affected programs. Appropriate need-based financial aid will be made available for students whose new or continued enrollment would be adversely affected by the increase in the cost of attendance created by the initiative.
- If pilots are unsuccessful, existing students receiving reduced tuition rates through the pilot will be grandfathered at the pilot tuition rate until graduation (up to five years or the equivalent of 10 semesters) or withdrawal from the university.

Clarion University of Pennsylvania Tuition Pilot Proposal Per-Credit Tuition

For Consideration by the Board of Governors, April 9–10, 2014

Concept: To charge tuition on a per-credit basis for all undergraduate students, effective with the fall 2015 term. This approach will replace the current hybrid arrangement whereby students enrolled in 12–18 credits are charged a flat rate, and students who are not full-time are charged on a per-credit basis.

Justification/Rationale: The proposal works to align instructional services delivered with charges to students, improving the transparency of student billings. An immediate focus of the change is to make the University's billing structure more transparent and easy for students and their families to understand. Each year, students who cannot fulfill their financial obligations leave the University. This challenge is more difficult for Clarion in light of its students' relatively low ability to pay, documented in the 2012 *Pricing Elasticity and Brand Value Study* conducted by Maguire Associates. The University aims to reduce these losses by implementing a comprehensive program to help families plan for the costs of college attendance; the per-credit tuition initiative is a major component of that strategy. The change in tuition billing, coupled with enhanced efforts to work with parents and students in planning how they will finance their college education, aims to reduce financial withdrawals and thereby contribute to improved persistence and graduation rates for Clarion students. Per-credit pricing also will form a hospitable platform for pricing of programs and courses of nontraditional length and scope as the University works to serve increasing numbers of adult learners returning to complete their degree work.

Cost/Benefit Analysis: The Clarion per-credit tuition rate is proposed to be lower than PASSHE's per-credit rate in order to be revenue-neutral. For example, PASSHE's current per-credit rate is \$276 for Pennsylvania undergraduates; given the current mix of student course-load, a revenue-neutral rate may have been 90.5% of PASSHE's per-credit rate, or \$250. Although some students may enroll in fewer courses, it is anticipated that increased course completion and student retention will offset any reduction in credits attempted.

Timeline: Fall 2015 through summer 2017.

Assessment Goals:

Enrollment—Clarion's overall enrollment will continue to meet current projected enrollment trends.

Access—The University is committed to providing access to all students, especially those with exceptional financial need, by providing institutionally need-based scholarship assistance to qualified students. Access will be measured as maintaining at least a similar profile of Pell grant recipients and underrepresented minority students.

Tuition Revenue—Clarion's undergraduate tuition revenue will at least remain consistent with current PASSHE pricing and the University's current projected enrollment trends.

Program Viability: If the program is unsuccessful at the end of the pilot period, the University is committed to returning to charging PASSHE's full-time tuition rate.

Millersville University of Pennsylvania Tuition Flexibility Pilot Proposal
PASSHE Center City

For Consideration by the Board of Governors, April 9–10, 2014

Concept: Millersville University would charge 90% of the tuition rate to students attending PASSHE Center City in Philadelphia. The tuition rate would apply to all Millersville University programs, both undergraduate and graduate, starting in summer 2014.

Justification/Rationale: As Millersville University enters the Philadelphia market, it is important to attract and establish a market presence. Therefore, a strong market penetration pricing strategy is important to the overall success. By pricing the programs lower than normal market price, the University's programs will be priced competitively to attract new students. This will allow Millersville to penetrate the market and establish market share and brand loyalty. The long-term strategy is to raise the price once the market share has been gained.

Cost/Benefit Analysis: The Philadelphia market has multiple private institutions with higher-than-average per-credit costs. This pilot project is intended to compete directly with these institutions and not PASSHE institutions. It is estimated that classes will enroll between eight and ten students in the first year or two. For every nine students enrolled at the undergraduate level and every six students enrolled at the graduate level, one more student is needed to cover the discount for the first nine. Since these students will not be on campus, no auxiliary fees will be charged, thus making the tuition price very competitive.

Timeline: Summer 2014 through summer 2016.

Assessment Goals:

Enrollment—At the end of the pilot, Millersville's goal is to have sufficient enrollment to remove the discount and return to full tuition.

Access—Millersville University is committed to providing access to all students, especially those with exceptional financial need, by providing institutionally need-based scholarship assistance to qualified students within this pilot program. Access will be measured as maintaining at least a similar profile of Pell grant recipients and underrepresented minority students within this pilot program.

Tuition Revenue—At the end of this pilot program, Millersville will review all aspects of the program. The University's strategy is to end this program by summer 2016.

Program Viability: If the program ceases at the end of the pilot period, Millersville University is committed to providing these rates to continually enrolled existing students until they have successfully completed their course work.

Millersville University of Pennsylvania Instructional Fee Flexibility Pilot Proposal
High-Cost, High-Demand Undergraduate STEM Programs
For Consideration by the Board of Governors, April 9–10, 2014

Concept: Millersville University would charge a differential fee for the following high-cost, high-demand undergraduate Science, Technology, Engineering, and Mathematics (STEM) programs: Applied Engineering, Safety and Technology; Biology; Chemistry; Computer Science; Earth Science; Industrial Technology; Mathematics; Physics; Nursing; Medical Technology; and Respiratory Therapy. The differential fee would be \$100 per semester for a full-time student and \$8.00 per credit for part-time. The fee would begin once a student has declared a major and has obtained at least 30 earned credit hours.

Justification/Rationale: Millersville University STEM programs are very expensive, but in high demand by students. These programs depend on high quality laboratories, clinical practice, internships, and academic equipment. The accreditation of these programs is extremely important, but very restrictive. Accreditation associations place restrictions on the ratio between students and faculty. In the current environment, it is difficult for the University to sustain the costs of new and replacement equipment as well as laboratory supplies for these programs.

Cost/Benefit Analysis: The University needs approximately \$500,000 per year to provide the necessary academic equipment and other costs for these programs. Approximately one-third of Millersville undergraduate students are enrolled in these programs, illustrating the significant undergraduate demand. Although the high cost of these programs is recognized as part of the annual allocation of state appropriations to universities, the overall reduction in PASSHE's appropriations have decreased funding in recent years. Millersville estimates this pilot fee program will generate approximately \$300,000, which falls short of the original goal of \$500,000. The new fee should not affect the enrollment of these high-demand programs, but an increase large enough to cover the original goal would have a negative impact on low income students.

Timeline: Fall 2014 through summer 2016.

Assessment Goals:

Enrollment—These programs will remain enrolled at a high level, and modest enrollment growth is anticipated for the future.

Access—Millersville University is committed to providing access to all students, especially those with exceptional financial need, by providing institutional need-based scholarship assistance to qualified students within this pilot program. Access will be measured as maintaining at least a similar profile of Pell grant recipients and underrepresented minority students within this pilot program.

Tuition Revenue—Net tuition and instructional fee revenue will increase each year.

Program Viability: If the program is unsuccessful at the end of the pilot period, the University is committed to reducing or eliminating the pilot. There is no anticipated negative impact to students if the pilot is discontinued.

Finance, Administration, and Facilities Committee Meeting

April 9–10, 2014

SUBJECT: Revisions to Board of Governors' Policy 1996-01-A: *Sources of Funding for University Scholarships* (ACTION)

UNIVERSITIES AFFECTED: All

BACKGROUND: In fall 2013, a funding review task force was established, in part to provide guidance regarding pricing flexibility. In support of these efforts, the task force has reviewed results of a 2012 study by Maguire Associates on PASSHE pricing elasticity and brand value, which focused on net price to the student; polled PASSHE leadership regarding strategic pricing; and reviewed PASSHE's current pricing policies and regulations.

As a result of this review, the task force endorses the concept of providing more local decision-making regarding use of Educational and General funds for institutional financial aid. The proposed amendments to Board of Governors' Policy 1996-01-A: *Sources of Funding for University Scholarships*, allow councils of trustees to establish institutional scholarship programs with limited Educational and General revenue.

MOTION: That the Board of Governors approve the proposed revisions to Policy 1996-01-A: *Sources of Funding for University Scholarships*, as attached.

Supporting Documents Included: Board of Governors' Policy 1996-01-A: *Sources of Funding for University Scholarships*

Other Supporting Documents Available: N/A

Reviewed by: Council of Presidents, March 12, 2014; Council of Fiscal and Administrative Vice Presidents, March 20, 2014

Prepared by: James S. Dillon

Telephone: (717) 720-4100



PA State System of Higher Education Board of Governors

Effective: January 18, 1996

Page X of X

POLICY 1996-01-A: SOURCES OF FUNDING FOR UNIVERSITY SCHOLARSHIPS

See Also:

Adopted: January 18, 1996

Amended: April 2, 2009; ~~and~~ January 20, 2011; and April 10, 2014

A. Purpose

To provide ~~limited~~ flexibility for universities to award ~~need-based~~ institutional scholarships ~~to enrolled Pennsylvania students from unrestricted funds~~. This policy does not apply to scholarships supported by restricted funding sources.

B. Definitions

Institutional scholarships—University-funded financial assistance to a student for the purpose of undertaking for-credit course work not to exceed the full cost of attendance less other grant awards.

Instructional fees—Mandatory fees that may be used to support general instructional operations and academic facilities needs. These fees may be used to cover unusual costs of certain special programs such as music instruments, practica, instructional equipment, required course/university tests and examinations, laboratory supplies, course-required field trips, student teaching, clinical experiences, or related activities.

Need-based institutional scholarships—Institutional scholarships for which eligibility is based upon an analysis of financial need, to include information reported in the Free Application for Federal Student Aid (FAFSA).

Restricted funds—Resources received with purpose restrictions imposed by a donor or an agency outside the State System. The funds must be expended according to the specific directions of the donor or external agency. Examples of entities that can cause funds to be classified as restricted are the Commonwealth of Pennsylvania and its agencies, the federal government, and corporate or individual donors. Unrestricted funds have no restrictions placed on them by donors or external agencies.

C. Administration of Need-Based Institutional Scholarships

1. Need-based institutional scholarships may be granted to students who meet the following criteria:

- a. Domiciled in Pennsylvania;
- b. Has completed the FAFSA for the award year;
- c. Has demonstrated financial need; and
- d. The total financial aid awarded does not exceed the cost of attendance.

~~2. Need-based institutional scholarships administered as a result of this policy must meet the following criteria:~~

- ~~a. Awards are based upon student financial need;~~
- ~~b. Awards are "last dollar;" all other gift aid sources must be used prior to awarding an institutional scholarship; and,~~
- ~~c. The total financial aid awarded to a student cannot exceed the cost of attendance.~~

~~3~~2. To use this policy, presidents must develop university procedures for establishing and maintaining a need-based institutional scholarship fund and its administration. University procedures must include funding expectations, not to exceed 5.0% of the prior year's gross tuition and instructional fee revenue; utilization guidelines; and requirements for annual reports and audits. University procedures must be ~~submitted to the chancellor for approval~~ approved by the university council of trustees.

D. Funding of Institutional Scholarships that are Not Based on Need

4. Subject to the recommendation of the president and approval of the university council of trustees, as part of the annual university budget approval process, the following sources of *unrestricted* revenue may be used to fund institutional scholarships that are not based on need:

- ~~a~~1. Gifts;
- ~~b~~2. Unrestricted endowment income;
- ~~c~~3. Corporate sponsorship;
- ~~d~~4. Camp, conference, and similar event income (net of expenditure);
- 5. Net revenue from athletic concessions, snack vending machines, and licensing royalties;
- 6. Up to 5.0% of the prior year's gross nonresident tuition and instructional fee revenue; and/or
- ~~e~~7. Other sources of revenue, as approved by the chancellor.

E. Restricted Scholarship Funds

5. Nothing herein shall be deemed to govern the awarding of scholarships that are based on sources of funding which are specifically restricted for that purpose by an external source or donor.

Finance, Administration, and Facilities Committee Meeting

April 9–10, 2014

SUBJECT: Rescission of Board of Governors' Policy 1991-01-A: *Guidelines for Selection of Real Estate Appraisers* (ACTION)

UNIVERSITIES AFFECTED: All

BACKGROUND: The subject policy outlines the process for selecting appraisers and requires the Office of the Chancellor to acquire an additional appraisal for proposed purchases of university property with a value greater than \$500,000.

The requirements for appraisals are well documented in the process specified in the real estate section of the *Facilities Manual*, including the requirement for the Office of the Chancellor to purchase an independent appraisal for purchases over \$500,000. This is also a long-standing practice that is easily verified with any property purchase when submitted to the Board for approval.

The procurement process prescribed predates the *Commonwealth Procurement Code*. Typically, the Office of the Chancellor must purchase appraisals a few times per year at a cost of between \$2,000 and \$5,000. Given the infrequent requirement and low cost, there is no need to prescribe any special procurement requirements beyond those of the *Procurement Code*.

MOTION: That the Board of Governors rescind Policy 1991-01-A: *Guidelines for Selection of Real Estate Appraisers*.

Supporting Documents Included: Board of Governors' Policy 1991-01-A: *Guidelines for Selection of Real Estate Appraisers*

Other Supporting Documents Available: N/A

Reviewed by: Council of Presidents, March 12, 2014; Council of Fiscal and Administrative Vice Presidents, March 20, 2014

Prepared by: James S. Dillon

Telephone: (717) 720-4100



PA State System of Higher Education Board of Governors

Effective: July 18, 1991

Page X of X

Policy 1991-01-~~AR~~: Guidelines for Selection of Real Estate Appraisers

See Also:

Adopted: July 18, 1991

Amended: October 21, 1993; October 8, 1998

Rescinded: April 10, 2014

~~A. Purpose~~

~~In addition to the appraisal acquired by a university contemplating a single or multiple purchase of real property whose individual or collective cost will exceed \$500,000, prior to presentation to the Board of Governors for approval, the Office of the Chancellor will acquire by independent appraisal the value of the recommended property. The chancellor may require an independent appraisal for any acquisition regardless of cost of the purchase whenever he deems such appraisal is required to determine the fair and reasonable purchase price for the State System.~~

~~B. Background~~

~~Investments in real property required by the State System to fulfill its mission may result in significant expenditures of financial resources. Prudent management of public resources requires that the amount of funding expended on each property consider a fair and impartial appraised value of the real estate.~~

~~C. Definitions~~

~~**Appraisal**—An estimate of the value or worth of real property by an individual or firm qualified to make such determinations.~~

~~**Appraiser**—An individual, firm, or joint venture licensed as a real estate broker/appraiser in the Commonwealth of Pennsylvania.~~

~~**Lowest Conforming Responsible Proposer**—The firm or individual professionally capable of performing the work that provides the lowest cost offer satisfying and/or meeting all conditions prescribed in the proposal.~~

~~D. Procedure~~

~~For each property acquisition requiring an appraisal, the Office of the Chancellor shall prepare a Proposal for Appraisal Services form to solicit proposals from qualified appraisal firms. The proposal form will contain the scope of work required; include a description of the property to be appraised; identify the owner of record; identify a contact person at the university; specify the time frame for performance of the appraisal report; and specify the type of appraisal desired, such as market value, economic or income value, specialty value, environmental value, or replacement-in-kind value. The proposal form will be signed by each respondent agreeing to perform the appraisal services as described and within the allotted time.~~

~~The firm or individual submitting the lowest conforming responsible proposal will be awarded a contract using the appropriate State System standard contract.~~

Finance, Administration, and Facilities Committee Meeting

April 9–10, 2014

SUBJECT: Revisions to Board of Governors' Policy 1991-05: *Delegation of Authority for Leasing State System Real Property as Lessor and Granting Easements or Licenses for Use of State System Real Property* (ACTION)

UNIVERSITIES AFFECTED: All

BACKGROUND: During a routine review of policies, the subject policy was identified for revision. The proposed changes:

- Remove unnecessary preapproval requirements that are burdensome for universities.
- Remove outdated procedures that are already addressed in existing procedures or the *Commonwealth Procurement Code*.
- Make other minor editorial modifications.

The delegation authority and basic intent of the policy are not changed.

MOTION: That the Board of Governors approve the proposed revision to Policy 1991-05: *Delegation of Authority for Leasing State System Real Property as Lessor and Granting Easements or Licenses for Use of State System Real Property*.

Supporting Documents Included: Board of Governors' Policy 1991-05: *Delegation of Authority for Leasing State System Real Property as Lessor and Granting Easements or Licenses for Use of State System Real Property*

Other Supporting Documents Available: N/A

Reviewed by: Council of Presidents, March 12, 2014; Council of Fiscal and Administrative Vice Presidents, March 20, 2014

Prepared by: James S. Dillon

Telephone: (717) 720-4100



PA State System of Higher Education Board of Governors

Effective: October 17, 1991

Page X of X

Policy 1991-05-A: Delegation of Authority for Leasing State System Real Property as Lessor and Granting Easements or Licenses for Use of State System Real Property

See Also:

Adopted: October 17, 1991
Amended: April 10, 2014

C. A. Purpose

This policy assigns authority for ~~implementing a State System~~ leasing as lessor, ~~and easement program, and establishes the procedures for processing requests to lease State System real property as lessor or to~~ granting easements, ~~or~~ granting licenses for use of State System real property ~~by a third party.~~

~~B.~~ Background

~~Act 103 of 1990 authorized the State System to lease real property as lessor, and to "transfer and convey any easements or licenses necessitated by any construction project which previously has been authorized by the Board."~~

D. B. Definitions

~~The following words and terms, when used in this policy, shall have the following meanings unless the context clearly indicates otherwise.~~

Easement—~~Granting~~ Allows the limited use of ~~State System~~ real property by written agreement; ~~with a third for a period not to exceed 40 years, unless approved by the Board of Governors, when required by a State System construction project~~ the term may be permanent.

License—~~Granting~~ Allows the limited use of ~~State System~~ real property by written agreement for a specified period of time ~~by written agreement with a third party when required by a State System construction project.~~

Real Property—As used in the context of this policy, includes only the real estate (land), and fixed improvements made thereon, including all buildings and structures, infrastructures, and utility systems.

A. C. Policy

On behalf of the Board of Governors, the chancellor shall authorize State System universities to lease real property of the State System as lessor, including granting easements and licenses, in accordance with ~~Act 188 of 1982~~ 24 P.S. §20-2003-A and A.1, and amendments thereto, when such actions are required and determined to be ~~the best alternative to accomplish the State System's mission and/or when the chancellor deems such actions to be~~ in the best interest of the State System. Procedures identified in PASSHE's Facilities Manual, PASSHE's Procurement Manual, and the Commonwealth Procurement Code will be followed as applicable. This policy does not direct or alter the authority of other state agencies.

E. ~~Procedures~~

- ~~1. Approval—State System universities desiring to have the State System lease real property as lessor, or to grant easements or licenses, shall obtain the concurrence from the chancellor in writing prior to advertising any property for lease or preparing an easement or license. The purpose for the lease or easement shall be stated in the letter along with the alternatives for satisfying the requirements. Leasing as lessor, or granting an easement or license, shall be approved only when the chancellor determines such action to be the best alternative for satisfying the requirement.~~
- ~~2. Lease Agreement Processing—If approved, the chancellor shall authorize the university president to proceed with the lease or easement according to the procedures stated herein and/or as established in implementing instructions. After approval, the State System universities shall prepare a lease proposal in conjunction with appropriate legal advice and review, give public notice of the proposed lease, accept sealed proposals for the lease, and award the lease to the qualified party which best satisfies the conditions of the lease proposal.~~
- ~~3. Easement or License Award Procedures—The university shall establish the terms and conditions of all easements or licenses and negotiate directly with the party for which the easements or licenses are “necessitated by the construction project.”~~
- ~~4. Standard of Conduct—Individuals and/or employees, officers, and/or agents of any firm, corporation, or contracting body submitting proposals or receiving an agreement pursuant to the authority cited in this policy, shall meet and comply with the integrity provisions applicable to State System contracts and/or as prescribed in the applicable lease, easement, or license agreement.~~

Finance, Administration, and Facilities Committee Meeting

April 9–10, 2014

SUBJECT: Authorization to Issue Refunding Bonds (ACTION)

UNIVERSITIES AFFECTED: All

BACKGROUND: In the current interest rate environment, opportunities arise to refund all or part of certain PASSHE bond issues. The window of opportunity often opens and closes in a matter of days, and missing the window could cost PASSHE millions of dollars in lost debt service savings. The Treasury staff monitors these market conditions and alerts the Board of Governors when the environment may provide debt service savings. The Internal Revenue Service requires the governing board to pass a resolution authorizing issuance of bonds. It is prudent management for the Board to authorize the Chancellor to direct issuance of bonds only when market conditions provide significant savings. It is common for this type of resolution to contain minimum savings limits and an expiration date so control of the bond issuance process is maintained. This Board action will authorize the Office of the Chancellor to issue refunding bonds during fiscal year 2014/15 based upon market conditions to maximize present value savings, provided that the net present value savings equal or exceed 4%, and will establish an expiration date of June 30, 2015.

In keeping with PASSHE's practice of minimizing expense and risk, the bond issue will be competitively bid. Since PASSHE does not possess statutory bonding authority, the bonds will be issued through the Pennsylvania Higher Educational Facilities Authority. The bonds will be a general obligation of the System.

MOTION: That the Board of Governors adopt the attached resolution to authorize future issuance of refunding bonds when market conditions permit and after the Vice Chancellor for Administration and Finance consults with the Chair of the Finance, Administration, and Facilities Committee.

Supporting Documents Included: Resolution**Other Supporting Documents Available:** N/A**Reviewed by:** N/A**Prepared by:** James S. Dillon**Telephone:** (717) 720-4100

**Resolution Authorizing Issuance of Refunding Bonds
by the Pennsylvania Higher Educational Facilities Authority**

WHEREAS, the State System of Higher Education of the Commonwealth of Pennsylvania (the "System") desires that the Pennsylvania Higher Educational Facilities Authority (the "Authority") undertake a project (the "Project") consisting of the issuance of bonds (the "Refunding Bonds") to refund all or a portion of various series of bonds issued by the Authority on behalf of the System (the "Prior Bonds"); and

WHEREAS, the Board of Governors of the System (the "Board") has determined that it is desirable to authorize the Chancellor to proceed with the issuance of the Refunding Bonds when market conditions permit, as long as the net present value savings on the Refunding Bonds equal or exceed 4%, and this authorization expires June 30, 2015; and

WHEREAS, the Authority will lend the proceeds of the Refunding Bonds to the System to finance the costs of the Project and to pay expenses incidental to issuance of the Refunding Bonds; and

WHEREAS, the obligation of the System to repay the Refunding Bonds will be described in and evidenced by a Loan Agreement, as supplemented (the "Loan Agreement"), between the Authority, as lender, and the System, as borrower, pursuant to which the System will pledge the full faith and credit of the System as security for repayment of the obligation; and

WHEREAS, the Loan Agreement will be assigned by the Authority as security for the Refunding Bonds pursuant to a Trust Indenture, as supplemented (the "Indenture"), between the Authority and the accepted trustee; and

WHEREAS, the Authority will, by public invitation, solicit and receive competitive bids from underwriters for the purchase of the Refunding Bonds, which bids will contain, among other terms, proposed interest rates on the Refunding Bonds.

NOW, THEREFORE, BE IT RESOLVED, that the Board hereby authorize the Chancellor to proceed with issuance of the Refunding Bonds by the Authority when market conditions permit, provided that the net present value savings on the Refunding Bonds equal or exceed 4%; this authorization will expire June 30, 2015; and be it

RESOLVED, that the Board hereby delegate to the Chancellor or Vice Chancellor for Administration and Finance the power to accept bids for purchase of the Refunding Bonds from underwriters and to determine the principal amount of the Refunding Bonds to be issued by the Authority, the rates of interest, dates of maturity, provisions for optional or mandatory redemption, and other details, such approval to be evidenced by acceptance of the bid for purchase of the Refunding Bonds by the Authority and the System; and be it

RESOLVED, that the Board hereby authorize pledging the System's full faith and credit to repayment of the Refunding Bonds, as provided in the Loan Agreement, and does hereby authorize and direct the Chancellor or Vice Chancellor for Administration and Finance to execute, acknowledge, and deliver, and any Responsible Officer, as defined in the Indenture, to attest such signature to a supplement to the Loan Agreement in such form as the officers executing it may approve, such approval to be conclusively evidenced by execution thereof; and be it

RESOLVED, that any Responsible Officer is hereby authorized and empowered to approve the content of the Preliminary Official Statement and the Official Statement of the Authority relating to issuance of the Refunding Bonds as to information concerning the System and its affairs; and be it

RESOLVED, that any Responsible Officer is hereby authorized and directed to take such further action and to execute and deliver such other instruments and documents as may, in his or her judgment or upon advice of counsel, be necessary or advisable to effect issuance of the Refunding Bonds by the Authority, the intent of this Resolution, and the transactions contemplated.

Secretary to the Board

Chairman of the Board

Date

Finance, Administration, and Facilities Committee Meeting

April 9–10, 2014

SUBJECT: Property Acquisition, West Chester University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: West Chester University of Pennsylvania

BACKGROUND: West Chester University requests approval to acquire property at 101 Norfolk Avenue in West Goshen Township, Pennsylvania. The property is currently owned by the University Alumni Association, which is planning to move to another location. The University currently owns all other property on the block.

The property includes a 3,400-square-foot, wood frame, single-family home that has been converted to office space. The building was constructed in 1930 on 0.7 acres. The building is in average to good condition. In the near term, the University intends to use the building for office and meeting space. This property, combined with adjacent property, provides a potential future building site, additional parking, or geothermal well field, as needed.

The estimated cost of the property is \$504,000.

MOTION: That the Board of Governors approve West Chester University's acquisition of the property at 101 Norfolk Avenue, West Goshen Township, Pennsylvania.

Supporting Documents Included: Property Map and Photo

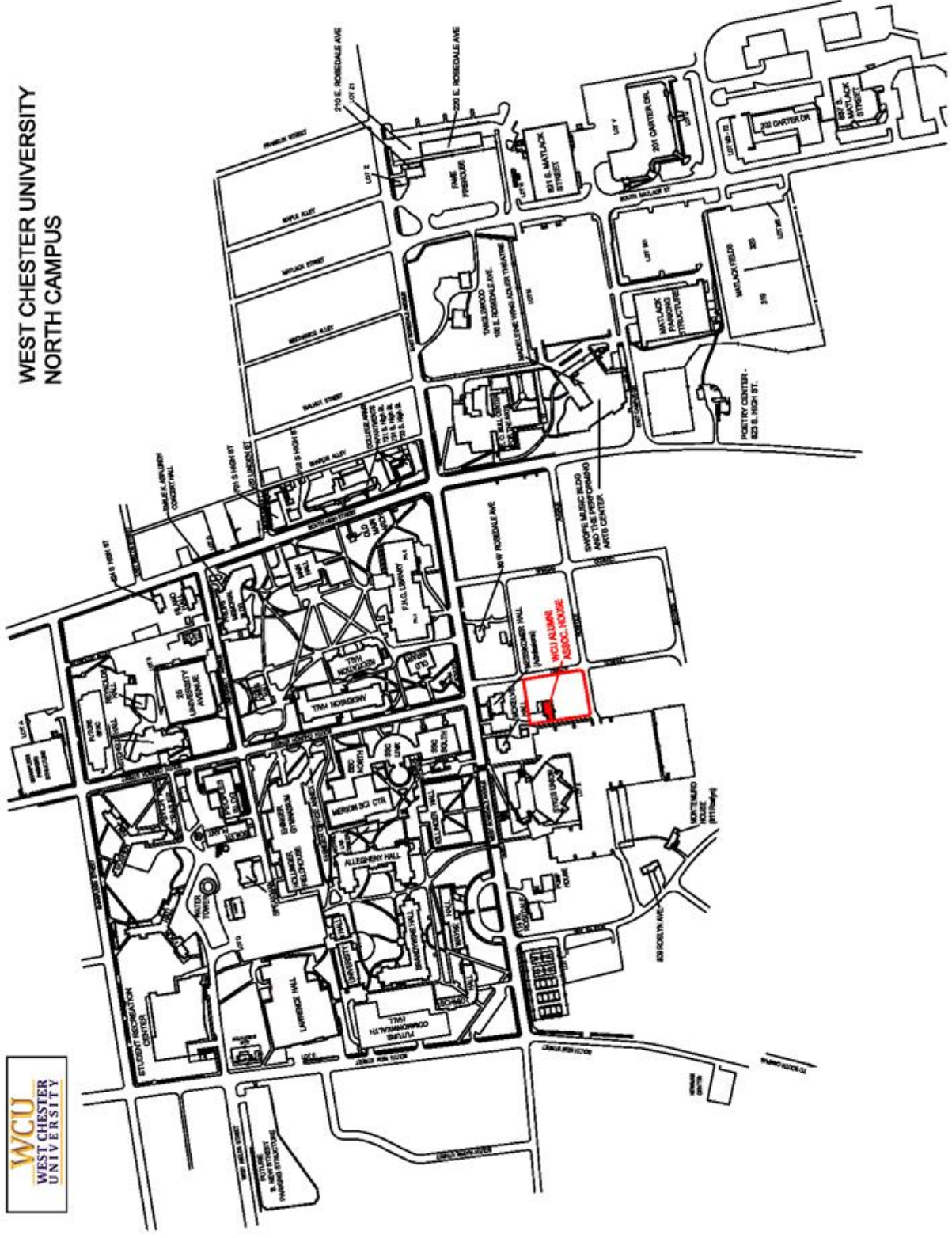
Other Supporting Documents Available: Real Property Acquisition Planning Data

Reviewed by: West Chester University's Council of Trustees, January 30, 2014

Prepared by: James S. Dillon

Telephone: (717) 720-4100

**WEST CHESTER UNIVERSITY
NORTH CAMPUS**





**101 Norfolk Avenue (Alumni House)
West Goshen Township, Pennsylvania**

Finance, Administration, and Facilities Committee Meeting

April 9–10, 2014

SUBJECT: Demolition of Diehm and Harbold Halls, Millersville University of Pennsylvania
(INFORMATION)

UNIVERSITIES AFFECTED: Millersville University of Pennsylvania

BACKGROUND: Millersville University intends to demolish Diehm and Harbold Halls with the implementation of Phase 2 of the University's four-phase housing replacement program. Phase 1 is under construction and includes replacement of Burrowes, Lenhardt, and Hobbs Halls. Additional residence halls will be demolished with subsequent phases of the project.

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. Diehm and Harbold Halls are almost identical 54,000-square-foot, three-story, concrete, brick, and masonry residence halls constructed in 1964.

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

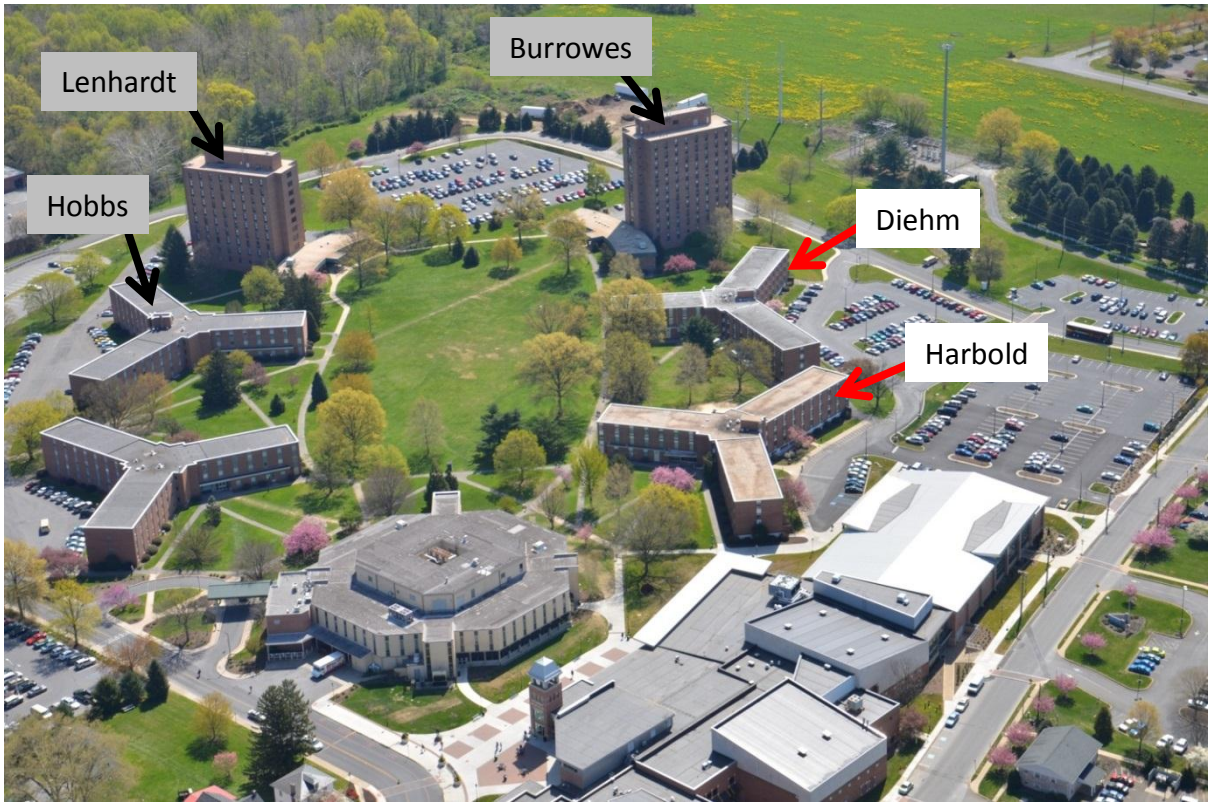
Supporting Documents Included: Property Photos

Other Supporting Documents Available: Project Planning Documentation

Reviewed by: Millersville University's Council of Trustees, March 19, 2014

Prepared by: James S. Dillon

Telephone: (717) 720-4100



South Campus Housing Quad Aerial View



**Diehm Hall
Millersville University of Pennsylvania**



Harbold Hall
Millersville University of Pennsylvania

Finance, Administration, and Facilities Committee Meeting

April 9–10, 2014

SUBJECT: Budget Update (INFORMATION)

UNIVERSITIES AFFECTED: All

BACKGROUND: At its October 2013 meeting, the Board of Governors approved a fiscal year 2014/15 Educational and General (E&G) appropriation request of \$429.3 million, an increase of 4.0%; and a line item request of \$18.0 million for Pennsylvania Priority Programs. On February 4, 2014, Governor Corbett recommended an E&G appropriation for PASSHE of \$412.8 million, the same amount received this fiscal year.

Additional information regarding PASSHE's FY 2014/15 budget requirements will be presented at the Board of Governors' meeting.

Supporting Documents Included: N/A

Other Supporting Documents Available: Board of Governors' meeting materials, October 17, 2013; Governor's budget recommendations as provided, February 4, 2014

Reviewed by: N/A

Prepared by: James S. Dillon

Telephone: (717) 720-4100

Finance, Administration, and Facilities Committee Meeting

April 9–10, 2014

SUBJECT: Quarterly Financial Reporting (INFORMATION)

UNIVERSITIES AFFECTED: All

BACKGROUND: In response to requests by members of the Board of Governors, a university financial performance dashboard has been developed for quarterly distribution to the Board. The first university financial dashboards will be provided at the Board of Governors' meeting.

Supporting Documents Included: N/A

Other Supporting Documents Available: N/A

Reviewed by: Council of Fiscal and Administrative Vice Presidents, March 20, 2014

Prepared by: James S. Dillon

Telephone: (717) 720-4100



Human Resources Committee Meeting

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

April 9–10, 2014

Agenda

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1. Committee Update (INFORMATION)	78
2. Revisions to Board of Governors' Policy 1983-13-A: <i>Process for Recommending Presidential Appointment</i> and Rescission of Board of Governors' Policy 1984-02-A: <i>Expenses for Presidential Searches</i> (ACTION)	79



Committee Members: Marie Conley (*Chair*), Senator Richard L. Alloway II, Jennifer G. Branstetter (designee for Governor Thomas W. Corbett), Ronald G. Henry, Aaron A. Walton, Guido M. Pichini (*ex officio*), and F. Javier Cevallos (nonvoting president liaison).

Human Resources Committee Meeting

April 9–10, 2014

SUBJECT: Committee Update (INFORMATION)

UNIVERSITIES AFFECTED: All

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

Supporting Documents Included: N/A

Other Supporting Documents Available: N/A

Reviewed by: N/A

Prepared by: Peter H. Garland

Telephone: (717) 720-4010

Human Resources Committee Meeting

April 9–10, 2014

SUBJECT: Revisions to Board of Governors' Policy 1983-13-A: *Process for Recommending Presidential Appointment* and Rescission of Board of Governors' Policy 1984-02-A: *Expenses for Presidential Searches* (ACTION)

UNIVERSITIES AFFECTED: All

BACKGROUND: Board of Governors' Policy 1983-13-A defines the process for presidential searches at PASSHE universities. The last comprehensive review of this policy led to substantial revisions approved by the Board in January, 2009. The Human Resources Committee initiated a review of the policy last fall.

After identifying a number of discussion points and possible changes, the Human Resources Committee sought input from various stakeholders throughout the System on March 4, 2014, including Board members, trustees, presidents, faculty and university senate leaders, union leadership, and student government leaders. As a result of these discussions, and the Committee's review, several changes in the policy are recommended: (1) ensure the input of university trustees is as thorough as possible in the final selection process; (2) define the role of the staff liaison as a facilitator for the Committee and the chancellor; (3) engage the outgoing president in the process to help candidates understand the challenges/opportunities for the university; (4) clarify the opportunity for acting or interim presidents to be considered in the search process; (5) change the number of candidates to be considered by the Board; and (6) incorporate Board of Governors' Policy 1984-02-A: *Expenses for Presidential Searches* in this policy (and rescind 1984-02-A) providing reimbursement to universities for search consultant fees.

Motion: That the Board of Governors approve revisions to Board of Governors' Policy 1983-13-A: *Process for Recommending Presidential Appointment* and rescind Board of Governors' Policy 1984-02-A: *Expenses for Presidential Searches*.

Supporting Documents Included: Board of Governors' Policy 1983-13-A: *Process for Recommending Presidential Appointment* and Board of Governors' Policy 1984-02-A: *Expenses for Presidential Searches*.

Other Supporting Documents Available: N/A

Reviewed by: Constituency Groups - March 4, 2014; Board of Governors' Human Resources Committee - April 2, 2014

Prepared by: Peter H. Garland

Telephone: 717-720-4010



PA State System of Higher Education Board of Governors

Effective: June 20, 1983

Page 1 of 4

Policy 1983-13-A: Process for Recommending Presidential Appointment

See Also:

Adopted: June 20, 1983

Amended: July 19, 1983;

May 15, 1984; April 18, 1991; October 15, 1992;

October 9, 1997; January 8, 1998; April 8, 2004;

January 15, 2009; April 7, 2011; [April 10, 2014](#)

A. Purpose

To prescribe the method by which the list of presidential candidates is ~~derived~~ developed, and by which the appointment is made by the Board, pursuant to Act 188 of 1982, § 2005-A (4) and 2006-A(2).

B. Search Procedure

~~1. Staff Liaison~~

~~Upon notice of a vacancy in a university presidency, the chancellor shall appoint a staff liaison to the council of trustees, who, as a non-voting member of the Presidential Search Committee, will assist the council and chancellor in conducting the search in accord with pertinent laws, policies, and principles. Consideration should be given not only to Act 188, but Board expectations of the president, diversity, compensation practices, and sound search practices.~~

Initiating the Presidential Search Process

Upon notice of a vacancy in a university presidency, the chancellor, after consultation with the chairperson of the university council of trustees, will initiate the search in accord with applicable laws, policies, and principles.

2. Presidential Search Committee

a. ~~Upon notice from the chancellor, the~~ The chairperson of the ~~university council of trustees~~ shall form a committee, with the advice and consent of the council, to be known as the Presidential Search Committee.

b. Membership

(1) Three trustees, elected by the council;

(2) One executive from the university, selected by the council after consultation with those executives; the executive selected shall not report directly to the president;

(3) Two faculty members, one (and an alternate) selected by faculty election and one (and an alternate) selected by the faculty collective bargaining unit;

(4) Two non-instructional persons, one (and an alternate) of whom will be selected by the leadership of the non-instructional bargaining units ~~and an alternate; and one selected by the council.~~

(5) One student (not a trustee) selected by the student government and an alternate;

(6) One alumna/us (not a trustee) selected by the ~~trustee chairperson-~~ alumni association and an alternate;

(7) ~~OPTIONAL:~~ Up to three others within the university, including students, selected by the council to assure appropriate involvement by constituency, gender, race, generation, etc.; and

(8) One current or former president/chancellor from a comparable university, from a list designated by the chancellor (non-voting).

c. The chancellor will appoint a staff liaison to the council, who, as a nonvoting member of the Presidential Search Committee, will assist the council and chancellor in conducting the search.

e.d. The chairperson of the ~~trustees~~ council shall appoint the chair of the Presidential Search Committee, subject to the approval of the council, who shall be one of the three university trustees serving on the committee. It is recommended that the chairperson of the

~~trustees~~ council not serve as the chair of the Presidential Search Committee.

~~d.e.~~ Committee Authorization

The council chairperson shall submit to the chancellor sufficient information about the proposed committee to assure compliance with § 2.a & b. above ~~and with diversity principles~~. The council chairperson shall oversee any necessary committee modifications. The chancellor shall then authorize the committee to proceed.

3. Consulting Expertise

The chair~~person~~ of the Presidential Search Committee shall select a consulting firm, from a presidential search consulting firm list maintained by the chancellor, to (a) undertake a university leadership needs assessment and (b) assist the committee and the chancellor in conduct of the search process.

4. Committee Responsibilities

a. Search and Screen

The committee after appropriate consultation with campus constituencies shall define the expectations of presidential candidates, the timeline for the presidential search, invite applications, conduct preliminary screening, invite certain applicants for off-site interviews, invite leading applicants to visit the campus, and report its findings and recommendations to the ~~trustees~~ council.

b. Confidentiality

Confidentiality in presidential searches is essential. Each member of the search committee must agree to maintain confidentiality. All applications and deliberations about individual applications shall remain wholly confidential, and the chair may at his or her sole discretion expel from the committee any member who violates professional standards or codes of confidentiality.

Results of criminal and credit background checks and degree verification information collected by the search consultant will be provided confidentially to the chair of the search committee and the staff liaison for candidates invited to interview at the university. To further ensure confidentiality, visits will not be made to the candidates' current college, university or place of employment as part of the routine background information.

c. Attendance at Meetings

Regular attendance at and participation in committee meetings by all committee members is essential to the work of presidential search; therefore, any committee member who is absent from three meetings of the committee may be excused from the committee by the chair. A member excused by the chair will not be replaced, except in those cases where alternates were identified at the time of the selection of the presidential search committee.

d. Communications

The committee chair will issue intermittent reports to the university trustees and community about its progress, notifying them about such things as committee membership, meeting dates, deadlines, number of applicants, interview dates, etc.

e. Records

The committee shall keep and approve minutes of its meetings, and files regarding all nominees and applicants, and the council shall retain such files for at least seven years after conclusion of the search.

f. Acting or Interim President

The acting or interim university president shall notify the search committee of his or her interest in seeking the presidency at the time the position is publically announced.

fg. Designation of Candidates

The committee shall present to the ~~trustees~~ council the names and dossiers of ~~three~~ two candidates for the presidency, ~~without ranking,~~ from which the ~~trustees~~ council shall forward ~~their~~ its recommendations to the chancellor.

5. Presidential Involvement

The retiring or acting/interim president shall not participate as a member of the search committee or in interviews of the candidates. The search committee will define appropriate opportunities for interaction between the retiring or acting/interim president and the candidates. Should the acting/interim president be a candidate for the position, no interaction will be permitted.

6. ~~Trustee~~Council Recommendations

The ~~trustees council~~ shall submit to the chancellor the names and dossiers of ~~at least three~~ two candidates, ~~without ranking~~.

The ~~trustees council~~ may confidentially share other information and evaluative material with the chancellor, which may be deemed helpful to the chancellor and Board.

The ~~trustees council~~ shall accompany ~~their~~ its recommendations to the chancellor with a certified copy of the minutes of the ~~trustee council~~ meeting at which the recommendations were approved. The council shall provide evidence that the search process open, transparent, and fully inclusive.

C. Selection Procedure: Board of Governors

1. The chancellor shall submit the report of the ~~trustees council~~ to the chair of the Board of Governors and shall advise the Board. Should one of the candidates withdraw from the search after the report is made to the Board, the Board in consultation with the chairperson of the council ~~of trustees and the~~ /chair of the search committee, will have the option to continue, extend, or restart ~~proceed with~~ the search ~~to conclusion~~.
2. The Board of Governors will interview the recommended candidates and select the university president. In the absence of a quorum of the Board, The Executive Committee of the Board shall be authorized by the Board to interview the recommended candidates and select the university president.
3. The Board shall invite the chair of the ~~university's~~ search committee/ ~~and the~~ chairperson of the council ~~of trustees~~ to attend and observe the interviews of the recommended candidates and to ~~share other information and evaluative material~~ participate in deliberations with the Board.
4. The chancellor shall notify the chair of the ~~university's~~ search committee and the final candidate of the Board's selection in writing; ~~a~~ A public announcement will be made by the chancellor after consultation with the council chairperson.

D. Expenses for Presidential Searches

Funds from the System Reserve shall be used to reimburse a university for the cost of the professional service fee imposed by the presidential search consulting firm. In addition, funds from the System Reserve shall be used to reimburse the Office of the Chancellor for reasonable expenses related to candidates and spousal/partner travel to interview with the chancellor and the Board of Governors.



PA State System of Higher Education Board of Governors

Effective: January 17, 1984

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Policy 1984-02-AR: Expenses for Presidential Searches

See Also:

Adopted: January 17, 1984

Amended: October 17, 1991; October 15, 1992; October 9, 1997

Rescinded: [April 10, 2014](#)

A. Policy

~~Funds from the System Reserve shall be used to reimburse a university for reasonable expenses in searching for a president, including expenses related to spousal travel when authorized by the chair of the Presidential Search Committee. The total reimbursement shall not exceed \$40,000. In addition, funds from the System Reserve shall also be used to reimburse the Office of the Chancellor for reasonable expenses related to finalist candidates and spousal travel to interview with the chancellor and the Board of Governors.~~



Board of Governors Quarterly Meeting

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

Thursday, April 10, 2014
9:00 a.m.

Agenda

Call to Order and Roll Call of Board Members

Pledge of Allegiance

Approval of the Minutes of the January 22, 2014 and January 23, 2014 meetings.

Public Comments

Remarks of the Chair Guido M. Pichini

Report of the Chancellor Frank T. Brogan

Committee Reports with Related Actions

A. Academic and Student Affairs Aaron A. Walton

1. Revisions to Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs*
2. Approval of a Master of Health Science Degree (MHS) at Lock Haven University of Pennsylvania
3. Approval of a Doctorate of Education Degree (Ed.D.) in Special Education at Slippery Rock University of Pennsylvania
4. Annual Syed R. Ali-Zaidi Award for Academic Excellence

B. Audit Joseph F. McGinn

1. Committee Update

- C. Finance, Administration, and Facilities**.....Ronald G. Henry
1. Pricing Flexibility Pilot Proposals
 2. Revisions to Board of Governors' Policy 1996-01-A: *Sources of Funding for University Scholarships*
 3. Rescission of Board of Governors' Policy 1991-01-A: *Guidelines for Selection of Real Estate Appraisers*
 4. Revisions to Board of Governors' Policy 1991-05: *Delegation of Authority for Leasing State System Real Property as Lessor and Granting Easements or Licenses for Use of State System Real Property*
 5. Authorization to Issue Refunding Bonds
 6. Property Acquisition, West Chester University of Pennsylvania
 7. Demolition of Diehm and Harbold Halls, Millersville University of Pennsylvania
 8. Budget Update
 9. Quarterly Financial Reporting and Updates

- D. Human Resources**Marie Conley
1. Committee Update
 2. Revisions to Board of Governors' Policy 1983-13-A: *Process for Recommending Presidential Appointment* and Rescission of Board of Governors' Policy 1984-02-A: *Expenses for Presidential Searches*

- Board Action**Chairman Guido M. Pichini
1. Appointment of Nominating Committee for Board Officers
 2. Resolution: James Franklin

Other BusinessChairman 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 Conley, Sara J. Dickson, Acting Secretary of Education, Carolyn C. Dumaresq, Laura E. Ellsworth (*Vice Chair*), Christopher H. Franklin, Todd M. Garrett, Chelsea E. Getsy, Representative Michael K. Hanna, Ronald G. Henry (*Vice Chair*), Jonathan B. Mack, David M. Maser, Joseph F. McGinn, Robert S. Taylor, Aaron A. Walton, and Senator John T. Yudichak.

Board of Governors' Meeting

April 9–10, 2014

SUBJECT: Appointment of Nominating Committee for Board Officers (ACTION)

UNIVERSITIES AFFECTED: All

BACKGROUND: A Nominating Committee will be appointed to present candidates for the positions of Chair and Vice Chairs to the Board. The Nominating Committee will report its recommendation at the July Quarterly Meeting of the Board prior to the election of officers. The Chair will identify three members of the Board to serve on the Nominating Committee.

MOTION: That the Board of Governors approve the Nominating Committee as presented by the Chair.

Supporting Documents Included: N/A

Other Supporting Documents Available: N/A

Reviewed by: N/A

Prepared by: Randy A. Goin, Jr.

Telephone: 717-720-4010