Board of Governors Meeting

April 28, 2021 at 8:30 a.m.
Via ZOOM

To view the meeting online or for information
regarding how to offer public comment, visit:
www.passhe.edu/meeting

8:30 a.m.   **Board of Governors Meeting**

1. Roll Call

2. Chairwoman's remarks

3. Public comment

4. Remarks by union leaders

5. Remarks by PACT president

6. Board Consideration

    a. Consideration of institutional integration plans for the purpose
       of initiating 60-day public comment period (Northeast
       integration plan and West integration plan attached)

    b. Resolution honoring departing Board of Governors student
       members

7. New business

8. Adjournment

Executive Session (if needed)

Pennsylvania's State System of Higher Education Northeast Proposed Implementation Plan Report
April 23, 2021

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Executive Summary

University integrations recommended here are a bold and innovative response to demographic, funding, and other challenges confronting higher education nationally and which are particularly acute in the Commonwealth of Pennsylvania. A major part of a more comprehensive System Redesign launched in 2016 by the Board of Governors (BOG or the Board) of Pennsylvania's State System of Higher Education (the State System or System), integrations provide a path for the State System's 14 universities to continue fulfilling their historic mission of providing affordable, high-quality public higher education for all Pennsylvanians well into the 21st century and serving as engines of economic development and social mobility.

The Board's consideration of these recommendations is permitted by Public School Code of 1949 – Omnibus Amendment Act of Jul. 1, 2020, P.L. 558, No. 50 (Act 50 of 2020 or Act 50). Signed into law in July 2020, Act 50 allows the Board of Governors to develop policies and procedures by which it may create, expand, consolidate, transfer, or affiliate an institution, with some exceptions (reference BOG Policy 2020-03: Act 50 of 2020 Implementation Policy)[1]. The recommendation herein results in a consolidation, which does not close any existing universities, but results in a State System comprised of ten accredited universities.

In ongoing consideration of the acute challenges confronted by the State System and in accordance with Act 50, the Board directed the Chancellor in July 2020 to conduct a review of the System's financial stability and develop a report and recommendation for potential university integrations. Upon consideration of that review in October 2020, the Board then, in accordance with Act 50, authorized the Chancellor to develop a proposed integration implementation plan. The proposed implementation plan comprised within this document represents a comprehensive, collaborative, consistent, empathetic, and organized approach in accordance with Act 50 and with our institutional accreditor, Middle States Commission on Higher Education (MSCHE). Of all trajectories evaluated by the Board of Governors, this approach provides the best path to financially sustainable operations, and ensures we continue to provide an affordable, high-quality education at each of the System's universities.

The Northeast integration (NE or Northeast) proposes to integrate (which we believe corresponds to the statutory and MSCHE definitions of "consolidate;" for this report we use the term "integrate") Bloomsburg University of Pennsylvania (Bloomsburg), Lock Haven University of Pennsylvania (Lock Haven), and Mansfield University of Pennsylvania (Mansfield) (collectively, the Northeast) into a single, integrated entity that retains the accreditation and degree-granting authority of one of the partner institutions.

The integrated university will have:

- A single president and leadership team with one reporting relationship to the Board of Governors through the Chancellor.
- A single faculty providing instruction in a single academic program array that leverages program, faculty, and facilities strengths at participating campuses and in which the majority of credentials, majors, minors, and areas of concentration is available to all students at each of the partner campuses through a combination of face-to-face and remote instruction. General education courses will be available on each campus through face-to-face instruction.
- An integrated enrollment management strategy and student-facing supports and services (including academic advising, financial aid, health and wellness counseling, library services, career counseling, etc.).
- A comprehensive range of offerings developed to serve the lifelong educational needs of non-traditional students by providing sustainable, relevant, and high-demand skills, aligned with industry/business needs.
- A robust student recruitment process with an expanding array of high schools, community colleges (only 15% of whose students attend a State System university after leaving community college), and other education providers, including robust dual enrollment and transfer articulation agreements and associated student supports.

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[1] https://www.legis.state.pa.us/cfdocs/legis/li/uconsCheck.cfm?yr=2020&sessInd=0&act=50

- Significantly expanded opportunities for adult students seeking to re-skill and up-skill through non-degree credentialing courses.
- Credentialing programs developed in close consultation with regional employers to ensure they have the skilled workforces they need as well as opportunities to re-skill and up-skill current employees.
- A process to select a new name, which will be determined in Summer 2021. Within the naming convention for the integrated university, we expect to incorporate the current location name for each partner institution and continue to leverage it in traditional ways, including with student recruitment, alumni and donor relations, branding, marketing, etc.

Students at each of the universities being considered for integration will:

- Have access to a comprehensive range of postsecondary degrees and credentials, including a wide range of majors, minors, and areas of concentration;
- Be able to participate in and benefit from the many advantages associated with a residential university experience, including through face-to-face engagement with faculty and student support staff, participation on athletic teams, in co-curricular activities, and in student clubs and organizations; and
- Experience improvements in educational outcomes (measured in terms of student retention and graduation rates).

Our shared and single-minded goal in integrating is to capture economies of scale and leverage our individual and collective strengths while increasing educational access and measures of success for all students, investing in new markets, and securing our mission of educational opportunity for our region far into the future – **doing more together than any one institution could do alone**. Based on the proposed implementation plan, we expect the Northeast integration to result in the creation of a student-focused, sustainable, totally integrated university that benefits the Commonwealth and honors the identities of the three integrating universities, but is one university. With the Board's approval, the integration will embark on implementing the recommendations herein.

Planning was conducted by more than 589 students, faculty, and staff through their participation in 16 working groups (WG) and 135 subgroups – each looking at a specific aspect of integration (e.g., leadership and governance, academic program array, student financial aid, technology integration). The process was governed by a leadership team, comprising the Chancellor and the presidents of Bloomsburg, Lock Haven, and Mansfield, and a planning framework that focused working groups on:

- Establishing long-range goals for the functions under their consideration,
- Recommending how to achieve those goals in discrete phases, beginning with "Phase 1," "Priority One" work required for an integrated university to enroll its first cohort of students in August 2022, and
- Evaluating potential impacts of recommendations on various stakeholders, processes, technologies, finance, physical assets, and compliance and legal requirements.

The implementation planning process is described summarily in Appendix A.

Detailed recommendations, evaluations of their impacts, and analysis are included within the appendices to this report. While this implementation planning report focuses on the Priority One recommendations for Phase 1 implementation, note that each of the working groups also identified Priority Two recommendations for implementation after the integrated university enrolls its first cohort of students in August 2022.

The proposed implementation plan outlined in this report sets the stage for a transformed Northeast integrated university that will be positioned to serve students, families, and the region for the future, enabling the continuation and expansion of high-quality, affordable educational opportunities that continue fulfilling the mission of the university and the System. This plan leverages the scale and resultant operational efficiencies achieved by combining the three universities, providing cost savings that allow us to reinvest in our students' success. It sets the stage for long-term viability focused on the students and regions these universities serve, while improving access to affordable, high-quality education that our students need to continue driving the regional and statewide economies. It is the beginning of the journey, and one, through the experience of building the work included here, that we have every confidence will be successful. With your support, we can, we must, and we will.

Background

University integration is part of a broader System Redesign engaged by the Board in 2016 to ensure the State System's 14 universities continue their vital historical roles as engines of social mobility and economic development by offering affordable postsecondary pathways for all Pennsylvanians.

That historic mission is amply documented in the State System's accountability report as submitted annually to the General Assembly as part of the appropriations process. The 2021 Annual Accountability Report, available in Appendix B, shows the many contributions State System universities make to the Commonwealth of Pennsylvania as:

- Engines of workforce development (reference Appendix B, slides 10-12, Figures 2-4, and slides 16-18, Figures 8-12),
- Drivers of social and economic upward mobility (reference Appendix B, slide 19, Figure 13),
- Creators of jobs and drivers of regional economies (reference Appendix B, slide 9), and
- Net positive contributors to the Commonwealth's economy (reference Appendix B, slide 9, Figure 1).

But the State System is also confronted with challenges that are pervasive across higher education nationally, and particularly acute in Pennsylvania. Over the past decade, the State System has lost 21% of its enrollments and, because it has not yet adjusted cost structures, and because the state is 48th in the nation in terms of public expenditure on higher education, it is severely challenged financially. Additionally, as enrollments contract, they struggle to offer the full range of programs required by their students and in their regions.

The challenges confronting the State System are also well-documented in the Annual Accountability Report in Appendix B (slides 21-30, 62-83), and in material presented to the State System Board of Governors at a workshop held on April 14, 2021 (Appendix C).

The Board of Governors ability to consider integration as an option results from legislation passed by the Pennsylvania General Assembly on June 24, 2020, which the Governor subsequently signed into law (Act 50). Act 50 allows the State System Board of Governors to create, expand, consolidate, transfer, or affiliate an institution with some exceptions. Act 50 requires a robust and consultative process, comprising the milestones below. A timeline for the work, in keeping with the requirements of Act 50, is outlined below:

- Conduct a review of the financial stability of State System universities assuming the continuation of present operations and as impacted by potential integrations (July-October 2020)
- Develop implementation plan(s) for candidate integrations for Board approval (October 2020-April 2021)
- Submit proposed implementation plan(s) for public comment for a period not less than 60 days (May-June 2021)
- Submit proposed implementation plan for final approval by the Board (July 2021)
- Integration effected (July 2022)

Based on this proposed timeline, activities associated with implementation would begin in July 2021. The proposed implementation plan is recommending a phased implementation schedule, with activities required for the arrival of students for the Fall semester of 2022 being deemed Phase 1. While this implementation planning report focuses on the Priority One recommendations for Phase 1 implementation, note that each of the working groups also identified Priority Two recommendations for post-implementation improvement.

Proposed Implementation Plan Development Process

Proposed Implementation Plan Project Governance Structure

To effectively develop the proposed implementation plan for the integration of the three universities, an implementation planning governance structure was established. Each integration was governed by a University Leadership Team (ULT) comprised of the Integration Lead President, Presidents of the integrating universities, Project Manager and Quality Manager, Chief Academic Officers (CAO), Vice Presidents (VP) of Finance and Administration (F&A), and designated functional Working Group Co-Leads of the integrating universities. The ULTs were responsible for leading decision-making processes, stakeholder engagement, and implementation planning activities; providing oversight and guidance for the working groups; and providing input to the single System Leadership Team (SLT). The SLT was comprised of the Chancellor, Vice Chancellor and Chief Academic Officer, Executive Vice Chancellor, Deputy Chancellor, Strategic Advisor for Institutional Integration, and West (W or West) and Northeast Integration Lead Presidents. The SLT was established to lead alignment between the two regional work streams, stakeholder engagement, and implementation planning activities that required coordination; create and oversee development of implementation planning deliverables adopted by ULTs; and serve as the escalation point for ULT-identified risks, issues, and decisions.

For each of the functions within the scope of integration, parallel working groups were formed to conduct planning and make recommendations for each integration and, in a few cases, joint planning teams worked together on processes that involve external agencies (such as MSCHE, the US Department of Education (ED), the National Collegiate Athletic Association [NCAA], the Mid-American Conference, the Atlantic-10, the Collegiate Spring Football League, and the Pennsylvania State Athletic Conference [PSAC]). Each of the working groups was guided by the System Integration Initiatives Charter (Appendix D), System Integration Working Groups Charter (Appendix D), and Individual Working Group Charges (Appendix E). Additionally, diversity, equity, and inclusion (DEI) representatives were engaged in reviewing working group deliverables to help create environments that recognize differences, provide appropriate and equitable systems that foster positive outcomes for all students, and eliminate gaps that persist in relative performance of different student groups.

Goals and Objectives

To facilitate a data driven, goal-based approach, the SLT in collaboration with the ULT identified aspirational goals for the newly integrated university. These goals were provided to the working groups for review and comment and were used to provide direction related to the future state recommendations. The goals and objectives have been and will continue to be communicated as part of updates to all stakeholders. Refer to Appendix F for detailed goals.

Recommendations, Impacts, and Timeline

The proposed implementation plan was developed through a collaborative process that reviewed data, documentation, and leading practices to formulate recommendations related to academic and non-academic units. Data and documentation reviewed included program-level trend data for each institution such as student enrollments, faculty, facilities, and credentialing productivity; program and campus reputational data; regional workforce demand data (forecasted to 2026); NCAA reporting data; and higher education resources and compliance regulations. Refer to Appendix W for a list of sources reviewed as part of the integration planning.

To focus the work efforts on mission-critical activities and gather appropriate data to inform the proposed implementation plan, each working group utilized a standard template to define their Phase 1 or high-priority recommendations – that is, recommendations that must be implemented by August 2022 when planning anticipates that the integrated university would enroll its first cohort of students. This template included the potential impact of the recommendations on various stakeholders. Based on the working group recommendations and impacts, the proposed implementation plan timeline was developed that depicts predecessors and dependencies. In addition to Phase 1 recommendations, working groups identified Phase 2 recommendations for continued improvement post implementation. These recommendations, while not incorporated into the proposed implementation plan or timeline, will be utilized post-integration as opportunities for continued transformation. As part of the proposed implementation plan organization design work, change management and communications will be

developed to align to the rollout of the final organization. This will include, where appropriate, training and development as part of the implementation.

Financial Sustainability Analysis

Based on the working group recommendations, a financial analysis was conducted. The projected results reveal an integrated university that has an operating margin which exceeds the sustainability goal and a primary reserve ratio that is within one range (20-40%) below the goal of healthy. More importantly, the projections were able to contain investments of almost $500,000 for student success, a clear goal of the integration. Additionally, projections provided for surpluses to allow for additional reinvestment in students and the physical plant as well as allow for the increase in reserves to fund future obligations. (Appendix U provides the Financial Sustainability Analysis.)

Stakeholder Engagement

Stakeholders were a key part of the creation of the recommendations outlined in the proposed implementation plan and were engaged across all levels – the individual campus level, the three integrating universities, and the six integrating universities. Engagement avenues included, but were not limited to: regular conference calls with the State System caucus of the General Assembly and joint legislative committee hearings; campus open forums with the Chancellor every semester at each of the 14 universities; State-Wide Meet and Discuss (SWMD) (the faculty union labor relations meetings) and specially-convened meetings of all union leaders; regularly scheduled calls with leaders of the Pennsylvania (PA) Councils of Trustees (COTs); and regular meetings with functional groups from the State System universities, including Presidents, Chief Financial Officers, Chief Academic Officers, Chief Student Affairs Officers, Strategic Enrollment Management Officers, and Chief Diversity Officers, where regular input was sought on System-level strategy, including university integrations. Additionally, the Chancellor briefed on a regular basis the Governor and his staff, the Pennsylvania Secretary of Education, and the Executive Committee of the Board of Governors.

Student participation in the integration planning process was critical and provided essential insights into the students' needs and concerns, as well as pressure-testing of various options under consideration with respect to their impacts on the overall student experience. Student members were included in the Governance and Leadership Working Group, as well as the Student Government and Affiliate sub-group, and will continue to be included on implementation teams as integration continues. A Student Advisory Board, comprised of the student government president and vice president, student trustee, and student-athlete advisory committee president and vice president from each of the three integrating universities, provided students with updates on the integration planning, shared key information and discussed the timeline of deliverables, and provided feedback to integrations leadership on critical items. All three campuses' student government presidents and student association chairs also participated on select working groups, in addition to the System's regular interaction with the System-wide Board of Student Government Presidents.

Further, each working group for the West and Northeast integrations created a comprehensive consultation plan to support consideration of input and feedback from stakeholders. The consultation plans identified major stakeholders for each working group's functional area, how/when/what the working groups anticipated communicating with stakeholders, and who on the working group was the point of contact for each interface.

A System-level Advisory Group provided opportunity for the System-level leaders of stakeholder groups to share their insights and to periodically receive information regarding ongoing institutional integrations implementation planning work. Meetings have occurred ahead of presentations to the State System Board of Governors to inform the work ahead of consideration by the Board. The group includes leaders from the Board of Student Government Presidents, State System Faculty Council, Pennsylvania Association of Councils of Trustees (PACTs), Commission of Presidents, all state-level unions, the State System Board of Governors, the Pennsylvania House and Senate, the Governor's Office, and the Pennsylvania Workforce Development Association.

Diversity, Equity, and Inclusion

The Northeast integrated university aspires to be a collaborative community, committed to active attention to DEI.

Led by the work of our DEI officers, we ensured that all integration leadership has a strong understanding of what DEI is and how it is vital to the success of the integrated university. Leadership shared this knowledge with working group members to identify opportunities and challenges that impact all members of our campus and greater community, including student, employees, alumni, and town residents. We aspired to create a plan fueled by positive DEI synergy. The working groups and DEI team (comprised of the three campuses' DEI officers) took the following action steps:

- Included DEI expectations in all working group charges
- Reviewed Priority One and Two recommendations from sample working groups to provide examples of contrasting feedback
- Defined DEI and prioritized these concepts in working group recommendations
- Provided a DEI resources list of web resources, book recommendations, and other methods to increase DEI knowledge
- Focused working group meetings on DEI topics approximately twice monthly

The working groups and DEI team also drafted the following recommendations to continue incorporating DEI during the integration implementation:

- Conduct research for more specific work process-targeted feedback items
- Refine DEI process evaluation metrics
- Establish a cabinet-level DEI unit led by a Chief Diversity, Equity, and Inclusion Officer
- Provide consistent DEI services on each campus
- Develop appropriate resources to best meet the needs of the campus community
- Establish (or adjust as necessary) policies and procedures to ensure the entire community has an equitable university experience

Proposed Implementation Plan Report Structure

The following aligns to each section required by Act 50, with supporting materials referenced within the Appendices. This document and its appendices will be available as part of the public comment period required in accordance with Act 50.

Act 50, Section 2002A a3 – Implementation Plan

1. Description of the Proposal to Exercise Powers under Subsection a.1 of Act 50, Namely to Create, Expand, Consolidate, Transfer, or Affiliate an Institution

The proposed implementation plan as presented to the Board of Governors is for the consolidation of Bloomsburg University of Pennsylvania, Lock Haven University of Pennsylvania, and Mansfield University of Pennsylvania to form a single integrated, accredited institution. As part of the proposed implementation plan, application for a Complex Substantive Change (CSC) must be made to the institutional accreditor MSCHE, and approval or notification processes followed for some program accreditors. In order to achieve the intended future state without submitting a new application for accreditation, MSCHE, in accordance with federal definitions, provides for a Complex Substantive Change process whereby the accreditation and degree-granting authority of one of the universities is retained, which will be labeled the "main" campus for administrative purposes, into which the other two are incorporated as other teaching locations. Accordingly, the integrated university will retain the accreditation and degree-granting authority of partner school Bloomsburg, and Lock Haven and Mansfield will be incorporated within the scope of that accreditation and authority. Although this "main" campus designation is required by MSCHE and ED, we wish to state clearly that each partner campus of the integrated university will operate as full and co-equal campuses in all other respects.

The MSCHE Complex Substantive Change process requires two submissions. First, a Complex Substantive Change Preliminary Review Form sets out the substantive change in broad outline. Following a period of consultation with MSCHE staff and legal counsel, universities submit a Complex Substantive Change Request. The Request becomes the basis for peer review and, together with the peer reviewers' report, for MSCHE's action on the request. The Preliminary Review Form was originally scheduled for submission in early February 2021. Upon advice from MSCHE to submit only one set of the forms, either for the Northeast integration or the West integration, to give the second group of universities the advantage of MSCHE comments and advice on the first, it was determined that the West integration would submit the Preliminary Review Form first and the Northeast integration would submit only after MSCHE official response to the first. At the time of writing, it is still under review by MSCHE. Upon receipt of MSCHE feedback to the West integration, the Northeast will incorporate the advice and recommendations into their Preliminary Review Forms and submit them to MSCHE. These forms for each Northeast integration university will be available upon request, once submitted to MSCHE, for additional information on the proposed changes. It is still anticipated that the Northeast integration will be able to submit the Complex Substantive Change Request in early September 2021, as originally planned.

The integrated university will have a new name, which is yet to be determined. A process to select that new name is underway, with input from a wide range of stakeholder groups. Within the naming convention for the integrated university, we expect to incorporate the current location name for each partner location. The integrated university's name will be selected from options that have been market-tested for their appeal to our target audience(s). Recognizing that our existing campus names/brands have tremendous value, each campus's local identity and brand will be maintained, regardless of the final integrated university name.

2. Rationale, Goals, and Objectives of the Proposal to Exercise Powers under Subsection a.1

Rationale

A declining demographic and increasing competition from in-state and out-of-state institutions of higher education, compounded by stagnant state support and consequent increases in tuition, led to significant enrollment declines. Enrollment declines, in turn, resulted in unsustainable financial positions of several universities, including Lock Haven and Mansfield, and by extension, of the System as a whole. Most concerning is the disproportionate negative impact on the enrollment of lower- and middle-income families, whom it is our particular mission as a public university to serve. (Appendix B, slide 27). If the Northeast integration universities try to combat these downward pressures alone, and primarily by contracting to reduce costs of student services and programs, our mission to serve our students and their families is put at risk. Moreover, the educational opportunity of first generation, underrepresented minority, and low- and middle-income students and prospective students in our region would be put in jeopardy. Instead, the Northeast integration proposes to combat the downward pressures and expand educational opportunity in our region, and our students' success, by integrating Bloomsburg, Lock Haven, and Mansfield to form a single and larger institution. For more details on the priorities used to guide our work, refer to the Integrations Initiative Charters in Appendix D.

The challenges confronting the State System are also well documented in the Annual Accountability Report in Appendix B, and in material presented to the State System Board of Governors at its meeting in July 2020 in support of the Board's action to initiate the integration planning process as defined in Act 50.

The limited ability for the individual universities, without integrations, to provide the array of programs and student services while maintaining affordability is a driving force for this integration. As described in the Integrations Initiative Charters, we believe this approach will allow us to:

- Maintain or expand high-quality educational opportunities for students across Pennsylvania
- Improve and expand access, affordability, and success for all students
- Honor and engage local identity and key stakeholders (trustees, alumni, affiliates, donors, etc.)
- Meet regional economic and workforce needs
- Position institutions for growth, including in new markets
- Realize cost savings
- Leverage talented faculty and staff

Goals and Objectives

Our shared and single-minded goal in integrating is to enable student success by capturing economies of scale and leveraging our individual strengths to increase educational access and measures of success for all students, invest in new markets, and secure our mission of educational opportunity for our region far into the future. This goal is reflected in detail in the Goal and Objective documents (Appendix F) and the Integration Initiatives Charters (Appendix D). These documents were developed collaboratively, and embraced by the Northeast integration as the touchstone of our work. The ultimate goals of the integration are as follows:
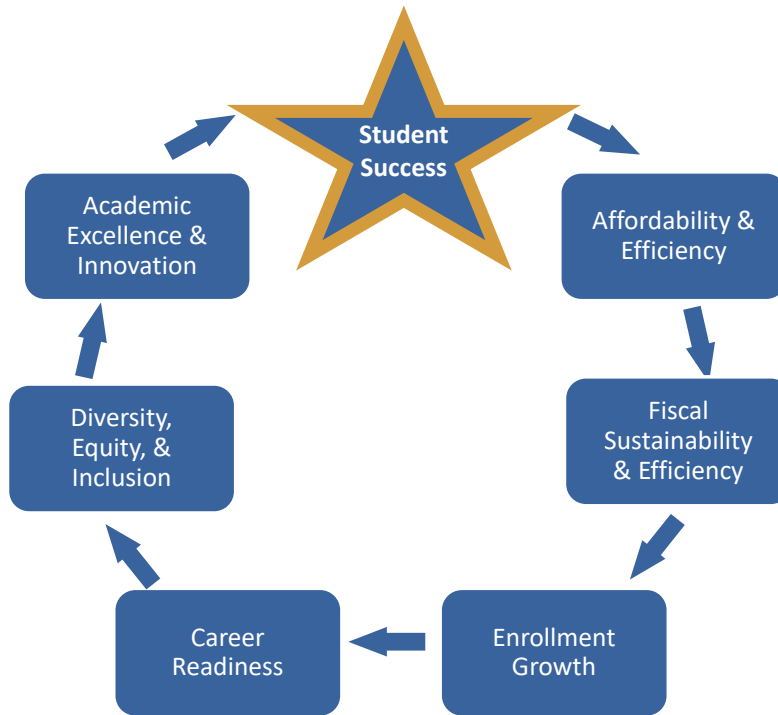
See Appendix F for detailed integration goals and objectives, and additional aspirational goals.

3. Method for Evaluating Achievement of Goals and Objectives

As part of overall System transparency and accountability, where applicable, status against goals and objectives will be included in overall dashboards, and will be provided as part of stakeholder and legislative updates. Additionally, Appendix F includes the method for evaluating the achievement of goals and objectives. The Office of the Chancellor at the System level will incorporate these goals in the existing System-wide dashboard to enable consistent evaluation of integration goals and objectives.

4. Relation of the Proposal to the Mission and Strategic Plan of the Institution and System as a Whole

The current missions of the Northeast integrating institutions and the System are:

- **Bloomsburg's mission:** An inclusive comprehensive public university that prepares students for personal and professional success in an increasingly complex global environment.
- **Lock Haven's mission:** Offers an excellent and affordable education characterized by a strong foundation in the liberal arts and sciences for all students, majors in the arts and sciences, and a special emphasis on professional programs. All programs are enhanced with real-world experiences and co-curricular activities that enable students to realize their full potential. In close personal interactions with faculty who are passionate about teaching, students are challenged to develop their minds and skills in order to be responsible citizens and to succeed in a global and technologically advanced society.
- **Mansfield's mission:** Offering dynamic programs in the arts and humanities, natural and social sciences, and professional studies, Mansfield prepares our students for successful lives and careers. As an inclusive public institution, Mansfield provides our students with a welcoming environment, individualized attention, and meaningful opportunities to learn and grow within and beyond the classroom. Through the Mansfield experience, our students develop the knowledge, skills, and character necessary to achieve their educational and career goals.
- **System's mission:** To increase educational attainment in the Commonwealth; to prepare students at the undergraduate and graduate levels for professional and personal success in their lives; and to contribute to the economic, social, and cultural development of Pennsylvania's communities, the Commonwealth, and the nation.

At the heart of each of these missions is a student focus. The 14 State System universities strive to provide access to high-value, relevant educational experiences that prepare students in a timely manner for pathways to successful lives and careers. The integration envisions, through the implementation process, development of a mission statement for the integrated university with these priorities in mind.

The missions of each of the three campuses are reasonably aligned with academic excellence and student centeredness as the hallmarks of each. The missions at each integrated campus propone to prepare students for personal and professional success and are committed to serve as an economic catalyst and steward to the community, region, and the Commonwealth of Pennsylvania. Additionally, the recently drafted positioning statement (Appendix G) for the integrated university reinforces the commitment of the integrated university to:

- Provide students an affordable education in sync with their career and personal ambitions
- Support students in the pursuit of their educational and personal goals
- Contribute to the economic viability of the region and Commonwealth of Pennsylvania

The proposal aligns to the System mission and its System Redesign efforts by strengthening the fiscal foundation, which allows for the continuation of access to affordable education for our students through the:

- Reinvention of higher education from a student-facing perspective
- Deepening of vibrant campus relationships with the community and region
- Growth of enrollments, service of new populations, and meeting of employer needs
- Support of financially sustainable operations to ensure our mission continues
- Harnessing of collective strengths of the integrating universities and leveraging of those strengths to best meet student needs
- Expansion of experiential learning opportunities, thereby strengthening career readiness

5. Impacts on Academic Programs, Non-Academic Units, and Accreditation

The Northeast integration included 12 working groups (and three additional working groups that were combined with the West integration project), which drafted Priority 1 recommendations, defined as key activities that must be completed by July 2022 for the integrated university. Additionally, working groups identified the potential impacts of these recommendations within the following categories:

- **People** – Student, faculty, staff, governance (e.g., trustees, organizations)
- **Process** – Policy, procedures, contracts, partnerships
- **Technology** – Systems and support
- **Finance** – Required funding or cost savings as a result of the recommendation
- **Physical Assets** – Re-purpose, upgrade, or disposal actions as appropriate
- **Compliance and Legal** – Federal, state, and local laws, regulations, and other requirements that would need to be changed to implement the recommendation
- **Community** – Known community stakeholders impacted by the recommendation
- **Benefits** – Anticipated benefits associated with the recommendation
- **Risk** – Known risks associated with implementation of the recommendation

Academic Programs

Academics: The Northeast integration creates an integrated university with three regionally distinct locations, and incorporates a shared academic program array designed to meet the educational and career goals of an increasingly diverse population of twenty-first century students. In developing the single academic program array, the provosts and working groups aligned the resultant array recommendations with the primary principle that the integration of the three universities should result in an expanded set of educational opportunities for students by maximizing access to the array at each of the campuses.

The recommended program array was specifically informed by enrollment drivers, market demand information, and the potential for career and degree pathways. The design of the array was grounded in a set of guiding principles (Appendix H), and informed by an analysis of data, including: student demand, program enrollment data, including current headcount and full-time equivalent (FTE) enrollments, enrollment trends, program recruitment data as evidenced by numbers of incoming students and transfer students, average section size by program, student credit hours generated by program, student FTE to faculty FTE ratio by program, cost/revenue data by program, and market/industry demand by the relevant Classification of Instructional Programs (CIP) code.

The shared program array will consist of approximately 80–90-degree programs at the associate, baccalaureate, master's, and doctoral levels, with the majority accessible to students at all three locations. This total represents more than double the number of programs currently offered at Mansfield, and nearly double the number offered at Lock Haven. The total shared program array number is close to, but still higher than, the total number of programs currently offered at Bloomsburg.

As part of their evaluation, the academics working group also recommended how the unified general education program should be aligned with the single academic program array. Working group recommendations also are intended to address Academic Affair's organizational structure, adoption of a common academic calendar and course schedule, and development of guidance documents.

The recommendations in this area impact stakeholders, including students (i.e., current and prospective), faculty, deans, as well as the academic organizational structure. The recommendations also have process, technological, and financial impacts. It is expected that investment in technology will be required to operate in an integrated model across multiple locations. Anticipated enrollment growth and improved retention are anticipated to positively impact total student revenue.

Priority Two considerations include researching and developing new programs; identifying additional high-demand academic programs and emphasis areas; enhancing high-impact practices related to interventions and online instruction; and executing high-impact assessment practices and outcome frameworks.

Workforce development: The recommendations for workforce development are developed to align academic program pathways by creating a unified approach to workforce development with a common structure in the integrated university. These recommendations leverage focus disciplinary areas of the combined academic program array to create seamless pathways between the degree-based programs and non-degree credit or certificate programs, offering new stackable degree offerings, and also creating an array of market demand non-credit bearing certifications and training programs (e.g., Bloomsburg's truck driving school, rehabilitative justice certification, Mansfield's public safety training institute). The recommendations also include supporting students and alumni by developing robust and in-demand continuing education, lifelong learning, and career up-skilling and workforce skill development programs; creating relationships and responsive workforce programming/training for regional industry and business partners; and offering ancillary in-demand and revenue-generating services (e.g., testing centers).

The recommendations have the potential to positively impact students, alumni, faculty, staff, trustees, and community stakeholders, including regional employees, employers, regional economic and workforce development entities, local businesses, and regional industry. To create an integrated workforce development program across the three campuses will require: upfront assessment of market demand and opportunities; considerable redesign of workforce development program strategy and offerings; implementation of standard program accountabilities, reporting, and financial oversight frameworks; careful integration of technology in support of student reporting, student account information, internal financial management, and integrated course delivery; and modification to course pricing. The primary fiscal impacts are estimated to be reduction in cost of degree attainment, enrollment growth, and cost savings.

The Priority Two considerations include additional revenue generation services; regional partnerships with career centers and high schools; WEDnet and Ed2Go integrations; training development for workforce partners; credit for prior learning; and development of rural satellite delivery locations.

Refer to Appendix H for detailed recommendations from the academics and workforce development working groups.

Non-Academic Units

Working groups involved in the Northeast integration drafted recommendations and impacts for the following non-academic topics. Note that student-related recommendations and impacts are included in Section 6 of this report.

Enrollment management: The recommendations regarding enrollment management include implementing integrated admission, recruitment, and financial aid strategies, as well as integrating recruiter and administrative structures and standardizing processes (e.g., inquiry, application and admissions processes for all students to ensure seamless entry and navigation across all campuses). Additionally, the working group recommends enhancing the approach to dual enrollment for qualified high school students, improving the strategy for financial aid leveraging and pricing, aligning communication strategies, and evaluating and standardizing the admissions policies for first time freshman (FTF), transfer students, and graduate students. The recommendations also include expanding and clarifying enrollment and transfer pathways. Proactive and integrated marketing for prospective students is recommended for enrollment, as well as faculty and staff training on the integrated university's branding, benefits, and comprehensive recruiting strategy. Lastly, the recommendations include integrating customer relationship management (CRM) and student information system (SIS) technology, as well as integrating or consolidating third-party and recruitment services contracts.

The recommendations will affect students (e.g., new students, work study students), parents, faculty, staff (e.g., recruitment staff, coaches, Admissions Office, Registrar's Office), recruitment partners (i.e., alumni recruiters, partner high school districts, community colleges, other university transfer or admit partners), and donors/foundation partners. The recommendations also have process, technology, and financial impacts, such as modifications to processes to enhance the ability of the enrollment management team to effectively grow enrollment and leverage available strategies to attract and retain students. Additionally, there will be costs associated with implementing and

integrating critical systems, which will eventually lead to operational cost savings. There are also potential long-term cost savings related to consolidating and updating third-party contract agreements and operational policies.

The Priority Two considerations include additional modifications to specific admissions processing aspects, continued evolution of new dual enrollment partnerships, and additional evaluation of/modification to financial aid leveraging.

Financial aid: The recommendations include determining the cost of attendance, federal campus-based aid, and disbursement of aid to students (e.g., timing and refund processes, obtaining a single ED Office of Postsecondary Education Identification [OPEID]). Additionally, the recommendations include developing common policies and procedures to complete all required financial aid tasks, integrate software platforms (e.g., CRM, document tracker, scholarship manager), and determine book voucher/bookstore options. Finally, separate student information systems need to be integrated into the regional SIS.

The recommendations impact students, faculty, financial aid staff, finance and administration, enrollment management, technology, and academic stakeholders. The recommendations may also require funding for implementation, but are expected to result in cost savings opportunities after integration.

The Priority Two considerations include creating a comprehensive financial literacy program; developing staff and student facing services to help with yield and retention; streamlining the work study application; expanding potential student outreach; and developing a common document imaging system.

Human resources and labor relations (HR/LR): The recommendations regarding human resources (HR) and labor relations (LR) relate to implementing shared HR services among the integrated campuses; establishing an organizational structure for the integrated university; determining appropriate workforce expertise; identifying negotiated employment and personnel deadlines; determining student employment processes, including graduate students; and ensuring diversity, equity, and inclusion are considered.

The recommendations impact faculty and staff, including student financial aid staff and career services staff. The recommendations also have process, technology, financial, and legal impacts, such as policies and procedures for awarding aid; shared technology (e.g., single student employment module, systems, applications, and products [SAP], service platform, electronic official personnel folder [OPF], common job posting); and costs associated with information technology (IT) solutions.

The Priority Two considerations include implementing an HR customer service platform; assessing future state when negotiating upcoming contracts; implementing diversity training for search committee members, hiring authorities, and other campus groups; evolving the organizational review and redesign; and evaluating adjustments to services exceeding customer expectations.

Donors/alumni relations/foundations (donors/alumni): The donors/alumni recommendations relate to alumni, employer, and student engagement. The recommendations leverage alumni and employer relationships to expand career and professional development opportunities for students and graduates across the campuses in support of student success.

The recommendations impact alumni, prospective students, current students, faculty, community and business leaders, career services, admissions, marketing and communications, academic leadership (e.g., deans), institutional effectiveness, and employers. The impacts extend to processes and technology, including alignment with policies and procedures; data collection and tracking information; and technology platforms (e.g., employer database, web pages, CRM engagement tools, social media, event management tools, learning outcomes, assessment tools, student engagement database, virtual engagement platforms).

The Priority Two considerations include fundraising efforts (e.g., annual giving, major giving, planned giving, corporate/foundation giving) and how they impact stewardship, gift processing/accounting functions, database management, prospect research functions, and reporting and compliance. The

considerations also focus on investments, including real estate, endowments, and exploring alternative investments to generate revenue. Lastly, the considerations include alumni engagement and associations, including volunteers, and affiliate/foundation human resource management.

Information technology: IT has academic-focused recommendations, including the technological impacts of academic program array decisions on course catalog, class schedules, and student data; development of schedule and transcripts; degree audit; admissions application and on-boarding; and financial aid considerations (e.g., Free Application on Federal Student Aid [FAFSA] verifications, award letters, aid packaging). The recommendations also include technological integrations and configurations, including financial aid integration; SIS configuration; student identification (ID) consolidation and configuration; biographical and demographic data conversion; consolidated active directory; CRM; and reviewing/adjusting technological integrations and ancillary systems. Lastly, the recommendations address additional hardware, classroom technology, software, and licensing; staff training; billing and payment processes; and student center branding.

The recommendations will likely impact staff and students, as well as contracts and policies. Additionally, the recommendations' technological impacts include SIS, financial aid system, CRM, MSCHE accreditation, Active Directory, institutional performance software, and survey software. The recommendations may require additional funding; however, the configurations, integrations, and consolidations of technologies are vital for the institutional integration.

The Priority Two considerations include creating common or combined enterprise security, contracts, knowledge bases, classroom technology, and learning management system (LMS) training sessions. Additionally, the Priority Two considerations focus on a single telecommunications system, successful migration, and implementation of the OneSIS, implementation of SIS multilingual language pack, and electronic fax service.

Communications and marketing: The recommendations related to communications and marketing include determining a common agency contract, workflow, technologies, aligning sports information resources and operations, and messaging for communications and marketing. Additionally, the recommendations include an enterprise-wide CRM solution (in partnership with Enrollment Management and Information Technology), alignment of existing common technology contracts, and an integrated university naming process, beginning with naming research. The recommendations impact processes, technology, and physical assets; additional funding for new technologies, which will generate cost savings; server capacity and computer hardware/software; General Data Protection Regulation (GDPR) and accessibility regarding the Americans with Disabilities Act; and a new trademark for the integrated university. Additionally, the recommendations will likely impact staff, but may also impact faculty and students in terms of tools, processes, and resources.

The Priority Two considerations include implementing common technology contracts, and aligning workflows, marketing strategy, messaging, and web structure. The considerations also focus on the integrated university naming and entity branding, as well as considering stakeholder needs (e.g., alumni, advancement, community, employers).

Facilities and infrastructure: Facilities and infrastructure focus on maintenance of the physical plant. The recommendations include generating data on building and facilities inventory; aligning and developing common policies and procedures; implementing integrated work order and scheduling systems; determining emergency notification system (ENS); and identifying and consolidating existing service contracts.

The recommendations will likely impact the work order and scheduling staff at the integrating universities and policies related to the use of university property facilities and maintenance work orders. Recommendations are intended to result in cost savings.

The Priority Two considerations include centralizing services and contracts, as well as consolidating contracts, purchases, and software. Additionally, Priority Two considerations include a focus on workplace safety and optimizing facility operations (e.g., uniform work order system). Lastly, the considerations include achieving accreditation and determining impacts from changes to the academic plan for each location.

Refer to Appendix I for Act 50 reporting on property for sale.

Finance and administration: The recommendations related to finance and administration cover aligning and combining practices, including implementing common budget processes; aligning contracts; developing common connection points for communication and information; developing common student billing procedures; creating a single right-to-know (RTK) response structure; and developing common accounting structure and procedures. The recommendations also relate to fees and tuition rates (in-state and out-of-state tuition rates); pricing and financial aid review; and charging consistent basic fees to all students. The recommendations also include technological recommendations related to coordinating the cutover of Financial Systems; reviewing and adopting best practices for student information processes; and cross-training on key student account touchpoints. Budgeting and financial recommendations include developing realistic integrated financial projections, assessing pre-Integration progress toward July 1, 2022, sustainability goals; and distributing the academic year (AY) 22/23 budget preparation manual for the integrated university. Lastly, the recommendations relate to optimizing staff and physical assets and automating processes.

The recommendations impact students, COTs, campus governance groups, faculty, Board of Governors, legislative stakeholders, and staff. The process impacts are primarily related to revising and adding policies, procedures, and contracts (e.g., accounting, budgeting, customer support, vendor contracts, collective bargaining). The technological impacts relate to business intelligence (BI) reporting, shared services, and ancillary systems associated with student success. The recommendations are intended to result in long-term cost savings.

The Priority Two considerations include a debt restructure strategy; adopting a service center model; incorporating incentive-based budgeting at the academic department level; and efficiently utilizing physical spaces.

Refer to Appendix J for detailed recommendations from the non-academic unit working groups. Refer to Appendix K for academic program baseline data as of April 2021.

Accreditation

The single institution to be formed by the integration of three existing universities will be the accredited entity. The accredited entity will exist only after the approved transaction date and will enroll all new and continuing students on multiple locations and be recognized as the degree-granting institution. The integrated university will have a single leadership team, a single faculty, a single academic program array, one combined budget, one enrollment management strategy, one OPEID number, and one reporting relationship through the Chancellor to the Board of Governors. Currently, Bloomsburg, Lock Haven, and Mansfield are each accredited and in good standing with MSCHE, the regional accrediting body. The most recent reaffirmations of accreditation were for Bloomsburg in 2019, Lock Haven in 2016, and Mansfield in 2017. All three institutions are approved to deliver programs via distance education. These institutions also have specialized accreditations for certain programs, which will also need to receive approval as the newly integrated institution.

The main recommendations regarding accreditation are to ensure required submissions to MSCHE. These recommendations and the response of MSCHE impact leadership, faculty, staff, strategic planning and assessment processes, and related technologies. There will be costs associated with accreditation approval for the integration.

The Priority Two considerations include activities such as planning for an MSCHE site visit, raising awareness of the ongoing accreditation cycles, and evaluating the institutional assessment cycle and frameworks.

Refer to Appendix L for detailed recommendations from the accreditation working group.

6. Impacts on Students, Faculty, and Staff

Students

The proposed integration will benefit students of all three locations. An integrated program array will create curricular efficiencies while providing expanded pathways for students. Most importantly, the missions of each of the three universities are aligned around academic excellence and student centeredness. The mission at each partner institution is to prepare students for personal and professional success, and each institution is committed to serve as an economic catalyst and steward to the community, region, and the Commonwealth of Pennsylvania. The draft positioning statement for the integrated university (Appendix G) reinforces the commitment of the integrated university to:

- Provide students an affordable education in sync with their career and personal ambitions
- Support students in the pursuit of their educational and personal goals
- Contribute to the economic viability of the region and Commonwealth of Pennsylvania.

One of the primary goals of the integration is to make higher education more affordable. Specifically, one integration goal is to reduce the cost of degree attainment by 25%. This goal does not assume primarily a reduction in tuition, but incorporates opportunities such as reductions in time to degree attainment due to expanded program availability, high school dual enrollments, lower student fees, additional fundraising achievements, space utilization improvements, reduced operating expenditures, enhanced grant funding, more federal work study opportunities, working with community partners to reimburse student wages off-campus, and timing of summer job opportunities for students. Additionally, the new academic program array offers enhanced student ability to participate in expanded educational offerings (e.g., majors, minors, and concentrations) and to obtain degrees in a manner not fiscally feasible for any one campus independently. The integration also allows faculty and academic affairs staff the opportunity to rethink the academic program array and related non-degree programs in a way that aligns the integration's academic disciplinary strengths with the specific market needs of the region. For the purposes of aligning workforce development programs and student pathways to degrees, new or expanded programming priorities will first address workforce skills and degree demand within the health sciences and advanced manufacturing sectors based on proven regional and state market needs.[2]

Student success, services, and campus life: The primary recommendations are focused on supporting the diverse needs of the student population to foster the success and retention of students. The recommendations prioritize aligning student support services with leading national practices and holistic advising, including student success coaches, early alert systems, shared student data management, and common first-year experience (FYE) and first-year seminar (FYS) structures. Additionally, the recommendations include ensuring equitable access to military and veteran resources, accommodations, internship offerings, and tutoring. Further, the recommendations prioritize common access to critical student life resources, such as health and wellness resources (including mental health and counseling), alcohol and other drug education and awareness, housing, and dining and vending. The recommendations also include deploying common student governance structures and policies, including student code of conduct and judicial procedures, student activities, and student government.

The recommendations impact stakeholders across the university community, including students, parents, faculty, and staff, including union representatives, and external vendors and agencies. The recommendations may affect areas such as fee structures, contracts, student-related processes and

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[2] Data analyzed to identify workforce and student demand included the PASSHE Academic Master Planning Tool (AMPT) (https://viz.passhe.edu/t/Public/views/AMPT/PASSHEProgramMap?:isGuestRedirectFromVizportal=y&:embed=y); the Prepared4PA Survey Report (https://static1.squarespace.com/static/5efc8fadba4b1050c62ac93d/t/5f5bce726510e11c1c0a6686/1599852149654/PASSHE+Survey+Report+%287%29.pdf), PASSHE and the Council for Adult & Experiential Learning (CAEL), 2020; the EMSI Economic Analysis Platform; and the Hanover Research: Labor Market Analysis for Bloomsburg, Lock Haven, and Mansfield Service Regions, December 2020.

structures, new or integrated technologies, and system and/or software implementation. There are initial costs anticipated to implement some of the recommendations, while cost savings are expected in the long term. Finally, the impacts will extend to compliance and legal considerations.

The Priority Two considerations for student success, services, and campus life include further aligning and extending student support and campus services, such as expanded health and counseling services, diversity, equity, and inclusion efforts, accessibility services, student leadership development, campus recreation, residential life services, student activities (including Reserve Officer Training Corps programming and fraternity and sorority life operations), and housing technology and programs.

Athletics: The strong recommendation is to maintain current NCAA Division I and Division II sports at all integrating institutions and grow current team rosters as well as analyze the addition of new teams. There is a strong commitment at all integrating institutions, as well as the Pennsylvania State Athletic Conference, to maintain the current complement of teams at all integrating universities. Furthermore, the State System is also deeply committed to preserving and expand athletic opportunities for students at all integrating universities. A key objective of the proposed integration is to create opportunities for enrollment growth at the integrating institutions; hence, preserving the complete complement of athletic teams at the integrating universities is critical to realizing this goal. The history, legacy, traditions, and campus vibrancy are critical to each of the integrating institutions. Athletics are at the core of these deeply rooted and honored local and regional traditions. Furthermore, today's and tomorrow's students are attracted to a vibrant campus environment and athletics is critical to creating this sought-after vibrancy. The athletic programs at the integrating universities account for approximately 10% of total undergraduate (UG) enrollment, and also support an additional 8% of athletic-related undergraduate enrollment. Our athletic programs are rich in diversity and have traditionally retained students more successfully than non-athlete student counterparts. Preserving and growing our diverse student body is critical to the success of the State System as well as our Commonwealth. The athletic programs can serve as best practices for other areas of the universities as we continue to focus on closing gap performance for our students of difference. The financial analysis of athletics confirms that athletics at all integrating institutions have a positive impact on the bottom line. We are committed to ensuring Title IX compliance for all women's and men's teams.

These recommendations impact students, student-athletes, community visitors, local high schools and towns, faculty, staff, alumni, coaches, athletic administration, HR, and financial aid stakeholders. Additionally, the recommendations have process, technology, finance, and legal impacts; software used to support scholarship offers and team scholarship limits, as well as the NCAA Compliance Assistance Software; and the expansion/allocation of additional funds for scholarships. The recommendations will require additional funding for recruiting, which in turn should increase enrollment and create a positive return on investment. We continue to work with the NCAA in our pursuit to maintain all athletic teams at the integrating institutions.

The Priority Two considerations address athletics recruitment, enrollment, and retention, in relation to compliance and transfer guidelines, academics, and scholarships. The considerations are also focused on operational aspects, including roles and responsibilities; facility improvements; sport and conference sponsorships; communication and sports information; software packages; budgeting; and sport additions.

Student Government Associations: The recommendation is that each of the three universities maintains their current student government associations, allowing each organization to continue operating as separate affiliated entities and providing services to students within each of the campus locations, while also continuing to analyze future-state alternatives to best serve students as the integrated university transitions to its future state.

Refer to Appendix M for detailed recommendations from the student success, services, and campus life and the athletics working groups. Refer to Appendix N for Act 50-required reporting on enrollment projections, graduation outcomes, cost of tuition, room and board, and cost of attendance.

Faculty and Staff

The System, as part of the Board-approved University Sustainability Policy, embarked on plans to align operating expenses with annual revenue as well as achieve specified student to faculty ratios by July 2020. These efforts are currently underway, and the projected outcomes are the starting point for the implementation plan assumptions

In accordance with Act 195, any recommendations that impact collective bargaining agreements (CBAs)/memoranda of understanding will comply with applicable labor laws.

Faculty: Pursuant to Act 50 of 2020, as part of the proposed implementation plan, a single faculty organizational structure will be established for each integrated university by July 2022.

As part of the recommendations associated with the program array, student success, and the workforce development initiatives, enrollment is anticipated to increase in the integrated years by 1% year-over-year. Future staffing levels will be based on faculty complement needed to service the future program array/demand. Performance against metrics will be measured.

Refer to Appendix U for the financial assumptions for this projection. Refer to Appendix O for Act-50 required reporting on staffing.

Staff: As part of the proposed implementation plan, a reorganization of the non-academic structure will be conducted to create a single organization by July 2022. Non-faculty complement will be structured in a way that allows the efficiencies associated with integrating to be realized, particularly as it relates to executive leadership, management, and administrative support.

As part of the recommendations associated with the program array and student success initiatives, revenue and expenses were projected. The total estimated savings are outlined in the financial assumptions in Appendix U. Given the efficiencies to be achieved and analysis of retirement eligibility, continued planning is occurring to achieve these results, where possible through removal of vacancies and attrition while maintaining optimal functional capacity. Periodic adjustments to personnel may be required to meet institutional needs.

Refer to Appendix O and Appendix P for Act 50-required reporting on academic and non-academic data regarding the number of employees, location, reductions in workforce, reassignment to other universities, financial impacts of reductions, and student to faculty and non-faculty ratios.

7. Impacts on the Community

As noted earlier in this report, the proposed implementation plan is to maintain all three campus locations, including the athletic programs, with goals to grow through changes in program array, which enhance the student experience.

While the integration is designed to benefit the students, campuses, System, and communities, the integration does not require changes to all current practices. Examples of aspects that will not change as part of the integration as planned are that:

- The three existing campuses will remain and retain their identities
- Athletics programs and events will remain available at all integrating campuses
- Students will remain in-person at campuses, and will only take all classes online if they choose to enroll in a fully online degree program
- Students will not see impacts to existing financial aid and scholarships
- Student participation in high-impact practices will take priority
- Institution programming will consider regional and community workforce needs
- Dual enrollment options will continue to be a priority
- Affiliation agreements with community colleges and other educational partners will be vital
- Donors will continue to donate to the institution (campus) or program they choose, with all donor intent or restrictions remaining in place

Given these decision points, the campuses will continue to be strong pillars in their communities. The State System is among the top 30 largest employers in Pennsylvania based on 2019 second quarter data from the state Department of Labor and Industry[3], and enrolled 95,802 students across the 14 universities as of fall 2019[4]. The State System has a direct presence in 20 of the 67 counties of Pennsylvania, varying from urban to rural locations. As a result of a large geographic reach across the Commonwealth, the State System plays a key role in stimulating the economies of the counties in which each university resides. The State System directly impacts the regional economies by injecting millions of dollars into Pennsylvania's economy on local, county, and state levels. Additionally, the presence of the State System universities enhances workforce development[5] and therefore, impacts employment opportunities, not only for the students, but also for those who reside in the surrounding communities.

The three universities also have relationships with affiliated entities. Affiliated entities are defined according to Board policy as a private organization (typically classified as a 501(c)(3) nonprofit organization for federal tax purposes) that exists solely for the benefit of the university, including, but not limited to, foundations, alumni associations, and student associations. To be affiliated, the organization must: (1) be recognized as an affiliate through a Council of Trustees' resolution; (2) make financial contributions to the university or provide similar benefits on a regular basis, satisfactory to the president and Council of Trustees; and (3) provide an annual external audit report to the university on a timely basis.

Inasmuch as each existing campus will remain as part of the proposed integration, the proposed implementation plan is not anticipating community and affiliate changes now; however, changes may occur in the future. Specific to foundations, donations will remain within the current affiliated entity, including any current donor restriction.

Refer to Appendix Q for Act 50-required reporting on affiliated entities.

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[3] https://www.wtae.com/article/pennsylvania-largest-employers-1576875315/30299746#
[4] https://www.passhe.edu/SystemData/Documents/Enrollment%20Trends%20Fall%202019%20-%20PRELIMINARY.pdf
[5] https://www.passhe.edu/SystemData/Documents/EconomicAndEmploymentImpactReport.pdf

8. Impacts on Shared Governance

The State System is committed to honoring the terms of its CBAs/memoranda of understanding with each of its bargaining units.

Integration, further, will not impact the control (public) or ownership (Commonwealth of Pennsylvania) of the integrated institution. The integrated institution's governance will conform to the provisions of Act 188, as amended, including roles and responsibilities delineated for the Board of Governors and Council of Trustees.

The main recommendations regarding governance are to consider the composition and meeting schedule for the integrated university's Council(s) of Trustees; determine the integrated university's representation on the PACT; review transitional leadership governance documents and proposed functional units, and student, faculty, and athletics governance structures; and review the strategic direction planning and current decision-making processes.

Refer to Appendix R for detailed recommendations from the institutional governance and leadership working group.

9. Before and After Organizational Charts for All Impacted Institutions

In alignment with the goals and the planned submission to MSCHE, the before and after high-level organizational charts are presented in Appendix S. The organizational charts were built to align to the goals of providing a robust program array to students through a combined faculty, supporting the recommendations from the working groups, and at the same time reducing duplication to drive savings for reinvestment in students. As the proposed implementation moves forward, staffing will be aligned within the organizational units.

10. Information Included in the Chancellor's Report and Recommendation under Subsection a.2 of Act 50, Namely the Financial Sustainability Analysis

Pursuant to Act 50 and as part of the System Redesign effort, the Chancellor proposed to the State System Board of Governors at its July 2020 meeting to embark on a financial review, per Act 50, of potential integration of several State System universities, seeking through such integrations to expand students' educational opportunities and ensure that affordable, career-relevant higher education remains available in a sustainable way across all regions of Pennsylvania.

In September 2020, the first phase of the financial review and recommendation was presented by the Chancellor pertaining to the institutional integrations overview and Phase 1. This recommendation moved from three combinations to two combinations based on the analysis. On October 14, 2020, in accordance with Act 50, the Chancellor presented to the Board the report and recommendation of the financial stability of any impacted institution. The report and recommendation were contained within the Board PowerPoint presentation with appendices and the Board affirmation. Upon receipt of the report and recommendation, which showed the benefits and opportunities of the two combinations of integrations, the Board affirmed the ongoing institutional integrations process and authorized the Chancellor to proceed with the development of appropriate implementation plans for review by the Board in 2021.

Appendix T comprises the October 2020 Board of Governors report and recommendation. Note that impacts on community and affiliates identified in the October report as part of the implementation planning process can be found in Section 7 of this report.

As part of the proposed implementation plan, the financial analysis conducted in October was refined with new information associated with the working group recommendations (Appendix U). It is important to note that the financial projections are an iterative process and will be updated as part of the Comprehensive Planning Process (CPP) in September. At that time, adjustments will be made associated with the Board of Governor's approved tuition freeze for fiscal year (FY) 21/22 and receipt of COVID-related federal relief funds.

Overall, program array and student success recommendations resulted in a 1% year-over-year enrollment increase beginning in FY 2023/24. This aligns with the goal associated with sustainability for enrollment.

However, when looking at the five-year projections, while the operating margin is projected to meet the minimum of the range, 2%, by FY 2023/24, the primary reserve ratio does not meet the desired goal of 40%. This ratio is impacted by the FY 2020/21 losses associated with the COVID-19 pandemic, which are part of the FY 20/21 baseline and, therefore, flow through the remaining years without the receipt of the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA), 2020 (Higher Education Emergency Relief Fund [HEERF] II), and American Rescue Plan (Higher Education Emergency Relief Fund III) funds. If federal funds, at anticipated amounts, are received by the universities, and the liability for Mansfield's loan, which is to be funded through alternative sources, is removed, the primary reserve ratios for the integrated university show an improvement to 40%.

The financial projections, if the plans associated with pre-integration sustainability plans are met, and if anticipated student demand is realized, show a stable integrated university that has a positive operating margin after the investment of approximately $500,000 in student success initiatives and growth in faculty complement needed to deliver the academic program array recommendations. This positive position allows for reinvestment in the physical plant, which is necessary as locations within the integrated university need maintenance investment, as well as allows for the incremental increase in reserves for future debt service obligations and student success initiatives.

Refer to Appendix U for updated financial projections and additional data, including:

- Overview of the financial position contained within the financial statements
- Operating budgets and projections for the current year plus five years
- Administrative savings assumed from the integrations

11. Timeline for the Implementation Plan Post-April

The **proposed implementation plan** is built upon a timeline to launch the university by July 2022 with a phased implementation for continuous improvement. The first visual below shows the student lifecycle, which represents key items for prospective students, applicants, enrolled students, academics (i.e., returning students), graduation, and alumni giving.

Student Lifecycle Activities		2021				2022				2023+			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Prospect	UG students inquire about admissions information for Fall 2022		▭										
	Grad students inquire about admissions information for Fall 2022	▭											
	Student-athletes inquire about athletics and admissions recruitment information for Fall 2022	▭▭											
Applicant	Students begin submitting their applications on a rolling basis			▭▭									
	Students begin applying for scholarships				▭								
	Students begin submitting their financial aid applications				▭	▭							
Admitted	Students receive admissions decisions for Fall 2022				▭	▭							
	Grad student receive financial aid offer letters					▭							
	UG student receive financial aid offer letters				▭								
Enrolled	Student participate in orientation						▭						
	UG student deadline to submit housing deposits					▭							
	New students register for Fall 2022 courses					▭							
Academics	Returning students register for Fall 2022 courses					▭							
	Students arrive on campus						▮						
	Monitor retention and persistence							▭▭▭▭▭					
Graduation & Alumni	Graduation										▮		
	Alumni Engagement										▭▭▭		

The table below shows the major work streams within the proposed implementation plan. The proposed implementation plan is built upon a timeline to launch the university by July 2022 with a phased implementation for continuous improvement. Refer to Appendix V for a detailed timeline of critical path items identified by working groups during the implementation planning phase.

INTEGRATION PILLARS	JAN – JUN 2021	JUL – DEC 2021	JAN – JUN 2022	JUL – Dec 2022+
Student Experience	• Wellness services • Career services • Financial literacy programs • Athletics program structure • International services and opportunities • Editorial Calendar • Brand identity • Student fee policies	• Student services • DEI policies and training • Introduce future students • Marketing and communications strategy and function	• Disability/accessibility services • Testing resources and procedures • Scholarships • Residence life offerings • Academic Advisors • Writing Center • Admissions process for athletes • Student Code of Conduct/handbook • Title IX compliance • Federal Drug Free Schools and Campuses Act • Hazing Regulations • Federal Clery Act Regulations	• Tutoring services • Holistic advising • DEI staff and affiliates • Diversity demographics • Vendor contracts
Academics	• Integrated academic program array • Academic structure • Common academic calendar	• Academic program synthesis • Academic catalog		
Institutional Accreditation	• MSCHE CSC preliminary review	• CSC request form	• MSCHE board approval	• MSCHE site visit
Regional SIS and Enrollment	• ED requirements • Admissions deadlines	• Packaging and processing aid • Standardize scholarships • Class schedules • Allocations/modifications from ED • Admissions communications • Application launch • Technology for FAFSA • Recruitment strategy	• FAFSA and financial aid applications • Tuition and fee structures • IT policy alignment • Transcript development • Data conversions • Degree audit	• Financial aid structure • Financial aid disbursements • FAFSA and financial aid eligibility • Financial aid verification process • Conversion to regional SIS • Bill and payment

INTEGRATION PILLARS	JAN – JUN 2021	JUL – DEC 2021	JAN – JUN 2022	JUL – Dec 2022+
		- Technology platforms and systems - Pennsylvania Higher Education Assistance Agency (PHEAA) requirements/changes - Contracts/affiliation agreements		
Finance and Infrastructure	- Shared services model - Purchasing processes - Facilities management system	- Pricing out-of-state tuition - Financial aid and enrollment projections - Vendor contracts - Singular budgeting process	- Tuition and fee's structure - Foundations and alumni - Budget preparation manual	- Career/professional engagement - Service centers - New SAP - Single budget into SAP - Rating and lending agencies - Prior year Financial Statement Audit and Single Audit
Human Resources		- Integrated HR structure - Organizational structure		

In addition, the Northeast integration team drafted the below preliminary timeline in preparation for the MSCHE submission process, which is included within the critical path.

Critical Implementation Milestones	Estimated Date
Early notification of MSCHE	August 2020
Financial review	July - October 2020
State System Board of Governors affirmation of System Redesign direction	October 2020
Implementation planning process	October 2020 - April 2021
Creation and charge of implementation planning teams	October - November 2020
Early notification of Pennsylvania Department of Education	December 2020
Contact ED regarding any impact on Title IV	December 2020
State System Board of Governors interim review of implementation planning	January 2021
Submit CSC Preliminary Review Form to MSCHE VP	Target April 2021
State System Board preliminary approval of integration implementation plans	April 2021
Sixty-day public comment period	April-June 2021
State System Board final approval of integration implementation plans	July 2021
Submission of CSC request to MSCHE	September 2021
Implementation Phase 1	July 2021 - July 2022
MSCHE action	March 2022
Effective transaction date	July 1, 2022
MSCHE site visit	January - February 2023
MSCHE post-site visit Commission review and action	March 2023

12. Additional Considerations and Conclusion

Based on the proposed implementation plan, we expect the Northeast integration to result in a student-focused, sustainable integrated university that benefits the Commonwealth and honors the identities of the three integrating universities. Upon the Board's final approval, the integration will embark on the implementation plan to execute the recommendations herein.

Any implementation of this scale comes with risks. The below outlines the primary financial risks, which will need to be mitigated for improved sustainability within the region for the students, families, and communities that we serve.

First, the Northeast integration needs to be protected from operating losses resulting from Mansfield's weak starting position and the declining position at Lock Haven (refer to Appendix C and Appendix U). Currently, Mansfield's academic program and auxiliary operations operate at a net loss. Mansfield also carries a negative reserve balance and relies upon annual System loans to meet expenditures. Lock Haven's academic program and auxiliary operations are nearly break-even. Additionally, assuming appropriations were distributed solely by enrollment, the two universities require a cross-subsidy of $19 million annually. Mansfield and Lock Haven are the second and third most-subsidized universities in the System.

The financial projections shown in Appendix U are sensitive to assumptions having to do with enrollment growth, state funding, tuition actions, etc.; however, the program array recommendations as well as savings associated with the integration will begin to mitigate this risk and move the integrated university to an improved financial position. Additionally, Board actions will be necessary for the Northeast integration to shield it from financial risks related to Mansfield's System loans.

Second, the combined debt load of the Northeast universities is substantial. Totaling $215 million (much of it in under-occupied residence halls), the $21 million annual debt service must be repaid irrespective of enrollment. While the integrated university is able to invest in the physical plant, it is important to note the investment is minimal compared to the approximately $120 million in current deferred maintenance for near-term needs in E&G and auxiliary operations. Alleviating the financial pressures associated with the debt load requires an ongoing partnership with the Commonwealth. This could take many forms, including selected building acquisition and/or targeted support for debt service payments. Either would help improve net revenue and allow for investments in students and physical plant.

Finally, the financial projections assume no change in the System's distribution of state appropriated dollars, thus continuing cross-subsidies for both Lock Haven and Mansfield – cross-subsidies that other universities can no longer afford without impacting their students' success and their institutions' financial health. Alleviating the need for cross-subsidy in the Northeast would require an additional $19 million annually. Eliminating the need for cross-subsidy for the System as a whole would require $46 million in annual appropriations.

Despite this, integration is the best path forward as visible when comparing scenarios of the individual universities against integrated university projections for net revenues (Appendix Y).

Trajectories considered by the Board and their costs

It is important to note that prior to embarking on integrations, as part of due diligence, the System had meaningful discussions about the following possible actions concerning the future of the System (Appendix Y).

Trajectory considered	Projected cost
Maintaining the three universities in their current operating models without implementation of the System sustainability policy	Between $17 million to $30 million annually in ongoing support, for a total of $129 million for the five-year period.
Maintaining the three universities and requiring each to align cost with revenues under System sustainability policy, but not integrate	Between $4 million to $9 million annually in ongoing support, for a total of $29 million for the five-year period. Requires additional targeted scholarships of between $14 million to $45 million annually to incentivize/maintain enrollments at two universities left with non-viable program arrays (as proven effective at Cheyney University with $4.9 million annual investment in Keystone Scholarship).
Ceasing operations at selected universities	Requires legislative action, plus approximately $180 million to offset closing costs (e.g., at the least sustainable university).
Dissolve the relationships that make us a system allowing universities to operate independently (e.g. as state related)	Requires legislative action. Also increases cost of university operations, which take responsibility for shared functions (legal, labor relations, payroll), plus targeted investment in maintaining or closing most universities not capable of sustaining on enrollment-driven and existing state revenues
Implementing the sustainability policy to align costs with revenues prior to integrating into a single accredited entity	Standard ongoing support, projected to achieve balance by FY24. Northeast one-time start-up costs estimated at approximately $9 million, aligned mostly to IT for the student information system changes and faculty stipends over the five-year period. Total one-time start-up costs inclusive of support for both integrations are estimated at $29 million over the five-year period.

Closing selected universities and dissolving the System are neither desirable nor possible without legislative action. Of the remaining three trajectories, sequentially implementing the sustainability policy and integrating universities are the best path to financially sustainable operations that ensure affordable, high-quality education is available at each of the System's universities. Specifically:

- Only the integration plan allows for the ongoing investment necessary to support new academic programs, student supports, and growth into new student markets.
- Only the integration plan, through its deliberate focus on low-cost degree pathways, addresses student affordability issues outlined in Appendix C. The data show the System affordability advantage diminished from $6,500 to $1,500 per student per year between 2010 and 2019. To impact student affordability through state support requires investment totaling $12 million annually for every $1,000 reduction in net average student cost of attendance.

Conclusion

The proposed implementation plan outlined in this report sets the stage for a transformed Northeast integrated university that will be positioned to serve students, families, and the region for the future, enabling the continuation and expansion of high-quality, affordable educational opportunities that continue fulfilling the mission of the university and the System. This plan leverages the scale and resultant operational efficiencies achieved by combining the three universities, providing cost savings that allow us to reinvest in our students' success. It sets the stage for long-term viability focused on the students and regions these universities serve, while improving access to affordable, high-quality education that our students need to continue driving the regional and statewide economies. It is the beginning of the journey, and one, through the experience of building the work included here, that we have every confidence will be successful. With your support, we can, we must, and we will.

Acronyms and Definitions

- AA: Associate of Arts
- AACSB: Advance Collegiate Schools of Business
- AAS: Associate in Applied Science
- ABET: Accreditation Board for Engineering and Technology
- ACEN: Accreditation Commission for Education in Nursing
- ACEND: Accreditation Council for Education in Nutrition and Dietetics
- Accr: Accreditation
- ACS: American Chemical Society
- Act 50 or Act 50 of 2020: Public School Code of 1949 – Omnibus Amendment Act of Jul. 1, 2020, P.L. 558, No. 50
- ADA: American with Disabilities Act
- AOD: Alcohol and Other Drugs
- APSCUF: Association of Pennsylvania State College and University Faculties
- AFSCME: American Federation of State, County, and Municipal Employees
- AS: Associate of Science
- ASBMB: American Society for Biochemistry Molecular Biology
- ASHA: American Speech-Language Hearing Association
- ASN: Associate of Science in Nursing
- AuD: Clinical Doctorate of Audiology
- AUD: Audiology
- AY: Academic Year
- BA: Bachelor of Arts
- BASTL: Bachelor of Applied Science in Technical Leadership
- BI: Business Intelligence
- BFA: Bachelor of Fine Arts
- Bloomsburg: Bloomsburg University of Pennsylvania
- BM: Bachelor of Music
- BOG or Board: Board of Governors
- BSBA: Bachelor of Science in Business Administration
- BSN: Bachelor of Science in Nursing
- BS: Bachelor of Science
- BSEd: Bachelor of Science in Education
- BSW: Bachelor of Social Work
- CAAASLP: Council on Academic Accreditation in Audiology and Speech-Language Pathology
- CAAHEP: Commission on Accreditation of Allied Health Programs
- CACREP: Council for Accreditation of Counseling and Related Educational Programs
- CAE: National Center of Academic Excellence
- CAEP: Council for the Accreditation of Educator Preparation
- CAO: Chief Academic Officer
- CARES Act: Coronavirus Aid, Relief, and Economic Security Act
- CBA: Collective Bargaining Agreement
- CCNE: Commission on Collegiate Nursing Education
- CIP: Classification of Instructional Programs
- COA: Cost of Attendance
- CoAES: Committee on Accreditation for Exercise Sciences
- CoARC: Commission on Accreditation for Respiratory Care
- COT: Councils of Trustees
- CPP: Comprehensive Planning Process
- CRLA: College Reading and Learning Association
- CRM: Customer Relationship Management
- CRRSAA: Coronavirus Response and Relief Supplemental Appropriations Act
- CSC: Complex Substantive Change
- CSWE: Council on Social Work Education
- DCED: Pennsylvania Department of Community and Economic Development
- DFSCA: Drug Free School and Communities Act
- DEI: Diversity, equity, and inclusion
- DNP: Doctor of Nursing Practice
- Donor/Alumni: Donors, Alumni Relations, and Foundations
- E&G: Educational and General
- EAB: Education Advisory Board
- EADA: Department of Education Equity and Athletics Disclosure Act
- ED: US Department of Education
- EEO: Equal Employment Opportunity
- EIN: Employer Identification Number
- EITC: Educational Improvement Tax Credit
- EM: Enrollment Management
- EMR: Electronic Medical Records
- ENS: Emergency Notification System
- ETAC: Engineering Technology Accreditation Commission
- ETPL: Eligible Training Provider List
- F&A: Finance and Administration
- F2F: Face-to-Face
- FAFSA: Free Application for Federal Student Aid

- FERPA: Family Educational Rights and Privacy Act
- FinAid: Financial Aid
- FTE: Full-Time Equivalent
- FTF: First Time Freshman
- FTG: First Time Graduate
- FTT: First Time Transfer
- FYE: First-Year Experience
- FYS: First-Year Seminar
- GDPR: General Data Protection Regulation
- GPA: Grade Point Average
- GR or Grad: Graduate
- HEERF: Higher Education Emergency Relief Fund
- HIPAA: Health Insurance Portability and Accountability Act
- HR: Human Resources
- HR/LR: Human Resources & Labor Relations
- ID: Identification
- IPEDS: Integrated Postsecondary Education Data System
- IT: Information Technology
- JRCERT: Joint Review Committee on Education in Radiologic Technology
- LMS: Learning Management System
- Lock Haven: Lock Haven University of Pennsylvania
- MAcc: Masters of Accountancy Program
- Mansfield: Mansfield University of Pennsylvania
- MarComm: Marketing and Communications
- MBA: Master of Business Administration
- MD: Maryland
- MEd: Master of Education
- MHS: Master of Health Science
- MOU: Memorandum of Understanding
- MS: Master of Science
- MSCHE: Middle States Commission on Higher Education
- MSN: Master of Nursing
- MSW: Master of Social Work
- NACADA: National Academic Advising Association
- NASAD: National Association of Schools of Art and Design
- NASM: National Association of Schools of Music

- NCAA: National Collegiate Athletic Association
- NE: Northeast Integration
- NSCA: National Strength and Conditioning Association
- OCR: Office of Civil Rights (138)
- OOC: Office of the Chancellor
- OPEID: Office of Postsecondary Education Identification
- OPEIU: Office of Professional Employees International Union Healthcare Pennsylvania
- OPF: Official Personnel Folder
- PA: Pennsylvania
- PACT: Pennsylvania Association of Councils of Trustees
- PHEAA: Pennsylvania Higher Education Assistance Agency
- POA: State System Officers Association
- PRP: Policy, Review, and Procedure
- PSAC: Pennsylvania State Athletic Conference
- PSU: Pennsylvania State University
- RMS: Report Management System
- ROI: Return on Investment
- RTK: Right-to-Know
- SAP: Systems, Applications and Products
- SCUPA: State College and University Professional Association
- SIS: Student Information System
- SLT: System Leadership Team
- SNHU: Southern New Hampshire University
- SPFPA: International Union, Security, Police and Fire Professionals of America
- State System or System: Pennsylvania's State System of Higher Education
- Support Services: Integration Support Services Group
- SWMD: State-Wide Meet and Discuss
- Tech: Technology
- UG or Ugrad: Undergraduate
- UCR: Uniform Crime Reporting system
- ULT: University Leadership Team
- VP: Vice President
- W: West region
- WG: Working Group
- WIB: Workforce Investment Board

Act 50 Quarterly Report Alignment

The table below correlates the Act 50 requirements to the relevant appendix or appendices.

Act 50 Requirement	Appendix
(1) An overview of the financial position of the respective universities at the time of plan approval and the time of the report.	Appendix U: Financial Sustainability Analysis
(2) The operating budget and total budget for each university at the time of plan approval and at the time of the report.	Appendix U: Financial Sustainability Analysis
(3) The estimated amount of expenditures needed to support plan implementation at the time of plan approval and the cumulative amount of expenditures made to support plan implementation at the time of the report.	Appendix X: Implementation Costs
(4) The applicable organizational charts at the time of plan approval and at the time of the report.	Appendix S: Organizational Charts
(5) Full-time enrollments at the time of plan approval and at the time of the report.	Appendix N: Act 50 Reporting on Student Metrics and Analysis
(6) Graduation outcomes at the time of plan approval and at the item of the report.	Appendix N: Act 50 Reporting on Student Metrics and Analysis
(7) The cost of tuition, room and board and fees at the time of plan approval and at the time of the report.	Appendix N: Act 50 Reporting on Student Metrics and Analysis
(8) The average cost of attendance at the time of plan approval and at the time of the report.	Appendix N: Act 50 Reporting on Student Metrics and Analysis
(9) The number of faculty and non-faculty employees at the time of plan approval and at the time of the report.	Appendix O: Act 50 Reporting on Faculty Appendix P: Act 50 Reporting on Staff
(10) The number of faculty and non-faculty employees by location at the time of plan approval and at the time of the report.	Appendix O: Act 50 Reporting on Faculty Appendix P: Act 50 Reporting on Staff
(11) Each impact to faculty and non-faculty employee staffing, including, but not limited to, separations, reductions in force, reclassifications of job responsibilities or roles or reassignments to other universities within the system. The notification under this paragraph shall include an estimated financial impact for the current and subsequent two fiscal years.	Appendix O: Act 50 Reporting on Faculty Appendix P: Act 50 Reporting on Staff
(12) The faculty-to-student ratio and the faculty and non-faculty employee-to-student ratio at the time of plan approval and at the time of the report.	Appendix O: Act 50 Reporting on Faculty
(13) A list of academic programs that have been terminated or consolidated and an explanation of the reasons for termination or consolidation.	Appendix K: Act 50 Reporting on Academic Programs
(14) A list of new academic programs that have been approved and an explanation of the need for the programs.	Appendix K: Act 50 Reporting on Academic Programs

Act 50 Requirement	Appendix
(15) The number of academic programs by location at the time of plan approval and at the time of the report.	Appendix K: Act 50 Reporting on Academic Programs
(16) A list of property that is for sale or has been sold and the value of the proceeds from the sale.	Appendix I: Act 50 Reporting on Property for Sale
(17) A list of administrative service consolidations and the value of savings resulting from the consolidations.	Appendix U: Financial Sustainability Analysis
(18) A list of outlining concerns related to the implementation of the plan on the community and affiliated organizations.	Appendix Q: Act 50 Reporting on Affiliated Entities' and Communities' Concerns
(19) Any other information as requested by the chairpersons enumerated under this subsection.	N/A

Appendices

Appendix A: Implementation Planning Process

…Through 29 Working Groups (and 215 Subgroups) Focused on Key University Functions.

Identified and populated initial working groups (WGs) with leads, co-leads, and subgroup members. Each WG has distinct charters and charges.

Parallel Working Groups (One per Region)
1 Academics
2 Athletics
3 Communication and Marketing
4 Donors/Alumni Relations/Foundations
5 Enrollment Management
6 Facilities and Infrastructure
7 Finance and Administration
8 Human Resources and Labor Relations
9 Institutional Governance and Leadership
10 Technology

Regional-Specific Working Groups	
Western	Northeastern
11 Online	14 Workforce Development and Non-degree Programs
12 Student Affairs	15 Student Success, Services, and Campus Life
13 Student Success and Retention	

Combined Working Groups	
16 Accreditation	
17 Financial Aid	
18 State System Technology	
19 Human Resources and Labor Relations	

Plus **215** Subgroups!

3

The Process Engages the Expertise of Our Stakeholder Groups…

WGs and subgroups were structured to meet the WG charges in accordance with a common framework that was customized in each region to ensure needed skills and expertise as well as constituency representation

Western Integration

As of 1/8/2021:

- 145 Managers
- 130 APSCUF Members
- 60 SCUPA Members
- 23 Coaches
- 21 AFSCME Members
- 13 Students (does not include advisory group)
- 11 Trustees
- 8 Affiliates (SAI, Foundation Members, PSECU Reps, Military, etc.)
- 4 Alumni (Non-Employee)
- 2 SPFPA Members
- 2 POA Members
- 1 OPEIU

421 total individuals serving on working groups and subgroups

Northeastern Integration

As of 1/8/20201:

- 166 Managers
- 279 APSCUF Members
- 38 SCUPA Members
- 9 Coaches
- 72 AFSCME Members
- 3 Trustee Students
- 10 Trustees
- 10 Affiliates (BU and LHU Foundation, BU CGA Affiliate)
- 1 SPFPA Members
- 1 OPEIU Member
- (Does not include non-employee alumni or POA members)

589 total individuals serving on working groups and subgroups

4

...and Involves Extensive Consultation at Statewide, Regional. and Campus Levels.

Appendix B: 2021 Annual Accountability Report

The 2021 Annual Accountability Report (i.e., Appropriations Request) was published on March 3, 2021 and includes information regarding the contributions State System universities make to the Commonwealth of Pennsylvania and the challenges confronting the State System. Refer to https://www.passhe.edu/Shared%20Documents/FINAL_AppropsBook_3Mar2021.pdf.

Appendix C: Northeast Integration Financial Challenges

The following excerpt details the review of structural trends, impacts on the State System and university financial health, and State System trajectories.

Review of Structural Trends

The challenges we are facing

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As State Funding Has Declined (annual state appropriations to State System adjusted for inflation)...

Although Pennsylvania has increased funding in recent years, current funding is down $210 million (31%) since 2001, when adjusting for inflation.

Legend: Adjusted State Appropriation · Adjusted Federal ARRA · CARES Act Title V Funds · Unadjusted Total Appropriations

*Inflation adjustment based on CPI-U through 2019-20, and 2020-21 inflation of 0.9% per Congressional Budget Office projection. Does not include CARES Act funding.

2
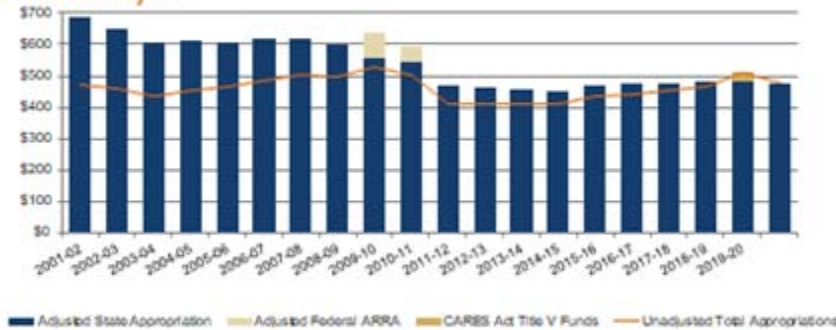
Pennsylvania's Position Has Declined Relative to States in Educational Appropriations per Student FTE
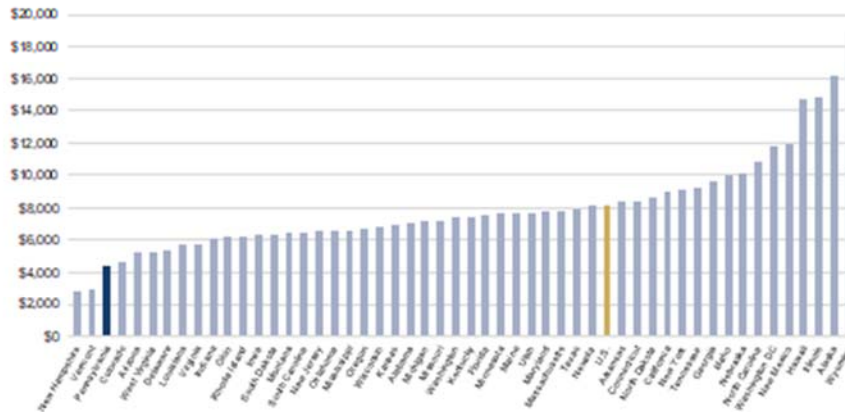
At this funding level, Pennsylvania ranks 48th of 50 states in terms of educational appropriation per student FTE, representing a decline from FY 2018.

Pennsylvania is ranked 47th in net tuition per FTE, spending $3,719 per student less than the 50-state average.

Source: State Higher Education Executive Officers Association FY 2019 State Higher Education Finance Report

3

And the System Has Shifted Cost Burden to Students, Driving Up Price of Attendance

History of Price of Attendance with Average Federal, State, and Institutional Grants
For Typical New In-State Undergraduate Living on Campus

Growth in room and board costs outpaces tuition and fees.

Sources: Costs – Annual Data Collection, State System Data Warehouse, Grants: The Integrated Postsecondary Education Data System. Notes: Tuition is the standard tuition as approved by the Board of Governors. Room and Board rates are average of most common university rates. Average grants include federal, state, local, and institutional grants, scholarships, and waivers.

Driving Enrollment Down (by 21% since 2010)

Fall Headcount Enrollment

■ Undergraduate ■ Graduate

Decline is 27% without West Chester University, which has grown.

5

Particularly Amongst Students from Low- and Middle-Income Families (the students public higher ed was created to serve)

Change In Fall In-State Degree/Certificate-seeking Undergraduate Headcount by Family Income Level
For those who completed the FAFSA and received any aid

Source: Census Student and Annual Financial Aid Data Collection, State System Student Data Warehouse

6

Demographic Trends Contribute, but Account for Only A Fraction of the Loss (change in size of high school-leaving population)

Enrollment from Pennsylvania declined 18%, while high school graduates declined 6% from 2012 to 2020.

7

So Does the Competitive Higher Ed marketplace
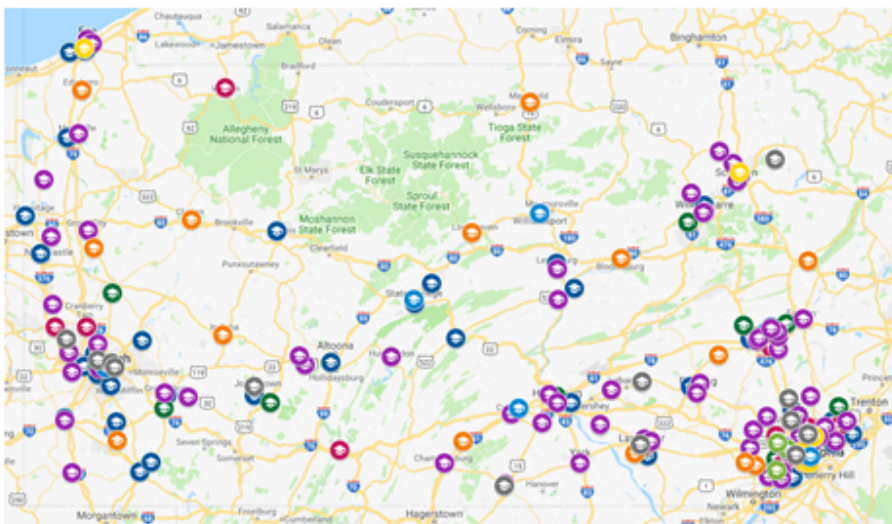
Nearly 250 Institutions Offer Degrees in PA

- State System
- Community Colleges
- State-Related
- Thaddeus Stevens
- Private State-Aided
- Private Colleges/Universities
- Theological Seminaries
- Private 2-Year Colleges
- Specialized Associate Degree Institutions
- Out-of-State Provider

Source: Pennsylvania's Department of Education

9

But the Greatest Driver Appears to be Price (the State System's average net price of attendance is up 62.4% 2009-10 to 2018-19)

Average net Price (Cost of Attendance minus Average Grants)	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Percentage Change from 2009-10 to 2018-19
State System	$12,807	$14,078	$15,342	$16,304	$16,333	$17,696	$18,482	$19,763	$20,270	$20,799	62.4%
PA State Related	$19,330	$20,577	$19,983	$20,620	$20,868	$21,676	$21,471	$21,835	$22,504	$22,428	16.0%
PA 4 Year Privates	$21,028	$22,007	$22,457	$23,220	$23,382	$22,748	$22,651	$22,968	$23,296	$23,496	11.7%
National 4 Year Public	$11,641	$11,966	$12,631	$13,032	$13,143	$13,497	$13,746	$13,957	$14,033	$14,294	22.8%

The trend has significantly reduced State System universities' affordability advantage in PA.

9

Trends Are Devastating Financially: Fewer and Fewer Students Carry the Burden of the System's Fixed and Growing Costs

Chart compares total annual personnel expenditure (represents 75% of total costs) with enrollment, 2010-20

Personnel Costs Change since 2010   Headcount Enrollment Change since 2010

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Impacts on System and University Financial Health

The problem we are trying to solve

Pennsylvania's
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of Higher Education

Annual Operating Margins Weaken

The State System's goal* is for each university to achieve a 3-year rolling average operating margin of at least 2-4%.

The operating margin has declined in all but the most recent year and is still overall less than the 2-4% goal.

In 2019-20, operating margins at 11 universities were below 2%, compared to 5 universities in 2015-16.

2019-20 reflects deposit of CARES Act Funds (June 2020) – funds which were already spoken for (and inadequate to meet COVID-related impacts).

*Threshold goal is recommended by National Association of College and University Business Officers and is industry standard; calculation was slightly modified beginning 2014/15 based on KPMG methodology; prior data reflects Moody's methodology.

Source: SAP; Business Warehouse   12

As Do Primary Reserve Ratios

The State System's goal* is for each of its universities to have a reserve 3-year rolling average of 40%.

The ratio for the System overall has declined in recent years.

In 2019-20, 9 universities were below 40%, compared to 5 in 2015-16.

*Threshold goal recommended by the National Association of College and University Business Officers and is industry standard. Primary Reserve Ratio: Expendable financial resources (unrestricted plus temporary restricted) divided by annual operating requirements (total expenses).

Source SAP; Business Warehouse   13

And Minimum Reserve (days cash* on hand)

The State System's goal* is for universities to have reserves on hand for 180 days of operations.

In 2019-20:
- Ten universities have lower minimum reserves than in 2015-16

- Half do not have 180 days of reserves on hand

- Three have less than three months (90 days)

*Threshold goal recommended by the National Association of College and University Business Officers and is industry standard.
Includes System loans, where applicable.

Source SAP; Business Warehouse   14

Bloomsburg

Net financial impact of academic program array (19/20)
    Fall/Spring: ($2.1M)
    ALL terms: ($689K)
    Fall Headcount Enrolment trend since 2010: -16%

	Actual 6/30/20	Estimated 6/30/22
Unrestricted net position:	67.8M	52.6M
Change in net position:	-19.0M	-34.2M
(from 86.8M in 2015)		

Total bond debt (6/30/20):
Current FY 20/21 debt service for E&G: $1.1M
Current FY 20/21 debt service for Auxiliary: $8.4M
Average occupancy of residence halls: 92.7%
Auxiliary operations FY 18/19 (Pre-COVID): -37.8k

2019/20 subsidy to other universities: $5.0M

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Lock Haven
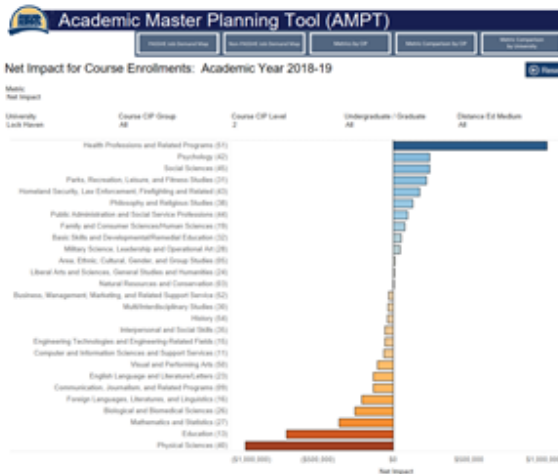
Net financial impact of academic program array (19/20)
    Fall/Spring: ($1.2M)
    ALL terms: $160K
Fall Headcount Enrolment trend since 2010: -42%

	Actual 6/30/20	Estimated 6/30/22
Unrestricted net position:	$52.6M	$39.7M
Change in net position:	-$9.2M	-$22.1M
(from $61.8M in 2015)		

Total bond debt (6/30/20): $42.3M
    Current FY 20/21 debt service for E&G: $903K
    Current FY 20/21 debt service for Auxiliary: $3.6M
Average occupancy of residence halls: 79.7%
Auxiliary operations FY 18/19 (Pre-COVID): ($279K)

2019/20 subsidy from other universities: $9.5M

Mansfield
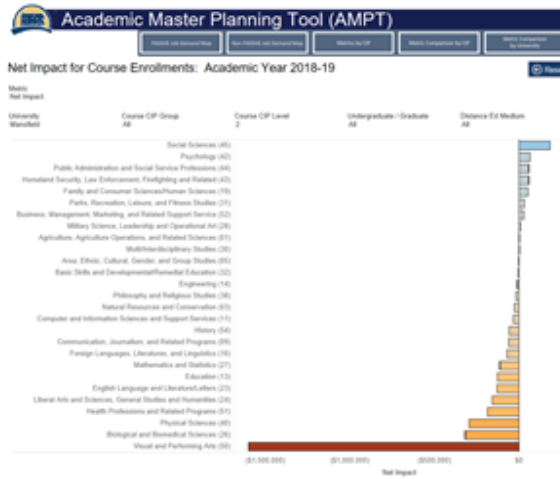
Net financial impact of academic program array (19/20)
  Fall/Spring: ($7.3M)
  ALL terms: ($7.3M)
Fall Headcount Enrolment trend since 2010: -47%

	Actual 6/30/20	Estimated 6/30/22
Unrestricted net position:	($5.9M)	($25.5M)
Change in net position:	$25M	$44.6M
(from +18K in 2015)		

Total bond debt (6/30/20): $79.8M
  Current FY 20/21 debt service for E&G: $988K
  Current FY 20/21 debt service for Auxiliary: $5.5 mil
Average occupancy of residence halls: 72.2%
Auxiliary operations FY 18/19 (Pre-COVID): ($1.9M)

2019/20 subsidy from other universities: $9.6M

System Trajectories Considered

System Redesign could have taken any number of paths, as laid out in the risk assessment framework presented to the Board of Governors at its meeting in July 2020

Pennsylvania's
STATE SYSTEM
of Higher Education

Potential Trajectories for System Redesign, as Reviewed by Board 7/20

Trajectories	Potential Benefits	Associated Risk(s)
1. Maintain the 3 universities at current operating model (no change)	Maintains affordable postsecondary pathways across all regions of PA, and critical engines of social mobility and economic development	Requires ongoing commitment from the State to fundamentally adjust funding level with ongoing incremental growth
2. Maintain 3 universities, requiring each to align cost with revenues under System sustainability policy	Enables continuity of operations, mitigating immediate need for transformational changes represented by integration, and options 1, 2, and 5	Absent significant ongoing increase in state appropriations, sustainability of operations forces reduction in program breadth, further depressing enrollments and placing greater financial pressure on other System universities through use of System loans and cross-subsidy
3. Cease operations at some universities	Eliminates universities operating at annual net loss and the financial drain on the system, which is required to cover losses	At minimum, requires legislative action to buy down the closing costs that the System can't meet Presents devastating socio-economic impact on regional economy, e.g., job loss, access to skilled workforce
4. Dissolve the system, allowing universities to operate independently, e.g., as state related	Eliminates financial pressures resulting from cross-subsidies and System loans; relaxes/eliminates non-compete constraints, e.g., academic programming, enrollment/recruitment	Requires legislative action Shared activities (benefits, payroll, retirement) would have to be performed by each university, increasing costs; absent significant ongoing targeted state investments, selected universities are unlikely to succeed (see risks under "cease operations")
5. Align costs with revenues at all universities, integrating selected of	Enables all universities sustainably to continue residential experiences for traditional students while maintaining their	Include ongoing state appropriation, debt level, labor costs, enrollments, etc.

Appendix D: Integrations Initiative Charters

System Redesign: Integrations
Integrations Initiative Charter
November 12, 2020

Document Purpose

This charter defines the purpose and organizational structure of the State System Redesign integrations initiative and outlines the roles of groups involved.

Act 50 requires the Board of Governors receive a report and recommendation from the Chancellor inclusive of an implementation plan. The components of this document align to the requirements of the Act and provide the structure to be used to complete the work and present to the Board of Governors.

Initiative Purpose, Rationale, Goals and Objectives, and Guiding Principles

Integrations Initiative Overall Purpose and Rationale

- Maintain or expand high-quality educational opportunities for students across Pennsylvania
- Improve and expand access, affordability, and success for all students
- Honor and engage local identity and key stakeholders (trustees, alumni, affiliates, donors, etc.)
- Meet regional economic and workforce needs
- Position institutions for growth, including in new markets
- Realize cost savings
- Leverage talented faculty and staff

Selected Integrations Purpose and Rationale

- **Potential to Serve More Students, Grow into New Markets:** The integrations will allow growth into adjacent markets by combining the capacities of integrating institutions, which enables them to compete in the marketplace more effectively than if they stand alone.
- **Strong Regional Proximity:** Integrated universities must be able to sustain face-to-face instruction with a "single" or integrated faculty and administration. While a great deal can be done remotely, students involved in residential education have an expectation for an on-campus experience. Regional proximity also leverages the universities' deep roots in their surrounding communities and, by working together, they can provide essential pathways into sustaining careers for people in those communities.
- **Opportunity for Cost Savings and Program Alignment:** Integration design will begin with a rigorous analysis of the academic program arrays, staffing structures, and potential cost savings that result from the integration process, thus enhancing financial sustainability.

Goals and Objectives

- Goals: Specific, desired future outcomes of the integration with measurable metrics for August 2022 and August 2026
- Objectives: Annual targets, action steps, and desired outcomes to achieve the goals

Student Success
- Increase overall completions by 5%
- Increase graduation rates by +10%
- Eliminate student success related opportunity gaps
- Increase 2nd year persistence by 10%

Academic Excellence & Innovation
- Minimum student support funding $xx/student FTE
- Minimum direct to student institutional support $xx/FTE
- Top quartile for online delivery

Affordability & Efficiency
- Reduce price by 25%
- Decrease unmet need by 10%
- Achieve an average 19.4 student-to-faculty ratio
- Standardize practices

Diversity, Equity & Inclusion
- Increase student body diversity
- Personnel complement composition mirrors student applicant population
- Eliminate student success related opportunity gaps (FTIC, transfer, etc.)

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

Career Readiness
- Increase credentialing by +5%
- Increase workforce development credits

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

Subsequently updated

Integration Guidelines – Fundamental considerations to incorporate in all aspects of integration implementation planning to guide the recommendation and decision-making processes.

Guiding Principles

- **Academic Excellence and Innovation –** Maintain or expand high-quality educational opportunities for students. Leverage talented faculty and staff. Establish robust program pathways among universities, schools, and community colleges.
- **Student Success –** Provide access to high-value, relevant educational experiences that prepare students in a timely manner for pathways to successful lives and careers.
- **Enrollment Growth –** Position institutions for growth, including in new markets.
- **Affordability –** Consider affordability from the students' perspective and embrace pricing flexibility strategies.
- **Efficiency and Fiscal Sustainability –** Provide students the full breadth of academic programming, while realizing greater regional efficiency and cost savings.
- **Diversity, Equity, and Inclusion –** Create environments that recognize differences, and provide appropriate and equitable systems that foster positive outcomes for all students, and eliminate gaps that persist in relative performance of different student groups. Honor and engage local identity and key stakeholders.
- **Career Readiness/Development to Meet Regional and Commonwealth Needs –** Meet regional and economic work force needs. Strengthen connections to workforce with pathways, experiential learning, career services, adult learning, and post-traditional.

Organizational Methodology

- Start with the end in mind.
- Innovate to unique, sustainable, and efficient solutions in all areas.
- Guide recommendations development using established goals and objectives around student success, affordability, and high-quality education.
- Recommend actions to create single, integrated universities with common or standard processes and approaches, tightly integrated functions with respect to people, organizations,

systems, policies, and approaches, and, where appropriate, joint supporting joint functions between the newly integrated university.

- Focus on the critical path to August 2022; identify other opportunities for a phased-in implementation approach.
- Design for long-term sustainability with cost savings/return on investment (over a ten-year time horizon and beyond).
- Consider all topics/areas; nothing is off-limits.
- Coordinate among integrating institutions to align processes and methods (where possible) to create synergies and identify opportunities.

Expectations and Deliverables

- Develop recommendations and suggestions to inform final leadership decision making.
- Where multiple views exist, bring forth alternatives and pros/cons.
- Represent your subject matter expertise, not your current university.
- Listen with respect to everyone's opinion and keep a sense of humor.
- Consider all ideas.
- All deliverables will be met by established deadlines.
- Engage and consult with key stakeholders and promote transparency.
- Confidentiality will be maintained in all working group discussions and understanding that decisions are not final until appropriate protocols are followed.
- Focus on data-informed decision making.
- Confirm existing information; assess if additional information is needed before creating something new. (Don't recreate the wheel.)
- Seek opportunities to identify and consider impact of recommendations on non-integrating universities.

Scope, Roles, and Responsibilities

Scope and Assumptions

- **West Integration:** California University of Pennsylvania, Clarion University, and Edinboro University
- **Northeast Integration:** Bloomsburg University, Lock Haven University, and Mansfield University
- **Assumptions** include that each integration entails:
    - One leadership team
    - A single faculty and staff
    - A single program array
    - A unified enrollment management strategy
    - A single, combined budget
    - One reporting relationship through the Chancellor to the Board
    - A single accredited entity

Key Roles and Responsibilities

- **SLT:** Chancellor, Vice Chancellor and Chief Academic Officer, Executive Vice Chancellor, Deputy Chancellor, Strategic Advisor for Institutional Integration and West and Northeast Integration Lead Presidents
    - The Chancellor serves as the initiative sponsor; sets the strategic direction, objectives, and funding for integrations; approves integration plans for consideration by the Board of Governors, and serves as the "face" for the System for the integration effort
    - The Integration Lead Presidents collaborate with the Office of the Chancellor (OOC) staff to create and oversee development of integration planning deliverables from planning frameworks adopted by ULTs; and serve as the escalation point for ULT-identified risks, issues, and decisions

- **ULT**
  - o **West Integration:** West Integration Lead President, Presidents, Project Manager and Quality Manager, CAOs, VP of Finance and Administration, and designated functional Working Group Co-Leads
  - o **Northeast Integration:** Northeast Integration Lead President, Presidents, Project Manager and Quality Manager, CAOs, VPFAs, and designated functional Working Group Leads/co-leads
  - o ULTs provide input to the System Leadership Team in developing a planning framework and implementation approach; creating and overseeing implementation planning in each integration group, including populating, overseeing, and integrating deliverables produced by, and acting as the review/evaluation point for risks, issues, and recommendations generated by, underlying Working Groups; packaging and transmitting deliverables to the SLT; engaging with the SLT in resolving questions and issues arising therefrom
- **Integration Support Services Group (Support Services):** Strategic Advisor for Institutional Integration; Baker Tilly team members serving in advisory and support roles, including liaisons to Working Groups, Program Management Lead, Lead Engagement Partner, West and Northeast Project Managers, Project Management Senior Consultant, and subject matter experts
- **Office of the Chancellor:** In the integration process, staff from the Office of the Chancellor will:
  - o Serve as a resource, in support of the integration work
  - o Provide guidance about how options being considered integrate with and/or impact systemwide strategies, directions, and/or policies, and escalate issues as necessary to the system leadership team
  - o Ensure compliance with all applicable laws, policies, and contractual obligations
  - o Ensure consistency in messaging and approach where appropriate across integration teams

At the request of a working group's lead, OOC Staff may (but are not required to) participate in parallel and regional-specific working groups.

OOC staff may play a greater leadership role in combined working groups where they are established to consider issues with potential for specific, direct system impacts (e.g., technology, labor relations)

Detailed Responsibilities

The ULTs (West and Northeast) share identical roles and responsibilities. Each group is charged with undertaking a collaborative, consultative process for planning an effective integration design and implementation strategy for each of the three integrating university groups, forwarding these to the SLT for review and consideration by the Chancellor and ultimately consideration by the Board of Governors. This includes the following activities:

- Designating specific Working Groups to draft considerations to inform the integration design and implementation plan for key functional areas and overseeing the process of populating membership among the Working Groups, specifically:
  - o Building a membership matrix that defines the organization of the Working Groups, including needed skillsets and subject matter expertise, constituencies represented, and number of representatives
  - o Inviting nominations for Working Group leads/co-leads/members/subgroup members based on shared governance considerations, specifically requesting that stakeholder groups provide multiple nominees from which final appointments will be selected
  - o Appointing co-leads for Working Groups to serve as the primary liaisons and representatives between the ULTs and Working Groups; the co-leads of the Working Groups are responsible for:
    - Building a subgroup membership matrix that specifies needed skillsets and subject matter expertise, constituencies represented, and number of representatives, to inform the ULT's invitation for subgroup nominations
    - Collaborating with the ULT to select subgroup members for Working Groups

- Leading the Working Groups to set the subgroup charges (aligned with the Working Group charges)
- Sharing information with both Working Group members and subgroup leads to enable updates to their constituencies
- Supporting adherence to the integration guiding principles, maintaining confidentiality, and providing representative, collaborative, constructive input
  o Supporting Working Group leads by inviting nominations for subgroup members
  o Sharing information to support Working Groups leads' ability to:
    - Provide updates to their Working Groups on the broader initiative plans and progress and
    - Support their Working Group members' in fulfilling their responsibilities to update their constituencies

- Establishing a tone at the top of positive support for the integration work and implementation plan
- Supporting Working Groups to adhere to the integration planning timeline and achieve assigned objectives
- Collaborating regularly with the other ULT to identify initiative efficiencies, align integration approaches, and leverage synergies among Working Groups
- Using Working Group recommendations to design a recommended detailed future state of the three integrating entities, including vision, mission, goals, objectives, organizational charts, academic program array, and communication and implementation plans
- Consulting with the SLT and collaborating with Support Services on initiative progress and communication plans
- Collaborating with the SLT's Communication Office to proactively prepare communications to stakeholders regarding the integration initiative and implementation planning
- Socializing the integration implementation plan with stakeholders and refining the plan as necessary

The SLT serves as the executive champion of the integration project, regularly coordinating with the West and Northeast ULTs to act as the final decision-making body. The SLT provides strategic direction and milestones, monitors progress, and considers benefits, opportunities, and synergies that can expand beyond the six institutions involved in the integration to the entire System. Specifically, the SLT supports the West and Northeast ULTs in adhering to the integration timeline and planning their respective groups' activities to achieve the purpose, goals, and objectives of the integrations, including assessing the design of the future state entities against the mission and strategic plan of the State System as a whole.

The Integration Support Services Group provides advisory support for the SLT and both ULTs.

Specifically, Support Services will assist with:

- Maintaining overall initiative project plans and timelines
- Providing frameworks, tools, templates, and timelines to support the integration planning
- Drafting and/or advising on key initiative deliverables
- Providing higher education subject matter expertise upon request
- Facilitating planning and status meetings with the SLT and both ULTs
- Supporting regular meetings to review activities and progress
- As needed, facilitating working sessions with the SLT, ULTs, and other key stakeholders to design detailed future states of the integrating universities
- Supporting the analysis and assessment of various optimization scenarios, including required changes and impacts, and helping with subsequent updates to any necessary financial projections
- Supporting the creation of before and after organizational charts for the two ULTs
- Assembling implementation plans based on the future state, facilitating processes to obtain and incorporate feedback, and finalizing the implementation plan and timeline
- Supporting preparation for the Spring 2021 Board of Governors' meeting and public hearings

Key Deliverables and Timelines

The following deliverables will be drafted per Act 50:

- Integration Report and Recommendation including goals and objectives. The report will outline the recommendations from each of the Working Groups.
- Impact Analysis based on the recommendations, the impacts on students, faculty, staff, community and governance will be provided.
- Organization Analysis including before and after organization charts.
- Financial Projections based on recommendations and timelines to implement.
- Implementation plan which outlines the major tasks and associated timeframes to implement the integrated university by August 2022.

Due dates for the working group deliverables will be phased in based on both Act 50 and Middle States requirements.

Upon approval by the SLT, the project timeline to complete the work per Act 50 will be located at the Integrations SharePoint site.

System Redesign: Integrations
Integration Working Groups Charter
November 12, 2020

Document Purpose

This document defines the roles and responsibilities of integration Working Groups designated by the West and Northeast Integrations for the State System integration initiative. It articulates the purpose, goals, principles, scope, roles, and deliverables with which the Working Groups are charged.

Purpose and Rationale of the Integrations

See Overall Integrations Initiative Charter

Goals and Objectives

See Overall Integrations Initiative Charter

Guiding Principles

See Overall Integrations Initiative Charter

Key Roles and Scope

Parallel Working Groups – The following Working Groups will exist for each integration:

1. Academics Working Group
2. Athletics Working Group
3. Communication and Marketing Working Group
4. Donors/Alumni Relations/Foundations Working Group
5. Enrollment Management Working Group
6. Facilities and Infrastructure Working Group
7. Finance and Administration Working Group
8. Human Resources and Labor Relations Working Group
9. Institutional Governance and Leadership Working Group
10. Technology Working Group

Regional-Specific Working Groups – The following Working Groups will be unique:

11. Online Working Group (West only)
12. Workforce Development and Non-degree Programs Working Group (Northeast only)
13. Student Affairs Working Group (West only)
14. Student Success and Retention Working Group (West only)
15. Student Success, Services, and Campus Life Working Group (Northeast only)

Combined Working Groups – The following Working Groups will be combined:

16. Accreditation Working Group
17. Financial Aid Working Group
18. State System Technology Working Group
19. Human Resources and Labor Relations Working Group

Key Roles and Terminology: The following outlines the governance structure overseeing the integration Working Group activities (see responsibilities outlined in the Overall Integrations Initiative Charter for the groups below) and key terminology:

- **ULT – West Integration Group:** West Integration Lead President, Presidents, Project Manager and Quality Manager, Chief Academic Officers (CAO), Vice Presidents (VP) of Finance and Administration (FA), and designated Working Group Leads
- **ULT – Northeast Integration Group:** Northeast Integration Lead President, Presidents, Project Manager and Quality Manager, CAOs, VPFAs, and designated Working Group Leads

- ULTs are responsible for identifying the specific Working Groups who will draft considerations for the integration and implementation plan for each key functional area, while engaging appropriate stakeholders throughout the process
- Specifically, the ULT is charged with:
  - Building a membership matrix that defines the organization of the Working Groups, including needed skillsets, subject matter expertise, constituencies represented, and number of representatives
  - Overseeing nominations for Working Group members/subgroup members based on shared governance considerations, specifically requesting that stakeholder groups provide multiple nominees from which final appointments will be selected
  - Appointing leads/co-leads for Working Groups to serve as the primary liaisons and representatives between the ULT and Working Groups
  - Sharing information to support Working Groups leads' ability to:
    - Provide updates to their Working Groups on the broader initiative plans and progress and
    - Support their Working Group members' in fulfilling their responsibilities to consult with their stakeholder constituencies

- **Individual Working Groups:** Identified leaders per Working Group with relevant supporting Working Group members from each Integration's three institutions
  - Provides input to ULTs in developing the implementation approach; engages in planning and analysis in key functional planning areas (e.g., academic programming, student supports, leadership/governance, etc.); prepares deliverables for and transmits to ULT; engages iteratively with ULT, resolves questions and issues arising therefrom

- **Support Services:** Strategic Advisor for Institutional Integration; Baker Tilly team members serving in advisory and support roles, including liaisons to Working Groups, Program Management Lead, Lead Engagement Partner, West and Northeast Project Managers, Project Management Senior Consultant, and subject matter experts
- Key terminology will be accumulated and shared on the Integrations project SharePoint site

Working Group Roles and Responsibilities

The Integration Working Groups for the two Integrations are charged with developing recommended integration plans for their key functional areas. These integration plans should include recommendations for concrete multi-year, measurable goals that align with the Integration Initiative goals and objectives.

Each Integration Working Group will be led by leads and co-leads. The leads and co-leads of the Working Groups are responsible for:

- Building a subgroup membership matrix that specifies needed skillsets and subject matter expertise, constituencies represented, and number of representatives, to inform the ULT's of the subgroup nominations
- Collaborating with the ULT to select/confirm subgroup members for Working Groups the Working Groups to set the subgroup charges (aligned with the Working Group charges)
- Sharing information with both Working Group members and subgroup leads to enable consultation with their constituencies
- Supporting adherence to the integration guiding principles, maintaining confidentiality, and providing representative, collaborative, constructive input

The Integration Working Groups may compose operational subgroups as needed to complete the work, and will be responsible for developing and communicating the charge of those specific subgroups and assigning subgroup members. Together, the Integration Working Groups and subgroups will address the following for their functional areas:

- Incorporate the guiding principles into all decision-making processes and recommendations
- Draft considerations to inform the integration design and implementation plan that address the specific milestones, topics, and questions outlined in the Working Group charge for the specific functional area

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

Support Services provides consultative support for the SLT, West and Northeast ULTs, and the Working Groups. Specifically, Support Services liaisons' interactions with the Working Groups include participating in and, as requested, facilitating Working Group meetings, supporting and reviewing draft deliverables from the Working Groups as needed, communicating opportunities to leverage successful practices used by other Working Groups, and providing advisory subject matter expertise for Working Group meetings as needed.

Key Deliverable Templates and Timelines

Deliverables should follow the defined review process outlined by the ULT for submission to the SLT. All deliverables should be worked on collaboratively on the Integrations project SharePoint site. Each recommendation from the deliverable should be provided into the overall recommendation spreadsheet, to include the following components:

- Item number
- Fiscal year task
- Required fiscal year implementation date
- Recommendation name
- Recommendation key components
- Key dependencies
- Date submitted Impacts:
  - People
  - Process
  - Technology
  - Finance
  - Physical Assets
  - Community
  - Compliance and Legal
  - Benefits
  - Risk

Appendix E: Working Group Charges

Regional leadership teams drove the implementation planning in the Northeast and West regions by forming a total of 29 working groups: 10 parallel groups in each region, 5 region-specific groups, and 4 joint (cross-regional) groups working together on issues that are common across the regions. Leadership drafted charges for each working group that included specific milestones, questions, and goals to be addressed by each working group specifically. These charges are available online: https://www.passhe.edu/SystemRedesign/groups/Pages/default.aspx.

Appendix F: Goals, Objectives, and Measurements

Initial goals and objectives for integrated universities for 2026 and beyond were presented to the Board of Governors in the February 2021 meeting. Simultaneously, working groups evolved aspirational goals and metrics to evaluate progress towards these goals, as described in the framework below.

These goals are aspirational and identify areas of potential focus as highlighted by working groups. In some cases, the suggested target may be a reach, but we believe these are the goals we should seek to achieve long-term. Both regions will use this framework to set specific annual targets and execution plans toward these outcomes.

Aspirational Goal	Objectives/Focus for Metrics/Targets	Measurements/Cumulative Impact (2026)
Student Success		
Achieve and maintain graduation rate improvement of 1% annually over average of the integrating institutions	High-impact student success practices	• Improve 6-year graduation rate by 1% annually from average rate of integrating universities
	Efficacy of advisement and interventions • Early alerts • Mental health/behavioral interventions	• Retain 70% of students referred to behavioral intervention teams • 90% academic intervention success rate
Eliminate opportunity gaps	Orientation program involvement	• 99% of new students participate in orientation
	Underrepresented students[6] enrollment and persistence	• Improve enrollment and persistence by 10%
	Unrestricted retention funding	• Address financial-related retention issues for underrepresented students via grants
Improve retention rates • Improve 2nd year student retention rate by 4% over baseline • Achieve overall retention rate of 4% higher than integration average	Transfer student support	• 20% more retained transfer students
	High-impact student success practices (interventions only) • Advising/coaching • Coordinated behavioral interventions	• Increase 2nd year retention by 1% annually from FY23 baseline results
Increase student involvement	Participation in FYS	• 100% new student participation • Increase at-risk student participation in learning communities by 20%
	Participation in learning communities (if applicable)	
	Mentorship program optimization	• 100% new student participation
	Apprenticeship/internship opportunity expansion	• Increase participation by 10%
	Co-curricular involvement	• Reach 60% undergraduate participation in co-curricular opportunities

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[6] Underrepresented students are defined as American Indian or Alaska Native, Black or African American, Hispanic, or two or more races.

Aspirational Goal	Objectives/Focus for Metrics/Targets	Measurements/Cumulative Impact (2026)
Enrollment Growth (by 2026)		
Grow overall enrollment by +8%	Growth through expanded academic access and programming and additional degree access (including optimization of graduate enrollment	• +300-400 new students (each integration) or 1.5% enrollment growth • Online growth
	Integrated recruitment/admissions strategies	• 4% enrollment growth via new geographies and student populations
	Strategic athletic programming	• 4% total enrollment growth (each integration)
	Dual enrollment prospect access	• 10% dual enrollment-related growth in regional market share
	Prospect yield improvement	• 3% total enrollment growth
Realize 10% FTE growth for student pop. >1% gap	Underrepresented, Pell-grant eligible, military, and adult learner enrollment[7]	• 2.0% growth per year (from baseline) in each population group, with a cumulative result of 8%
	Targeted scholarships (unmet need)	• 2% growth in these populations • Increase fundraising by 1-3% annually to mitigate the unmet need cliff based on average student unmet need benchmarks
	Mentorship programs and alumni engagement	• Increase student enrollment for groups with a gap by 10%
Career Readiness		
Increase credentialing by 5%	Certificate or professional credential offerings growth	• 5% more certificates awarded
Achieve 15% growth in career aligned pathways	Career services use expansion	• 15% more students use career services
	Internship opportunities, participation, and funding	• 15% more students complete internships
	Career and degree pathway identification within disciplinary focus areas	• Increase % of students completing defined degree or career pathways (e.g., ASN to RN to MSN over five to ten years)
Affordability & Efficiency		

Create pathways to reduce total cost of undergraduate degree attainment by 25%[8]	Overall retention and progression improvement
	  o Success rate of students in gatekeeper courses
		• 6% increase in retention (2024-2026)
		  o 12-15% increase in progression through gatekeeper courses

	Accelerated degrees and pathways expansion	• Increase participation in accelerated programming by 15%

[7] Strategies include new degree and career pathways listed in academics and career readiness
[8] Price reduction will occur as a result of increases in retention, progression through gatekeeper courses, and participation in accelerated programming, in addition to reductions in performance gaps, student fees, and operational costs.

Aspirational Goal	Objectives/Focus for Metrics/Targets	Measurements/Cumulative Impact (2026)
	Underrepresented student group performance gap elimination	• 6% reduction in performance gap
	Room, board, and student fee structure review	• Reduce overall non-tuition costs by 3-5%
	Shared services and administrative efficiencies	• Reduce operational costs by 20% and modify tuition as feasible
Decrease unmet need by 10%	Target program scholarship funding and opportunities enhancement	• 10% increase over baseline
	Athletic scholarship funding and opportunities expansion	• 10% increase over baseline
	Transfer scholarship funding and opportunities	• 7-10% increase over baseline
	Institutional need-based awards optimization	• 3% increase in available funding
Fiscal Sustainability & Efficiency		
Achieve operating margin of 0 to 2%	Optimize administration/faculty/staff ratios	• Improve overall operating margin to 2%
	Contract economies of scale	
	Consolidated technology assets	
	Standardized practices to create efficiencies	
Increase university reserve level to 90-180 days cash on hand	Optimize billing and collection cycles and create reserves from increase on operating margins	• Improve cash reserve to 90-180 days cash on hand
Improve primary reserve ratio from 20 to 40%	Net tuition per student improvement	• Improve primary reserve ratio to within 20-40% threshold range
	Reduction in operating expense	
	Manage debt to decrease working capital requirements	
Diversity, Equity, & Inclusion		
Increase student body diversity (baseline 2022)	Mentorship programs and alumni engagement	• Increase student retention for underrepresented groups by 10%
	Flexible academic offerings, schedules and mini-courses targeted to specific career experiences (e.g., military, other)	• Improve retention of underrepresented students by 8%
Increase compositional diversity of underrepresented minority faculty and staff	Staff and faculty recruitment and retention strategy	• Faculty and staff composition mirrors student population at the system level
	System-wide training for faculty search committees	• % of new hire composition representing underrepresented minorities
	Standards and procedural guidance for conducting searches	• % of searches with a diverse pool of candidate
	Adopt best practices to foster diverse applicant pools	

Aspirational Goal	Objectives/Focus for Metrics/Targets	Measurements/Cumulative Impact (2026)
		• % of finalist lists with diverse pool of candidate
Academic Excellence & Innovation		
Align academic programming with student and market demands	Continuum of stackable degrees and credentials within focus disciplinary areas	• Expand academic opportunities within top three disciplinary areas by 10-15%
	Adequate academic support spending	• Meet return on investment targets identified for academic support investments
Achieve top-quartile satisfaction levels for online academic delivery	Technology support and access	• Adopt best practice standards for technology spent per student and faculty/staff FTE
	Robust faculty and staff online and hybrid modality training	• 95% attend offered training

Appendix G: Positioning Statement

Integration re-imagines higher education from a student-centric perspective. Integrating three universities that are closely intertwined with their regions creates single, stronger institutions with an expanded capacity to serve an increasingly diverse student population. Integration increases access to exemplary and affordable higher education, leading to better lives for people of all ages and backgrounds. Our graduates play a preeminent role in strengthening our communities and helping to power the Commonwealth's ever-evolving economy. Integration will create an inclusive and dynamic campus community that embraces shared governance, collaboration, and continuous improvement in the interest of our students.

Integration builds on these core principles:

- Empowering student success, access, and opportunity

    o Undergraduate and graduate students will have multiple entry points to higher education, in-person and remotely, through a broad array of certificate and degree programs unbounded by campus borders.
    o Students will have expansive opportunities to shape the future they envision by engaging in work-based learning experiences, leadership opportunities, and co-curricular activities aligned with their career goals and personal interests.
    o Students will gain skills and confidence through hands-on, experiential learning opportunities that serve as pathways to sustaining careers, empowering them to participate meaningfully in the 21st century economy and contribute effectively to their communities.
    o Students will be guided, supported, and mentored in pursuit of their educational and personal goals.
    o All students will be welcomed into a diverse and inclusive community of learners where individual stories are recognized and valued.

- Creating value

    o Students can expect the integrated institution to seek cost savings for students while investing in academic excellence, the student experience, and student success.
    o Students can anticipate a broader range of academic majors leading to enhanced career opportunities.
    o Students who graduate with less debt have a head-start on building a secure and financially rewarding future.
    o Students, their regions, and the Commonwealth all benefit from the collective energy of an engaged, diverse community of lifelong learners.

Appendix H.1: Academic WG Priority 1 Recommendations with Impacts

The following Priority 1 recommendations were drafted by the Northeast academic working group with the accompanying anticipated impacts:

Recommendation Name	Summary Recommendation Components/Description
Optimal, combined academic program array	Integrate existing academic programs into a single program array, optimizing for student accessibility, operational efficiency, and enrollment growth.
Resource analysis	Review resources available at each campus for implementation of program array and curriculum.
Guidance documents	Development of academic policies and procedures. Note: CBA-related matters are subject to negotiation between the State System and Association of Pennsylvania State College and University Faculties (APSCUF).
General education	Determine impact of unified general education curriculum across the array for impact on accreditation and content requirements in programs.
Organizational structure of Academic Affairs	Recommend organizational structure for an integrated Academic Affairs Division to include a to-be-determined number of colleges and departments. Confirm the final impacts for the CPPs on the program array, with an eye on implications of the budget – midyear submission review and CPP implications integrated into the purposed budget model in the program array.
New program development	Review program array for areas of expansion based upon labor/workforce data and resource availability.
Curriculum committee	Establish a curriculum committee and curricular review process for the purpose of integration planning. This process is subject to negotiations between the State System and APSCUF.

People: The recommendations will likely impact the following stakeholders:

- Students (current and prospective)
- Faculty will be impacted as programs are integrated and delivered mutually, where practicable, across the integrated institution
- Faculty impacted by new integrated organizational Academic Affairs structure and in terms of departmental and college affiliation
- Department chairs (for those departments combined into one)

Process: The recommendations enhance student accessibility to academic program offerings, career and degree pathways, as well as instructional modalities available across the three campuses. To ensure clarity and equitable treatment across all program and campuses, academic policies and procedures need to be integrated as recommended by the subgroup. These could include things such as transfer and eligibility policies, and/or course or student outcome assessment approaches. Specific plans and policies will need to be identified to ensure all students enrolled in current programs are cross-walked to the new program array. Many of these changes require some form of consultation with the System office, MSCHE, APSCUF, and/or the Department of Education.

Technology: The recommendations primarily impact the technology support required to operate in an integrated university model across multiple campuses. Specific technology needs include transition to a single student information system and a unified CRM system. The recommended single CRM offers

opportunity to expand access to faculty for the purposes of participating in student support and, as appropriate, student recruitment activities.

Enhanced infrastructure capacity to deliver courses in a variety of modalities is recommended to include things such as web-enabled classrooms (e.g., asynchronous instructional delivery), fully online student and faculty technology support, and technology to support the ability to conduct academic affairs administrative tasks remotely.

Finance: The recommendations are intended to result in enrollment growth and improve retention, which should positively impact student success resulting in improved revenue. Additionally, the integration of what was previously three academic affairs administrative structures should allow for reallocation of resources to new and/or innovative programs and/or academic delivery approaches and/or cost savings. In addition to investment in technology to expand programs offered via distance education, one-time investment will be required to reconfigure facilities to expand or enhance program delivery. Also, one-time investments in technology infrastructure will be needed to effectively deliver new programs. Also, adequate marketing resources will be required to promote and educate relative to the integrated program array and any new academic programs. Administrative costs for traveling among three campuses may increase.

Physical Assets: None

Compliance and Legal: None

Community: Engaging local and regional communities is essential.

Benefits: The recommendations within the academic affairs area are intended to provide students increased accessibility to more educational opportunities and faculty expertise, and increased access points/pathways for students across the triad and beyond, including community college and high school dual admission students. The recommended array offers new career and degree pathways to students and adult learners regardless of campus proximity. The recommendations also increase opportunities for faculty collaboration in teaching, service, and scholarship. Integrated academic programs also allow for increased instructional productivity through the reduction of small course offerings and administrative costs.

Risk: Potential for risk exists in that expansion of offerings to all campuses in the triad may reduce enrollments at the campus or campuses that previously offered a program. Thus, there is the potential for simply shifting enrollments within the triad rather than growing enrollment. Need to provide support structures for creating positive climate across the three campuses. Potential exists for initial negative student impact relative to any increase in online modalities. Potential exists for students not to attend due to extent of online curriculum. Potential impact of faculty perception that integration will not benefit faculty, programs, and students.

Appendix H.2: Academic WG Program Array Report
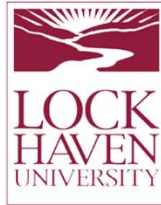
ACADEMIC PROGRAM ARRAY REPORT

Northeast Integration

Bloomsburg, Lock Haven, and Mansfield

Submitted by the Northeast Integration Provosts

PART 1: INTRODUCTION

Bloomsburg, Lock Haven, and Mansfield universities each enjoy a long and rich history, having served the Commonwealth of Pennsylvania faithfully and admirably for more than 150 years. Deeply rooted in their home communities and the regions they serve, our institutions have evolved over time on parallel courses, adjusting their purpose and identity to meet the needs of their students and the Commonwealth. Beginning as state normal schools in the nineteenth century, the institutions became state teachers colleges in the 1920s, then regional comprehensive state colleges in the 1960s, and then, in the 1980s, universities within the State System of Higher Education. Our institutions are now evolving once again as we plan for an institutional integration that will create a single institution with three regionally distinct locations, each mutually supporting a shared academic program array designed to meet the educational and career goals of an increasingly diverse population of twenty-first century students. In developing this initial recommendation for such an array, the provosts have kept this principle at the forefront of our work: that the integration of our three universities should result in an expanded set of educational opportunities for our students by maximizing access to the array for students at each of our locations. This principle is consistent with the integration project's guiding principles and its preliminary vision statement, as listed in the program array considerations section of this report.

PART 2: SUMMARY OF RATIONALE AND RECOMMENDATIONS

As we will make clear in what follows, for the purpose of this initial recommendation we have grouped our program array into four categories:

A. Enrollment Drivers: These are academic programs that, by virtue of their robust enrollments and strong student demand, represent a majority of the total enrollment of the integrated institution. These programs are expected to continue attracting students to our integrated institution and will be shared across all three campuses. At the undergraduate level, these programs include Business Administration, Nursing, Health Sciences with pre-professional pathways, Early Childhood Education, Special Education, Criminal Justice Administration, Digital Forensics/Cybersecurity, Biology, Psychology, Social Work, Media/Journalism, and Exercise Science.

B. Academic Program Hubs: These are academic programs where the vast majority of the enrollment and supporting faculty happen to be located at one or two of our institutions. Keeping in mind our guiding principle of expanding educational opportunity and maximizing access, we intend these areas to function as the primary (but not necessarily exclusive) instructional delivery hubs for

their academic programs across the integrated institution. We recognize, certainly, that in some cases restrictions and limitations due to program-specific facilities or the nature of instruction will limit a program's capacity to be fully accessible across all three campuses. Our academic hubs are enumerated in the Program Array Recommendations below. For the purpose of this summary, Business may serve as an example. The Business programs at Bloomsburg are Advance Collegiate Schools of Business (AACSB)-accredited and housed in a donor-named college, the Zeigler College of Business. The majority of the student enrollment and the faculty complement in Business are also located at that campus. Because the accreditor requires that the Business programs have a "home base," so to speak, and because the majority of the enrollments and the faculty are located there, we consider Bloomsburg to be the Business "hub" for the integrated university. At the same time, though, it is important to recognize that the Business programs at Lock Haven and Mansfield are also robustly enrolled relative to the size of those campuses, and the Business faculty on those campuses will continue to offer Business courses in support of the array of accredited Business programs. In this way, the Business programs are shared across the three campuses, with Bloomsburg serving as the accreditation home and providing primary instructional support for more specialized degrees, concentrations, and options within the Business program array.

C. Shared Programs Supporting the Array: While these programs may not have robust enough enrollments to designate them as primary enrollment drivers, they are nevertheless attracting students to our institutions and are no less vital given their contribution to the program array's breadth and diversity of educational opportunities. Most of the degree programs that form our integrated program array belong to this category. Such programs typically have a physical presence at each campus in terms of student enrollment and faculty complement (though these may indeed vary somewhat from campus to campus), and the program design is intended to enable the program to be mutually supported across all three campuses. Our shared programs are enumerated in the Program Array recommendations below. For the purpose of this summary, Psychology may serve as an example. Psychology has significant student enrollments and faculty complements at each location in the integrated university relative to each campus' size. The Psychology program, when integrated, may therefore be shared and mutually supported across all three campuses without any one campus having to serve as an instructional or accreditation "hub."

D. Programs in Need of Further Discussion: These programs recommended by our academic sub-subgroup teams have been identified as needing more discussion regarding enrollment trends, possible curricular design, alignment with workforce needs, and other considerations such as those listed under Program Array Considerations.

As of this writing, we anticipate that our shared program array will consist of approximately 80-90 degree programs at the associate, baccalaureate, master's, and doctoral levels, with the majority accessible to all three campuses. This total represents more than double the number of programs currently offered at Mansfield, and nearly double the number offered at Lock Haven. The total shared program array number is close to, but still higher than, the total number of programs currently offered at Bloomsburg.

PART 3: GUIDING PRINCIPLES AND PROGRAM ARRAY CONSIDERATIONS

Guiding Principles: Common Language across NE and W Integrations

1. Create robust educational experiences in all programs with enhanced access points for students to grow enrollment, reduce cost to students, and retain well-prepared and qualified faculty.

2. Define streamlined academic administrative resources for each campus to serve the three partnering universities (i.e., administrative support primarily located on that campus, while faculty may contribute to a multi-campus academic program).

3. Identify academic areas of growth

- Investment in growth dependent upon realization of efficiency
- Focus on student and emerging market demand
- Emphasize opportunities for career and degree pathways

4. Improve efficiency of the Academic Array

- Align course offerings with defined sustainability metrics
- Design programs and course schedules to permit timely degree completion
- Increase opportunities for students to take courses in the summer and/or winter to reduce time to completion, repeat deficient classes, enhance career opportunities, and complete pre-requisite courses

5. Increase accessibility (i.e., for students, and to new student populations)

6. Align with goals of workforce development growth initiatives

7. Design program array that promotes diversity, equity, and inclusion

Assumptions:

- Integrated university is the regional comprehensive entity
- Pursue multi-modal options where appropriate, to expand student access, and obtain scale
- Verified potential for competitive market position (gap analysis conducted)
- Phased approach to executing optimal program array
- Transitional timeline up to 5 years to fully establish/evolve administrative approach and innovative academic programs of growth and for investment

NE Program Array Considerations

In addition, to develop the Northeast Integrated Program Array recommendations, the NE provosts have considered the following:

- The guiding principles for integration as articulated in the Integrations Initiative Charter dated 12 November 2020:

  o **Academic Excellence and Innovation:** Maintain or expand high-quality educational opportunities for students. Leverage talented faculty and staff. Establish robust program pathways among universities, schools, and community colleges.
  o **Student Success:** Provide access to high-value, relevant educational experiences that prepare students in a timely manner for pathways to successful lives and careers.
  o **Enrollment Growth:** Position institutions for growth, including in new markets.
  o **Affordability:** Consider affordability from the students' perspective and embrace pricing flexibility strategies.
  o **Efficiency and Fiscal Sustainability:** Provide students the full breadth of academic programming, while realizing greater regional efficiency and cost savings.
  o **Diversity, Equity, and Inclusion:** Create environments that recognize and honor differences, provide appropriate and equitable systems that foster positive outcomes for all students, and eliminate gaps that persist in relative performance of different student groups. Honor and engage local identity and key stakeholders.
  o **Career Readiness/Development to Meet Regional and Commonwealth Needs:** Meet regional and economic workforce needs. Strengthen connections to workforce with pathways, experiential learning, career services, adult learning, and post-traditional.

- The preliminary vision statement related to integration planning as presented to the Board of Governors on 4 February 2021:

  o Leveraging the promise and power of three institutions to maximize opportunities for students.
  o Re-imagining higher education from a student-facing perspective.

- o Uniting three universities that are closely intertwined with their regions—creating a single, stronger institution with expanded capacity to serve an increasingly diverse student population.
  - o Designing new academic programs and modalities to meet market needs.
  - o Increasing access to exemplary and affordable higher education, leading to better lives for people of all ages and backgrounds.
  - o Preparing graduates who play a preeminent role in strengthening our communities and helping to power the Commonwealth's ever-evolving economy.
  - o Creating inclusive and dynamic campus communities that embrace shared governance, collaboration, and continuous improvement in the interest of our students.

- The existing mission and vision statements from each institution.
- The existing program arrays at each institution.
- The existing facilities at each institution.
- The draft program recommendations submitted by faculty volunteers serving on our NE academic sub-subgroups. Such drafts are advisory for the purpose of developing the program array.
- The feedback on these drafts provided by the relevant NE academic subgroups (consisting of both faculty members and managers) to their program-specific sub-subgroups. This feedback is also advisory for the purpose of developing the program array.
- Program enrollment data, including current headcount and FTE enrollments as well as enrollment trends.
- Program recruitment data as evidenced by numbers of incoming students and transfer students.
- Average section size by program.
- Student credit hours generated by program from the State System's Business Intelligence database.
- Student FTE to faculty FTE ratio by program from the State System's Business Intelligence database.
- Cost/revenue data by program from the State System's Business Intelligence database.
- Student demand and labor demand by the relevant CIP code provided by Hanover Research and the State System's Advanced Data Analytics.

PART 4: PROGRAM ARRAY RECOMMENDATIONS AND JUSTIFICATION

To identify the Northeast integrated university's primary enrollment drivers, we first considered the headcount enrollment numbers by the two-digit Classification of Instructional Programs code. This provides us with a high-level overview of the disciplinary fields that have the largest headcount enrollment based on Fall 2020 data submissions from each of our integrating universities. As can be seen from the table below, the top eight disciplinary fields for the NE integrated institution, based on combined Fall 2020 undergraduate headcount enrollment, represent 75% of the total undergraduate enrollment at our three campuses.

Total Number of Undergraduate Level Majors* by Field and University, Fall 2020, Ranked in Descending Order

Two-Digit CIP	Disciplinary Field (CIP) *	BLOOMSBURG	LOCK HAVEN	MANSFIELD	Total
51	Health Professions and Related Clinical Sciences	1,197	705	224	2,126
52	Business, Management, Marketing, and Related Support Services	1,469	234	120	1,823
13	Education**	695	204	120	1,019

Two-Digit CIP	Disciplinary Field (CIP) *	BLOOMSBURG	LOCK HAVEN	MANSFIELD	Total
43	Security and Protective Services (includes programs in Criminal Justice Administration and Digital Forensics/Cybersecurity)	601	232	102	935
42	Psychology	333	151	141	625
31	Parks, Recreation, Leisure, and Fitness Studies (includes programs in Recreation Management, Sport Admin, Exercise Science, Health and Physical Ed)	164	292	0	456
9	Communication, Journalism, and Related Programs	373	40	37	450
26	Biological and Biomedical Sciences	226	119	99	444
	SUBTOTAL TOP EIGHT UNDERGRADUATE DISCIPLINARY FIELDS				7,878
	TOTAL HEADCOUNT FOR ALL UNDERGRADUATE DISCIPLINARY FIELDS (EXCLUDING UNDECLARED AND NON-DEGREE STUDENTS)				10,426
	PERCENTAGE OF HEADCOUNT REPRESENTED BY TOP EIGHT DISCIPLINARY FIELDS				75.6%

*Excludes non-degree and second majors.
**Secondary Education majors are counted in their home discipline.
Source: Data Warehouse, Student Data Submission

Key Disciplinary Fields by Enrollment – Northeast Integration

Health Sciences

Focus
• Professional, career-focused, nationally accredited offerings in nursing and allied health sciences. Multiple entry points including associate, baccalaureate, master's, and doctoral levels.

Key Growth Area
• Nursing

Business

Focus
• Nationally accredited programs with experiential emphasis flexible delivery. Multiple entry points, including associate, baccalaureate, and master's levels.

Key Growth Areas
• Accounting
• Business Administration
• Finance
• Marketing

Education

Focus
• Nationally accredited programs leading to teacher certification at all PreK-12 levels. Baccalaureate and master's options available.

Key Growth Areas
• Early Childhood Education
• Math and Science Education
• Special Education

The top three highest-enrolled disciplinary fields align well with workforce demand needs across the Commonwealth when mapped to existing State System programs by two-digit CIP, as can be seen in the chart below. Note: the "Selected Area" in the chart below = all workforce development regions across Pennsylvania.

Workforce Area Demand by CIP for Selected Area   CIPs: Top 15 ▾

CIP	Value
Business (52)	154,385
Education (13)	137,450
Health Professions (51)	122,183
Computer/Info Science (11)	29,626
Social Sciences (45)	26,765
Public Admin (44)	24,783
Visual/Performing Arts (50)	23,817
Psychology (42)	18,317
Foreign Languages (16)	14,922
Personal/Culinary (12)	14,922
Protective Services (43)	14,233
Engineering (14)	13,885
Physical Sciences (40)	13,322
Communication (09)	12,340
Biological Sciences (26)	8,759

Source: Academic Master Planning Tool, State System Advanced Data Analytics

If the workforce area is restricted to the Northern Tier Workforce Development Area (a region which includes Mansfield) or the Central Workforce Development Area (a region which includes both Lock Haven and Bloomsburg universities), the top three results are the same: Business, Education, and Health Professions are the two-digit CIPs that align with (by far) the greatest workforce needs. The same is true, in fact, for each of the 23 Workforce Development Areas throughout Pennsylvania.

The chart below is restricted to data for the Northern Tier Workforce Development Area:

Workforce Area Demand by CIP for Selected Area   CIPs: Top 15 ▾

CIP	Value
Education (13)	1,632
Business (52)	1,043
Health Professions (51)	897
Public Admin (44)	223
Foreign Languages (16)	140
Protective Services (43)	134
Physical Sciences (40)	105
Social Sciences (45)	94
Personal/Culinary (12)	93
Visual/Performing Arts (50)	86
Engineering (14)	69
Psychology (42)	51
Biological Sciences (26)	35
Computer/Info Science (11)	28
Communication (09)	25
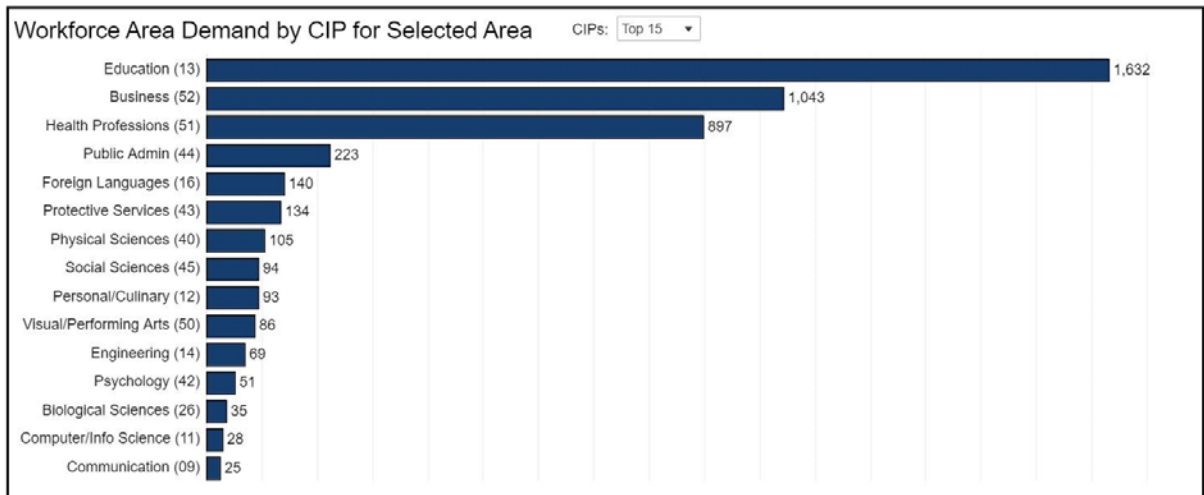
Source: Academic Master Planning Tool, State System Advanced Data Analytics

The chart below is restricted to data for the Central Workforce Development Area:

Workforce Area Demand by CIP for Selected Area   CIPs: Top 15

Field	Value
Education (13)	6,227
Health Professions (51)	5,969
Business (52)	5,577
Visual/Performing Arts (50)	1,304
Public Admin (44)	1,004
Social Sciences (45)	861
Computer/Info Science (11)	814
Personal/Culinary (12)	684
Protective Services (43)	680
Foreign Languages (16)	595
Psychology (42)	517
Communication (09)	496
Physical Sciences (40)	459
Engineering (14)	356
Biological Sciences (26)	163
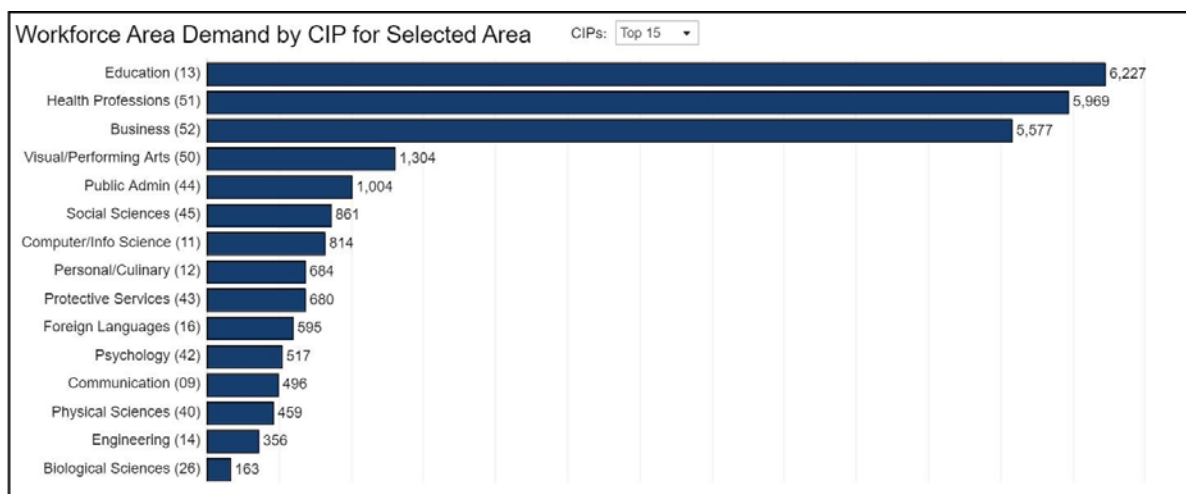
Source: Academic Master Planning Tool, State System Advanced Data Analytics

When we narrow the focus to concentrate on degree programs rather than high-level disciplinary fields, we find that the proposed academic array degree programs with the highest combined enrollments across all three campuses align almost completely with the top eight disciplinary fields. The only exception is the Bachelor of Social Work (BSW), which appears below as one of the twelve highest-enrolled degree programs, but whose CIP (44) is not among the top eight disciplinary fields. As can be seen from the table below, the twelve degree programs with the highest combined enrollment account for nearly two-thirds of the entire combined FTE enrollment among all four-year undergraduate programs across our integrating universities.

TWO-DIGIT CIP	HIGHEST-ENROLLED BACCALAUREATE DEGREE PROGRAMS	ENROLLMENT BASED ON COMBINED FALL 2020 FTE
52	Business Administration (Bachelor of Science in Business Administration [BSBA])	1,227*
51	Nursing (Bachelor of Science in Nursing [BSN])	646
42	Psychology (Bachelor of Science [BS])	608
51	Health Sciences (BS)	602
43	Criminal Justice Administration (BS)	588
13	Early Childhood Education (Bachelor of Science in Education [BSEd])	506**
26	Biology (BS)	399
13	Special Education (BSEd)	386
44	Social Work (BSW)	329
43	Digital Forensics/Cybersecurity (BS)	288
9	Media and Journalism (BS)***	269
31	Exercise Science (BS)/Health and Phys. Ed (BS)	234
	SUBTOTAL TOP 12 DEGREE PROGRAMS	6,082
	TOTAL FTE ALL FOUR-YEAR PROGRAMS	9,496
	PERCENTAGE OF FTE REPRESENTED BY TOP 12 DEGREE PROGRAMS	64%

*Combined enrollment includes BS programs at Lock Haven and Mansfield.
**Excludes students pursuing special education certification.

***As proposed in the sub-subgroup's first draft recommendations
Source: Program FTE data reported by each campus's Institutional Research office

Because these twelve programs account for nearly two-thirds of our current combined undergraduate enrollment, it is imperative that they be understood as enrollment drivers. As such, it will benefit the integrated university to make sure these programs are accessible, to the extent possible, to students at all three campuses. In some cases, we have designated certain programs on this list as having a location-specific "Academic Hub" due to the vast majority of the enrollment and the supporting instructional staff being located at one or two of our campuses. Programs with this designation are listed and described further in the Academic Hubs section below.

Where graduate enrollments at the master's level are concerned, it is not surprising to find the strongest enrollments among programs in the Health Sciences, Business, and Education, the disciplinary fields with the strongest undergraduate enrollments. Eight programs account for 75% of the total master's degree enrollments as of Fall 2020, as listed in the table below. Lock Haven's Physician Assistant program and Bloomsburg's Nursing MSN together account for one-third of the total graduate enrollment at the master's level across all three institutions. Because it is much less typical to have graduate programs in common among our three campuses, the graduate programs below are often designated as an Academic Hub given that the program's location and enrollment are typically found on just one of the three campuses. Nevertheless, it is the intent of this proposal to make such programs accessible to students at all three campuses to the extent possible. In some cases, though, as will be evident in the sections below, pursuit of certain graduate programs will require attendance at a particular campus. It should be noted here as well that Bloomsburg has two doctoral-level programs not included in the master's level data below, one in Audiology (AUD) and one in Nursing (Doctor of Nursing Practice [DNP]).

HIGHEST-ENROLLED MASTER'S DEGREE PROGRAMS	ENROLLMENT BASED ON COMBINED FALL 2020 FTE
Physician Assistant (MHS)	158
Nursing (MSN)	70
Clinical Mental Health Counseling (MS)	61
Speech-Language Pathology (MS)	61
Educational Leadership (MEd)	52
Sport Science (MS)	42
Business Administration (MBA)	40
Instructional Technology (MS)	38
SUBTOTAL TOP 8 MASTER'S DEGREE PROGRAMS	521
TOTAL FTE ALL MASTER'S PROGRAMS	691
PERCENTAGE OF FTE REPRESENTED BY TOP 8 MASTER'S DEGREE PROGRAMS	75%

Source: Program FTE data reported by each campus's Institutional Research office

In addition to the workforce data described above, we consulted #Prepared4PA's Industry Competency Maps[9]. As the #Prepared4PA's website explains, these competency maps are:

- Designed to articulate employers' requirements for competencies and credentials for in-demand occupations that will inform training and education programs designed to help build our talent pipeline
- A part of #Prepared4PA's efforts to bring together employers and educators to align competencies and skills needed for successful transitions in the workforce

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[9] https://www.prepared4pa.org/compmaps

- To be used as a resource when building pilot programs to train workers, job seekers, and students to meet employers' workforce needs
- An output from #Prepared4PA's
  - Labor market data gathering and analysis
  - July 2020 survey of Pennsylvania's employers, workforce systems, chambers, higher education, and others
  - September 2020 Regional Assemblies sessions
  - December 2020/January 2021 survey and feedback sessions with employers

For example, the Healthcare Competency Map indicates that the occupations with the highest demand for the Northern Region (which includes Bloomsburg, Lock Haven, and Mansfield universities) are as follows:

- Registered Nurses
- Personal Care Aides/Nursing Assistants
- Licensed Practical and Licensed Vocational Nurses
- Mental Health and Substance Abuse Social Workers
- Medical Assistants

Such information is useful for both the development of credit-bearing degree program credentials (the focus of this report) as well as the development of non-credit workforce-based credentials.

Finally, in an effort to make sure we considered data reflecting student demand and labor demand in Pennsylvania and its nearest neighboring states, we also considered student demand and labor demand projections for program areas by six-digit CIP provided by Hanover Research. These projections pertain to the "Mid-East" region of the United States, including Delaware (DE), the District of Columbia (DC), Maryland (MD), New Jersey (NJ), New York (NY), and Pennsylvania – in other words, the integrated university's in-state recruitment region (PA) and the contiguous states from which we draw the majority of our out-of-state students (NY, NJ, DE, and MD). Our highest-enrolled disciplinary fields, the disciplinary fields with the highest Pennsylvania (PA) workforce area demand, and our degree programs with the highest combined enrollments – all presented in the tables above – align well with the six-digit program areas with the highest student demand and the highest labor demand in the Mid-East region of the United States. Such data is useful in helping us identify growth opportunities in existing program areas as well as opportunities for launching new programs to meet growing demand in other areas.

Bachelor's-Level Program Areas with Projected High Growth by Six-Digit CIP: Mid-East Region (DE DC MD NJ NY PA) Note: Table is sorted by 2026 Projected Labor Demand column					
CIP Code and Title	Student Demand	Labor Demand	2026 Projected Labor Demand	Projected Numeric Change from 2016	Projected % Growth from 2016
52.0101 and 52.0201 Business/Commerce, General and Business Admin./Management	High Growth	High Growth	1,061,520	92,680	10%
52.0801 Finance, General	High Growth	High Growth	824,850	80,780	11%
51.3818 Nursing Practice	High Growth	High Growth	660,120	91,610	16%
51.3801, 51.3808, and 51.3899 Registered Nursing/Registered Nurse; Nursing Science; Nursing Admin., etc.	High Growth	High Growth	578,950	78,400	16%
11.0701 Computer Science	High Growth	High Growth	536,990	66,270	14%

Bachelor's-Level Program Areas with Projected High Growth by Six-Digit CIP: Mid-East Region (DE DC MD NJ NY PA) Note: Table is sorted by 2026 Projected Labor Demand column					
CIP Code and Title	Student Demand	Labor Demand	2026 Projected Labor Demand	Projected Numeric Change from 2016	Projected % Growth from 2016
11.0103 Information Technology	High Growth	High Growth	490,610	70,200	17%
52.1301 Management Science	High Growth	High Growth	465,100	42,940	10%
52.0301 Accounting	High Growth	High Growth	350,510	34,290	11%
14.0901 Computer Engineering, General	High Growth	High Growth	315,040	51,750	20%
11.1003 Computer and Information Systems Security/Information Assurance	High Growth	High Growth	262,070	21,580	9%
52.1401 Marketing/Marketing Management, General	High Growth	High Growth	257,770	34,570	16%
11.0401 Information Science/Studies	High Growth	High Growth	215,110	21,090	11%
44.0701 Social Work	High Growth	High Growth	212,550	26,480	14%
44.0000 Human Services, General	High Growth	High Growth	173,890	23,650	16%
14.1901 Mechanical Engineering	High Growth	High Growth	110,900	9,970	10%
31.0501 Health and Physical Education/Fitness, General	High Growth	High Growth	107,060	14,180	15%
31.0504 Sport and Fitness Administration/Management	High Growth	High Growth	106,910	14,170	15%
51.2201 Public Health, General	High Growth	High Growth	106,770	17,040	19%
52.1003 Organizational Behavior Studies	High Growth	High Growth	102,890	8,630	9%
09.0902 Public Relations/Image Management	High Growth	High Growth	100,420	9,990	11%
51.0701 Health/Health Care Administration/Management	High Growth	High Growth	81,170	13,210	19%
14.0801 Civil Engineering, General	High Growth	High Growth	78,550	7,340	10%
26.0202 Biochemistry	High Growth	High Growth	57,280	5,910	12%

Source: Data supplement to Hanover Research Market Opportunity Scan completed for Mansfield University (2019)

Not surprisingly, many of the same high-growth program areas listed in the bachelor's level table are reflected in the master's level table below:

CIP Code and Title	Student Demand	Labor Demand	2026 Projected Labor Demand	Projected Numeric Change from 2016	Projected % Growth from 2016
52.0801 Finance, General	High Growth	High Growth	814,620	83,320	11%
52.0701 Entrepreneurship/Entrepreneurial Studies	High Growth	High Growth	659,670	55,080	9%
11.0701 Computer Science	High Growth	High Growth	547,130	67,420	14%
52.1301 Management Science	High Growth	High Growth	495,390	48,290	11%
11.0103 Information Technology	High Growth	High Growth	490,610	70,200	17%
52.0301 Accounting	High Growth	High Growth	380,800	39,640	12%
14.0901 Computer Engineering, General	High Growth	High Growth	326,400	53,400	20%
52.1401 Marketing/Marketing Management, General	High Growth	High Growth	288,060	39,920	16%
14.0903 Computer Software Engineering	High Growth	High Growth	287,090	51,180	22%
52.1001 Human Resources Management/Personnel Administration, General	High Growth	High Growth	267,020	23,540	10%
11.1003 Computer and Information Systems Security/Information Assurance	High Growth	High Growth	262,070	21,580	9%
11.0401 Information Science/Studies	High Growth	High Growth	225,250	22,240	11%
44.0701 Social Work	High Growth	High Growth	214,300	26,580	14%
52.0213 Organizational Leadership	High Growth	High Growth	191,380	23,150	14%
27.0305 Financial Mathematics	High Growth	High Growth	162,160	14,960	10%
43.0116 Cyber/Computer Forensics and Counterterrorism	High Growth	High Growth	115,870	9,830	9%
09.0902 Public Relations/Image Management	High Growth	High Growth	108,970	11,010	11%

Master's-Level Program Areas with Projected High Growth by Six-Digit CIP: Mid-East Region (DE DC MD NJ NY PA) Note: Table is sorted by 2026 Projected Labor Demand column					
CIP Code and Title	Student Demand	Labor Demand	2026 Projected Labor Demand	Projected Numeric Change from 2016	Projected % Growth from 2016
14.1001 Electrical and Electronics Engineering	High Growth	High Growth	95,140	8,330	10%
51.0912 Physician Assistant	High Growth	High Growth	93,650	21,410	30%
51.0203 Speech-Language Pathology/Pathologist	High Growth	High Growth	90,700	16,660	23%
51.2306 Occupational Therapy/Therapist	High Growth	High Growth	90,200	17,840	25%
14.0801 Civil Engineering, General	High Growth	High Growth	89,910	8,990	11%
14.3501 Industrial Engineering	High Growth	High Growth	87,940	7,360	9%
14.1901 Mechanical Engineering	High Growth	High Growth	86,990	8,000	10%
51.0701, 51.1702, and 51.3802 Health/Health Care Administration/Management; Hospital and Health Care Facilities Administration/Management; Nursing Administration	High Growth	High Growth	81,170	13,210	19%
52.1206 Information Resources Management	High Growth	High Growth	76,840	7,510	11%
50.0602 Cinematography and Film/Video Production	High Growth	High Growth	69,210	7,870	13%
52.1302 Business Statistics	High Growth	High Growth	64,130	9,600	18%
51.3899 Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing, Other	High Growth	High Growth	55,530	13,430	32%
27.0501 Statistics, General	High Growth	High Growth	54,620	6,420	13%
14.1401 Environmental/Environmental Health Engineering	High Growth	High Growth	53,550	5,000	10%
30.1901 Nutrition Sciences	High Growth	High Growth	50,630	5,890	13%

Source: Data supplement to Hanover Research Market Opportunity Scan completed for Mansfield (2019)

A much smaller number of two-year degree program areas have high-growth indicators for both student demand and labor demand. As can be seen from the table below, the majority are six-digit CIPs in the Business and Health Sciences disciplines:

CIP Code and Title	Student Demand	Labor Demand	2026 Projected Labor Demand	Projected Numeric Change from 2016	Projected Percentage Growth from 2016
Associate-Level Program Areas with Projected High Growth by Six-Digit CIP: Mid-East Region (DE DC MD NJ NY PA) Note: Table is sorted by 2026 Projected Labor Demand column					
51.0713 Medical Insurance Coding Specialist/Coder	High Growth	High Growth	139,140	27,070	24%
44.0000 Human Services, General	High Growth	High Growth	111,040	15,920	17%
52.0101 Business/Commerce, General	High Growth	High Growth	85,810	8,640	11%
52.0201 Business Administration and Management, General	High Growth	High Growth	85,810	8,640	11%
51.0701 Health/Health Care Administration/Management	High Growth	High Growth	81,170	13,210	19%
47.0201 Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician	High Growth	High Growth	58,480	6,930	13%
12.0501 Baking and Pastry Arts/Baker/Pastry Chef	High Growth	High Growth	31,140	4,190	16%

Source: Data supplement to Hanover Research Market Opportunity Scan completed for Mansfield University (2019)

Among our three universities, existing enrollments in our associate degree programs generally align with high-demand areas in Health Sciences and Business, though as can be seen from the table below, Mansfield's Associate of Arts (AA) Liberal Studies program is the highest-enrolled across the three campuses. Mansfield's program functions as an access point for students not yet ready for matriculation into a four-year degree program. The program array recommendation section below includes this program (renamed as Multidisciplinary Studies) as one that could be offered across all three campuses as a common access point.

HIGHEST-ENROLLED ASSOCIATE DEGREE PROGRAMS	ENROLLMENT BASED ON COMBINED FALL 2020 FTE
Liberal Studies (AA)	111
Nursing (Associate of Science in Nursing [ASN])	102
Healthcare Professions (Associate in Applied Science [AAS])	46
Criminal Justice (AA/Associate of Science [AS])	36
Business (AS)	24
SUBTOTAL TOP 5 ASSOCIATE DEGREE PROGRAMS	319
TOTAL FTE ALL ASSOCIATE DEGREE PROGRAMS	344
PERCENTAGE OF FTE REPRESENTED BY TOP 5 ASSOCIATE DEGREE PROGRAMS	93%

Source: Program FTE data reported by each campus's Institutional Research office

Finally, with regard to teacher preparation, we consulted the _K-12 Teacher Supply, Demand, and Shortages in Pennsylvania_[10] (July 2020) report prepared by Dr. Fuller and Dr. Pendola of Penn State University. In the section of their report called "Conclusions on Supply, Demand, and Shortages," Drs. Fuller and Pendola note that "[t]here is a shortage of teachers in Pennsylvania as evidenced by the ratio of newly prepared teachers to the number of beginning teachers hired, the dramatic increase in the number of teachers employed on long-term emergency permits, press reports, responses to surveys, and districts' indications of shortage areas. The shortage is much more acute in specific subject areas and for specific areas of the state. The subject areas include special education, English Language Learner in urban areas, secondary math, and secondary science (physics, chemistry, and other advanced courses). To a lesser extent, evidence also suggests there may be shortages for secondary social studies, foreign language, physical/health education, and fine arts (music and art). With respect to location, there are shortages in some of the large city districts and in some rural districts. In particular, there is evidence of current shortages in districts in the Philadelphia Metro, North Central, and South Central regions of the state. There is also evidence that many rural districts are experiencing difficulty in finding a sufficient supply of teachers in a wide array of subject areas. These shortages are projected to, at best, persist over time."

ACADEMIC PROGRAM HUBS

These are academic programs where the vast majority of the enrollment and supporting faculty happen to be located at one or two of our institutions. Keeping our guiding principle of expanding educational opportunity and maximizing access in mind, we intend these areas to function as the primary (but not necessarily exclusive) instructional delivery hubs for their academic programs across the integrated institution. We recognize, certainly, that in some cases restrictions and limitations due to program-specific facilities or the nature of instruction will limit a program's capacity to be fully accessible across all three campuses.

Note: Programs with an asterisk (*) are identified as needing further discussion.

BUSINESS

HUB LOCATION: BLOOMSBURG

Due to AACSB requirements, Bloomsburg must serve as the hub for all AACSB-accredited Business programs. The Business core will be accessible on all campuses. Sub-disciplines will be offered either face-to-face or via distance education as appropriate based on enrollments and faculty complements. The Business core on each campus provides a pathway to all accredited Business programs with only Supply Chain Management exclusively requiring a physical presence at Bloomsburg for degree completion.

PROGRAM NAME	DEGREE	ACCREDITATION	CAMPUS(ES) PRIMARILY RESPONSIBLE FOR PROGRAM DELIVERY
Accounting	BSBA	AACSB	Bloomsburg
Business Administration	AS	N/A; AACSB does not accredit two-year programs	Lock Haven/Mansfield with pathways to the accredited four-year programs
Business Administration	BSBA	AACSB	Bloomsburg
Business Education	BSEd	AACSB/ Council for the Accreditation of Educator Preparation (CAEP)	Bloomsburg

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[10] https://www.rural.palegislature.us/documents/reports/PA-Teacher-Supply-Demand-Shortages-2020.pdf

PROGRAM NAME	DEGREE	ACCREDITATION	CAMPUS(ES) PRIMARILY RESPONSIBLE FOR PROGRAM DELIVERY
Finance, Insurance, and Risk Management	BS	AACSB	Bloomsburg
International Business	BSBA	AACSB	Bloomsburg
Professional Sales and Marketing	BSBA	AACSB	Bloomsburg
Supply Chain Management	BSBA	AACSB	Bloomsburg
Accountancy	Master of Accountancy (MAcc)	AACSB	Bloomsburg
Sport Management	BS, MS	NASSM	Lock Haven
Business Administration	MBA	AACSB	Bloomsburg

NURSING

HUB LOCATIONS: BLOOMSBURG FOR GRADUATE NURSING PROGRAMS; LOCK HAVEN AND MANSFIELD FOR THE ASN

As a primary enrollment driver, the BSN will be offered at all three campuses with pathways to the MSN graduate programs based at Bloomsburg and offered in a hybrid format. The ASN will be offered at both Lock Haven and Mansfield. Organizationally, Nursing will require elevation to a School of Nursing due to size and also need an Associate Dean as a nurse administrator.

PROGRAM NAME	DEGREE	ACCREDITATION	CAMPUS(ES) PRIMARILY RESPONSIBLE FOR PROGRAM DELIVERY
Nursing	ASN	Accreditation Commission for Educating in Nursing (ACEN); Commission on Collegiate Nursing Education (CCNE) does not accredit two-year programs	Lock Haven/Mansfield
Nursing	BSN	CCNE	Bloomsburg/Lock Haven/Mansfield
RN to BSN	BSN	BSN outcomes must be same as RN to BSN for ACEN, but not CCNE	Based jointly at Bloomsburg/Lock Haven
Adult-Gerontology Primary Care Nurse Practitioner	MSN	CCNE	Bloomsburg
Family Nurse Practitioner	MSN	CCNE	Bloomsburg
Nursing Administration w/MBA option	MSN	CCNE	Bloomsburg
Nurse Anesthesia	DNP	CCNE	Bloomsburg
Public Health	MSN	CCNE	Bloomsburg
Public Health - School Nursing	MSN	CCNE	Bloomsburg
Doctor of Nursing Practice	DNP	CCNE	Bloomsburg

SPEECH LANGUAGE PATHOLOGY AND AUDIOLOGY

HUB LOCATION: BLOOMSBURG

Students may access the first two years of the BS at any campus, but must complete the degree at Bloomsburg. Graduate degrees accessible only at Bloomsburg. The program runs a full clinic site as a component of its programming.

PROGRAM NAME	DEGREE	ACCREDITATION	CAMPUS(ES) PRIMARILY RESPONSIBLE FOR PROGRAM DELIVERY
Audiology and Speech-Language Pathology	BS	American Speech-Language Hearing Association (ASHA)-based curriculum	Bloomsburg
Speech-Language Pathology	MS	Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAAASLP)	Bloomsburg
Doctorate in Audiology	Clinical Doctorate of Audiology (AuD)	CAAASLP	Bloomsburg

DIGITAL FORENSICS/CYBERSECURITY AND ACCREDITATION BOARD FOR ENGINEERING AND TECHNOLOGY (ABET)-ACCREDITED COMPUTER SCIENCE

HUB LOCATION: BLOOMSBURG

Bloomsburg offers the only digital forensics and cybersecurity bachelor's degree in the State System and is Pennsylvania's Center for Digital Forensics. Currently, Bloomsburg is designated as a National Center of Academic Excellence (CAE) in Cyber Defense Education with a focus in the area of digital forensics through academic year 2021. Access to the Digital Forensics/Cybersecurity program may be possible for students at Lock Haven and Mansfield through a 2+2 arrangement. Bloomsburg's ABET-accredited Computer Science program will remain based at Bloomsburg and require the physical presence of enrolled students. Another proposed degree program, Applied Computer Science (BS), is recommended as shared across all three campuses via combination of face-to-face, hybrid, and online classes.

PROGRAM NAME	DEGREE	ACCREDITATION	CAMPUS(ES) PRIMARILY RESPONSIBLE FOR PROGRAM DELIVERY
Computer Information System	AS		Bloomsburg/Lock Haven/Mansfield
Applied Computer Science	BS	N/A	Bloomsburg/Lock Haven/Mansfield
Computer Science	BS	ABET	Bloomsburg only
Digital Forensics and Cybersecurity	BS	CAE recognition	Bloomsburg only with possible 2+2 for students at Lock Haven and Mansfield

AMERICAN SIGN LANGUAGE/ENGLISH INTERPRETING

HUB LOCATION: BLOOMSBURG

Curriculum is best delivered face-to-face due to the three-dimensional aspect of the language.

PROGRAM NAME	DEGREE	ACCREDITATION	CAMPUS(ES) PRIMARILY RESPONSIBLE FOR PROGRAM DELIVERY
ASL/English Interpreting	BS	Commission on Collegiate Interpreter Education	Bloomsburg

MASTER OF SCIENCE in BIOLOGY

HUB LOCATION: BLOOMSBURG

A 3+2 or 4+1 model should be explored to promote increased enrollment in the graduate program.

PROGRAM NAME	DEGREE	ACCREDITATION	CAMPUS(ES) PRIMARILY RESPONSIBLE FOR PROGRAM DELIVERY
Biology	MS	N/A	BU with 3+2 pathway from BS Biology

BACHELOR OF APPLIED SCIENCE IN TECHNICAL LEADERSHIP (BASTL)

HUB LOCATION: BLOOMSBURG

The BASTL program is a 2+2 program in collaboration with technical associate degree programs in the region. The program is offered online.

PROGRAM NAME	DEGREE	ACCREDITATION	CAMPUS(ES) PRIMARILY RESPONSIBLE FOR PROGRAM DELIVERY
Technical Leadership	BAS	N/A	Bloomsburg

ELECTRONICS ENGINEERING TECHNOLOGY

HUB LOCATION: BLOOMSBURG

Students may complete the first two years on any campus, but due to the technical equipment required and program size, students must complete the degree requirements at Bloomsburg.

PROGRAM NAME	DEGREE	ACCREDITATION	CAMPUS(ES) PRIMARILY RESPONSIBLE FOR PROGRAM DELIVERY
Electronics Engineering Technology	BS	ETAC of ABET	Final two years at Bloomsburg only

ALLIED HEALTH AND NUTRITION

HUB LOCATIONS: MANSFIELD FOR RADIOLOGIC TECHNOLOGY, RESPIRATORY CARE, AND NUTRITION; BLOOMSBURG FOR MEDICAL IMAGING

Mansfield has an accredited two-year program in Radiologic Technology and an accredited four-year program in Respiratory Care (itself formerly a two-year program) in partnership with Guthrie based at Robert Packer Hospital in Sayre, PA. Although the Radiologic Technology program is Mansfield-based, the intention is to explore expansion to Lock Haven via online classes and clinicals. Expansion to Bloomsburg may be limited by clinical instructors committed to the BS in Medical Imaging, which is delivered at Bloomsburg only. Due to Commission on Accreditation for Respiratory Care (CoARC) accreditation requirements, Mansfield must serve as the hub for Respiratory Care and the final two years must be completed under that program.

The Nutrition BS program is Mansfield-based, but intended to be shared with the other campuses via distance education. The MS program is already designed to be delivered fully online.

PROGRAM NAME	DEGREE	ACCREDITATION	CAMPUS(ES) PRIMARILY RESPONSIBLE FOR PROGRAM DELIVERY
Radiologic Technology	AAS	Joint Review Committee on Education in Radiologic Technology (JRCERT)	Mansfield
Medical Imaging	BS		Bloomsburg
Respiratory Care	BS	CoARC	Mansfield
Nutrition	BS	Accreditation Council for Education in Nutrition and Dietetics (ACEND)	Mansfield
Nutrition	MS	ACEND	Online program accessible to Bloomsburg/Lock Haven/Mansfield

MUSIC

HUB LOCATIONS: MANSFIELD AND BLOOMSBURG

Mansfield and Bloomsburg both have National Association of Schools of Music (NASM)-accredited Music programs. Mansfield's program has the professional Bachelor of Music degrees. The recommendation is to establish one shared Music program with the configuration listed below. Due to the nature of instruction and facilities requirements, students will need to be located at either Mansfield or Bloomsburg depending on the program and the concentrations within. At Lock Haven, Music instruction is expected to be limited to general education.

PROGRAM NAME	DEGREE	ACCREDITATION	CAMPUS(ES) PRIMARILY RESPONSIBLE FOR PROGRAM DELIVERY
Music	BA	NASM	Mansfield/Bloomsburg
Music Education	Bachelor of Music (BM)	NASM	Mansfield/Bloomsburg

PROGRAM NAME	DEGREE	ACCREDITATION	CAMPUS(ES) PRIMARILY RESPONSIBLE FOR PROGRAM DELIVERY
Music Performance	BM	NASM	Mansfield/Bloomsburg
Emphasis in Music Technology	BM	NASM	Mansfield/Bloomsburg

PHYSICIAN ASSISTANT

HUB LOCATION: LOCK HAVEN

Lock Haven has the only Physician Assistant program across the integrating universities. Didactic instruction is delivered virtually and may be accessible to students across all three campuses. It is envisioned that clinical sites will be expanded beyond the current catchment area to include service areas around Mansfield and Bloomsburg. Expansion of the Pre-PA Health Sciences programs to include Mansfield (currently available at Lock Haven and Bloomsburg) will be necessary as will adjustments to increase priority admission to students from the integrated university.

PROGRAM NAME	DEGREE	ACCREDITATION	CAMPUS(ES) PRIMARILY RESPONSIBLE FOR PROGRAM DELIVERY
Health Sciences: Pre-Physician Assistant	BS		Lock Haven with 3+2 accelerated path to the master's degree
Physician Assistant	MHS	Accreditation Review Commission on Education for Physician Assistant, Inc.	Lock Haven

EXERCISE SCIENCE, SPORT PSYCHOLOGY, AND HEALTH/PHYSICAL EDUCATION

HUB LOCATIONS: LOCK HAVEN AND BLOOMSBURG FOR BS EXERCISE SCIENCE, BLOOMSBURG FOR MS EXERCISE SCIENCE, LOCK HAVEN FOR MS SPORT PSYCHOLOGY AND HEALTH/PHYSICAL EDUCATION BSEd

Access to the menu of programs in this broad area will be limited to students at Lock Haven and Bloomsburg because of infrastructure constraints.

PROGRAM NAME	DEGREE	ACCREDITATION	CAMPUS(ES) PRIMARILY RESPONSIBLE FOR PROGRAM DELIVERY
Exercise Science		Commission on Accreditation of Allied Health Programs (CAAHEP)/ Committee on Accreditation for Exercise Sciences (CoAES)/ National Strength and Conditioning Association (NSCA)	Housed jointly at Bloomsburg and Lock Haven
Exercise Science	S	CAAHEP/CoAES/NSCA	Bloomsburg only
Sport Psychology	S		Lock Haven only
Athletic Training	S	Commission on Accreditation of Athletic Training Education	Lock Haven only
Health and Physical Education K-12	Ed	CAEP	Lock Haven only

CLINICAL MENTAL HEALTH COUNSELING

HUB LOCATION: LOCK HAVEN

PROGRAM NAME	DEGREE	ACCREDITATION	CAMPUS(ES) PRIMARILY RESPONSIBLE FOR PROGRAM DELIVERY
Clinical Mental Health Counseling	MS	Council for Accreditation of Counseling and Related Educational Programs (CACREP)	Lock Haven

SHARED PROGRAMS SUPPORTING THE ARRAY

Note: Programs with an asterisk (*) are identified as needing further discussion.

EDUCATOR PREPARATION

A majority of the education programs can be shared across the array via distance education for some program areas. Pennsylvania has shortages in most areas of educator preparation with strong needs in science education. Content area courses for small degree programs overlap with the disciplinary major and provide support for enrollments in those programs.

PROGRAM NAME	DEGREE	ACCREDITATION	CERTIFICATION AREA	CAMPUS(ES) PRIMARILY RESPONSIBLE FOR PROGRAM DELIVERY
PreK-Grade 4/Early Childhood Education	BSEd	CAEP		Based jointly at Bloomsburg/Lock Haven/Mansfield
Middle Level Education	BSEd	CAEP	English/Language Arts and Reading Mathematics Science Social Studies	Bloomsburg with distance education
Secondary Education	BSEd	CAEP	English 7-12 Mathematics 7-12 Science-Biology 7-12 Science - Chemistry 7-12 Science - Earth and Space Science 7-12 Science - General Science 7-12 Science - Physics 7-12 Social Studies 7-12	Based jointly at Bloomsburg/Lock Haven/Mansfield

PROGRAM NAME	DEGREE	ACCREDITATION	CERTIFICATION AREA	CAMPUS(ES) PRIMARILY RESPONSIBLE FOR PROGRAM DELIVERY
Special Education	BSEd	CAEP	Early Childhood	Based jointly at Bloomsburg/Lock Haven/Mansfield
				Bloomsburg only
			Hearing Impaired N-12 Stand Alone option	Based jointly at Bloomsburg/Lock Haven/Mansfield
School Counseling	MEd	CAEP		Consider combining with mental health counseling post-integration under CACREP accreditation
Educational Leadership	MEd	CAEP		Bloomsburg-based/blended delivery
Educator Professional Development	MEd	CAEP		Bloomsburg-based/blended delivery

HEALTH SCIENCES

PROGRAM NAME	DEGREE	CONCENTRATION	CAMPUS(ES) PRIMARILY RESPONSIBLE FOR PROGRAM DELIVERY
Healthcare Professions	AAS		Based jointly at Bloomsburg/Lock Haven/Mansfield
Public Health Education*	AAS		Based jointly at Bloomsburg/Lock Haven/Mansfield
Public Health Education and Promotion	BS		Based jointly at Bloomsburg/Lock Haven/Mansfield
Health Sciences	BS	Medical Laboratory Science	Based jointly at Bloomsburg/Lock Haven/Mansfield and accessible to all three locations; primarily face-to-face (F2F) with some distance education options
		Pre-Physical Therapy	Based jointly at Bloomsburg/Lock Haven/Mansfield and accessible to all three locations; primarily F2F with some distance education options
		Pre-Pharmacy	Based jointly at Bloomsburg/Lock Haven/Mansfield and accessible to all three locations; primarily F2F with some distance education options

PROGRAM NAME	DEGREE	CONCENTRATION	CAMPUS(ES) PRIMARILY RESPONSIBLE FOR PROGRAM DELIVERY
		Pre-Second-Degree Accelerated Nursing	Based jointly at Bloomsburg/Lock Haven/Mansfield and accessible to all three locations; primarily F2F with some distance education options
		Medical Genomics and Counseling	Based jointly at Bloomsburg/Lock Haven/Mansfield and accessible to all three locations; primarily F2F with some distance education options
		General option	Based jointly at Bloomsburg/Lock Haven/Mansfield and accessible to all three locations; primarily F2F with some distance education options
Healthcare Management	Currently MHS; reconfigure as concentration under MBA in the Business array		Lock Haven-based

Note: For Pre-Physician Assistant, Nursing, Allied Health, and Nutrition, see Academic Program Hubs.

HUMANITIES

A majority of these programs have robust enrollments and are easily maintained across all campuses. In areas with lower enrollments, distance education is an option.

PROGRAM NAME	DEGREE	ACCREDITATION	CAMPUS(ES) PRIMARILY RESPONSIBLE FOR PROGRAM DELIVERY
English	Bachelor of Arts (BA)	N/A	Accessible to all three locations via F2F and distance education. Creative Writing primarily based at Bloomsburg.
History	BA	N/A	Accessible to all three locations via F2F and distance education.
Philosophy	BA	N/A	Accessible to all three locations via F2F and distance education.
Languages and Cultures	BA	N/A	Language option not located at Lock Haven and Mansfield accessible to those locations via distance education.
Communication Studies	BA	N/A	Accessible to all three locations via F2F and distance education.
Media and Journalism	BA	N/A	Accessible to all three locations via F2F and distance education.

INTER/MULTIDISCIPLINARY PROGRAMS

PROGRAM NAME	DEGREE	CAMPUS(ES) PRIMARILY RESPONSIBLE FOR PROGRAM DELIVERY	NOTES
Interdisciplinary Studies	BA/BS	Shared by all three locations	Intended to serve as a "design your own major" option
Multidisciplinary Studies	AA	Shared by all three locations	Intended to serve as an access program
Multidisciplinary Studies	BA	Shared by all three locations	Intended to serve as a degree completion program

STEM

Although resource intensive, the sciences, beyond their independent value, also provide critical cognate coursework for health professions and will be needed across the array.

PROGRAM NAME	DEGREE	ACCREDITATION	CAMPUS(ES) PRIMARILY RESPONSIBLE FOR PROGRAM DELIVERY
Biology	BA/BS		Based jointly at Bloomsburg/Lock Haven/Mansfield
Chemical Technology	AS		Based jointly at Bloomsburg/Lock Haven/Mansfield
Chemistry	BA/BS - American Chemical Society (ACS) certified	Biochemistry concentration- American Society for Biochemistry Molecular Biology (ASBMB) Accredited	Based jointly at Bloomsburg/Lock Haven/Mansfield
Physics*	BA/BS		Based jointly at Bloomsburg/Lock Haven/Mansfield
Environmental Technology*	AAS		Based jointly at Bloomsburg/Lock Haven/Mansfield
Environmental Geoscience*	AS		Based jointly at Bloomsburg/Lock Haven/Mansfield
Geography and GIS*	AS		Based jointly at Bloomsburg/Lock Haven/Mansfield
Environmental, Geographical, and Geological Sciences	BS		Based jointly at Bloomsburg/Lock Haven/Mansfield

PROGRAM NAME	DEGREE	ACCREDITATION	CAMPUS(ES) PRIMARILY RESPONSIBLE FOR PROGRAM DELIVERY
Instructional Design and Technology	MS		Bloomsburg/Lock Haven/Mansfield; accessible from all three locations because online; delivered currently by Bloomsburg
Radiation Science	BS		Based at Bloomsburg
Mathematics	BS		Based jointly at Bloomsburg/Lock Haven/Mansfield

SOCIAL SCIENCES

A majority of these programs have robust enrollments and are easily maintained across all campuses. In areas with lower enrollments, distance education is an option.

PROGRAM NAME	DEGREE	ACCREDITATION	CAMPUS(ES) PRIMARILY RESPONSIBLE FOR PROGRAM DELIVERY
Substance Use and Behavior Disorder Counseling*	AS		Based jointly at Bloomsburg/Lock Haven/Mansfield and accessible to all three locations via hybrid/online course offerings
Anthropology	BA		Based jointly at Bloomsburg/Lock Haven/Mansfield and accessible to all three locations via hybrid/online course offerings
Criminal Justice	BS		Based jointly at Bloomsburg/Lock Haven/Mansfield and accessible to all three locations via hybrid/online course offerings
Criminal Justice	AS		Based jointly at Bloomsburg/Lock Haven/Mansfield and accessible to all three locations via hybrid/online course offerings, possibly completely online
Economics	BA		Based primarily at Bloomsburg but accessible to all three locations via hybrid/online course offerings
Political Science	BA		Based jointly at Bloomsburg/Lock Haven/Mansfield and accessible to all three locations via hybrid/online course offerings
Psychology/Psychological Sciences	BS		Based jointly at Bloomsburg/Lock Haven/Mansfield and accessible to all three locations F2F and via hybrid/online course offerings
Social Work	BSW	Council on Social Work Education (CSWE)	Per consultation with CSWE, a main campus program will be designated with the other two locations as satellites. The BSW will be accessible to students on all three locations primarily, but not necessarily exclusively, through F2F instruction.
Social Work	MSW	CSWE	Currently Bloomsburg only; plan to be accessible to Lock Haven and Mansfield
Sociology	BA		Based jointly at Bloomsburg/Lock Haven/Mansfield and accessible to all three locations F2F and via hybrid/online course offerings

VISUAL AND PERFORMING ARTS

PROGRAM NAME	DEGREE	ACCREDITATION	CAMPUS(ES) PRIMARILY RESPONSIBLE FOR PROGRAM DELIVERY
Visual Arts	BA/Bachelor of Fine Arts (BFA)	National Association of Schools of Art and Design (NASAD)	Mix of F2F and distance education across all three locations; emphases include Art History, Art Studio, and Graphic Design.
Theatre	BA	NAST	Foundational courses accessible to all three locations; final two years at Bloomsburg

Note: for Music, see Academic Program Hubs

Academic Program Accessibility

Below is a preliminary visual representation of program accessibility across the shared array. It is important to note that program accessibility and associated modalities may change based upon final curriculum proposals. Our guiding principle is to maximize student access to the program array to the extent possible across all three campuses. Upper division courses when shared from a primary hub will be provided face-to-face on one campus with possible distance education on the other two campuses with a goal of live synchronous instruction via technology-enhanced classrooms.

Note: Programs with an asterisk (*) are identified as needing further discussion.

Primarily Face-to Face (F2F)	Blended F2F and Online

Disciplinary Field	NE Academic Degree Program Accessibility		
	Bloomsburg	Lock Haven	Mansfield
Health Sciences	Healthcare Professions (AAS)		
	Public Health Education* (AAS)		
	Public Health Education and Promotion (BS)		
	Health Sciences (BS): Medical Laboratory Science concentration		
	Health Sciences (BS): Physician Assistant concentration and Physician Assistant (MHS) Note: PA MHS program must be completed at Clearfield		
	Health Sciences (BS): Pre-Physical Therapy concentration		
	Health Sciences (BS): Pre-Pharmacy concentration		
	Health Sciences (BS): Pre-Second Degree Accelerated Nursing concentration		
	Health Sciences (BS): Medical Genomics and Counseling concentration		
	Health Sciences (BS): General option concentration		
	Exercise Science (BS)		
	Exercise Science (MS)		
		Sport Psychology (MS)	
		Athletic Training* (MS)	
		Healthcare Management (MHS) (currently an MHS but proposed to be reconfigured as a concentration under the MBA in Business array)	
		Health and Physical Education K-12 (BSEd)	
		Nursing (ASN)	
	RN to BSN		
	Nursing (BSN)		
	Nursing (MSN and DNP) Note: Requires some F2F sessions at Bloomsburg only Note: Also available at the Dixon Center		

Disciplinary Field	NE Academic Degree Program Accessibility		
	Bloomsburg	**Lock Haven**	**Mansfield**
Health Sciences	Medical Imaging (BS)	Lock Haven access to Radiologic Technology to be explored in relation to accreditation requirements	Radiologic Technology (AAS)
			Respiratory Care (BS) Note: Final two years F2F at Mansfield
			Nutrition (BS)
	Nutrition (MS) Note: Fully online program		
	Clinical Mental Health Counseling (MS) Note: Fully online program		
	Speech Language Pathology and Audiology BS, MS, AuD		
Business	Accounting (BSBA)		
	Business Administration (AS)		
	Business Administration (BSBA)		
	Business Education (BSEd/M.Ed.)		
	Finance, Insurance, and Risk Management (BS)		
	International Business (BSBA)		
	Professional Sales and Marketing (BSBA)		
	Supply Chain Management (BSBA)		
	Accountancy (MAcc)		
	Sports Management (BS, MS)		
	Business Administration (MBA) Note: Fully online program		
	Information Technology (MS) Note: Fully online program		

Disciplinary Field	NE Academic Degree Program Accessibility		
	Bloomsburg	Lock Haven	Mansfield
Education	PreK-Grade 4/Early Childhood Education (BSEd)		
	Middle Level Education (BSEd)		
	Secondary Education (BSEd)		
	Special Education (BSEd)		
	School Counseling (MEd)		
	Educational Leadership (MEd)		
	Educator Professional Development (MEd)		
	ASL/English Interpreting (BS)		
Humanities	English (BA)		
	History (BA)		
	Philosophy (BA)		
	Language and Cultures (BA)		
	Communication Studies (BA)		
	Media and Journalism (BA)		
Inter- and Multi-disciplinary Programs	Interdisciplinary Studies (BA/BS)		
	Multidisciplinary Studies (AA)		
	Multidisciplinary Studies (BA)		
STEM	Biology (BA/BS)		
	Biology (MS)		
	Chemical Technology (AS)		
	Chemistry (BA/BS)		
	Physics* (BA/BS)		
	Environmental Technology* (AAS)		
	Environmental Geoscience* (AS)		
	Geography and GIS* (AS)		
	Environmental, Geographical, and Geological Sciences (BS)		

Disciplinary Field	NE Academic Degree Program Accessibility		
	Bloomsburg	**Lock Haven**	**Mansfield**
	Technical Leadership (BAS)		
	Instructional Design and Technology (MS) Note: Program is fully online		
	Mathematics (BS)		
	Computer Information Systems (AS)		
	Applied Computer Science (BS)		
	Computer Science (BS)		
	Digital Forensics and Cybersecurity (BS) Note: possible 2+2 pathway for Lock Haven and Mansfield students		
	Electronics Engineering Technology (BS) Note: possible 2+2 pathway for Lock Haven and Mansfield students		
	Radiation Science (BS)		
Social Sciences	Substance Use and Behavior Disorder Counseling* (AS)		
	Anthropology (BA)		
	Criminal Justice (AS and BS)		
	Economics (BA)		
	Political Sciences (BA)		
	Psychology/Psychological Sciences (BS)		
	Social Work (BSW) Note: Per consultation with CSWE, a main campus program needs to be designated with the other two campus programs as satellites.		
	Social Work (MSW)	MSW to be expanded to Lock Haven and Mansfield post-integration	
	Sociology (BA)		
	Visual Arts (BA, BFA) – Emphases in Art Studio, Graphic Design, Art History Note: Studio residencies vary by campus		

Disciplinary Field	NE Academic Degree Program Accessibility		
	Bloomsburg	**Lock Haven**	**Mansfield**
Visual and Performing Arts **Visual and Performing Arts**	Theatre (BA)		
	Music (BA)		Music (BA)
	Music Education (BM)		Music Education (BM)
	Music Performance (BM)		Music Performance (BM)
	Emphasis in Music Technology (BM)		Emphasis in Music Technology (BM)

Existing Programs in Need of Further Discussion

Most of the following programs are likely to be continued in the array, but need further discussion. Concerns vary, including the viability of the degree based on current enrollments and cost, the ability to share curriculum across campuses, and the resources/enrollments needed to offer proposed concentrations under a major. These concerns have been shared with NE sub-subgroups for feedback.

Programs In Need of Further Discussion
• **Athletic Training (MS):** Program in probationary status at Lock Haven • **Environmental Technology (AAS):** Further analysis of workforce needs will help determine status of program • **Environmental Geoscience (AS):** Further analysis of workforce needs will help determine status of program • **Geography & GIS (AS):** Further analysis of workforce needs will help determine status of program • **Physics (BA/BS):** proposals to date from the sub-subgroup are insufficient to enable a full analysis of the program going forward • **Public Health Education (AAS):** Further analysis of workforce needs will help determine status of program • **Recreation Management (BS):** The sub-subgroups proposed realignment of two tracks with other programs. Remaining tracks bear further analysis for growth potential/workforce demand. • **Substance Use and Behavior Disorder Counseling (AS):** Further analysis of workforce needs will help determine status of program

One-time required investments to support the plan

Type	Program	Investment Description	Estimated Amount	Year (e.g., year investment made)	ROI type (enrollment, net tuition revenue, other)	Program Maturity Year
General Infrastructure	All	Technology enhanced classrooms	70 new rooms at Lock Haven and Mansfield, finish build out of rooms at Bloomsburg	2021	Enrollment expansion across the three campuses	
Technology Infrastructure	All	Tablets, Headphones, televisions	Based on pilots suggested by faculty, approx. 200	2021	Enrollment	
New Program Support	New Programs	Marketing Resources		Annually with launch of new programs	Enrollment	

The following programs are under consideration for development based upon current workforce data. Programs without enrollment trends are in need of market analysis to determine expected initial program cohort size. The plan would be to work with Hanover Research for more detailed study of new programs that require financial commitments such as new faculty complements. These data would also help inform timelines for launch.

Program Areas Recommended for Growth and New Development			
Estimated Inception Year & Growth Level	**Program Areas with Growth Potential**	**Estimated Inception Year & Growth Level**	**New Program Areas for Development**
Fall 2021 15 students per year, years 1-2; begin possible second cohort at Mansfield or Lock Haven year 3 with 15 additional students	Masters of Social Work	Fall 2022 15 new students initially with 20 students per year thereafter; 3.1% degree conferral increase beginning at year 4 of program	BSBA Hospitality Management & Marketing
5 new students per year	Professional Sales	Fall 2022 10 students for start-up and 5 additional annually	BSBA Finance, Insurance & Risk Management

Program Areas Recommended for Growth and New Development			
Estimated Inception Year & Growth Level	**Program Areas with Growth Potential**	**Estimated Inception Year & Growth Level**	**New Program Areas for Development**
5 new students per year	Supply Chain Management	Fall 2022 10 students for start-up and 5 additional annually	BSBA Small Business and Entrepreneurship
		Fall 2023 10 students for start-up and 5 additional annually	Medicinal Plant Studies (BA/BS)
		Fall 2023 10 students for start-up and 5 additional annually	Cannabis Studies certificate
		Fall 2023 10 students for start-up and 5 additional annually	Master's in Security Studies
		Fall 2023 10 students for start-up and 5 additional annually	Professional Science Master's Degree
		Fall 2023 10 students for start-up and 5 additional annually	Master of Public Administration
		Fall 2023 10 students for start-up and 5 additional annually	Pre-Art Therapy
		Fall 2023 10 students for start-up and 5 additional annually	Pre-Music therapy
		Fall 2023 10 students for start-up and 5 additional annually	Intensive English Language program
		Fall 2023 10 students for start-up and 5 additional annually	Data Analysis & Presentation Certificate

Program Areas Recommended for Growth and New Development			
Estimated Inception Year & Growth Level	**Program Areas with Growth Potential**	**Estimated Inception Year & Growth Level**	**New Program Areas for Development**
		Fall 2023 2-3 students per year	Transfer-Oriented Programs • Pre-Engineering with Shippensburg University • Pharmacy with Temple and Fairleigh Dickinson University • Law School with Temple University and Penn State University
		Fall 2023 5 students per year	Mater of Arts in Teaching- unifies post-baccalaureate teacher licensing programs

Prioritization Criteria Considered for Growth Focus and Sequencing

The below criteria were or will be considered in all or in part based on the maturity level of the new program (e.g., *conceptual versus in design versus in initial year of inception*).

- Student demand
- Market demand
- Ease of implementation (e.g., size, accreditation requirements)
- Ability to leverage existing resources
- Level of investment required
- Complimentary to existing programs
- Expands a degree or career pathway
- Time to expected return on investment (ROI) (i.e., enrollment growth, fiscal sustainability, + contribution margin or distinctive reputation/draw)

NORTHEAST INTEGRATION

ACADEMIC PROGRAM ("SUB-SUBGROUP") REPORTING TEMPLATE

DRAFT 1 OF RECOMMENDATIONS

ACADEMIC PROGRAM SUB-SUBGROUP NAME:
SUB-SUBGROUP MEMBERS:
INTEGRATED ACADEMIC PROGRAM RECOMMENDATION
DEGREE:
PROGRAM NAME:
CONCENTRATIONS (IF ANY):
DESCRIPTION OF INTEGRATED PROGRAM (describe below)
Note: Include description of how program will be mutually supported across the integrated university. Also include a list of program outcomes if these have been drafted.
PROGRAM REQUIREMENTS (USE EXCEL TEMPLATE)
COURSE SEQUENCING PLAN (USE EXCEL TEMPLATE)
COURSE LIST (USE EXCEL TEMPLATE)
OPPORTUNITIES/BENEFITS OF INTEGRATED PROGRAM (list or describe below)
Note: List/description to include, but not be limited to, expanding educational opportunities, generating enrollment growth, identifying new markets, and/or operating efficiently and sustainably.
CONCERNS/LIMITATIONS OF RECOMMENDATION (list or describe below)
ACCREDITATION ISSUES TO BE RESOLVED (if relevant – list or describe below)
PHYSICAL RESOURCES/FACILITIES ISSUES TO BE ADDRESSED (if relevant – list or describe below)
AGREEMENTS/PARTNERSHIPS WITH EXTERNAL ORGANIZATIONS/AGENCIES TO BE ADDRESSED (if relevant – list or describe below)
ADDITIONAL INFORMATION (list or describe below any additional information the group wishes to report that isn't captured above)
FEEDBACK FROM SUBGROUP (the subgroup will enter its feedback to the sub-subgroup in the space below)

Appendix H.3: Workforce Development WG Priority 1 Recommendations with Impacts

The following Priority 1 recommendations were drafted by the Northeast Workforce Development Working Group with the accompanying anticipated impacts:

Recommendation Name	Summary Recommendation Components/Description
Assess student and regional market demand in relation to core competencies to define total addressable market and focus industry	Identify high target areas of opportunity which align student and market needs with existing non-credit and credit programming to leverage existing capabilities/reputation and determine sequence of program development and marketing activities.
Conduct economics analysis within opportunity areas	Highlight areas with ability to meet optimal program economics relative to investment and ROI (e.g., revenue, relationships, student access, and unmet market needs).
Develop integrated workforce development strategy and organizational structure for workforce development	Develop a common workforce development strategy for the region.
Determine ideal opportunity profiles	Evaluate the intersection between student segments, credentialing types, and focus disciplines to highlight priority program, and career paths for short term focus.
Product development: Develop a combined array of non-credit bearing certificates and training programs	Build out non-credit certificates, badges, and micro-credentials and create progression pathways and assessments
Product development: Develop career pathways across non-credit and credit programs	Identify career paths from entry-level to doctoral degrees for existing and potential programs.
Product development: Evaluate customized solutions structure and program models for direct service to industry and business partners	Develop model parameters and specifics related to industry partnerships and priorities and criteria for ad-hoc offerings (e.g., alignment with existing competencies and demand, economics of program, relevance across region, and market supply gaps).
Define priority industry and business relationships for pursuit	Develop priority listing of industry and business partnerships and map relationship development process and expected outcomes.
Assess workforce development programs against defined criteria and priorities	Determine future of current programs (e.g., public safety, rehabilitative justice, truck driving institute, etc.) and highlight areas of expansion relative to growth potential, industry relationship priorities, and current competencies and capacity.
Listed on the Eligible Training Provider List (ETPL) through Labor and Industry and Workforce Investment Board (WIB)	List programs and certificates on the ETPL to allow for better searching through CareerLink and to obtain Workforce Innovation and Opportunity Act funding and Trade Adjustment Assistance.
Create lifelong learning pathways/passport for alumni	In conjunction with alumni office and foundations, develop opportunities and programs to keep graduates engaged and aware of up-skilling opportunities,

People: The recommendations will likely impact the following stakeholders:

- Students and alumni
- Industry and business partners

- Faculty/staff responsible for program delivery
- Regional workforce and economic development leaders
- Trustees and elected officials as local, regional, and state advocates
- Local community leaders

Process: The recommendations will require a rethinking of how workforce development related programs are managed both in process and in content. Specific impacts from a process-perspective would include a unified program and certificate array, a unified approach to program designing, and course delivery. Aspects in need of evaluation and clarity include:

- Current approval of non-degree programs and related partnership agreements
- Program resource and financial management, including measurable goals and return on investment
- Marketing and outreach for high-target student and industry/business populations
- Contracts with third-party entities as needed

Technology: The recommendations would require careful integration of technology in support of student reporting student account information, internal financial management, and integrated course delivery (e.g., shared registration, common instructional platforms, student outcomes reporting), to include:

- Common CRM systems
- Integrated student information system
- Unified financial reporting and tracking system
- Identified technology in support of licensure and certificate tracking for industry needs.
- Database system compatibility between SIS and fundraising system

Finance: The recommendations are intended to results in enhanced responsiveness to regional workforce development needs, including student-specific demands relative to retraining, up-skilling and career progression within fiscally sustainable models that allow the integrated university to leverage existing resources and capabilities. The primary fiscal impacts are estimated to be: student cost of degree attainment reduction due to clear paths to degrees and careers; enrollment growth translating into revenue enhancement, and cost savings due to program cost effectiveness and streamlined and optimally leveraged program resources (e.g., administrative infrastructure, streamlined management). It is likely that investment will be required to create the technology needed to manage programs in a more unified manner.

Physical Assets: None

Compliance and Legal: Potential exists for legal assistance to be required for renegotiating related partnership agreements and third-party contracts

Community: The recommendations will likely impact:

- Local Career and Technical Centers
- Businesses and industries
- Employers
- CareerLink
- Community technical colleges
- Community members and employers utilizing current testing sites.
- Workforce Investment Boards (WIBs)
- Pennsylvania Department of Community and Economic Development (DCED)
- Pennsylvania Department of Labor and Industry
- Office of Vocational Rehabilitation

Benefits: The creation of a unified and strategic workforce development program can position the integrated university as a critical and strategic partner in the region's economy, and can serve to enhance long-term relationships with regional community members as employees and employers. The intentional work around meeting unmet workforce needs and defining clear and accessible certificates and other credentialing pathways is mutually beneficial to both the integrated university and the communities it serves. The positives include access to a broader array of programs and expertise across the region and

the potential for greater availability of course schedule options for participants. Also, by partnering more closely with regional economic and workforce development entities, it is feasible that additional opportunities to garner dedicated funding for unique and innovative programming and or experimentation may be possible.

Risk: Risks relative to a unified workforce development program include the potential that if not managed carefully, moving from a local community-based to a more regional approach could be perceived as less responsive, especially if parameters and models for customized industry and business partner solutions are not well-defined. In conducting the assessments and designing program arrays and course offerings moving forward, the ability to be objective and to apply agreed-to and intentional criteria will be key – not having the discipline to do so is a risk. Organizational structure and reporting relationships must be carefully considered to ensure availability and seamless navigation between non-credit and credit programs (e.g., dotted or solid line to the Provost, etc.). A risk is maintaining the "status quo" and not taking advantage of the vast opportunity that comes with an intentional and analytically informed approach to workforce development in collaboration with regional partners.

Appendix H.4: Workforce Development WG Workforce Development Report

Northeast Overview: Workforce Development, Continuing Education and Lifelong Learning

Mission: To serve the lifelong educational needs of non-traditional students pursuing upskilling and reskilling aspirations and to work with private and public entities to ensure curricular offerings meet industry needs

Focus Areas:
Certificate and micro-credentials
- Workforce reskilling and upskilling
- Industry and business partners
- Former students who stopped out (Re-Up)

Areas of Focus

- Sustainable, relevant, and high-demand skills, aligned with industry/business needs
- Lifelong learning
- Micro credentials & certifications

Northeast Workforce Development - Market Opportunities

- Healthcare
- Advanced Manufacturing
- Finance and Insurance
- Agribusiness
- Energy
- Information Technology
- Supply Chain and Transportation
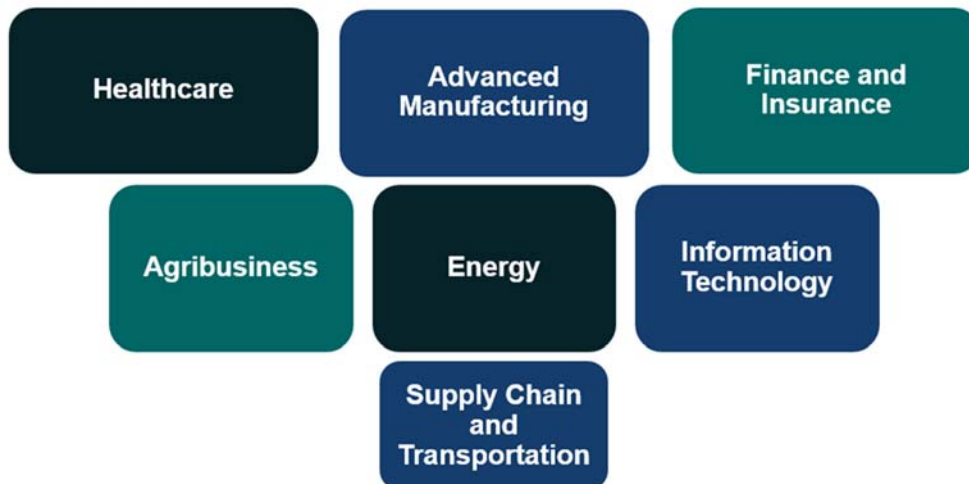
Northeast Workforce Development - Draft roadmap of the academic areas and industries of focus, development from current to medium/longer term

Current	Immediate future	Short term	Medium/longer term
Current offerings	**Offerings leveraging the triad's current capacities, capabilities, & strengths**	**Offerings focused on the most important areas of employment for our region**	**Offerings focused on next level priority of areas for our region**

- **Institute for Interactive Technologies** (Bloomsburg University)
- **Institute for Lifelong Learning** (Lock Haven Clearfield)
- **Public Safety Training Institute** (Mansfield University)
- **Multiple courses - health care, real estate, workforce readiness micro-credentialing**

Priority areas to continue to grow:
- Healthcare, nursing, and social assistance
- Business and general skills
- *Information technology*
- Custom solutions (within defined areas)

- **Advanced manufacturing**
- Finance
- Energy
- Logistics
- Remote

- Agribusiness

Northeast Workforce Development - Market Demand Alignment

Market Demand[1]	Immediate Focus			Short Term Focus
	Healthcare	*Business and General*	*Custom Solutions (Across Industries)*	**Advanced Manufacturing**
Jobs Most Needed	• Registered Nurses • Personal Care Aides/Nursing Assistants • Mental Health & Substance Abuse Social Workers • Licensed Practical and Licensed Vocational Nurses			• First Line Supervisor • Industrial Engineer • Maintenance and Repair Workers • Heavy and Tractor-Trailer Truck Drivers
Non-Degree Certificates	• Cardiopulmonary Resuscitation (CPR), • NCLEX Exam • LPN/LVN License • Medication Administration Certification • Nursing Assistant Certification (CNA)	• Six Sigma Green Belt Certification • Lean Six Sigma Certification	• Project Management Institute (PMI) or PMP Certification • TQM, ASME, ASQ, NISE • OSHA10, OSHA30	• Environmental Health & Safety Professional Certificate (EHS) • APIC Certification • Inventory Management (CPIM) • OSHA certification
Other Demands and Opportunities	• Certified Assisted Living Nursing • Direct Care Aide Training Certificate • Registered Behavioral Technician • Credentialed Alcoholism and Substance Abuse Counselor (CSAC), (Level 2 and Advanced)	• Critical and analytical thinking • Effective communication skills • Problem solving/decision-making • Teamwork • Interpersonal skills	• Basic computer skills • Problem solving/ decision-making	• Scheduling/coordinating • Forklift Operator Certification • ServSafe Certification • Maintenance and Reliability Technology Certification from the Society for Maintenance and Reliability Professionals • MSSC Certification

[1] As defined by Hanover Research top industries in NE service regions and Prepared4PA competency maps – Northern and Eastern PA regions

Appendix I: Act 50 Reporting on Property for Sale

The table below reflects Act 50 reporting requirements related to property that is for sale or has been sold as of April 1, 2021.

Property for Sale	Estimated Value	Property Sold	Value of Sale Proceeds	Notes
None	N/A	N/A	N/A	

Administrative service consolidations resulted in savings, which are reflected in the financial projections in Appendix U.

Appendix J.1: Enrollment Management WG Priority 1 Recommendations with Impacts

The following Priority 1 recommendations were drafted by the Northeast enrollment management working group with the accompanying anticipated impacts:

Recommendation Name	Summary Recommendation Components/Description
University staff and faculty training – integrated university branding, benefits, and comprehensive recruitment strategy	Faculty and staff on any of the campuses in the integrated university must have training on talking points, academic program array at undergraduate and graduate levels, certificate, associate degree, bachelor degree, and master degree programs, policies and procedures in order to help students navigate the integrated university. Training must address what each office can do to best support the eventual overall enrollment and retention goals for an integrated campus.
Integrated admissions strategy, administrative structure and processes	Develop a new admissions strategy and administrative structure in which all admissions staff work for the integrated university, but also serve in roles specific to their campuses.
Integrated recruitment strategy and administrative structure	Implement a new integrated recruitment strategy to expand the reach and impact of the recruitment process. Consider the opportunities to create/expand the role recruiters can play as it relates to increasing transfer enrollment, and graduate enrollment. Cross-train admissions counselors and coaches to include financial aid assistance for students (FAFSA filing). Ensure that recruitment teams represent the diversity of each campus and the integrated university.
Integrated CRM and SIS technology	Adopt a model of using one CRM and SIS to support all facets of recruitment, application processing, and all other core needs of enrollment management (e.g., credit evaluations, awarding scholarships, degree audits, communication strategies, etc.).
Recruitment services contract consolidation	Create efficiencies, experience cost savings, and unify enrollment management strategies by consolidating service contracts that support recruitment consulting, communication strategies, and marketing campaigns.
Uniform admissions and recruitment policies for FTF, first-time transfers (FTT) and first-time graduate (FTG) students	Require common policies for applicant data coding, application requirements, admissions review and criteria, SAT-optional, athletic admissions, awarding transfer credits, conducting and implementing credit evaluations, academic deposits, processes for readmission, and common residency requirements for graduation. Identify mechanisms through which students of difference are recruited. Assess and implement best practices. Include administration/faculty/students of different alumni and particular community members (e.g., coaches, pastors, recreational center directors) in recruiting process.
Integrated strategy and administrative structure for financial aid	Expand scope of financial aid mission beyond compliance and processes to a broader mission of supporting strategic enrollment management initiatives. Develop a new administrative structure in which all financial aid staff work for the integrated university. Integrate accountability measures related to recruitment and retention into job responsibilities.
Integrated recruitment and admissions strategy standardized application process	Develop one application process for the integrated university. The process will need to clearly communicate and organize the procedural steps for students interested in applying to one or more

Recommendation Name	Summary Recommendation Components/Description
	campus locations. The application process will need to be orchestrated by one electronic application for admission that is integrated with regional technology and manages three campus locations. Develop mutual enrollment and retention goals across programs/colleges in conjunction with academic departments that will ultimately help create and drive a robust enrollment management strategy across the integrated university.
Expanded enrollment pathways	Expand articulation agreements to attract more undergraduate students to continue to graduate programs at the integrated university. Combine existing articulation agreements with other State System schools for accelerated programs (3+3; 3+2). Create new graduate programs or certificates, especially those that are completely online.
Seamless and clear transfer pathways	Execute common policies for awarding transfer credits, and conducting and implementing credit evaluations; consider reverse transfers (as a recruiting strategy) and common residency requirements for graduation.
Proactive and integrated marketing for prospective students	Transform the marketing and recruitment approach to effectively convey what the integrated university offers. All recruitment collateral print, digital, email will need to be rewritten and reimagined. Ensure that the marketing strategy underscores DEI as a core attribute of each campus and for the integrated university.
Unified approach to dual enrollment housed within a common administrative structure	Define a unified approach to dual enrollment that includes a portfolio of student options, including: academic pathways, full-time enrollment, part-time enrollment, and concurrent enrollment, with courses available in a variety of modalities. Academic Affairs and the Registrar will need to collaborate regarding scheduling and seat availability. Dual enrollment policies and procedures will also need to be unified and standardized, including setting a common discounted price. Important: need to determine if existing memorandums of understanding (MOUs) between school districts and Bloomsburg, Mansfield, and Lock Haven are rendered null and void by integration, thus requiring new agreements to be executed between school districts and the integrated university.
Unified strategy for Financial Aid leveraging and pricing	Create a merit-based and need-based financial aid leveraging strategy. Identify opportunities to support underserved student populations. Conduct a tuition pricing sensitivity study with specific focus on out-of-state tuition and basic institutional fees. A unified pricing and awarding strategy must be in place in order for award letters to be generated to the first class for fall 2022.
Unified communication strategy	Develop messaging for the integrated university while also incorporating customized communication for each campus. Design drip campaigns (sequence of emails) for each campus. While some messaging can be general, it will be important to have unique messages for each campus.

People: The recommendations will likely impact the following stakeholders:

- All staff, faculty, coaches, and administrators (as student ambassadors) on each of the campuses
- Work study students
- Admissions Office and Registrar's Office in collaboration with Academic Affairs – partners in dual enrollment course identification and delivery
- Students, donors, foundations – tuition pricing perspectives

Process: The recommendations impact the ability of the enrollment management team to effectively increase enrollment and leverage available strategies to attract and retain students. Specifically, recommendations focus on staff collaboration across campuses and functional areas (e.g., enrollment management, academic affairs, athletics, financial aid) to execute integrated recruitment and admission strategies through coordinated operations, policies, and procedures. Consistent approaches and standards will be required related to admissions standards, workflows, and processes related to inquiry and application processing and review.

Recommendations include the integrated university setting tuition rates and student fees based on pricing sensitivity analysis recommendations and in alignment with BOG pricing policies. Integral to this pricing strategy is the opportunity to strengthen a consistent merit-based scholarship program and needs-based awards approach that leverages available student financial resources across the integrated university and in aligns with a unified recruitment and admissions strategy.

Standardization and coordination of all admissions, financial aid, and transfer policies is recommended to include specific agreement for a joint catalog of policies with any exceptions highlighted. In addition, it will be necessary to have collaboration on setting admissions (all students) and transfer eligibility requirements; standards related to degree/graduation requirements; and other admissions criteria. Coordination is also recommended relative to financial aid policies, procedures, and reporting. The assumption for all of these recommendations is that policies should be combined in a manner most beneficial to the student.

A key recommendation involves the assessment and integration of articulation agreements between the integrated university and other State System schools, community colleges and other partner institutions or educational entities. This includes the need to renegotiate and process MOUs in collaboration with school districts and in consultation with State System legal. Determine school districts and Bloomsburg, Lock Haven, and Mansfield. Also, evaluate existing agreement in conjunction with relevant compliance requirements and/or oversight bodies (e.g., accreditation, Transfer and Articulation Oversight Committee procure-to-pay Articulation).

Recommend jointly evaluating existing contracts with external vendors with a goal of identifying one external partner to support the integrated strategy (e.g., recruitment, admissions, leveraging aid and pricing) across all services, including consulting, student search, and yield optimization. This would require eliminating some current contracts to support one integrated plan.

A formal program to train on all new or revised policies and procedures will be critical to the success of the integrated university. Recommend developing a master calendar that includes ongoing trainings, professional development, and assessment of additional development needs based on key performance indicators.

Technology: The key recommendations include the need for integrated student information and customer relationship management systems and a common web portal and platforms for student (prospective and admitted) inquiry, application, and financial aid/scholarship management. Recommendations include transition to a regional SIS and CRM, with assumptions that a common application will be adopted. CRM and SIS functionality will support application processing and review, new data coding for a unified strategy, holistic reporting, third-party fulfillment services, and document imaging. Additionally, auxiliary platforms (Chat, survey tools, etc.) will be pursued. Ideally, the system functionality will allow for course catalog access and the ability to review transfer credits and access to policies for each campus. Additionally, the integrated systems should ultimately manage delivery of the critical communication plans. Assessment of all recruitment, admissions, and financial aid, and communication/marketing strategies will need to transition from individual campuses to a one university model. Interface capability or similar functionality to existing technologies is assumed.

Finance: The recommendations are expected to result in ongoing operational savings related to SIS and CRM investments and maintenance. However, it is assumed that all current staff will be part of the newly integrated team given that workload will not decrease because of aspirational enrollment growth goals and the need to explore new recruitment targets and opportunities to enhance services and approaches. The adoption of a "one university" recruitment team model might offer savings over time through potential recruitment budget modifications. Ambitious enrollment goals for the integrated university mandate a re-

imaging of how staff are deployed to take advantage of new opportunities (out-of-state recruitment, regional recruiters, etc.). It is possible that administrative cost savings may exist through integration of currently separate programs, dependent upon growth expectations (e.g., dual enrollment, partnerships).

The consolidation of existing contracts with vendors (now multiple vendors across three campuses) is anticipated to result in cost savings long-term. One-time funding will be needed for pricing sensitivity study(ies) to determine optimal tuition and student fee levels across campuses and for the integrated university. Consideration should also be given to piggy-back on other contracts that exist throughout the State System on these service contracts being renegotiated.

One-time investment is anticipated to address technology application purchase, implementation, and migration needs (e.g., implementation and conversation services, application upgrades, or purchases) to integrated systems for SIS and CRM.

During the transition year, it is planned that new admissions' material (print, email, digital) and generalized branding costs (billboards, advertisements, recruitment programming) will be required to proactively market the integrated university to prospects and educate current students on the opportunities and impacts of the integrated university. Costs may include survey and collateral development, consulting services, and market research.

Revenue growth opportunities exist for external funding through the Educational Improvement Tax Credit (EITC) program. Two institutions are already receiving EITC funding to support their dual enrollment programs. Dual enrollment students typically fill seats that would otherwise go unfilled; therefore, dual enrollment growth may be considered revenue-generating as well.

Physical Assets: The recommendations highlight the need for application processing and financial aid areas on each campus to have the necessary support to accommodate a more complex application processing and review paradigm. Additionally, the admissions offices on each campus will need to be transformed into service centers for the integrated university. Technology capabilities relative to imaging systems and more advanced workflow functionality in core administrative systems will be key.

Compliance and Legal: The recommendations primarily impact the need for updated contract agreements with vendors, service providers, articulation partners, and community partners in collaboration with State System legal. There will be a need to update all policies to accommodate State System requirements, changes relative to the integrated strategy or operational approach, and campus specifics.

Assessment and development of policies and procedures to ensure compliance relative to state and federal reporting such as ED and Title IV student data and reporting compliance, SAP, etc., will be necessary.

Any new tuition pricing will require BOG approval.

Community: The recommendations will likely impact most directly new students and their parents, but also to some extent our recruitment partners, including alumni recruiters, partner high school districts, and community college or other university transfer or admit partners (e.g., international agreements). Also, our Foundation partners could be impacted and definitely should be consultative partners in determining effective approaches to meet unmet student needs and aligning region and community workforce needs with available programs. Regional Workforce Investment Boards (WIBs) can be key partners to expand opportunities for adult and nontraditional individuals who are unemployed and underemployed looking for specific training opportunities (e.g., Career Link staff certificate and associate degree programs). Local business partners could also be impacted related to indirect impact on off-campus work study opportunities.

Benefits: Recommendations are intended to ensure an integrated and effective enrollment management strategy and execution that are anticipated to result in the following benefits:

- **Broader footprint and ability to target new markets and student populations** given broader appeal of larger institution and freed-up resources to do so.
- **Enhanced recruitment and enrollment growth potential and improved competitive position** as an integrated university with three campus locations.

- **Easier navigation for students and parents** given integrated enrollment management approach and consistent application and admission processes.
- **Seamless transition to graduation and earning a degree for first-time and transfer students** as the result of consistent admissions requirements and application evaluation processes.
- **Improved processing efficiency** as the result of one application process to allow for processing efficiency.
- **Effective and consistent communication to students, parents, and other stakeholders** through an integrated model that optimally aligns resources and technology.
- **Greater student accessibility** to additional academic programs and degrees and ability of the student to access a broader array of higher education opportunities.
- **Potential for increased student retention** due to the uniform approach to financial aid leveraging and financial literacy training. Consistency in financial aid processes across three campuses will reduce confusion for students navigating the integrated university's bureaucracy and promote achievement of enrollment goals.
- **Student-focused career and degree pathways** prompting more interest from students to get multiple degrees within the State System.
- **Positive staff morale and cohesive culture** based on greater adoption of enrollment best practices, availability of supportive analytics and processing management tools, and clear policies and requirements for staff.
- **Realized cost savings** due to vendor contract consolidation relative to financial aid leveraging, tuition and pricing evaluation, name buys, and favorable pricing from fulfillment and other services.
- **Improved success for students with higher levels of unmet need** given ability to strategically award financial aid and scholarship funds and strategically leverage merit- and need-based aid to underserved and first-generation student retention initiatives.
- **Sustained year-over-year enrollment growth and improved retention** due to unified pricing and effective financial aid leveraging.

Risk: Integrating the enrollment management and related financial aid functions involves risks such as the level of effort to adapt the existing culture in each admissions office to accommodate a different processing paradigm, which will be challenging and will take unwavering dedication and commitment. Potential confusion by the public about the core facets of the integrated university highlights the need for an intentional and strategic communication flow to both internal and external parties. Quick turnaround of key messaging and consistent participation in training to bring everyone up to speed will be mission critical.

Lack of coordination across campuses and institutional functions (e.g., financial aid, academic affairs) for key policies and processes is also a significant area of risk. For example, if credit evaluation procedures and policies are inconsistent, one campus could allow or deny credit (if operating independently) and cause confusion for students. This inconsistency could negatively impact a student's pathway to earn a degree and graduate. Similarly, determining an appropriate amount of institutionally-supported aid (tuition discount) will be more complex in an integrated university model. Thus, an effective roll-out addressing the complex changes needed across the enrollment management function will be essential.

The scope of work required to accommodate technology changes within the timeline may be too ambitious for IT resources. The considerable change involved with implementing integrated student information and CRM systems involves risks relative to process and workflow changes and personnel adaption to a new paradigm. If these systems or the related operations modifications are not rolled out effectively, there is risk of a likely impact on enrollment. Another risk is that the challenges of implementation not only involve IT, but all new contracts, especially during contract transition periods. Contracts with key service providers must be established cost effectively and within a new paradigm that supports the integrated university strategy. Procurement and Enrollment Management must work together.

The overall timeline for this integration, including the parameters imposed by regulatory agencies, may challenge our ability to effectively market and recruit the integrated university in conjunction with critical recruitment cycles.

Appendix J.2.: Financial Aid WG Priority 1 Recommendations with Impacts

The following Priority 1 recommendations were drafted by the Northeast financial aid working group with the accompanying anticipated impacts:

Recommendation Name	Summary Recommendation Components/Description
Obtain single OPEID	Determine which OPEID will be used and outline timeline for application/submission to ED to coordinate with MSCHE Submission and implementation of regional SIS.
Campus-based aid	Determine how federal campus-based aid will be allocated to the integrated university and each institution.
Common calendar	Develop common academic and award year (processing/disbursements, etc.) calendar for all three campuses. Determine whether integrated university will award summer financial aid as a header (beginning of aid year) or trailer (end of aid year) institution.
Develop common policies and procedures	Develop a common policies and procedures manual for awarding policies and timelines.
Consider staffing models	Identify appropriate staffing model of financial aid function to ensure compliance with administrative capabilities.
Determine cost of attendance (COA)	Determine how COA will be calculated, whether a single COA across all three campuses or a different COA for each institution.
Disbursement of aid	Determine timing of disbursements and student refund processes.
Book voucher/advance of student refund	Determine process for ensuring students have access to funds for purchasing textbooks no later than the seventh day of the semester.
Document tracker/scholarship manager	Determine which integrated software platforms will be used for financial aid processing.

People: The recommendations will likely impact the following stakeholders:

- Financial aid staff
- Students
- Finance and administration
- Faculty and staff
- Enrollment management
- Technology
- Academics

Process: The recommendations impact:

- New E-App submitted to ED
- The institutions operating with different OPEIDs until close out of previous award year
- As policies and procedures are integrated some business processes will be modified, such as summer financial aid packaging, satisfactory academic progress, official and unofficial withdrawals, and return of Title IV funds, scholarship management, etc.

Technology:

- Migration of three SISs into regional SIS, maintaining three instances until the accreditation and single OPEID go into effect on July 1, 2022.
- Expansion of single university contracts to include all three as an integrated institution, such as scholarship management and document tracking systems.

- Appropriate telecommunications services to support cross-campus work processes occurring in three separate locations.

Finance: The recommendations will potentially require funding to implement with a proposed cost savings in the future. Subsequent to integration, cost savings opportunities are expected.

Physical Assets: None

Compliance and Legal: These recommendations are made to ensure compliance with Title IV and state regulations.

Community: None

Benefits: A synthesized, efficient financial aid function will provide additional opportunities for seamless experience for users (students, faculty, and staff) across all three campuses.

Risk: Risks exist that the timeline for implementation of a regional SIS is extremely condensed and will require extensive resources (people, time, dollars) in order to meet July/August 2021 go-live date. Further, operating under combined OPEIDs creates the possibility for processing error; processes will need to be established to mitigate risks. Any changes in processes will require clear, detailed communication to students in order to avoid negative impacts to student success.

Appendix J.3.i: Regional Human Resources and Labor Relations WG Priority 1 Recommendations with Impacts

The following Priority 1 recommendations were drafted by the Northeast human resources and labor relations working group with the accompanying anticipated impacts:

Recommendation Name	Summary Recommendation Components/Description
Establish organizational structure for integrated university	Implement integrated university executive leadership structure. Collaborate with Academic Affairs to define new college and department structures. Consult with executive leadership team to determine and implement non-academic organizational structure. Establish new organization in SAP. Develop executive-level organizational chart outlining new structure and areas of oversight for each division.
Determine integrated HR structure	Create integrated HR/LR structure consisting of campus-based staff supporting integrated university leadership and shared services initiative. Expand the State System shared services initiative, as appropriate.
Determine appropriate academic, athletic, and administrative personnel complement for integrated university	Collaborate with academic affairs leadership to align faculty workforce to the academic program array. Determine athletic and administrative workforce needs in the integrated university and align personnel complement with areas of expertise. Develop dean/director-level organizational charts and complement of FTE for each division.
Reorganize and transfer employees from the three institutions into one structure in the integrated university	Establish an internal hiring/transfer process that considers the complement for each division by employee category. Consult with the stakeholders to identify divisional/department workforce needs and examine qualifications of existing non-represented personnel. Identify represented workforce needs and review CBA for reorganization guidelines. Document and address skills gap through professional development opportunities.
Engage campus community in change management strategy	Engage with organizational change management consultant to implement new organizational structure within the integrated university. Enhance employee satisfaction and identify and mitigate risks.
DEI	Establish comprehensive diversity, equity, and inclusion model for the integrated university focusing on personnel recruitment, selection, and onboarding processes. DEI will be considered in reorganization of exiting personnel into the integrated university.
Employee communication plan	Work with communications to develop comprehensive communication plan focused on improving employees' understanding of change.
Student employment/graduate assistant hiring process	Determine process to be used to identify, post and fill student employment positions across campuses. Evaluate current graduate assistant process at each integrating university, determine HR's role, if any, and plan for integrated organization.

People: The recommendations will likely impact the following stakeholders:

- Senior leadership
- Faculty
- Staff
- Student workers

- Discussions with local and state bargaining unit representatives
- State System LR

Process: The recommendations impact:

- APSCUF, American Federation of State, County, and Municipal Employees (AFSCME), State System Officers Association (POA), International Union, Security, Police and Fire Professionals of America (SPFPA), State College and University Professional Association (SCUPA) CBA/MOU
- Individual university-wide policies and procedures
- Position description

Technology: The recommendations primarily impact:

- SAP
- Shared technology
- Service Now or shared platform
- Electronic OPF to allow remote access
- Common applicant tracking software

Finance: The recommendations are intended to result in

- Cost of any IT solutions
- Anticipated personnel cost savings due to shared services/attrition

Physical Assets: The recommendations may result in repurposing campus facilities and the reduction of an individual campus footprint.

Compliance and Legal: The recommendations primarily impact CBA and employment laws.

Community: The recommendations could impact campus communities.

Benefits: This is intended to provide additional opportunities for:

- Strategic realignment of personnel to meet the mission and goals of the integrated university
- Implementation of comprehensive DEI initiatives with a goal to diversify personnel complement to more closely align with student applicant pool
- Streamlined human resource/labor relations services resulting in mid-term decreased labor cost through attrition
- Expanded and improved customer experience
- Consistent student employment practices focused on student need and retention

Risk: Risks exist that

- CBA/grievances/arbitrations/legal actions
- Need for change management to identify and mitigate risks such as lack of employee commitment; employee resistance; lack of support for the integrated university
- Skills gap for new roles
- Loss of talent as a result of uncertainty during transition to new structure

Appendix J.4: Donors/Alumni Relations/Foundations WG Priority 1 Recommendations with Impacts

The following Priority 1 recommendations were drafted by the Northeast donors/alumni relations/foundations working group with the accompanying anticipated impacts:

Recommendation Name	Summary Recommendation Components/Description
Employer engagement	Coordinate employer engagement strategy across all three locations to leverage opportunities for students and graduates while utilizing employers as advisors in career readiness, curriculum, and the development of new non-degree and continuing education opportunities.
Student engagement in career and professional development	Coordinate opportunities across locations for career education and professional development programs and career coaching to support student recruitment, retention, and degree completion across all three campuses.

People: The recommendations will likely impact the following stakeholders:

- Academic leadership (deans and department chairs)
- Admissions
- Alumni and career development
- Alumni
- Current students
- Community and business leaders
- Employers
- Faculty
- Foundation and donors
- Institutional Effectiveness staff
- Marketing and communications
- Program accreditors
- Prospective students
- Workforce development

Process: The recommendations will strategically enhance the portfolio of employer engagement to include affiliation agreements, internships, and on-campus recruitment. These activities will impact applicable policies and processes as it relates to academic program development, student success and degree completion, and event scheduling/calendar. To measure these outcomes, data will be collected (e.g., student engagement data, accreditation surveys, assessment surveys, first destination data) to track and report applicable information (e.g., learning outcomes) so it may improve existing and new processes and resources (e.g., printed and electronic career education resources).

Technology: The recommendations will likely impact the following technologies:

- Employer database
- Web pages
- CRM engagement tools
- Social media
- Event management tools
- Learning outcomes and assessment tools and platforms
- Student engagement database and CRM
- Virtual engagement platforms

Finance: None

Physical Assets: None

Compliance and Legal: None

Community: The recommendations will primarily impact alumni, employers, and community and business leaders.

Benefits: The recommendations are intended to provide additional opportunities for expanded regional reach and increased opportunity for employers/partners. These opportunities will impact the integrated university's brand awareness, employment opportunities for new graduates, potential for industry/university innovations, new markets for prospective students, and increases in enrollment. Additionally, they provide efficiencies in shared engagement strategies and shared expertise between integrated Universities. These efficiencies increase the integrated university's ability to provide all students with a full array of career education and professional development opportunities. Further, additional opportunities exist to balance virtual interactions and affluent personal/in-person connections on campus, which can enhance applied learning experiences and high-impact practices. These recommendations improve the relationship and interactions between the campuses' surrounding areas and the students.

Risk: The recommendations could potentially create risks involving students, stakeholders, employees, and the campus community. To mitigate this, the integrated university would need to emphasize the importance of career and professional development, and reassure students of positive employment outcomes for graduates. The student success strategy would mitigate the potential imbalance between virtual and in-person interactions by prioritizing campus community engagement. Additionally, the integrated university would need to monitor enrollment of new academic programs and non-degree/continuing education programs so that it is not affected by a low level of student interest. In order to prioritize career and professional development, the industry also needs to be responsive by creating an ability to scale employer engagement to effectively manage campus relationships. The recommendations could also impact stakeholders by a lack of coordinated communication, which impacts the scale and scope of meeting student need and expectation.

Appendix J.5.i: Technology WG Priority 1 Recommendations with Impacts

The following Priority 1 recommendations were drafted by the technology working group with the accompanying anticipated impacts:

Recommendation Name	Summary Recommendation Components/Description
Customer Relationship Management	Migrate to a regional CRM for integrated university.
Regional SIS	Migrate to a regional SIS for the integrated university for Fall 2022 operations.
Regional SIS core integrations	Convert core integrated systems (payments and financial aid) with SIS for the integrated university for Fall 2022.
Regional SIS common integrations	Identify required common integrations, select, implement integration with the integrated university SIS Fall 2022.
Regional SIS other integrations and interfaces	Assess, determine "combined vs. local," and adapt or implement other SIS integrations required for the integrated university for Fall 2022.
IT infrastructure for the integrated university	Design, configure, and implement/convert the integrated university's IT identity infrastructure.
IT server and network infrastructure	Design, configure, implement/convert the integrated university's IT network and server Infrastructure.
IT application and service infrastructure	Design, configure, implement/convert the integrated university's IT application and service infrastructure.
Instructional tech - LMS and instructional software	Implement, document, and provide training and support for the integrated university's LMS and instructional software services.
Instructional tech - general and specialized spaces/video	Implement, document, and provide training and support for the integrated university's instructional classroom/lab space and related video services.
IT support - general help desk	Implement unified support for the integrated university's general IT services.
IT support - academic and admin applications	Implement unified IT support for the integrated university's academic and administrative applications.
IT support - academic and admin facilities	Implement unified IT support for the integrated university's academic and administrative facilities.
Common collaboration platform	Move to a common unified communications platform for telephony, contact center, and messaging services.

People: The recommendations will likely impact the following stakeholders:

- Staff
- Students

Process: The recommendations impact:

- Contracts
- Policies

Technology: The recommendations primarily impact:

- SIS
- Financial aid system
- CRM
- MSCHE, Educause, and Department of Education classifications

- Active directory

Finance: The recommendations are intended to result in:

- May need additional funding because of increased FTE
- Funding possibly required for staff backfill
- Funding needed for consulting help
- Funding needed for additional training
- Additional consulting help will be needed in order to have these built before March 2022

Physical Assets: None

Compliance and Legal: None

Community: None

Benefits: This is intended to provide opportunities for:

- Equitable access at all sites
- Common systems for ease of use by students and staff
- Cost reductions through shared contracts and economies of scale
- Enhanced level of customer service beyond what any one existing institution currently offers

Risk: Risks exist that relate to:

- Staff resources
- Condensed implementation timeline
- Budget needs

Appendix J.5.ii: State System Technology WG Priority 1 Recommendations with Impacts

The following Priority 1 recommendations were drafted by the State System technology working group with the accompanying anticipated impacts:

Recommendation Name	Summary Recommendation Components/Description
IT governance process	Establish an IT prioritization process/structure to be used in both the West and Northeast regions.
IT policy alignment	Identify and assess existing university IT policies; prioritize focus areas and align high-priority policies.
Shared services utilization	Review how each of the integrating universities leverages existing shared services to ensure optimal utilization.

People: The recommendations will likely impact:

- Roles of personnel within the new IT prioritization structure
- Personnel as they may require re-training

Process: The recommendations, may impact new processes, which will need to be defined, and new IT policies, which will need to be aligned. Additionally, the recommendations could require new processes.

Technology: To be successful, the recommendations may require a single IT solution to house all IT projects/requests and may require newly aligned policies to necessitate convergence of certain technology solutions. Both of these may require a transition to new solutions.

Finance: The recommendations will potentially impact the financial analysis being performed and/or the integrated university's fiscal position.

Physical Assets: None

Compliance and Legal: None

Community: None

Benefits: If implemented, the recommendations result in greater savings by utilizing existing shared services in the most optimal way.

Risk: The recommendations will be successful as long as policies are aligned prior to the integrated university's launch and IT is prioritized on necessary projects.

Appendix J.6: Communications and Marketing WG Priority 1 Recommendations with Impacts

The following Priority 1 recommendations were drafted by the Northeast communications and marketing working group with the accompanying anticipated impacts:

Recommendation Name	Summary Recommendation Components/Description
Integrated university naming research	Work with public relations firm on naming research strategy and data-backed recommendations.
Common messaging	Develop common messaging and language for recruitment, presentations, campus communications, etc.
CRM	Support implementation of enterprise-wide CRM.
Common (digital) agency	Develop a single service contract to support enrollment marketing initiatives to grow and evolve.
Common workflow	Determine an optimal workflow for communications and marketing functions by leveraging technology and best practices. Identify and/or support working with a common mailing vendor for admissions materials.
Common technologies	Select vendor(s) for the following areas after completing an assessment and confirming the pros/cons: media monitoring, project management, digital asset management, distribution, content management system (future state post 2022), enrollment supported functions, virtual tours, etc.

People: The recommendations will likely primarily impact staff, but may also impact faculty and Councils of Trustees. The impacts on these stakeholders are related to training needs on new systems and technologies, vendor onboarding, messaging and communications, client services, goal setting, job description and reporting line changes, and workflows and processes in the recommendations.

Process: The recommendations impact procurement and contracting for the integrating campuses, including vendor contract changes and alignment of scopes of work with communications workflows and procedures. Workflow changes will require that the integration team develop, update, and communicate policies and procedures to areas beyond the communications and marketing functions. The recommendations will also impact websites and publications, documentation standards, and brand standards and guides.

Technology: The recommendations will impact the following technologies:

- SIS
- CRM and Advancement systems
- Media monitoring/services
- Email Distribution
- Existing Content Management System and forms
- Creative resources and video tour/map
- Analytics
- Workflow management/office solutions

Finance: The recommendations may require funding for new vendors and technologies, but have the potential to generate cost savings through streamlining contracts and systems, and developing efficient processes that can be applied to all three campuses.

Physical Assets: The recommendations may impact server capacity and computer hardware or software.

Compliance and Legal: The recommendations impact GDPR and accessibility regarding the Americans with Disabilities Act as it relates to the web and CRM. Additionally, the new name for the integrated university will need to be registered and will require a new trademark.

Community: Naming recommendations for the integrated university that may impact faculty, staff, students (current and prospective), alumni, and community and government contacts.

Benefits: The recommendations are intended to provide benefits related to fiscal sustainability, affordability, process efficiencies, enrollment growth, cost savings, and additional diversity, equity, and inclusion efforts.

Risk: Risks exist related to funding requirements to implement the recommendations and increase advertising and awareness activities. The recommendations also present public relations risks about the new accredited entity name, such as, market confusion and negative stakeholder reactions. Requirements exist for increased advertising and other awareness activities related to stakeholder impacts (alumni, donors, and employees). Lastly, timing risks exist that could impact the implementation of recommendations in regards to trainings, procurement, new vendor/contract onboarding, and feedback from internal focus groups.

Appendix J.7: Facilities and Infrastructure WG Priority 1 Recommendations with Impacts

The following Priority 1 recommendations were drafted by the Northeast facilities and infrastructure working group with the accompanying anticipated impacts:

Recommendation Name	Summary Recommendation Components/Description
Generate building inventory	Generate the data on an Excel spreadsheet or determine if there is a predetermined software package that will be used to inventory all campuses.
Develop facilities inventory	Develop facilities inventory for the following areas: • Athletics • Residence Life • Academics • Facilities reservation systems and scheduling
Review facilities staffing structure	Facilities Staffing groups from the Northeast and West should look at staffing from the same perspective. There may be benefits to both teams working together.
Ensure consistent facilities staff classification	Each campus should utilize the same position descriptions and methodologies and what classifications of positions are used.
Develop common policies and procedures	Develop common policies and procedures manual for services provided by Facilities Management to the campus community.
Implement system for work order requests and work orders	Choose a single Computerized Maintenance Management System for work requests to be submitted and processed for all three locations with one administrator and supportive clerical staff with student support.
Implement a single software for scheduling and room reservations	Choose a single software for scheduling, event requests, and room reservations to be submitted and processed for all three locations with one administrator and supportive clerical staff with student staff support team for set-ups.
Optimize Contracted services	Identify and consolidate existing service, maintenance and other outsourced contracts that can be optimized if used for all three locations.
Determine ENS	Determine which ENS will be utilized.
Align policies	Align police and safety policies.

People: In general, faculty, staff, and students will be impacted by the recommendations.

Process: The recommendations impact Bloomsburg's Policy, Rule, and Procedure (PRP) 2450 (Use of University Property Facilities) and PRP 5651 (Maintenance Work Orders).

Technology: The recommendations primarily impact support for single sign-on and the clearance registry for minors.

Finance: The recommendations are intended to result in cost savings.

Physical Assets: None

Compliance and Legal: None

Community: None

Benefits: The recommendations are intended to provide additional opportunities for unified processes and procedures. This will help obtain consistent services throughout each campus, in addition to financial savings through efficiencies.

Risk: None

Appendix J.8: Finance and Administration WG Priority 1 Recommendations with Impacts

The following Priority 1 recommendations were drafted by the Northeast finance and administration working group with the accompanying anticipated impacts:

Recommendation Name	Summary Recommendation Components/Description
Continue to assess pre-integration progress toward 7/1/22 sustainability goals (as outlined in the September 2020 university submitted CPP22 documents)	Refine updates to FY 2020-21 and 2021-22 individual university budgets. Accelerate sustainability synergies across the triad, where appropriate, as part of this process. Monitor remediation/action plans, as part of ongoing CPP updates, for universities who are not on target to meet their pre-integration sustainability goals.
Refine realistic integrated university financial projections	Develop realistic integrated enrollment, workforce, and E&G/auxiliary/unrestricted plant financial projections (revenue, expense, unrestricted net assets, cash, etc.).
Implement a regional SIS and develop associated common procedures for the integrated university	Implement a regional SIS for the integrated university to maintain a smooth student lifecycle during transition (admissions, registration, student billing, and financial aid awarding/disbursement). Review student billing processes at each institution and adopt best practices within the constraints of implementation. Convert all student billing for the integrated university to a common system and develop associated common procedures.
Adopt the undergraduate/graduate in-state tuition rate approved by the board of governors through AY 2023-24 for all students enrolled at the integrated university	Adopt the in-state tuition rate approved by the Board through AY 2023-24.
Charge undergraduate and graduate non-resident tuition consistently, where feasible, for all students enrolled at the integrated university	Where feasible, charge non-resident students a common net tuition rate, based on student level (undergraduate/graduate). Assess whether it is best to accomplish this through a direct change to the published tuition rate or through strategic leveraging of institutional scholarships/waivers. Assessment will be done through the conduction of a third-party pricing (out-of-state tuition and basic fees)/financial aid leveraging strategy.
Charge consistent basic fees to all students enrolled at the integrated university	Charge three integrated university basic fees (instructional, student success, and registration/transcript) to all undergraduate students as commonalities currently exist in the services funded by this fee revenue. Charge the same fees, with the exception of the student success fee, to graduate/doctoral students. Assess appropriate pricing level for basic student fees through the conduct of a third-party pricing (non-resident tuition and basic fees)/financial aid leveraging study to be conducted between 8/1/21 and 11/30/21. It is assumed that a technology tuition fee will be charged to all students.
Develop an accounting and budget structure to support the financial reporting and resource allocation needs of the integrated university	Develop an accounting and budget structure to support the financial reporting and resource allocation needs of the integrated university. This includes: • Legal entity structure assessment • SAP tracking/reporting structure assessment (location driven, consolidated, or some combination thereof) • Development and implementation of common accounting processes and procedures that are not already dictated by the State System

Recommendation Name	Summary Recommendation Components/Description
	• Development and implementation of a singular budget process and common budget processes/procedures to facilitate resource allocation for ongoing and strategic priorities, culminating in the distribution of a FY 2022-23 budget preparation manual for the integrated university
Automate workflow and processes across all financial functions	Use technology when available and cost-beneficial to maximize workflow and processing efficiencies.
Coordinate and implement cutover of financial systems	Coordinate and implement cutover of financial systems (SAP Financials-GL/FM, SAP Payroll/HR, SAP Procurement) based on the accounting and budget structure adopted to support the financial reporting and resource allocation needs of the integrated university.
Create a service center structure to optimize staff and provide exemplary, seamless service to the integrated university faculty, staff, students/supporters	Create budget, accounting services, and student billing service centers to optimize staff and provide exemplary, seamless service to the integrated university faculty, staff, and students/supporters.
Provide exemplary, seamless customer service to students/supporters	Cross-train student financials staff (student billing, registrar, and financial aid) to provide seamless customer service in terms of responses to common questions. Ensure that training includes DEI focus so that all students/supporters are communicated with in the most effective manner.
Implement a common connection point for all student-related financial offices to communicate with students	Implement a common student financials connection point/portal (new or via use of current functionality offered by an existing system) to better communicate with and coordinate information flow for students/parents/supporters. Ensure the connection point/portal is developed with DEI lens.
Optimize E&G and auxiliary physical assets	Reconcile E&G and auxiliary physical asset inventory with integrated university program array and enrollment projections to determine which need to stay, go, or be modified to meet the needs of the integrated university. Facilities should be heavily involved with this work, as well as an external consultant.
Coordinate and align contracts of the integrated university	Perform legal review of university-specific contracts that extend beyond 2022 to determine necessary vendor notifications and notify vendors, if applicable. Implement early adoption of consolidated contracts, if financially beneficial.
Develop a single, standardized RTK intake and response structure	Develop a single, standardized RTK intake and response structure and ensure that policies and processes align across the integrated university locations.

People: The recommendations will likely impact the following stakeholders:

- Students
- Faculty/staff
- Councils of Trustees and campus governance groups
- Board of Governors
- Legislature

Process: Policies, procedures, and contracts that support the current state, but that would need to be changed to support the integrated university, include those associated with:

- Accounting, budget allocation, student billing, and RTK
- Customer support
- Vendor contracts

- Collective bargaining (potential changes to position descriptions)

Technology: The recommendations primarily impact the following technology areas:

- State System Advanced Analytics team (i.e., analytics reporting)
- State System IT Shared Service (Right to Know email portal, including a shared drive for all related records
- Ancillary systems associated with student success

Finance: The recommendations are intended to result in long-term cost savings associated with:

- Structural changes (including the elimination of redundancies)
- Operating cost reductions
- Costs associated with maintaining a capital asset inventory adequate to support the program array and enrollment projections of the integrated university
- Consolidation of contracts
- Achievement of pre-integration sustainability goals

However, there are start-up costs associated with the recommendations, including:

- The implementation of a regional SIS, common CRM, and supporting ancillary systems
- The engagement of an external consultant to assist with the reconciliation of physical assets with the integrated university program array/enrollment projections
- The purchase or expansion of an existing platform to facilitate a common connection point for all student financials office communication
- Staff training

Physical Assets: The recommendations may result in the reduction of E&G and/or Auxiliary facilities.

Compliance and Legal: Depending on the outcomes of the legal entity assessment and physical asset reconciliation, there may be legal impacts.

Community: None

Benefits: The recommendations provide the following benefits:

- Realistic integrated university financial projections necessary for decision making
- Optimization of physical assets based on integrated university program array and enrollment projections
- Efficient, streamlined, cost-effective, and exemplary delivery of services to faculty, staff, students/supporters
- Consistent student billing methodology for tuition and basic fees, along with a robust financial aid leveraging strategy to support student recruitment and retention
- An accounting and budgeting structure to support the financial reporting and resource allocation needs of the integrated entity

Risk: The potential for risk exists, primarily in relation to:

- Optimization of staff (classification and collective bargaining issues)
- Employee retention (significant change)
- Optimization of physical assets (local resistance)
- Timely implementation of the necessary technology, most notably regional SIS and associated ancillary systems necessary to maintain a smooth student lifecycle transition

Appendix J.9: Combined Human Resources and Labor Relations WG Priority 1 Recommendation with Impacts

The following Priority 1 recommendation was drafted by the Northeast and West human resources and labor relations combined working group with the accompanying anticipated impacts:

Recommendation Name	Summary Recommendation Components/Description
HR as a strategic partner	Collaborate with integrated university leadership to implement the organizational structure. Provide ongoing strategic advisement focused on successful implementation and long-term support of the mission and goals of the integrated university.

People: The recommendations will likely impact the following stakeholders:

- Faculty/staff
- Governance
- Trustees

Process: HR shared services with the State System in the areas of leave administration, workers compensation, payroll, and benefits

Technology: Employee on-line service delivery system

Finance: None

Physical Assets: None

Compliance and Legal: The recommendations primarily impact:

- CBAs
- Employment laws

Community: None

Benefits: This is intended to provide additional opportunities for:

- An additional focus on recruitment and retention of employees and other strategic initiatives
- Potential cost savings
- Improving employee morale

Risk: None

Appendix K: Act 50 Reporting on Academic Programs

The table below reflects Act 50 reporting requirements related to academic programs as of April 1, 2021. It reflects the number of academic programs by location at the time of plan approval and at the time of the report:

Number of Degree Programs by Location as of April 1, 2021			
University	Undergraduate	Graduate	Total
Bloomsburg	57	21	78
Lock Haven	59	7	66
Mansfield	38	2	40

Note: The above does not include concentrations, minors, and certificates.

Appendix L: Combined Accreditation WG Priority 1 Recommendations with Impacts

The following Priority 1 recommendations were drafted by the Northeast and West combined accreditation working group with the accompanying anticipated impacts:

Recommendation Name	Summary Recommendation Components/Description
MSCHE accreditation through successful submission of Complex Substantive Change Preliminary review form	Prepare and submit a compelling description and rationale to MSCHE for consolidating three existing institutions under the accreditation and degree-granting authority of one of them, which initiates a process of guidance and consultation with MSCHE.
MSCHE approval of integration through successful Complex Substantive Change request	Prepare and submit a comprehensive Complex Substantive Change Request to MSCHE outlining the intended impacts and benefits of the integrated institutions.

People: The recommendations related to the MSCHE-required process will likely impact leadership, faculty, and staff. The recommendations relative to the assessment plans and assurances within the documents will positively impact students and faculty.

Process: The recommendations impact submissions to MSCHE, existing system program review and academic program assessment peer review programs, and strategic planning and associated metrics.

Technology: The recommendations impact platform websites for the institution assessment plans, associated reporting tools, the university's survey capacity, and SIS.

Finance: None

Physical Assets: None

Compliance and Legal: None

Community: MSCHE approval of the Complex Substantive Change is required before the integration teams can start recruiting at integrated university.

Benefits: The feedback from MSCHE on the Preliminary and Complex Substantive Change submissions will help the integration teams with their completion of additional requirements. The development of the institutional assessment plan will establish assessment for integrated entities, ensuring explanation for accreditation and continuous improvement.

Risk: Risks exist that MSCHE may impose additional reporting requirements.

Appendix M.1: Student Success and Retention WG Priority 1 Recommendations with Impacts

The following Priority 1 recommendations were drafted by the Northeast Student Success, Services, and Campus Life working group with the accompanying anticipated impacts:

Recommendation Name	Summary Recommendation Components/Description
Establish early alert outreach campaigns	Expand the Early Alert System.
Establish dedicated support for tutoring at all three campuses	Establish dedicated support for tutoring across campuses.
Align student support services with leading national practices and/or accreditation standards	Align student support services with national organizations, such as National Academic Advising Association (NACADA) and College Reading and Learning Association (CRLA), to ensure excellence and best practices
Establish centralized, holistic advising	Create a Student Success Center on each campus with teams from Exploratory (undeclared) Advising, Tutoring/Learning Support, FYE, Disability Services, and Counseling, and TRIO SSS, and ACT 101/Gateway Program. Focus on advising; on access to career-building opportunities, transfer students, high-school dual enrolled students, and change major students.
Determine FYE structure and align programming across campuses	In collaboration with Academic Affairs, determine level of coordination related to guest speakers, common themes, common read, and common training. Align first-year courses and learning communities.
Determine orientation structure and messaging	Determine orientation structure across campuses, including administrative structure, mission/values, and outcomes, level of coordination, fees, and common messaging. Assess current division structures among institutions and determine level of coordination. Create a common message/module for orientation events and initiatives for all campuses, and align orientation fees.
Combine orientation online platform contract/design	Combine contracts to include all campuses. Have a name for Branding and Marketing.
Establish single conduct report management system (RMS)	Determine single RMS across all campuses.
Develop unified Title IX, sexual misconduct process and structure	Develop a unified Title IX sexual misconduct process and structure.
Develop unified Code of Conduct and associated processes	Develop a unified Code of Conduct and conduct process. Develop a consistent, unified judicial/hearing board policy and procedure.
Standardize Title IX/sexual misconduct training requirements and conduct process	Establish standardized Title IX/sexual misconduct training requirements for student and employee populations. Establish standardized training requirements for Title IX and conduct process.
Develop unified Clery reporting process	Ensure single reporting methodology regarding Clery/Campus Security Reports.
Develop unified Alcohol and Other Drugs (AOD) education and awareness strategy and sanctioning	Develop a unified approach to AOD education and awareness. Establish consistent, uniform sanctioning practices.
Ensure that American with Disabilities Act (ADA) and other access/accommodations are in place across all campuses	Ensure all campuses are ADA accessible, including retrofitting each campus for compliance and ease of access.

Recommendation Name	Summary Recommendation Components/Description
Ensure compliance with AOD-related federal and state requirements	Develop a committee, including relevant stakeholders from all campuses to ensure compliance with the Drug Free Schools and Communities Act (DFSCA), EDGAR 86, and any other related federal regulations.
Ensure access to care/psychological services across all campuses	Explore shared scope of practice statement across centers. Determine electronic medical records (EMR) system and scheduling program for campus Counseling Centers. Ensure access to psychiatric care for students (i.e., collaborations with local practitioners or dedicated provider with hours across campuses).
Ensure care/psychological services are compliant with federal and state regulations	Create Health Insurance Portability and Accountability Act (HIPAA)-compliant contracts for all centers for telehealth. Create consistent HIPAA-compliant and state of PA-compliant forms for consent to treatment, consent to telehealth, consent to treatment by a practicum student/intern, and release of information.
Ensure access to critical/crisis care	Provide support and consultation for gatekeepers for suicide prevention and risk management. Create integrated, formalized intervention/risk management policy that involves Counseling Services and administration, deans, student affairs, disability services, and others as appropriate (i.e., Red Folder). Create after-hours policy and procedure that services students and protects counselor well-being.
Meet the academic and financial needs of diverse students	Survey students to assess areas of need such as academic preparation/help, financial support for tuition and/or books, and more. Begin to meet these needs through assigning student mentors who can point them to resources.
Develop a culture of student responsibility for advising, progression, and degree completion	In collaboration with Academic Affairs, develop culture of student responsibility focusing on the role students play in successful advising. Implement Degree Planner technology and training into New Student Orientation and FYE.
Develop common student event calendar across campuses	Develop a common calendar across campuses for student events and activities.
Unify student activities	Unify student activities under one umbrella.
Determine opportunities for shared services and processes for recreational services	Consider services that can be combined for cost savings (e.g., climbing wall inspections, ropes course training and inspections, booking talent, events, program, EMS software, other technology applications and online).
Develop residence life structure, training, and housing selection process	Determine departmental and professional student staff training and housing selection.
Develop Residence Hall student manual and policies	Create common residence hall student manual and residence hall policies (tied to conduct and student code) including documentation and reporting of conduct violations.
Determine housing costs and services provided	In collaboration with Finance and Administration, determine appropriate fees for various building types, utilities, laundry, and cable. Consider whether fees are included in room cost or pay per use.
Integrate housing software	Combine the housing software contract.

Recommendation Name	Summary Recommendation Components/Description
Establish diversity, equity, and inclusion policy, training and programming	Develop DEI strategic plan for all campuses (addressing shared goals and those unique to each institution). Develop diversity mission statement across all campuses. Develop key term definitions (such as diversity, equity, inclusion, access. Assess/develop programming and trainings for the campus communities (to promote DEI as everyone's responsibility, DEI is not limited to race/ethnicity), including student and staff orientations. Assess safety needs.
Establish DEI centers across all campuses	Establish DEI centers across each of the campuses. Each campus should have its DEI offices report to a unique DEI lead
Determine student leadership development offerings	Assess all current student leadership development offerings, certification programs, and officer/student staff trainings, experiences, and initiatives. Adopt one unified leadership training program for all students (current leaders and emerging leaders) to provide skills needed to be involved in campus life, enhance self-discovery, and foster effective group and organizational development.
Create unified peer tutor/mentor structure	In collaboration with Academic Affairs, designate tutoring director/coordinator on each campus to facilitate student interactions, development of specialized programs, and develop specialty areas as needed (e.g., supplemental instruction, peer tutor training, etc.). Provide in-person and remote tutoring options to all students at all campus locations.
Determine structure of military benefits administration	Determine structure and execution of consolidating all military benefits administration, including establishing an integrated military affairs department.
Create/maintain military resource center on each campus	Create/maintain military resource center on each campus in physical location appropriate for military student populations.

People: The recommendations will likely impact the following stakeholders:

- Students, including current and prospective students
- Student staff
- Residence Life and Housing Staff
- Deans, specifically Dean of Students
- All campus community members
- Orientation staff
- FYE faculty and staff
- Human resources staff
- Academic policy groups
- Department chairs
- Provost
- DEI Leadership
- Disability Services staff
- Admissions
- Unions
- CARE teams
- Counseling
- Custodial and facilities

- Vendors
- Board members
- Investigators
- Town relations, to include local law enforcement, landlord associations, Town Council, and local governments (Good Neighbor-type policies)

Process: Overall recommendations of this group ultimately contribute toward the success of each student. The recommendations impact programs and processes that directly enhance the student experience, including orientation, wellness and counseling services, accommodations, conduct and judicial processes, learning communities, housing selection and residential life, student-related fees, and campus security. Additionally, there are compliance requirements involved in many of these processes (e.g., ADA, Clery Act, HIPAA). Consideration should be given to existing contracts and agreements, particularly those related to systems with the opportunity for renewal/renegotiation, and administrative structures that can best support these programs.

Technology: The recommendations impact numerous technology applications. Consideration should be given to existing vendor and system contracts, particularly those with the opportunity for renegotiation.

Finance: The recommendations are intended to result in cost savings opportunities, which will be dependent upon administrative structures, fee structures, technology implementations, realized enrollment and retention, vendor negotiations, consolidated programming, and policy determinations. Many of the recommendations require up-front costs to enhance and integrate; however, these student success-focused programs are intended to have a longer-term impact on enrollment and retention.

Physical Assets: The recommendations may result in repurposed office space, shared assets, and consideration of space for new centers.

Compliance and Legal: The recommendations include considerations related to current contracts (e.g., CBAs, unions), compliance with federal and state regulations (e.g., ADA, HR-related laws, discrimination and harassment, Title IX, HIPAA, Family Educational Rights and Privacy Act [FERPA], Clery Act), and consistent policies and procedures across campuses.

Community: The recommendations will likely impact local government and law enforcement, external vendors, local real estate market (including landlords, utility providers), local partnerships (e.g., downtown associations and businesses, community service partners), health providers (e.g., psychotherapists, psychiatrists, crisis services in the community), donors, local and state military units, and benefits agencies.

Benefits: The recommendations are intended to provide additional opportunities for student success and retention, as well as enhance diversity, equity, and inclusion initiatives by helping ensure that students' needs are being met. Additionally, the recommendations offer opportunities to strengthen the student experience and accessibility, equitable access to student government and organizations, consistency of student services, improved town/gown relations, expectations of students, faculty and staff, campus safety and security, expertise and skill level of staff, reporting across campuses, recruitment, access to wellness and counseling services, military student recruitment and support, and crisis response. The DEI-focused initiatives are aimed at mirroring a more global environment for increased recruitment and retention.

Risk: Risks exist related to contracts, potential non-compliance with federal, local, and state laws and regulations, pricing, adequate recognition of unique characteristics of each campus (i.e., misalignment with campus community or campus culture), and sufficient resourcing for student health and wellness needs.

Appendix M.2: Athletics WG Priority 1 Recommendations with Impacts

The following Priority 1 recommendations were drafted by the Northeast athletics working group with the accompanying anticipated impacts:

Recommendation Name	Summary Recommendation Components/Description
Determine impacts on sports sponsorship, enrollment growth, and recruiting	Continue to recruit prospective student-athletes, while retaining current student-athletes. Enhance and maximize all team rosters. Recommend additional sport participation opportunities to ensure enrollment growth and compliance with Title IX. Finalize the admissions application process.
Solicit NCAA decision to outline organization and sports sponsorship	Provide data required to determine sports program to optimize enrollment, contribution margin, student success, and diversity.
Determine the financial impact of sports programs offered	Formally calculate each team's financial impact and return on investment.
Determine the organizational structure, reporting lines, and budgets	Finalize recommendation of NCAA best practice organizational and reporting line structure. Determine operating (including recruiting) and scholarship budget processes, procedures, and timelines. Also finalize the student fee structure.
Identify opportunities to enhance student success (academic, athletic, and career)	Enhance and share common practices to improve the academic success of the student-athletes. Strive for academic and athletic conference, regional, and national recognition/success. Finalize the priority scheduling process and academic credit earned for student-athlete participation.
Enhance community engagement and campus identity (brand, pride, spirit)	Support communities and charities. Continue to enhance the institutional brand for deeper recruiting and visibility efforts.
Identify impacts on Title IX compliance	Continue to comply with federal guidelines. Identify the Title IX prong that will be utilized to ensure compliance. Continue to abide by existing agreements.
Determine scholarship budgets	Determine scholarship budget and out-of-state recruitment to maximize each team's contribution margin.
Maximize diversity efforts	Maximize diversity efforts through recruiting efforts and additional sport sponsorship offerings.
Improve retention and graduation rates	Continue to improve retention rates (year-to-year and overall) while focusing on grade point average (GPA) and graduation rate increases.
Develop common policies, procedures, and timelines	Develop common athletic department operations policies and procedures and compose manual. Develop a common student-athlete handbook.

People: The recommendations will likely impact the following stakeholders:

- Academic programs for major offerings
- Faculty
- Staff
- Alumni
- Students
- Human Resources
- Student-athletes
- Coaches

- Athletic Administration
- Financial Aid
- Creation programs and services that enhance all athletic populations (i.e., DEI)
- Addition of positions that directly work with student-athletes on success, retention, and graduation

Process: The recommendations include developing long-term athletic growth strategies that align with the selected prong in Title IX compliance. This may include resource adjustments, while growing the institution and surrounding communities via enrollment and fiscal returns.

Elements to consider include:

- Agreement with the NCAA (Division I and II), respective athletic conferences, and the integrated university structure
- Procedures in relation to dues and voting rights within the PSAC and other conferences, along with the NCAA
- Policies and procedures related to operating each athletic department
- Written and distributed policies and procedures related to compliance to all athletic personnel and student-athletes
- Policies related to medical (athletic training), budgeting, scholarships, all compliance issues, academics, best practices, expectations, and guidelines
- Policies related to sports information equitable coverages and responses
- Contracts of renewals for faculty and coaches
- Revamping job descriptions for each of the positions in athletics at each location
- Procedures around building budgets, budget requests, scheduling limitations and expectations for games, transportation, recruiting, and the number of student-athletes in the program based on NCAA averages
- Developing annual review of Department of Education Equity and Athletics Disclosure Act (EADA) reporting will need to be developed, as well as return on investment documents where each location stands in relation to Title IX, sport offerings, participation, and future plans and projections

Technology: The recommendations primarily impact the software used to support scholarship offers and team scholarship limits. Additionally, the NCAA Compliance Assistance Software can also support scholarship offerings and team scholarship limits, both in partnership with SIS and CRM systems.

Finance: The recommendations are intended to result in additional funds for recruiting, which may be necessary if not built into expansion plans. Operating dollar would need to be determined for equitable treatment for student-athletes within each athletic program (student government, E&G, and Foundation). Elements to consider include, but are not limited to:

- Costs of existing and additional programs
- Revenue generated from maximizing teams with higher ROIs and addition of new teams
- Funding for each athletic department, which is a cost to the university, through E&G and/or student governments
- Income received by each enrolled student-athlete
- Operating budgets and scholarships
- Consistent fee structure to address memberships (NCAA, PSAC, etc.), student-athlete insurance, mandated team physician coverage, and compliance and operational software

Physical Assets: As listed in the process category, with the expansion of athletic teams there will be necessary facility adjustments and improvements.

Compliance and Legal: The recommendations primarily impact the expansion/allocation of additional funds for scholarships. Additionally, System legal will need to evaluate the integrated university's enrollment and advise how Title IX numbers would be reviewed by the Office of Civil Rights (OCR). In addition, impact of current reviews by OCR on the integrated university's athletic departments will need to be determined.

Community: Recommendations will likely impact stakeholders such as community visitors, local high schools, and the towns where each campus is located. Additionally, with sport expansion, new recruiting markets will emerge, growing the footprint for all three locations – locally and regionally.

Benefits: The recommendations are expected to provide benefits (e.g., synthesized efficient programs, policies, job descriptions, processes, and budgetary structures) to enhance and increase enrollment, retention, diversity, and student-athlete success at all three locations. Additionally, if properly staffed and all goals are achieved, the return on investment provides a solid financial base for athletics while supporting the overall university finances.

Risk: The recommendations provide a few risks that could impact the overall operations of athletics, including:

- Review process and adjustment to coaching positions when a coach does not carry a roster number that provides a positive return on investment for the sport
- If the NCAA does not agree with the proposed structure, forcing the integrated university to begin looking at alternative plans
- The risk of institutional policies not adapting and aligning for all three athletic departments across the three locations
- Missing any deadlines of a contract that was to be renewed/not renewed may cause delays.
- There may be different expectations for each location that will make a job description unique to that location
- Groups not being able to raise the money that was offered to student-athletes can put the scholarship balance in a deficit. Not tracking scholarships properly can also hurt the university

Appendix N: Act 50 Reporting on Student Metrics and Analysis

The tables below reflect Act 50 reporting requirements related to students as of April 1, 2021.

- Total full-time and part-time enrollments:

Spring 2021			
University	**Full-Time**	**Part-Time**	**Total**
Bloomsburg	6,480	1,278	7,758
Lock Haven	2,286	602	2,888
Mansfield	1,321	357	1,678
Total	**10,087**	**2,237**	**12,324**

- Graduation outcomes:

Fall 2016 Cohort		
University	**4-Year**	**6-Year**
Bloomsburg	40%	n/a
Lock Haven	40%	n/a
Mansfield	44%	n/a
Average	**41%**	

- Cost of tuition, room and board, and fees:

University	In-State Undergrad Tuition	In-State Tech Fee	In-State Mandatory Fees	Room			Board			Total		
				Min	Max	Most Common	Min	Max	Most Common	Min	Max	Most Common
Bloomsburg	$7,716	$478	$2,764	$6,434	$9,048	$6,918	$2,964	$4,186	$3,244	$20,356	$24,192	$21,120
Lock Haven	7,716	478	2,684	6,540	9,380	6,540	2,300	4,556	3,828	19,718	24,814	21,246
Mansfield	7,716	478	2,466	6,600	11,400	8,750	3,486	3,972	3,568	20,746	26,032	22,978
Average	**$7,716**	**$478**	**$2,638**	**$6,525**	**$9,943**	**$7,403**	**$2,917**	**$4,238**	**$3,547**	**$20,273**	**$25,013**	**$21,781**

FY2020/21 Minimum, Maximum, and Most Common Price of Attendance

- Average cost of attendance:

University	Tuition & Fees	Room & Board, On-Campus	Room & Board, With Parents	Room & Board, Off-Campus	Other Expenses (Transp., Etc.), On-Campus	Other Expenses (Transp., Etc.), With Parents	Other Expenses (Transp., Etc.), Off-Campus	Books Supplies	Total COA, On-Campus	Total COA, With Parents	Total COA, Off-Campus
Bloomsburg	$10,958	$10,528	$4,258	$9,244	$3,310	$3,310	$3,310	$1,200	$25,996	$19,726	$24,712
Lock Haven	$10,878	$10,350	$2,629	$10,350	$4,564	$5,307	$5,307	$1,803	$27,595	$20,617	$28,338
Mansfield	$10,660	$10,168	$6,268	$9,328	$2,672	$3,822	$2,512	$2,000	$25,500	$22,750	$24,500
Average	**$10,832**	**$10,349**	**$4,385**	**$9,641**	**$3,515**	**$4,146**	**$3,710**	**$1,668**	**$26,364**	**$21,031**	**$25,850**

University	Tuition & Fees	Room & Board, On-Campus	Room & Board, With Parents	Room & Board, Off-Campus	Other Expenses (Transp., Etc.), On-Campus	Other Expenses (Transp., Etc.), With Parents	Other Expenses (Transp., Etc.), Off-Campus	Books Supplies	Total COA, On-Campus	Total COA, With Parents	Total COA, Off-Campus
Bloomsburg	$22,782	$10,528	$4,258	$9,244	$3,430	$3,430	$3,430	$1,200	$37,940	$31,670	$36,656
Lock Haven	$20,702	$10,350	$2,629	$10,350	$5,709	$5,709	$5,709	$1,803	$38,564	$30,843	$38,564
Mansfield	$13,226	$10,168	$6,268	$9,328	$2,856	$4,006	$2,696	$2,000	$28,250	$25,500	$27,250
Average	**$18,903**	**$10,349**	**$4,385**	**$9,641**	**$3,998**	**$4,382**	**$3,945**	**$1,668**	**$34,918**	**$29,338**	**$34,157**

Table title (In-State Undergraduate, Dependent 2020-2021 Preliminary) applies to the first table.

In-State Undergraduate, Independent 2020-2021 Preliminary										
University	Tuition & Fees	Room & Board, On-Campus	Room & Board, With Parents	Room & Board, Off-Campus	Other Expenses (Transp., Etc.), On-Campus	Other Expenses (Transp., Etc.), With Parents	Other Expenses (Transp., Etc.), Off-Campus	Books Supplies	Total COA, On-Campus	Total COA, With Parents	Total COA, Off-Campus
Bloomsburg	$10,958	$10,528	$4,258	$9,244	$3,310	$3,310	$3,310	$1,200	$25,996	$19,726	$24,712
Lock Haven	$10,878	$10,350	$2,629	$10,350	$4,564	$5,307	$5,307	$1,803	$27,595	$20,617	$28,338
Mansfield	$10,660	$10,168	$6,268	$9,328	$2,672	$3,822	$2,512	$2,000	$25,500	$22,750	$24,500
Average	**$10,832**	**$10,349**	**$4,385**	**$9,641**	**$3,515**	**$4,146**	**$3,710**	**$1,668**	**$26,364**	**$21,031**	**$25,850**

Out-of-State Undergraduate, Independent 2020-2021 Preliminary										
University	Tuition & Fees	Room & Board, On-Campus	Room & Board, With Parents	Room & Board, Off-Campus	Other Expenses (Transp., Etc.), On-Campus	Other Expenses (Transp., Etc.), With Parents	Other Expenses (Transp., Etc.), Off-Campus	Books Supplies	Total COA, On-Campus	Total COA, With Parents	Total COA, Off-Campus
Bloomsburg	$22,782	$10,528	$4,258	$9,244	$3,430	$3,430	$3,430	$1,200	$37,940	$31,670	$36,656
Lock Haven	$20,702	$10,350	$2,629	$10,350	$5,709	$5,709	$5,709	$1,803	$38,564	$30,843	$38,564
Mansfield	$13,226	$10,168	$6,268	$9,328	$2,856	$4,006	$2,696	$2,000	$28,250	$25,500	$27,250
Average	**$18,903**	**$10,349**	**$4,385**	**$9,641**	**$3,998**	**$4,382**	**$3,945**	**$1,668**	**$34,918**	**$29,338**	**$34,157**

Appendix O: Act 50 Reporting on Faculty

The tables below reflect Act 50 reporting requirements related to faculty as of April 1, 2021.

- Number of faculty and non-faculty employees by location:

	Annualized 2019-20 Student to Non-faculty FTE Ratio			Fall 2020 Student to Faculty Ratio		
University	Annualized FTE Student	Non-faculty Annualized FTE	Annualized FTE Student/Non-faculty Ratio	Fall FTE Enrollment	Fall Faculty FTE**	Fall FTE Student to Faculty Ratio
Bloomsburg	8,131	554	**14.7**	7,504	406	**18.5**
Lock Haven	3,038	283	**10.7**	2,858	201	**14.2**
Mansfield	1,589	176	**9.0**	1,604	113	**14.2**
Overall Result	**12,758**	**1,013**	**12.6**	**11,966**	**720**	**16.6**

Notes:

Annualized Student to Non-faculty FTE Ratio

- Based on Fall Freeze and Intersession End-of-Term Student Enrollment Submissions (Active Data)
- All Non-faculty FTEs reflect those in non-APSCUF FTEs from UNRESTRICTED Funds, based on SAP Capacity Utilization (will not exceed 1.0), for employees in an active pay status
- Undergraduate FTE: Undergraduate Attempted Credits/30
- Graduate FTE: Graduate (Grad) Attempted Credits/24
- Annualized FTE Student to Non-faculty Ratio: Annualized FTE Students/Non-faculty Annualized FTE

Fall Student to Faculty Ratio

- Based on Fall Freeze Student Enrollment Submission (Active Data)
- All Faculty FTEs reflect those APSCUF only FTEs from UNRESTRICTED Funds, based on SAP Capacity Utilization (will not exceed 1.0), for employees in an active pay status
- Undergraduate FTE: UG Attempted Credits/15
- Graduate FTE: Grad Attempted Credits/12
- Fall FTE Student to Faculty Ratio: Fall FTE Students/Fall FTE Faculty

**Faculty Sharing applied to Fall 2020

- Negative FTE associated to service-providing university, positive FTE associated to service-purchasing university
- Source of Faculty Sharing FTE: Comprehensive Planning Process, Workforce tab (submitted by universities 9/4/2020)
- Annualized FTE Student to Non-faculty Ratio: Annualized FTE Students/Non-faculty Annualized FTE

University	Fall 2020 Faculty Sharing**
Bloomsburg	0.25
Lock Haven	0.00
Mansfield	-0.50

Appendix P: Act 50 Reporting on Staff

The tables below reflect Act 50 reporting requirements related to staff as of April 1, 2021.

- Number of faculty and non-faculty employees by location:

University	Total Employee Headcount	Faculty	Total Non-faculty	AFSCME	Non-represented	SCUPA	SPFPA & POA	Coaches	Cheer Adviser	OPEIU
Bloomsburg	1,019	467	552	312	97	76	22	28	1	16
Lock Haven	484	213	271	152	56	27	9	27	0	0
Mansfield	307	137	170	92	36	14	10	18	0	0
Total	1,810	817	993	556	189	117	41	73	1	16

Note:

- Includes total employee headcount for all active employees (will include those on various types of leave without pay, etc.)
- Excludes employees classified as Volunteers, Contractors or Other, as well as student employees
- Includes all groups (Permanent/Temporary, Full Time/Part Time/Hourly)
- Total Non-faculty figures are the sum of all non-APSCUF units: AFSCME, Non-represented, SCUPA, SPFPA & POA, Coaches, Cheer Advisors, Office of Professional Employees International Union Healthcare Pennsylvania (OPEIU), Physicians
- Current Employee Complement for April 2021 (will be subject to retro-activity)

Appendix Q: Act 50 Reporting on Affiliated Entities' and Communities' Concerns

Via the public comment period, concerns from the community and affiliated entities will be documented and reported.

Appendix R: Leadership and Governance and Leadership WG Priority 1 Recommendations with Impacts

The following Priority 1 recommendations were drafted by the Northeast institutional governance and leadership working group with the accompanying anticipated impacts:

Recommendation Name	Summary Recommendation Components/Description
Recommend Council of Trustees structure	Consulted State System legal regarding integrated university's COT makeup, bylaws, officers, and terms.
Update COT meeting schedule	Review current calendar for COT meetings for Bloomsburg, Lock Haven and Mansfield. Create new meeting calendar for integrated university. Determine location rotation for integrated university and virtual options.
Determine Pennsylvania Association of Councils of Trustees (PACT) representation	Determine PACT representation for COT.
Review student governance structure	Review possible student leadership and governance structures and identify preferred model.
Review university governance structure	Review possible (faculty and/or staff) leadership and governance structures and identify preferred model.
Review transitional leadership governance documents	Review proposed transitional leadership structure. Review high-level overview document with core function of roles. Review job descriptions of each role.
Review proposed functional units	Review proposed functional units.
Review current decision-making process	Review the oversight methodology used at Bloomsburg, Lock Haven, and Mansfield. Audit similarities and differences. Develop a draft methodology for integrated university.
Develop branding and identity	Consult with branding and marketing agencies to align naming conventions to ensure retention of local brand and identity. Confirm organizational structure supports local brand and identity.
Review strategic direction planning process	Review current strategic planning process for Bloomsburg, Lock Haven, and Mansfield. Create document for strategic planning process for integrated university. Create proposed calendar for strategic planning process for integrated university.

People: The recommendations will likely impact the following stakeholders:

- Trustees at Bloomsburg, Lock Haven, and Mansfield. Board of Governors, PACT, Governor's Office, and Legislature.
- Students
- Faculty
- Staff
- State System

Process: The recommendations impact the bylaws.

Technology: None

Finance: None

Physical Assets: None

Compliance and Legal: The recommendations should adhere to Act 188.

Community: The recommendations will likely impact the following community areas:

- Bloomsburg COT
- Lock Haven COT
- Mansfield COT
- Alumni
- Donors and friends of each university
- Community

Benefits: A synthesized, efficient program array is intended to provide additional opportunities for a unified governing body, access to meetings (e.g., different locations, live streamed), greater efficiencies for leadership, and increased enrollment and retention by way of increased access for students and reduced cost of degree attainment. Additionally, the recommendations should maintain or increase alumni and donor engagement.

Risk: Risks exist related to the morale from current leadership and campus communities, which could lead to negative feedback from local communities and current council members.

Appendix S: Organizational Charts

Pre-Transition Bloomsburg Leadership Organizational Chart

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                                    ┌──────────────┐
                                    │  President   │
                                    └──────┬───────┘
                                           │         ┌──────────────────┐
                                           ├─────────│  Chief of Staff  │
                                           │         └──────────────────┘
                                           │         ┌──────────────────┐
                                           │         │   Director of    │
                                           ├─────────│    External      │
                                           │         │    Relations     │
                                           │         └──────────────────┘
   ┌──────────────┬──────────────┬─────────┴────┐
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│Provost & │ │Vice       │ │Vice       │ │Vice         │
│Senior    │ │President, │ │President, │ │President,    │
│Vice      │ │University │ │Administra-│ │Student      │
│President │ │Advancement│ │tion &     │ │Success &    │
│for       │ │           │ │Finance    │ │Enrollment   │
│Academic  │ │           │ │           │ │Services     │
│Affairs   │ │           │ │           │ │             │
└──────────┘ └───────────┘ └───────────┘ └─────────────┘
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Pre-Transition Lock Haven Leadership Organizational Chart

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                              ┌──────────────┐
                              │   Interim    │
                              │  President   │
                              └──────┬───────┘
                                     │        ┌────────────────────────┐
                                     │        │ Director of Diversity, │
                                     ├────────│  Equity, & Inclusion   │
                                     │        └────────────────────────┘
                                     │        ┌────────────────────────┐
                                     │        │ Executive Assistant to │
                                     │        │     the President      │
                                     │        └────────────────────────┘
  ┌──────────┬──────────┬───────────┴──┐
┌─┴────────┐ ┌─┴──────┐ ┌─┴──────┐ ┌───┴──────┐
│Chief     │ │Vice    │ │Provost │ │Vice      │
│Administra│ │President│ │and Vice│ │President │
│tion and  │ │for     │ │President│ │for      │
│Finance   │ │Advance-│ │for     │ │Enrollment│
│Officer/  │ │ment    │ │Academic│ │Management│
│Title IX  │ │        │ │Affairs │ │and       │
│Coordinator│ │       │ │        │ │Student   │
│          │ │        │ │        │ │Affairs   │
└──────────┘ └────────┘ └────────┘ └──────────┘
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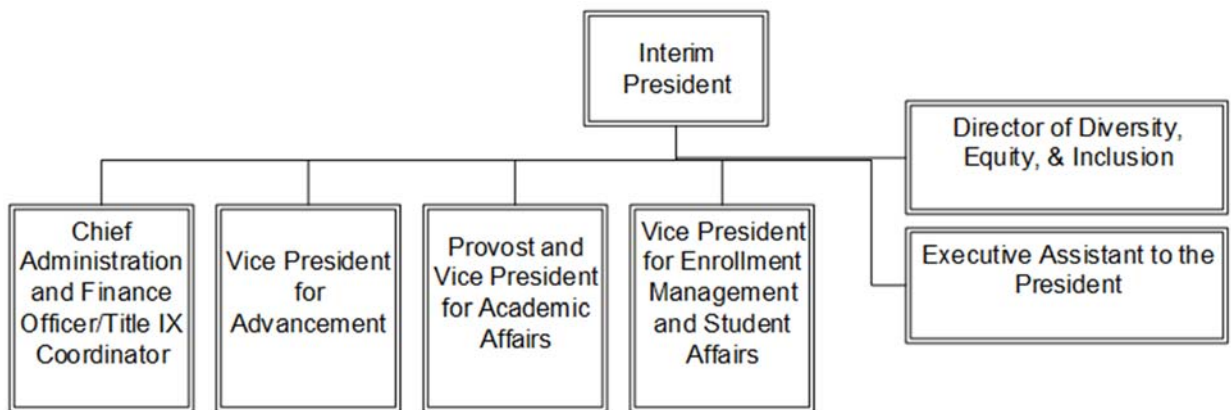
Pre-Transition Mansfield Leadership Organizational Chart

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                                              ┌──────────────┐
                                              │  President   │
                                              └──────┬───────┘
                                                     │
     ┌──────────────┬──────────────┬──────────────┬─┴────────────────────┐
     │              │              │              │                       │
┌─────────┐  ┌─────────────┐ ┌─────────────┐ ┌─────────────┐      ┌──────────────┐
│Provost and│ │ Interim VP  │ │  Interim    │ │  Interim    │      │Chief of Staff│
│Vice       │ │Student      │ │Associate    │ │Associate    │      └──────────────┘
│President  │ │Affairs      │ │Vice         │ │Vice         │
└─────────┘  └─────────────┘ │President,    │ │President for│      ┌──────────────┐
                             │Administration│ │Finance       │     │Director of   │
                             └─────────────┘ │(MU-LHU)      │      │Alumni        │
                                             └─────────────┘       │Relations     │
                                                                   └──────────────┘

                                                                   ┌──────────────┐
                                                                   │Senior        │
                                                                   │Executive     │
                                                                   │Associate to  │
                                                                   │President     │
                                                                   └──────────────┘

                                                                   ┌──────────────┐
                                                                   │Chief         │
                                                                   │Information   │
                                                                   │Officer       │
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Draft Integrated University Organizational Chart

DRAFT
Northeastern Integrated University
Organizational Chart of July 1, 2022

Board of Governors

Chancellor

Trustees

Chief of Staff

President

Campus Executive(s)

Diversity, Equity and Inclusion

Academic Affairs
Colleges
Libraries
Registrar
Honors
Counseling Services
Graduate Studies
Distance Education
Information
  Technology
Institutional
  Effectiveness
Sponsored Programs

Finance and Administration
Student Billing
Budget and
  Accounting Services
Facilities
Human Resources
Labor Relations
Title IX (employees)
Campus Police
Environmental
  Health and Safety

Student Success and Enrollment Services
Admissions
Financial Aid
Student Success
HS Partnerships*
CC Partnerships*
Int. Partnerships*
Student Health and
  Wellness
Title IX (students)
Disability Services
Residence Life
Student Auxiliaries
Athletics

Advancement
Career Services
Development/
  Fundraising
Donor Relations
Annual Gifts, Major
  Gifts, and Planned
  Giving
Corporate Relations
Alumni Engagement
  and Associations
Scholarship
  Administration
Campus Foundation
  Relations

Marketing, Communications, and Public Relations
Communications
Marketing
Branding
Community
  Engagement
Government Relations

Workforce Development and Continuing Education
Certificate Programs*
Nondegree Programs
Adult Education
Continuing Education

* Shared responsibility with Academic Affairs to ensure enrollment and academic outcomes are realized

Appendix T: October 2020 Board of Governors Report

The full October 2020 Board of Governors Report – System Redesign, Institutional Integrations Update on Financial Review/Next Steps is available on: https://www.passhe.edu/SystemRedesign/Documents/University%20Integrations%20Financial%20Review.pdf.

Appendix U: Financial Sustainability Analysis

An overview of the financial position of each of the integrating universities is available within the financial statements published on the State System's website: Financial Statements | PA State System of Higher Education (passhe.edu)[11].

The following slides were provided to the Board in advance of the April 2021 Board meeting. These slides focus on the financial analysis of the Northeast integration and include:

- Operating budgets and projections for the current year plus five years (reference slides 10-12).
- Administrative savings assumed from the integrations (reference slide 9).

DRAFT

Proposed Implementation Plan Financial Analysis Update

Per Act 50, information included in the report and recommendations from the October review of financial stability were updated for the proposed integrated universities, specifically:

Enrollment Projections

Review of annualized FTE enrollment based on historical trends, demographic shifts, and institutional enrollment management initiatives were reviewed.

Enrollment was updated based on program array and student success working group recommendations as well as enrollment for the online initiative in the West.

Financial Viability

Analysis of revenues, expenditures, and net assets to determine the integrated institutional financial viability was conducted.

The projected net financial viability varies between the regions given the variability in each university's entering position.

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Requirements and Approach

1. Act 50 Requirements – Current year (FY 20-21 plus 5 through FY 25-26)

2. Financial Baseline
   - FY 20-21 and FY 21-22 individual university projections (university provided data)
   - FY 22-23 integrated university projections (university provided data to begin baseline)

3. Proposed Implementation Plan Inputs
   - Program array and student success working group recommendations for enrollment, including faculty complement necessary to meet program array/student demand
   - Online incremental revenue included in the projections for West; no incremental revenue for Workforce Development in the Northeast
   - Nonfaculty personnel and administrative support savings estimates
   - Strategic sourcing savings in several commodity areas
   - Changes to existing athletic programs (new growth/costs) were not included

4. Standard Assumptions
   - Appropriation/tuition/fee/student aid changes
   - Negotiated personnel salary/benefit changes

5. One time start-up costs separately funded through System Redesign and not within projections – ongoing costs are assumed and included

6. Iterative approach with updates to be incorporated in the September CPP
   - CRRSAA (HEERF II) expenditure determinations are still underway and additional federal dollars from American Rescue Plan from March 2021 are not yet available.

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Enrollment Trends – Northeast (April 2021 Projections)

	Current Year FY 2020-21			Revised FY 2021-22		
	BL	LO	MA	BL	LO	MA
Annualized FTE Enrollment						
Undergraduate (includes clock hour)	7,236.43	2,464.01	1,590.41	7,442.87	2,453.47	1,696.37
Graduate	594.50	506.00	5.24	619.80	506.00	5.58
Total Annualized FTE Enrollment	7,830.93	2,970.01	1,595.65	8,062.67	2,959.47	1,701.95
Total Annualized FTE Enrollment for Three Universities			12,396.59			12,724.09

	FY 2022-23 Projections	FY 2023-24 Projections			FY 2024-25 Projections			FY 2025-26 Projections		
	Integrated University	Integrated University	Adjustments from Assumptions	Revised Integrated University	Integrated University	Adjustments from Assumptions	Revised Integrated University	Integrated University	Adjustments from Assumptions	Revised Integrated University
Annualized FTE Enrollment										
Undergraduate (includes clock hour)	12,074.15	12,074.15	121.00	12,195.15	12,195.15	121.95	12,317.10	12,317.10	123.17	12,440.27
Graduate	1,133.51	1,133.51	12.00	1,145.51	1,145.51	11.45	1,156.96	1,156.96	11.55	1,168.51
Total Annualized FTE Enrollment	13,207.66	13,207.66	133.00	13,340.66	13,340.66	133.40	13,474.06	13,474.06	134.72	13,608.78
% Change				1%			1%			1%

Assumptions:

1. **Enrollment** – CPP enrollment was provided by the universities through 2022-23. FY 2023-24 through FY 2025-26 projections are derived from the application of adjustments associated with program array and student success recommendations. Annualized FTE counts are used when calculating financial impact. It is a key driver for tuition and auxiliary revenue.
2. **Adjustment** for recommendations for program array and student success (average of the 3 years was approximately 1.25% so 1% was used for conservative modeling)

Resulting in additional enrollment of 400 FTE from the time of initial integration.

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Key Assumptions – Northeast

	FY 2022-23	FY 2023-24	FY 2024-25	FY 2025-26
Revenues:				
♦1% enrollment growth from program array and student success initiatives and 1% tuition and fee rate increase	$0	$4,435,882	$4,525,045	$4,552,460
♦1% increase in state appropriation	0	822,267	830,490	838,795
	$0	**$5,258,149**	**$5,355,535**	**$5,391,255**
Expenditures:				
♦Faculty complement needed to meet program array/student demand	$0	$1,855,106	$893,042	$799,380
♦Strategic Sourcing Savings	(1,813,279)	Savings Maintained Annually		
♦Executive Leadership, Mangement, and Administrative Support Staffing Efficiencies	(2,667,388)	(2,827,978)	(2,827,978)	(2,827,978)
♦Negotiated Salary and benefit rate increases (2%/3%) (includes estimated turnover)	0	4,502,355	4,618,694	4,702,201
♦Institutional Aid for Students	0	300,704	306,748	312,913
♦Adjustments to debt service payments (to match actual payments in debt schedule)	0	(637,179)	(3,470,233)	(159,466)
♦Targeted investment in student success (retention, technology, and support services)	429,848	34,258	20,000	
	($4,050,819)	**$3,227,266**	**($459,727)**	**$2,827,050**
Net Positive Impacts	**$4,050,819**	**$2,030,883**	**$5,815,262**	**$2,564,205**

Notes:
Same key assumptions are incorporated into the E&G fund and the Auxiliary fund, where applicable;
Assumes Mansfield loan funded through alternative source;
Assumes no workforce development revenue contribution;
Turnover assumed to be realized in accordance with historical patterns

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Financial Results – Northeast (April 2021 Projections)

UNRESTRICTED BUDGET (EDUCATIONAL AND GENERAL AND AUXILIARY)

($ in Millions)

Revenues	Current Year FY 2020-21			Revised FY 2021-22			FY 2022-23 Projections						FY 2023-24 Projections			FY 2024-25 Projections			FY 2025-26 Projections		
	BL	LO	MA	BL	LO	MA	BL	LO	MA	Integrated University	Adjustments from Assumptions	Revised Integrated University	Integrated University	Adjustments from Assumptions	Revised Integrated University	Integrated University	Adjustments from Assumptions	Revised Integrated University	Integrated University	Adjustments from Assumptions	Revised Integrated University
Tuition	$71.9	$27.6	$12.9	$75.0	$27.7	$14.1	$70.6	$29.1	$14.3	$122.0	$0.0	$122.0	$122.0	$2.4	$124.4	$124.4	$2.5	$126.9	$126.9	$2.5	$129.4
Fees	15.7	6.8	2.7	25.1	8.4	3.2	26.4	8.7	3.5	38.6	0.0	38.6	38.6	0.8	39.4	39.4	0.8	40.2	40.2	0.8	41.0
State Appropriation	38.4	25.7	18.1	38.4	25.7	18.1	38.4	25.7	18.1	82.2	0.0	82.2	82.2	0.8	83.0	83.0	0.9	83.9	83.9	0.8	84.7
Auxiliary Sales	19.2	2.8	5.2	35.1	10.4	10.9	38.7	11.0	11.1	60.8	0.0	60.8	60.8	1.2	62.0	62.0	1.2	63.2	63.2	1.3	64.5
All Other Revenue	6.3	3.9	1.1	5.4	3.9	2.5	6.0	3.9	2.8	12.7	0.0	12.7	12.7	0.0	12.7	12.7	0.0	12.7	12.7	0.0	12.7
Total Revenues	$151.5	$66.9	$40.3	$179.0	$76.2	$48.8	$180.1	$78.4	$49.0	$316.3	$0.0	$316.3	$316.3	$5.3	$321.6	$321.6	$5.4	$326.9	$326.9	$5.5	$332.4
Expenditures																					
Compensation Summary:																					
Salaries and Wages	$77.9	$38.5	$22.3	$75.1	$38.7	$20.8	$77.7	$36.3	$19.9	$133.9	($1.9)	$132.0	$132.0	$1.9	$133.9	$133.9	$1.3	$135.3	$135.3	$1.3	$136.6
Benefits	38.7	19.3	10.8	39.6	20.3	10.3	41.6	19.8	10.2	71.5	(0.5)	71.0	71.0	1.6	72.7	72.7	1.3	74.0	74.0	1.3	75.3
Subtotal, Compensation	$116.7	$57.8	$33.1	$114.7	$58.9	$31.0	$119.2	$56.2	$30.1	$205.4	($2.3)	$203.1	$203.1	$3.5	$206.6	$206.6	$2.7	$209.3	$209.3	$2.7	$212.0
Student Financial Aid	5.5	3.7	4.7	6.5	3.5	5.8	7.0	3.8	4.2	15.0	0.0	15.0	15.0	0.3	15.3	15.3	0.3	15.6	15.6	0.3	15.9
Other Services and Supplies	40.6	12.7	12.9	46.6	14.6	15.5	50.0	14.5	15.8	80.3	(1.7)	78.6	78.6	(3.5)	75.1	75.1	(0.6)	77.5	77.5	(0.5)	77.0
Subtotal, Services and Supplies	$46.1	$16.3	$17.5	$53.1	$18.0	$20.9	$56.9	$18.3	$20.1	$95.3	($1.7)	$93.6	$93.6	($0.2)	$93.3	$93.3	($0.3)	$93.1	$93.1	($0.1)	$92.9
Capital Expenditures and Debt Principal Payments	6.6	3.5	3.2	7.8	3.3	3.6	8.2	3.2	3.5	14.8	0.0	14.8	14.8	(3.0)	14.8	14.8	(2.9)	11.9	11.9	0.3	12.2
Total Expenditures	$169.4	$77.6	$53.9	$175.6	$80.3	$55.2	$184.2	$77.7	$53.6	$315.5	($4.1)	$311.5	$311.5	$3.2	$314.7	$314.7	($0.5)	$314.2	$314.2	$2.8	$317.1
Revenues Less Expenditures	($17.9)	($10.7)	($13.6)	$3.5	($4.1)	($6.4)	$3.9	$0.7	($3.6)	$0.8	$4.1	$4.8	$4.8	$2.0	$6.9	$6.9	$5.8	$12.7	$12.7	$2.6	$15.2
Transfers to Plant Fund	($1.8)	($6.2)	$0.4	$4.0	($3.3)	($0.2)	$4.4	$0.7	($0.2)	$4.9	$0.0	$4.9	$0.0	$6.7	$6.7	$0.0	$10.6	$10.6	$0.0	$10.6	$10.6
Revenues Less Expenditures and Transfers	($16)	($4.5)	($14.2)	($0.5)	($2.7)	($6.2)	($0.4)	$0.0	($3.7)	($4.1)	$4.1	($0.1)	$4.8	($4.6)	$0.2	$6.9	($4.8)	$2.1	$12.7	($7.9)	$4.8
Loans To/From Auxiliary Fund	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0
Total Unrestricted Net Assets, Estimated End of Year Balance	$40.0	$37.3	($19.0)	$41.3	$32.7	($26.2)	$44.4	$33.1	($30.0)	$47.5	$4.1	$51.6	$56.4	$2.0	$58.4	$65.3	$5.0	$71.1	$83.0	$2.6	$86.4
Total Unrestricted Cash, Estimated Beginning of Year Balance	$84.3	$50.0	$2.4	$56.4	$42.7	($11.4)	$57.7	$38.1	($17.8)	$78.9	$0.0	$78.0	$81.7	$0.0	$81.7	$88.6	$0.0	$88.6	$101.3	$0.0	$101.3
Total Unrestricted Cash, Estimated End of Year Balance	$56.4	$42.7	($11.4)	$57.7	$38.1	($17.8)	$60.8	$38.5	($21.6)	$77.7	$4.1	$81.7	$88.6	$2.0	$88.6	$95.5	$5.8	$101.3	$114.0	$2.6	$118.6

Notes:
FY 20-21 depict the estimated impacts of COVID. CRRSAA (HEERF II) expenditure determinations are still underway and additional federal dollars from American Rescue Plan from March 2021 are not yet available. As such, neither are included. FY 21-22 assumes return to on-campus instruction.

Source: PASSHE university CPP projections April 2021

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Financial Viability (E&G and Auxiliary) Northeast – April 2021 Projection

Northeast

	Annual Integrated Ratios			
	2022 - 2023	2023 - 2024	2024 - 2025	2025 - 2026
Operating Margin	1.5%	2.1%	3.9%	4.6%
Primary Reserve Ratio	16.6%	18.6%	22.6%	27.3%

Strong Improvement in key ratios

- Operating Margin achieves goals established by Financial Sustainability Policy
- Primary Reserve achieves steady improvements, inclusive of recommended minimum annual investment in physical plant

1: Operating Margin Ratio = (Total Revenues – Total Expenditures) / Total Revenues
2: Primary Reserve Ratio = (EOY Net Asset Balance) / Total Expenditures
3: 2023-2026 financial viability metrics include operational savings in combined institution set

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Results Summary – Northeast

- Enrollment will increase by 1% annually, resulting in 400 additional FTE

- Projected to achieve the System's goal of a 2% operating margin by FY24 and exceeding a 4% operating margin by FY26

- Projected to achieve 27% primary reserve ratio by FY26; System's goal for ratio is 40%.

  o Mansfield's System issued debt will be addressed through alternative means which will also result in improved unrestricted net assets and primary reserve ratio

- Contains investments of almost $500,000 for student success

- Based on enrollment growth projections, includes faculty growth aligned with student programmatic demand

- Projected surpluses allow for reinvestment in students and physical plant and the creation of reserves to fund future debt service obligations

- Following a projected return to on-campus instruction in fall 2021, Mansfield's auxiliary operations are nearly balanced. Separate E&G and Auxiliary projections are included within the Appendix

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Conclusion

Overall:

- Programmatic breadth for integrating universities reduces risk of continued enrollment decline and expands competitive advantage by preserving access to comprehensive post-secondary education at all partner campuses within the integration.

- Total executive leadership, management, and administrative support staff savings phased-in over time for both regions, resulting in a total of $18.4M at the conclusion of the five-year period and sustained over time, which would not be realized as standalone entities.

- Key constraints to sustainability:
  - Impediments to online growth
  - Debt service/physical plant

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E&G Financial Results – Northeast (April 2021)

($ in Millions)

Revenues	Current Year FY 2020-21 BL	LO	MA	Revised FY 2021-22 BL	LO	MA	FY 2022-23 Projections BL	LO	MA	Integrated University	Adjustments from Assumptions	Revised Integrated University	FY 2023-24 Projections Integrated University	Adjustments from Assumptions	Revised Integrated University	FY 2024-25 Projections Integrated University	Adjustments from Assumptions	Revised Integrated University	FY 2025-26 Projections Integrated University	Adjustments from Assumptions	Revised Integrated University
Tuition	$71.9	$27.6	$12.9	$75.0	$27.7	$14.1	$78.6	$29.1	$14.3	$122.0	$0.0	$122.0	$122.0	$2.4	$124.4	$124.4	$2.5	$126.9	$126.9	$2.5	$129.4
Fees	19.5	6.6	2.4	21.1	7.3	2.8	22.2	7.5	3.1	32.9	0.0	32.9	32.9	0.7	33.6	33.6	0.7	34.2	34.2	0.7	34.9
State Appropriation	38.4	25.7	18.1	38.4	25.7	18.1	38.4	25.7	18.1	82.2	0.0	82.2	82.2	0.8	83.0	83.0	0.8	83.9	83.9	0.8	84.7
All Other Revenue	5.3	3.3	1.1	4.7	3.5	1.8	5.1	3.5	1.9	10.5	0.0	10.5	10.5	0.0	10.5	10.5	0.0	10.5	10.5	0.0	10.5
Total Revenues	**$135.2**	**$63.2**	**$34.4**	**$139.2**	**$64.3**	**$36.8**	**$144.3**	**$65.9**	**$37.4**	**$247.6**	**$0.0**	**$247.6**	**$247.6**	**$3.9**	**$251.5**	**$251.5**	**$4.0**	**$255.5**	**$255.5**	**$4.1**	**$259.6**
Expenditures																					
Compensation Summary:																					
Salaries and Wages	$71.8	$36.7	$20.7	$69.0	$35.8	$18.8	$71.2	$33.6	$17.9	$122.7	($1.9)	$120.8	$120.8	$1.7	$122.5	$122.5	$1.1	$123.6	$123.6	$1.1	$124.7
Benefits	34.6	18.4	9.8	35.3	18.8	9.0	36.8	18.4	8.9	64.1	(0.5)	63.6	63.6	1.5	65.1	65.1	1.2	66.2	66.2	1.1	67.4
Subtotal, Compensation	$106.5	$55.1	$30.5	$104.3	$54.6	$27.8	$108.0	$51.9	$26.8	$186.7	($2.3)	$184.4	$184.4	$3.1	$187.5	$187.5	$2.3	$189.8	$189.8	$2.2	$192.1
Student Financial Aid	5.5	3.4	4.6	6.5	3.2	4.8	7.0	3.5	4.0	14.4	0.0	14.4	14.4	0.3	14.7	14.7	0.3	15.0	15.0	0.3	15.3
Other Services and Supplies	25.6	8.7	6.3	26.4	8.7	8.3	27.0	8.6	9.0	44.6	(0.2)	44.4	44.4	(0.1)	44.3	44.3	(0.1)	44.1	44.1	(0.0)	44.1
Subtotal, Services and Supplies	$31.1	$12.1	$10.9	$32.9	$11.9	$13.1	$33.9	$12.1	$13.0	$59.0	($0.2)	$58.9	$58.9	$0.2	$59.0	$59.0	$0.2	$59.2	$59.2	$0.3	$59.5
Capital Expenditures and Debt Principal Payments	1.7	1.4	0.8	1.8	1.5	1.1	2.0	1.6	1.1	4.7	0.0	4.7	4.7	0.1	4.8	4.8	(2.7)	2.1	2.1	0.0	2.1
Total Expenditures	**$139.3**	**$68.5**	**$42.2**	**$138.9**	**$68.1**	**$42.0**	**$143.9**	**$65.7**	**$40.9**	**$250.5**	**($2.5)**	**$247.9**	**$247.9**	**$3.4**	**$251.3**	**$251.3**	**($0.3)**	**$251.1**	**$251.1**	**$2.6**	**$253.6**
Revenues Less Expenditures	**($4.1)**	**($5.4)**	**($7.7)**	**$0.3**	**($3.8)**	**($5.3)**	**$0.4**	**$0.2**	**($3.4)**	**($2.9)**	**$2.5**	**($0.4)**	**($0.4)**	**$0.5**	**$0.2**	**$0.2**	**$4.3**	**$4.4**	**$4.4**	**$1.5**	**$5.9**
Transfers to Plant Fund	2.3	(0.9)	0.4	0.8	(1.0)	0.0	0.8	0.2	0.0	1.0	0.0	1.0	0.0	0.2	0.2	0.0	4.1	4.1	0.0	4.1	4.1
Revenues Less Expenditures and Transfers	($6.4)	($4.5)	($8.1)	($0.5)	($2.7)	($5.3)	($0.4)	$0.0	($3.4)	($3.9)	$2.5	($1.4)	($0.4)	$0.4	($0.0)	$0.2	$0.2	$0.4	$4.4	($2.6)	$1.9
Loans To/From Auxiliary Fund	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total E&G/Plant Net Assets, Estimated End of Year Balance	$26.6	$33.5	($12.7)	$24.9	$29.3	($17.9)	$24.6	$29.3	($21.4)	$32.5	$2.5	$35.0	$34.7	$0.5	$35.2	$35.4	$4.3	$39.7	$44.1	$1.5	$45.6
E&G and Plant Cash, Estimated Beginning of Year Balance	$54.6	$48.2	$2.7	$42.9	$38.3	($5.1)	$41.1	$34.1	($10.3)	$64.9	$0.0	$64.9	$63.8	$0.0	$63.8	$64.0	$0.0	$64.0	$68.4	$0.0	$68.4
E&G and Plant Cash, Estimated End of Year Balance	$42.9	$38.3	($5.1)	$41.1	$34.1	($10.3)	$40.9	$34.2	($13.7)	$61.3	$2.5	$63.8	$63.4	$0.5	$64.0	$64.1	$4.3	$68.4	$72.8	$1.5	$74.3

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Auxiliary Financial Results – Northeast (April 2021)

($ in Millions)

Revenues	Current Year FY 2020-21 BL	LO	MA	Revised FY 2021-22 BL	LO	MA	FY 2022-23 Projections BL	LO	MA	Integrated University	Adjustments from Assumptions	Revised Integrated University	FY 2023-24 Projections Integrated University	Adjustments from Assumptions	Revised Integrated University	FY 2024-25 Projections Integrated University	Adjustments from Assumptions	Revised Integrated University	FY 2025-26 Projections Integrated University	Adjustments from Assumptions	Revised Integrated University
Tuition	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0
Fees	(3.8)	0.3	0.3	4.0	1.1	0.4	4.2	1.2	0.4	5.7	0.0	5.7	5.7	0.1	5.9	5.9	0.1	6.0	6.0	0.1	6.1
State Appropriation	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Auxiliary Sales	19.2	2.8	5.2	35.1	10.4	10.9	38.7	11.0	11.1	60.8	0.0	60.8	60.8	1.2	62.0	62.0	1.2	63.2	63.2	1.3	64.5
All Other Revenue	1.0	0.6	0.1	0.8	0.4	0.7	0.9	0.4	0.9	2.2	0.0	2.2	2.2	0.0	2.2	2.2	0.0	2.2	2.2	0.0	2.2
Total Revenues	$16.4	$3.7	$5.6	$39.9	$11.9	$12.0	$43.9	$12.5	$12.4	$68.7	$0.0	$68.7	$68.7	$1.3	$70.1	$70.1	$1.4	$71.4	$71.4	$1.4	$72.8
Expenditures																					
Compensation Summary:																					
Salaries and Wages	$6.1	$1.8	$1.6	$6.1	$2.8	$2.0	$6.5	$2.8	$2.0	$11.2	$0.0	$11.2	$11.2	$0.2	$11.5	$11.5	$0.2	$11.7	$11.7	$0.2	$11.9
Benefits	4.1	0.9	1.0	4.3	1.4	1.3	4.6	1.5	1.3	7.4	0.0	7.4	7.4	0.2	7.6	7.6	0.2	7.8	7.8	0.2	8.0
Subtotal, Compensation	$10.2	$2.7	$2.6	$10.4	$4.3	$3.3	$11.1	$4.2	$3.3	$18.7	$0.0	$18.7	$18.7	$0.4	$19.1	$19.1	$0.4	$19.5	$19.5	$0.4	$19.9
Student Financial Aid	0.0	0.2	0.1	0.0	0.3	0.2	0.0	0.3	0.2	0.5	0.0	0.5	0.5	0.0	0.5	0.5	0.0	0.5	0.5	0.0	0.5
Other Services and Supplies	15.0	4.0	6.6	20.2	5.8	7.2	23.0	5.9	6.8	35.7	(1.5)	34.2	34.2	(0.4)	33.8	33.8	(0.4)	33.3	33.3	(0.4)	32.9
Subtotal, Services and Supplies	$15.0	$4.2	$6.7	$20.2	$6.1	$7.4	$23.0	$6.2	$7.0	$36.2	($1.5)	$34.7	$34.7	($0.4)	$34.3	$34.3	($0.4)	$33.9	$33.9	($0.4)	$33.4
Capital Expenditures and Debt Principal Payments	4.9	2.1	2.4	6.1	1.8	2.5	6.1	1.6	2.4	10.2	0.0	10.2	10.2	(0.2)	10.0	10.0	(0.2)	9.8	9.8	0.3	10.1
Total Expenditures	$30.1	$9.1	$11.7	$36.7	$12.2	$13.2	$40.3	$12.0	$12.8	$65.1	($1.5)	$63.5	$63.5	($0.2)	$63.4	$63.4	($0.2)	$63.2	$63.2	$0.3	$63.4
Revenues Less Expenditures	($13.7)	($5.3)	($6.1)	$3.2	($0.3)	($1.1)	$3.6	$0.5	($0.4)	$3.7	$1.5	$5.2	$5.2	$1.5	$6.7	$6.7	$1.6	$8.3	$8.3	$1.1	$9.4
Transfers to Plant Fund	(3.9)	(5.3)	(0.0)	3.2	(0.3)	(0.2)	3.6	0.5	(0.2)	3.9	0.0	3.9	0.0	6.5	6.5	0.0	6.5	6.5	0.0	6.5	6.5
Revenues Less Expenditures and Transfers	(9.8)	0.0	(6.1)	0.0	0.0	(0.9)	(0.0)	0.0	(0.2)	(0.2)	1.5	1.3	5.2	(5.0)	0.2	6.7	(4.9)	1.8	8.3	(5.4)	2.9
Loans To/From E&G Fund	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total Auxiliary/Plant Net Assets, Estimated End of Year Balance	$13.4	$3.8	($7.1)	$16.4	$3.4	($8.2)	$19.8	$3.8	($8.6)	$15.0	$1.5	$16.5	$21.7	$1.5	$23.2	$29.9	$1.6	$31.5	$39.7	$1.1	$40.8
Auxiliary and Plant Cash, Estimated Beginning of Year Balance	$29.7	$9.8	($0.2)	$13.5	$4.4	($6.4)	$16.5	$4.0	($7.5)	$13.0	$0.0	$13.0	$17.9	$0.0	$17.9	$24.6	$0.0	$24.6	$32.9	$0.0	$32.9
Auxiliary and Plant Cash, Estimated End of Year Balance	$13.5	$4.4	($6.4)	$16.5	$4.0	($7.5)	$19.9	$4.3	($7.9)	$16.4	$1.5	$17.9	$23.1	$1.5	$24.6	$31.3	$1.6	$32.9	$41.1	$1.1	$42.2

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Financial Results – Northeast (April 2021 Projections)

(\$ in Millions)

Revenues	Current Year FY 2020-21 BL	LO	MA	Revised FY 2021-22 BL	LO	MA	FY 2022-23 Projections BL	LO	MA	Integrated University	Adjustments from Assumptions	Revised Integrated University	FY 2023-24 Projections Integrated University	Adjustments from Assumptions	Revised Integrated University	FY 2024-25 Projections Integrated University	Adjustments from Assumptions	Revised Integrated University	FY 2025-26 Projections Integrated University	Adjustments from Assumptions	Revised Integrated University
Tuition	$71.9	$27.6	$12.9	$75.0	$27.7	$14.1	$78.6	$29.1	$14.3	$122.0	$0.0	$122.0	$122.0	$2.4	$124.4	$124.4	$2.5	$126.9	$126.9	$2.5	$129.4
Fees	15.7	6.8	2.7	25.1	8.4	3.2	26.4	8.7	3.5	38.6	0.0	38.6	38.6	0.8	39.4	39.4	0.8	40.2	40.2	0.8	41.0
State Appropriation	38.4	25.7	18.1	38.4	25.7	18.1	38.4	25.7	18.1	82.2	0.0	82.2	82.2	0.8	83.0	83.0	0.8	83.9	83.9	0.8	84.7
Auxiliary Sales	19.2	2.8	5.2	35.1	10.4	10.9	38.7	11.0	11.1	60.8	0.0	60.8	60.8	1.2	62.0	62.0	1.2	63.2	63.2	1.3	64.5
All Other Revenue	6.3	3.9	1.1	5.4	3.9	2.5	6.0	3.9	2.8	12.7	0.0	12.7	12.7	0.0	12.7	12.7	0.0	12.7	12.7	0.0	12.7
Total Revenues	$151.5	$66.9	$40.0	$179.0	$76.2	$48.8	$188.1	$78.4	$49.8	$316.3	$0.0	$316.3	$316.3	$5.3	$321.6	$321.6	$5.4	$326.9	$326.9	$5.5	$332.4
Expenditures																					
Compensation Summary:																					
Salaries and Wages	$77.9	$38.5	$22.3	$75.1	$38.7	$20.8	$77.7	$36.3	$19.9	$133.9	($1.9)	$132.0	$132.0	$1.9	$133.9	$133.9	$1.3	$135.3	$135.3	$1.3	$136.6
Benefits	38.7	19.3	10.8	39.6	20.3	10.3	41.5	19.8	10.2	71.5	(0.5)	71.0	71.0	1.6	72.7	72.7	1.3	74.0	74.0	1.3	75.3
Subtotal, Compensation	$116.7	$57.8	$33.1	$114.7	$58.9	$31.0	$119.2	$56.2	$30.1	$205.4	($2.3)	$203.1	$203.1	$3.5	$206.6	$206.6	$2.7	$209.3	$209.3	$2.7	$212.0
Student Financial Aid	5.5	3.7	4.7	6.5	3.5	5.0	7.0	3.8	4.2	15.0	0.0	15.0	15.0	0.3	15.3	15.3	0.3	15.6	15.6	0.3	15.9
Other Services and Supplies	40.6	12.7	12.9	46.6	14.6	15.5	50.0	14.5	15.8	80.3	(1.7)	78.6	78.6	(0.5)	78.1	78.1	(0.6)	77.5	77.5	(0.5)	77.0
Subtotal, Services and Supplies	$46.1	$16.3	$17.5	$53.1	$18.0	$20.5	$56.9	$18.3	$20.1	$95.3	($1.7)	$93.6	$93.6	($0.2)	$93.3	$93.3	($0.3)	$93.1	$93.1	($0.1)	$92.9
Capital Expenditures and Debt Principal Payments	6.6	3.5	3.2	7.8	3.3	3.6	8.2	3.2	3.5	14.8	0.0	14.8	14.8	(0.1)	14.8	14.8	(2.9)	11.9	11.9	0.3	12.2
Total Expenditures	$169.4	$77.6	$53.9	$175.6	$80.3	$55.2	$184.2	$77.7	$53.6	$315.5	($4.1)	$311.5	$311.5	$3.2	$314.7	$314.7	($0.5)	$314.2	$314.2	$2.8	$317.1
Revenues Less Expenditures	($17.9)	($10.7)	($13.9)	$3.5	($4.1)	($6.4)	$3.9	$0.7	($3.8)	$0.8	$4.1	$4.8	$4.8	$2.0	$6.9	$6.9	$5.8	$12.7	$12.7	$2.6	$15.3
Transfers to Plant Fund	($1.6)	($6.2)	$0.4	$4.0	($1.3)	($0.2)	$4.4	$0.7	($0.2)	$4.9	$0.0	$4.9	$0.0	$6.7	$6.7	$0.0	$10.6	$10.6	$0.0	$10.6	$10.6
Revenues Less Expenditures and Transfers	($16)	($4.5)	($14.2)	($0.5)	($2.7)	($6.2)	($0.4)	$0.0	($3.7)	($4.1)	$4.1	($0.1)	$4.8	($4.6)	$0.2	$6.9	($4.8)	$2.1	$12.7	($7.9)	$4.8
Loans To/From Auxiliary Fund	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0
Total Unrestricted Net Assets, Estimated End of Year Balance	$40.0	$37.3	($19.8)	$41.3	$32.7	($26.2)	$44.4	$33.1	($30.0)	$47.5	$4.1	$51.6	$56.4	$2.0	$58.4	$65.3	$5.8	$71.1	$83.8	$2.6	$86.4
Total Unrestricted Cash, Estimated Beginning of Year Balance	$84.3	$58.0	$2.4	$56.4	$42.7	($11.4)	$57.7	$38.1	($17.8)	$78.0	$0.0	$78.0	$81.7	$0.0	$81.7	$88.6	$0.0	$88.6	$101.3	$0.0	$101.3
Total Unrestricted Cash, Estimated End of Year Balance	$56.4	$42.7	($11.4)	$57.7	$38.1	($17.8)	$60.8	$38.5	($21.6)	$77.7	$4.1	$81.7	$86.6	$2.0	$88.6	$95.5	$5.8	$101.3	$114.0	$2.6	$116.6

Notes:

FY 20/21 depict the impacts of COVID. Additional federal dollars from American Rescue Plan from March are not yet available or included.

FY 21/22 assumes return to on-campus instruction.

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Appendix V: Critical Path Timeline

The following table shows the major work streams within the proposed implementation plan. The proposed implementation plan is built upon a timeline to launch the integrated university by July 2022 with a phased implementation for continuous improvement.

	Quarter 1 – 2021 Jan, Feb, Mar	Quarter 2 - 2021 Apr, May, Jun	Quarter 3 - 2021 July, Aug, Sep	Quarter 4 - 2021 Oct, Nov, Dec	Quarter 1 - 2022 Jan, Feb, Mar	Quarter 2 - 2022 Apr, May, Jun	Quarter 3 – 2022 Jul, Aug, Sep	Quarter 4 – 2022 +[12] Oct, Nov, Dec
Student Lifecycle (2021)	• Prospect: Grad students inquire about admissions information for Fall 2022 (12/31/2020 – 1/31/2021) • Student-athletes inquire about athletics, admissions recruitment, and institutional scholarship information for Fall 2022 (12/31/2020 – 8/1/2021)	• Prospect: UG students inquire about admissions information for Fall 2022 (6/1/2021 – 8/1/2021)	• Prospect: Students consider potential institutions (8/1/2021) • Applicant: Students begin submitting their applications on a rolling basis (9/1/2021 – 1/31/2022) • Admitted: Students receive admissions decisions for Fall 2022 (9/1/2021 – 6/1/2022)	• Applicant: Students begin submitting their financial aid applications (10/1/2021 – 5/31/2022) • Admitted: UG students receive financial aid offer letters (12/1/2021 – 1/31/2022)	• Applicant: Students begin applying for scholarships (1/1/2022 – 3/31/2022)	• Admitted: Grad students receive financial aid offer letters (4/1/2022 – 4/30/2022) • Enrolled: New students register for Fall 2022 courses (4/1/2022 – 7/10/2022) • Enrolled: UG students' deadline to submit housing deposits (4/1/2022 – 7/15/2022) • Enrolled: Students participate in orientation (6/1/2022 – 7/31/2022)	• Academics: Students arrive on campus (8/1/2022 – 8/20/2022)	• Academics: Students' deadline to withdrawal without penalty (10/1/2022) • Graduation (5/2/2023) • Alumni Engagement (5/2/2023 – 5/26/2023)
Student Experience Working Groups included: • Student Success, Services, & Campus Life) (Student) • Athletics • Marketing and Communicati	• Develop a common timeline and editorial calendar by 2/28/2021 *(MarComm)*	• Develop brand identity by 4/12/2021 *(MarComm)* • Provide international services and opportunities (e.g., study abroad) by 4/30/2021 *(Student)* • Provide prevention, intervention,	• Provide services around student of particular concern (i.e., Behavior Intervention Teams, Red Folder resources, clear emergency/crisis policies and procedures, gatekeeper training) by 8/1/2021 *(Student)*	• Integrated marketing and communications strategy by 10/31/2021 *(MarComm)* • Determine communication functions and needs by 11/2/2021 *(MarComm)*	• Ensure availability of disability/accessibility services (including access, accommodation protocols, resources) by 1/1/2022 *(Student)*	• Ensure testing resources and procedures are in place (includes standardized testing processes, College Level Examination Program/ DANTES Subject Standardized Test) by 4/1/2022 *(Student)* • Determine and finalize scholarship options (cash, waivers, etc.) and budget, while staying in compliance with NCAA by 4/1/2022 *(Athletics)*	• Provide access to tutoring resources by 8/1/2022 *(Student)* • Provide holistic advising resources (includes early alert notification system, degree planner system, coordination of faculty and staff support) by 8/1/2022 *(Student)* • Designate DEI division staff and affiliates as DEI trainers for all members of the campus community and secure time in student and employee orientations to	• Inventory and consolidate vendor contracts by 10/1/2022 *(MarComm)*

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[12] Quarter 4 – 2022 also includes 2023 milestones.

	Quarter 1 – 2021 Jan, Feb, Mar	Quarter 2 - 2021 Apr, May, Jun	Quarter 3 - 2021 July, Aug, Sep	Quarter 4 - 2021 Oct, Nov, Dec	Quarter 1 - 2022 Jan, Feb, Mar	Quarter 2 - 2022 Apr, May, Jun	Quarter 3 – 2022 Jul, Aug, Sep	Quarter 4 – 2022 +[12] Oct, Nov, Dec
on (MarComm)		and postvention services that support wellness (i.e., mental health and counseling, AOD, health) by 4/30/2021 *(Student)* • Provide equal access to Career Services across campuses by 4/30/2021 *(Student)* • NCAA decision on athletics program structure *(Athletics)* • Provide consistent financial literacy programs and financial counseling services by 4/30/2021 *(Student)* • Create a method for determining the student fee budget	• Develop DEI (includes training, recruitment, policy, culture) by 8/1/2021 *(Student)* • Introduce future students to plans by 8/1/2021 *(MarComm)*			• Developing a campus admissions process for student-athletes (i.e., how to distinguish campus/sport of interest) by 4/1/2022 *(Athletics)* • Determine integrated Student Code of Conduct by 5/1/2022 *(Student)* • Evolve infrastructure for Title IX compliance (including staffing, training, and protocols) for students and employees by 5/1/2022 *(Student)* • One overarching Student Handbook to present to all students by 5/1/2022 *(Student)* • Consistency of residence life offerings (including fees, services, utilities, costing structure) by 5/4/2022 *(Student)* • Integrate approach to compliance with Federal Drug Free Schools and Campuses Act for Alcohol and Other Drugs by 6/1/2022 *(Student)* • Integrate approach to compliance with State Hazing Regulations by 6/1/2022 *(Student)* • Integrate approach to compliance with federal	discuss the DEI resources and opportunities provided by 8/1/2022 *(Student)* • Determine diversity demographics by 8/1/2022 *(Athletics)*	

	Quarter 1 – 2021 Jan, Feb, Mar	Quarter 2 - 2021 Apr, May, Jun	Quarter 3 - 2021 July, Aug, Sep	Quarter 4 - 2021 Oct, Nov, Dec	Quarter 1 - 2022 Jan, Feb, Mar	Quarter 2 - 2022 Apr, May, Jun	Quarter 3 – 2022 Jul, Aug, Sep	Quarter 4 – 2022 +[12] Oct, Nov, Dec
		allocation, E&G allotment, as well determining allowable purchases by 5/4/2021 *(Athletics)*				Clery Act regulations by 6/1/2022 *(Student)* • Include requirement that all students must see Academic Advisor prior to semester scheduling by 6/1/2022 *(Student)* • Create a unified Writing Center Consultant Training Model by 6/1/2022 *(Student)* • Work with the Dean of Students/other offices to author unified DEI policy, procedures, an incident reporting/response by 6/1/2022 *(Student)*		
Academics Working Groups included: • Academics	• Develop common academic calendar for AY 21-22 by 3/5/2021 *(Academics)* • Establish integrated academic program array by 3/31/2021 *(Academics)*	• Recommend academic structure (colleges and departments) by 4/15/2021 *(Academics)* • CBA negotiations *(Academics)*	• Decision on academic program synthesis released and student cross-walks by 9/1/2021 *(Academics)* • Develop an integrated academic catalog by 8/30/2021 *(Academics)*	• Curriculum committee recommendation • Submission of revised curriculum to accreditation bodies by 10/15/2021 *(Academics)*				
Institutional Accreditation Working Groups included: • Accreditation (Accr)		• CSC Preliminary Review is estimated to be submitted by 4/30/2021 (Accr)	• CSC request form is estimated to be submitted by 9/1/2021 (Accr)		• MSCHE approval of CSC request by 3/30/2022 (Accr)			• MSCHE site visit by no later than 2/28/2023 (Accr)

	Quarter 1 – 2021 Jan, Feb, Mar	Quarter 2 - 2021 Apr, May, Jun	Quarter 3 - 2021 July, Aug, Sep	Quarter 4 - 2021 Oct, Nov, Dec	Quarter 1 - 2022 Jan, Feb, Mar	Quarter 2 - 2022 Apr, May, Jun	Quarter 3 – 2022 Jul, Aug, Sep	Quarter 4 – 2022 +[12] Oct, Nov, Dec
Regional SIS and Enrollment Working Groups included: • Enrollment Management (EM) • Financial Aid (FinAid) • Technology (Tech)		• Determine ED requirements for new financial aid identification (i.e., OPEID) by 4/30/2021 *(FinAid)* • Develop common admissions deadlines by 6/30/2021 *(EM)*	• Institution receives allocation/modifications from US ED by 7/1/2021 *(FinAid)* • Regional CRM *(Tech)* • Integrated recruitment strategy for the integrated university and virtual campus by 8/1/2021 *(EM)* • Consolidate technology platforms and systems – functionality recommendations and initial implementation by 8/1/2021 *(EM)* • Determine PHEAA requirements/changes with programs for implementation by 8/1/2021 *(FinAid)* • Determine the impact of integration on all existing MOUs and affiliation agreements for dual enrollment	• Implement technology for FAFSA by 10/31/2021 *(Tech)* • Establish standardization of scholarships and criteria and determine financial aid leveraging strategy by 12/1/2021 *(EM)* • CRM used for Application, Admissions communications, and all other pre-enrollment items through 12/21 by 12/31/2021 *(Tech)*	• IT Governance IT Policy Alignment (data retention, email retention, equipment replacement plan, cloud service policy, Security information security policy, AU policy) by 2/1/2022 *(Tech)* • Transcript development by 3/1/2022 *(Tech)* • Student and course data conversions by 3/1/2022 *(Tech)* • Complete Degree Audit by 3/1/2022 *(Tech)*	• Determine tuition and fee structures for AY 22/23 and AY 23/24 by 4/1/2022 *(EM)* • Reviews FAFSA/Financial Aid applications and send package details by 6/1/2022 *(FinAid)*	• One unified Financial Aid structure by 7/1/2022 *(FinAid)* • Financial aid disbursed to students by 9/30/2022 *(FinAid)* • Students are able to complete FAFSAs for upcoming school year to be eligible for federal financial aid by 7/31/2023 *(FinAid)* • Prepare financial aid verification process for new students by 8/1/2022 *(Tech)*	• Conversion/ integration to regional SIS by 12/1/2022 *(Tech)* • Course schedule development for Fall 2022 by 12/31/2022 *(Tech)* • Bill and payment by 12/31/2022 *(Tech)*

	Quarter 1 – 2021 Jan, Feb, Mar	Quarter 2 - 2021 Apr, May, Jun	Quarter 3 - 2021 July, Aug, Sep	Quarter 4 - 2021 Oct, Nov, Dec	Quarter 1 - 2022 Jan, Feb, Mar	Quarter 2 - 2022 Apr, May, Jun	Quarter 3 – 2022 Jul, Aug, Sep	Quarter 4 – 2022 +[12] Oct, Nov, Dec
			programs by 9/1/2021 *(EM)* • Application launch for new admissions by 9/1/2021 *(Tech)* • Packaging and aid processing returning students by 9/1/2022 *(Tech)* • Students start scheduling classes for Summer and Fall 2022 by 9/1/2022 *(Tech)*					
Finance and Infrastructure Working Groups included: • Finance and Administration (F&A) • Facilities and Infrastructure (Facilities) • Donors, Alumni Relations, and Foundations (Donor/Alumni)	• Review and recommend shared services models where possible by 1/29/2021 *(Facilities)* • Merge purchasing processes and procedures by 1/1/2021 *(F&A)*	• Develop integrated facilities staffing management plan by 4/1/2021 *(Facilities)* • Review and recommend shared services models where possible by 4/1/2021 *(Facilities)*	• Develop financial and enrollment projections (first formal budget submission) by 9/15/2021 *(F&A)* • Assess vendor contracts for potential savings opportunities by 7/1/2021 *(F&A)*	• Conduct a pricing (out of state tuition (UG and Grad) and basic fees)/financial aid leveraging study by 11/30/2021 *(F&A)* • Develop and implement a singular budget process by 12/31/2021 *(F&A)*	• Distribute AY 22-23 budget preparation manual by 1/15/2022 *(F&A)*	• Retain separate foundations and alumni associations while identifying collaborations and shared services opportunities by 6/30/2022 *(Donor/Alumni)* • Determine tuition and fee structures for AY 22-23 and AY 23-24 by 4/1/2022 *(F&A)*	• Recommend an integrated career and professional engagement model to maximize student success by leveraging collaborative employer, faculty, and alumni partnerships by 7/1/2022 *(Donor/Alumni)* • Adopt a structure whereby service(s) to the combined university are provided by "service centers", not to be confused with State System shared services. This could include pooled vendor agreements for multiple campuses by 7/1/2022 *(F&A)* • Combine the entities into a new SAP business area, determine financial reporting needs, and coordinate the cutover by 7/1/2022 *(F&A)*	• Coordinate with rating and lending agencies, including bond disclosures, by 10/1/2022 *(F&A)* • Financial statement audit (FY 22/23) due by 10/31/2023 • Single Audit due by 3/31/2024

	Quarter 1 – 2021 Jan, Feb, Mar	Quarter 2 - 2021 Apr, May, Jun	Quarter 3 - 2021 July, Aug, Sep	Quarter 4 - 2021 Oct, Nov, Dec	Quarter 1 - 2022 Jan, Feb, Mar	Quarter 2 - 2022 Apr, May, Jun	Quarter 3 – 2022 Jul, Aug, Sep	Quarter 4 – 2022 +[12] Oct, Nov, Dec
							• Load single budget into SAP by 7/1/2022 (F&A)	
Human Resources Working Groups included: • Human Resources & Labor Relations (HR)			• Create integrated HR structure consisting of campus-based staff reporting to single leadership position by 7/1/2021 (HR)	• Determine recommended organizational structure by 10/1/2021 (HR)				

The following are the detailed implementation plans for each integration area.

Key Definitions

- **Student Lifecycle:** Represents key items for prospective students, applicants, enrolled students, academics (e.g., returning students), graduation, and alumni giving.
- **Milestone:** High-level activities that need to be completed by a specific date in the Student Lifecycle (e.g., establish standardization of scholarships and criteria prior to students applying for financial aid). For purposes of the high-level visual, the milestones are shown with a date range that encompasses the necessary activities for completion.
- **Predecessor (i.e., dependency):** Milestones from other areas that are required to be completed in order to finish the activities related to another milestone (e.g., establish integrated academic program array before new student register for Fall 2022 courses). In other words, the end date of the predecessor is before the end date of the next milestone.

Visual Description

Each working group has their own critical path plan with the following elements in sequential order:

- Student Lifecycle
- Milestones (i.e., the WGs' Critical Path Plan)
- Predecessors (i.e., milestones from other WGs' Critical Path Plan that are required to be completed in order to start a milestone)

Color Key: Milestones are color-coded by WG

Student Lifecycle
Academics
Accreditation
Finance & Administration
Human Resources & Labor Relations
Technology
Communications & Marketing
Donors/Alumni Relations/Foundations
Student Affairs & Supports (includes Student Success and Retention)
Financial Aid
Enrollment Management
Facilities & Infrastructure
Athletics
Online (Western Only)

Student Lifecycle

ID	Task Name	Start	Finish
1	1. Prospect: Prospect students consider potential institutions	8/1/2021	8/1/2021
2	1. Prospect: UG students inquire about admissions information for Fall 2022	6/1/2021	8/1/2021
3	1. Prospect: Grad students inquire about admissions information for Fall 2022	12/31/2020	1/31/2021
4	1. Prospect: Student-athletes inquire about athletics and admissions recruitment information for Fall 2022	12/31/2020	8/1/2021
5	2. Applicant: Students begin submitting their applications on a rolling basis	9/1/2021	1/31/2022
6	2. Applicant: Students begin applying for scholarships	1/1/2022	3/31/2022
7	2. Applicant: Students begin submitting their financial aid applications	10/1/2021	5/31/2022
8	3. Admitted: Students receive admissions decisions for Fall 2022	9/1/2021	6/1/2022
9	3. Admitted: Grad student receive financial aid offer letters	4/1/2022	4/30/2022
10	3. Admitted: UG student receive financial aid offer letters	12/1/2021	1/31/2022
11	4. Enrolled: Student participate in orientation	6/1/2022	7/31/2022
12	4. Enrolled: UG student deadline to submit housing deposits	4/1/2022	7/15/2022
13	4. Enrolled: New students register for Fall 2022 courses	4/1/2022	7/10/2022
14	5. Academics: Returning students register for Fall 2022 courses	4/15/2022	8/1/2022
15	5. Academics: Students arrive on campus	8/10/2022	8/20/2022
16	5. Academics: Student deadline to withdrawal without penalty	10/1/2022	10/1/2022
17	6. Graduation	5/2/2023	5/2/2023
18	7. Alumni Engagement	5/2/2023	5/26/2023

Timeline header: Q2 20 (Apr May Jun), Q3 20 (Jul Aug Sep), Q4 20 (Oct Nov Dec), Q1 21 (Jan Feb Mar), Q2 21 (Apr May Jun), Q3 21 (Jul Aug Sep), Q4 21 (Oct Nov Dec), Q1 22 (Jan Feb Mar), Q2 22 (Apr May Jun), Q3 22 (Jul Aug Sep), Q4 22 (Oct Nov Dec), Q1 23 (Jan Feb Mar), Q2 23 (Apr May)

ID	Task Name	Start	Finish	Q2 20	Q3 20	Q4 20	Q1 21	Q2 21	Q3 21	Q4 21	Q1 22	Q2 22	Q3 22	Q4 22	Q1 23	Q2 23
1	1. Prospect: Prospect students consider potential institutions	8/1/2021	8/1/2021													
2	1. Prospect: UG students inquire about admissions information for Fall 2022	6/1/2021	8/1/2021													
3	1. Prospect: Grad students inquire about admissions information for Fall 2022	12/31/2020	1/31/2021													
4	1. Prospect: Student-athletes inquire about athletics, admissions recruitment, and institutional scholarship information for Fall 2022	12/31/2020	8/1/2021													
5	2. Applicant: Students begin submitting their applications on a rolling basis	8/1/2021	1/31/2022													
6	2. Applicant: Students begin applying for scholarships	1/1/2022	3/31/2022													
7	2. Applicant: Students begin submitting their financial aid applications	10/1/2021	5/31/2022													
8	3. Admitted: Students receive admissions decisions for Fall 2022	8/1/2021	6/1/2022													
9	3. Admitted: Grad student receive financial aid offer letters	4/1/2022	4/30/2022													
10	3. Admitted: UG student receive financial aid offer letters	12/1/2021	1/31/2022													
11	4. Enrolled: Student participate in orientation	6/1/2022	7/31/2022													
12	4. Enrolled: UG student deadline to submit housing deposits	4/1/2022	7/15/2022													
13	4. Enrolled: New students register for Fall 2022 courses	4/1/2022	7/10/2022													
14	5. Academics: Returning students register for Fall 2022 courses	4/15/2022	8/1/2022													
15	5. Academics: Students arrive on campus	8/10/2022	8/20/2022													
16	5. Academics: Student deadline to withdrawal without penalty	10/1/2022	10/1/2022													
17	6. Graduation	5/2/2023	5/2/2023													
18	7. Alumni Engagement	5/2/2023	5/26/2023													
19	Establish integrated academic program array	12/7/2020	3/31/2021													
20	Curriculum committee approval and submit new curriculum to accreditation bodies	9/1/2021	10/15/2021													
21	Address faculty contractual committee, issues, and decisions	12/7/2020	4/30/2021													
22	Recommend academic structure (colleges and departments)	1/4/2021	4/15/2021													
23	Decision on academic program synthesis released and student cross walks	4/1/2021	9/1/2021													
24	Develop common academic calendar for AY 21-22	12/7/2020	3/5/2021													
25	Develop an integrated academic catalog	2/1/2021	8/30/2021													

Accreditation (Northeast)

ID	Task Name	Start	Finish
1	1. Prospect: Prospect students consider potential institutions	8/1/2021	8/1/2021
2	1. Prospect: UG students inquire about admissions information for Fall 2022	6/1/2021	8/1/2021
3	1. Prospect: Grad students inquire about admissions information for Fall 2022	12/31/2020	1/31/2021
4	1. Prospect: Student-athletes inquire about athletics, admissions recruitment, and institutional scholarship information for Fall 2022	12/31/2020	8/1/2021
5	2. Applicant: Students begin submitting their applications on a rolling basis	8/1/2021	1/31/2022
6	2. Applicant: Students begin applying for scholarships	1/1/2022	3/31/2022
7	2. Applicant: Students begin submitting their financial aid applications	10/1/2021	5/31/2022
8	3. Admitted: Students receive admissions decisions for Fall 2022	8/1/2021	6/1/2022
9	3. Admitted: Grad student receive financial aid offer letters	4/1/2022	4/30/2022
10	3. Admitted: UG student receive financial aid offer letters	12/1/2021	1/31/2022
11	4. Enrolled: Student participate in orientation	6/1/2022	7/31/2022
12	4. Enrolled: UG student deadline to submit housing deposits	4/1/2022	7/15/2022
13	4. Enrolled: New students register for Fall 2022 courses	4/1/2022	7/10/2022
14	5. Academics: Returning students register for Fall 2022 courses	4/15/2022	8/1/2022
15	5. Academics: Students arrive on campus	8/10/2022	8/20/2022
16	5. Academics: Student deadline to withdrawal without penalty	10/1/2022	10/1/2022
17	6. Graduation	5/2/2023	5/2/2023
18	7. Alumni Engagement	5/2/2023	5/26/2023
19	Complex Substantive Change (CSC) Preliminary Review is estimated to be submitted	10/19/2020	4/30/2021
20	Complex Substantive Change Request Process is estimated to be submitted	7/2/2021	9/1/2021
21	MSCHE board approval for CSC request	3/30/2022	3/30/2022
22	MSCHE site visit	11/1/2022	2/28/2023
23	Academics: Establish integrated academic program array	12/7/2020	3/31/2021

ID	Task Name	Start	Finish
1	1. Prospect: Prospect students consider potential institutions	8/1/2021	8/1/2021
2	1. Prospect: UG students inquire about admissions information for Fall 2022	6/1/2021	8/1/2021
3	1. Prospect: Grad students inquire about admissions information for Fall 2022	12/31/2020	1/31/2021
4	1. Prospect: Student-athletes inquire about athletics, admissions recruitment, and institutional scholarship information for Fall 2022	12/31/2020	8/1/2021
5	2. Applicant: Students begin submitting their applications on a rolling basis	8/1/2021	1/31/2022
6	2. Applicant: Students begin applying for scholarships	1/1/2022	3/31/2022
7	2. Applicant: Students begin submitting their financial aid applications	10/1/2021	5/31/2022
8	3. Admitted: Students receive admissions decisions for Fall 2022	8/1/2021	6/1/2022
9	3. Admitted: Grad student receive financial aid offer letters	4/1/2022	4/30/2022
10	3. Admitted: UG student receive financial aid offer letters	12/1/2021	1/31/2022
11	4. Enrolled: Student participate in orientation	6/1/2022	7/31/2022
12	4. Enrolled: UG student deadline to submit housing deposits	4/1/2022	7/15/2022
13	4. Enrolled: New students register for Fall 2022 courses	4/1/2022	7/10/2022
14	5. Academics: Returning students register for Fall 2022 courses	4/15/2022	8/1/2022
15	5. Academics: Students arrive on campus	8/10/2022	8/20/2022
16	5. Academics: Student deadline to withdrawal without penalty	10/1/2022	10/1/2022
17	6. Graduation	5/2/2023	5/2/2023
18	7. Alumni Engagement	5/2/2023	5/26/2023
19	Develop financial and enrollment projections (first formal budget submission for the integrated university)	6/1/2021	9/15/2021
20	Merge purchasing processes and procedures	10/1/2020	1/1/2021
21	Adopt a structure whereby service(s) to the combined entity create are provided by "service centers", not to be confused with PASSHE shared services. This could include pooled vendor agreements for multiple campuses.	12/1/2021	7/1/2022
22	Determine tuition and fee structures for AY 22/23 and AY 23/24	12/1/2021	4/1/2022
23	Conduct a pricing (out of state tuition (Ugrad and Grad) and basic fees)/ financial aid leveraging study using a third party vendor	8/1/2021	11/30/2021
24	Combine the entities into a new SAP business area, determine financial reporting needs, and coordinate the cutover.	5/2/2021	7/1/2022
25	Coordinate with rating and lending agencies including bond disclosures	9/1/2020	10/1/2022
26	Single Audit for the integrated university	12/1/2023	3/31/2024
27	Develop and implement a singular budget process for the integrated university	5/1/2021	12/31/2021
28	Distribute AY 22/23 budget preparation manual for the integrated university	1/15/2021	1/15/2021
29	Financial statement audit for the integrated university (FY 22/23)	6/1/2023	10/31/2023
30	Assess vendor contracts for potential savings opportunities for the integrated university	3/1/2021	7/1/2021
31	Single budget for integrated university loaded into SAP	7/1/2022	7/1/2022

Human Resources & Labor Relations
(Northeast)

ID	Task Name	Start	Finish
1	1. Prospect: Prospect students consider potential institutions	8/1/2021	8/1/2021
2	1. Prospect: UG students inquire about admissions information for Fall 2022	6/1/2021	8/1/2021
3	1. Prospect: Grad students inquire about admissions information for Fall 2022	12/31/2020	1/31/2021
4	1. Prospect: Student-athletes inquire about athletics, admissions recruitment, and institutional scholarship information for Fall 2022	12/31/2020	8/1/2021
5	2. Applicant: Students begin submitting their applications on a rolling basis	8/1/2021	1/31/2022
6	2. Applicant: Students begin applying for scholarships	1/1/2022	3/31/2022
7	2. Applicant: Students begin submitting their financial aid applications	10/1/2021	5/31/2022
8	3. Admitted: Students receive admissions decisions for Fall 2022	8/1/2021	6/1/2022
9	3. Admitted: Grad student receive financial aid offer letters	4/1/2022	4/30/2022
10	3. Admitted: UG student receive financial aid offer letters	12/1/2021	1/31/2022
11	4. Enrolled: Student participate in orientation	6/1/2022	7/31/2022
12	4. Enrolled: UG student deadline to submit housing deposits	4/1/2022	7/15/2022
13	4. Enrolled: New students register for Fall 2022 courses	4/1/2022	7/10/2022
14	5. Academics: Returning students register for Fall 2022 courses	4/15/2022	8/1/2022
15	5. Academics: Students arrive on campus	8/10/2022	8/20/2022
16	5. Academics: Student deadline to withdrawal without penalty	10/1/2022	10/1/2022
17	6. Graduation	5/2/2023	5/2/2023
18	7. Alumni Engagement	5/2/2023	5/26/2023
19	Create integrated HR structure consisting of a campus-based staff reporting to single leadership position	11/1/2020	7/1/2021
20	Determine recommended organizational structure	12/1/2020	10/1/2021

ID	Task Name	Start	Finish
1	1. Prospect: Prospect students consider potential institutions	8/1/2021	8/1/2021
2	1. Prospect: UG students inquire about admissions information for Fall 2022	6/1/2021	8/1/2021
3	1. Prospect: Grad students inquire about admissions information for Fall 2022	12/31/2020	1/31/2021
4	1. Prospect: Student-athletes inquire about athletics, admissions recruitment, and institutional scholarship information for Fall 2022	12/31/2020	8/1/2021
5	2. Applicant: Students begin submitting their applications on a rolling basis	8/1/2021	1/31/2022
6	2. Applicant: Students begin applying for scholarships	1/1/2022	3/31/2022
7	2. Applicant: Students begin submitting their financial aid applications	10/1/2021	5/31/2022
8	3. Admitted: Students receive admissions decisions for Fall 2022	8/1/2021	6/1/2022
9	3. Admitted: Grad student receive financial aid offer letters	4/1/2022	4/30/2022
10	3. Admitted: UG student receive financial aid offer letters	12/1/2021	1/31/2022
11	4. Enrolled: Student participate in orientation	6/1/2022	7/31/2022
12	4. Enrolled: UG student deadline to submit housing deposits	4/1/2022	7/15/2022
13	4. Enrolled: New students register for Fall 2022 courses	4/1/2022	7/10/2022
14	5. Academics: Returning students register for Fall 2022 courses	4/15/2022	8/1/2022
15	5. Academics: Students arrive on campus	8/10/2022	8/20/2022
16	5. Academics: Student deadline to withdrawal without penalty	10/1/2022	10/1/2022
17	6. Graduation	5/2/2023	5/2/2023
18	7. Alumni Engagement	5/2/2023	5/26/2023
19	Implement technology for FASFA	8/1/2021	10/31/2021
20	Revised/convert SLATE for the integrated university	3/1/2021	7/1/2021
21	Application launch for new admissions at the integrated university	3/1/2021	9/1/2021
22	Integrated university Slate used for Application, Admissions communications and all other pre-enrollment items through 12/21.	3/1/2021	12/31/2021
23	Conversion/integration to Common SIS	3/1/2021	12/1/2022
24	Prepare financial aid verification process for new students	1/1/2022	8/1/2022
25	Course schedule development for Fall 2022	3/1/2021	12/31/2022
26	Packaging & Aid processing - Returning students	3/21/2021	9/1/2022
27	Students start scheduling classes for Summer and Fall 2022	3/1/2022	9/1/2022
28	Bill and payment	7/31/2022	12/31/2022
29	IT Governance - IT Policy Alignment (data retention, email retention, equipment replacement plan, cloud service policy, Security -information security policy, AU policy)	12/1/2021	2/1/2022
30	Transcript development	6/1/2021	3/1/2022
31	Student and course data conversions	6/1/2021	3/1/2022
32	Degree Audit	6/1/2021	3/1/2022
33	Academics: Develop common academic calendar for AY 21-22	12/7/2020	3/5/2021

Communications & Marketing (Northeast)

ID	Task Name	Start	Finish
1	1. Prospect: Prospect students consider potential institutions	8/1/2021	8/1/2021
2	1. Prospect: UG students inquire about admissions information for Fall 2022	6/1/2021	8/1/2021
3	1. Prospect: Grad students inquire about admissions information for Fall 2022	12/31/2020	1/31/2021
4	1. Prospect: Student-athletes inquire about athletics, admissions recruitment, and institutional scholarship information for Fall 2022	12/31/2020	8/1/2021
5	2. Applicant: Students begin submitting their applications on a rolling basis	8/1/2021	1/31/2022
6	2. Applicant: Students begin applying for scholarships	1/1/2022	3/31/2022
7	2. Applicant: Students begin submitting their financial aid applications	10/1/2021	5/31/2022
8	3. Admitted: Students receive admissions decisions for Fall 2022	8/1/2021	6/1/2022
9	3. Admitted: Grad student receive financial aid offer letters	4/1/2022	4/30/2022
10	3. Admitted: UG student receive financial aid offer letters	12/1/2021	1/31/2022
11	4. Enrolled: Student participate in orientation	6/1/2022	7/31/2022
12	4. Enrolled: UG student deadline to submit housing deposits	4/1/2022	7/15/2022
13	4. Enrolled: New students register for Fall 2022 courses	4/1/2022	7/10/2022
14	5. Academics: Returning students register for Fall 2022 courses	4/15/2022	8/1/2022
15	5. Academics: Students arrive on campus	8/10/2022	8/20/2022
16	5. Academics: Student deadline to withdrawal without penalty	10/1/2022	10/1/2022
17	6. Graduation	5/2/2023	5/2/2023
18	7. Alumni Engagement	5/2/2023	5/26/2023
19	Inventory and consolidate vendor contracts	11/30/2020	10/1/2022
20	Develop brand identity for integrated universities	1/4/2021	4/12/2021
21	Integrated marketing & communications strategy for the integrated university / integrated university online	5/1/2021	10/31/2021
22	Introduce future students to the integrated university plans	1/4/2021	8/1/2021
23	Develop a common timeline and editorial calendar	12/1/2020	2/28/2021
24	Determine communication functions and needs	2/2/2021	11/2/2021
25	Publish course schedule / academic catalog for Fall 2022	2/1/2022	4/1/2022

ID	Task Name	Start	Finish
1	1. Prospect: Prospect students consider potential institutions	8/1/2021	8/1/2021
2	1. Prospect: UG students inquire about admissions information for Fall 2022	6/1/2021	8/1/2021
3	1. Prospect: Grad students inquire about admissions information for Fall 2022	12/31/2020	1/31/2021
4	1. Prospect: Student-athletes inquire about athletics, admissions recruitment, and institutional scholarship information for Fall 2022	12/31/2020	8/1/2021
5	2. Applicant: Students begin submitting their applications on a rolling basis	8/1/2021	1/31/2022
6	2. Applicant: Students begin applying for scholarships	1/1/2022	3/31/2022
7	2. Applicant: Students begin submitting their financial aid applications	10/1/2021	5/31/2022
8	3. Admitted: Students receive admissions decisions for Fall 2022	8/1/2021	6/1/2022
9	3. Admitted: Grad student receive financial aid offer letters	4/1/2022	4/30/2022
10	3. Admitted: UG student receive financial aid offer letters	12/1/2021	1/31/2022
11	4. Enrolled: Student participate in orientation	6/1/2022	7/31/2022
12	4. Enrolled: UG student deadline to submit housing deposits	4/1/2022	7/15/2022
13	4. Enrolled: New students register for Fall 2022 courses	4/1/2022	7/10/2022
14	5. Academics: Returning students register for Fall 2022 courses	4/15/2022	8/1/2022
15	5. Academics: Students arrive on campus	8/10/2022	8/20/2022
16	5. Academics: Student deadline to withdrawal without penalty	10/1/2022	10/1/2022
17	6. Graduation	5/2/2023	5/2/2023
18	7. Alumni Engagement	5/2/2023	5/26/2023
19	Retain separate Foundations and Alumni Associations while identifying collaborations and shared services opportunities.	7/1/2021	6/30/2022
20	Recommend an integrated career and professional engagement model to maximize student success by leveraging collaborative employer, faculty and alumni partnerships.	7/1/2021	7/1/2022

ID	Task Name	Start	Finish
1	1. Prospect: Prospect students consider potential institutions	8/1/2021	8/1/2021
2	1. Prospect: UG students inquire about admissions information for Fall 2022	6/1/2021	8/1/2021
3	1. Prospect: Grad students inquire about admissions information for Fall 2022	12/31/2020	1/31/2021
4	1. Prospect: Student-athletes inquire about athletics, admissions recruitment, and institutional scholarship information for Fall 2022	12/31/2020	8/1/2021
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7	2. Applicant: Students begin submitting their financial aid applications	10/1/2021	5/31/2022
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12	4. Enrolled: UG student deadline to submit housing deposits	4/1/2022	7/15/2022
13	4. Enrolled: New students register for Fall 2022 courses	4/1/2022	7/10/2022
14	5. Academics: Returning students register for Fall 2022 courses	4/15/2022	8/1/2022
15	5. Academics: Students arrive on campus	8/10/2022	8/20/2022
16	5. Academics: Student deadline to withdrawal without penalty	10/1/2022	10/1/2022
17	6. Graduation	5/2/2023	5/2/2023
18	7. Alumni Engagement	5/2/2023	5/26/2023
19	Ensure availability of disability/accessibility services (including access, accommodation protocols, resources)	12/1/2020	1/1/2022
20	Provide international services and opportunities (e.g., study abroad)	12/1/2020	4/30/2021
21	Provide services around student of particular concern (i.e., Behavior Intervention Teams, Red Folder resources, clear emergency/crisis policies and procedures, gatekeeper training).	7/1/2021	8/1/2021
22	Integrated Student Code of Conduct (including student conduct process, database, sanctioning, training, judicial process and procedures and a transition to one report management system)	12/1/2020	5/1/2022
23	Ensure infrastructure for Title IX compliance (including staffing, training, and protocols) for students and employee	1/1/2021	5/1/2022
24	Provide prevention, intervention, and postvention services that support wellness (i.e., mental health and counseling, AOD, health)	12/1/2020	4/30/2021
25	DEI (includes training, recruitment, policy, culture)	1/1/2021	8/1/2021
26	Provide equal access to Career Services across campuses	12/1/2020	4/30/2021
27	Provide access to tutoring resources	6/2/2021	8/1/2022
28	Provide holistic advising resources (includes early alert notification system, degree planner system, coordination of faculty and staff support)	4/20/2021	8/20/2022
29	Ensure testing resources and procedures are in place (includes standardized testing processes, CLEP/DSST)	12/6/2020	4/1/2022
30	Provide consistent financial literacy programs and financial counseling services	12/1/2020	4/30/2021
31	Consistency of residence life offerings (including fees, services, utilities, costing structure)	7/1/2021	5/4/2022
32	One overarching Student Handbook to present to all students on all 3 campuses	7/1/2021	5/1/2022
33	Ensure compliance with Federal Drug Free Schools and Campuses Act for Alcohol and Other Drugs	7/1/2021	6/1/2022
34	Ensure compliance with State Hazing Regulations	7/1/2021	6/1/2022
35	Ensure compliance with Federal Clery Act Regulations	7/1/2021	6/1/2022
36	Include requirement that all students must see Academic Advisor prior to semester scheduling	9/1/2021	6/1/2022
37	Create a unified Writing Center Consultant Training Model with the goal that consultants across campus could support students at multiple campus through online Zoom as well as face-to-face. The emphasis on peer learning is essential.	9/1/2021	6/1/2022
38	Designate DEI division staff and affiliates as DEI trainers for all members of the campus community. Secure time in student and employee orientations to discuss the DEI resources and opportunities provided	7/1/2021	8/1/2022
39	Work with the Dean of Students/other offices to author unified DEI policy, procedures, an incident reporting/response.	7/1/2021	6/1/2022

Financial Aid (Northeast)

ID	Task Name	Start	Finish
1	1. Prospect: Prospect students consider potential institutions	8/1/2021	8/1/2021
2	1. Prospect: UG students inquire about admissions information for Fall 2022	6/1/2021	8/1/2021
3	1. Prospect: Grad students inquire about admissions information for Fall 2022	12/31/2020	1/31/2021
4	1. Prospect: Student-athletes inquire about athletics, admissions recruitment, and institutional scholarship information for Fall 2022	12/31/2020	8/1/2021
5	2. Applicant: Students begin submitting their applications on a rolling basis	8/1/2021	1/31/2022
6	2. Applicant: Students begin applying for scholarships	1/1/2022	3/31/2022
7	2. Applicant: Students begin submitting their financial aid applications	10/1/2021	5/31/2022
8	3. Admitted: Students receive admissions decisions for Fall 2022	8/1/2021	6/1/2022
9	3. Admitted: Grad student receive financial aid offer letters	4/1/2022	4/30/2022
10	3. Admitted: UG student receive financial aid offer letters	12/1/2021	1/31/2022
11	4. Enrolled: Student participate in orientation	6/1/2022	7/31/2022
12	4. Enrolled: UG student deadline to submit housing deposits	4/1/2022	7/15/2022
13	4. Enrolled: New students register for Fall 2022 courses	4/1/2022	7/10/2022
14	5. Academics: Returning students register for Fall 2022 courses	4/15/2022	8/1/2022
15	5. Academics: Students arrive on campus	8/10/2022	8/20/2022
16	5. Academics: Student deadline to withdrawal without penalty	10/1/2022	10/1/2022
17	6. Graduation	5/2/2023	5/2/2023
18	7. Alumni Engagement	5/2/2023	5/26/2023
19	Determine ED requirements for new financial aid identification (OPEID)	12/4/2020	4/30/2021
20	Institution receives allocation/modifications from US ED	4/1/2021	7/1/2021
21	Students are able to complete FASFA for upcoming school year to be eligible for Federal Financial Aid	10/2/2021	7/31/2023
22	Reviews FASFA/Financial Aid applications and send package details	11/1/2021	6/1/2022
23	One unified Financial Aid structure	8/1/2021	7/1/2022
24	Determine PHEAA requirements/changes with programs for integrated university implementation.	12/4/2020	8/1/2021
25	Financial aid disbursed to students	8/15/2022	9/30/2022
26	Technology: Conversion/integration to OneSIS	3/1/2021	12/1/2022
27	Technology: Implement technology for FASFA	8/1/2021	10/31/2021
28	Academics: Develop common academic calendar for AY 21-22	12/7/2020	3/5/2021

ID	Task Name	Start	Finish
1	1. Prospect: Prospect students consider potential institutions	8/1/2021	8/1/2021
2	1. Prospect: UG students inquire about admissions information for Fall 2022	6/1/2021	8/1/2021
3	1. Prospect: Grad students inquire about admissions information for Fall 2022	12/31/2020	1/31/2021
4	1. Prospect: Student-athletes inquire about athletics, admissions recruitment, and institutional scholarship information for Fall 2022	12/31/2020	8/1/2021
5	2. Applicant: Students begin submitting their applications on a rolling basis	8/1/2021	1/31/2022
6	2. Applicant: Students begin applying for scholarships	1/1/2022	3/31/2022
7	2. Applicant: Students begin submitting their financial aid applications	10/1/2021	5/31/2022
8	3. Admitted: Students receive admissions decisions for Fall 2022	8/1/2021	6/1/2022
9	3. Admitted: Grad student receive financial aid offer letters	4/1/2022	4/30/2022
10	3. Admitted: UG student receive financial aid offer letters	12/1/2021	1/31/2022
11	4. Enrolled: Student participate in orientation	6/1/2022	7/31/2022
12	4. Enrolled: UG student deadline to submit housing deposits	4/1/2022	7/15/2022
13	4. Enrolled: New students register for Fall 2022 courses	4/1/2022	7/10/2022
14	5. Academics: Returning students register for Fall 2022 courses	4/15/2022	8/1/2022
15	5. Academics: Students arrive on campus	8/10/2022	8/20/2022
16	5. Academics: Student deadline to withdrawal without penalty	10/1/2022	10/1/2022
17	6. Graduation	5/2/2023	5/2/2023
18	7. Alumni Engagement	5/2/2023	5/26/2023
19	Integrated recruitment strategy for the integrated university & integrated university online	5/1/2021	8/1/2021
20	Determine tuition and fee structures for AY 22/23 and AY 23/24	12/1/2021	4/1/2022
21	Establish standardization of scholarships and criteria and determine financial aid leveraging strategy	8/1/2021	12/1/2021
22	Develop common admissions deadlines	11/29/2020	6/30/2021
23	Determine of the impact of integration on all existing MOUs, LOUs and affiliation agreements for dual enrollment programs	3/1/2021	9/1/2021
24	Academics: Establish integrated academic program array	12/7/2020	3/31/2021
25	F&A: Develop financial and enrollment projections (first formal budget submission for integrated university)	6/1/2021	9/15/2021
26	F&A: Determine tuition and fee structures for AY 22/23 and AY 23/24	12/1/2021	4/1/2022
27	Technology: Conversion/integration to Common SIS	3/1/2021	12/1/2022

Facilities & Infrastructure (Northeast)

ID	Task Name	Start	Finish
1	1. Prospect: Prospect students consider potential institutions	8/1/2021	8/1/2021
2	1. Prospect: UG students inquire about admissions information for Fall 2022	6/1/2021	8/1/2021
3	1. Prospect: Grad students inquire about admissions information for Fall 2022	12/31/2020	1/31/2021
4	1. Prospect: Student-athletes inquire about athletics, admissions recruitment, and institutional scholarship information for Fall 2022	12/31/2020	8/1/2021
5	2. Applicant: Students begin submitting their applications on a rolling basis	8/1/2021	1/31/2022
6	2. Applicant: Students begin applying for scholarships	1/1/2022	3/31/2022
7	2. Applicant: Students begin submitting their financial aid applications	10/1/2021	5/31/2022
8	3. Admitted: Students receive admissions decisions for Fall 2022	8/1/2021	6/1/2022
9	3. Admitted: Grad student receive financial aid offer letters	4/1/2022	4/30/2022
10	3. Admitted: UG student receive financial aid offer letters	12/1/2021	1/31/2022
11	4. Enrolled: Student participate in orientation	6/1/2022	7/31/2022
12	4. Enrolled: UG student deadline to submit housing deposits	4/1/2022	7/15/2022
13	4. Enrolled: New students register for Fall 2022 courses	4/1/2022	7/10/2022
14	5. Academics: Returning students register for Fall 2022 courses	4/15/2022	8/1/2022
15	5. Academics: Students arrive on campus	8/10/2022	8/20/2022
16	5. Academics: Student deadline to withdrawal without penalty	10/1/2022	10/1/2022
17	6. Graduation	5/2/2023	5/2/2023
18	7. Alumni Engagement	5/2/2023	5/26/2023
19	Develop integrated facilities staffing management plan	12/1/2020	4/1/2021
20	Review and recommend shared services models where possible	1/1/2021	1/29/2021
21	Review and recommend shared services models where possible	1/1/2021	4/1/2021

Athletics (Northeast)

ID	Task Name	Start	Finish
1	1. Prospect: Prospect students consider potential institutions	8/1/2021	8/1/2021
2	1. Prospect: UG students inquire about admissions information for Fall 2022	6/1/2021	8/1/2021
3	1. Prospect: Grad students inquire about admissions information for Fall 2022	12/31/2020	1/31/2021
4	1. Prospect: Student-athletes inquire about athletics, admissions recruitment, and institutional scholarship information for Fall 2022	12/31/2020	8/1/2021
5	2. Applicant: Students begin submitting their applications on a rolling basis	8/1/2021	1/31/2022
6	2. Applicant: Students begin applying for scholarships	1/1/2022	3/31/2022
7	2. Applicant: Students begin submitting their financial aid applications	10/1/2021	5/31/2022
8	3. Admitted: Students receive admissions decisions for Fall 2022	8/1/2021	6/1/2022
9	3. Admitted: Grad student receive financial aid offer letters	4/1/2022	4/30/2022
10	3. Admitted: UG student receive financial aid offer letters	12/1/2021	1/31/2022
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15	5. Academics: Students arrive on campus	8/10/2022	8/20/2022
16	5. Academics: Student deadline to withdrawal without penalty	10/1/2022	10/1/2022
17	6. Graduation	5/2/2023	5/2/2023
18	7. Alumni Engagement	5/2/2023	5/26/2023
19	NCAA decision on athletics program structure	1/1/2021	4/30/2021
20	Determine and finalize scholarship options (cash, waivers, etc.) and budget, while staying in compliance with NCAA	4/2/2021	4/1/2022
21	Determine diversity demographics	12/4/2020	8/1/2022
22	Create a method for determining the student fee budget allocation, E&G allotment, as well determining allowable purchases	3/1/2021	5/4/2021
23	Developing a campus admissions process for student-athletes (i.e., how to distinguish campus/sport of interest)	12/4/2020	4/1/2022
24	EM: Determine pricing model for the integrated university (by campus and program)	3/1/2021	8/1/2021
25	EM: Integrated recruitment strategy for the integrated university & integrated university online	5/1/2021	8/1/2021
26	EM: Develop common admissions deadlines	11/29/2020	4/30/2021
27	Student: DEI (includes training, recruitment, policy, culture)	1/1/2021	8/1/2021

Appendix W: Sources of Data, Documentation, and Leading Practices Reviewed

The working groups and regional integration project managers created and reviewed trackers of data requested and reviewed, including documentation reviewed and leading practices considered, that the groups leveraged when drafting Phase 1, high-priority recommendations and impacts. The primary sources of this information are listed below, but should not be considered an all-inclusive list:

- Act 110 of 2018, Title 24 of PA Statutes: Suicide Prevention in Institutions of Higher Education (Pennsylvania General Assembly, 2018)
- Association of University and College Counseling Center Directors Annual Surveys
- Bureau of Labor Statistics Occupational Outlook Handbook – Regional Data
- Council for the Advancement of Standards in Higher Education - Standards for Student Activities
- Center for Collegiate Mental Health Data
- Department of Education Equity and Athletics Disclosure Act
- EAB Starfish Proposal
- Federal Clery Regulations
- Hanover Research – Classification of Instructional Programs – Student and Labor Demand
- Hanover Research – Workforce Labor Trends
- International Accreditation for Counseling Services Standards
- K-12 Teacher Supply, Demand, and Shortages in Pennsylvania (July 2020) PSU Report
- Mission/Vision Statements for Bloomsburg, Lock Haven, Mansfield Universities
- NACADA Resource Handbook
- National Center for Education Statistics
- NCAA Institutional Performance Program (IPP)
- NCAA Model Athletic Department Document
- NCAA Sports Sponsorship Data Report
- State System Business Information (BI), Functional Costs, Academic Financial Details, Academic Program Summary for 2019-20.
- State System CPP Submissions
- State System Enrollment – 2010-2020
- State System Model Code of Conduct
- State System Model Policy for Sexual Misconduct
- State System National Center for Educational Statistics- Integrated Postsecondary Education Data System (IPEDS) Tuition and Cost of Attendance
- Pennsylvania Licensing Board Requirements for Counselors
- Prepared4PA Competency Maps
- Risk Management Standards from American Association of University Administrators, National Association of Student Personnel Administrators
- National Association for Behavioral Intervention and Threat Assessment, PSU Redfolder
- Sightlines FY2020 State System Facilities Assessment Report
- Title IX Final Rule
- University of South Carolina Academic Advising Guidebook
- University of North Carolina-Charlotte Advisor Manual

Appendix X: Implementation Costs

The following tables estimate the implementation start-up budgets required for the Northeast integration and summarize the implementation costs for both integrations, over a five-year period, if approved by the Board.

Northeast Integration – Budget Summary Fiscal Year							
	20/21	21/22	22/23	23/24	24/25	25/26	Total
Consulting/Personnel	$584,588	$326,600	$87,500	$87,500	$0	$0	**$1,086,188**
IT – SIS	$330,000	$700,000	$0	$40,000	$0	$0	**$1,070,000**
IT – Software	$44,704	$968,816	$42,000	$0	$0	$0	**$1,055,520**
IT – Technology Upgrades	$0	$603,640	$603,640	$603,640	$603,640	$603,640	**$3,018,200**
Middle States	$112,825	$0	$0	$0	$0	$0	**$112,825**
Faculty	$0	$2,309,844	$0	$0	$0	$0	**$2,309,844**
Total	**$1,072,117**	**$4,908,900**	**$733,140**	**$731,140**	**$603,640**	**$603,640**	**$8,652,577**

Whole Integration – Budget Summary Fiscal Year							
	20/21	21/22	22/23	23/24	24/25	25/26	Total
Northeast Integration	$1,072,117	$4,908,900	$733,140	$731,140	$603,640	$603,640	**$8,652,577**
West Integration	1,915,545	7,811,072	2,261,875	2,087,500	0	0	**14,075,992**
Both Integrations	1,261,000	5,600,000	0	0	0	0	**6,861,000**
Total	**$4,248,662**	**$18,319,971**	**$2,995,015**	**$2,818,640**	**$603,640**	**$603,640**	**$29,589,568**

Appendix Y.1: Diligence on Possible System Trajectories

Excerpt from presentation to the Board of Governors, July 2020, outlining possible System responses to the System's financial challenges.

Resulting Assumptions to Guide Planning and Decision Making

- Not enough enrollments to support 14 comprehensive universities operating as stand-alone entities in a shrinking market for traditional, residential, baccalaureate education where we are losing our affordability advantage

- Current operating model is unsustainable—employee headcount not aligned with enrollments; too many redundant, sub-optimized, and/or competing academic programs; housing debt challenges some universities with declining enrollment

- Limited agility with respect of new educational opportunities

- Financially weaker institutions put financial pressure on others at a time they can least afford it

- Aggressive advocacy for state support is critical, but so is pragmatism about the level of support needed to sustain current operating model and restore affordability advantage

- Challenges were urgent before pandemic; even more so now

- We have an obligation to find a way to fulfill our historic mission (high-quality and affordable education)

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How to sustain affordable, high-quality, education for all Pennsylvanians?

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#1. Dissolve the System:

Dissolution is either...

- De jure – requiring act(s) of legislation or
- De facto – results over time from un-arrested financial decline

And it...

- Ends universities' financial interdependence, but creates uncertainty about where responsibility lies for universities' unmet financial obligations
- Likely puts upward pressure on net average price
- Creates greater uncertainty for financially challenged universities
- Potentially addresses oversaturation of higher education market

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#2. Cease Operations at Some Universities

- Requires serial exercise of Board Authority as specified in the Financial Sustainability Policy; actual closures require act(s) of legislation
- Creates "education deserts" in Western Pennsylvania
- Creates even greater financial burden for remaining universities (and/or the State)

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#3. Substantially Increase State Funding

Requires a sustained funding commitment from the General Assembly, including through periods of statewide fiscal constraint

Current state funding is down $220 million (32%) from 2000-01 inflation-adjusted dollars

Inflation adjustment based on CPI-U through 2018-19, and 2019-20 inflation of 2.0% per Congressional Budget Office projection.

Legend:
- Adjusted State Appropriation
- Adjusted Federal ARRA
- Unadjusted Total Appropriations

Public Higher Education Appropriations per FTE Student 2018-19

State System:	$5,208
National average:	$8,196
Top-funded (WY):	$18,960

57% increase required to reach the national average (additional $269 million recurring)

264% increase required to reach the top (additional $1.2 billion recurring)

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#4. Maintain the Current Path (1 of 3)

Sustainability plans submitted June 2020 (v2) by **nine universities** show five universities with balanced budgets by FY 2021-22, and:

(1) Net assets of the nine reduced by $90 million over 3 years

Version 2 Plans	FY2019-20	FY 2020-21	FY 2021-22	Cumulative Total
TOTAL	($38,731,707)	($58,163,016)	$6,714,743	($90,179,980)

(2) One university with a $23 million cash gap (before System loans)

Version 2 Plans	FY2019-20	FY 2020-21	FY 2021-22	Cumulative Total
TOTAL	($4,000,000)	($11,857,299)	($7,587,505)	($23,444,804)

Systemwide (all 14 universities), net assets reduced by $263 million*

Version 2 Plans	FY2019-20	FY 2020-21	FY 2021-22	Cumulative Total
TOTAL	($67,714,409)	($144,636,609)	($50,835,864)	($263,186,883)

*Net assets are projected to be used to balance the E&G and Auxiliary budgets, as well as fund capital projects.

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#4. Maintain the Current Path (2 of 3)

Universities relying on aligning faculty and staff complement to overall lower enrollment levels

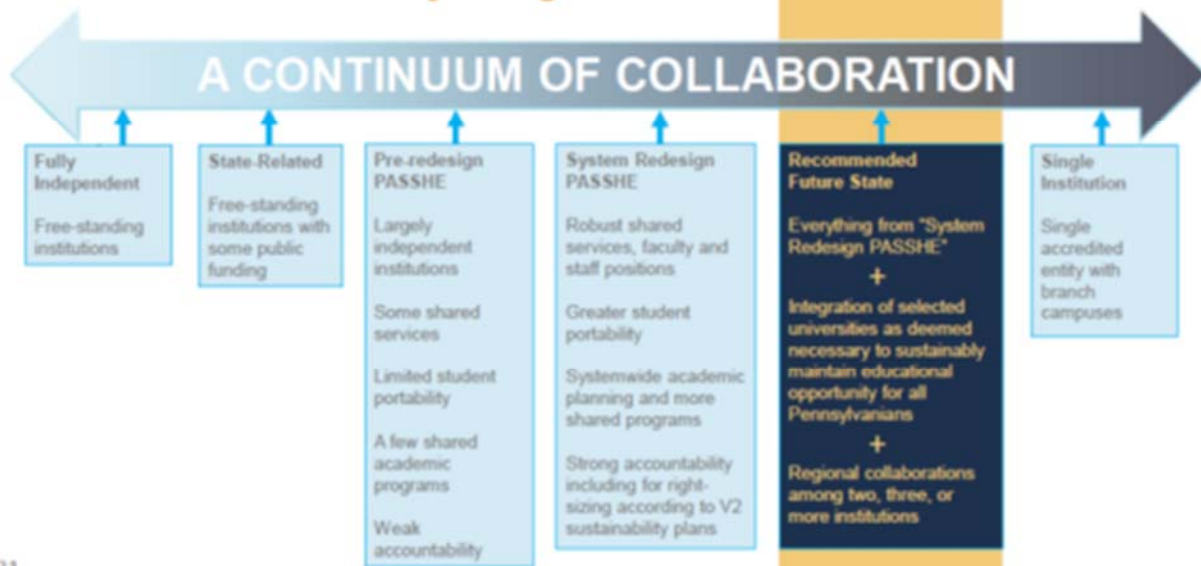|	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021-22	3-year % Change
Annualized FTE Enrollment[1]	90,629.61	88,338.77	85,816.29	86,397.27	-4.7%
Annualized FTE Faculty[2]	5,068.38	5,023.79	4,733.11	4,363.47	-13.9%
Annualized FTE Nonfaculty[2]	5,999.44	5,935.96	5,766.21	5,559.91	-7.3%
Annual Use of Net Assets		($67,714,409)	($144,636,609)	($50,835,864)	
Student/Faculty Ratio[3]	16.7	16.4	16.9	18.4	
Student/Faculty Ratio Target[3]				19.4	

[1] Includes clock hour students for Indiana University of Pennsylvania
[2] Unrestricted, includes E&G and Auxiliary
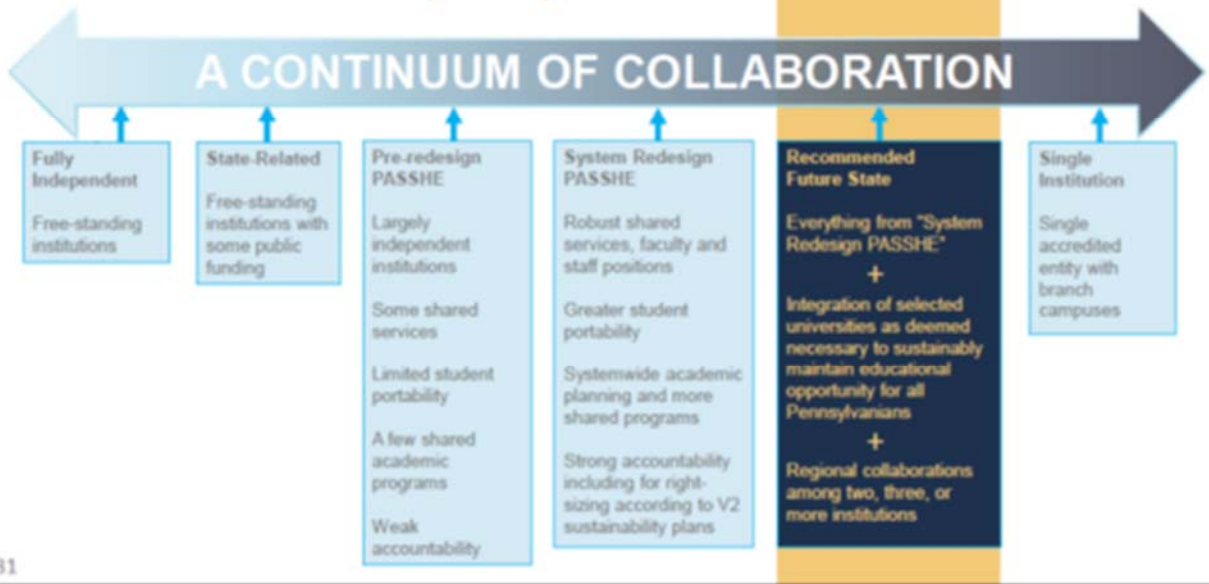[3] Based on fall FTE faculty and fall FTE student enrollment, as reported in sustainability plans v2.

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#4. Maintain the Current Path (2 of 3)

Universities relying on aligning faculty and staff complement to overall lower enrollment levels

	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021-22	3-year % Change
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Student/Faculty Ratio Target[3]				19.4	

[1] Includes clock hour students for Indiana University of Pennsylvania
[2] Unrestricted, includes E&G and Auxiliary
[3] Based on fall FTE faculty and fall FTE student enrollment, as reported in sustainability plans v2.

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#5. Pursue University Integrations

A CONTINUUM OF COLLABORATION

Fully Independent
Free-standing institutions

State-Related
Free-standing institutions with some public funding

Pre-redesign PASSHE
Largely independent institutions

Some shared services

Limited student portability

A few shared academic programs

Weak accountability

System Redesign PASSHE
Robust shared services, faculty and staff positions

Greater student portability

Systemwide academic planning and more shared programs

Strong accountability including for right-sizing according to V2 sustainability plans

Recommended Future State
Everything from "System Redesign PASSHE"

+

Integration of selected universities as deemed necessary to sustainably maintain educational opportunity for all Pennsylvanians

+

Regional collaborations among two, three, or more institutions

Single Institution
Single accredited entity with branch campuses

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Appendix Y.2: System Cross-Subsidies and Their Impacts

Cross-subsidies are achieved by the system in two ways: through the use of "system loans" and through differential allocation of state appropriate dollars.

System loans are loans made by all universities collectively to those universities that are unable for whatever reason to meet their operating costs. Since 2013, $58M of system loans have been issued to Cheyney and Mansfield universities (the $45M in loans made to Cheyney are being repaid through allocation of DGS capital dollars as a one-time, three-year investment made by Governor Wolf).

Loans on this scale are not practically repayable by the university that receives them since they require universities that are operating in the most challenged circumstances to generate the additional revenues necessary to pay them off.

Differential allocation of state-appropriated dollars entails the Board's allocation of state-appropriated dollars using a formula that gives some universities more money per enrolled student FTE than others. Our current formula contains a fixed-cost component and a portion associated with student enrollment levels.

Cross-subsidies achieved in this way are shown in Table 1 below, where we see the variance from average per student FTE allocation for the year 2019/20 as well as the ten-year cumulative variance for the period 2010/11 to 2019/20. (It is important to note that Indiana University of Pennsylvania (IUP) is funded at a higher rate per student than other universities, reflecting the fact that it is the System's research university and that graduate academic research is more costly. Accordingly, IUP cannot be considered as a school that is subsidized by others.)

University	Fall Student/Faculty Ratio		2019 % of sections with < 21	Variance from Average Allocation	
	Fall 2010	Fall 2019		2019/2020*	Cumulative since 2010/2011[a,b]
West Chester	17.8	18.0	35%	($28,161,797)	($140,694,443)
Slippery Rock	20.7	18.7	35%	($8,445,166)	($28,879,216)
Bloomsburg	19.8	17.9	40%	($5,028,634)	($45,869,322)
Millersville	20.4	17.3	43%	($1,971,303)	$8,855,884
East Stroudsburg	18.9	19.0	53%	($1,748,315)	($29,888,751)
Kutztown	20.4	16.7	47%	($1,371,543)	($8,091,766)
California	25.4	17.1	45%	$981,856	($9,681,551)
Shippensburg	19.0	15.0	53%	$1,887,385	$16,118,159
Indiana	19.2	14.8	52%	$4,166,138	($25,985,315)
Edinboro	18.1	13.2	59%	$5,125,844	$15,268,046
Clarion	18.9	14.5	58%	$5,209,068	$29,841,860
Lock Haven	19.2	13.9	63%	$9,517,852	$41,055,043
Mansfield	16.2	13.0	60%	$9,586,326	$79,768,693
Cheyney	15.4	13.2	65%	$10,252,289	$98,184,947

[a] Allocation normalized to current formula base fixed component
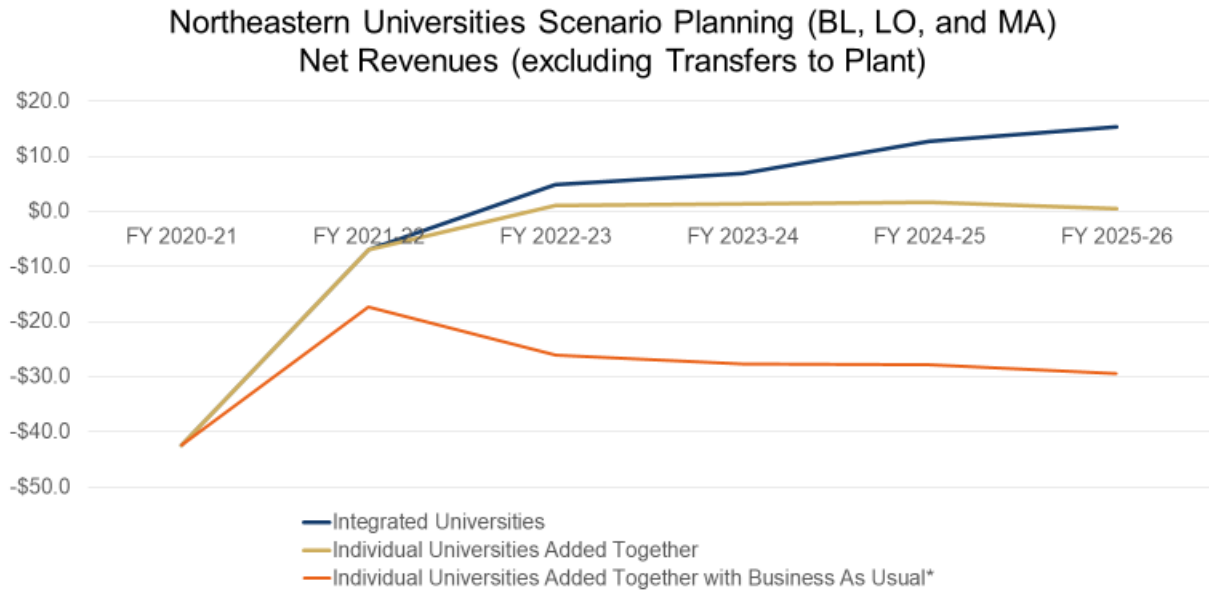
[b] In 2019 dollars

The table also shows how subsidized universities are able to offer more programs than their enrollments support, resulting in lower student-faculty ratios and smaller class sizes.

While subsidies make good sense from a policy perspective, they are not possible when subsidizing institutions are themselves experiencing significant financial pressures. They are also inequitable to faculty (whose workload at subsidizing universities is significantly higher than that of faculty at subsidized universities) and ultimately to students who pay the opportunity costs entailed in their universities' foregoing significant state funding.

Financial Sustainability Impacts are shown in Appendix C using data that are published annually in the System's Appropriations book and Accountability Report (Appendix B). There we see steep year-on-year declines in key indicators of the System's financial health, including:

- Annual operating margin (In 2019/20, 11 universities were below the 2% recommended industry-standard compared to five in 2015/16.)
- Primary reserve ratios (In 2019/20, nine universities were below the 40% recommended industry standard, compared to five in 2015/16.)
- Minimum reserves – days cash on hand (In 2019/20, 10 universities have lower reserves than in 2015/16, 7 are below the 180-day recommended industry standard, three have less than 90 days.)

Appendix Y.3: Integration Compared with Other Trajectories' Financial Projections

Northeastern Universities Scenario Planning (BL, LO, and MA)
Net Revenues (excluding Transfers to Plant)

— Integrated Universities
— Individual Universities Added Together
— Individual Universities Added Together with Business As Usual*

*Business As Usual = flat enrollment beyond FY 2020/21 and universities do not address sustainability goals (i.e., student/faculty ratio target and/or a balanced unrestricted budget FY 2022/23).

Key Assumptions

Integrated Universities	• 1% annual increase in enrollment • 1% annual increase in tuition/fees/aid • 1% annual increase in appropriations • 2% annual increase in pay • 3% annual increase in benefits • Savings from strategic sourcing • Mansfield loan repayment alternative source • Integrated personnel efficiencies
Individual Universities	• Flat enrollment beyond 2022-2023 • 1% annual increase in tuition/fees/aid • 1% annual increase in appropriations • 2% annual increase in pay • 3% annual increase in benefits • Savings from strategic sourcing • Required repayment of Mansfield's loan

Individual Universities with Business as Usual	• Same as Individual Universities, except:
	  o Flat enrollment beyond 2020-2021
	  o No efficiencies to address sustainability (e.g., student/faculty ratio or balanced unrestricted budget)

Pennsylvania's State System of Higher Education
West Proposed Implementation Plan Report
April 23, 2021

Table of Contents

Executive Summary

University integrations recommended here are a bold and innovative response to demographic, funding, and other challenges confronting higher education nationally and which are particularly acute in the Commonwealth of Pennsylvania. A major part of a more comprehensive System Redesign launched in 2016 by the Board of Governors (BOG or the Board) of Pennsylvania's State System of Higher Education (the State System or System), integrations provide a path for the State System's 14 universities to continue fulfilling their historic mission of providing affordable, high-quality public higher education for all Pennsylvanians well into the 21st century and serving as engines of economic development and social mobility.

The Board's consideration of these recommendations is permitted by Public School Code of 1949 – Omnibus Amendment Act of Jul. 1, 2020, P.L. 558, No. 50 (Act 50 of 2020 or Act 50). Signed into law in July 2020, Act 50 allows for the Board of Governors to develop policies and procedures by which it may create, expand, consolidate, transfer, or affiliate an institution, with some exceptions (reference BOG Policy 2020-03: Act 50 of 2020 Implementation Policy)[1]. The recommendation herein results in a consolidation that does not close any existing universities, but results in a State System comprised of ten accredited universities.

In ongoing consideration of the acute challenges confronted by the State System and in accordance with Act 50, the Board directed the Chancellor in July 2020 to conduct a review of the System's financial stability and develop a report and recommendation for potential university integrations. Upon consideration of that review in October 2020, the Board then, in accordance with Act 50, authorized the Chancellor to develop a proposed integration implementation plan. The proposed implementation plan comprised within this document represents a comprehensive, collaborative, consistent, empathetic, and organized approach in accordance with Act 50 and with our institutional accreditor, Middle States Commission on Higher Education (MSCHE). Of all trajectories evaluated by the Board of Governors, this approach provides the best path to financially sustainable operations, and ensures we continue to provide an affordable, high-quality education at each of the System's universities.

The West integration proposes to integrate (which we believe corresponds to the statutory and MSCHE definitions of "consolidate;" for this report, we use the term "integrate") California University of Pennsylvania (Cal U), Clarion University of Pennsylvania (Clarion), and Edinboro University of Pennsylvania (Edinboro) (collectively, the West) into a single, integrated entity that retains the accreditation and degree-granting authority of one of the partner institutions.

The integrated university will have:

- A single president and leadership team with one reporting relationship to the Board of Governors through the Chancellor.
- A single faculty providing instruction in a single academic program array that leverages program, faculty, and facilities strengths at participating campuses and in which the majority of credentials, majors, minors, and areas of concentration is available to all students at each of the partner campuses through a combination of face-to-face and remote instruction. General education courses will be available on each campus through face-to-face instruction.
- An integrated enrollment management strategy and student-facing supports and services (including academic advising, financial aid, health and wellness counseling, library services, career counseling, etc.).
- A comprehensive range of fully online programs, integrating existing programs and including fully online undergraduate degree and degree-completion programs, providing quality affordable options that are not available in Pennsylvania (PA) (51,000 PA students annually enroll in an out-of-state online education provider[2]).
- A robust student recruitment process with an expanding array of high schools, community colleges (only 15% of whose students attend a State System university after leaving community college),

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[1] https://www.legis.state.pa.us/cfdocs/legis/li/uconsCheck.cfm?yr=2020&sessInd=0&act=50
[2] See Distance Education Enrollment Data at https://nc-sara.org/enrollment-reports.

and other education providers, including robust dual enrollment and transfer articulation agreements and associated student supports.

- Significantly expanded opportunities for adult students seeking to re-skill and up-skill through non-degree credentialing courses.
- Credentialing programs developed in close consultation with regional employers to ensure they have the skilled workforces they need as well as opportunities to re-skill and up-skill current employees.
- A process to select a new name, which will be determined in Summer 2021. Within the naming convention for the integrated university, we expect to incorporate the current location name for each partner institution and continue to leverage it in traditional ways, including with student recruitment, alumni and donor relations, branding, marketing, etc.

Students at each of the universities being considered for integration will:

- Have access to a comprehensive range of postsecondary degrees and credentials, including a wide range of majors, minors, and areas of concentration;
- Be able to participate in and benefit from the many advantages associated with a fully residential university experience, including through face-to-face engagement with faculty and student support staff, participation on athletic teams, in co-curricular activities, and in student clubs and organizations; and
- Experience improvements in educational outcomes (measured in terms of student retention and graduation rates).

Our shared and single-minded goal in integrating is to capture economies of scale and leverage our individual and collective strengths while increasing educational access and measures of success for all students, investing in new markets, and securing our mission of educational opportunity for our region far into the future – **doing more together than any one institution could do alone**. Based on the proposed implementation plan, we expect the West integration to result in the creation of a student-focused, totally integrated university that becomes more sustainable, benefits the Commonwealth, and honors the identities of the three integrating universities, but is one university. With the Board's final approval, the integration will embark on implementing the recommendations herein.

Planning was conducted by more than 421 students, faculty, and staff through their participation in 17 working groups (WG) and 85 subgroups – each looking at a specific aspect of integration (e.g., leadership and governance, academic program array, student financial aid, technology integration). The process was governed by a leadership team, comprising the Chancellor and the presidents of Cal U, Clarion, and Edinboro, and a planning framework that focused working groups on:

- Establishing long-range goals for the functions under their consideration,
- Recommending how to achieve those goals in discrete phases, beginning with "Phase 1," "Priority One" work required for an integrated university to enroll its first cohort of students in August 2022, and
- Evaluating potential impacts of recommendations on various stakeholders, processes, technologies, finance, physical assets, and compliance and legal requirements.

The implementation planning process is described summarily in Appendix A.

Detailed recommendations, evaluations of their impacts, and analysis are included within the appendices to this report. While this implementation planning report focuses on the Priority One recommendations for Phase 1 implementation, note that each of the working groups also identified Priority Two recommendations for implementation after the integrated university enrolls its first cohort of students in August 2022.

The proposed implementation plan outlined in this report sets the stage for a transformed West integrated university that will be positioned to serve students, families, and the region for the future, enabling the continuation and expansion of high-quality, affordable educational opportunities that continue fulfilling the mission of the university and the System. This plan leverages the scale and resultant operational efficiencies achieved by combining the three universities, providing cost savings that allow us to reinvest in our students' success. It sets the stage for long-term viability focused on the students and regions these universities serve, while improving access to affordable, high-quality education that our students need to continue driving the regional and statewide economies. It is the beginning of the journey, and one, through the experience of building the work included here, that we have every confidence will be successful. With your support, we can, we must, and we will.

Background

The integrated university is part of a broader System Redesign engaged by the Board in 2016 to ensure the State System's 14 universities continue their vital roles as engines of social mobility and economic development by delivering on their historic mission of offering a high-quality postsecondary education at the lowest possible cost to students.

That historic mission is amply documented in the State System's accountability report as submitted annually to the General Assembly as part of the appropriations process. The 2021 Annual Accountability Report, available in Appendix B, shows the many contributions State System universities make to the Commonwealth of Pennsylvania as:

- Engines of workforce development (reference Appendix B, slides 10-12, Figures 2-4, and slides 16-18, Figures 8-12),
- Drivers of social and economic upward mobility (reference Appendix B, slide 19, Figure 13),
- Creators of jobs and drivers of regional economies (reference Appendix B, slide 9), and
- Net positive contributors to the Commonwealth's economy (reference Appendix B, slide 9, Figure 1).

But the State System is also confronted with challenges that exist across higher education nationally, and are particularly acute in Pennsylvania. Over the past decade, the State System has lost 21% of its enrollments and, because it has not yet adjusted cost structures, and because the state is 48th in the nation in terms of public expenditure on higher education, it is severely challenged financially. Additionally, as enrollments contract, they struggle to offer the full range of programs required by their students and in their regions.

The challenges confronting the State System are also well-documented in the Annual Accountability Report in Appendix B (slides 21-30, 62-83), and in material presented to the State System Board of Governors at a workshop held on April 14, 2021 (Appendix C).

The Board of Governors' ability to consider integration as an option results from legislation passed by the Pennsylvania General Assembly on June 24, 2020, which the Governor subsequently signed into law (Act 50). Act 50 allows the State System Board of Governors to create, expand, consolidate, transfer, or affiliate an institution with some exceptions. Act 50 requires a robust and consultative process. A timeline for the work, in keeping with the requirements of Act 50, is outlined below:

- Conduct a review of the financial stability of State System universities, assuming the continuation of present operations and as impacted by potential integrations (July-October 2020)
- Develop implementation plan(s) for candidate integrations for Board approval (October 2020-April 2021)
- Submit proposed implementation plan(s) for public comment for a period not less than 60 days (May - June 2021)
- Submit proposed implementation plan for final approval by the Board (July 2021)
- Integration effected (July 2022)

Based on this proposed timeline, activities associated with implementation would begin in July 2021. The proposed implementation plan is recommending a phased implementation schedule, with activities required for the arrival of students for the Fall semester of 2022 being deemed Phase 1. While this implementation planning report focuses on the Priority One recommendations for Phase 1 implementation, note that each of the working groups also identified Priority Two recommendations for post-implementation improvement.

Proposed Implementation Plan Development Process

Proposed Implementation Plan Project Governance Structure

To effectively develop the proposed implementation plan, an implementation planning governance structure was established. The implementation planning was governed by a University Leadership Team (ULT) composed of the Integration Lead President, Presidents of the integrating universities, Project Manager and Quality Manager, Chief Academic Officers (CAO), Vice Presidents (VP) of Finance and

Administration (F&A), and designated functional Working Group Co-Leads of the integrating universities. The ULTs were responsible for leading decision-making processes, stakeholder engagement, and implementation planning activities; providing oversight and guidance for the working groups; and providing input to the single System Leadership Team (SLT). The SLT was composed of the Chancellor, Vice Chancellor and Chief Academic Officer, Executive Vice Chancellor, Deputy Chancellor, Strategic Advisor for Institutional Integration, and West and Northeast Integration Lead Presidents. The SLT was established to lead alignment between two regional work streams, stakeholder engagement, and implementation planning activities that required coordination; create and oversee development of implementation planning deliverables adopted by ULTs; and serve as the escalation point for ULT-identified risks, issues, and decisions.

For each of the functions within the scope of integration, parallel working groups were formed to conduct planning and make recommendations for each integration and, in a few cases, joint planning teams worked together on processes that involve external agencies (such as MSCHE, the US Department of Education [ED], the National Collegiate Athletic Association [NCAA], the Mid-American Conference, the Atlantic-10, the Collegiate Spring Football League, and the Pennsylvania State Athletic Conference [PSAC]). Each working group was guided by the System Integration Initiatives Charter, System Integration Working Groups Charter (Appendix D), and Individual Working Group Charges (Appendix E). Additionally, diversity, equity, and inclusion (DEI) experts engaged in reviewing working group deliverables to help inform recommendations to create environments that recognize differences, provide appropriate and equitable systems that foster positive outcomes for all students, and eliminate gaps that persist in relative performance of different student groups.

Goals and Objectives

To facilitate a data-driven, goal-based approach, the SLT in collaboration with the ULT identified aspirational goals for the integrated university. These goals were provided to the working groups for review and comment and were used to provide direction related to the future state recommendations. The goals and objectives have been and will continue to be communicated as part of updates to all stakeholders. Refer to Appendix F for detailed goals.

Recommendations, Impacts, and Timeline

The proposed implementation plan was developed through a collaborative process that reviewed data, documentation, and leading practices to formulate recommendations related to academic and non-academic units. Data and documentation reviewed included program-level trend data for each institution such as student enrollments, faculty, facilities, and credentialing productivity; program and campus reputational data; regional workforce demand data (forecasted to 2026); NCAA reporting data; and higher education resources and compliance regulations. Refer to Appendix G for a list of sources reviewed as part of the integration planning.

To focus the work efforts on mission-critical activities and gather appropriate data to inform the proposed implementation plan, each working group utilized a standard template to define their Phase 1 or high-priority recommendations – that is, recommendations that would be implemented by August 2022 when planning anticipates that the integrated university would enroll its first cohort of students. This template included the potential impact of the recommendations on various stakeholders. Based on the working group recommendations and impacts, the proposed implementation plan timeline was developed that depicts predecessors and dependencies. In addition to Phase 1 recommendations, working groups identified Phase 2 recommendations for continued improvement post-implementation. These recommendations, while not incorporated into the proposed implementation plan or timeline, will be utilized post-integration as opportunities for continued transformation. As part of the proposed implementation plan organization design work, change management and communications will be developed to align to the rollout of the final organization. This will include, where appropriate, training and development as part of the implementation.

Financial Sustainability Analysis

Based on the working group recommendations, a financial analysis was conducted. The projected results reveal an integrated university that is able to improve its operating margin, but is challenged in building back its reserves. Despite years of administrative cost reductions, there are two primary drivers for the

projected results: the combination of debt service as compared to a percentage of revenue and the starting positions of Clarion and Edinboro entering the integration without reserves. While still financially fragile, the integration improves the sustainability in the West by allowing for additional efficiencies to be realized through operational structure changes and, more importantly, by providing students with an expanded program array and services that could not be achieved without integrating. (Appendix V provides the Financial Sustainability Analysis.)

Stakeholder Engagement

Stakeholders were a key part of the creation of the recommendations outlined in the proposed implementation plan and were engaged across all levels – the individual campus level, the three integrating universities, and the six integrating universities. Engagement avenues included, but were not limited to: regular conference calls with the State System caucus of the General Assembly and joint legislative committee hearings; campus open forums with the Chancellor every semester at each of the 14 universities; State Wide Meet and Discuss (SWMD) (the faculty union labor relations meetings) and specially-convened meetings of all union leaders; regularly scheduled calls with leaders of the PA Councils of Trustees; and regular meetings with functional groups from the State System universities, including Presidents, Chief Financial Officers, Chief Academic Officers, Chief Student Affairs Officers, Strategic Enrollment Management Officers, and Chief Diversity Officers, where regular input was sought on System-level strategy, including university integrations. Additionally, the Chancellor briefed on a regular basis the Governor and his staff, the Pennsylvania Secretary of Education, and the Executive Committee of the Board of Governors.

Student participation in the integration planning process was critical and provided essential insights into students' needs and concerns, as well as pressure-testing of various options under consideration with respect to their impacts on the overall student experience. Student members were included on many working groups and will continue to be included on implementation teams as integration continues. A Student Advisory Board, composed of the student government president, student trustee, a student-athlete, and an underrepresented student leader from each of the three integrating universities, provided students with updates on the integration planning, shared key information and discussed the timeline of deliverables, and provided feedback to the West integration leadership on critical items. All three campuses' student government presidents and student association chairs also participated on select working groups, in addition to the System's regular interaction with the System-wide Board of Student Government Presidents.

Further, each working group for the West and Northeast integrations created a comprehensive consultation plan to support consideration of input and feedback from stakeholders. The consultation plans identified major stakeholders for each working group's functional area, how/when/what the working groups anticipated communicating with stakeholders, and who on the working group was the point of contact for each interface.

A System-level Advisory Group provided opportunity for the System-level leaders of stakeholder groups to share their insights and to periodically receive information regarding ongoing institutional integrations implementation planning work. Meetings have occurred ahead of presentations to the State System Board of Governors to inform the work ahead of consideration by the Board. The group includes leaders from the Board of Student Government Presidents, State System Faculty Council, Pennsylvania Association of Councils of Trustees, Commission of Presidents, all state-level unions, the State System Board of Governors, the Pennsylvania House and Senate, the Governor's Office, and the Pennsylvania Workforce Development Association.

Diversity, Equity, and Inclusion

The integrated university aspires to be a collaborative community, committed to active attention to diversity, equity, and inclusion.

The following describes action taken during the development of the implementation plans.

- Included DEI expectations in all group charges
- Diversified working group and sub-group membership
- Included minority student leaders on the Student Advisory Board

- Obtained review of all recommendations by the West Chief Diversity Officers
- Shared findings of Chief Diversity Officers with Integration Leadership

There are many facets of the integration that require a DEI lens to be applied, recognizing that a holistic assessment of current programs and policies will be a critical component of lasting change. Active engagement with faculty, staff, and students throughout implementation will be critical to success. Additional actions include:

- Ensuring that perspectives around issues of DEI are included in planning and decision making in all units of the integrated university
- Understanding the barriers to DEI and using findings to guide plans for improving DEI
- Conducting an analysis of gaps in diversity of management ranks and addressing through new hires
- Exploring opportunities to identify, attract, and retain a diverse faculty and staff
- Developing policies and structures for continued dialogue and practice around issues of DEI
- Fostering a community of students, staff, faculty, and alumni that is knowledgeable about and exemplifies diversity, equity, and inclusion values
- Assessing current institutional barriers to inclusion
- Identifying, attracting, retaining, and graduating a diverse student body
- Studying the impact that policy changes, tuition and fee changes, and access to academic program array may have on marginalized communities
- Avoiding paths that negatively impact our first generation, underrepresented minority, women, and veteran students, employees, and other marginalized community members
- Developing policies and structures for continued dialogue and practice around issues of DEI
- Continuing the work of the President's DEI Task Force across all three West campuses

Proposed Implementation Plan Report Structure

The following aligns to each section required by Act 50, with supporting materials referenced within the appendices. This document and its appendices will be available as part of the public comment period required in accordance with Act 50.

Act 50, Section 2002A, a.3 – Implementation Plan

1. Description of the Proposal to Exercise Powers under Subsection a.1 of Act 50, Namely to Create, Expand, Consolidate, Transfer, or Affiliate an Institution

The proposed implementation plan as presented to the Board of Governors is for the consolidation of California University of Pennsylvania, Clarion University of Pennsylvania, and Edinboro University of Pennsylvania to form a single integrated, accredited institution. As part of the proposed implementation plan, application for a Complex Substantive Change (CSC) must be made to the institutional accreditor MSCHE, and approval or notification processes followed for some program accreditors. In order to achieve the intended future state without submitting a new application for accreditation, MSCHE, in accordance with federal definitions, provides for a Complex Substantive Change process whereby the accreditation and degree-granting authority of one of the universities is retained, which will be labeled the "main" campus for administrative purposes, into which the other two are incorporated as other teaching locations. Accordingly, the integrated university will retain the accreditation and degree-granting authority of partner school Cal U, and Clarion and Edinboro will be incorporated within the scope of that accreditation and authority. Although this "main" campus is required by MSCHE and the US Department of Education, we wish to state clearly that each partner campus of the integrated university will operate as full and co-equal campuses in all other respects.

The Complex Substantive Change Preliminary Review Forms submitted by each of the West integration campuses are available upon request for additional information on the proposed changes.

The integrated university will have a new name, which is yet to be determined. A process to select that new name is underway, with input from a wide range of stakeholder groups. Within the naming convention for the integrated university, we expect to incorporate the current location name for each partner location. The integrated university's name will be selected from options that have been market-tested for their appeal to our target audience(s). Recognizing that our existing campus names/brands have tremendous value, each campus's local identity and brand will be maintained, regardless of the final integrated university name.

2. Rationale, Goals, and Objectives of the Proposal to Exercise Powers under Subsection a.1

Rationale

A declining demographic and increasing competition from in-state and out-of-state institutions of higher education, compounded by stagnant state support and consequent increases in tuition, led to significant enrollment declines. Enrollment declines, in turn, resulted in unsustainable financial positions of several universities, including Cal U, Clarion, and Edinboro, and, by extension, of the System as a whole. Most concerning is the disproportionate negative impact on the enrollment of lower- and middle-income families, whom it is our particular mission as public universities to serve. (Refer to Appendix B, slide 27.) If the West integrating universities try to combat these downward pressures alone, and primarily by contracting to reduce costs of student services and programs, our mission to serve our students and their families is put at risk. Moreover, the educational opportunity of first generation, underrepresented minority, and low- and middle-income students and prospective students in our region would be put in jeopardy. Instead, the West integration proposes to combat the downward pressures and expand educational opportunity in our region, and our students' success, by integrating Cal U, Clarion, and Edinboro to form a single and larger institution. For more details on the priorities used to guide the integration planning, refer to the Integrations Initiative Charters in Appendix D.

The challenges confronting the State System are also well documented in the Annual Accountability Report in Appendix B, and in material presented to the State System Board of Governors at its meeting in July 2020 in support of the Board's action to initiate the integration planning process as defined in Act 50.

The limited ability for the individual universities, without integrations, to provide the array of programs and student services while maintaining affordability is a driving force for this integration. As described in the Integrations Initiative Charters, we believe this approach will allow us to:

- Maintain or expand high-quality educational opportunities for students across Pennsylvania
- Improve and expand access, affordability, and success for all students
- Honor and engage local identity and key stakeholders (trustees, alumni, affiliates, donors, etc.)
- Meet regional economic and workforce needs
- Position institutions for growth, including in new markets
- Realize cost savings
- Leverage talented faculty and staff

Goals and Objectives

Our shared and single-minded goal in integrating is to enable student success by capturing economies of scale and leveraging our individual strengths to increase educational access and measures of success for all students, invest in new markets, and secure our mission of educational opportunity for our region far into the future. This goal is reflected in detail in the Goals and Objectives (Appendix F) and the Integration Initiatives Charters (Appendix D). These documents were developed collaboratively, and embraced by the West integration as the touchstone of our work. The ultimate goals of the integration are as follows:

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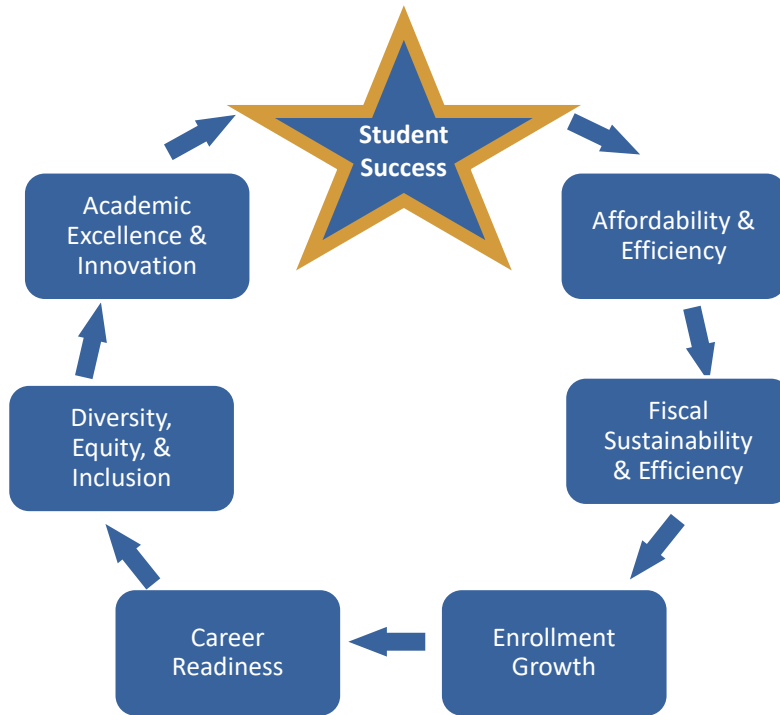
See for detailed integration goals and objectives.

3. Method for Evaluating Achievement of Goals and Objectives

As part of overall System transparency and accountability, where applicable, status against goals and objectives will be included in overall metrics dashboards and will be provided as part of stakeholder and legislative updates. Additionally, Appendix F includes the method for evaluating the achievement of goals and objectives. The Office of the Chancellor will incorporate these goals into the existing System-wide dashboard to enable consistent evaluation of integration goals and objectives.

4. Relation of the Proposal to the Mission and Strategic Plan of the Institution and System as a Whole

The current missions of the West integrating institutions and the System are:

- **Cal U's mission:** The mission of California University of Pennsylvania is to provide a high-quality, student-centered education that prepares an increasingly diverse community of lifelong learners to contribute responsibly and creatively to the regional, national, and global society, while serving as a resource to advance the region's cultural, social, and economic development.
- **Clarion's mission:** Clarion University of Pennsylvania provides transformative, lifelong learning opportunities through innovative, nationally recognized programs delivered in inclusive, student-centered environments.
- **Edinboro's mission:** The mission of Edinboro University of Pennsylvania is to develop students personally, intellectually, and professionally to become contributing citizens to the Commonwealth and beyond.
- **System mission:** The mission of the State System is to increase educational attainment in the Commonwealth; to prepare students at the undergraduate and graduate levels for professional and personal success in their lives; and to contribute to the economic, social, and cultural development of Pennsylvania's communities, the Commonwealth, and the nation.

At the heart of each of these missions is a student focus. The 14 State System universities strive to provide access to high-value, relevant educational experiences that prepare students in a timely manner for pathways to successful lives and careers. The West integration drafted a mission statement and strategic goals for the West integrated university with these priorities in mind.

The **draft** mission of the integrated university is to empower students to build meaningful lives through a broad array of accredited programs, career-focused learning, and an unwavering focus on student success. A comprehensive integrated institution provides accessible, affordable higher education on its three premier residential campuses in Western Pennsylvania and its global online virtual campus. Additionally, the recently drafted positioning statement (Appendix H) for the integrated university reinforces the commitment of the integrated university to:

- Provide students an affordable education in sync with their career and personal ambitions
- Support students in the pursuit of their educational and personal goals
- Contribute to the economic viability of the region and Commonwealth of Pennsylvania

The proposal aligns to the System's mission and its System Redesign efforts by strengthening the fiscal foundation, which allows for the continuation of access to affordable education for our students through the:

- Reinvention of higher education from a student-facing perspective
- Deepening of vibrant campus relationships with the community and region
- Growth of enrollments, service of new populations, and meeting of employer needs
- Support of financially sustainable operations to ensure our mission continues
- Harnessing of collective strengths of the integrating universities and leveraging of those strengths to best meet student needs
- Expansion of experiential learning opportunities, thereby strengthening career readiness

5. Impacts on Academic Programs, Non-Academic Units, and Accreditation

The West integration included 13 working groups (and four additional working groups that were combined with the Northeast integration project), which drafted Priority 1 recommendations and defined key activities that must be completed by July 2022 for the integrated university. Additionally, working groups identified the potential impacts of these recommendations within the following categories:

- **People** – Student, faculty, staff, governance (e.g., trustees, organizations)
- **Process** – Policy, procedures, contracts, partnerships
- **Technology** – Systems and support
- **Finance** – Required funding or cost savings as a result of the recommendation
- **Physical Assets** – Re-purpose, upgrade, or disposal actions, as appropriate
- **Compliance and Legal** – Federal, state, and local laws, regulations, and other requirements that would need to be changed to implement the recommendation
- **Community** – Known community stakeholders impacted by the recommendation
- **Benefits** – Anticipated benefits associated with the recommendation
- **Risk** – Known risks associated with implementation of the recommendation

Academic Programs

Academics: The academics working group drafted an academic program array (the initial portfolio of majors, minors, and certificates) by determining key disciplinary areas for the integrated university through consideration of existing disciplinary strengths at the three universities, potential areas for growth, and degree pathways available to students. The integrated university's mission as a public, regional comprehensive university will be fulfilled through a focus on access to high-quality education aligned with workforce demand. Through its program array, the integrated university will provide students with opportunities for personal and professional advancement, beyond what would be available at any one of the three universities acting independently, in a financially sustainable manner. To reduce costs, not all programs will be duplicated at all locations.

The program array (Appendix I) aims to provide students with access to multiple areas of disciplinary study, building on the strengths of the individual campuses and remaining cognizant of the workforce needs in Western Pennsylvania and the Commonwealth. Beyond specifying program access and delivery at the residential campuses, the array also identifies program offerings for the virtual campus. Determinations regarding program inclusion or discontinuation, and delivery campus and modality, were based on program enrollments and faculty complement by discipline/program and by campus; facility characteristics by campus; workforce demand data for the Commonwealth and Western Pennsylvania; and program and campus reputational information, including specialized accreditations, as relevant.

Enrollments by disciplinary area at both the undergraduate and graduate levels support program offerings in several key areas based on the data presented. Business, education, health sciences, and sport and exercise sciences, among others, serve as major drivers for enrollment. These disciplines also represent opportunities for additional investment to generate further growth and to increase range of offerings. These program areas, and others, are expected to expand student access while supporting enrollment growth. Expectations of high workforce demand, high job growth, and high online student demand in the areas of health sciences, business, and education are supported by research. These disciplinary fields also represent areas of strong enrollment across the campuses of the integrated university. Growth in these disciplines will be further enhanced by a flexible delivery model that will expand access to specialized courses and faculty expertise. This program array is designed to appeal to a wide range of students – traditional first-time high school graduates, adult learners, degree-completion students, and students wishing to advance their careers through additional credentialing.

The program array also supports accelerated pathways for students, allowing them to earn advanced degrees in less time and at a lower total cost than what is possible with sequential programs. Degree ladders from the associate to the master's, or the associate to the doctorate, will exist in several disciplinary areas. Additionally, the integrated university will support additional pathways to degree achievement at all levels and provide students with the workforce-ready credentials needed for their professional advancement.

The main recommendations regarding academics, including the online program, for the West integration are to develop a unified academic program array, including an online program array, that synthesizes and aligns existing programs, ensures the continuation and expansion of accelerated academic programs, and determines appropriate continuation of academic customs, traditions, and special programs. Beyond specifying program access and delivery at the residential campuses, this recommendation also identifies program offerings for the virtual campus.

As part of this array and the implementation plan, the West integration will need to develop a unified general education program, cross-walk plans to transition students from existing academic programs to new programs, and a plan for the integrated university's online offering, by developing online enrollment projections, determining the online organizational structure, and establishing a centralized coordination point for online students (e.g., records, registration, degree completion). The West integration also needs to develop a new administrative structure for the Academic Affairs division, coordinated registrar services, and a common calendar. The recommendations also include integrating library operations and providing consistent processes and procedures for faculty contractual committees.

These recommendations will affect multiple stakeholder groups and have process, technology, financial, physical asset, and compliance impacts, primarily related to new or changing academic programs, student information system (SIS) implementation and updates, administrative and physical space streamlining efforts, state authorization reciprocity agreements (SARA), and customer relationship management (CRM) needs specific to the online program.

The Priority Two considerations include academic identity and initiative focuses, discipline-specific accreditations, student outcome assessment and evaluation plans, course development needs, marketing and communications considerations, Reserve Officer Training Corps programming, and establishment of corporate and educational partnerships and affiliations.

Refer to [Appendix I](#) for detailed recommendations from the academics and online working groups.

Non-Academic Units

Working groups involved in the West integration drafted recommendations and impacts for the following non-academic topics. (Note that student-related recommendations and impacts are included in Section 6 of this report.)

Enrollment management: The recommendations include developing a single strategic recruitment plan for the integrated entity with a unified recruitment travel plan, admissions collateral and recruitment materials, admissions criteria and policies, and an integrated admission staff training program. The West integration recommends promoting the academic program array and establishing a communication flow plan and point person to enhance communication efficiencies. Additionally, implement an integrated scholarship review and award process, integrated SIS, a common application experience for all three campuses, a unified CRM system, and a common document scanning and indexing process. Finally, the recommendations include developing an inventory of all articulation agreements, academic affiliations, professional associations and memberships, discounts and/or partnerships, and other partner and community outreach organizations that enrollment management areas currently work with across the three campuses.

The recommendations will affect prospective students, parents, faculty, staff, parents, community and business partners, alumni, and high school and transfer counselors. The recommendations also have process, technology, and financial impacts, such as the ability to adopt leading recruitment and admissions practices; the available technology support for recruitment, admissions and partnerships decisions, workflows, and processes; investment costs to transition to, upgrade, or enhance the

Common Application, SIS, and/or CRM; and enhanced tuition and fee revenue through enrollment growth and improved retention.

The Priority Two considerations include further expanding functionality and optimization of the CRM and SIS to support enrollment management work, accelerated programs and high school dual enrollment, websites and microsites, multi-channel communication messaging plans and resources, publications, payment portals, territory alignment, and processes related to admissions decisions, applications, and printing.

Financial aid: The financial aid recommendations are to obtain approval from ED for one Office of Postsecondary Education Identification (OPEID), develop a common calendar for aid awarding and disbursement, develop unified policies and procedures to complete all required financial aid tasks, and notify the Pennsylvania Higher Education Assistance Agency (PHEAA) of the integrated university.

These recommendations impact students, financial aid staff, finance and administration, faculty, staff, enrollment management, technology, and academic stakeholders. The recommendations may also require funding for implementation but are expected to result in cost savings opportunities after integration.

Human resources (HR) and labor relations (LR): The main recommendations include leveraging HR as a strategic partner; establishing an integrated and shared services benefits and payroll delivery structure; developing the non-academic organizational structure and integrated HR structure of the integrated university; implementing standard forms, procedures, processes and systems, including DEI policies, procedures, and training programs; and developing and implementing processes and systems for applicant tracking, student employment hiring, internal hiring and bidding, interviewing, post offers, a common HR information system (HRIS), and the HR service delivery system.

These recommendations impact multiple stakeholder groups, including students, faculty, staff, trustees and governance stakeholders, academic affairs and departments, shared services, technology groups, and search committees for faculty. The impacts extend to processes, technologies, finance, and compliance and legal considerations. The recommendations may affect areas such as contract processes, HR policies and workflows, hiring processes, appointment letters, new or upgraded technologies, system and/or software implementation, funding for new systems and technologies, cost savings through technology and process efficiencies and equal employment opportunity (EEO) requirements.

The Priority Two considerations include purchasing and implementing an HR service delivery system; developing a comprehensive learning development initiative; performing post integration evaluations of select topics; and standardizing forms, policies, procedures, processes, and trainings.

Donors/alumni relations/foundations: The integrated university recommendations are to continue fundraising by campus and donor intent upon integration approval, and to work with individual and integrated university leadership, to establish fundraising priorities (to include athletics, academic, student success, corporate, and private foundation fundraising and sponsorship opportunities) by campus and by the integrated university. Recommendations also include developing shared service strategies for alumni engagement, donor relations, stewardship, and advancement communications (e.g., determining which advancement services/tools to utilize).

These recommendations impact staff and community stakeholders, and extend to processes, technologies, and finances related to contract changes; strategies for alumni engagement, annual funds, athletics giving, and communications; scholarship agreements; and databases and technology platforms.

The Priority Two considerations include the further development of the advancement organizational structure; strategies to begin planning for a comprehensive campaign (which will honor donor intent and support all campuses as well as the integrated university); and to initiate conversations with affiliated entities on how they best continue to meet their missions in an integrated university setting.

Information Technology (IT): The IT recommendations regarding the regional SIS include migrating the legacy SIS and recruiting system to a regional SIS and adapting other SIS integrations. The recommendations also include designing and implementing the integrated university's IT infrastructure. Additionally, the recommendations include providing training and support for the integrated university's learning management system (LMS), instructional software services, instructional classroom, lab spaces, and related video services. Lastly, the recommendations for IT support include implementing a unified IT support for general IT services and academic and administrative applications and facilities.

The recommendations impact multiple stakeholders, including roles of personnel within the new IT prioritization structure and personnel training, and numerous processes and technologies. The recommendations will also result in financial impacts, including funding for new licenses, system implementations, and software, but should also result in cost savings with the retirement of legacy systems.

The Priority Two considerations include additional activities related to the Priority One recommendations above, and add considerations related to cybersecurity, IT operations and governance, and the implementation of an IT diversity initiative.

Communications and marketing: The recommendations focus on developing an early marketing campaign, a common tagline for existing logos, style guide/graphics standards, an internal communications strategy to inform stakeholders, and brand identities. Recommendations also include using a single vendor for recruitment mailings, a single website and hosting solution, and a single instance of the content management system (CMS). Finally, consider creating a Fall 2021 recruitment message and individual campus communication flows.

These recommendations impact current and prospective students, faculty, staff, alumni, and personnel using brand identities in communications and marketing materials. The impacts also relate to processes, technologies, and financial topics such as vendors, CMS and CRM changes, website hosting, communications, and market research related to brand identity.

The Priority Two considerations include annual market research; brand identity, including trademarks, service marks, repository of assets, athletics system, and brand integration; strategy updates and alignment such as licensing, merchandising, and messaging; staffing structures for communications and marketing; enhancements to communication platforms; consolidation of vendor contracts and communication channels and materials; plans for comprehensive marketing, student employment, and enrollment management tools; and a single events calendar, a website helpdesk, and a shared virtual tour or map.

Facilities and infrastructure: Facilities and infrastructure focus on maintenance of the physical plant. The recommendations include developing an after-hours response and dispatch, a work request system, a public bidding process, and classroom utilization patterns. The recommendations focus on establishing design and construction standards, a capital project document management process, a strategy for addressing maintenance issues, a capital project plan and schedule, a space utilization process, emergency preparedness processes, a standardized emergency notification system, and standardized, consolidated incident reporting. Finally, the recommendations include assessing which contracts can be combined for efficiencies and integrating and standardizing operational policies for police and access policies, procedures, and technologies.

The recommendations impact university, campus, and community stakeholders, and processes, technologies, finances, physical assets, legal compliance, accreditation compliance, and Clery Act (Clery) and Pennsylvania Uniform Crime Reporting system (UCR). Impacted processes may include emergency operations, notifications, incident reporting, policing, and identification card issuance. Technologies affected include software and systems regarding project and policy management, scheduling, and a common computerized maintenance management system (CMMS). Physical asset impacts occur in various ways, making long term planning and scheduling of projects and regular updates important. These technologies, processes, and physical asset impacts may require financial investments, but are intended to produce savings opportunities through efficiencies.

The Priority Two considerations include plan improvements, prioritized preventive and deferred maintenance plans, optimized support services, assessment of assets with potential public private partnerships, and improved security and safety considerations, including construction, training, and police evaluations.

Refer to Appendix J for Act 50-required reporting on property for sale.

Finance and administration: The recommendations include working to put in place the changes required to achieve optimal efficiencies in operations and personnel within the Finance and administration organization and in support of the integrated university to achieve financial performance metrics to attain System financial goals; accelerating integration of finance and administration via Shared Services and implementing respective Comprehensive Planning Process (CPP) action plans to attain pre-integration sustainability goals; developing realistic enrollment and budget projections for educational and general (E&G) and auxiliaries; expanding online program enrollments through enhanced support systems and expansion into new online markets; optimizing E&G capital assets, auxiliary assets, and personnel complement; developing a financial and student accounting structure and workflows in support of the SIS and SAP systems; and rationalizing and standardizing, where appropriate, the tuition and fee structure within the integrated university.

These recommendations impact all campus employees, students, parents, and the Council of Trustees, and processes related to housing, student activities, student government associations, student health, new E&G program interest, and student evaluations. The technological impacts are primarily related to SAP logins and billings across multiple campuses. Reuse or repurposing of physical assets may result in the reduction of facility, office space, and housing assets to aid in achieving cost savings impacts. Assets that can be optimized that are held in the Commonwealth's name may require legislative and Board of Governors' action to optimize the assets.

The Priority Two considerations include the development and evaluation of key performance indicators, a repository of accounting reporting requirements, and student service centers. Other recommendations include optimizing the organizational structures to allow for service centers with staff and vendors to provide needed services on a cost-efficient basis.

Refer to Appendix K for detailed recommendations from the non-academic unit working groups. Refer to Appendix L for Act 50-required academic program baseline data as of April 2021.

Accreditation

Cal U, Clarion, and Edinboro will be integrated into a single university under Cal U's accreditation and OPEID as the "main campus" (under MSCHE's definition) for this transaction. Cal U, Clarion, and Edinboro are currently accredited in good standing with MSCHE. The most recent reaffirmation of accreditation for Cal U was in 2015, Clarion in 2017, and Edinboro in 2015. All are approved for fully online delivery of academic programs and, with the exception of postsecondary credential levels from 1-2 and 2-4, all other credential levels for the three West universities are identical per the Credential Levels table below.

Credential Levels (West Integration)								
Post Sec. <1	Post Sec. 1-2	Post Sec. 2-4	Assoc.	Bac.	Post Bac. Cert.	Masters	P Masters Cert.	Doc. Prof. Practice
Cal U	X	X		X	X	X	X	X	X
Clarion	X		X	X	X	X	X	X	X
Edinboro	X		X	X	X	X	X	X	X

The main recommendations regarding accreditation are to submit the Complex Substantive Change Request to MSCHE and develop an institutional assessment plan that complies with MSCHE standards. These recommendations impact leadership, faculty, staff, strategic planning and assessment processes and related technologies, and costs per integration for the Complex Substantive Change Request. The Priority Two considerations include planning for an MSCHE site

visit within six months of the transaction, raising awareness of the accreditation cycle, and evaluating the institutional assessment cycle.

The Complex Substantive Change Preliminary Review Forms submitted by each of the West integration campuses are available upon request. Refer to Appendix M for detailed recommendations from the accreditation working group.

6. Impacts on Students, Faculty, and Staff

Students

The integration re-imagines higher education from a student-centric perspective; combining three comprehensive public universities closely entwined with their Western Pennsylvania regions (Cal U, Clarion, and Edinboro) to create a stronger and more financially stable institution with an expanded capacity to enroll, retain, and graduate more students; support student success; and serve an increasingly diverse student population.

The West integrated university will provide students with the following benefits:

- Increased access to exemplary, affordable, and career-relevant higher education and a vibrant student experience on three residential campuses and a fully online "virtual campus." This will include a full complement of opportunities for students to continue to grow socially and emotionally outside the classroom. Students will continue to have a voice in the leadership of the campus and guide the experience and structure of their student governing bodies.
- Enhanced student ability to participate in expanded educational offerings (e.g., majors, minors and concentrations) and to obtain degrees in a manner not fiscally feasible for any one university independently
- A unified array of academic programs unbounded by campus borders, with coursework delivered in traditional on-campus settings; through remote, virtual, and/or multimodal learning; and/or 100% online.
- Institutional re-investment in academic excellence, student success, and the student experience made possible through cost efficiencies, economies of scale, and a much broader level of faculty expertise.

One of the primary goals of the integration is to make higher education more affordable. Specifically, one integration goal is to create degree pathways that reduce the total average cost of degree attainment by as much as 25%. This goal does not assume primarily a reduction in tuition, but incorporates opportunities such as reductions in time to degree attainment due to expanded course option availability, high school dual enrollments, and online enrollments, lower student fees, additional fundraising achievements, space utilization improvements, reduced operating expenditures, enhanced grant funding, more federal work study opportunities, working with community partners to reimburse student wages off campus and expanded use of open educational resources to reduce student costs for course materials.

Most importantly, the West integrated university draft plans and goals reflect a common focus of the three existing universities for building lives, building careers, achieving academic excellence, enhancing student-centered learning, and improved student success as defined by MSCHE (retention, completion, and post-graduation employment or further education).

Student affairs, success, and retention: The primary recommendations are focused on fostering the success and increasing the persistence of students. Priorities include the use of predictive analytics and holistic advising, early alert systems, shared student data management, and common first-year experience (FYE) and first-year seminar (FYS) structure. Additionally, the recommendations focus on ensuring equitable access to military and veteran resources, accommodations, internship offerings, tutoring, technology resources (e.g., rural access challenges), and career development coaching and support. Further, the recommendations include common access to critical student life resources such as health and wellness resources (including mental health and counseling), food pantries, housing, and dining and vending. The recommendations also include deploying common student governance structures and policies, including student behavioral intervention, student code of conduct and judicial procedures, and student government and clubs/organizations.

The recommendations impact stakeholders across the university community, including students, parents, faculty, and staff, union representatives, and external vendors and agencies. The recommendations may affect areas such as fee structures, contracts, student-related processes and structures, new or integrated technologies, and system and/or software implementation. There are

initial costs anticipated to implement some of the recommendations, while cost savings are expected in the long term. Finally, the impacts may extend to compliance and legal considerations.

The Priority Two considerations include further aligning and extending student support and campus services, such as supplemental instruction, microgrants, expanded health and counseling services, student leadership development, campus recreation, and housing technology and programs.

Athletics: The strong recommendation is to maintain current NCAA Division I and Division II sports at all integrating institutions and grow current team rosters as well as analyze the addition of new teams. There is a strong commitment at all integrating institutions, as well as the Pennsylvania State Athletic Conference, to maintain the current complement of teams at all integrating universities. Furthermore, the State System is also deeply committed to preserving and expand athletic opportunities for students at all integrating universities. A key objective of the proposed integration is to create opportunities for enrollment growth at the integrating institutions; hence, preserving the complete complement of athletic teams at the integrating universities is critical to realizing this goal. The history, legacy, traditions, and campus vibrancy are critical to each of the integrating institutions. Athletics are at the core of these deeply rooted and honored local and regional traditions. Furthermore, today's and tomorrow's students are attracted to a vibrant campus environment and athletics is critical to creating this sought-after vibrancy. The athletic programs at the integrating universities account for approximately 12% of total undergraduate enrollment, and also support an additional 8% of athletic-related undergraduate enrollment. Our athletic programs are rich in diversity and have traditionally retained students more successfully than non-athlete student counterparts. Preserving and growing our diverse student body is critical to the success of the State System as well as our Commonwealth. The athletic programs can serve as best practices for other areas of the universities as we continue to focus on closing gap performance for our students of difference. The financial analysis of athletics confirms that athletics at all integrating institutions have a positive impact on the bottom line. We are committed to ensuring Title IX compliance for all women's and men's teams.

These recommendations impact students, student-athletes, community visitors, local high schools and towns, faculty, staff, alumni, coaches, athletic administration, HR, and financial aid stakeholders. Additionally, the recommendations have process, technology, finance, and legal impacts; software used to support scholarship offers and team scholarship limits, as well as the NCAA Compliance Assistance Software; and the expansion/allocation of additional funds for scholarships. The recommendations will require additional funding for recruiting, which in turn should increase enrollment and create a positive return on investment. We continue to work with the NCAA in our pursuit to maintain all athletic teams at the integrating institutions.

The Priority Two considerations include continued sports expansion, scholarship development, facility improvements, software alignment, policy alignment, operating budget reviews, defined roles and responsibilities, sport sponsorship, recruitment, and student-athlete retention.

Student Government: The recommendation is that each of the three universities maintain their current student government associations during the transitional years, allowing each organization to continue operating as separate affiliated entities, providing services to students within each of the campus locations while also continuing to analyze potential future alternatives to best serve the integrated university and its students as it transitions to its future state. The potential future structures include responsibilities and functions at the individual campuses as well as oversight and collaboration by one governing body as a whole.

Refer to Appendix N for detailed recommendations from the student success and retention, student affairs, and athletics working groups. Refer to Appendix O for enrollment projections, graduation outcomes, cost of tuition, room and board, and cost of attendance.

Faculty and Staff

The System, as part of the Board-approved University Sustainability Policy, embarked on plans to align operating expenses with annual revenue as well as achieve specified student to faculty ratios by July 2020. These efforts are currently underway, and the projected outcomes are the starting point for the implementation plan assumptions

In accordance with Act 195 any recommendations that impact collective bargaining agreements (CBAs)/memoranda of understanding will comply with applicable labor laws.

Faculty: Pursuant to Act 50 of 2020, as part of the proposed implementation plan, a single academic organizational structure will be established for each integrated university by July 2022.

As part of the recommendations associated with the program array, student success, and the online initiatives, enrollment is anticipated to increase in the integrated years at 2% year-over-year. Based on the financial projection assumptions, if realized, the university will be able to maintain faculty levels with growth associated with the thresholds aligned to the online initiative. Refer to Appendix V for the financial assumptions for this projection.

Refer to Appendix P for Act 50-required reporting on staffing.

Staff: As part of the proposed implementation plan, a reorganization of the non-academic organizations will be conducted to create a single organization by July 2022.

As part of the recommendations associated with the program array, student success, and online initiatives, revenue and expenses were projected. The total estimated savings are outlined in the financial assumptions in Appendix V.

Given the efficiencies to be achieved, additional reductions are projected. An analysis of retirement eligibility and continued planning is occurring to achieve these results, where possible through removal of vacancies and attrition while maintaining optimal functional capacity. Periodic adjustments to personnel may be required to meet institutional needs**.**

Refer to Appendix P and Appendix Q for Act 50-required reporting on staffing and on academic and non-academic data regarding the number of employees, location, reductions in workforce, reassignment to other universities, financial impacts of reductions, and student to faculty and non-faculty ratios.

7. Impacts on the Community

As noted earlier in this report, the proposed implementation plan is to maintain vibrant, residential, instructional and co-curricular experiences including athletic programs at all three campus locations with the goal of growing both on-ground and online student enrolments through expansion of the program array and improved student supports – all of which enhance the student experience. Given this direction, the below articulates examples of aspects that will <u>not</u> change as part of the integration:

- The three existing campuses will retain their identities
- Athletics programs and events will remain available at all locations
- Cultural and community-facing events will remain available at all locations
- Campuses will maintain their residential character with students living on- and off-campus, and engaging in the full range of face-to-face instructional, co-curricular, and other experiences.
- Fully online programming will also be available but will be in addition to not a replacement for traditional on-ground experiences. Both student cohorts (residential on-ground, and fully online) are expected to grow as a result of integration.
- A complement of faculty and staff will work in person at the campus and living/engaging in the community as many of them do now
- Students will not see impacts to existing financial aid and scholarships
- Student supports will improve as evidence-based "high-impact practices" are integrated as a matter of priority
- Educational programming will be done in a manner that considers regional and community workforce needs, and partnerships will be sought and established with regional employers to ensure they have the educated workforce and employee up-skilling and re-skilling opportunities they require.
- Dual enrollment options for regional high-school students will continue to be a priority and the number of dual enrolled students is expected to grow
- Articulation agreements with community colleges and other educational partners will be streamlined and strengthened, and the number of community college and other transfer students is expected to grow
- Donors will continue to donate to the institution (campus) or program they choose, with all donor intent or restrictions remaining in place

Given these decision points, the campuses will continue to be strong pillars in their communities. The State System is among the top 30 largest employers in Pennsylvania based on 2019 second quarter data from the state Department of Labor and Industry[3], and enrolled 95,802 students across the 14 universities as of Fall 2019[4]. The State System has a direct presence in 20 of the 67 counties of Pennsylvania, varying from urban to rural locations. As a result of a large geographic reach across the Commonwealth, the State System plays a key role in stimulating the economies of the counties in which each university resides. The State System directly impacts the regional economies by injecting millions of dollars into Pennsylvania's economy on local, county, and state levels. Additionally, the presence of the State System universities enhances workforce development and therefore impacts employment opportunities, not only for the students, but also for those who reside in the surrounding communities.[5]

The three universities also have relationships with affiliated entities. Affiliated entities are defined according to Board policy as a private organization (typically classified as a 501(c)(3) nonprofit organization for federal tax purposes) that exists solely for the benefit of the university, including, but not limited to, foundations, alumni associations, and student associations. To be affiliated, the organization must: (1) be recognized as an affiliate through a Council of Trustees' resolution; (2) make financial contributions to the university or provide similar benefits on a regular basis,

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[3] https://www.wtae.com/article/pennsylvania-largest-employers-1576875315/30299746#
[4] https://www.passhe.edu/SystemData/Documents/Enrollment%20Trends%20Fall%202019%20-%20PRELIMINARY.pdf
[5] https://www.passhe.edu/SystemData/Documents/EconomicAndEmploymentImpactReport.pdf

satisfactory to the president and Council of Trustees; and (3) provide an annual external audit report to the university on a timely basis.

Inasmuch as each existing campus will remain as part of the proposed integration, the proposed implementation plan is not anticipating community and affiliate changes now; however, changes may occur in the future. Specific to foundations, donations will remain within the current affiliated entity, including any current donor restriction.

Refer to Appendix R for a list of affiliated entities.

8. Impacts on Shared Governance

The State System is committed to honoring the terms of its CBAs/memoranda of understanding with each of its bargaining units.

Integration will not impact the control (public) or ownership (Commonwealth of Pennsylvania) of the integrated institution. The integrated institution's governance will conform to the provisions of Act 188, including roles and responsibilities delineated for the Board of Governors and Council of Trustees.

The main recommendations regarding governance consider the composition and meeting schedule for the integrated university's Council(s) of Trustees; determine the integrated university's representation on the Pennsylvania Association of Councils of Trustees (PACT); review transitional leadership governance documents and proposed functional units, and student, faculty, and athletics governance structures; and review the strategic direction planning and current decision-making processes.

Refer to Appendix S for detailed recommendations from the institutional governance and leadership working group.

9. Before and After Organizational Charts for All Impacted Institutions

In alignment with the integration goals and the submission to MSCHE, the before and after high-level organizational charts are presented in Appendix T. The organizational charts were built to align to the goals of providing a robust program array to students through a combined faculty, supporting the recommendations from the working groups, and at the same time reducing duplication to drive savings for reinvestment in students. As the proposed implementation moves forward, staffing will be aligned within the organizational units.

10. Information included in the Chancellor's Report and Recommendation under Subsection a.2 of Act 50, Namely the Financial Sustainability Analysis

Pursuant to Act 50 and as part of the redesign effort, the Chancellor proposed to the State System Board of Governors at its July 2020 meeting to embark on a financial review, per Act 50, of potential integration of several State System universities, seeking through such integrations/consolidations to expand students' educational opportunity and ensure that affordable, career-relevant higher education remain available in a sustainable way across all regions of Pennsylvania.

In September 2020, the first phase of the financial review and recommendation was presented by the Chancellor pertaining to the institutional integrations overview and Phase 1. This recommendation moved from three combinations to two combinations based on the analysis. On October 14, 2020, in accordance with Act 50, the Chancellor presented to the Board the report and recommendations of the financial stability of any impacted institution. The report and recommendation were contained within the Board PowerPoint presentation with appendices and the Board affirmation. Upon receipt of the report and recommendation, which showed the benefits and opportunities of the two combinations of integrations, the Board affirmed the ongoing institutional integrations process and authorized the Chancellor to proceed with the development of appropriate implementation plans for review by the Board in 2021.

Appendix U comprises the October 2020 Board of Governors report and recommendation. Note that impacts on community and affiliates identified in the October report as part of the implementation planning process can be found in Section 7 of this report.

As part of the proposed implementation plan, the financial analysis conducted in October was refined with new information associated with the working group recommendations (Appendix V). It is important to note that the financial projections are an iterative process and will be updated as part of the CPP in September. At that time, adjustments will be made associated with the Board of Governor's approved tuition freeze for fiscal year (FY) 21/22 and receipt of COVID-related federal relief funds.

Overall, program array, student success, and online recommendations resulted in a 2% year-over-year enrollment increase. This aligns to the goal associated with sustainability for enrollment.

However, when looking at the five-year projections, the operating margin and the primary reserve ratio are negative. This ratio is impacted by the FY 20/21 losses associated with the COVID-19 pandemic, which are part of the FY 20/21 baseline and, therefore, flow through the remaining years without the receipt of the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA), 2020 (Higher Education Emergency Relief Fund [HEERF] II), and American Rescue Plan (Higher Education Emergency Relief Fund III) funds. If federal funds, at anticipated amounts, are received by the universities, the primary reserve ratios show an improvement, but remain negative.

Two other factors impact the projections, the negative cash position for Clarion and Edinboro entering the integration and the high debt service as a percentage of revenue. Even the most financially stable, Cal U, is only marginally sustainable without integration, making the importance of integration even more pressing.

Financial stability will be improved through alignment of costs with revenue and enrollment levels and the expansion of educational opportunities for all students from three physical campus locations and a virtual campus (global online division). Cost efficiencies will also improve through leveraging university strengths and sharing expertise and capability, including campus leadership, payroll, analytics, labor relations, procurement, human resources, technology, finance, facilities management, academic programs, and institutional effectiveness. These improved opportunities and efficiencies will improve the cost effectiveness of delivering the programs.

Financial stability and affordability will foster efforts to support and retain student success by enabling investments for university responsiveness with student/employer needs, an expansion of workforce-targeted academic programs, and student success services that will improve retention and completion rates, including student populations from historically underserved, low-income, and rural communities, and students of color. Enrollment management will also expand recruitment efforts beyond traditional high school graduates to engage new student segments, including adults who need to re-skill and up-skill to maintain relevancy in the labor market through more affordable, fully online degree and degree-completion programs and through partnerships with employers to develop educational pathways that satisfy student and workforce needs.

Refer to Appendix V for updated financial projections and additional data, including:

- Overview of the financial position contained within the financial statements
- Operating budgets and projections for the current year plus five years
- Administrative savings assumed from the integrations

11. Timeline for the Implementation Plan Post-April

The proposed implementation plan is built upon a timeline to launch the integrated university by July 2022 with a phased implementation for continuous improvement. The first visual below shows the student lifecycle which represents key items for prospective students, applicants, enrolled students, academics (i.e., returning students), graduation, and alumni giving.

Student Lifecycle Activities		2021				2022				2023+			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Prospect	UG students inquire about admissions information for Fall 2022		▭										
	Grad students inquire about admissions information for Fall 2022	▭											
	Student-athletes inquire about athletics and admissions recruitment information for Fall 2022	▭▭											
Applicant	Students begin submitting their applications on a rolling basis				▭▭								
	Students begin applying for scholarships					▭							
	Students begin submitting their financial aid applications					▭▭							
Admitted	Students receive admissions decisions for Fall 2022					▭▭▭							
	Grad student receive financial aid offer letters						▪						
	UG student receive financial aid offer letters					▪							
Enrolled	Student participate in orientation						▭						
	UG student deadline to submit housing deposits						▭						
	New students register for Fall 2022 courses						▭						
Academics	Returning students register for Fall 2022 courses						▭						
	Students arrive on campus							▪					
	Monitor retention and persistence								▭▭▭▭▭▭▭▭				
Graduation & Alumni	Graduation										▪		
	Alumni Engagement										▭▭▭▭		

The table below shows the major work streams within the proposed implementation plan. The proposed implementation plan is built upon a timeline to launch the university by July 2022 with a phased implementation for continuous improvement. Refer to Appendix W for a detailed timeline of critical path items identified by working groups during the implementation planning phase.

INTEGRATION PILLARS	JAN – JUN 2021	JUL – DEC 2021	JAN – JUN 2022	JUL – DEC 2022+
Student Experience	• Scholarship options • Introduce future students • Tutoring services • Support wellness • Career Services • Financial counseling • Student fees • Athletics program structure • Common timeline/editorial calendar • International services • FYE and FYS	• Scholarship options • Athletics program structure • Emergency/crisis • DEI • Marketing and communications • Communication functions • Intermediate website • Brand identity • Vendor contracts	• Disability/accessibility services • Testing resources and procedures • Scholarships • Academic Advisors • Writing Center • Admissions process for athletes • Unified program array communication • Student Code of Conduct/handbook • Title IX compliance • Publish catalog	• Holistic advising • DEI staff and affiliates • Marketing campaign • SIS changes • Wellness support • Media relations efforts
Academics	• Integrated academic program array • Academic structure • Common academic calendar	• Academic program synthesis • Virtual campus business model • Recognitions and rankings • Support services for virtual campus	• Virtual campus academic readiness • Academic catalog	• SARA authorization for virtual campus • Centers for Teaching and Learning • Execute virtual learning request for proposal RFP
Institutional Accreditation	• Complex Substantive Change preliminary review	• CSC request form	• MSCHE board approval	• MSCHE site visit
Regional SIS and Enrollment	• Determine ED requirements • Common calendar • Common admissions deadlines	• Packaging and processing aid • Class schedules • Allocations/ modifications from ED	• FAFSA and financial aid applications • IT policy alignment • Transcript development • Data conversions	• Financial aid structure • Financial aid disbursements • FAFSA and financial aid eligibility

INTEGRATION PILLARS	JAN – JUN 2021	JUL – DEC 2021	JAN – JUN 2022	JUL – DEC 2022+
	• Technology platforms	• Standardize scholarships • Admissions communications • Application launch • Technology for Free Application on Federal Student Aid (FAFSA) • Recruitment strategy • Contracts/affiliation agreements	• Degree audit • PHEAA requirements • Bill and payment	• Financial aid verification process • Conversion to regional SIS
Finance and Infrastructure	• Shared services model • Purchasing processes • Facilities management system • Assess vendor contracts	• Financial and enrollment projections • Singular budgeting process • Financial aid audit	• Tuition and fee structures • Foundations and Alumni Associations • Student government associations impact • Billing system	• New SAP • Single budget into SAP • Content strategy • Rating and lending agencies • Prior year financial statement audit and Single Audit
Human Resources			• Integrated HR structure • Organizational structure	

Refer to Appendix W for a detailed timeline of critical path items identified by working groups during the implementation planning phase.

In addition, the West integration submitted a preliminary timeline (included below with minor updates) as part of the MSCHE submission process, which is included within the critical path.

Critical Implementation Milestones	Estimated Date
Early notification of MSCHE	August 2020
Financial review	July - October 2020
State System Board of Governors affirmation of System Redesign direction	October 2020
Implementation planning process	October 2020 - April 2021
Creation and charge of implementation planning teams	October - November 2020
Early notification of Pennsylvania Department of Education	December 2020
Contact ED regarding any impact on Title IV	December 2020
State System Board of Governors interim review of implementation planning	January 2021
Submit CSC Preliminary Review Form to MSCHE VP	February 2021
State System Board preliminary approval of integration implementation plans	April 2021
Sixty-day public comment period	April - June 2021
State System Board final approval of integration implementation plans	July 2021
Submission of CSC request to MSCHE	September 2021
Implementation Phase 1	July 2021 - July 2022
MSCHE action	March 2022
Effective transaction date	July 1, 2022
MSCHE site visit	January - February 2023
MSCHE post-site visit Commission review and action	March 2023

12. Additional Considerations and Conclusion

Based on the proposed implementation plan, we expect the West integration to result in a student-focused, more sustainable integrated university that benefits the Commonwealth and honors the identities of the three integrating universities. Upon the Board's final approval, the integration will embark on the implementation plan to execute the recommendations herein.

While the integration shows a path forward, this path is still at risk. While university alignment is now actively underway through the Board's University Financial Sustainability policy[6], it is not enough. Long-term sustainability will require integration and a new partnership and collaboration with the Commonwealth.

Any implementation of this scale comes with risks. The below outlines the primary financial risks, which will need to be mitigated for long-term sustainability within the region for the students, families, and communities that we serve.

First, as noted in the financial section of this report, the starting position of the three universities is at risk (refer to Appendix C and Appendix V). Each university maintains an academic program array where revenues do not meet costs. Auxiliary operations and E&G run negative at two universities, with one barely breaking even. After aligning costs and revenues by June 2022, two will have exhausted their reserves, showing a negative balance. While Cal U is projected to have $16.8 million in reserves, enough for three months of operations, it is still fragile (sustainability policy benchmark is six months). The projections also show the limitations with the online net revenue contribution associated with labor costs. Finally, assuming appropriations were distributed solely by enrollment, projections show a required combined cross-subsidy of over $11 million for the three universities within the integration (Appendix Y).

The financial projections shown in Appendix V are sensitive to assumptions having to do with enrollment growth, state funding, tuition actions, etc. The program array recommendations and the online initiative recommendations improve the position of the combined entity, which mitigates some of the risk when comparing scenarios of the individual universities without integration against integrated projections for net revenues (Appendix Y.3). The proposed implementation plan recommendations and these scenarios also show integration as the only path forward in its ability to offer a more robust program array and student services.

Second, and equally important in the West, is the issue of the combined debt load as a proportion of revenues. Debt totals $246 million (much of it in under-occupied residence halls), with $22 million annual debt service which must be repaid irrespective of enrollment. The overall result is that the integrated university is unable to invest in the physical plant, thus exacerbating the approximate $84 million in current deferred maintenance for near-term needs in E&G and auxiliary operations inclusive of athletics. Alleviating the financial pressures associated with the debt load requires an ongoing partnership with the Commonwealth. This could take many forms, including selected building acquisition and/or targeted support for debt service payments. Either would help improve net revenue and allow for investment in students and physical plant.

Finally, the financial projections assume no change in the distribution of state appropriated dollars, thus continuing cross-subsidies – cross-subsidies that other universities can no longer afford without impacting their students' success and their institutions' financial health. Alleviating the need for cross-subsidy in the West would require an additional $11 million annually. Eliminating the need for cross-subsidy for the System as a whole would require $46 million in annual appropriations.

Integration is the best path forward, as evident when comparing scenarios of the individual universities against integrated university projections for net revenues. Without integration, the ability to maintain the program array and invest in student success is limited, making the need for integration more pressing.

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[6] https://www.passhe.edu/inside/policies/BOG_Policies/Policy%202019-01.pdf

Trajectories considered by the Board and their costs

It is important to note that prior to embarking on integrations, as part of due diligence, the System had meaningful discussions about the following possible actions concerning the future of the System (Appendix Y).

Trajectory Considered	Projected Cost(s)
Maintaining the three universities in their current operating models without implementation of the System sustainability policy	Between $24 million to $30 million in annual ongoing support, for a total of $137 million for the five-year period.
Maintaining the three universities and requiring each to align cost with revenues under System sustainability policy, but not integrate	Between $11 million to $15 million in annual ongoing support, for a total of $65 million for the five-year period. Requires additional targeted scholarships of between $17 million to $68 million to incentivize/maintain enrollments at two universities left with non-viable program arrays (as proven effective at Cheyney University with $4.9 million annual investment in Keystone Scholarship).
Cease operations at selected universities	Requires legislative action and between $100 million to $287 million per university, for a total of $660 million to offset closing costs.
Dissolve the relationships that make us a System, allowing universities to operate independently (e.g., as state-related)	Increases cost of university operations, which take responsibility for shared functions (legal, labor relations, payroll), plus targeted investment in maintaining or closing most universities not capable of sustaining on enrollment-driven and existing state revenues.
Implementing the sustainability policy to align costs with revenues prior to integrating into a single accredited entity	Standard ongoing support, projected to achieve balance by FY24. West one-time start-up costs estimated at approximately $14 million, aligned mostly to IT for the student information system changes and faculty stipends over the five-year period. Total one-time start-up costs, inclusive of support for both the integrations, estimated at $29 million over the five-year period.

Closing selected universities and dissolving the System are neither desirable nor possible without legislative action. Of the remaining three trajectories, sequentially implementing the sustainability policy and integrating universities are the best path to financially sustainable operations that ensure affordable, high-quality education is available at each of the System's universities. Specifically:

- Only the integration plan allows for the ongoing investment necessary to support new academic programs, student supports, and growth into new student markets.
- Only the integration plan, through its deliberate focus on low-cost degree pathways, addresses student affordability issues outlined in Appendix C. The data shows the System affordability advantage diminished from $6,500 to $1,500 per student per year between 2010 and 2019. To impact student affordability through state support requires investment totaling $12 million annually for every $1,000 reduction in net average student cost of attendance.

Conclusion

The proposed implementation plan outlined in this report sets the stage for a transformed West integrated university that will be positioned to serve students, families, and the region for the future, enabling the continuation and expansion of high-quality, affordable educational opportunities that continue fulfilling the mission of the university and the System. This plan leverages the scale and resultant operational efficiencies achieved by combining the three universities, providing cost savings that allow us to reinvest in our students' success. It sets the stage for long-term viability focused on the students and regions these universities serve, while improving access to affordable, high-quality education that our students need to continue driving the regional and statewide economies. It is the beginning of the journey, and one, through the experience of building the work included here, that we have every confidence will be successful. With your support, we can, we must, and we will.

Acronyms and Definitions

- AA: Associate of Arts
- AACSB: Advance Collegiate Schools of Business
- AAS: Associate in Applied Science
- ABET: Accreditation Board for Engineering and Technology
- Accr: Accreditation
- Act 50 or Act 50 of 2020: Public School Code of 1949 – Omnibus Amendment Act of Jul. 1, 2020, P.L. 558, No. 50
- AFSCME: American Federation of State, County, and Municipal Employees
- AMPT: Academic Master Planning Tool
- APSCUF: Association of Pennsylvania State College and University Faculties
- AS: Associate of Science
- ASN: Associate of Science in Nursing
- AY: Academic year
- BA: Bachelor of Arts
- BAS: Bachelor of Applied Science
- BFA: Bachelor of Fine Arts
- BIT: Behavioral Intervention Team
- BSAE: Bachelor of Science in Art Education
- BSBA: Bachelor of Science in Business Administration
- BSED: Bachelor of Science in Education
- BSW: Bachelor of Social Work
- BOG or Board: Board of Governors
- CA: Community Assistant
- Cal U: California University of Pennsylvania
- CAO: Chief Academic Officers
- CARES Act: Coronavirus Aid, Relief, and Economic Security Act
- CBA: Collective Bargaining Agreements
- CFP: Certified Financial Planner
- CIP: Classification of Instructional Program
- Clarion: Clarion University of Pennsylvania
- CLEP: College Level Examination Program
- Clery: Clery Act
- CMMS: Computerized maintenance management system
- CMS: Content management system
- CRRSAA: Coronavirus Response and Relief Supplemental Appropriations Act
- COA: Cost of Attendance
- COT: Council of Trustees
- CPP: Comprehensive Planning Process
- CRM: Customer relationship management
- CRNP: Certified Registered Nurse Practitioner
- CSC: Complex Substantive Change
- DCJ: Doctorate of Criminal Justice
- DEI: Diversity, equity, and inclusion
- DNP: Doctorate's in Nursing
- Donor/Alumni: Donors, Alumni Relations, and Foundations
- DPT: Doctor of Physical Therapy
- DSST: DANTES Subject Standardized Test
- E&G: Educational and general
- EAB: Education Advisory Board
- EADA: Department of Education Equity and Athletics Disclosure Act
- ED: US Department of Education
- EdD: Doctorate in Education
- Edinboro: Edinboro University of Pennsylvania
- EdS: Educational Specialist
- EEO: Equal employment opportunity
- EM: Enrollment Management
- EMSI: Economic Modeling Specialists Intl.
- ESRI: Environmental Systems Research Institution - GIS mapping software
- F&A: Finance and Administration
- FAFSA: Free Application for Federal Student Aid
- FERPA: Family Educational Rights and Privacy Act
- FinAid: Financial Aid
- FTE: Full-Time Equivalent
- FY: Fiscal Year
- FYE: First-Year Experience
- FYS: First-Year Seminar
- GR or Grad: Graduate
- HEERF: Higher Education Emergency Relief Fund
- HR: Human resources

- HRIS: HR information system
- IT: Information Technology
- LMS: Learning Management System
- LR: Labor Relations
- MA: Master of Arts
- MACC: Masters of Accountancy Program
- MarComm: Marketing and Communication
- MBA: Master's in Business Administration
- MD: Maryland
- MEd: Master of Education
- MFA: Master of Fine Arts
- MM: Multi-modal
- MOU: Memorandum of Understanding
- MSCHE: Middle States Commission on Higher Education
- MSN: Master of Science in Nursing
- MSW: Master of Social Work
- NABITA: National Association for Behavioral Intervention and Threat Assessment
- NCAA: National Collegiate Athletic Association
- NE: Northeast region
- NJ: New Jersey
- NPC: National Panhellenic Conference
- NPHC: National Pan-Hellenic Council
- NY: New York
- OH: Ohio
- OOC: Office of the Chancellor
- OPEID: Office of Postsecondary Education Identification
- OPEIU: Office of Professional Employees International Union Healthcare Pennsylvania
- PA: Pennsylvania
- PACT: Pennsylvania Association of Councils of Trustees
- PD: Police Department
- PHEAA: Pennsylvania Higher Education Assistance Agency
- PIRSA: PA Intramural-Recreational Sports Association

- PK-12: Prekindergarten through Grade 12
- POA: Pennsylvania State System of Higher Education Officers Association
- POS: Point-of-sale
- PSAC: Pennsylvania State Athletic Conference
- PSECU: Pennsylvania State Employees Credit Union
- PSSU: Pennsylvania Social Services Union
- RA: Resident Assistant
- RFP: Request for Proposal
- RISE: Research Initiative for Scientific Enhancement
- RN: Registered Nurse
- SAI: Student Association
- SARA: State Authorization Reciprocity Agreements
- SCUPA: State College and University Professional Association
- SGA: Student Government Association
- SIS: Student information system
- SLT: System Leadership Team
- SPFPA: International Union, Security, Police and Fire Professionals of America
- State System or System: Pennsylvania's State System of Higher Education
- Support Services: Integration Support Services Group
- SWMD: State Wide Meet and Discuss
- TC: Transfer Certificate
- Tech: Technology
- UCR: Uniform Crime Reporting system
- UG and Ugrad: Undergraduate
- ULT: University Leadership Team
- UTECH: University Technology Services
- VP: Vice President
- WG: Working Group

Act 50 Quarterly Report Alignment

The table below correlates the Act 50 requirements to the relevant appendix or appendices.

Act 50 Requirement	Appendix
(1) An overview of the financial position of the respective universities at the time of plan approval and the time of the report.	Appendix V: Financial Sustainability Analysis
(2) The operating budget and total budget for each university at the time of plan approval and at the time of the report.	Appendix V: Financial Sustainability Analysis
(3) The estimated amount of expenditures needed to support plan implementation at the time of plan approval and the cumulative amount of expenditures made to support plan implementation at the time of the report.	Appendix X: Implementation Costs
(4) The applicable organizational charts at the time of plan approval and at the time of the report.	Appendix T: Organizational Charts
(5) Full-time enrollments at the time of plan approval and at the time of the report.	Appendix O: Act 50 Reporting on Student Metrics and Analysis
(6) Graduation outcomes at the time of plan approval and at the item of the report.	Appendix O: Act 50 Reporting on Student Metrics and Analysis
(7) The cost of tuition, room and board and fees at the time of plan approval and at the time of the report.	Appendix O: Act 50 Reporting on Student Metrics and Analysis
(8) The average cost of attendance at the time of plan approval and at the time of the report.	Appendix O: Act 50 Reporting on Student Metrics and Analysis
(9) The number of faculty and non-faculty employees at the time of plan approval and at the time of the report.	Appendix P: Act 50 Reporting on Faculty Appendix Q: Act 50 Reporting on Staff
(10) The number of faculty and non-faculty employees by location at the time of plan approval and at the time of the report.	Appendix P: Act 50 Reporting on Faculty Appendix Q: Act 50 Reporting on Staff
(11) Each impact to faculty and non-faculty employee staffing, including, but not limited to, separations, reductions in force, reclassifications of job responsibilities or roles or reassignments to other universities within the system. The notification under this paragraph shall include an estimated financial impact for the current and subsequent two fiscal years.	Appendix P: Act 50 Reporting on Faculty Appendix Q: Act 50 Reporting on Staff

Act 50 Requirement	Appendix
(12) The faculty-to-student ratio and the faculty and non-faculty employee-to-student ratio at the time of plan approval and at the time of the report.	Appendix P: Act 50 Reporting on Faculty
(13) A list of academic programs that have been terminated or consolidated and an explanation of the reasons for termination or consolidation.	Appendix L: Act 50 Reporting on Academic Programs
(14) A list of new academic programs that have been approved and an explanation of the need for the programs.	Appendix L: Act 50 Reporting on Academic Programs
(15) The number of academic programs by location at the time of plan approval and at the time of the report.	Appendix L: Act 50 Reporting on Academic Programs
(16) A list of property that is for sale or has been sold and the value of the proceeds from the sale.	Appendix J: Act 50 Reporting on Property for Sale
(17) A list of administrative service consolidations and the value of savings resulting from the consolidations.	Appendix V: Financial Sustainability Analysis
(18) A list of outlining concerns related to the implementation of the plan on the community and affiliated organizations.	Appendix R: Act 50 Reporting on Affiliated Entities' and Communities' Concerns
(19) Any other information as requested by the chairpersons enumerated under this subsection.	N/A

Appendices

Appendix A: Implementation Planning Process

How Are We Pursuing Integration?

JULY 2020 TO OCTOBER 2020	OCTOBER 2020 TO APRIL 2021	APRIL 2021 TO JULY 2021	JULY 2021 TO JULY 2022
• Conduct **review** of financial impacts of potential integrations * Act 50 report and recommendations presented to the BOG October 2020	• Develop implementation **plan(s)**	• Submit plan(s) for **public comment** (April 2021) and Board approval (July 2021)	• Begin phased **implementation** plan with a Fall 2022 opening and continue development thereafter

1

Implementation Planning Takes Place in the Regions…

…Through 29 Working Groups (and 215 Subgroups) Focused on Key University Functions.

Identified and populated initial working groups (WGs) with leads, co-leads, and subgroup members. Each WG has distinct charters and charges.

Parallel Working Groups (One per Region)
1 Academics
2 Athletics
3 Communication and Marketing
4 Donors/Alumni Relations/Foundations
5 Enrollment Management
6 Facilities and Infrastructure
7 Finance and Administration
8 Human Resources and Labor Relations
9 Institutional Governance and Leadership
10 Technology

Regional-Specific Working Groups	
Western	**Northeastern**
11 Online	14 Workforce Development and Non-degree Programs
12 Student Affairs	15 Student Success, Services, and Campus Life
13 Student Success and Retention	

Combined Working Groups	
16	Accreditation
17	Financial Aid
18	State System Technology
19	Human Resources and Labor Relations

Plus **215** Subgroups!

3

The Process Engages the Expertise of Our Stakeholder Groups…

WGs and subgroups were structured to meet the WG charges in accordance with a common framework that was customized in each region to ensure needed skills and expertise as well as constituency representation

Western Integration

As of 1/8/2021:

- 145 Managers
- 130 APSCUF Members
- 60 SCUPA Members
- 23 Coaches
- 21 AFSCME Members
- 13 Students (does not include advisory group)

- 11 Trustees
- 8 Affiliates (SAI, Foundation Members, PSECU Reps, Military, etc.)
- 4 Alumni (Non-Employee)
- 2 SPFPA Members
- 2 POA Members
- 1 OPEIU

421 total individuals serving on working groups and subgroups

Northeastern Integration

As of 1/8/20201:

- 166 Managers
- 279 APSCUF Members
- 38 SCUPA Members
- 9 Coaches
- 72 AFSCME Members
- 3 Trustee Students

- 10 Trustees
- 10 Affiliates (BU and LHU Foundation, BU CGA Affiliate)
- 1 SPFPA Members
- 1 OPEIU Member
- (Does not include non-employee alumni or POA members)

589 total individuals serving on working groups and subgroups

4

…and Involves Extensive Consultation at Statewide, Regional. and Campus Levels.

Appendix B: 2021 Annual Accountability Report

The 2021 Annual Accountability Report (i.e., Appropriations Request) was published on March 3, 2021, and includes information regarding the contributions State System universities make to the Commonwealth of Pennsylvania and the challenges confronting the State System. Refer to https://www.passhe.edu/Shared%20Documents/FINAL_AppropsBook_3Mar2021.pdf.

Appendix C: West Integration Financial Challenges

The following excerpt details the review of structural trends, impacts on the State System and university financial health, and State System trajectories.

Review of Structural Trends

The challenges we are facing

Pennsylvania's
STATE SYSTEM
of Higher Education

As State Funding Has Declined (annual state appropriations to State System adjusted for inflation)...

Although Pennsylvania has increased funding in recent years, current funding is down $210 million (31%) since 2001, when adjusting for inflation.

Legend: ■ Adjusted State Appropriation ▪ Adjusted Federal ARRA ▪ CARES Act Title V Funds —— Unadjusted Total Appropriations

*Inflation adjustment based on CPI-U through 2019-20, and 2020-21 inflation of 0.9% per Congressional Budget Office projection. Does not include CARES Act funding.

2
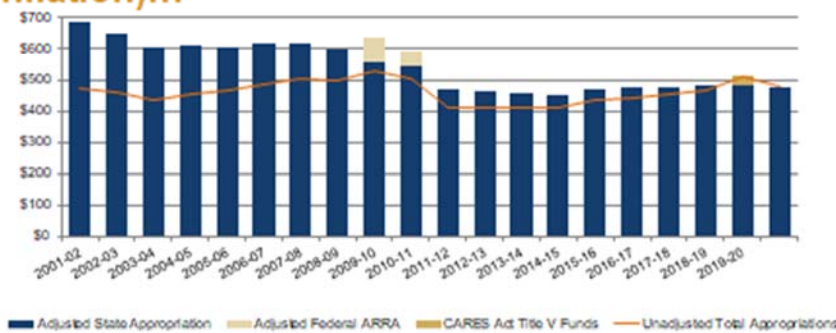
Educational Appropriations per FTE State Comparison
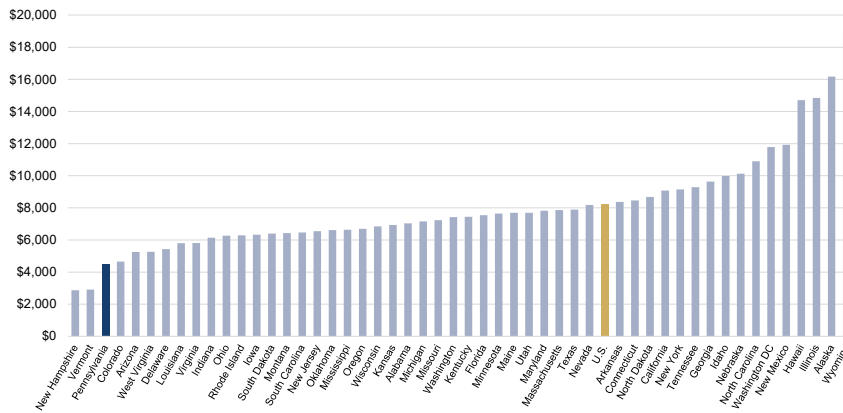
At this funding level, Pennsylvania ranks 48th of 50 states in terms of educational appropriation per student FTE, representing a decline from FY 2018, where Pennsylvania was ranked 47th (Figure 17).

Pennsylvania is ranked 47th in net tuition per FTE, spending $3,719 per student less than the 50-state average.

Source: State Higher Education Education Executive Officers Association FY 2019 State Higher Education Finance Report

5

And the System Has Shifted Cost Burden to Students, Driving Up Price of Attendance

History of Price of Attendance with Average Federal, State, and Institutional Grants
For Typical New In-State Undergraduate Living on Campus

Growth in room and board costs outpaces tuition and fees.

Sources: Costs – Annual Data Collection. State System Data Warehouse. Grants: The Integrated Postsecondary Education Data System. Notes: Tuition is the standard tuition as approved by the Board of Governors. Room and Board rates are average of most common university rates. Average grants include federal, state, local, and institutional grants, scholarships, and waivers.

Driving Enrollment Down (by 21% since 2010)

Decline is 27% without West Chester University, which has grown.

Fall Headcount Enrollment

■ Undergraduate ■ Graduate

5

Particularly Amongst Students from Low- and Middle-Income Families (the students public higher ed was created to serve)

Change in Fall In-State Degree/Certificate-seeking Undergraduate Headcount by Family Income Level
For those who completed the FAFSA and received any aid

Source: Census Student and Annual Financial Aid Data Collection, State System Student Data Warehouse

6

Demographic Trends Contribute, but Account for Only A Fraction of the Loss (change in size of high school-leaving population)

Pennsylvania Public High School Graduates (Historic and Projected)

Enrollment from Pennsylvania declined 18%, while high school graduates declined 6% from 2012 to 2020.

So Does the Competitive Higher Ed marketplace

Nearly 250 Institutions Offer Degrees in PA

- State System
- Community Colleges
- State-Related
- Thaddeus Stevens
- Private State-Aided
- Private Colleges/Universities
- Theological Seminaries
- Private 2-Year Colleges
- Specialized Associate Degree Institutions
- Out-of-State Provider

Source: Pennsylvania's Department of Education

But the Greatest Driver Appears to be Price (the State System's average net price of attendance is up 62.4% 2009-10 to 2018-19)

Average net Price (Cost of Attendance minus Average Grants)	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Percentage Change from 2009-10 to 2018-19
State System	$12,807	$14,078	$15,342	$16,304	$16,333	$17,696	$18,482	$19,763	$20,270	$20,799	62.4%
PA State Related	$19,330	$20,577	$19,983	$20,620	$20,868	$21,676	$21,471	$21,835	$22,504	$22,428	16.0%
PA 4 Year Privates	$21,028	$22,007	$22,457	$23,220	$23,382	$22,748	$22,651	$22,968	$23,296	$23,496	11.7%
National 4 Year Public	$11,641	$11,966	$12,631	$13,032	$13,143	$13,497	$13,746	$13,957	$14,033	$14,294	22.8%

The trend has significantly reduced State System universities' affordability advantage in PA.

9

Trends Are Devastating Financially: Fewer and Fewer Students Carry the Burden of the System's Fixed and Growing Costs

Chart compares total annual personnel expenditure (represents 75% of total costs) with enrollment, 2010-20

Personnel Costs Change since 2010 — Headcount Enrollment Change since 2010

Pennsylvania's
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of Higher Education

Impacts on System and University Financial Health

The problem we are trying to solve

Pennsylvania's
STATE SYSTEM
of Higher Education

Annual Operating Margins Weaken

*Threshold goal is recommended by National Association of College and University Business Officers and is industry standard; calculation was slightly modified beginning 2014/15 based on KPMG methodology; prior data reflects Moody's methodology.

The State System's goal* is for each university to achieve a 3-year rolling average operating margin of at least 2-4%.

The operating margin has declined in all but the most recent year and is still overall less than the 2-4% goal.

In 2019-20, operating margins at 11 universities were below 2%, compared to 5 universities in 2015-16.

2019-20 reflects deposit of Coronavirus Aid, Relief, and Economic Security (CARES) Act Funds (June 2020) – funds which were already spoken for (and inadequate to meet COVID-related impacts.)

Source: SAP; Business Warehouse   12

As Do Primary Reserve Ratios

The State System's goal* is for each of its universities to have a reserve 3-year rolling average of 40%.

The ratio for the System overall has declined in recent years.

In 2019-20, 9 universities were below 40%, compared to 5 in 2015-16.

*Threshold goal recommended by the National Association of College and University Business Officers and is industry standard. Primary Reserve Ratio: Expendable financial resources (unrestricted plus temporary restricted) divided by annual operating requirements (total expenses).

Source SAP; Business Warehouse   13

And Minimum Reserve (days cash* on hand)

The State System's goal* is for universities to have reserves on hand for 180 days of operations.

In 2019-20:
- 10 universities have lower minimum reserves than in 2015-16

- Half do not have 180 days reserves on hand

- Three have less than three months (90 days)

*Threshold goal recommended by the National Association of College and University Business Officers and is industry standard.
Includes System loans, where applicable.

Source SAP; Business Warehouse   14

California
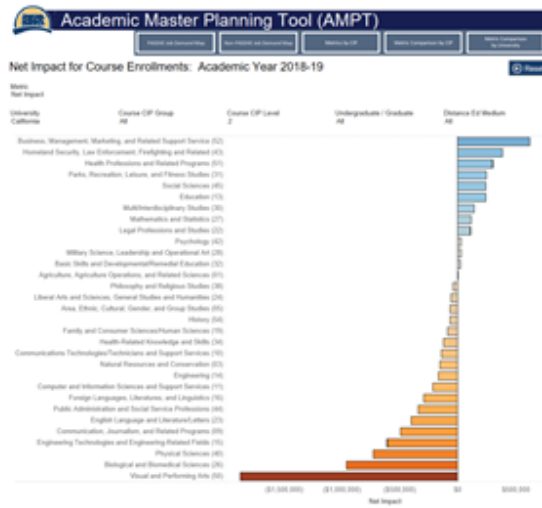
Net financial impact of academic program array (19/20)
    Fall/Spring: ($6.2M)
    ALL terms: ($2.3M)

Fall Headcount Enrolment trend since 2010: -27%

	Actual 6/30/20	Estimated 6/30/22
Unrestricted net position:	$23.3M	$16.8M
Change in net position:	+ $5.9M	$.6M
(From $17.4M in 2015)		

Total bond debt (6/30/20): $137.9M
    Current FY 20/21 debt service for E&G: $3.4M
    Current FY 20/21 debt service for Auxiliary: $7.5M

Average occupancy of residence halls: 79.8%
Auxiliary operations FY 18/19 (Pre-COVID): ($1.6M)

2019/20 subsidy to other universities: $1.0M

Clarion
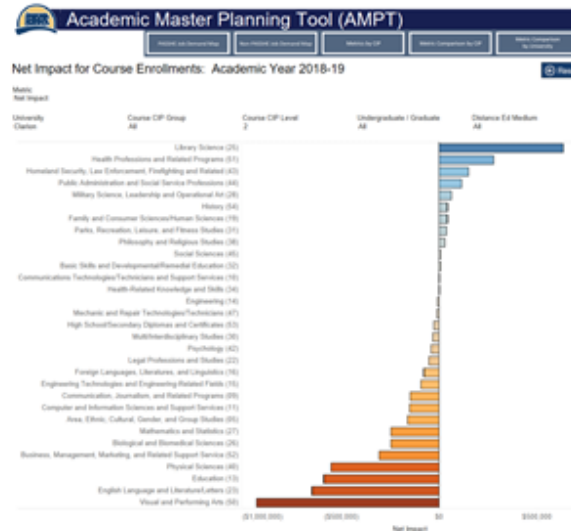
Net financial impact of academic program array (19/20)
    Fall/Spring: ($3.6M)
    ALL terms: ($3.3M)
Fall Headcount Enrolment trend since 2010: -39%

	Actual 6/30/20	Estimated 6/30/22
Unrestricted net position:	$4.4M	-8.3M
Change in net position:	-$18.2M	-30.9M
(from $22.5M)		

Total bond debt (6/30/20): $5.3M
    Current FY 20/21 debt service for E&G: $102.6K
    Current FY 20/21 debt service for Auxiliary: $810.9K*

Average occupancy of residence halls: 79.5%
Auxiliary operations FY 18/19 (Pre-COVID): $158K

2019/20 subsidy from other universities: $5.2M

*affiliate also holds bond debt for housing which is backed
through a master lease)

Edinboro
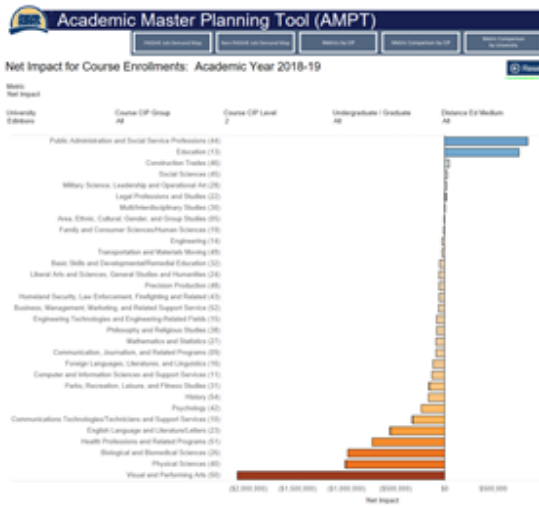
Net financial impact of academic program array (19/20)
   Fall/Spring: ($6.5M)
   ALL terms: ($5.1M)
Fall Headcount Enrolment trend since 2010: -50%

	Actual 6/30/20	Estimated 6/30/22
Unrestricted net position:	$12.6M	-$13.7M
Change in net position:	-$30.3M	-$56.6M
(from $42.9M in 2015)		

Total bond debt (6/30/20): $115.8M
   Current FY 20/21 debt service for E&G: $1.4M
   Current FY 20/21 debt service for Auxiliary: $8.9M
Average occupancy of residence halls: 72.8%
Auxiliary operations FY 18/19 (Pre-COVID): ($6.5M)

2019/20 subsidy from other universities: $5.1M

System Trajectories Considered

System Redesign could have taken any number of paths, as laid out in the risk assessment framework presented to the Board of Governors at its meeting in July 2020

Pennsylvania's
STATE SYSTEM
of Higher Education

Potential Trajectories for System Redesign, as Reviewed by Board 7/20

Trajectories	Potential Benefits	Associated Risk(s)
1. Maintain the 3 universities at current operating model (no change)	Maintains affordable postsecondary pathways across all regions of PA, and critical engines of social mobility and economic development	Requires ongoing commitment from the State to fundamentally adjust funding level with ongoing incremental growth
2. Maintain 3 universities, requiring each to align cost with revenues under System sustainability policy	Enables continuity of operations, mitigating immediate need for transformational changes represented by integration, and options 1, 2, and 5	Absent significant ongoing increase in state appropriations, sustainability of operations forces reduction in program breadth, further depressing enrollments and placing greater financial pressure on other System universities through use of System loans and cross-subsidy
3. Cease operations at some universities	Eliminates universities operating at annual net loss and the financial drain on the system, which is required to cover losses	At minimum, requires legislative action to buy down the closing costs that the System can't meet Presents devastating socio-economic impact on regional economy, e.g., job loss, access to skilled workforce
4. Dissolve the system, allowing universities to operate independently, e.g., as state related	Eliminates financial pressures resulting from cross-subsidies and System loans; relaxes/eliminates non-compete constraints, e.g., academic programming, enrollment/recruitment	Requires legislative action Shared activities (benefits, payroll, retirement) would have to be performed by each university, increasing costs; absent significant ongoing targeted state investments, selected universities are unlikely to succeed (see risks under "cease operations")
5. Align costs with revenues at all universities, integrating selected of	Enables all universities sustainably to continue residential experiences for traditional students while maintaining their	Include ongoing state appropriation, debt level, labor costs, enrollments, etc.

Appendix D: Integrations Initiative Charters

System Redesign: Integrations
Integrations Initiative Charter
November 12, 2020

Document Purpose

This charter defines the purpose and organizational structure of the State System Redesign integrations initiative and outlines the roles of groups involved.

Act 50 requires the Board of Governors receive a report and recommendation from the Chancellor inclusive of an implementation plan. The components of this document align to the requirements of the Act and provide the structure to be used to complete the work and present to the Board of Governors.

Initiative Purpose, Rationale, Goals and Objectives, and Guiding Principles

Integrations Initiative Overall Purpose and Rationale

- Maintain or expand high-quality educational opportunities for students across Pennsylvania
- Improve and expand access, affordability, and success for all students
- Honor and engage local identity and key stakeholders (trustees, alumni, affiliates, donors, etc.)
- Meet regional economic and workforce needs
- Position institutions for growth, including in new markets
- Realize cost savings
- Leverage talented faculty and staff

Selected Integrations Purpose and Rationale

- **Potential to Serve More Students, Grow into New Markets:** The integrations will allow growth into adjacent markets by combining the capacities of integrating institutions, which enables them to compete in the marketplace more effectively than if they stand alone.
- **Strong Regional Proximity:** Integrated universities must be able to sustain face-to-face instruction with a "single" or integrated faculty and administration. While a great deal can be done remotely, students involved in residential education have an expectation for an on-campus experience. Regional proximity also leverages the universities' deep roots in their surrounding communities and, by working together, they can provide essential pathways into sustaining careers for people in those communities.
- **Opportunity for Cost Savings and Program Alignment:** Integration design will begin with a rigorous analysis of the academic program arrays, staffing structures, and potential cost savings that result from the integration process, thus enhancing financial sustainability.

Goals and Objectives

- Goals: Specific, desired future outcomes of the integration with measurable metrics for August 2022 and August 2026
- Objectives: Annual targets, action steps, and desired outcomes to achieve the goals

- Increase overall completions by 5%
- Increase graduation rates by +10%
- Eliminate student success related opportunity gaps
- Increase 2nd year persistence by 10%

Student Success

- Reduce price by 25%
- Decrease unmet need by 10%
- Achieve an average 19.4 student-to-faculty ratio
- Standardize practices

Affordability & Efficiency

- Minimum student support funding $xx/student FTE
- Minimum direct to student institutional support $xx/FTE
- Top quartile for online delivery

Academic Excellence & Innovation

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

Fiscal Sustainability & Efficiency

- Increase student body diversity
- Personnel complement composition mirrors student applicant population
- Eliminate student success related opportunity gaps (FTIC, transfer, etc.)

Diversity, Equity & Inclusion

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

Enrollment Growth

- Increase credentialing by +5%
- Increase workforce development credits

Career Readiness

Subsequently updated

Integration Guidelines – Fundamental considerations to incorporate in all aspects of integration implementation planning to guide the recommendation and decision-making processes.

Guiding Principles

- **Academic Excellence and Innovation** – Maintain or expand high-quality educational opportunities for students. Leverage talented faculty and staff. Establish robust program pathways among universities, schools, and community colleges.
- **Student Success** – Provide access to high-value, relevant educational experiences that prepare students in a timely manner for pathways to successful lives and careers.
- **Enrollment Growth** – Position institutions for growth, including in new markets.
- **Affordability** – Consider affordability from the students' perspective and embrace pricing flexibility strategies.
- **Efficiency and Fiscal Sustainability** – Provide students the full breadth of academic programming, while realizing greater regional efficiency and cost savings.
- **Diversity, Equity, and Inclusion** – Create environments that recognize differences, and provide appropriate and equitable systems that foster positive outcomes for all students, and eliminate gaps that persist in relative performance of different student groups. Honor and engage local identity and key stakeholders.
- **Career Readiness/Development to Meet Regional and Commonwealth Needs** – Meet regional and economic work force needs. Strengthen connections to workforce with pathways, experiential learning, career services, adult learning, and post-traditional.

Organizational Methodology

- Start with the end in mind.
- Innovate to unique, sustainable, and efficient solutions in all areas.
- Guide recommendations development using established goals and objectives around student success, affordability, and high-quality education.
- Recommend actions to create single, integrated universities with common or standard processes and approaches, tightly integrated functions with respect to people, organizations, systems, policies, and approaches, and, where appropriate, joint supporting functions between the newly integrated universities.

- Focus on the critical path to August 2022; identify other opportunities for a phased-in implementation approach.
- Design for long-term sustainability with cost savings/return on investment (over a ten-year time horizon and beyond).
- Consider all topics/areas; nothing is off-limits.
- Coordinate among integrating institutions to align processes and methods (where possible) to create synergies and identify opportunities.

Expectations and Deliverables

- Develop recommendations and suggestions to inform final leadership decision making.
- Where multiple views exist, bring forth alternatives and pros/cons.
- Represent your subject matter expertise, not your current university.
- Listen with respect to everyone's opinion and keep a sense of humor.
- Consider all ideas.
- All deliverables will be met by established deadlines.
- Engage and consult with key stakeholders and promote transparency.
- Confidentiality will be maintained in all working group discussions and understanding that decisions are not final until appropriate protocols are followed.
- Focus on data-informed decision making.
- Confirm existing information; assess if additional information is needed before creating something new. (Don't recreate the wheel.)
- Seek opportunities to identify and consider impact of recommendations on non-integrating universities.

Scope, Roles, and Responsibilities

Scope and Assumptions

- **West Integration:** California University of Pennsylvania, Clarion University, and Edinboro University
- **Northeast Integration:** Bloomsburg University, Lock Haven University, and Mansfield University
- **Assumptions** include that each integration entails:

  o One leadership team
  o A single faculty and staff
  o A single program array
  o A unified enrollment management strategy
  o A single, combined budget
  o One reporting relationship through the Chancellor to the Board
  o A single accredited entity

Key Roles and Responsibilities

- **System Leadership Team (SLT):** Chancellor, Vice Chancellor and Chief Academic Officer, Executive Vice Chancellor, Deputy Chancellor, Strategic Advisor for Institutional Integration and West and Northeast Integration Lead Presidents

  o The Chancellor serves as the initiative sponsor; sets the strategic direction, objectives, and funding for integrations; approves integration plans for consideration by the Board of Governors, and serves as the "face" for the System for the integration effort
  o The Integration Lead Presidents collaborate with the Office of the Chancellor (OOC) staff to create and oversee development of integration planning deliverables from planning frameworks adopted by ULTs; and serve as the escalation point for ULT-identified risks, issues, and decisions

- **University Leadership Teams**

  - **West Integration:** West Integration Lead President, Presidents, Project Manager and Quality Manager, CAO, VP of Finance and Administration, and designated functional Working Group Co-Leads
  - **Northeast Integration:** Northeast Integration Lead President, Presidents, Project Manager and Quality Manager, CAOs, VPFAs, and designated functional Working Group Leads/co-leads
  - ULTs provide input to the System Leadership Team in developing a planning framework and implementation approach; creating and overseeing implementation planning in each integration group, including populating, overseeing, and integrating deliverables produced by, and acting as the review/evaluation point for risks, issues, and recommendations generated by, underlying Working Groups; packaging and transmitting deliverables to the SLT; engaging with the SLT in resolving questions and issues arising therefrom

- **Integration Support Services Group (Support Services):** Strategic Advisor for Institutional Integration; Baker Tilly team members serving in advisory and support roles, including liaisons to Working Groups, Program Management Lead, Lead Engagement Partner, West and Northeast Project Managers, Project Management Senior Consultant, and subject matter experts

- **Office of the Chancellor:** In the integration process, staff from the Office of the Chancellor will:

  - Serve as a resource, in support of the integration work
  - Provide guidance about how options being considered integrate with and/or impact systemwide strategies, directions, and/or policies, and escalate issues as necessary to the system leadership team
  - Ensure compliance with all applicable laws, policies, and contractual obligations
  - Ensure consistency in messaging and approach where appropriate across integration teams

At the request of a working group's lead, OOC Staff may (but are not required to) participate in parallel and regional-specific working groups.

OOC staff may play a greater leadership role in combined working groups where they are established to consider issues with potential for specific, direct system impacts (e.g., technology, labor relations)

Detailed Responsibilities

The ULTs (West and Northeast) share identical roles and responsibilities. Each group is charged with undertaking a collaborative, consultative process for planning an effective integration design and implementation strategy for each of the three integrating university groups, forwarding these to the SLT for review and consideration by the Chancellor and ultimately consideration by the Board of Governors. This includes the following activities:

- Designating specific Working Groups to draft considerations to inform the integration design and implementation plan for key functional areas and overseeing the process of populating membership among the Working Groups, specifically:

  - Building a membership matrix that defines the organization of the Working Groups, including needed skillsets and subject matter expertise, constituencies represented, and number of representatives
  - Inviting nominations for Working Group leads/co-leads/members/subgroup members based on shared governance considerations, specifically requesting that stakeholder groups provide multiple nominees from which final appointments will be selected
  - Appointing co-leads for Working Groups to serve as the primary liaisons and representatives between the ULTs and Working Groups; the co-leads of the Working Groups are responsible for:

    - Building a subgroup membership matrix that specifies needed skillsets and subject matter expertise, constituencies represented, and number of representatives, to inform the ULT's invitation for subgroup nominations
    - Collaborating with the ULT to select subgroup members for Working Groups

- Leading the Working Groups to set the subgroup charges (aligned with the Working Group charges)
- Sharing information with both Working Group members and subgroup leads to enable updates to their constituencies
- Supporting adherence to the integration guiding principles, maintaining confidentiality, and providing representative, collaborative, constructive input

  o Supporting Working Group leads by inviting nominations for subgroup members
  o Sharing information to support Working Groups leads' ability to:

  - Provide updates to their Working Groups on the broader initiative plans and progress and
  - Support their Working Group members' in fulfilling their responsibilities to update their constituencies

- Establishing a tone at the top of positive support for the integration work and implementation plan

- Supporting Working Groups to adhere to the integration planning timeline and achieve assigned objectives
- Collaborating regularly with the other ULT to identify initiative efficiencies, align integration approaches, and leverage synergies among Working Groups
- Using Working Group recommendations to design a recommended detailed future state of the three integrating entities, including vision, mission, goals, objectives, organizational charts, academic program array, and communication and implementation plans
- Consulting with the SLT and collaborating with Support Services on initiative progress and communication plans
- Collaborating with the SLT's Communication Office to proactively prepare communications to stakeholders regarding the integration initiative and implementation planning
- Socializing the integration implementation plan with stakeholders and refining the plan as necessary

The SLT serves as the executive champion of the integration project, regularly coordinating with the West and Northeast ULTs to act as the final decision-making body. The SLT provides strategic direction and milestones, monitors progress, and considers benefits, opportunities, and synergies that can expand beyond the six institutions involved in the integration to the entire System. Specifically, the SLT supports the West and Northeast ULTs in adhering to the integration timeline and planning their respective groups' activities to achieve the purpose, goals, and objectives of the integrations, including assessing the design of the future state entities against the mission and strategic plan of the State System as a whole.

The Integration Support Services Group provides advisory support for the SLT and both ULTs. Specifically, Support Services will assist with:

- Maintaining overall initiative project plans and timelines
- Providing frameworks, tools, templates, and timelines to support the integration planning
- Drafting and/or advising on key initiative deliverables
- Providing higher education subject matter expertise upon request
- Facilitating planning and status meetings with the SLT and both ULTs
- Supporting regular meetings to review activities and progress
- As needed, facilitating working sessions with the SLT, ULTs, and other key stakeholders to design detailed future states of the integrating universities
- Supporting the analysis and assessment of various optimization scenarios, including required changes and impacts, and helping with subsequent updates to any necessary financial projections
- Supporting the creation of before and after organizational charts for the two ULTs
- Assembling implementation plans based on the future state, facilitating processes to obtain and incorporate feedback, and finalizing the implementation plan and timeline

- Supporting preparation for the Spring 2021 Board of Governors' meeting and public hearings

Key Deliverables and Timelines

The following deliverables will be drafted per Act 50:

- Integration Report and Recommendation including goals and objectives. The report will outline the recommendations from each of the Working Groups.
- Impact Analysis based on the recommendations, the impacts on students, faculty, staff, community and governance will be provided.
- Organization Analysis including before and after organization charts.
- Financial Projections based on recommendations and timelines to implement.
- Implementation plan which outlines the major tasks and associated timeframes to implement the integrated university by August 2022.

Due dates for the working group deliverables will be phased in based on both Act 50 and MSCHE requirements.

Upon approval by the SLT, the project timeline to complete the work per Act 50 will be located at the Integrations SharePoint site.

System Redesign: Integrations
Integration Working Groups Charter
November 12, 2020

Document Purpose

This document defines the roles and responsibilities of integration Working Groups designated by the West and Northeast Integrations for the State System integration initiative. It articulates the purpose, goals, principles, scope, roles, and deliverables with which the Working Groups are charged.

Purpose and Rationale of the Integrations

See Overall Integrations Initiative Charter

Goals and Objectives

See Overall Integrations Initiative Charter

Guiding Principles

See Overall Integrations Initiative Charter

Key Roles and Scope

Parallel Working Groups – The following Working Groups will exist for each integration:

- Academics Working Group
- Athletics Working Group
- Communication and Marketing Working Group
- Donors/Alumni Relations/Foundations Working Group
- Enrollment Management Working Group
- Facilities and Infrastructure Working Group
- Finance and Administration Working Group
- Human Resources and Labor Relations Working Group
- Institutional Governance and Leadership Working Group
- Technology Working Group

Regional-Specific Working Groups – The following Working Groups will be unique:

- Online Working Group (West only)
- Workforce Development and Non-degree Programs Working Group (Northeast only)
- Student Affairs Working Group (West only)
- Student Success and Retention Working Group (West only)
- Student Success, Services, and Campus Life Working Group (Northeast only)

Combined Working Groups – The following Working Groups will be combined:

- Accreditation Working Group
- Financial Aid Working Group
- State System Technology Working Group
- Human Resources and Labor Relations Working Group

Key Roles and Terminology: The following outlines the governance structure overseeing the integration Working Group activities (see responsibilities outlined in the Overall Integrations Initiative Charter for the groups below) and key terminology:

- **ULT – West Integration Group:** West Integration Lead President, Presidents, Project Manager and Quality Manager, CAO, VP of Finance and Administration, and designated Working Group Leads
- **ULT – Northeast Integration Group:** Northeast Integration Lead President, Presidents, Project Manager and Quality Manager, CAOs, VPFAs, and designated Working Group Leads

- ULTs are responsible for identifying the specific Working Groups who will draft considerations for the integration and implementation plan for each key functional area, while engaging appropriate stakeholders throughout the process
- Specifically, the ULT is charged with:

    o Building a membership matrix that defines the organization of the Working Groups, including needed skillsets, subject matter expertise, constituencies represented, and number of representatives
    o Overseeing nominations for Working Group members/subgroup members based on shared governance considerations, specifically requesting that stakeholder groups provide multiple nominees from which final appointments will be selected
    o Appointing leads/co-leads for Working Groups to serve as the primary liaisons and representatives between the ULT and Working Groups
    o Sharing information to support Working Groups leads' ability to:

        ▪ Provide updates to their Working Groups on the broader initiative plans and progress and
        ▪ Support their Working Group members' in fulfilling their responsibilities to consult with their stakeholder constituencies

- **Individual Working Groups:** Identified leaders per Working Group with relevant supporting Working Group members from each Integration's three institutions

    o Provides input to ULTs in developing the implementation approach; engages in planning and analysis in key functional planning areas (e.g., academic programming, student supports, leadership/governance, etc.); prepares deliverables for and transmits to ULT; engages iteratively with ULT, resolves questions and issues arising therefrom

- **Integration Support Services:** Strategic Advisor for Institutional Integration; Baker Tilly team members serving in advisory and support roles, including liaisons to Working Groups, Program Management Lead, Lead Engagement Partner, West and Northeast Project Managers, Project Management Senior Consultant, and subject matter experts
- Key terminology will be accumulated and shared on the Integrations project SharePoint site

Working Group Roles and Responsibilities

The Integration Working Groups for the two Integrations are charged with developing recommended integration plans for their key functional areas. These integration plans should include recommendations for concrete multi-year, measurable goals that align with the Integration Initiative goals and objectives.

Each Integration Working Group will be led by leads and co-leads. The leads and co-leads of the Working Groups are responsible for:

- Building a subgroup membership matrix that specifies needed skillsets and subject matter expertise, constituencies represented, and number of representatives, to inform the ULT's of the subgroup nominations
- Collaborating with the ULT to select/confirm subgroup members for Working Groups the Working Groups to set the subgroup charges (aligned with the Working Group charges)
- Sharing information with both Working Group members and subgroup leads to enable consultation with their constituencies
- Supporting adherence to the integration guiding principles, maintaining confidentiality, and providing representative, collaborative, constructive input

The Integration Working Groups may compose operational subgroups as needed to complete the work, and will be responsible for developing and communicating the charge of those specific subgroups and assigning subgroup members. Together, the Integration Working Groups and subgroups will address the following for their functional areas:

- Incorporate the guiding principles into all decision-making processes and recommendations

- Draft considerations to inform the integration design and implementation plan that address the specific milestones, topics, and questions outlined in the Working Group charge for the specific functional area
- For all recommendations, Integration Working Groups should identify the impact of the recommendation based on the following categories with associated required changes, benefits, and risks:

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

Support Services provides consultative support for the SLT, West and Northeast ULTs, and the Working Groups. Specifically, Support Services liaisons' interactions with the Working Groups include participating in and, as requested, facilitating Working Group meetings, supporting and reviewing draft deliverables from the Working Groups as needed, communicating opportunities to leverage successful practices used by other Working Groups, and providing advisory subject matter expertise for Working Group meetings as needed.

Key Deliverable Templates and Timelines

Deliverables should follow the defined review process outlined by the ULT for submission to the SLT. All deliverables should be worked on collaboratively on the Integrations project SharePoint site. Each recommendation from the deliverable should be provided into the overall recommendation spreadsheet, to include the following components:

- Item number
- Fiscal year task
- Required fiscal year implementation date
- Recommendation name
- Recommendation key components
- Key dependencies
- Date submitted Impacts:

  o People
  o Process
  o Technology
  o Finance
  o Physical Assets
  o Community
  o Compliance and Legal
  o Benefits
  o Risk

Appendix E: Working Group Charges

Regional leadership teams drove the implementation planning in the Northeast and West regions by forming a total of 29 working groups: 10 parallel groups in each region, 5 region-specific groups, and 4 joint (cross-regional) groups, working together on issues that are common across the regions. Leadership drafted charges for each working group that included specific milestones, questions, and goals to be addressed by each working group specifically. These charges are available online:

https://www.passhe.edu/SystemRedesign/groups/Pages/default.aspx.

Appendix F: Goals, Objectives, and Measurements

Initial goals and objectives for integrated universities for 2026 and beyond were presented to the Board of Governors in the February 2021 meeting. Simultaneously, working groups evolved aspirational goals and metrics to evaluate progress towards these goals, as described in the framework below.

These goals are aspirational and identify areas of potential focus as highlighted by working groups. In some cases, the suggested target may be a reach, but we believe these are the goals we should seek to achieve long-term. Both regions will use this framework to set specific annual targets and execution plans toward these outcomes.

Aspirational Goal	Objectives/Focus for Metrics/Targets	Measurements/Cumulative Impact (2026)
Student Success		
Achieve and maintain graduation rate improvement of 1% annually over average of the integrating institutions	High-impact student success practices	• Improve 6-year graduation rate by 1% annually from average rate of integrating universities
	Efficacy of advisement and interventions • Early alerts • Mental health/behavioral interventions	• Retain 70% of students referred to behavioral intervention teams • 90% academic intervention success rate
Eliminate opportunity gaps	Orientation program involvement	• 99% of new students participate in orientation
	Underrepresented students[7] enrollment and persistence	• Improve enrollment and persistence by 10%
	Unrestricted retention funding	• Address financial-related retention issues for underrepresented students via grants
Improve retention rates • Improve 2nd year student retention rate by 4% over baseline • Achieve overall retention rate of 4% higher than integration average	Transfer student support	• 20% more retained transfer students
	High-impact student success practices (interventions only) • Advising/coaching • Coordinated behavioral interventions	• Increase 2nd year retention by 1% annually from FY23 baseline results.
Increase student involvement	Participation in FYS	• 100% new student participation • Increase at-risk student participation in learning communities by 20%
	Participation in learning communities (if applicable)	
	Mentorship program optimization	• 100% new student participation
	Apprenticeship/internship opportunity expansion	• Increase participation by 10%
	Co-curricular involvement	• Reach 60% Undergraduate (UG) participation in co-curricular opportunities
Enrollment Growth (by 2026)		
Grow overall enrollment by 8%	Growth through expanded academic access and	• 300-400 new students (each integration) or 1.5% enrollment growth

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[7] Underrepresented students are defined as American Indian or Alaska Native, Black or African American, Hispanic, or two or more races.

Aspirational Goal	Objectives/Focus for Metrics/Targets	Measurements/Cumulative Impact (2026)
	programming and additional degree access (including optimization of graduate enrollment	• Online growth
	Integrated recruitment/admissions strategies	• 4% enrollment growth via new geographies and student populations
	Strategic athletic programming	• 4% total enrollment growth (each integration)
	Dual enrollment prospect access	• 10% dual enrollment-related growth in regional market share
	Prospect yield improvement	• 3% total enrollment growth
Realize 10% full-time equivalent (FTE) growth for student pop. >1% gap	Underrepresented, PELL eligible, military, and adult learner enrollment[8]	• 2.0% growth per year (from baseline) in each population group, with a cumulative result of 8%
	Targeted scholarships (unmet need)	• 2% growth in these populations • Increase fundraising by 1-3% annually to mitigate the unmet need cliff based on average student unmet need benchmarks
	Mentorship programs and alumni engagement	• Increase student enrollment for groups with a gap by 10%
Career Readiness		
Increase credentialing by 5%	Certificate or professional credential offerings growth	• 5% more certificates awarded
Achieve 15% growth in career aligned pathways	Career services use expansion	• 15% more students use career services
	Internship opportunities, participation, and funding	• 15% more students complete internships
	Career and degree pathway identification within disciplinary focus areas	• Increase % of students completing defined degree or career pathways (e.g., Associate of Science in Nursing [ASN] to Registered Nurse [RN] to Master of Science in Nursing [MSN] over five to ten years)
Affordability & Efficiency		
Create pathways to reduce total cost of UG degree attainment by 25%[9]	Overall retention and progression improvement - Success rate of students in gatekeeper courses	• 6% increase in retention (2024-2026) - 12-15% increase in progression through gatekeeper courses
	Accelerated degrees and pathways expansion	• Increase participation in accelerated programming by 15%
	Underrepresented student group performance gap elimination	• 6% reduction in performance gap

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[8] Strategies include new degree and career pathways listed in academics and career readiness.
[9] Price reduction will occur as a result of increases in retention, progression through gatekeeper courses, and participation in accelerated programming, in addition to reductions in performance gaps, student fees, and operational costs.

Aspirational Goal	Objectives/Focus for Metrics/Targets	Measurements/Cumulative Impact (2026)
	Room, board, and student fee structure review	• Reduce overall non-tuition costs by 3-5%
	Shared services and administrative efficiencies	• Reduce operational costs by 20% and modify tuition as feasible
Decrease unmet need by 10%	Target program scholarship funding and opportunities enhancement	• 10% increase over baseline
	Athletic scholarship funding and opportunities expansion	• 10% increase over baseline
	Transfer scholarship funding and opportunities	• 7-10% increase over baseline
	Institutional need-based awards optimization	• 3% increase in available funding
Fiscal Sustainability & Efficiency		
Achieve operating margin of 0 to 2%	Optimize administration/faculty/staff ratios	• Improve overall operating margin to 2%
	Contract economies of scale	
	Consolidated technology assets	
	Standardized practices to create efficiencies	
Increase university reserve level to 90-180 days cash on hand	Optimize billing and collection cycles and create reserves from increase on operating margins	• Improve cash reserve to 90-180 days cash on hand
Improve primary reserve ratio from 20 to 40%	Net tuition per student improvement	• Improve primary reserve ratio to within 20-40% threshold range
	Reduction in operating expense	
	Manage debt to decrease working capital requirements	
Diversity, Equity, & Inclusion		
Increase student body diversity (baseline 2022)	Mentorship programs and alumni engagement	• Increase student retention for underrepresented groups by 10%
	Flexible academic offerings, schedules and mini-courses targeted to specific career experiences (e.g., military, other)	• Improve retention of underrepresented students by 8%
Increase compositional diversity of underrepresented minority faculty and staff	Staff and faculty recruitment and retention strategy	• Faculty and staff composition mirrors student population at the system level
	System-wide training for faculty search committees	• % of new hire composition representing underrepresented minorities
	Standards and procedural guidance for conducting searches	• % of searches with a diverse pool of candidate
	Adopt best practices to foster diverse applicant pools	• % of finalist lists with diverse pool of candidate
Academic Excellence & Innovation		
Align academic programming with student and market demands	Continuum of stackable degrees and credentials within focus disciplinary areas	• Expand academic opportunities within top three disciplinary areas by 10-15%

Aspirational Goal	Objectives/Focus for Metrics/Targets	Measurements/Cumulative Impact (2026)
	Adequate academic support spending	• Meet return on investment targets identified for academic support investments
Achieve top-quartile satisfaction levels for online academic delivery	Technology support and access	• Adopt best practice standards for technology spent per student and faculty/staff FTE
	Robust faculty and staff online and hybrid modality training	• 95% attend offered training

Appendix G: Sources of Data, Documentation, and Leading Practices Reviewed

The working groups and regional integration project managers created and reviewed trackers of data requested and reviewed, including documentation reviewed and leading practices considered, that the groups leveraged when drafting Phase 1, high-priority recommendations and impacts. The primary sources of this information are listed below, but should not be considered an all-inclusive list:

- Article XX-A. The State System of Higher Education (Art. added Nov. 12, 1982, P.L.660, No.188), i.e., Act 188
- American Association of Collegiate Registrars and Admissions Officers
- American College Health Association
- Association of American College and Universities
- Board of Governors Policies, System Procedures, and System Commonalities Documents
- Boston College Center for International Higher Education
- Campus Master Plans
- Chronicle of Higher Education
- Council for Advancement and Support of Education Alumni Engagement Metrics and Industry Standards
- Deloitte Research Reports
- Department of Education Financial Aid Guidelines
- Education Advisory Board (EAB) Research and Reports
- EAB Student Centered Approach to Advising
- Education Resources Information Center
- Equity and Athletics Disclosure Act
- Federal Student Aid Handbook
- Gartner Global Research and Advisory Company
- Hanover Research
- Inside Higher Ed
- The Integrated Postsecondary Education Data System
- Journal of Education for Business
- National Alliance on Mental Health
- National Association for Behavioral Intervention and Threat Assessment (NABITA)
- National Association of Financial Aid Administrators
- National Intramural-Recreational Sports Association
- National Student Clearinghouse Institute
- National Panhellenic Conference (NPC)
- National Pan-Hellenic Council (NPHC)
- NCAA Membership Financial Reporting Reports
- NCAA Membership Reporting Reports
- Needs Assessment of Collegiate Food Insecurity In SW
- North American Interfraternity Conference
- Open Doors – Institute of International Education
- Open Education Database
- PA Intramural-Recreational Sports Association
- System CPP Submissions
- PA: The Campus Cupboard Study
- Public Viewpoint Research conducted by Strada, Center for Consumer Insights
- Teachers Insurance and Annuity Association of America Institute
- The Brookings Institution
- Title IX Final Rule

Appendix H: Positioning Statement

Integration re-imagines higher education from a student-centric perspective. Integrating three universities that are closely intertwined with their regions creates single, stronger institutions with an expanded capacity to serve an increasingly diverse student population. Integration increases access to exemplary and affordable higher education, leading to better lives for people of all ages and backgrounds. Our graduates play a preeminent role in strengthening our communities and helping to power the Commonwealth's ever-evolving economy. Integration will create an inclusive and dynamic campus community that embraces shared governance, collaboration, and continuous improvement in the interest of our students.

Integration builds on these core principles:

Empowering student success, access, and opportunity

- Undergraduate and graduate students will have multiple entry points to higher education, in-person and remotely, through a broad array of certificate and degree programs unbounded by campus borders.
- Students will have expansive opportunities to shape the future they envision by engaging in work-based learning experiences, leadership opportunities, and co-curricular activities aligned with their career goals and personal interests.
- Students will gain skills and confidence through hands-on, experiential learning opportunities that serve as pathways to sustaining careers, empowering them to participate meaningfully in the 21st century economy and contribute effectively to their communities.
- Students will be guided, supported, and mentored in pursuit of their educational and personal goals.
- All students will be welcomed into a diverse and inclusive community of learners where individual stories are recognized and valued.

Creating value

- Students can expect the integrated institution to seek cost savings for students while investing in academic excellence, the student experience, and student success.
- Students can anticipate a broader range of academic majors leading to enhanced career opportunities.
- Students who graduate with less debt have a head-start on building a secure and financially rewarding future.
- Students, their regions, and the Commonwealth all benefit from the collective energy of an engaged, diverse community of lifelong learners.

Appendix I.1: Academics WG Priority 1 Recommendations with Impacts

The following Priority 1 recommendations were drafted by the West academics working group with the accompanying anticipated impacts:

Recommendation Name	Summary Recommendation Components/Description
Refine unified academic program array	Identify and execute metrics and rubric for determining the unified program array for the integrated university. Determine which programs will be on one, two, or three campuses, and/or online.
Synthesize and align existing academic programs	Implement plan (including a defined curriculum review process) and timeline to synthesize program curricula and accreditation across the new program array.
Ensure continuation and expansion of accelerated academic programs	Evaluate existing accelerated programs and apply to new curricula; determine new accelerated program opportunities based on cross-university synergies.
Develop cross-walk plans to transition students from existing academic programs to new programs	Curricular cross-walk and/or teach out plans will be developed for all programs to ensure a smooth transition for students to the newly structured academic programs.
Develop a new organizational structure for the Academic Affairs division	Propose college/departmental structure for integrated university.
Integrate library operations	Propose efficient operational structure for the university libraries, including organization, hours, and policies. Determine library holdings, data bases, and technology needs.
Develop coordinated registrar services and common calendar	Develop calendar and common university catalog; develop coordinated registration rules and timelines, grading standards, forms and templates.
Synthesize academic policies	Evaluate all academic policies at the three universities and recommend a new uniform set of such policies for the integrated university.
Develop a unified General Education program for the integrated university	Determine institutional learning objectives and general education programs for associate and baccalaureate degree programs. Develop assessment model for general education.
Ensure consistent processes and procedures for faculty contractual committees	Suggest procedural issues/changes for contractual committee--tenure, promotion, sabbatical, evaluation, and curriculum to be negotiated. If needed, develop timeline for phase-in of these procedures.
Determine appropriate continuation of academic customs, traditions, and special programs	Evaluate and recommend use of alternate work assignment; practice for faculty professional development; honors program structure; and academic customs for the integrated university.

People: The recommendations will likely impact the following stakeholders:

- Academic administration
- Students
- Faculty
- Staff
- Trustees
- Alumni
- The Keystone Library Network
- The PA Academic Library Consortium, Inc.

Process: Overall recommendations of this group enhance the academic pathways and modalities available to students across the three locations and the virtual campus. The recommendations specifically impact academic programs, new and existing academic affairs policies, contracts (e.g., for database providers and subscriptions for each library) and side letters, and faculty processes such as seniority, hiring processes, winter and summer pay, sabbaticals, promotions, tenure, and course evaluation. It also could impact academic affairs policies relative to new or transfer student eligibility. Many of these changes will require some form of consultation with the System, MSCHE, Association of Pennsylvania State College and University Faculties (APSCUF), and/or Department of Education. Additionally, the West integration will need to create a comprehensive cross-walk plan to ensure students currently enrolled at any of the existing universities are appropriately provided a path to complete their degrees at the integrated university. This plan should outline critical communication actions and a detailed assessment plan, in alignment with MSCHE guidance and requirements for successful design and implementation of these cross-walks for all impacted students and courses.

Technology: The recommendations primarily impact SIS, requiring updates to reflect new and revised programs and their respective cross-walks. The recommendations will also require updates to System API, university websites and applications, library technologies, registrar services, course audits and evaluation software, and course catalogs, transcripts, and grades.

Finance: Specificity on financial impacts will not be fully known until the program synthesis assessment process is completed. The recommendations are intended to result in: potential revenue from new and retained students given enhanced access, new programs/degree pathways, and increased availability of additional modalities; cost savings opportunities depending on program staffing requirements, integration of specialty accreditations, and the reduction in total departments and administrative leadership as three universities integrate to become one, integrated university. However, the integration recommendations will also result in some additional expenses related to distance education technology and resources to properly code cross-walks across the multiple academic programs by spring 2022.

Physical Assets: The recommendations may result in the reduction of buildings and departmental space on the three campuses through reallocation of existing space, fixtures, and technology.

Compliance and Legal: None

Community: The recommendations will likely impact stakeholders such as students, faculty, staff, employers, regional industries, community patrons, emeriti faculty, and alumni.

Benefits: A synthesized, efficient program array is intended to provide enhanced accessibility and expanded opportunities for students, such as more flexibility, the ability to take courses from multiple campuses, and access to an expanded pool of faculty expertise. In combination with the virtual campus, defined and competitive degree and career pathways are expanded for all students (e.g., 4-year residential student to adult learners seeking certificates). The recommendations also increase opportunities for faculty collaboration and sharing of diverse and complementary faculty expertise. The integrated program array may also reduce duplicated databases and improve efficiency and consistency through one set of policies that apply to all three campuses in the integrated university. The expanded program array will accommodate more access points.

Risk: Risks exist that students, specialty accreditors, alumni, and/or faculty may not approve or accept the new synthesized program structure and delivery modalities, which may impact enrollment, student retention, and/or alumni and/or community support. The integration of university leadership may impact the ability of chairs, deans, or academic leads to manage and perform contractual responsibilities across three campuses.

Appendix I.2: Academics WG Program Array Report

West Academic Program Array

I. Background

For 150 years, Cal U, Clarion, and Edinboro have demonstrated resilience and adaptability, evolving to meet the changing needs of their regions and the Commonwealth of Pennsylvania.

Each university had its roots in a two-year normal school that became a state teacher's college before transitioning to a four-year institution, and then a comprehensive regional public university within the State System. All have proud traditions of offering transformative experiences to students from families of modest means, many of whom are the first in their families to go to college.

Since that common beginning, the three have continued to transform themselves, developing strengths in different disciplinary areas appropriate for their regions.

Cal U became known for industrial arts education. As technology advanced and marketplace demands changed, industrial arts education gave way to a focus on science and technology and the eventual creation of the Eberly College of Science and Technology in 1996. Today, Cal U has many Accreditation Board for Engineering and Technology (ABET)-accredited programs and will continue a focus on technology-related undergraduate and graduate degrees.

Clarion is the State System's pioneer in online learning. It boasts a world-class, Advance Collegiate Schools of Business (AACSB)-accredited College of Business and one of only three library science programs in the Commonwealth to be accredited by the American Library Association. Indeed, in 2021, Clarion's Master's in Library Science was ranked third nationally by intelligent.com. In addition, Clarion has a 60-year history of providing nursing education, beginning with an associate's degree and expanding to a joint Doctorate in Nursing Practice with Edinboro.

More than 100 years ago, Edinboro became a center for art education. That focus expanded over time with creation of nationally recognized programs in the studio and applied media arts, including animation. A campus community known for its grit and tenacity, Edinboro has also developed highly ranked programming in the helping professions, including nursing, social work, counseling and art therapy, to meet regional needs.

Given their roots in teacher preparation, all three universities have and will continue their well-respected education programs at both the undergraduate and graduate levels.

With their foundation in a shared history and a long tradition of adaptability, Cal U, Clarion, and Edinboro are poised for the next step – progression to one integrated university, with three physical campuses and a virtual campus. From the I-79, to the I-80 to the I-70 corridors, they will continue to provide access to comprehensive higher education at an affordable price to the students of the Commonwealth and beyond. By playing to individual campus strengths and capitalizing on the offerings of the partner institutions, the integrated university will provide a vast array of program options, greatly expanding opportunities for students.

Summary of Rationale and Recommendations

Key disciplinary areas for the integrated university were determined through consideration of existing disciplinary strengths at the three campuses, potential areas for growth, and degree pathways available to students. Its mission as a public, regional comprehensive university will be fulfilled through a focus on access to high-quality education aligned with workforce demand. Through its program array, the integrated university will provide students with opportunities for personal and professional advancement, beyond what would be currently available at any one of the three universities. To reduce costs, not all programs will be duplicated on all campuses.

Enrollments by disciplinary area at both the undergraduate and graduate levels support program offerings in several key areas based on the data we are presenting. Business, education, health sciences, and sport and exercise sciences, among others, serve as major drivers for enrollment. These disciplines also represent opportunities for additional investment to generate further growth and to increase range of offerings. Highlights for key program areas are shown below. The full program array by degree program, along with additional disciplinary areas that offer potential for investment and growth, are presented later.

Key Disciplinary Areas – West Integration

Health Sciences	Business	Education	Sport/Exercise Science
• Focus ✓ Career-linked programming in physical and mental health areas • Growth Areas ✓ Art Therapy ✓ Counseling ✓ Speech-Language Pathology	• Focus ✓ Comprehensive offerings with experiential emphasis and flexible delivery • Growth Areas ✓ Accounting ✓ Intelligent Enterprise ✓ Graduate Programming	• Focus ✓ Nationally-ranked Prekindergarten through 12 [PK-12] programs with flexible delivery • Pathways ✓ Community College Partnerships ✓ Accelerated programs to graduate education	• Focus ✓ Comprehensive, high-demand programming through the doctorate • Pathways ✓ Accelerated programs across campuses ✓ Flexible delivery to expand market access

Enhanced access, flexible delivery model, and accelerated pathways

The highlighted program areas, and others, are expected to **expand student access** while supporting enrollment growth. Expectations of high workforce demand, high job growth (EAB, 2019)[10], and high online student demand (EAB, 2020)[11] in the areas of health sciences, business, and education, are supported by research. These disciplinary fields also represent areas of strong enrollment across the campuses of the integrated university. Growth in these disciplines will be further enhanced by a **flexible delivery model** that will expand access to specialized courses and faculty expertise. This program array is designed to appeal to a wide range of students – traditional first-time high school graduates, adult learners, degree-completion students, and students wishing to advance their careers through additional credentialing.

The program array also supports **accelerated pathways** for students, allowing them to earn advanced degrees in less time and at a lower total cost than what is possible with sequential programs. Degree ladders from the associate to the master's, or the associate to the doctorate, will exist in several discipline areas. For example, a nursing education student can begin with an associate or bachelor's degree and continue to the master's (MSN) and the doctorate (DNP) levels. In addition, the MSN and DNP can be completed online to accommodate working adults. The Nursing career ladder is enhanced by an online RN-to-BSN degree-completion program, several certificate programs, and a unique combination of master's in nursing (MSN) and master's in business administration Master in Business Administration (MBA). Other health professions represented at the integrated university will include counseling, art therapy, speech and hearing science, medical imaging, physical therapy assistant, and veterinary assistant. Many of these include degree-completion programs, career ladders, and accelerated bachelor's-to-master's program opportunities.

Career ladders beginning with the associate degree and ending with the MBA or master's in accounting also will be offered from the integrated Business department. Students will be able to access programs in accounting, finance, financial planning, economics, management, commercial real estate, marketing, and business analytics in face-to-face or online modalities. This will represent an expansion of programming access to students beyond what is available at the individual universities. Accelerated bachelor's-to-MBA opportunities will also reduce time to the graduate credential for students from multiple undergraduate degree programs.

Education likewise offers career ladders and accelerated programs beginning with the associate degree and progressing to the doctorate (EdD). Undergraduate programs include early childhood/elementary education, middle level education, secondary education, and special education, including Autism and Deaf Education, with multiple opportunities for specialization in high-demand fields. Post-baccalaureate, teacher-certification programs will provide access to new career opportunities for returning students, as will master's degrees and advanced credentialing programs in school counseling, educational psychology, and educational leadership.

Access mission expansion

The integrated university's access mission will be supported through additional pathways to degree achievement at all levels and provide students with the workforce-ready credentials needed for their professional advancement. Here are just a few examples:

- Guaranteed seamless transfer of community college students, coupled with accelerated pathways to degree completion
- Expanded adoption of Open Education Resources to reduce student costs of attendance
- Aggressive promotion of prior learning assessment opportunities for adult students, to include College Level Examination Program (CLEP), Life Experience Portfolios, and competency exams, which will accelerate time-to-program completion across the university
- Expanded pathway affiliations with industry partners to guide cohorts of employees through in-person and online programs

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[10] https://eab.com/insights/daily-briefing/workplace/the-21-fastest-growing-jobs-for-the-next-5-years/
[11] https://eab.com/insights/blogs/adult-learner/online-undergraduate-programs-to-launch/

- Expanded partnerships with technical training providers to accelerate access to credential achievement at the integrated university
- Expanded micro-credential programming (certificates, certifications, industry-recognized badges) to be used as stand-alone credentials or to complement earned degrees; this initiative can be done efficiently in cooperation with the integrated university in the Northeast
- Further expansion of accelerated programs (3+2, 4+1) across multiple disciplines, beyond those discussed above, to provide students with a pathway to achieve advanced credentials in less time and at lower cost

II. Program Array Guiding Principles and Key Considerations

The program array aims to provide students with access to multiple areas of disciplinary study, building on the strengths of the individual campuses and cognizant of the workforce needs in Western Pennsylvania and the Commonwealth. Beyond specifying program access and delivery at the residential campuses, this recommendation also identifies program offerings for the virtual campus.

Determinations regarding program inclusion or discontinuation, and delivery campus and modality, were based on recommendations received from the program array sub-team within the West academics working group; program enrollments by discipline/program and campus; faculty complement by discipline/program and by campus; facility characteristics by campus; workforce demand data for the Commonwealth and Western Pennsylvania; and program and campus reputational information, including specialized accreditations, as relevant.

Guiding Principles

1. Create robust educational experiences in all programs with enhanced access points for students to grow enrollment, reduce cost to students, and retain well-prepared and qualified faculty.

2. Define streamlined academic administrative resources to serve the three partnering universities (i.e., administrative support primarily located on that campus, while faculty may contribute to a multi-campus academic program).

3. Identify academic areas of growth
   - Investment in growth dependent upon realization of efficiency
   - Focus on student and emerging market demand
   - Emphasize opportunities for career and degree pathways

4. Improve efficiency of the academic array
   - Align course offerings with defined sustainability metrics
   - Design programs and course schedules to permit timely degree completion
   - Increase opportunities for students to take courses in the summer and/or winter to reduce time to completion, repeat deficient classes, enhance career opportunities, and complete pre-requisite courses

5. Increase accessibility (i.e., for students, and to new student populations)

6. Align with goals of workforce development growth initiatives

7. Design program array that promotes diversity, equity, and inclusion

The program array was also based on the following assumptions:

Assumptions for Program Array

- Integrated university is the regional comprehensive entity
- Pursue multi-modal options where appropriate, to expand student access and obtain scale
- Verified potential for competitive market position (gap analysis conducted)
- Phased approach to executing optimal program array
- Transitional timeline up to 5 years to fully establish/evolve academic administrative approach and innovative academic programs of growth and for investment

III. Program Array Recommendations and Justification

The following emphasizes disciplinary areas to be highlighted as we describe that which is distinctive, unique, and important to the students and industries/employers within the region. Our analysis included consideration of both student and market demand in aligning our academic program array for the integrated university.

Data are presented separately to show undergraduate and graduate enrollments in the two-digit Classification of Instructional Program (CIP) disciplinary fields most prominent across the three universities comprising the integrated university.

Undergraduate disciplinary areas show that nine disciplinary fields account for nearly 75% of all enrollment across the three universities, with significant strength in the Health Sciences, Business, and Education, as noted previously. Because these areas account for the majority of our current combined undergraduate enrollment, it is imperative that these programs are accessible and available to students at all three campuses. In the area of **Health Sciences**, curricula in these areas includes multiple programs in nursing, speech and hearing sciences, pre-professional health sciences (e.g., pre-medicine), and multiple specialized areas such as radiological and rehabilitative sciences. In the area of **Business**, programs are offered from the associate's through master's degree levels and include multiple areas of specialty at the various campuses, including accounting, finance, management, marketing, and commercial real estate. Two campuses also host personal financial planning programs that are registered with the Certified Financial Planner® (CFP) Board of Standards, and all programs hold specialized accreditations. The integration of the universities will bring students greater access to the variety of specialized courses and focuses that would not have been otherwise available. All universities have their foundation as teacher colleges and continue to host well-enrolled programs in **Education**. All key areas from early childhood through middle and secondary education are offered with opportunities for field work and student teaching at school districts throughout Western Pennsylvania. All three of these broad disciplinary fields are also the lead areas for workforce demand both in Western Pennsylvania and for the Commonwealth as a whole.

Undergraduate Enrollment in Top Disciplinary Fields

Two-Digit CIP	Disciplinary Field (CIP) *	CAL U	CLARION	EDINBORO	Total
51	Health Professions and Related Programs	510	1,069	430	2,009
52	Business, Management, Marketing, and Related Support Services	622	503	337	1,462
13	Education**	313	298	337	948
50	Visual and Performing Arts	244	44	491	779
31	Parks, Recreation, Leisure, Fitness, and Kinesiology (focusing on programs in Sport Administration and Exercise Science)	411	150	182	743
43	Security and Protective Services	421	145	148	714
42	Psychology	232	160	186	578
26	Biological and Biomedical Sciences	246	204	114	564
45	Social Sciences	290	140	133	563
	SUBTOTAL TOP NINE UNDERGRADUATE DISCIPLINARY FIELDS				8,360
	TOTAL HEADCOUNT FOR ALL UNDERGRADUATE DISCIPLINARY FIELDS (EXCLUDING UNDECLARED AND NON-DEGREE STUDENTS)				11,376
	PERCENTAGE OF HEADCOUNT REPRESENTED BY TOP EIGHT UNDERGRADUATE DISCIPLINARY FIELDS				74%

Data represent final freeze counts in Fall 2019.
*Excludes majors that are non-degree and second majors.
**Secondary Education majors are counted in their home discipline.
Source: Data Warehouse, Student Data Submission

At the graduate level, Health Science and Education are principal sources of enrollment for the integrated university. The **Health Sciences** in particular includes accredited graduate programming in Nursing at both the master's and doctorate levels, speech language pathology at the master's level, mental health counseling, and art therapy. **Education** offerings include multiple accredited and Department of Education-recognized programs at the master's and doctorate levels, with programming options available in early childhood education, art education, health and physical education, teacher leadership, reading, and educational psychology, in addition to multiple areas for attainment of teacher certification in Pennsylvania.

Graduate strengths at the integrated university also include additional programs in **Social Work**, **Exercise Science and Sport Management**, **Library Science**, and **Business**. Together, the largest six graduate disciplines account for just under 90% of all graduate enrollment and represent key areas for investment for further growth in enrollment and net revenue for the integrated university.

Graduate Enrollment in Top Disciplinary Fields

Two-Digit CIP	Disciplinary Field (CIP) *	CAL U	CLARION	EDINBORO	Total
13	Education**	758	116	597	1,471
51	Health Professions and Related Programs	274	278	153	705
44	Public Administration and Social Service Professions	68	0	335	403
31	Parks, Recreation, Leisure, Fitness, and Kinesiology (focusing on programs in Sport Administration and Exercise Science)	401	0	0	401
25	Library Science	0	386	0	386
52	Business, Management, Marketing, and Related Support Services	143	122	22	287
	SUBTOTAL TOP SIX GRADUATE DISCIPLINARY FIELDS				3,653
	TOTAL HEADCOUNT FOR ALL GRADUATE DISCIPLINARY FIELDS				4,143
	PERCENTAGE OF HEADCOUNT REPRESENTED BY TOP SIX GRADUATE DISCIPLINARY FIELDS				88%

Data represent final freeze counts in Fall 2019.
*Excludes majors that are non-degree and second majors.
**Secondary Education majors are counted in their home discipline.
Source: Data Warehouse, Student Data Submission

In addition, data are presented showing workforce demand for the largest 15 CIP disciplines. These data assist in identifying existing strengths at the integrated university as well as opportunities for future growth.

Workforce Demand by Discipline Area – Pennsylvania (Statewide)

Workforce Area Demand by CIP for Selected Area   CIPs: Top 15

Discipline	Demand
Business (52)	154,385
Education (13)	137,450
Health Professions (51)	122,183
Computer/Info Science (11)	29,626
Social Sciences (45)	26,765
Public Admin (44)	24,783
Visual/Performing Arts (50)	23,817
Psychology (42)	18,317
Foreign Languages (16)	14,922
Personal/Culinary (12)	14,922
Protective Services (43)	14,233
Engineering (14)	13,885
Physical Sciences (40)	13,322
Communication (09)	12,340
Biological Sciences (26)	8,759

Source: State System, Academic Master Planning Tool (AMPT)

Workforce Demand by Discipline Area – Western Pennsylvania

Workforce Area Demand by CIP for Selected Area   CIPs: Top 15

Discipline	Demand
Business (52)	38,637
Health Professions (51)	30,407
Education (13)	27,903
Computer/Info Science (11)	7,074
Public Admin (44)	6,197
Visual/Performing Arts (50)	5,161
Social Sciences (45)	5,153
Personal/Culinary (12)	4,252
Engineering (14)	4,048
Psychology (42)	3,548
Protective Services (43)	3,410
Foreign Languages (16)	2,852
Communication (09)	2,791
Physical Sciences (40)	2,681
Biological Sciences (26)	1,769

Source: State System, AMPT
Note: The Western Pennsylvania region includes Northwest, West Central, Tri-county, Southwest Corner, Westmoreland-Fayette, and Three Rivers Workforce Development Areas.

Strengths in undergraduate student demand, corresponding to areas of strong workforce demand, include programming in the applied media arts, communication, criminal justice, psychology, and various fields in the social sciences (e.g., Social Work). The data show potential for greater growth in many of these areas to match workforce demand.

In addition to the workforce data depicted above, #Prepared4PA's Industry Competency Maps[12] were analyzed. #Prepared4PA's website explains these competency maps are:

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[12] https://www.prepared4pa.org/compmaps%22%20/

- Designed to articulate employers' requirements for competencies and credentials for in-demand occupations that will inform training and education programs designed to help build our talent pipeline
- A part of #Prepared4PA's efforts to bring together employers and educators to align competencies and skills needed for successful transitions in the workforce
- To be used as a resource when building pilot programs to train workers, job seekers, and students to meet employers' workforce needs
- An output from #Prepared4PA's

  - Labor market data gathering and analysis
  - July 2020 survey of Pennsylvania's employers, workforce systems, chambers, higher education and others
  - September 2020 Regional Assemblies sessions
  - December 2020/January 2021 survey and feedback sessions with employers

For example, the Healthcare Competency Map indicates that the occupations with the highest demand for the West region (which includes Cal U, Clarion, and Edinboro) are as follows:

- Personal Care Aides/Nursing Assistants
- Registered Nurses = Licensed Practical and Licensed Vocational Nurses
- Mental Health and Substance Abuse Social Workers
- Medical Assistant

As an additional example, the Finance and Business Competency Map indicates that the occupations with the highest demand for the West Region (which includes Cal U, Clarion, and Edinboro) are as follows:

- Securities, Commodities, and Financial Services Sales Agents
- Insurance Sales Agents
- Financial Managers
- Loan Officers
- Market Research Analysts and Marketing Specialists

Such information provides additional supports for the continuation or expansion of degree programs, degree-completion programs, and online programs.

The Virtual Campus

The integrated university will have a special mission to host a virtual campus to build off of its existing strength in online undergraduate and graduate programming. The largest eight disciplinary fields for online course offerings are shown below for the integrated university. In many cases, these data represent a mix of undergraduate and graduate offerings, though graduate enrollments are dominant in many instances. In all cases, these areas will generate positive net revenues for the integrated university. An investment in further growth for these areas is recommended, particularly at the graduate level, to expand enrollment capacity and support the expansion of undergraduate online programming, consistent with the integrated university's access mission.

Student FTE and Financial Net Impact through Online Delivery

Two-Digit CIP	Disciplinary Field (CIP) *	Student FTE	Net Impact ($)
13	Education**	1,029	3,549,549
51	Health Professions and Related Programs	706	1,584,107
52	Business, Management, Marketing, and Related Support Services	561	839,841
31	Parks, Recreation, Leisure, Fitness, and Kinesiology (focusing on programs in Sport Administration and Exercise Science)	452	756,543
44	Public Administration and Social Service Professions	385	1,689,265
45	Social Sciences	294	167,563
25	Library Science	281	964,918
43	Security and Protective Services	214	391,991
	SUBTOTAL TOP EIGHT DISCIPLINARY FIELDS	3,922	9,943,776
	PERCENTAGE OF STUDENT FTE REPRESENTED BY TOP EIGHT DISCIPLINARY FIELDS	71%	

Data represent 100% online UG and Graduate (Grad) course enrollment, Fall 2019 through Summer 2020.
* Does not include unassigned disciplinary CIP courses.
**Secondary Education majors are counted in their home discipline.
Source: State System Functional Cost Analysis

Academic Resource Organization

Many disciplinary areas will be accessible to students across campuses. As the integrated university and its academic program array evolve over time, we will determine the optimal approach to structuring resources and administrative leadership to ensure a cohesive vison for enrollment growth, programming, assessment and accreditation, and development of partnerships. While student and faculty involvement in disciplinary areas of focus and related programs can be across campuses, our approach to allocating integrated resources will be toward meeting the needs of the students.

Academic Program Accessibility

The Academic Program Array is presented below by academic degree organized by broad disciplinary field. These groupings do not represent any college or department structure in the integrated university, as these structures have not yet been determined. The chart shows on which campus or campuses the degree programs will be offered along with delivery modality. Delivery modality is color-coded following the key to the right of the chart. Programs to be available fully through the virtual campus are shown in the last column. For instance, the BSBA in Accounting is shown to be offered on all three physical campuses through a combination of face-to-face and online delivery of courses. Likewise, the AS and BSBA Accounting degrees will be available fully online through the virtual campus.

Decisions regarding program location and delivery modality were determined using multiple factors, including existing student demand by campus, availability of faculty and facility resources, campus reputation in that discipline/major, program accreditation considerations, and amenability of a given discipline to delivery modalities.

Programs not included in the array need further discussion. Topics for further discussion and exploration are the viability of the degree based on current enrollments and cost, the ability to share curriculum across campuses, and the resources/enrollments needed to offer proposed concentrations under a major.

Disciplinary Field	West Program Array and Accessibility			
	Cal U	Clarion	Edinboro	Virtual
Business	Accounting (Bachelor of Science in Business Administration [BSBA])			Accounting (Associate of Science [AS] and BSBA; MS or Masters of Accountancy Program [MACC])
	Economics (BS or BSBA)			Economics (BSBA)
	Finance (BSBA)			Finance (BSBA)
	Human Resource Management (BSBA)			
	Management (BSBA)			Business Administration (BSBA, MBA)
	Marketing (BSBA)			
		Financial Planning (BSBA)		
		Business (AS)		Business (AS)

Disciplinary Field	West Program Array and Accessibility			
	Cal U	**Clarion**	**Edinboro**	**Virtual**
			Intelligent Enterprise (BSBA)	Business Analytics (Grad Certificate)
				Real Estate (BSBA)
Education	Early Childhood Education (AS, Bachelor of Science in Education [BSED])			Early Childhood Education (AS, BSED, and Master of Education [MEd]/Transfer Certificate [TC])
	Middle Level Education (BSED)			Middle Level English, English as a Second Language, Social Studies (TC)
	Secondary Education: Biology (BSED)			Science Ed (MEd and TC)
	Secondary Education: Mathematics (BSED)			Mathematics Ed (MEd and TC)
	Special Education: (BSED)			Special Education (MS or MEd)
	Secondary Education: Chemistry (BSED)			
	Secondary Education: English (BSED)			
	Secondary Education: Social Studies (BSED)			
	Secondary Education: Physics (BSED)			
	Technology Education (BSED)			Technology Education (MEd and TC)
				Applied Behavior Analysis (Cert. and Grad Cert.)
				Autism (Grad Cert.)

Disciplinary Field	West Program Array and Accessibility			
	Cal U	**Clarion**	**Edinboro**	**Virtual**
				Curriculum and/or Teacher Leadership (MEd and TC)
			Deaf Education (PK-12)	
			Art Education (Bachelor of Science in Art Education [BSAE])	Art Education (MA and TC)
			Health and Physical Education (BS)	Health and Physical Education (TC)
				Educational Leadership (MEd and TC) and (EdD)
				Educational Psychology (MEd and TC)
				English as a Second Language (TC)
				Reading Specialist (MEd and TC)
	School Counseling (MS)			School Counseling (MEd and TC)
	School Psychology (MS)		School Psychology (EdS)	School Psychology (MS, EdS)
Health Sciences	Health Sciences (BS), including pre-professional programs			Allied Health Leadership (BS)
	Speech, Hearing, and Language Sciences (BS and Master of Arts [MA])			
	Medical Technology (BS)			
	Pre-Pharmacy (AS)			

Disciplinary Field	West Program Array and Accessibility			
	Cal U	**Clarion**	**Edinboro**	**Virtual**
	Radiological Technology/Medical Imaging (AS)	Radiological Technology/Medical Imaging (BS)		Medical Imaging degree completion (BS)
		Nursing (BSN)		Nursing (MSN and DNP)
		Nursing (ASN)	Accelerated Nursing (BSN)	Nursing (RN-BSN)
				MSN/MBA Dual Degree
				Family Nurse Practitioner (Grad Cert.)
				Nursing Administration Leadership (Grad Cert.)
			Art Therapy (BS)	Art Therapy (MS and Grad Cert.)
				Addictive Disorders/Opioid (UG and Grad Cert.)
	Clinical Mental Health Counseling (MS)			Clinical Mental Health Counseling (MS), Counseling (MA)
				Head Injury/Concussion Management (UG and Grad Cert.)
				Nutrition (Grad Cert.)
	Physical Therapy Assistant (Associate			

Disciplinary Field	West Program Array and Accessibility			
	Cal U	**Clarion**	**Edinboro**	**Virtual**
	in Applied Science [AAS])			
		Rehabilitative Sciences (BS)		
	Social Work (Bachelor of Social Work [BSW] and Master Social Work [MSW])		Social Work (BSW and MSW)	Social Work (BSW and MSW)
Humanities and Social Sciences	Anthropology (Bachelor of Arts [BA])			
	English (BA)			English (BA)
	Communication and Media Studies including journalism (BS or BA)			
	Criminal Justice (BS)			Criminal Justice (AS, BS, MA, DCJ)
	History (BA)			History (BA)
	Philosophy (BA)			
	Political Science (BA)			Law and Public Policy (Grad Cert.)
	Psychology (BS)			Psychology (BS)
	Sociology (BA)			Sociology (BA)
				Applied Criminology, Behavioral Criminal Analysis (Grad Certs.)

Disciplinary Field	West Program Array and Accessibility			
	Cal U	**Clarion**	**Edinboro**	**Virtual**
				Homeland Security (Grad Cert.)
			Communication Studies (MA)	Communication Studies (MA)
	Global Studies (BA)			
			Human Services (Associate in Arts [AA])	Human Services (AA)
		Paralegal (BA and BSBA)		Jurisprudence (BA)
				Legal Studies (MS)
				Arabic (Cert., BA, and MA)
				Conflict Management (Grad Cert.)
				Library Science (MSLS)
				Peace Studies (MA)
Inter/Multidisciplinary Programs	Integrative (General) Studies (AA, AS, BA, BS)			Integrative (General) Studies (AA, AS, BA, BS)
Sport and Exercise Science Program	Sport Management (BS)			Sport Management (MS)
	Athletic Training (MS)			
	Exercise Science (BS)			Exercise Science (BS, MS, & DHSc)

Disciplinary Field	West Program Array and Accessibility			
	Cal U	**Clarion**	**Edinboro**	**Virtual**
STEM	Applied Technology (AAS and AET)			Technology Leadership /Management (Bachelor of Applied Science [BAS]/BS)
	Biology (BS)			
	Chemistry (BS)			
	Computer Science (AS and BS)			Cybersecurity (Grad Cert.)
	Computer Information Systems (BS)			Computer Information Systems (BS)
	Applied Computing (BS)			
	Environmental and Climate Science (BS)			
	Mathematics (BS)			Data Science (Grad Cert.)
	Molecular Biology (BS)			
	Fisheries and Wildlife Biology (BS)			
	Geology (BS)		Geology (BS)	
				Applied Data Analytics (MS)
	Digital Media Technology (AS and BS)			
	UAS/Drone Technology (AS)			

Disciplinary Field	West Program Array and Accessibility			
	Cal U	**Clarion**	**Edinboro**	**Virtual**
	Computer Engineering Technology (AS, BS)			
	Electrical Engineering Technology (AAS and BS)			
	Mechatronics Engineering Technology (BS)			
	Physics (BS)			
	Robotics Engineering Technology (AS)			
	Veterinary Technology (AS and BS)			
Visual and Performing Arts			Applied Media Art (Bachelor of Fine Arts [BFA])	
			Art History (BA)	
	Commercial Music Technology (BS)			
			Studio Arts (BFA and Master of Fine Arts [MFA])	

Disciplinary Field	West Program Array and Accessibility			
	Cal U	**Clarion**	**Edinboro**	**Virtual**
	Theater (BA)			

Areas with Growth Potential

To identify growth opportunities in existing program areas as well as opportunities for new programs in both online and in-person venues, student demand and labor demand were analyzed for program areas by two- and six-digit CIP codes in Pennsylvania and the five contiguous states, including Maryland (MD), New Jersey (NJ), New York (NY), Ohio (OH), and West Virginia (WV). The table below indicates the areas of both high labor demand and high student demand. Student demand was defined by market saturation of existing face-to-face and/or online degree programs amongst the 625 colleges and universities in the six states. Some programs, such as animation and art therapy, exist in very few colleges and universities in the six-state region and also have projected double digit job growth. Some programs, such as auditing and accounting exist in more colleges and universities, but have the potential to grow because of the limited number of programs offered online.

High Student and Labor Demand Areas by CIP code in 6 state region (OH, MD, NJ, NY, PA, WV)

CIP Code	Academic Area	Student Demand	% of 4-year Colleges in the 6-State Region that Offer Degrees in this Academic Area	% of Degree Programs in this Academic Area Offered Online	Labor Demand	2029 Labor Demand	Projected Numeric Change from 2019	Projected % Growth from 2019
9.0000	Communication	High	44%	7%	High	1,244,401	99,264	9%
10.0304	Animation, interactive technology	High	3%	0%	High	26,796	5,841	28%
11.0000	Computer sciences	High	50%	11%	High	989,621	103,925	12%
13.0000	Education	High	43%	5%	High	2,492,401	2,588,641	4%
13.1321	Computer, technical education	High	0.3%	0%	High	390,727	10,470	3%
14.0000	Engineering	High	22%	4%	High	1,392,332	123,765	10%
14.1001	Electrical and Electronics Engineering	High	12%	5%	High	92,628	5,340	6%
15.0000	Engineering Technologies and Engineering-related fields	High	12%	12%	High	1,783,653	114,364	7%
16.0000	Foreign languages	High	33%	1%	High	519,949	40,909	9%
25.0000	Library Sciences	High	2%	62%	High	546,557	27,981	5%

CIP Code	Academic Area	Student Demand	% of 4-year Colleges in the 6-State Region that Offer Degrees in this Academic Area	% of Degree Programs in this Academic Area Offered Online	Labor Demand	2029 Labor Demand	Projected Numeric Change from 2019	Projected % Growth from 2019
26.0000	Biological Sciences	High	52%	5%	High	1,000,774	106,893	12%
31.0000	Leisure and Fitness Studies	High	26%	13%	High	1,589,436	94,618	6%
40.0000	Physical Sciences	High	42%	1%	High	527,692	35,304	7%
42.0000	Psychology	High	55%	10%	High	891,683	79,616	10%
43.0000	Protective services	High	32%	37%	High	2,390,051	132,560	6%
44.0000	Public Administration	High	30%	11%	High	2,384,784	218,353	10%
44.0701	Social Work	High	22%	14%	High	1,415,520	114,899	9%
45.0000	Social Sciences	High	50%	10%	High	1,093,991	110,863	11%
50.0000	Visual and Performing Arts	High	52%	7%	High	1,769,604	199,633	13%
50.0102	Digital Arts	High	4%	0%	High	805,385	66,196	9%
51.0000	Health	High	59%	44%	High	796,939	795,940	11%
51.0808	Veterinary Technician	High	5%	3%	High	43,230	5,972	16%
51.1508	Counseling	High	10%	9%	High	240,508	22,642	10%
51.2301	Art Therapy	High	2%	0%	High	15,104	1,216	9%
51.2308	Physical Therapist	High	10%	3%	High	154,232	13,020	9%
51.3805	Certified Registered Nurse Practitioner	High	7%	17%	High	786,743	78,142	11%
52.0000	Business	High	62%	49%	High	14,641,483	528,367	4%
52.0213	Organizational Leadership	High	8%	56%	High	749,491	74,066	11%
52.0304	Accounting and finance	High	3%	33%	High	1,195,297	68,424	6%

CIP Code	Academic Area	Student Demand	% of 4-year Colleges in the 6-State Region that Offer Degrees in this Academic Area	% of Degree Programs in this Academic Area Offered Online	Labor Demand	2029 Labor Demand	Projected Numeric Change from 2019	Projected % Growth from 2019
52.0303	Auditing and accounting	High	40%	17%	High	419,619	15,431	4%

Data retrieved from Economic Modeling Specialists Intl (EMSI) Economic Modeling database (January 2021)

Areas for program growth potential are summarized in the table below. In all cases, ranges for growth from conservative to best case are provided. These are based on current underperformance of enrollment relative to similar programs at other institutions, as well as expected workforce demand derived from estimates, although a full market and financial analysis will need to be performed in each case. In many of these cases, the investment necessary may include targeting marketing and recruitment initiatives, and an expansion of qualified faculty to maintain accreditation requirements. New program areas are identified based on the performance of similar programs at other institutions, perceived student demand based on national higher education analyses, and workforce demands.

Program Areas Recommended For Growth and New Development			
Estimated Inception Year & Range of Growth Potential	Program Areas with Growth Potential	Estimated Inception Year & Growth Level	New Program Areas for Development
FY23 – 50-75 students over 3 years	Accounting (BS and MS)	FY23 – 20 students over 3 years	Secondary Education/Business Education Secondary Education/Computer Science Education (BSED)
FY23 – 50-100 students over 3 years	Art Therapy (BA)	FY23 – 40 students over 3 years	Cannabis Science (Certificate)
FY23 – 30-50 students over 3 years	Art Therapy (MS)	FY24 – 20 students over 2 years	Animation (MFA/Online)

Program Areas Recommended For Growth and New Development			
Estimated Inception Year & Range of Growth Potential	**Program Areas with Growth Potential**	**Estimated Inception Year & Growth Level**	**New Program Areas for Development**
FY23 – 50 students over 3 years	Counseling (MS)	FY24 – 40 students over 2 years	Organizational Leadership (BA/Online)
FY23 – 60 students over 3 years	Social Work (BSW and MSW)	FY25 – 30 students over 2 years	Graphic and Interactive Design (MFA/Online)
FY24 – 30 students over 3 years	Veterinary Technology (AS and BS)	FY25 – 60 students over 3 years	Certified Registered Nurse Practitioner (CRNP)
		FY26 – 40 students over 3 years	Electrical Engineering (BS)
		FY27 – 25 students over 2 years	Physical Therapy (DPT)
		TBD	Specialized foreign languages in partnership with the Defense Language Institute

The below criteria were or will be considered in all or in part based on the maturity level of the new program (e.g., *conceptual versus in design versus in initial year of inception).*

- Student demand
- Market demand
- Ease of implementation (e.g., size, accreditation requirements)
- Ability to leverage existing resources
- Level of investment required
- Complementary to existing programs
- Expands a degree or career pathway
- Time to expected ROI (i.e., enrollment growth, fiscal sustainability, + contribution margin or distinctive reputation/draw)

Programs not included in the array are in need of further discussion and exploration of the viability of the degree based on current enrollments and cost, the ability to share curriculum across campuses, and the resources/enrollments needed to offer a program.

Existing programs recommended for further discussion include those in the following table.

Existing programs under further consideration

- Administrative Assistant (AAS)
- French
- Geography
- German
- Gerontology
- Mathematics (BA only)
- Parks and Recreation (BA)
- Psychology (BA only)
- Secondary Education: Earth Science

One-time required investments

Program Type	Program/ General	Investment Description	Estimated Amount	Year (e.g., year investment made)	ROI type (enrollment, net tuition revenue, other)	Program Maturity Year
Existing	Accounting	Additional faculty with terminal degrees in accounting. Advertising costs	$300,000	FY 2023		
Existing	Art Therapy	Promotional costs and additional faculty FTE	$300,000	FY 2023		
Existing	Counseling	Promotional costs and additional faculty FTE	$200,000	FY 2023		
Existing	Social Work	Promotional costs and additional faculty FTE commensurate with program growth	$200,000	FY 2023		
New	Secondary Education in Business Education and Computer Science Education.	Program promotion	$20,000	FY 2023		
New	Cannabis Science certificate	Minimal investment in promotion and industry partnership	$15,000	FY 2023		

Program Type	Program/ General	Investment Description	Estimated Amount	Year (e.g., year investment made)	ROI type (enrollment, net tuition revenue, other)	Program Maturity Year
		formation; small faculty investment				
New	Animation (MFA)	Promotion costs; additional faculty FTE commensurate with program growth	$120,000	FY 2024		
New	Certified Registered Nurse Practitioner	PA Board of Nursing and Commission on Collegiate Nursing Education approval; specialized nurse faculty FTE	TBD	FY 2025		
New	Graphic and Interactive Design (MFA)	Promotional costs; additional faculty FTE commensurate with program growth, but may be available from Cal U	TBD	FY 2025		
New	Electrical Engineering	Faculty, staff, equipment, accreditation	$1.2M	FY 2026		AY2030
New	Doctorate of Physical Therapy	Faculty, staff, equipment, accreditation	$2.4M	FY 2026		AY 2030
New	Multi-Modal (MM) Delivery Technology	Conversion of classroom spaces on multiple campuses for MM delivery	$240,000 (30 classrooms)	FY 2022		
New	Multi-Modal Faculty Professional Development	Development and delivery of specialized training in MM teaching	TBD	FY 2022		

Program Type	Program/ General	Investment Description	Estimated Amount	Year (e.g., year investment made)	ROI type (enrollment, net tuition revenue, other)	Program Maturity Year
		techniques for faculty				

Appendix I.3: Online WG Priority 1 Recommendations with Impacts

The following Priority 1 recommendations were drafted by the West online working group with the accompanying anticipated impacts:

Recommendation Name	Summary Recommendation Components/Description
Inventory existing recognitions and rankings	Identify current recognitions and accolades (e.g., US News and World Report, Affordable Colleges Online, Military Friendly, Best Online Schools, etc.) to support identification of competitive advantages and strategic marketing.
Obtain SARA Authorization	Obtain SARA authorization for integrated university/virtual campus in order to offer online education across the United States.
Determine website model and implement CRM	Determine the website model for the virtual campus and work with Enrollment Management to implement CRM.
Refine and finalize online enrollment projections and financial pro-forma	Refine and finalize enrollment projections and a business plan for the virtual campus based on existing State System enrollment data and market research and analysis of competitors.
Design a one-stop shop/centralized coordination point for online student records, registration, and degree completion	Create a one-stop shop for applicants and matriculated students to apply, gain admissions, register, and manage academic performance and success in combination with the integrated university systems and services.
Finalize the online organizational structure and obtain required approvals	Finalize the online organizational structure of the virtual campus, inclusive of organizational and hierarchical reporting structures, identification of existing personnel assigned to the online division, identification of new staffing needs, and determination of physical location of the online division, and present to leadership for input and approval. Create a timeline for implementation after approval.
Inventory marketing and communications supports	Identify and assess current online marketing assets at each university.
Develop a marketing plan	Develop and execute a strategic marketing plan to attract and recruit students within targeted demographics for Fall 2022 admissions.
Resolve the online contract	Resolve the pending online contract.

People: The recommendations will likely impact the following stakeholders:

- Distance Education and Admissions personnel
- Finance and Administration
- Communications and Marketing
- Students
- Faculty
- Governance
- Staff
- Academics
- Enrollment Management
- Technology
- Distance education and technology personnel

Process: The recommendations impact compliance with federal and state laws, technology applications, and student support. The virtual campus must be monitored for compliance with federal laws and State System SARA procedures to offer online education across all 50 states. The virtual campus will need

technology applications (e.g., a CRM and CMS) to recruit and retain students. The virtual campus will also need additional resources to support students academically and emotionally throughout their experience to support persistence and completion.

- Federal law and State System SARA procedures must be monitored and complied with; otherwise, we risk being unable to offer online education in the 50 US states
- CMS for web, CRM for enrollment
- Best-in-class student service model
- RFP is at state level and status needs clarified

Technology: To be successful in an online environment the virtual campus will need to implement a customer relationship management system to support the recruitment and admission of students, and a content management system to support facilitation and delivery of curriculum as well as student services to support retention and persistence in combination with the integrated university's university-wide systems. The CRM must meet SARA requirements during recruitment and admissions as required by applicable regulations.

Finance: The recommendations are intended to provide ongoing net income and cash flow that can be allocated across the integrated university. However, investment and incremental costs are necessary to achieve growth necessary to increase net income and cash flow.

- Increase **in costs driven by increase in enrollment**

  o Direct and indirect faculty labor – additional faculty are necessary to provide instruction to more enrolled students
  o Administration and student support – current administration FTEs within three universities can be utilized for current enrollment in the virtual campus, but new enrollment will require additional personnel in the following categories

     - Online Student Services (including Student Success Coaches)
     - Online Faculty Services
     - Online Program Marketing
     - Partnerships and Articulation

  o IT Personnel and IT applications expense
  o Library Science personnel
  o Other personnel related to academics (e.g., clerks and other personnel in program office)
  o Training related to faculty support to ensure high quality online delivery

- **Increase in costs required to achieve increase in enrollment**

  o Marketing
  o Utilization of RFP partners
  o Partnership costs related to outsourcing of marketing/partnerships, and student support (tutoring/student success coaches, market identification)

- **Other costs**

  o SARA authorization, perhaps some savings by integrated university; however, as enrollment increases so do SARA fees (they are enrollment driven)

- **Full extent of costs and revenue are being researched**

Physical Assets: The recommendations may result in the necessity for a physical location of the virtual campus, either at one institution, or shared across the three institutions.

Compliance and Legal: The virtual campus will be required to comply with federal and state regulations, and maintain SARA authorization, in order to market and offer online courses in other states. The virtual campus will also need to comply with Title IV requirements governing financial aid. The virtual campus will likely need to comply with other areas under the Higher Education Act, as well as state regulations, depending on the finalization of the online structure and offerings.

Community: The recommendations will impact the key stakeholders previously identified, not only within the State System, but nationally, depending on the recruitment of students.

Benefits: The benefits of the recommendations, if implemented, can provide the expansion of the State System footprint and be able to attract students outside of the typical State System geography.

Risk: Several factors may impact the success of the virtual campus. First, the virtual campus must have the financial and people resources to support the recruitment and retention of students. Second, the virtual campus must acquire SARA authorization in order to conduct business. Third, technology applications such as a CRM and CMS must be in place to support the recruitment and retention of students; students must have a fully implemented and functional CRM and CMS to enroll, engage, and persist in an online learning environment. Last, the virtual campus must have a process in place to strategically market to and recruit students.

Appendix I.4: Online WG Virtual Campus (Global Online) Business Plan

PENNSYLVANIA'S STATE SYSTEM OF HIGHER EDUCATION

Pennsylvania's State System of Higher Education

Integrated U – Global Online Business Plan (DRAFT – For Discussion)

March 2nd, 2021

Executive summary – Business Plan

- Market Opportunity for Global Online is large and growing;
  - Global Online's Fall 2020 enrollment of ~5,100 accounts for ~4.3% of PA's online enrollment and ~1.0% of online enrollment in PA and surrounding states such as the District of Columbia, Maryland, Michigan, New York, Ohio, Pennsylvania, and West Virginia
  - The percentage of students enrolled in an exclusive distance program increased from 12.6% in 2012 to 16.6% in 2018 according to National Center for Education Statistics
- Global Online will focus on 5 key market segments, with special focus on online adult Learners and partnership opportunities within the Pennsylvania area and build on this competency to expand geographically the programs that do not already have a national reach
- Global Online's in-state tuition is very competitive and near the lower end of peer institution's revenue per credit hour
- Global online will capitalize on defined market opportunity, forecasting to grow from ~5.5K enrollments in Fall 2022 to 15K in Fall 2027, primarily driven by growth within PA and surrounding states
- Global Online's "right to win" exists due to competitive pricing and great value/quality for this offering; quality differentiators include a highly qualified, caring, and committed faculty, robust accreditations and national rankings, career focused degrees with defined partnerships, student support processes, and others
- Additionally, Global Online will drive growth through current well-known programs, nascent programs, and new programs
- Key considerations include investments into growth generation, academics and faculty, student success programs, and Systems and Technology – though Global Online projects to leverage systems and technology platforms available to the entire Integrated University, with minimal exceptions
- Global Online will require external support to successfully implement the business plan and the Working Group has identified a list of possible areas for assistance

2

Global Online Fall 2020 vs. Fall 2022

DRAFT – for discussion

Fall 2020 – 14 Universities with overlap in capabilities

CAL U
- 1,571 graduate & 1,064 undergraduate online enrollments
- 21 graduate & 14 undergraduate online programs
- 272 faculty teaching at least 1 class/year online

CLARION UNIVERSITY
- 770 graduate & 635 undergraduate online enrollments
- 13 graduate & 14 undergraduate online programs
- 180 faculty teaching at least 1 class/year online

EDINBORO UNIVERSITY
- 1,054 graduate & 37 undergraduate online enrollments
- 17 graduate & 2 undergraduate online programs
- 180 faculty teaching at least 1 class/year online

Bloomsburg UNIVERSITY · CHEYNEY UNIVERSITY · KUTZTOWN · IUP · ESU · LOCK HAVEN UNIVERSITY · MANSFIELD UNIVERSITY · Millersville University · SlipperyRock University · SHIPPENSBURG UNIVERSITY · WCU WEST CHESTER UNIVERSITY

Fall 2022 – 1 integrated virtual university

Enrollment projected to be 5,000-5,500 in Fall 2022, and additional understanding of Global Online's role with the 9 go-forward sister institutions will drive understanding of needs of faculty and staff

3

Enrolled Students and Growth

Global Online's Fall 2020 enrollment of ~5,100 accounts for ~4.3% of PA's online enrollment and ~1.0% of online enrollment in regionally; online programs have grown significantly before and after Covid-19

Enrollment in exclusively distance learning programs in 2018[1]

U.S. exclusively online: 2.3M undergrad – 932K graduate
Additionally, 6.9M students took at least one distance learning course in 2018

Region[2]:
~495K undergrad AND graduate[2]

Pennsylvania exclusively online:
~117K undergrad AND graduate

55K students took at least 1 distance learning course in 2018-2019 in the PASSHE system

Integrated U (Fall 20)
1.7K undergrad
3.4K graduate

Additional distance learning information

- 65% (1,500K) of undergraduate and ~53% (495K) of graduate students enrolled in exclusively online programs located in the state which they reside
- 55% of exclusively distance learning undergraduate and graduate students enrolled in a public institution

Notes on growth

- **The percentage of students enrolled in an exclusive distance program increased from 12.6% in 2012 to 16.6% in 2018**
- In 2020, nearly all institutions moved in-person classes online, which is expected to accelerate growth in enrollment in exclusively distance learning programs

2 2018 National percent of enrolled students taking exclusively distance courses of 16.6% multiplied by the State enrollment of total undergrad and postbaccalaureate information (National Student Clearinghouse data), breakout unavailable by degree type

2 Includes District of Columbia, Maryland, Michigan, New York, Ohio, Pennsylvania, and West Virginia

Source: National Student Clearinghouse Research Center; Term Enrollment Estimates; National Center for Education Statistics; Distance Education Dashboard; Babson Survey Research Group; Interviews

5

Target Segments

Global Online will focus on 5 key market segments, with special focus on online adult learners and partnership opportunities within the Pennsylvania area before expanding regionally and nationally

Adult learner – emphasis on undergrad but with significant grad growth too	• Nationally 36M have left college without completing intended credential. These students have not reached their full potential in the labor market, and Global Online can provide a path to a degree and improved quality of life
Partnerships: Community colleges, military, and corporate	• Community College graduates and military personnel are a key pipeline that require partnerships like those established by SNHU and other competitors • Key focus area will be ensuring ease of credit transfers (including life experience)
Pennsylvania focused - expanding regionally and then nationally	• Global Online marketing and partnership efforts will initially focus on "reclaiming" Western Pennsylvania and expanding brand marketing to all of Pennsylvania and surrounding states[1] to ensure graduates have the skills and degrees needed for the regional workforce
Engaging Integrated U students in summer/winter sessions & accelerated degrees	• Summer and Winter sessions provide additional profitability per course due to more educational opportunities • Accelerated degree pathways enable students to jump-start a graduate degree
High school enrollments and dual degree	• While high school students typically receive large discounts (25% of prevailing tuition), which limits profitability, opportunity exists to reach large untapped market profitably if high school tuition rates can approximate prevailing tuition

1 Includes District of Columbia, Maryland, Michigan, New York, Ohio, Pennsylvania, and West Virginia
Source: Inside Hire Head: Some college, no college

Target Market

Cost to Student

Global Online's in-state tuition is very competitive and near the lower end of universities assessed; out-of-state tuition compares favorably with Arizona State University

Tuition paid by students per credit hour ($)

Undergrad tuition   Graduate tuition

University	Undergrad	Graduate	2019 undergrad enrollment	2019 graduate enrollment
WGU	256	286	98,630	37,509
University Of MD In-state	300	550	36,006	10,907
SNHU	320	627	86,399	19,581
Integrated U. - Global Online: In-state	322	482	1,736[2]	3,395[2]
American Intercontinental Univ.	340	483	9,153	799
Walden U.	346	503	7,016	41,404
Colorado Tech. Univ.	358	508	22,493	3,574
Purdue Univ.	372	589	28,519	9,331
Capella Univ.	409	645	10,503	27,356
University of Phoenix	462	761	71,760	22,017
Grand Canyon Univ.	468	580	40,118	35,353
Strayer Univ.	515	1,200	22,401	4,131
Integrated U. - Global Online: Out-of-state	516	774	N/A[2]	N/A[2]
Ashford Univ.	548	751	26,914	5,706
Post Univ.	552	697	8,853	886
Arizona State Univ.	611	943	33,504	10,428
Keiser Univ.	688	784	7,346	1,620

Global Online's in-state tuition compares favorably with SNHU

Large branded names such as University of Phoenix and Grand Canyon Univ charge 30-50% more per credit hour than Global Online

While Global Online's tuition is greater than many competitors, it is still competitive with Ashford, ASU, and others

1 Tuition and fees calculated as the midpoint of ranges for credit hour costs found on-line. If any information was provided in courses, 5 credit hours per course was assumed; Integrated U's
semesters, 15 hours per semester was assumed; Integrated U's
2 Includes both in-state and out-of-state enrollment, research in progress of breakout
Source: Integrated U Secret Shopping calls and website research

USG (eCore) Case Study

While eCore's structure and programs differ from Global Online, analysis shows that investment in administration and student support is critical to an effective and profitable institution

Background: eCore was developed as a start up by the University of West Georgia. eCore collaboratively delivers online and virtual education within the University System of Georgia to 24 affiliate institutions; eCore delivers core undergraduate courses online when affiliate institutions are unable to offer all areas of the core courses online. eCore is one of the few collaborative programs that is sustained by its own tuition.

eCore vs. Global Online

- eCore does not offer full academic programs or degrees (though sister institution eMajor does) and employs few faculty members, and eCore provides a robust revenue sharing of $42/credit
- University System of Georgia does not exist in an environment with a collective bargaining agreement
- Despite these differences, eCore's tuition and expense structure still provide an instructive guide to Global Online to understand faculty and administrative costs
- In the long term, Global Online could facilitate the development or internally run a similar collaborative program within PASSHE

1 Includes all online courses offered by Cal U., Clarion University, and Edinboro University
2 E-textbooks are included in cost of tuition
3 Revenue is total revenue to the USG system and not only revenue to eCore
Source: USG Ecore Factbook

2020 Key course and faculty statistics

	eCore	Global Online[1] (undergrad only)
Courses offered	1,295	1,093
Seat count	41,502	24,709
Tuition and fees/credit hour[2]	$159	$322
Avg. class size	32	22
Faculty expense and benefits/ credit hour	$1,931	$4,588

eCore Administration payroll taxes, and benefits expenses

2020 Admin Expense ($K and % of expense)

4,157

- 251 — Budget and Finance (6%)
- 395 — Marketing & Partnerships (9%)
- 449 — Upper administration (11%)
- 812 — Student Support (20%)
- 824 — Testing and Data (20%)
- 1,425 — Faculty Support (34%)
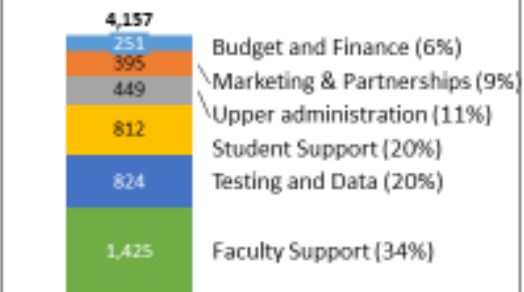
eCore spends ~$1,000 in administrative payroll and benefits on a student enrolled in 30 hours (FTE), which does not include enrollment, admissions, billing, and financial aid

9

Path to Global Leader in Distance Learning

DRAFT – for discussion

Global Online projects to grow from ~5.5K enrollments in Fall 2022 to 15K in Fall 2027, primarily driven by growth within PA and surrounding states; long term growth objective is 40K by Fall 2032

Distance education enrollment in thousands

- ~15K in enrollment (~175% growth over 5 years), with equal split between undergrad and graduate students
- Robust marketing capabilities targeting adult learners in Pennsylvania and surrounding states[1]
- Virtual expertise provided to PASSHE system

- ~5.5K in enrollment, with 1.7K undergrad and 3.4K Grad
- ~$90M in revenue
- Marketing capabilities are nascent and targeting Western Pennsylvania students and adult learners

- ~40K in enrollment, with 70% enrollment in undergrad (166% growth in enrollment over 5 years)
- Robust marketing capabilities targeting a nationwide and international student body
- Virtual expertise provided to PASSHE system

Fall 2022   Fall 2027   Fall 2032

Pennsylvania's
STATE SYSTEM
of Higher Education

1 Includes District of Columbia, Maryland, Michigan, New York, Ohio, Pennsylvania, and West Virginia
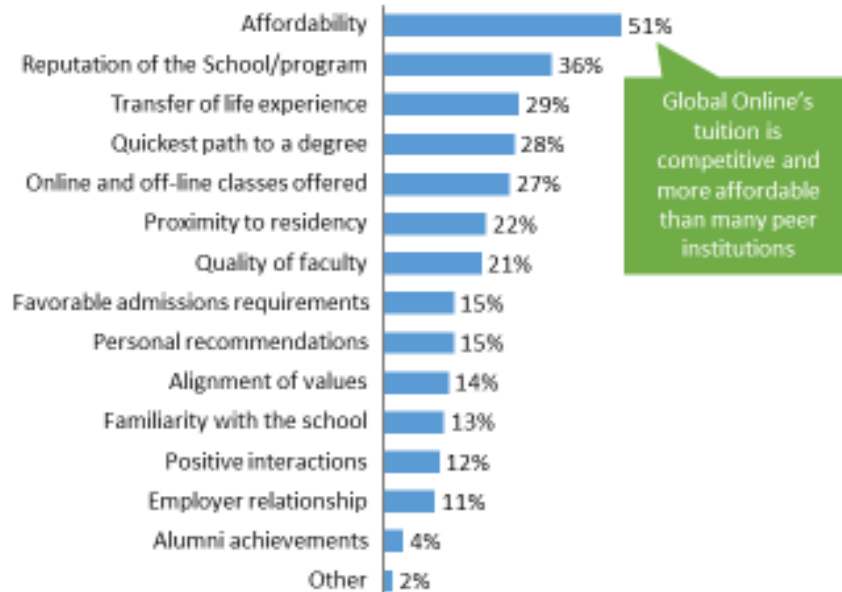
Global Online as a Community Hub
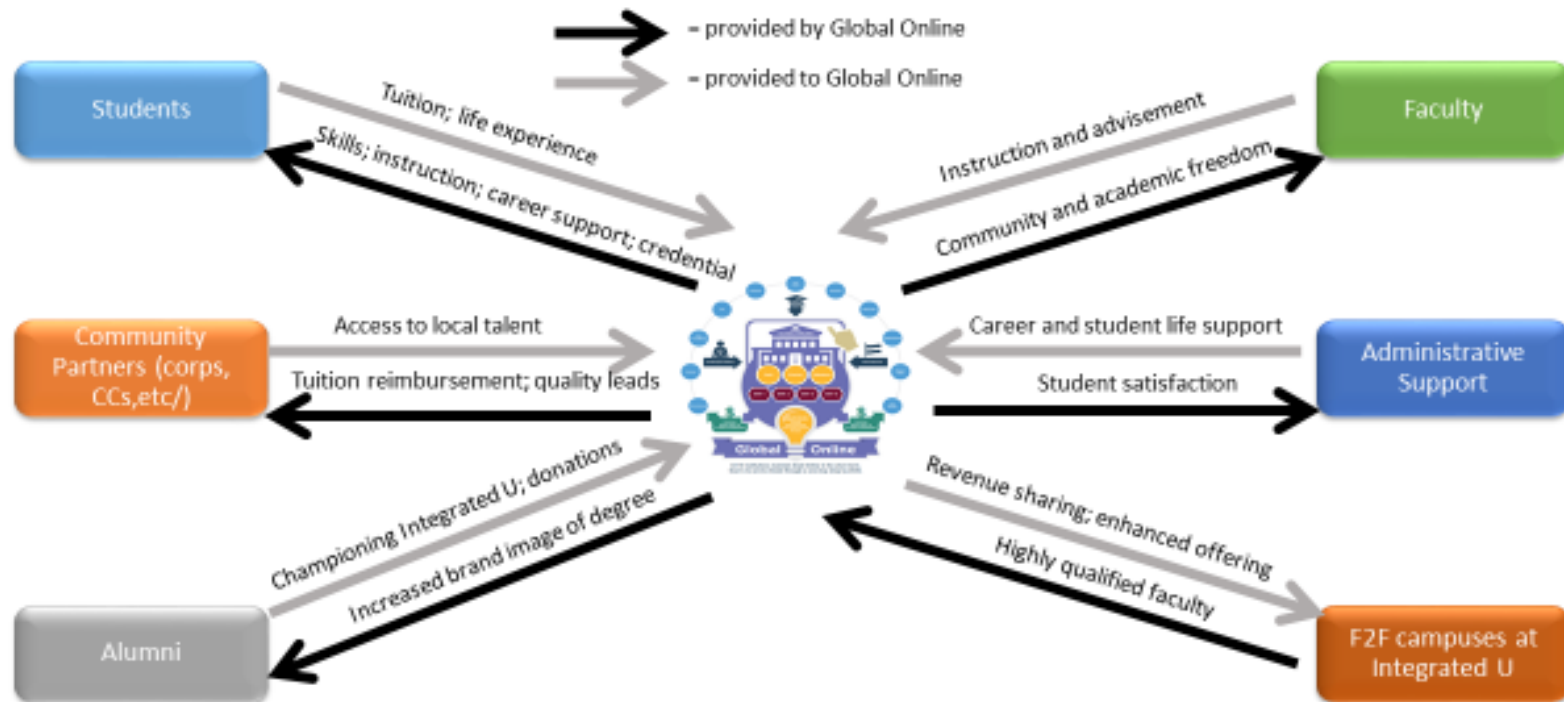
Programmatic Footprint

Global Online will drive growth through expansion of established programs, nascent programs, and new programs

Fall 20 Integrated University's distance learning enrollment

Program	Enrollment	Number of majors/concentrations
Education	975	49
Nursing	697	11
Exercise Science	640	39
Business	544	20
Library	405	7
Counseling	360	14
Social Work	301	1
Criminal Justice	239	13
General	228	3
Languages	172	4
Sociology	137	1
Law	102	5
Computer	67	1
Allied Health	53	4
Sports Management	43	3
Technology	42	5
Mathematics	41	3
Communication	34	1
Art	23	2
English	19	1

Majors within Exercise Science, Library Science, Social Work, Criminal Justice, and Languages already have a national or international footprint

Program array – future state

- Global Online will drive growth from established programs such as Education, Nursing, Exercise Science, Business, and Library Science AND nascent programs such as English and Sports Management
- New programs may include Actuarial Science, Cybersecurity (Technology), Psychology, Social Work, Supply Chain Management, Organizational Leadership (Business), Mandarin, Korean, and Russian (Languages), Food Science, Animation (MFA), and Graphics & Interior Design (MFA), Climate Change and Sustainability, Industry and Career Certification, and others
- Research into cost of establishing programs is necessary to understand benefit of the growth and will require collaboration with the Academic Working Group

14

Key Considerations of Global Online

Growth generation	• Achieving rapid online growth will require marketing and brand building investment. Peer institutions spend on average $1,277 per enrolled student on U.S. marketing • Expanding current partnerships and creating new partnerships with community colleges, local corporations, and professional organizations will be critical to success
Academics and faculty	• Faculty will design and own their instructional content • Opportunities to mitigate faculty labor cost include increased winter and summer offerings, hiring additional temporary instructors • Program arrays will match the needs of employers in Pennsylvania and nationally
Student success program and other administrative staffing	• Investment into online student success program is critical to creating a high-touch environment that feels like a campus experience and meets students' expectations • Global online will be a high energy, fast, fluid, and flexible "one-stop shop" for online students, which requires appropriate staffing and systems to achieve
Systems and technology	• With minimal exceptions, Global Online will leverage systems and technology platforms available to entire Integrated University

In addition, robust revenue sharing program will need to be developed for the Integrated University and PASSHE

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DRAFT Administrative Support and Student Success Org

Multiple models exist to deliver support structure, but the support identified is critical to success
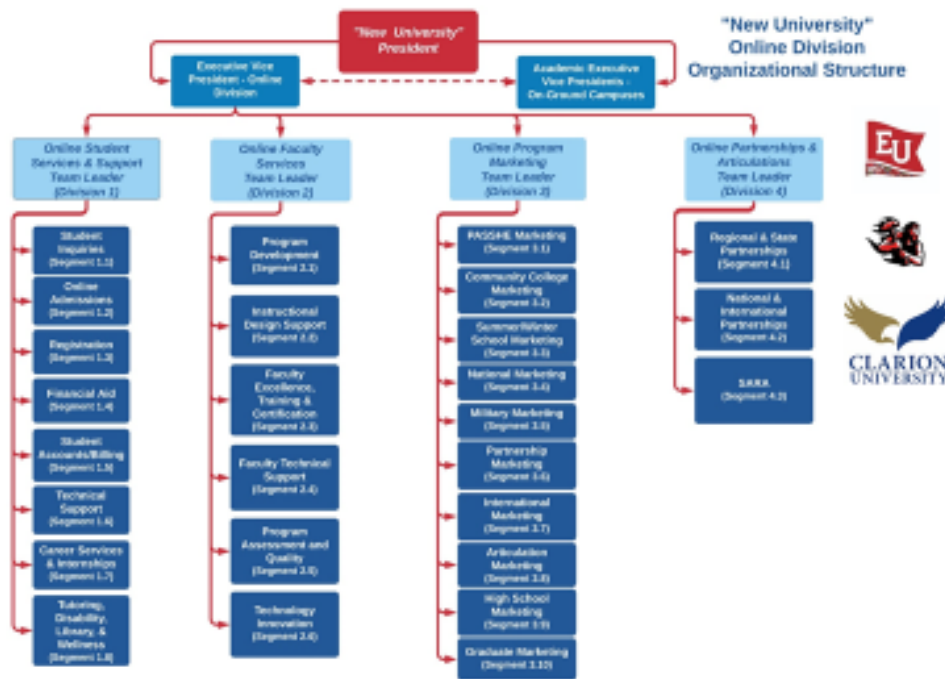
Internal BT benchmarks and expert interviews suggest that Online Student Services could require an additional 3 staff members/ 200 additional students. Additional research with external partners is required to finalize recommendations

Success Division	Start-Up Personnel	Personnel Growth
Online Student Services	30	One new staff member/200 new students
Faculty Services	20	One new staff member/300 new students
Online Division Marketing	20	One new staff member/300 new students
Partnerships and Articulations	12	One new staff member/400 new students

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Ways Global Online Can Utilize External Support

- Strategic plan for marketing undergraduate and graduate online programs; prospect to enrollment.
- Comprehensive training for Academic Success Coaches, including a model to evaluate success and identify challenges; enrollment to graduation.
- Review and provide feedback for each university regarding communication plan and responses received. What are acceptable messaging, timeline, responses, etc?
- Evaluation of all three university websites specific to online programming.
- What type of online academic supports should we be offering both in-house and what can be subcontracted?
- Guidance on the proposed structure of the Global Online Division and advisement on how it will change with growth. For example, personnel needs, organizational chart, budget...
- Understanding ability for faculty to provide content and RFP partners to build course. All rights to the content and course would be retained by the New U and faculty.
- Provide direction in the development of consistent course shell look and feel.
- Consultation in the development of corporate partnerships beyond our current ones.
- Consultation on developing a cohort vs. non-cohort model and related program starts; coupled with the desired length of courses for UG and GR.
- Develop a comprehensive "jump start" self-guided introduction to "how to learn and succeed online".
- Evaluate the current business plan, once it is available for public comment.
- Provide expertise for revenue sharing models and recommendations

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Executive Summary – Pro Forma

- Pro Forma outputs are currently in DRAFT mode, both internal and external validation of assumptions could materially shift outputs presented in the model
- Discussions today should focus on 3 questions:
  - o Do we believe the assumptions and outputs are viable?
  - o What additional information is necessary to add validity to the Pro Forma?
  - o What other support models, staffing models, revenue sharing models and others could exist that the current Pro Forma does not capture (e.g. outsourced staffing model for tutoring)?
- Pro Forma created to understand what are the P&L impacts of Global Online as a standalone entity (even though many operating models and revenue structures can exist)
- Pro Forma currently forecasts Global Online enrollment to grow from 5K in Academic Year 2020 (Year Beginning in Fall 2019) to 6.1K in Academic Year 2023 (Fall 2022), 15K in Academic Year 2028 (Fall 2027, and 40K in Academic Year 2033 (Fall 2032)
- While the Pro Forma is a draft, it does indicate positive income in Academic Years 2020-2023
  - o However, unless annual growth in Global Online's tuition per credit hour match faculty and administrative staff expense annual growth, profitability will decline and in many scenarios become negative
  - o Additionally, profitability as a % of revenue declines as Global Online shifts its population of enrollments to increased undergraduates. Though the market is bigger, and leading institutions such as Arizona State University have suggested this area is easier to grow into, this segment is currently less profitable for Global Online
- Opportunities exist to improve profitability, but many of these have important risks to consider (e.g. CBA negotiations)

Sources of Data and Key Assumptions - Revenue

Online Revenue - Fall 19/20 assumptions (e.g. tuition per credit hour, average credits per course, average courses per semester type) informed by BI data of all online classes at the 3 integrating universities and are averages across the 3 integrating universities; enrollment numbers were calculated from internal count – these informed assumptions were calculated for semester type (e.g. spring/fall, summer, winter) and whether the class is a graduate or undergraduate class

- Revenue calculated as number of enrolled students * average courses per semester type (e.g. Spring/Fall, Winter, Summer) * average credit hours per course * (Tuition/Credit Hour + Fees/Credit Hour + Appropriation/Credit Hour)
- Internships, capstone classes and distance learning classes with less than 5 people were excluded from revenue calculations
- State appropriations are included within revenues and are assumed to be collected the year tuition was earned
- Ratio of in-state to out-of-state students maintains the Fall 2020 ratio (~ 20% of credit hours were taken by out-of-state students)
- Data provided did not provide a breakdown if students enrolled in Online classes were enrolled in Online Only programs or F2F programs, so educated assumptions were made on the number of courses taken by an enrolled student (e.g. undergrad students assumed to take 10 courses/30 credits per Spring/Fall semester), and any additional seat count was allocated to F2F students
- Assumptions such as Online enrollment growth, F2F student growth, class size, and tuition/fee escalation can be adjusted throughout the model
- Tuition/Credit Hour is held flat in the first scenario presented in the model and grown at 2% in the second scenario
- 1% tuition discount assumed currently – further research needed to understand if this is an accurate assumption

Sources of Data and Key Assumptions – Direct Expenses

Direct Academic Expenses - Fall 19/20 assumptions (e.g. average class size, salary per credit hour) informed by BI data of all online classes at the 3 integrating universities and are averages across the 3 integrating universities; benefit rate calculated from research into salary structure of faculty – these informed assumptions were calculated for semester type (e.g. spring/fall, summer, winter) and whether the class is a graduate or undergraduate class

- Direct expense calculated as Seat count (Enrolled students – both online and F2F – multiplied by the number of classes taken per term) divided by average class size multiplied by average credit hours per class and multiplied by the salary and benefits of an instructor per credit hour
- Internships, capstone classes and distance learning classes with less than 5 people were excluded from direct expense calculations
- Direct expense does not include non-teaching faculty expense (included in Support Personnel)
- Model estimates the percent of classes taught by part time instructors, and the model will hire PT Instructors up to the CBA designated maximum of 25% of all FTEs while maintaining a minimum of 5%
- Instructional cost per seat of $20 assumed to exist and remain unchanged
- New faculty hires are assumed to have the same expense per credit hour of current faculty
- Current assumption of faculty salary and benefit growth of 4% based on current understanding of the CBA and categorical raises

Sources of Data and Key Assumptions – Operating Expense

Support Personnel Expense
- For Academic Years 20-22, current non-faculty expenses (excluding F2F only expenses such as Athletics or landscaping) across all 3 universities used to estimate online support structure costs through allocating the headcount of online enrolled students to the headcount of the 3 universities (~33%), and then assumed to remain the same based as a % of revenue
- For Academic Years 23+, where the business plan identifies personnel essential to the online model, personnel count is dictated in the **support structure organization page within the business plan document**. The current assumption is that Global Online will build this capability in-house.
- Additionally, non-faculty personnel expense that is shared by online and F2F programs (e.g. deans, librarians, accountants and finance professionals, etc.) were allocated based on a % of revenue for the remainder of all academic years
  - *Non-faculty personnel expense also includes assumption for personnel synergies achieved during integration, but this assumption is currently set to 0%*
- Non-teaching faculty expense is assumed to be 19% of direct labor expense based on research of PASSHE BI documents and university budgets

Marketing Expense:
- External marketing spend assumed to be $200 per enrolled student in Academic Year 2022 and will ramp to be in line with peer institutions of $1,277 per enrolled student by Academic Year 202
- Other Marketing costs included in identified support structure

IT Expense
- IT estimations provided by CTOs of Clarion and Cal U and include an estimate of systems and hardware cost as a % of revenue. These costs are expected to remain flat as a % of revenue during enrollment growth, as additional applications or modules will likely be necessary

External support
- Current assumptions of external support are $2M per year in Academic Year 22, 23, and 24. Further refinement of these costs will depend on how extensive Global Online utilizes RFPs and future extensions of the RFPs

Revenue Sharing
- No current revenue sharing assumptions are included in this pro-forma and estimates need to be validated with internal and external sources

Pro Forma Review – Opportunities to Improve Profitability and Risks Associated

Profitability levers
- Increasing enrollment growth faster than "Goal" forecast
- Focusing on high impact programs
- Increasing tuition per credit hour
- Increasing average class size
- Reducing labor costs – increase in part time faculty
- Reducing labor costs – leveraging high volume classes
- Outsourcing administrative functions
- Achieving integration synergies
- Decreasing marketing spend per enrolled student
- Creating system and software efficiencies
- *Others?*

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Pro Forma Review – Income Statement for 15K students with no tuition increases

	Academic Year 20	Academic Year 21	Academic Year 22	Academic Year 23	Academic Year 24	Academic Year 25	Academic Year 26	Academic Year 27	Academic Year 28	Academic Year 29	Academic Year 30	Academic Year 31	Academic Year 32	Academic Year 33
Undergraduate revenue	$41.9	$42.5	$43.1	$52.2	$63.5	$77.9	$96.0	$118.9	$147.8	$183.8	$229.6	$287.7	$361.5	$455.1
Graduate revenue	$48.2	$48.5	$48.8	$55.1	$62.3	$70.5	$79.8	$90.4	$102.4	$116.7	$133.2	$152.1	$173.9	$198.9
Tuition discount	($0.5)	($0.5)	($0.5)	($0.6)	($0.7)	($0.8)	($1.0)	($1.2)	($1.4)	($1.7)	($2.0)	($2.4)	($2.9)	($3.5)
Total Revenue	$89.5	$90.5	$91.4	$106.7	$125.2	$147.6	$174.8	$208.1	$248.8	$298.9	$360.8	$437.4	$532.4	$650.4
Direct Teaching Expense- Salary	$20.4	$21.3	$22.3	$25.9	$31.7	$39.0	$48.1	$59.7	$74.4	$93.2	$117.2	$148.0	$187.8	$238.9
Direct Teaching Expense- Benefits	$8.1	$8.4	$8.8	$10.2	$12.4	$15.3	$18.9	$23.4	$29.2	$36.6	$46.0	$58.1	$73.7	$93.7
Instructional teaching expense per seat	$0.9	$0.7	$0.7	$0.9	$1.1	$1.3	$1.6	$1.9	$2.4	$2.9	$3.6	$4.5	$5.5	$6.9
Total Direct Expense	$29.3	$30.4	$31.8	$37.0	$45.2	$55.5	$68.6	$85.0	$105.9	$132.6	$166.8	$210.6	$267.0	$339.6
	32.7%	33.6%	34.8%	34.7%	36.1%	37.6%	39.2%	40.9%	42.6%	44.4%	46.2%	48.1%	50.2%	52.2%
Contribution Margin	$60.2	$60.1	$59.5	$69.7	$80.0	$92.0	$106.3	$123.0	$142.9	$166.3	$194.0	$226.8	$265.5	$310.9
	67.3%	66.4%	65.2%	65.3%	63.9%	62.4%	60.8%	59.1%	57.4%	55.6%	53.8%	51.9%	49.9%	47.8%
Non-Faculty personnel	$5.5	$5.7	$6.0	$6.9	$8.5	$10.4	$12.9	$16.0	$19.9	$24.9	$31.3	$39.5	$50.1	$63.8
Online specific personnel	$9.0	$9.1	$9.9	$13.9	$14.9	$16.5	$17.9	$19.4	$21.6	$24.2	$27.3	$31.5	$36.3	$42.5
Allocated personnel across university	$11.3	$11.4	$11.5	$15.5	$15.8	$18.6	$22.1	$26.3	$31.4	$37.8	$45.6	$55.3	$67.3	$82.2
Marketing	$0.7	$0.8	$1.2	$3.7	$8.3	$9.9	$14.8	$21.0	$25.9	$32.0	$39.7	$49.3	$61.4	$76.7
Non-personnel IT	$1.4	$1.4	$1.4	$1.6	$1.9	$2.2	$2.7	$3.2	$3.8	$4.5	$5.5	$6.6	$8.1	$9.9
External Support	-	-	$2.0	$2.0	$2.0	-	-	-	-	-	-	-	-	-
Other	$10.3	$10.4	$10.5	$12.3	$14.4	$17.0	$20.1	$23.9	$28.6	$34.4	$41.5	$50.3	$61.2	$74.8
Total Operating Expenses	$38.2	$38.8	$42.6	$53.9	$63.8	$74.5	$90.4	$109.7	$131.2	$157.8	$190.9	$232.6	$284.4	$349.8
	42.7%	42.8%	46.6%	50.6%	51.0%	50.5%	51.7%	52.7%	52.7%	52.8%	52.9%	53.2%	52.4%	52.8%
Net Income before revenue sharing	$22.0	$21.3	$17.0	$15.8	$16.2	$17.5	$15.8	$13.3	$11.7	$8.5	$3.2	($5.8)	($19.0)	($39.0)
	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	($0.0)	($0.0)	($0.0)
Revenue Sharing	$0.3	$0.3	$0.3	$0.4	$0.4	$0.4	$0.4	$0.4	$0.4	$0.4	$0.5	$0.5	$0.5	$0.5
	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0
Net funds available for reinvestment	$21.7	$21.0	$16.6	$15.4	$15.8	$17.1	$15.4	$12.9	$11.2	$8.0	$2.7	($6.2)	($19.4)	($39.5)
	24.2%	23.2%	18.2%	14.4%	12.6%	11.6%	8.8%	6.2%	4.5%	2.7%	0.8%	-1.4%	-3.7%	-6.1%

Pro Forma Review – Income Statement for 15K students with 2% tuition increase per year

	Academic Year 20	Academic Year 21	Academic Year 22	Academic Year 23	Academic Year 24	Academic Year 25	Academic Year 26	Academic Year 27	Academic Year 28	Academic Year 29	Academic Year 30	Academic Year 31	Academic Year 32	Academic Year 33
Undergraduate revenue	$41.9	$43.3	$44.8	$55.4	$68.8	$86.0	$108.1	$136.5	$173.1	$219.7	$279.9	$357.7	$458.4	$588.7
Graduate revenue	$48.2	$49.5	$50.8	$58.5	$67.5	$77.9	$89.9	$103.8	$120.0	$139.5	$162.4	$189.2	$220.5	$257.3
Tuition discount	($0.5)	($0.5)	($0.6)	($0.7)	($0.8)	($0.9)	($1.1)	($1.4)	($1.6)	($2.0)	($2.4)	($3.0)	($3.7)	($4.6)
Total Revenue	$89.5	$92.3	$95.1	$113.2	$135.5	$162.9	$196.9	$239.0	$291.5	$357.2	$439.8	$543.9	$675.2	$841.4
Direct Teaching Expense - Salary	$20.4	$21.3	$22.3	$25.9	$31.7	$39.0	$48.1	$59.7	$74.4	$93.2	$117.2	$148.0	$187.8	$238.9
Direct Teaching Expense - Benefits	$8.1	$8.4	$8.8	$10.2	$12.4	$15.3	$18.9	$23.4	$29.2	$36.6	$46.0	$58.1	$73.7	$93.7
Instructional teaching expense per seat	$0.9	$0.7	$0.7	$0.9	$1.1	$1.3	$1.6	$1.9	$2.4	$2.9	$3.6	$4.5	$5.5	$6.9
Total Direct Expense	$29.3	$30.4	$31.8	$37.0	$45.2	$55.5	$68.6	$85.0	$105.9	$132.6	$166.8	$210.6	$267.0	$339.6
	32.7%	33.0%	33.5%	32.7%	33.3%	34.1%	34.8%	35.6%	36.3%	37.1%	37.9%	38.7%	39.5%	40.4%
Contribution Margin	$60.2	$61.9	$63.2	$76.2	$90.3	$107.4	$128.3	$154.0	$185.6	$224.6	$273.0	$333.3	$408.3	$501.8
	67.3%	67.0%	66.5%	67.3%	66.7%	65.9%	65.2%	64.4%	63.7%	62.9%	62.1%	61.3%	60.5%	59.6%
Non-Faculty personnel	$5.5	$5.7	$6.0	$6.9	$8.5	$10.4	$12.9	$18.0	$19.9	$24.9	$31.3	$39.5	$50.1	$63.8
Online specific personnel	$9.0	$9.3	$9.9	$13.9	$14.9	$16.3	$17.9	$19.4	$21.6	$24.2	$27.3	$31.5	$36.3	$42.5
Allocated personnel across university	$11.3	$11.7	$12.0	$14.3	$17.1	$20.6	$24.9	$30.2	$36.8	$45.1	$55.6	$68.7	$85.3	$106.3
Marketing	$0.7	$0.8	$1.2	$3.7	$8.3	$9.9	$14.8	$21.0	$25.9	$32.0	$39.7	$49.3	$61.4	$76.7
Non-personnel IT	$1.4	$1.4	$1.4	$1.7	$2.1	$2.5	$3.0	$3.6	$4.4	$5.4	$6.7	$8.3	$10.3	$12.8
External Support	-	-	$2.0	$2.0	$2.0	-	-	-	-	-	-	-	-	-
Other	$10.3	$10.6	$10.9	$13.0	$15.6	$18.7	$22.6	$27.5	$33.5	$41.1	$50.6	$62.5	$77.7	$96.8
Total Operating Expenses	$38.2	$39.4	$43.5	$55.6	$68.5	$78.5	$96.1	$117.7	$142.1	$172.8	$211.1	$259.9	$321.1	$398.8
	42.7%	42.7%	45.8%	49.1%	49.1%	48.2%	48.8%	49.2%	48.8%	48.4%	48.0%	47.8%	47.6%	47.4%
Net Income before revenue sharing	$22.0	$22.5	$19.7	$20.6	$21.8	$28.9	$32.2	$36.3	$43.4	$51.8	$61.9	$73.4	$87.2	$103.0
	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0
Revenue Sharing	$0.3	$0.3	$0.4	$0.4	$0.4	$0.4	$0.5	$0.5	$0.5	$0.5	$0.6	$0.6	$0.6	$0.6
	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0
Net funds available for reinvestment	$21.7	$22.1	$19.4	$20.2	$21.4	$28.5	$31.8	$35.8	$42.9	$51.3	$61.4	$72.8	$86.6	$102.4
	24.2%	24.0%	20.4%	17.9%	17.3%	17.5%	16.1%	15.0%	14.7%	14.4%	14.0%	13.4%	12.8%	12.2%

Next Steps

1. Business Plan – Next Steps
    1. Enrolled Students in Market - Establish overall growth in market
    2. Target Segments - Understand size and growth of key target segments within PA, region, and nationally; also understand key attributes such as *(this research will provide validity to growth assumptions and will likely be included in appendix pages...*
        1. Preferences of each segment
        2. Program array needed to serve
        3. Likelihood of matriculation
    3. Cost to Students – Develop methods/partnerships models
    4. to students to increase price competitiveness to out of state students
    5. Path to Global Leader in Distance Learning – Understand profitability of undergrad students and likelihood to enroll for advanced degrees at PASSHE and other institutions
    6. Programmatic Footprint – "Money Slide". We need to segment programs, leveraging programmatic array WG work and compiling market research as necessary. We also need to do this by grad and undergrad
        1. High growth High Profit – Lots of money and energy
        2. Low Growth High Profit – Sustain
        3. High growth low profit – spend money and energy to convert to high profit
        4. Low Growth – Low Profit – Eliminate unless there are reputational reasons

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Next Steps

6. Student Success Org – Identify methods to create model of support and identify best method for Global Online from a cost and quality perspective; Also, finalize what FTE headcount is necessary to provide level of quality anticipated in student success org.

7. **Additional Items – Key Risks and Mitigation Strategies**

2. Pro Forma
   1. Appropriations – Modify appropriations assumptions based on feedback from Finance (possibly with scenarios)
   2. Validate other model assumptions with Finance
   3. Include different scenarios of support models to understand cost/benefit of alternatives to building support org in-house
   4. Understand possible CBA levers and include within Pro-Forma for scenario testing
   5. Identification of how target market and growth impacts the pro-forma (including in-state vs. out of state growth rates)
   6. *Handover pro forma to PASSHE personnel*

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University (Online Division)	2019 Spend Online* in Millions	UG % Online	UG Online Enroll	GR % Online	GR Online Enroll	Total Online Enroll	Spend per Headcount
University of Phoenix	$142,509	99%	71,760	99%	22,017	93,777	$1,520
Southern NH University	$95,325	93%	86,399	95%	19,581	105,980	$899
Ashford University	$57,619	100%	26,914	100%	5,706	32,620	$1,766
Western Governors University	$54,593	100%	98,650	100%	37,509	136,159	$401
Grand Canyon University	$46,325	68%	40,118	95%	35,353	75,471	$614
Capella University	$43,928	100%	10,503	100%	27,356	37,859	$1,160
Walden University	$42,359	100%	7,016	100%	41,404	48,420	$875
Colorado Technical University	$35,184	96%	22,493	94%	3,574	26,067	$1,348
Post University	$34,270	91%	8,853	97%	886	9,739	$3,519
Strayer University	$33,998	88%	22,401	88%	4,131	26,532	$1,281
Purdue University	$27,477	99%	28,519	100%	9,331	37,850	$726
University Of MD	$26,735	78%	36,008	90%	10,907	46,915	$570
American Intercontinental University	$19,579	100%	9,153	100%	799	9,952	$1,967
Independence University	$17,608	100%	10,983	100%	245	11,228	$1,568
Arizona State University	$17,284	97%	33,504	99%	10,428	45,931	$395
Keiser University	$16,413	42%	7,346	78%	1,620	8,966	$1,831
Average:	$44,447	91%	52,557	96%	14,428	46,965	$1,277

* Spend data is 2019 full year nationwide spending for online education. Data is tracked by estimating spend across digital and traditional media based on rate card, so the numbers might not be exact, but should be directional (they can't take into consideration negotiated rates, for example).
- Spend by Zimmerman Agency, 2019
- Enrollment Data: IPEDS Fall 2019 Headcount

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Appendix J: Act 50 Reporting on Property for Sale

The table below reflects Act 50 reporting requirements related to property that is for sale or has been sold as of April 1, 2021.

Property for Sale	Estimated Value	Property Sold	Value of Sale Proceeds	Notes
Edinboro – Porreco Campus	$2 - $3 million	N	N/A	They are now preparing an Invitation for Bids to sell.
Clarion – various properties (~10 parcels adjacent to campus – properties are mostly single-family homes in poor condition or vacant lots that once had a single-family home)	$680,000	N	N/A	Approved for disposal in 2018. At the time they requested approval, the combined value of the properties was estimated at $680,000. From a current search of Realtor.com, there appear to be about 30 similar properties already listed for sale in Clarion and many appear to have been on the market for 1-2 years.

Administrative service consolidations resulted in savings, which are reflected in the financial projections in Appendix V.

Appendix K.1: Enrollment Management WG Priority 1 Recommendations with Impacts

The following Priority 1 recommendations were drafted by the West enrollment management working group with the accompanying anticipated impacts:

Recommendation Name	Summary Recommendation Components/Description
Strategic recruitment plan	Develop a unified recruitment plan, including identification of geographic territories, student populations, and targets, student search, and name buys.
Integrated admission staff training	Execute an intensive training for the three admissions teams.
Academic program array promotion	Implement proactive outreach to prospective-enrolled students (for 2021 and 2022) regarding the academic array.
Common application process	Use the Common Application platform and system for all three locations of the integrated university. (Cal U and Edinboro are current members. Clarion needs to become a member.)
Integrated scholarship review and award process	Implement common scholarship award levels, naming conventions, and processes for offers to be made to admitted students.
Scanning and indexing documents	Implement document scanning and indexing capabilities at all three locations.
Unified CRM system including integration to regional SIS	Implement one CRM for all three locations.
Admissions collateral and recruitment materials	Assess admissions collateral material for each location. Review pros/cons of what is used in the communication flow and start to outline ideas for shared material for the upcoming year. Plan, build, and establish workflows, brochures, and outreach strategies.
Unified recruitment travel plan	Begin the development of a unified recruitment travel strategy and approach (e.g., review data, territories, primary/tertiary, marketing needs, etc.).
Communication flow plan	Develop a communication flow plan to identify an optimal approach to eliminate duplicate communications to students (e.g., only send communications from the student's primary campus of interest based on student preferences or academic program interests).
Communication point person	Explore pros/cons to having one point person to oversee the communication flow (e.g., distribute Clarion's communication on day X and Cal U's communication on day Y, etc.). Avoid overlap and oversaturation in the market.
Admissions criteria and policies	Determine unified admissions criteria and policies, including, but not limited to, test optional admission, freshman, transfer, international, graduate, online, honors college, and special admission criteria and policies.
Consolidate mailing vendors	Initiate contract conversations for all campuses to work with one print vendor. Base the scope of work on the optimal communication flow identified.
Articulation agreements	Inventory, detail, and rate agreements currently in existence across our three campuses and determine the steps necessary to transition agreements to the integrated university.
Academic affiliations	Inventory and categorize "non-articulation" affiliations across our three locations to include clinical sites, matriculation agreements,

Recommendation Name	Summary Recommendation Components/Description
	and others, and determine the steps necessary to transition agreements to the integrated university.
Professional associations and memberships	Inventory current enrollment management associations and memberships across our three campuses.
Discounts and/or partnerships	Inventory and detail all current special tuition rates and/or discounts across our three campuses and optimize the impacts of specialized rates.
Partner and community outreach	Identify other non-memberships and/or community-based organizations that enrollment management areas currently work with across our three campuses.

People: The recommendations will likely impact the following stakeholders:
- Prospective Students
- High School and Transfer Counselors
- Faculty and Staff
- Parents
- Community Partners
- Alumni
- Business Partners
- Other WG Staff

Process: The recommendations impact the ability to adopt leading recruitment and admissions practices and will optimize available technology to grow enrollment and promote the integration and academic program array with current and prospective students. Executing an integrated recruitment and admissions strategy will require investment and integration into regional SIS and regional customer relationship management systems. Until one CRM is implemented, all locations will maintain their current CRM. The migration to the regional SIS and CRM will require all recruitment and admissions approaches, policies, and management reports to be standardized across the three locations. It is assumed that the Common Application will be used by all three locations assuming approval for Clarion.

Outreach strategy assessment and process reengineering will be accomplished through a small working group with stakeholders from each campus reviewing existing communications and marketing strategies, material and other outreach tactics, and putting together recommendations. The adoption of unified approaches and processes will expand access to prospecting information for staff and faculty on all three locations and create a collaborative work environment within and beyond the enrollment management functions.

Technology: The recommendations primarily impact the available technology support for recruitment, admissions, and partnerships decisions, workflows, and processes. Recommendations have been made to migrate to one version of SIS and a unified CRM (targeted implementation is for Fall 2022 cohort admission) and other supporting technology (e.g., virtual tours, campus visit platforms).

It is envisioned that existing technology teams would support the implementation of the integrated platforms and that dedicated SIS and CRM IT/functional user implementation teams will be necessary. Contracts for all existing technology relationships, platforms, and applications will need to be updated for the integrated university upon integration and opportunities for special rates/discounts sought from each selected vendor. Extensions for any existing agreements that lapse prior to the integration will need to be pursued.

Finance: The recommendations are intended to result in enhanced tuition and fee revenue through enrollment growth and improved retention. Cost savings may result related to optimized recruitment travel territories, economies of scale and specialized rates from combined technology and equipment contracts (e.g., CRM, SIS, degree audit system), and unified vendor service contracts (e.g., mail buys, Common Application). The extent of cost savings will be determined by the procurement process.

One-time investments may be required for moving Clarion to the Common Application prior to integration, the need for scanning equipment, and required upgrades or enhancements to current SIS or CRM technology and/or implementation costs. It is anticipated that the integrated operating budget level would be sufficient unless additional recruitment resources are needed to ensure competitiveness.

Physical Assets: None

Compliance and Legal: The recommendations will comply with all State System guidelines and federal and state regulations and laws.

Community: The recommendations will likely impact stakeholders such as:

- Prospective Students
- High school and transfer counselors
- Parents
- Community Partners
- Alumni
- Business Partners

Benefits: A unified enrollment management strategy combined with a synthesized, efficient program array are intended to expand the pool of potential applicants and provide opportunities to enhance our competitive message both on-and-off campus to prospective students. A unified admission strategy (i.e., criteria, approach, and policies) will allow recruitment and enrollment of a broader geographic reach and more diverse student body. Integrated recruitment efforts will allow coverage for a broader geographic area. Standardized policies and procedures will allow for efficiency in operations, and an optimized and unified approach to leverage scholarship awards. From an operational perspective, shared resources, including technology, will reduce redundancy and related operational outlays.

Shared student information and customer relationship systems will aid in better decision-making through uniform reporting and dashboards, analytics-based enrollment projections, and opportunities to expand relevant access for purposes of student recruitment, support, and communication. By sharing these systems, costs also should decrease.

A cohesive communications and marketing strategy grounded in an intentional approach to messaging with our current and prospective students and a nimble approach to outreach and recruitment will allow increased competitiveness.

Risk: The execution of an integrated enrollment management strategy and implementation of unified recruitment and admissions operations could initially result in confusion in the market given that the recruitment cycle for the Fall 2022 student cohort requires messaging and activities of non-integrated institutions to be unified at the same time they are still admitting students for Fall 2021 and Spring 2022 as non-integrated institutions.

Appendix K.2: Financial Aid WG Priority 1 Recommendations with Impacts

The following Priority 1 recommendations were drafted by the West financial aid working group with the accompanying anticipated impacts:

Recommendation Name	Summary Recommendation Components/Description
Obtain ED approval for one OPEID	Determine which OPEID will be used and outline timeline for application/submission to ED to coordinate with MSCHE Submission and implementation of a regional SIS or OneSIS.
Develop common calendar for aid awarding and disbursement	Develop one academic calendar and award year (processing/disbursements, etc.) calendar for all three campuses. Determine whether the integrated university will be a header or trailer institution.
Develop common policies and procedures (Cost of Attendance [COA], SAP, verification, scholarship awarding, etc.)	Develop unified policies and procedures to be able to complete all required financial aid tasks (consider "grandfathering" of prior policies/procedures).
Notify PHEAA of entity functioning	PHEAA must be notified a minimum of 30 days in advance of the entity functioning as the integrated university.
Third-party vendors	Address contracts (award notifications, verification processing, etc.). A scholarship awarding vendor and financial aid leveraging services will need to be determined for the integrated university.
Work study processing	Determine whether work-study will be handled by a software program, unified HR/Payroll office, Financial Aid office, or campus departments.

People: The recommendations will likely impact the following stakeholders:

- Financial aid staff
- Students
- Finance and administration
- Faculty and staff
- Enrollment management
- Technology
- Academics
- Human Resources department (work study)

Process: The recommendations primarily impact:

- Compliance with Department of Education
- Compliance in A-133 and Department of Education audits
- Potential for vendors needing approval from System legal

Technology: The recommendations primarily impact:

- Regional SIS timeline/implementation
- OneSIS/implementation

Finance: The recommendations will potentially require funding to implement with a proposed cost savings in the future. Subsequent to integration, cost savings opportunities are expected.

Physical Assets: None

Compliance and Legal: None

Community: None

Benefits: A synthesized, efficient financial aid function will provide additional opportunities for seamless experience for users (students, faculty, and staff) across all three locations.

Risk: Risks exist that the timeline for implementation of a regional SIS is extremely condensed and will require extensive resources (people, time, dollars) in order to meet July/August 2021 go-live date. Further, operating under combined OPEIDs creates the possibility for processing error; processes will need to be established to mitigate risk.

Appendix K.3.i: Regional Human Resources and Labor Relations WG Priority 1 Recommendations with Impacts

The following Priority 1 recommendations were drafted by the West human resources and labor relations working group with the accompanying anticipated impacts:

Recommendation Name	Summary Recommendation Components/Description
Establish integrated and shared services benefits delivery structure	Work with shared services team to develop plan and processes to move benefits administration, leave of absence, payroll administration, and workers compensation to shared service by June 1, 2022. Document processes that will need an on-campus presence. Include plan with HR service delivery system. Document any outliers that are campus-specific that will need to be addressed. Four shared services teams (Workers Compensation, Leave of Absence, Benefits and Payroll) are established to work on shared services with State System team members.
Establish integrated and shared services payroll delivery structure	Work with the shared services team to move payroll, including leave of absence administration, to shared services by June 2022. Document processes that will need an on-campus presence. Include plan with HR service delivery system. Four shared services teams (Workers Compensation, Leave of Absence, Benefits, and Payroll) are established to become shared services with State System team members.
Provide recommendations on the processes to develop the non-academic organizational structure of the integrated university from the department level on down.	Develop a consolidated compliment report by classification using standardized department names. Determine department-level support ratios compared to industry/professional standards. Develop recommendations on the process and timelines to staff departments, including leadership, non-represented and bargaining unit positions. Develop current staffing and classification matrix by department to determine differences at each location. Develop list of positions and classification levels where work is performed differently at each university for classification decisions and discussions with bargaining units. Develop matrix to determine which positions/duties can be performed remotely or require a campus presence. Provide this information as tools for Divisional Vice Presidents and work with them to develop organizational structures and new positions/work processes. Provide recommendations on non-represented salary decision making processes. Include diversity, equity and inclusion initiatives throughout recommendations. **Recommendations** include the following: • Pre-integration staffing – Effective July 1, 2021, before any position is hired, establish an "integrated" position justification approval process to review if another campus department(s) has the capability to assist in the workload, if the work is able to be performed from another location, and if the position will be needed after integration. • Department staffing structure – Decisions should be made after Director level positions are selected so they lead in the development of this process. • Department Ratios – The integrated university leadership team work with department leaders, in consultation with

Recommendation Name	Summary Recommendation Components/Description
	Human Resources, to use support ratio data (provided in this report) as part of the process to determine department staffing/structure for the integrated university.
	• Classification review – Review inventory of classification differences (included in this report) for the combined department's actual tasks that are performed by different classification/bargaining unit positions and work with Human Resources to develop solutions.
	• Positions/tasks (remote vs on-campus) – Review this data in detail and work with university leadership and Human Resources to rethink current job descriptions based on the ability to create a more efficient operation as outlined in this report. This process will take time and involve detailed discussions at a variety of levels, but the department leaders will be the best suited to lead these changes.
	• Department leadership – Work with department leaders to complete the recommendations outlined in this report.
	• Department leadership job descriptions - Division leaders (VP/Senior VP) work with Human Resources to create updated job descriptions for department leader positions, which will be reviewed for classification by Human Resources
	• Non-Represented and State College and University Professional Association (SCUPA) positions - Fill after department leadership positions are selected, as the leaders should lead this selection process.
	• Job Descriptions -Work with Human Resources to create updated job descriptions for Non-Represented and SCUPA positions, which will be reviewed for classification by Human Resources.
	• All other bargaining unit positions - Fill after department leadership positions are selected, as the leaders should lead this selection process.
	• Job Descriptions - Work with Human Resources to create updated job descriptions for Non-SCUPA bargaining positions, which will be reviewed for classification by Human Resources. It is expected outside of American Federation of State, County, and Municipal Employees (AFSCME) Clerical there will be limited changes.
	• The process that will be used to make salary decisions (equity adjustments, promotions, demotions) for Non-Represented employee, should be communicated to campuses (non-represented employees) before these decisions are made through evaluation of compensation benchmarking data. Recommendations for this process are:
	o A determination needs to be made if the Northeast and West integrations will follow the same recommendations. If the Northeast does not follow pre-established guidelines, it is recommended that the West follow its own process to ensure fair and equitable decisions are made.
	o Both the Northeast and West should work with the State System for classification decisions that could impact both areas. For example, a manager may have responsibility for one office with staff based in three or more (remote) different locations.

Recommendation Name	Summary Recommendation Components/Description
	- o Development of specific classification and salary decision processes should be consistent across all areas where employees take on different roles. - Because the entire organization will need to be reviewed and this may not be possible as offers to new positions are being made, it is recommended equity decisions be made after the organization is in place. An equity review of the organization should take place by May 2023 to ensure any adjustments are made effective July 1, 2023. The equity review should include an analysis of classification levels, age, race, sex, and length of service.
Implement standard forms, procedures, processes, and systems	Create an inventory of existing forms, existing policies, and existing systems for HR used at each university grouped by standard (System) and university-specific. Establish team to review non-standard forms, policies, and procedures and develop a standard for each. Develop workflows for all processes at each university. Develop team to review process flow and develop standard flows for one university. Coordinate work with Shared Services group as processes are determined. Move forms to all electronic formats. System review would not include PeopleAdmin here as this is being looked at on its own.
Develop one DEI standard and implement standard DEI policies, procedures and compliance. This including related areas (Social Equity, Title IX, Title XII)	Implement one DEI model for all three locations. Create one set of policies and procedures for all three locations. Gather an inventory of all existing policies at each location and break down those that are standard (i.e., System policies) and those unique to locations. DEI team to review each of the non-standard policies and develop one policy recommendation for the integrated institution. Meet with university leadership to review expectations of DEI, Title IX, and Social Equity structure and develop recommendations based on that feedback. Evaluate on-campus vs remote functions related to DEI. Determine policies that are federally and state-mandated for DEI, social equity, Title VII, and Title IX and ensure these policies are in place for one university structure.
Implement standard DEI training programs	Implement standard trainings. Implement required trainings for search committees.
Applicant tracking system	Determine common applicant tracking system. Develop common posting and applicant review workflows. Work with DEI to ensure equity issues are addressed in model developed.
Student employment/graduate assistant hiring process	Determine process to be used to identify, post, and fill student employment positions across locations, including a central point of contact for questions related to student pre-employment. Evaluate current graduate assistant process at each university, determine HR's role, if any, and plan for integrated organization. The committee recommends that one process be instituted to utilize a single software program for easy viewing and opportunity for all positions to be seen by all work study and graduate assistantships. The recommendation is to utilize one software for both graduate assistantships and undergraduate student employment. Consistent and standard work study hours recommended with input from Academic Affairs. Policies must be updated for one central policy to address the maximum hours appropriate. Consistent wages/stipends and payment processes

Recommendation Name	Summary Recommendation Components/Description
	are recommended for all three institutions as there are currently differences at each. Consistent processes in eligibility for aid needs to be established. Consistent Financial Aid office approval and award practices must be established, with a focus on financial need first to assist in retention. Include more experiential learning pieces across all three locations related to the Research Initiative for Scientific Enhancement (RISE) program at Cal U.
Internal hiring/bidding processes	Combine in part with OS2 and OS 3; need to work with bargaining units to determine bidding process for internal postings. Two areas (with various issues within each area) will need to be addressed prior to integration of staff. One area is collective bargaining agreement issues regarding the posting and bidding of positions. These issues are being addressed at the System level since the resolution will need to be agreed to by bargaining units at the State level as it relates to integrating universities. The second area, which will need to be addressed by the three integrating universities is internal hiring processes, opportunities to apply for open positions that are outside of the confines of the CBA. Tied to the second area may also be issues where new internal practices are desirable in order to accommodate staffing changes related to integration. For a period, it may make sense to enhance internal posting and hiring in order to properly align staff, eliminate over-staffing in some areas vs. others, and allow dissatisfied employees to move to other areas of the integrated university. It is necessary that the HR/LR co-leads work with a to-be-identified group from the campuses to discuss the needs related to internal hiring opportunities and to develop a policy that addresses the identified needs.
Interview process	Determine common process to be followed for applicant review, interview selection, and offer of employment process. Work with DEI subgroup to develop common process for training of search chairs and search members regarding diversity and non-bias. Develop DEI review and approval process of search related material and recommendations. Position Approval Process – the three universities have a similar approval process for position request, interview approval, and hiring approval. The sequencing is different in terms of the workflow. It will be necessary for the appropriate individuals across the three universities to meet to determine what departments need to be part of the approval process and what the sequencing of approval routing should be. The departments/individuals identified as having an approval role are: Hiring department chair, search committee, manager level above department chair (if not a vice president), vice president, budget office, human resources, social equity, and president. Note, not all three campuses include all of the above approvers. Regardless of the applicant-tracking vendor selected, it will be necessary that the routing and approval process be agreed to and common to all three locations. Finally, the determination of process for approval of posting, interviewing, and hiring will need the direct involvement of DEI/Social Equity to ensure all efforts related to employee diversity initiatives are addressed.

Recommendation Name	Summary Recommendation Components/Description
Post-offer process	Determine common process for offer of employment, background checks, and on-boarding (e.g., DocuSign and identification). Post-Offer Processes and Forms – A library of letters and forms used in the hiring, classification, promotion and transfer processes at each of the three campuses is in place on the SharePoint site. Based on the information collected, it is reasonable to assume that a best practices approach can be used to review all of the documents and develop common forms, letters, and processes to be followed for all hiring, classification, promotion and transfer actions. Decisions will need to be made, once a structure for the integrated university is established on what areas will process letters and forms and who will have signature authority for the various employment transactions.
Common HRIS/SAP system	Move the three locations to one SAP system under one organizational structure. Determine if a new organizational unit is needed or the three will be combined using an existing unit (select one campus and combine others to it). Determine if concurrent systems need to be utilized during startup. Determine timeframes for implementation and manual entries/workload that will be needed vs. automatic feeds. Determine audit plans.
Implement an HR service delivery system	Develop a process to allow employees to communicate with HR/LR staff across the integrated university, specifically related to benefits and payroll. Work with the Shared Services Group and System HR to evaluate and purchase a new system. Evaluate alternative processes if the purchase of a new system is not possible.
Determine integrated human resources structure	Create integrated HR structure consisting of a single leadership position, campus-based staff reporting to single leadership position, acting as a liaison to shared services and supporting campus leadership and shared services staff reporting to shared services organization.
Resolve all bargaining unit contract concerns, seniority issues, and local side letter issues with each bargaining unit	Work with State System labor relations and Academic group to develop comprehensive list of collective bargaining unit issues, local side letters, and local agreements. Support LR and negotiations team as they work through either SWMD or negotiations with each bargaining unit to address and obtain agreements for the integrated university.

People: The recommendations will likely impact the following stakeholders:

- Staff (i.e., DEI staff, HR staff, Student Financial Aid staff, Career Services staff)
- Faculty
- Students
- Student workers
- Academic departments
- Academic Affairs (Deans/Provost)
- Shared services
- Technology
- Search committees for faculty (defined by CBA)

Process: The recommendations impact the following processes:

- Hiring processes for each campus; diversity and equity plans; CBA provisions on employment processes

- Aid awarding policy and procedures; campus policies on student employment
- CBA provisions
- Any internal policies/procedures on posting and appointment of internal candidates
- Appointment letters and internal procedures for appointment
- Work flows and HR policies will need to be changed

Technology: The recommendations primarily impact:

- New technology needed (i.e., new HR service delivery system)
- SAP and updates needed – either the creation of an integrated university or the three campuses being integrated into an existing university
- Everfi
- Applicant Tracking Software
- Single student employment module
- Electronic Signatures
- Appointment document and forms processes

Finance: The recommendations are intended to result in cost-savings opportunities depending on:

- Funding for new HR service delivery system
- Cost of new applicant tracking software – currently a recurring annual cost for each campus
- Cost of student employment system
- Cost for SAP changes

Physical Assets: None

Compliance and Legal: CBAs

Community: None

Benefits: A synthesized, efficient program array is intended to provide additional opportunities for:

- Standard process and efficiency in use of staff
- Consistent seniority application throughout one organization
- Compliance with contractual requirements
- Consistent DEI policies implemented
- Standard training across all three location
- Student employment focused on financial need and experiential learning opportunities with the goal of increasing retention; a uniform hiring procedure for integrated universities; utilization of software to identify more diverse candidates
- Opportunity to appoint staff internally and lessen each cost
- Common process for tracking and oversight of appointments
- One system is necessary to maximize staff productivity; move to one HR office for the integration
    - Eliminates risk of key dependencies by resource; Shared Services helps create capacity for HR department to focus on strategy and recruitment and retention
- Ability to communicate across three different locations
- Move to self-service where possible, better utilizing staff and leading to cost savings

Risk: The recommendations may provide or increase the following risks:

- Learning curve, remote delivery of services normally provided in person – will create concerns with faculty and staff
- Losing qualified staff during and after the process
- Grievance/arbitration, legal action (or, effective management of multiple CBAs within a new organizational structure)
- Mistakes/missing critical processes missed during implementation – workload and timeframe to complete
- Training for all employees using system during integration period

- Possible need to run concurrent systems at startup; possible workload issues for manual entry; system implementation issues affect all employees
- Training for all employees: moving employees from face-to-face and phone interaction to new portal will take time; moving HR/payroll staff to shared services and not providing a mechanism for employees to communicate with them will create service issues for employees, cause delays, and create issues for staff left on campus in HR
- Lack of detail on shared services plan and need to provide alternative approaches and lack of depth/knowledge gap as staff leave

Appendix K.4: Donors/Alumni Relations/Foundations WG Priority 1 Recommendations with Impacts

The following Priority 1 recommendations were drafted by the West donors/alumni relations/foundations working group with the accompanying anticipated impacts:

Recommendation Name	Summary Recommendation Components/Description
Determine fundraising (leadership, major, planned, athletics, annual, corporate, foundation giving) priorities	Upon announcement of integration approval, begin working with integrated university leadership to develop fundraising priorities while also fundraising for initiatives at individual locations and fundraise as appropriate.
Initiate alumni engagement efforts	Upon announcement of integration approval, begin alumni engagement, stating benefits of integration for the integrated university, while also continuing to engage alumni from individual locations.
Determine advancement Services to be utilized	By August 2022, determine which advancement services (of the ones currently utilized by each of the three universities) will be utilized by the Advancement division of the integrated university. By August 2026, incorporate three individual alumni databases into one integrated alumni database.
Develop integrated fundraising, alumni, and advancement services	Existing staff at each of the three universities would be integrated into one Advancement organizational structure with some responsibilities shared among campuses and some responsibilities being specific to each individual campus, under an integrated strategy. Staff physical locations would be determined by August, 2022.
Begin exploration of and planning for the first integrated university capital campaign	Explore initial fundraising priorities for the integrated university's first capital campaign by August 2022. By August 2026, establish priorities, amounts, and case for first capital campaign for the integrated university.
Establish initial annual fund fundraising priorities	Establish initial annual fund fundraising priorities for the integrated university by August 2022. Establish an affinity giving strategy and determine which crowdfunding, text to donate, stewardship and calling center platforms to use for the integrated university by August 2022.
Establish initial athletics, corporate, and private foundation fundraising and sponsorship priorities	Based upon conversations with Athletics leadership, establish initial athletics fundraising and sponsorship priorities by August 2022. Establish priorities for corporate and private foundation support by August 2022.
Establish an alumni engagement strategy	By August 2022, establish an alumni engagement strategy for the integrated university for both face-to-face and digital programming.
Establish donor relations and stewardship strategy	By August 2022, establish an integrated donor relation, donor retention, and stewardship strategy for the integrated university.
Develop the processes to ensure the distribution of fundraised dollars from the respective foundations and alumni association assets to the financial aid office of the integrated university	With all fundraising, alumni engagement, and advancement services continuing to be the responsibility of each respective university and the integrated university Advancement staff, enter into discussions with board members and Foundation Executive Directors to provide a seamless transition for processes and services to ensure that fundraised assets are utilized for the benefit of the integrated university and its students.

Recommendation Name	Summary Recommendation Components/Description
Develop advancement communications	Beginning in early 2021, integrations talking points and messaging would need to be provided as soon as information is publicly made available.

People: The recommendations will likely impact staff, alumni, donors, and students.

Process: The recommendations impact contracts that would be negotiated, added, or cancelled in coordination with the West Procurement Working Group, including updates on alumni platforms. Alumni engagement strategy, annual fund strategy, and Athletics giving strategy will be created for priorities established. Additionally, scholarship agreements with respective university Foundations will need to be reviewed. In regards to databases and technology platforms, foundations will determine which financial database and other technology to utilize in conjunction with the integrated university Advancement Division's alumni database and staff will determine the best platforms and databases for the integrated university to utilize platforms and databases for which universities have existing contracts. Lastly, the communications strategy will be created by the integrated university's Communications and Marketing and Advancement teams.

Technology: The recommendations primarily impact:

- Advancement databases
- Alumni engagement platforms
- Crowdfunding
- Texting to donate
- Calling center
- Stewardship platforms
- Integrated university and individual campus websites (as determined by integrated leadership)
- Foundation's financial database

Finance: The recommendations are intended to result in cost savings opportunities depending on the integration of these services.

Physical Assets: None

Compliance and Legal: Explore need to review current memoranda of understanding (MOU) with foundations.

Community: The recommendations will likely impact stakeholders such as:

- Alumni
- Donors, current and prospective
- Corporate leaders
- Trustees
- Foundation and Alumni Association board members
- Alumni affinity partners
- Business and community leaders
- Integrated university staff utilizing platforms and software

Benefits: A synthesized, efficient Advancement operation is intended to maximize opportunities to share staff expertise across campuses and to provide a full array of Advancement services to donors and alumni at each of the integrated universities.

Risk: Donors and alumni would need to be reassured that the integration would not negatively impact their previous, current, or future donations or engagement with their alma mater. This reassurance would occur through existing relationships between staff and donors/alumni, coupled with messaging from the integrated university's leadership and the integrated university's Communications team.

Appendix K.5.i: Technology WG Priority 1 Recommendations with Impacts

The following Priority 1 recommendations were drafted by the West technology working group with the accompanying anticipated impacts:

Recommendation Name	Summary Recommendation Components/Description
Recruitment system	Migrate to a common CRM for the integrated university.
Regional SIS	Migrate legacy SIS to a regional SIS for the integrated university for Fall 2022 operations.
Regional SIS core integrations	Convert core integrated systems with SIS for the integrated university for Fall 2022 (e.g., payments, FinAid, reporting)
Regional SIS common integrations	Identify required common integrations, select, and implement integration with the integrated university SIS for Fall 2022.
Regional SIS other integrations and interfaces	Assess, determine "combined vs. local", and adapt or implement other SIS integrations required for the integrated university for Fall 2022:
IT identity infrastructure for the integrated university	Design, configure, implement/convert the integrated university's IT identity infrastructure
IT server and network infrastructure	Design, configure, and implement/convert the integrated university's IT network and server infrastructure.
IT application and service infrastructure	Design, configure, implement/convert the integrated university's IT application and service infrastructure.
Instructional technology – LMS and instructional software	Implement, document, and provide training and support for the integrated university's LMS and instructional software services.
Instructional technology – general and specialized spaces and video	Implement, document, and provide training and support for the integrated university's instructional classroom/lab space and related video services.
IT support – general help desk	Implement unified support for the integrated university's general IT services.
IT support – academic and admin applications	Implement unified IT support for the integrated university's academic and administrative applications.
IT support - academic and admin facilities	Implement unified IT support for the integrated university's academic and administrative facilities.

People: The recommendations will likely impact the following stakeholders:

- Implementation Team (Functional + IT) – project assignment, training, legacy operations backfill
- Staff and Faculty – Training on CRM system and related integrated university processes
- Faculty, Staff, Students: Training on SIS system and related integrated university processes
- Staff – Training on systems and related integrated university processes
- IT Support Team – training on new model/tools
- Faculty, Staff, Students: Documentation review and/or training for revised integrated university IT services
- IT Transition Team – project assignments to establish uniform support structure and implement any new services identified by Academic/Online

Process/Technology: The recommendations primarily impact the following processes and/or technologies:

- Advancement
- Application load balancing
- Assessment

- Athletics Compliance
- Attendance tools for in-person and online classes
- AV and other specialized hardware/support standardization
- Bookstore
- Campus ID cards and point-of-sale (POS) payments
- Campus network operations
- CampusLogic
- Career Services
- Change control
- Cloud storage services
- Cognos
- Common active directory
- Common certificate service
- Common DNS namespace
- Common Single sign-on/identity provider/central authentication service
- Disaster recovery, resiliency, and backups
- Document Imaging
- Ellucian Banner, oracle database, oracle PeopleSoft
- Environmental systems research institution (ESRI) - GIS mapping software
- Events and scheduling
- Faculty evaluations
- File/team services
- General account management
- Hardware standards
- Health Center
- Help desk ticketing system
- Housing
- Instructional and admin technology for cloud productivity software support
- Inventory systems
- IT policies
- Judicial
- Laerdal
- Meal plans
- MediaSite
- MFA
- Microsoft Office 365
- Network Security/Zero Trust Architecture
- New application and web site services
- Orientation
- Parking
- Password self-service reset
- Placement testing
- Project management
- Prospective student marketing
- Remote access services and virtual private network
- Scholarships
- Slate Technosolutions
- Student organizations
- Student pricing analytics
- Turning Point
- TurnItIn
- Virtual desktop infrastructure
- Voice services

- Wide Area network
- WideOrbit
- Zoom

Finance: The recommendations are intended to result in cost savings opportunities depending on:

- Funding required to license and implement the integrated university's CRM
- Cost savings after legacy CRM retirement
- Funding required to license and implement the integrated university's SIS
- Cost savings after legacy SIS retirement
- Funding required to license and implement the integrated university's core integrated systems
- Funding required to license and/or implement the integrated university's common integrated systems
- Funding required to license and/or implement the integrated university's identity systems
- Funding required to license and/or implement the integrated university's unified systems

Physical Assets: None

Compliance and Legal: None

Community: None

Benefits: A synthesized, efficient program array is intended to provide additional opportunities for enrollment and student services.

Risk: Risks exist for enrollment, student services, and finances

Appendix K.5.ii: State System Technology WG Priority 1 Recommendations with Impacts

The following Priority 1 recommendations were drafted by the State System technology working group with the accompanying anticipated impacts:

Recommendation Name	Summary Recommendation Components/Description
IT governance process	Establish an IT prioritization process/structure to be used in both the West and Northeast regions.
IT policy alignment	Identify and assess existing university IT Policies; prioritize focus areas and align high-priority policies.
Shared services utilization	Review how each of the integrating universities leverages existing shared services to ensure optimal utilization.

People: The recommendations will likely impact:

- Roles of personnel within the new IT prioritization structure
- Personnel as they may require re-training

Process: The recommendations, may impact new processes, which will need to be defined, and new IT policies, which will need to be aligned. Additionally, this could require new processes.

Technology: To be successful, the recommendations may require a single IT solution to house all IT projects/requests (although not necessarily required) and may require newly aligned policies to necessitate convergence of certain technology solutions. Both of these may require a transition to new solutions.

Finance: The recommendations will potentially impact the financial analysis being performed and/or the integrated university's fiscal position.

Physical Assets: None

Compliance and Legal: None

Community: None

Benefits: If implemented, the recommendations result in greater savings by utilizing existing shared services in the most optimal way.

Risk: The recommendations will be successful as long as policies are aligned prior to the integrated university's launch and IT is prioritized on necessary projects.

Appendix K.6: Communications and Marketing WG Priority 1 Recommendations with Impacts

The following Priority 1 recommendations were drafted by the West communications and marketing working group with the accompanying anticipated impacts:

Recommendation Name	Summary Recommendation Components/Description
Early marketing campaign to introduce future students to the integrated university's plans	Create and deploy "Better Together" content in "interim" campus-based marketing materials (distributed starting February 2021). Promote project/integrated unit, but do not advertise the name or cost of the integrated university. Develop common messaging.
Brand/identity changes around existing logos (if recommended by marketing research)	Execute initial brand/identity changes (e.g., common tagline) if recommended and supported by market research.
Style guide/graphics standards for initial brand/identity changes (as recommended)	Utilize internal personnel to create style guides/graphics standards for brand/identity changes (e.g., tagline additions); tasks include creative development, approvals, distribution, and links on websites.
Brand identity for the integrated university/virtual campus	Develop new brand identities based on market research by an external partner; tasks include creative development, concept review, survey groups, and approval.
Develop an internal communications strategy to keep faculty, staff, and students informed	Continue collaboration among communications and marketing leadership and the System communications team to ensure we keep our respective internal audiences informed with consistent information. Ensure intentionality of tone, appropriate for the message.
Single vendor for campus(es) to lead recruitment mailings	Initiate conversations for all campuses to work with one print vendor. Create an enrollment communications flow for prospective students where individual campus messages go out (without overlapping other campuses).
Single website CMS and singular hosting solution	Move all websites into the same hosting solution and one CMS instance; we all use the same CMS, but currently in three separate instances.
Fall 2021 recruitment message	Grow the "Better Together" message and talk about the three campuses collaborating.
Fall 2022 recruitment message	Grow the "Better Together" message and talk about the three campuses collaborating.
Individual campus communication flow	Develop a separate campus communication flow after the student fills out a prospect form ("raises their hand").

People: The recommendations will likely impact the following stakeholders:

- Students, current and prospective
- Faculty
- Staff
- Alumni
- Personnel using brand identities in communications and marketing materials

Process: The recommendations impact requests for proposals and contracts with vendors for integrated print and mailing services. Update for an integrated CMS, for website hosting services, and to conduct market research related to the integrated university's name, brand, identity, and marketing strategy. Additionally, the recommendations require that the West integration develop a process to provide information for a point of entry and application push for the communication process after a student completes a prospect form.

Technology: The recommendations impact website hosting technologies and website CMS.

Finance: The recommendations result in financial impacts, including costs associated with initiating new vendors, moving to one CMS instance, and switching hosting solutions. The recommendations may also result in potential cost savings through the usage of one vendor serving multiple campuses and by leveraging one CMS contract.

Physical Assets: None

Compliance and Legal: None

Community: None

Benefits: The recommendations, if implemented, can provide clarity to students and stakeholders with questions about the integration, combat negative messaging from competitors, and help build trust, gain stakeholder buy-in, and retain talent and students, thereby allowing the West integration to be more competitive in the market. The recommendations can also retain and connect existing campus brands to the integrated university, building brand awareness and creating strong visual identities to anchor the new brand. Finally, the recommendations offer new efficiencies and cost savings such as efficiencies through one CMS and contract across three campuses, potentially more timely CMS updates and less aid needed from information technology support groups, elimination in redundancies of mailings/distributions to students, and targeting student applications based on categories of student interest.

Risk: Switching hosting solutions presents a risk of websites crashing or experiencing down time during the implementation. Brand confusion among the newly integrated and existing campuses is an additional risk.

Appendix K.7: Facilities and Infrastructure WG Priority 1 Recommendations with Impacts

The following Priority 1 recommendations were drafted by the West facilities and infrastructure working group with the accompanying anticipated impacts:

Recommendation Name	Summary Recommendation Components/Description
Develop an after-hours response and dispatch	Develop a centralized call center that would receive and dispatch calls or develop a standard process for how these calls are handled.
Establish design and construction standards	Establish design and construction standards to maintain quality and consistency across projects and campuses.
Establish a capital project document management process	Establish standard practices and procedures for tracking and managing capital projects on all 3 campuses (a common PM software would greatly help this initiative)
Establish master planning	Establish a comprehensive unified Master Plan for the 3 campuses.
Establish maintenance methodologies across the campuses	Establish a standard for dealing with maintenance issues. Emergency Reactive, and Preventative. Who should be notified? Who should it be assigned to, and how often should it be done.
Consider combined contracts	Consider combining facilities and infrastructure contracts, where applicable. Areas to be considered are Elevator, Duct and Hood Cleaning, Pool Water Testing, Asbestos lead paint, and Mold Remediation. Bleacher Inspection.
Develop a work request system	Develop a Work Order system that is the same at each location. This would be an asset when sharing staff.
Establish capital project plan and schedule	Establish a list of capital projects to be completed over the next several years.
Establish space utilization process for offices for faculty and staff	Establish a unified system for room assignments (non-academic) - Offices.
Develop public bidding process	Update and clarify how the public bid process is coordinated between Facilities and the Purchasing Dept.
Develop classroom utilization patterns	Document how Education Space is currently scheduled and what spaces are included on each campus.
Establish space utilization process-education spaces (level 1 and level 2 classrooms/labs)	"What Exists" Establish system for managing classroom and lab spaces: Technology, furniture, occupant load, hours and days of usage.
Integrate ID card/access control system	Standardize access policies, procedures, and ID card technology and software.
Establish emergency preparedness processes	Establish a unified Emergency Operations Plan and incident management structure based on the National Incident Management System.
Establish a standardized emergency notification system	Establish a standardized emergency notification system between the three locations.
Establish standardized incident reporting	Establish standardized incident reporting procedure for employee and non-employee injuries and illnesses, property damage, and near-misses.
Consolidate incident reporting	Integration of report management software to enable UCR/Clery reporting for one entity.

Recommendation Name	Summary Recommendation Components/Description
Integrate and standardize operational policies	Integrate and standardize of operational policies for Police.

People: The recommendations will likely impact the following stakeholders:

- Students
- Staff
- Software end users
- Facilities PMs and administration
- Campus community

Process: The recommendations impact the knowledge and understanding of the new footprint of the integrated university and CMMS. If the individual campuses are already effectively managing projects, then policies, procedures, and contracts will have small to moderate impact and changes would have a positive impact on efficiency, cost saving, and management decision making. The bidding and scheduling processes should be updated to be more efficient and provide cost savings. Additionally, processes related to emergency operations, notifications, incident reporting, and policing (e.g., RMS policies, police reporting, evidence tracking, contracts) are critical for student and personnel safety. Access control should be monitored by the access policies and ID card issuance procedures.

Technology: The recommendations impact the need for a common number or link to after-hours calls to the appropriate call center. Additionally, the following software systems integration or addition would impact the efficiency and effectiveness of management and use:

- Project management software
- Scheduling software
- Policy management software
- ID card issuance software
- POS system
- Access control system
- Police records management system
- Common CMMS across the integrated university

Additionally, data has a large impact for information received from ID access cards (e.g., food services, access control systems) and the emergency notification system. Lastly, the integrated university can utilize the established standards for Level 1 and Level 2 classrooms implemented by Cal U to update periodically and implement consistently across campuses.

Finance: The recommendations are intended to result in cost-savings opportunities. Specifically, one system should be implemented across the integrated university, including project management software, scheduling software, and access control system (including standardizing ID card, software, POS system). The software implementation will require initial investment; however, this will lead to risk management reduction and overall cost savings. Additionally, the effective design and construction standards lead to efficiency and reduce life cycle costs of buildings and master planning necessary for the integrated university. An annual budget for technology is needed and ultimately the remaining recommendations will require funding as well. The recommendations are intended to result in cost savings opportunities.

Physical Assets: All physical assets are evaluated during integration and structures that require maintenance will be noted. Additionally, when regular updates (5-year) are done, it assures that assets are more effectively managed, whether upgraded, repurposed, or replaced. The recommendations impact physical assets in various ways, making long-term planning and scheduling of projects important. Additionally, University Technology Services (UTECH) will work with technology vendors for equipment and Facilities will support by implementing engineering/infrastructure requirements. Lastly, some components and systems should be upgraded, including the access control software and hardware that cannot be supported with the initiative.

Compliance and Legal: The recommendations will likely impact legal compliance and accreditation compliance, as well as Clery and UCR.

Community: The recommendations will likely impact stakeholders such as:

- Current local contractors

- County emergency management agencies
- Local first responders
- Surrounding community police department

Benefits: The integrated university will standardize work expectations and project approaches to create efficiencies and a more seamless workflow. Through the integration, the integrated university will increase on-campus safety by utilizing new capabilities to transmit emergency notifications, utilize a control process that allows for door scheduling, and grant electronic access to buildings through one system from an off-site location. These capabilities, paired with improved planning and workflows, will allow the Facilities team to correct hazards in a timely manner, to ensure prompt medical treatment for injured employees, and to ensure property damage claims are properly processed.

The integrated university will enhance communication between departments, yielding in better records and documentation. Increased documentation will provide data to guide future decisions such as support for areas that need improvement. This emphasis on project management allows for better preparation, and more clarity around goals and objectives to yield better results, delivered more effectively and efficiently.

Integration will create financial benefits by ensuring infrastructure spending is done more effectively (i.e., each building system is evaluated separately and as part of the whole) and financial decisions are based on detailed assessments. Cost savings will also be realized through utility savings, contract consolidations, and reduced liability claims.

Risk: Risks exist related to the possibility building between locations and the capacity for contractors to supply the expected work in a timely manner across all campuses. Additional risks are related to the time commitment of populating the new CMMS and large technology expenditures can quickly become outdated or obsolete.

Appendix K.8: Finance and Administration WG Priority 1 Recommendations with Impacts

The following Priority 1 recommendations were drafted by the West finance and administration working group with the accompanying anticipated impacts:

Recommendation Name	Summary Recommendation Components/Description
Achieve financial performance metrics	Attain System financial goals of: 1) meeting operating margin of 2-4%; 2) attaining a reserve margin ratio of 40%; and 3) meeting or exceeding reserve levels of 90-180 days cash on hand.
Attain pre-integration sustainability goals – before July 1, 2021	Accelerate integration of F&A via shared services and implement respective CPP action plans.
Attain pre-integration sustainability goals – after July 1, 2021	Accelerate integration of F&A via shared services and implement respective CPP action plans.
Develop realistic enrollment/budget projections to which VPs will commit and own	Create a common set of budget assumptions, approval process, and business workflows that result in realistic revenue and expense projections for E&G and Auxiliaries.
Optimize E&G and auxiliary assets and personnel complement	Match E&G capital assets to academic program array and enrollment projections, and match auxiliary assets to customer research and enrollment projections, as well as match personnel complement to the program array.
Identify the best path for regional SIS implementation/integration	Identify the best path for student information system integration/implementation to facilitate a smooth student lifecycle (admissions, registration, billing, and financial aid).
Develop financial and student accounting structure and workflows	Refine and finalize financial/accounting organization and reporting structure that supports each campus operation and athletic program administration to gain efficiencies through an integrated entity. Ensure that new budget items associated with the integrated university are linked to the budgeting process. Convert new billing system into the integrated university.
Optimize staff and vendor relationships	Refine and finalize a phased implementation of administrative departmental structures across the integrated universities that will encompass a common set of practices, procedures, and workflows with a goal of creating commonality between operations (e.g., budget office, accounting, student accounts, student service centers). Potentially add service centers, where appropriate.
Evolve tuition and fee structure	Rationalize and standardize, where appropriate, the tuition and fee structure within the integrated university.

People: The recommendations will likely impact the following stakeholders:

- Staff/all employees
- President
- COTs
- Potential customer service VPs
- Students and parents

Process: Optimizing the E&G and auxiliary assets and the personnel complement may require selling, leasing, or other alternative uses for said assets. We are suggesting that the VP overseeing the auxiliary assets be tasked with the annual evaluation of the auxiliary asset portfolio, comparing current capacity

and purpose with the future needs of our customers, the students. These assets will include, but may not be limited to, the following:

- Recreation centers
- Housing
- Health centers
- Student centers/activities
- Parking

Technology: The recommendations primarily impact Information Technology's need to facilitate Finance and Administration's personnel to have SAP logins, as well as SIS billing across multiple universities.

Finance: The recommendations are intended to result in cost savings opportunities depending on wages/benefits of individuals with increased responsibility and the cost to implement the regional SIS.

Physical Assets: The recommendations may result in the reduction of E&G and auxiliary facilities, office spaces at each university, and housing assets.

Compliance and Legal: Assets held in the Commonwealth name requires an extensive selling process.

Community: None

Benefits: The recommendations can provide the following benefits:

- Improved operating margin
- Improved primary reserve ratio
- Improved cash-on-hand reserve levels
- Cost savings from elimination of redundant positions
- Potential cost reductions in maintenance and custodial expenses, insurance costs, personnel costs

Risk: The following risks should be considered in evaluating the recommendations:

- Local resistance to asset demolition and repurpose
- Grievances and binding arbitration
- Employee retention
- Accuracy of customer service
- IT implementation roadblocks

Appendix K.9: Combined Human Resources and Labor Relations WG Priority 1 Recommendations with Impacts

The following Priority 1 recommendations were drafted by the Northeast and West human resources and labor relations combined working group with the accompanying anticipated impacts:

Recommendation Name	Summary Recommendation Components/Description
HR as a strategic partner	Collaborate with integrated university leadership to implement the organizational structure. Provide ongoing strategic advisement focused on successful implementation and long-term support of the mission and goals of the integrated university.

People: The recommendations will likely impact the following stakeholders:

- Faculty/staff
- Governance
- Trustees

Process: HR shared services with the System Office in the areas of leave administration, workers compensation, payroll, and benefits

Technology: Employee on-line service delivery system

Finance: None

Physical Assets: None

Compliance and Legal: The recommendations primarily impact:

- CBAs
- Employment laws

Community: None

Benefits: This is intended to provide additional opportunities for:

- An additional focus on recruitment and retention of employees and other strategic initiatives
- Potential cost savings
- Improving employee morale

Risk: None

Appendix L: Act 50 Reporting on Academic Programs

The table below reflects Act 50 reporting requirements related to academic programs as of April 1, 2021. It reflects the number of academic programs by location at the time of plan approval and at the time of the report:

Number of Degree Programs by Location as of April 1, 2021			
University	**Undergraduate**	**Graduate**	**Total**
Cal U	82	28	**110**
Clarion	64	12	**76**
Edinboro	55	16	**71**

Note: The above does not include concentrations, minors, and certificates.

Appendix M: Combined Accreditation WG Priority 1 Recommendations with Impacts

The following Priority 1 recommendations were drafted by the Northeast and West combined accreditation working group with the accompanying anticipated impacts:

Recommendation Name	Summary Recommendation Components/Description
MSCHE accreditation through successful submission of Complex Substantive Change Preliminary review form	Prepare and submit a compelling description and rationale to MSCHE for consolidating three existing institutions under the accreditation and degree-granting authority of one of them, which initiates a process of guidance and consultation with MSCHE.
MSCHE approval of integration through successful Complex Substantive Change Request	Prepare and submit a comprehensive Complex Substantive Change Request to MSCHE outlining the intended impacts and benefits of the integrated institutions.

People: The recommendations related to the MSCHE-required process will likely impact leadership, faculty, and staff. The recommendations relative to the assessment plans and assurances within the documents will positively impact students and faculty.

Process: The recommendations impact submissions to MSCHE, existing system program review and academic program assessment peer review programs, and strategic planning and associated metrics.

Technology: The recommendations impact platform websites for the institution assessment plans, associated reporting tools, the university's survey capacity, and SIS.

Finance: None

Physical Assets: None

Compliance and Legal: None

Community: MSCHE approval of the Complex Substantive Change may be required before the integration teams can start recruiting at integrated institutions.

Benefits: The feedback from MSCHE on the Preliminary and Complex Substantive Change Reports will help the integration teams with their completion of additional requirements. The development of the institutional assessment plan will establish assessment for integrated entities, ensuring explanation for accreditation and continuous improvement.

Risk: Risks exist that MSCHE may impose additional reporting requirements.

Appendix N.1: Student Success and Retention WG Priority 1 Recommendations with Impacts

The following Priority 1 recommendations were drafted by the West student success and retention working group with the accompanying anticipated impacts:

Recommendation Name	Summary Recommendation Components/Description
Streamline veterans' affairs program	Create accessible and equitable services for military and veteran students for all three in-person campus locations. Offerings should mirror or enhance Cal U's current model/office, and each in-person location should have a dedicated staff member to assist military/veteran students.
Develop single array of internship course descriptions and offerings	Offer a single array of internship courses and have one application and registration process.
Develop holistic FYE structure	Determine structure (centralized or decentralized) and objectives for FYE based on a holistic view (educational, career exploration, and life) that includes academic affairs, student affairs, and student support services.
Develop common FYS curriculum	Determine FYS curriculum (including number of credits and where courses reside) in collaboration with Academics, and how it will be assessed.
Design common FYS training and engagement program	Develop a selection process and training program for engaging faculty to teach FYS.
Develop process for students to enroll in FYS	Design process for students to enroll in FYS.
Investigate integrated mentor program	Develop student mentor program across all campuses if evidence determines retention impact of such a program.
Design common student onboarding experience	Develop a common onboarding process for students from the time they pay their admissions deposit through Welcome Week.
Integrate messaging for new student orientation and student welcome	Streamline/consolidate new student orientation and Welcome Week/Weekend to reflect the same message across locations.
Utilize common early alert system and centralized retention software	Determine early alert system platform and the process the locations will use (including training and education of faculty and staff).
Streamline intake/accommodation processes across campuses	Make streamlined accommodations available to students with disabilities across all locations. Create common processes for both face to face and online students, including follow-up process throughout each semester.
Streamline path to graduation for transfer students	Develop common transfer student experience and streamline path to graduation.
Design integrated career readiness/success pathways	Solidify guided career success pathway delivery models integrated with academics to best serve distinct student populations (on campus, remote, first-generation, non-traditional, transfer, etc.). Include career readiness and experiential learning components in all academic programs and assessment protocols.
Ensure equitable access to tutoring across all locations	Develop common online tutoring system and on-campus tutoring services for all locations. Design tutor training program across locations based on best practices.
Define advising and advising-support processes	Create an advising center and define professional advisor roles (for first and/or second year students).
Develop centralized outreach program for high-risk students	Develop centralized system for identifying high-risk students (first-generation, Pell eligible, etc.) and perform outreach.

Recommendation Name	Summary Recommendation Components/Description
Develop common testing procedures and related processes	Determine common tests, single testing platform with common cut-offs for testing (math and English), proctor access and training, and site certification (e.g., Counseling Ed. Education, etc.). Offer DANTES Subject Standardized Tests (DSST)/CLEP, make-up/course challenge, and standardized testing at all locations.
Determine shared data management platform/applications to support student success	Determine shared data management platform/applications for student data management, retention, learning management, and communication.
Establish, develop, and implement best practices in remote/online student success and support models	Establish comprehensive model of student success inclusive of online students/remote experience. This includes expanded access to support services (i.e., day/time availability of staff), digitally available "student success" information/resources, including personnel directory and online appointment scheduling system, and shared student success resources and content (e.g., workshops, video tutorials, etc.).
Ensure equitable access to technology resources (i.e., address the "digital divide," rural access issues)	Analyze and identify current issues related to equitable student, faculty, and staff access to technology hardware/software, high-speed internet and technology literacy. Conduct analysis at university, regional, and state level. Policy solutions should be formulated and proposed to PA government officials. University- and regional-specific solutions may be developed to address specific needs/gaps in equitable access.
Provide equitable access to individualized career development, coaching, and supports	Identify and establish adequate career center personnel and resources to serve each branch of the integrated university (including virtual campus). Conduct a needs audit; identify and address gaps in equity. Centralize career guidance and management platforms.

People: The recommendations will likely impact the following stakeholders:

- Students, including transfer students, students with disabilities and special needs, online students
- Staff
- Faculty
- IT managers
- Directors/coordinators of Office of Disability Services
- Registrar
- Union representatives
- Curriculum committee
- Testing companies
- Department Chairs

Process: Overall recommendations of this group integrate and enhance efforts across locations toward supporting and retaining students. The recommendations impact programs that directly support student success, including holistic advising (both academic and whole student advising considerations), accommodation services, tutoring, mentoring and career guidance, internship programming, military and veteran resources, testing and placement requirements (e.g., CLEP/DSST tests, standardized testing, Math and English placement), online student support, and early intervention (i.e., identifying and supporting at-risk students). This will require consistent policies and procedures across campus to ensure equity of access. It will also involve deploying common technology resources and platforms, such as for tutoring and mentoring. It may also involve establishing new administrative structures and/or refining roles and responsibilities, across locations or within each campus. Critical considerations include compliance with existing contracts, faculty loads, consolidating and/or revising agreements with vendors, recruiting and training staff, communications to key stakeholders (e.g., students, faculty, staff), and technology literacy and access (e.g., high-speed internet access in surrounding rural regions).

Technology: The recommendations primarily impact SIS, student attendance and data tracking software, and LMS for training and support. The recommendations will also require a common software system to aid with processes and procedures, website development and enhancement (such as for military and veteran students), common platforms for programs such as orientation, tutoring, advising, and career management, and consideration of current tools and systems.

Finance: The recommendations are intended to result in cost-savings opportunities, which will be dependent upon factors such as faculty course load, shared contracts and contract negotiations, online platform resources, and technology fees. Other factors will include actual enrollment and time to register.

Physical Assets: The recommendations may result in a physical space at each location for student-specific access centers; streamlining of physical space may also result as resources are consolidated across campuses.

Compliance and Legal: Contracts (e.g., software, systems, CLEP/DSST, and testing companies), academic and support services, secure systems, and online platforms for confidentiality requirements.

Community: The recommendations will likely impact stakeholders such as students, parents, faculty, staff, employers, alumni, and community outreach agencies.

Benefits: The recommendations are intended to provide additional opportunities for increases in military student enrollment, student support, student retention, success in classes, and student graduation completion. A well-defined FYE program is the first rung in an intentional, student-centered student success and retention program. A unified experience across locations will ensure an easier transition for students (whether attending another campus or engaging in transactions such as housing, scheduling, financial aid), and it facilitates common training and understanding of faculty and staff. High-risk students would be able to be identified and provided with targeted outreach/resources to help them be successful. Common processes would also help to ensure common language in policies and procedures to support students, including those with a disability. Common platforms and systems would enable more equitable access to programming (e.g., advising, tutoring, internships, and career pathways) and will enable easier navigation, data management, and accreditation reporting. Online hosting allows for dynamic content development and assessment of efficacy. Finally, integrated campuses are also economic drivers in their rural communities, and expansion of internet services in these areas has potential to improve the communities.

Risk: Risks exist related to FYS course offerings not meeting student needs, faculty willingness to teach the courses and use new systems/platforms, ensuring confidentially and securing digital information, preventing service interruptions, and duplicative efforts across locations.

Appendix N.2: Student Affairs WG Priority 1 Recommendations with Impacts

The following Priority 1 recommendations were drafted by the West student affairs working group with the accompanying anticipated impacts:

Recommendation Name	Summary Recommendation Components/Description
Consolidate notification to ensure drug-free school compliance	Consolidate notification system into one comprehensive plan.
Ensure equitable access to all course materials	Move to one bookstore vendor with an online purchase option. Review and revise contracts with vendor. Determine all technology pieces related. Communicate book adoption process to faculty.
Clearly define student rate (fee structure) components	Decide student rate components for each individual campus and whether there will be a variance by location. Consider cost-saving options such as inclusive access programs for textbooks.
Provide dining and vending services on all individual campuses	Review current contracts status to determine operational status for Fall 2022. (Note: looking at systems, rate, and student services may be more important than aligning vendor.) Determine accounting expectation for a combined budget as well as the interface with the SIS.
Review all contracts related to auxiliary services	Assess contracts set to expire between now and August 2022; determine whether contracts should be renegotiated or eliminated.
Update all documentation to match the integrated university's name for dining and vending services on individual campuses	Review licensing, insurance, certifications for onsite operations; consider whether these need to be reissued with the integrated university's name.
Determine whether students will use one identification card at all campuses	Review systems that utilize the card system and assess and determine if there is an opportunity for consolidation in year one or in future years.
Operationalize federal work study community service program across campuses	Develop common practices for identifying work sites and posting positions, as well as a policies and procedures manual for awarding aid with timelines.
Operationalize food pantries/resource rooms at each campus	Develop Standard Operating Procedures for the services and ensure that each location's room is stocked to meet local student needs.
Determine student club and organization governance structure	Develop robust offering of student clubs and organizations, which includes a broad range of culturally diverse offerings, at each location, along with uniform policies/procedures for organization operations.
Develop common social fraternity and sorority life experiences	Provide common standards and opportunities to students across campuses; offer virtual options where possible/necessary. These opportunities should include Interfraternity Council/NPC/NPHC leadership opportunities and required educational programs for new members. Establish academic standards for eligibility for membership.
Develop common cultural student ambassador program	Offer cultural-related student ambassador/peer mentor program to provide advocacy, support and leadership opportunities for underrepresented groups. Include DEI training during student employee onboarding and in the continual professional development process.
Deploy common Student Code of Conduct	Develop a common Student Code of Conduct for use at all three campuses and for virtual students.

Recommendation Name	Summary Recommendation Components/Description
Develop common academic integrity and community standards	Develop common Academic Code and community standards for three campus and for virtual campus.
Develop common student conduct process and sanctioning	Develop one process for use by the three locations and for virtual learning. Develop uniform sanctioning for three locations while staying unique to services available both on and off campus.
Ensure Behavioral Intervention Team (BIT) plan and process in place for all three campuses	Ensure each campus has an operating BIT and plan for reports stemming from students, including virtual learners.
Develop a Counseling Center common scope of practice statement	Develop a Counseling Center common scope of practice statement that includes the three campuses.
Define case manager and Student Support Assistant (Case Management) role	Define the necessary duties and develop a universal role.
Determine housing costs and room rates	Determine if all locations will have a unified rate structure and market rates to incoming students.
Assess housing application availability for use in Fall 2022	Set dates and contracts for new Fall 2022 applications; review cancellation policy for contract; returning students will have to sign the new contract as well during Room Selection 2021.
Review policy and procedures for on campus housing	Review Policy and Procedures for on campus housing.
Streamline resident assistant programming and training	Combine Community Assistant/Resident Assistant training models, programming, and structures; expand training for three schools for cost efficient opportunities to enhance existing student supports.
Create one student activity fee for all campuses	Consider one fee structure, a common increase/decrease in fee, and/or transition to separate athletic fee from Student Athletic Fee.
Evaluate Student Association (SAI) structure and MOU	Consolidate to one SAI with staff on each campus and create one MOU.
Evaluate Student Government Association structure	Employing student input, determine structure for Student Government at the integrated university.
Evolve governing structure for Student Government Association (SGA)	One overarching governing body (Student Government) with three senates (comprised of officers of each Student Senate). Each senate coordinates campus issues: changes to SGA policies and procedures are reviewed and voted by the SGA. This creates a two-tiered governance structure to unite the three locations.
Ensure compliance with Accreditation Association for Ambulatory Health accreditation	Evaluate Non-Medicare Deemed Status v41 standard requirements across locations (Clarion ends 10/22; Edinboro ends 11/22) and determine appropriateness of continuing this accreditation.

People: The recommendations will likely impact the following stakeholders:

- Students, including graduate students, interns, students in work study programs
- Student Associations and board members
- Faculty, including counselors
- Staff, including Resident Life and administrative support
- Student Support Assistant's Health Services
- Campus recreation
- Enrollment Services
- Greek community
- Governing body advisors
- Council of Trustees members
- Contracted vendors and services

Process: Overall recommendations of this group integrate and enhance efforts across locations toward supporting students. The recommendations impact programs that directly enhance the student experience, including housing (including rates, selection process, residential resources, policies), student club and organization structure on each campus, Greek life, health and wellness resources (including mental health, counseling services), student fees (such as Student Activity Fee), student conduct and community expectations, and SGA structure and organization across the three locations.

Technology: The recommendations primarily impact OneSIS, position advertising platform, community service hours tracking platform, campus websites, financial aid interface, LMS, registration system, virtual programming and applications, student data and tracking systems (including for at-risk students). Additionally, there may be a need to consider systems/software that vary across campuses, such as dining, billing software, student club/organization management system, organizational management system, shared Power DMS, and electronic medical records systems.

Finance: The recommendations are intended to result in cost-savings opportunities depending on potential funding requirements for integrated/common systems (long-term savings expected), availability of vendors to service all three locations, licensing fees, and identification of sustainable funding sources (e.g., alumni, student activity fee, faculty/staff/community donations). Cost impacts may also be considered for systems that affect organizations such as Greek Life. There may be added costs in some cases where the impact may be longer term, such as support for work study positions or incentives for students to become ambassadors.

Physical Assets: The recommendations may result in the reduction of required office space and certain other physical locations. Additionally, other physical assets may be affected, such as physical signage/branding, vehicles, media equipment, and housing (e.g., Vulcan Village currently operated by a third party).

Compliance and Legal: The recommendations include considerations related to federal and state laws and regulations such as Act 188, Family Educational Rights and Privacy Act (FERPA), Clery, Title IX, PA Code 505, IRS Code, PA Bureau of Corporations and Charitable Organization, and Board policies. Additionally, these recommendations should consider compliance with current contracts and agreements (including MOUs), privacy, confidentiality, and record-keeping requirements.

Community: The recommendations will likely impact stakeholders such as students, faculty, staff, parents, external agencies (e.g., Department of Agriculture, community transit), and nonprofit organizations, Greek Life national headquarters, health providers, local housing landlords, and local emergency services (e.g., Emergency Medical Services).

Benefits: The recommendations are intended to provide additional opportunities for student success and retention, as well as diversity, equity, and inclusion initiatives by helping ensure that students' needs are being met. Additionally, the recommendations offer opportunities to strengthen the entire Greek community, increase student involvement in co- and extra-curricular activities (which positively impacts the student experience and retention), engage students across physical campuses, increase access and quality of wellness services (e.g., mental health providers), and streamline processes and decision-making (e.g., housing).

Risk: Risks exist related to potential non-compliance with federal and state laws and regulations (and associated fees), failing to spend the Community Service allotment jeopardizes eligibility to receive federal work study dollars, lack of national Greek community support for cross-physical campus membership, ensuring privacy and confidentiality as required, and creating common structures that do not fit the culture of all locations.

Appendix N.3: Student Success and Retention WG and Student Affairs WG Priority 1 Recommendations Presentation

The following is the detailed presentation from the Student Success and Retention and Student Affairs working groups.

Student Success and Retention & Student Affairs

Recommendations from the Student Success and Retention and Student Affairs Western Integration Working Groups

Student Affairs WG Subgroups

- Auxiliary Services
- Campus Life
- Campus Recreation
- Dean of Students
- Mental Health Services
- Housing/Residence Life
- Student Associations
- Wellness

Student Involvement = 26 total students

Introduction

Overall integrations-level aspirational goals

Circle at top right:
- Increase overall completions by 5%
- Increase graduation rates by +10%
- Eliminate student success related opportunity gaps
- Increase 2nd year persistence by 10%

Academic Excellence & Innovation:
- Minimum Student Support Funding $xx/student FTE
- Minimum direct to student institutional support $xx/FTE
- Top quartile for online delivery

Affordability & Efficiency:
- Reduce price by 25%
- Decrease unmet need by 10%
- Achieve an average 19.4 student-to-faculty ratio
- Standardize practices

Diversity, Equity & Inclusion:
- Increase student body diversity
- Personnel complement composition mirrors student applicant population
- Eliminate student success related opportunity gaps (FTIC, transfer, etc.)

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

Career Readiness:
- Increase credentialing by +5%
- Increase workforce development credits

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

Introduction (continued)

What have universities that have increased their retention doing?

- Georgia State - increased retention by 23% in 10 years
- Arizona State - increased retention by 11% in 15 years
- University of Central Florida - increased retention by 20% in 25 years

Introduction (continued)

High-impact recommendations from the Student Success and Retention Working Group:

Year 1 - Predictive Analytics and Holistic Advising
Year 2 - First-Year Experience
Year 3 - Supplemental Instruction
Year 4 - Microgrants

Year 1 - Early Alerts/Predictive Analytics

- Predictive analytics and early alert systems can boost Spring retention by 15 percent
- Cal U Success to Date
  - 2020 of 500 colleges and universities, Cal U was in Hobson's Top 5 for raising the most tracking items
  - Fall 2020 highest single semester usage
- What might we expect moving forward?

CalU, Clarion, Edinboro
Persistence Rates of First-Time, Full-Time, Bachelor's Degree Seeking Students

	Fall 2010 Co	2011 Co	2012 Co	2013 Co	2014 Co	2015 Co	2016 Co	2017 Co	2018 Co	2019 Co
California	73.7%	78.0%	79.5%	76.6%	76.7%	72.3%	73.4%	71.4%	72.5%	70.0%
Clarion	70.2%	70.6%	75.7%	74.5%	73.7%	73.9%	74.1%	73.5%	74.7%	77.2%
Edinboro	73.9%	68.6%	72.3%	70.0%	69.8%	69.9%	66.0%	73.3%	71.3%	74.1%
System Average	73.8%	73.8%	74.6%	74.3%	73.2%	74.4%	72.4%	70.8%	74.1%	74.8%

Year 1 - Holistic Advising

TYPICAL STUDENT SUPPORT
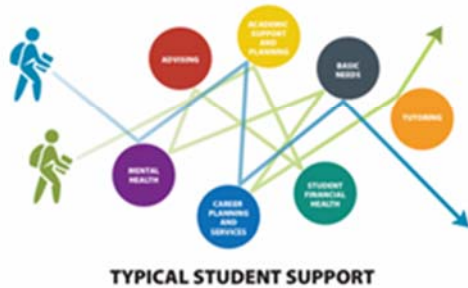
At EU, freshman who meet with their Academic Success Coordinator (equivalent to a Success Coach) are retained at a rate that is 19 percentage points higher than those who do not meet with their Coordinator during their freshman year (Fall 2019 Cohort).

Rather than looking at a student through just an academic lens, holistic advising is a developmental process that focuses on the whole student (Kardash, 2020).

HOLISTIC STUDENT SUPPORT

Year 2 - First Year Experience

- Best practices
  - cross-disciplinary engagement
  - digital resources
  - community engagement
  - specialized advising
  - relationship building
- What has not worked in the past
  - professors not engaged in the mission
  - courses do not successfully present first-year transitional topics
  - limited resources, funding and approach
- CBA needs
  - Staffing courses
  - Faculty or staff?
- Intended/anticipated outcomes
  - Increase second year retention by 10 percent

Year 3 - Supplemental Instruction

- Targeted approach for all students
  - At-risk and "middle of the road", equal access
- Title III grant at Cal U
  - Staff member to lead
  - On-campus training for 25 faculty and staff
- Intended impact
  - September 2024 118 courses with DFW>25 percent at CalU
  - Carryover to Clarion, Edinboro and virtual with already trained staff, faculty and students

Year 4 - Microgrants

Ranking in PASSHE - Percentage of Pell-Eligible Students

Cohort Year	Edinboro	California	Clarion
Fall 2010	3	7	5
Fall 2011	3	6	4
Fall 2012	2	6	4
Fall 2013	2	6	5
Fall 2014	2	6	5
Fall 2015	2	5	4
Fall 2016	2	4	5
Fall 2017	3	4	6
Fall 2018	3	4	6
Fall 2019	3	5	6

- Nationally, Pell Grant recipients are more likely to have unmet need than non-recipients (Kantrowitz, 2020).
- At EU, non-returners are more likely to be Pell-eligible (by 11 percentage points) and have an average unmet need that is $1,695.55 higher than returners (Fall 2019 cohort).
- At EU, 66% of students have unmet need that averages $7,466.79 (Fall 2019 cohort).

Year 4 - Microgrants (continued)

2019 Cohort - Retention Vs. Pell Eligible

DRAFT

"Dropouts are nearly twice as likely as college grads to be unemployed, and they are four times more likely to default on student loans" (Kirp, 2019).
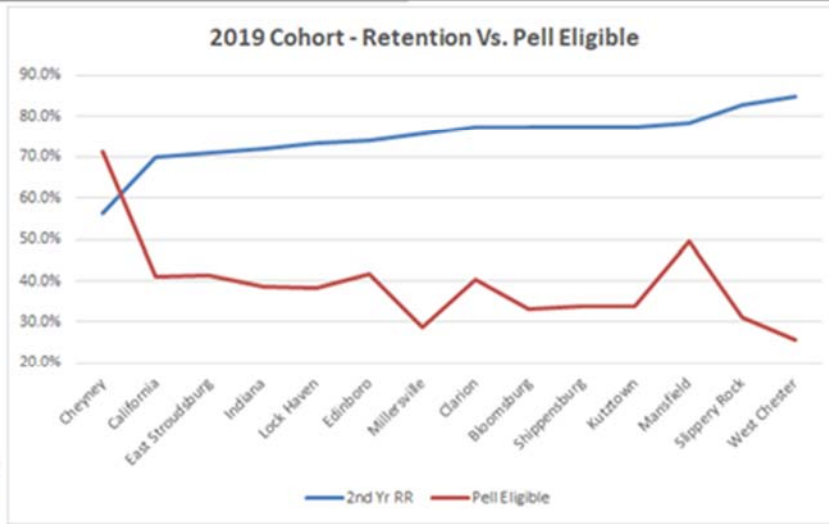
College Costs and Student Debt Figures for Pennsylvania Four-Year Colleges (2018-19)

College	Total College Cost	Tuition and Fees	Bachelor's Degree Recipients	Percent of Graduates with Debt	Average Debt of Graduates	Share of Debt that is Nonfederal
Drexel University	$70,223	$53,244	3,441	67%	$72,883	29%
Duquesne University	$54,364	$38,178	1,383	58%	$44,243	40%
York College of Pennsylvania	$34,550	$20,100	849	80%	$44,077	44%
Edinboro University of Pennsylvania	$25,600	$10,574	798	84%	$42,694	18%
California University of Pennsylvania	$26,644	$11,108	1,345	87%	$42,029	16%
Pennsylvania State University-Penn State Erie-Behrend College	$33,396	$15,198	829	71%	$41,841	40%
University of Scranton	$62,686	$44,532	858	75%	$41,570	40%
Indiana University of Pennsylvania-Main Campus	$28,595	$12,979	2,055	84%	$41,222	31%
Kutztown University of Pennsylvania	$27,890	$10,802	1,593	84%	$40,592	34%
Pennsylvania State University-Main Campus	$36,652	$18,454	10,893	52%	$40,128	46%
Robert Morris University	$48,220	$30,300	922	76%	$39,856	36%
Lehigh University	$68,595	$52,930	1,224	50%	$39,609	47%
University of Pittsburgh-Pittsburgh Campus	$33,503	$19,080	4,713	61%	$39,417	42%
Temple University	$33,004	$16,970	6,523	71%	$38,634	37%
Bloomsburg University of Pennsylvania	$25,052	$10,958	1,880	83%	$38,013	33%
Slippery Rock University of Pennsylvania	$25,147	$10,757	1,761	82%	$37,450	32%
Shippensburg University of Pennsylvania	$29,086	$12,718	1,239	80%	$37,130	37%
Villanova University	$70,728	$53,308	1,802	49%	$36,716	40%
West Chester University of Pennsylvania	$27,074	$10,412	3,340	77%	$36,469	32%
Clarion University of Pennsylvania	$27,975	$11,175	839	76%	$35,054	27%
Millersville University of Pennsylvania	$30,538	$12,226	1,388	73%	$32,815	44%
Carnegie Mellon University	$72,283	$55,465	1,509	52%	$31,342	17%
Bucknell University	$72,750	$56,092	864	46%	$31,000	35%
University of Pennsylvania	$74,408	$55,584	2,931	22%	$23,009	33%
East Stroudsburg University of Pennsylvania	$26,964	$11,502	1,267	36%	$12,070	80%

Table includes the 25 colleges in PA that awarded the greatest number of bachelor's degrees in 2018-19.

Average debt at graduation was $39,027.

PA ranks second-highest in the nation, only behind New Hampshire in student debt.

(The Institute for College Access & Success, 2020)

Student Affairs WG Subgroups

- Auxiliary Services
- Campus Life
- Campus Recreation
- Dean of Students

- Mental Health Services
- Housing/Residence Life
- Student Associations
- Wellness

Student Involvement = 26 total students

Mental Health Background Data:

- 1-4 students have a diagnosable Mental Health Issue (NAMI)

  -40% do not seek treatment

- More than 40 percent of college students have felt more than an average amount of stress within the past 12 months (NAMI)

- 7% of college students have "seriously considered suicide" during the past year (NAMI, 2019)

- Suicide is the 2nd leading cause of death on college campuses (ACHA, 2020)

Sources: National Alliance on Mental Illness (NAMI) & American College Health Association (ACHA)

What Students Need:

- Students have emphasized the critical need for the following services and supports to be available on campus:
- Mental health training for faculty, staff and students
- Prevention programs
- Peer-run, student mental health organizations
- Mental health information during campus tours, orientation, health classes and other campus-wide events
- Walk-in student Services, 24-hour crisis hotlines, ongoing individual counseling services, screening and evaluation services and comprehensive referrals to off-campus services and supports

Source: National Alliance on Mental Illness (NAMI)

Target Recommendations:
3 Campuses and Online (Increasing Retention)

- Access to Mental Health Resources
- Behavior Intervention Teams
- Diversity, Equity, and Inclusion
- Resource Room and Food Pantries

Fall 2020 Counseling Statistics

- Total Clients: 282
- Number of counseling sessions: 1,518
- Outreach programming events: 82
- Most frequently reported symptoms:
  - Anxiety
  - Depression
  - Grief and Loss
  - Relationship Issues

Statistics include California, Clarion, and Edinboro

Access to Mental Health Resources

- Defined Scope of Practice
- Campus Orientation Letter
- Walk-In Model - to decrease treatment delays/waitlist
- About one-third of institutions maintain a waitlist for individual therapy appointments
- Average wait times for individual therapy appointments on campus is 2 - 3 weeks and longer during busier times of year, such as midterms and finals - EAB Study
- Shared Referral Strategies (Defined in the Scope of Practice)
- Case Management Models

Access to Mental Health Resources

- •Shared Resources
  - -Treatment Specialties- Eating Disorders, Trauma, AOD (Alcohol and Other Drugs)
  - -Electronic Medical Records
  - -Support Groups- Virtual and In-person
- Campus Wide Trainings
  - -BIT (Behavioral Intervention Teams) presentations
  - -Crisis exercises
  - -Mental Health First Aid
  - -QPR (Question, Persuade, Refer)

Behavior Intervention Teams

- Uniform Referral Practices
- Shared Resources/Services
- Campus/Virtual Training Processes
- Uniform Death Protocol Team

Behavior Intervention Teams

CU Behavior Intervention Referrals 2015-2020

- 2015-2016- 86
- 2016-2017- 95
- 2017-2018- 158
- 2018-2019- 135
- 2019-2020- 171
- 2020-2021- 65 *to date

2015-2018 CU Behavior Intervention Study

199 Unique Referrals between 2015-2018:

- 85 graduated
- 91 did not complete - many left due to withdrawing, grades and financial reasons
- 23 students are still enrolled

Student Employment - Diversity, Equity and Inclusion

Student employment positions at PASSHE universities are among the many ways we prepare our students to work in a global/intercultural world. Student-employment hiring best practices models include DEI training during onboarding and in the continual professional development processes.

Training topics students need:
- Understanding unconscious bias
- Fostering a diverse & inclusive environment
- Eyes Wide Open: dismantling stereotypes
- Intercultural Competence
- Queer & Trans Know & Grow
- Better-Abled: Cultivating community -beyond accommodation
- Religious Convictions: Differing Truths

2019-2020 Employment Numbers: *(Student workers & Graduate Assistants)*
- 3,103 (combined California, Clarion, Edinboro)

Food Pantries

- 48% of students were food insecure in the prior 30 days
- 46% of students were housing insecure in the previous year
- 17% of students were homeless in the previous year
- 56% of food insecure students are working
- 75% of food insecure students receive financial aid
- 43% of food insecure students have a meal plan

Benefits to having a pantry:
- Academic Success (performance, aid, retention, degree completion)
- Reduces barriers and increases enrollment for returning adults
- Community and Campus Relationship
- Generates new philanthropic giving and creates opportunities to engage alumni

Sources: Needs Assessment of Collegiate Food Insecurity in SW Pennsylvania: The Campus Cupboard Study, 2018; #RealCollege 2020 survey

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Sources: Needs Assessment of Collegiate Food Insecurity in SW Pennsylvania: The Campus Cupboard Study, 2018; #RealCollege 2020 survey

Appendix N.4: Athletics WG Priority 1 Recommendations with Impacts

The following Priority 1 recommendations were drafted by the West athletics working group with the accompanying anticipated impacts:

Recommendation Name	Summary Recommendation Components/Description
Identify sports offerings at each location	Identify the sports that will be offered/sponsored at each location based on their impact on the following: enrollment-recruiting-retention, diversity, Title IX compliance, academic/athletic success, community/alumni engagement, service, career placement, revenue generation, facilities, and alumni.
Evaluate the financial impact of sports offerings and athletic teams	Calculate the enrollment and financial impact of each sport offered, including determination of contribution margins, return on investment, and revenue gained or lost by location. Review processes of increasing roster sizes of existing teams. Estimate the contribution margin and return on investment for potential new sports offerings.
Determine conference and national affiliations	Identify the conference and national affiliation and divisions in which each location will participate. Consider the implications of recommended changes from NCAA requirements for Division I and Division II sports, and determine the requirements for conference membership at each divisional level.
Determine NCAA compliance and mandated reporting requirements.	Review reporting procedures for EADA and the NCAA, including NCAA-mandated reports. Define how courses are listed on transcripts, and coding in NCAA Eligibility Center. Determine procedures for transfer tracking for each location, tracking recruits per campus through admissions, and other mandated requirements on athletic programs
Develop and implement combined policies and procedures	Identify and/or establish consistent athletic applications/plans, policies, and procedures across locations, including but not limited to, course scheduling, definition of good academic standing, athletic training/medical coverage policies, and best practices.
Adhere to deadlines of the NCAA, PSAC, and other university contracts	Identify and adhere to deadlines, including coach renewals/non-renewals, competition/membership/applications, and scholarship contracts.
Identify leadership structure	Identify and/or confirm leadership, coaching, and support staff structure (including athletic training, faculty athletic representative, senior woman administrator).
Develop scholarship policy	Develop process for determining and allocating scholarships to each location for each sport, considering how scholarship funding is raised, how scholarships are packaged, and how sign-off procedures are established institutionally and through the NCAA.
Evaluate student opportunities at each campus	Determine the impact on student opportunities of having intercollegiate athletics at each of the three locations, including athletics, band, cheerleading, and academic majors that support athletics, such as sport management and athletic training. Coordinate with student-athlete advisory committee.
Develop budget for campus athletic departments	Determine the operating budget for each athletic department, including general and common policies and procedures related to travel and competition.
Evaluate Title IX impact	Determine how Title IX impacts sports at each location to optimize enrollment and team rosters.

People: The recommendations will likely impact the following stakeholders:

- Faculty
- Staff
- Alumni
- Students and student-athletes
- Athletic administration
- Coaches
- Athletic trainers
- Compliance officers

Process: Overall recommendations of this group impact the agreement with the NCAA and the integrated university structure, contract renewals, and policies and procedures. Policies and procedures impacts include athletic department operations, medical (athletic training), budgeting, scholarships, compliance, and academics. Additional impacts include job descriptions, scheduling limitations, and expectations for games, transportation, recruiting, the number of student-athletes in the program based on NCAA averages, EADA reporting, Title IX, sport offerings, participation, and future plans and projections.

Technology: The recommendations primarily impact the budgeting structure of the integrated university, the current NCAA software, athletics reporting software system, email addresses, academic transcripts, and updated policy manuals on each athletic department's website.

Finance: The recommendations are intended to result in increased enrollment and cost savings opportunities. Potential impacts include investment in additional sports.

Physical assets: The recommendations may result in potential equipment purchases or facility improvements depending on the sport proposed if additional sports are added.

Compliance and Legal: Potential impacts include changes to NCAA Sport Sponsorship and Demographics form, any new scholarship contract and terms, and Title IX.

Community: The recommendations will likely impact stakeholders such as community visitors, local high schools, alumni, corporate sponsors, and each campus community.

Benefits: The recommendations are expected to provide the following benefits:

- A synthesized, efficient athletic program array is intended to provide additional benefits, including increased enrollment and revenue.
- Aligning policies in relation to contracts will provide consistency across locations.
- Creating similar job descriptions for each position will provide efficiency and clarity when a job is posted.
- Having a clear process for identifying athletic aid that can be offered will provide a clear lens into the scholarships awarded.

Benefits include increased student enrollment driven by enrollment for "friends of athletes" or other programs or clubs.

Risk: The following risks should be considered in evaluating the recommendations:

- Recruitment and potential financial impacts
- NCAA-required approvals
- Athletic position variability across locations

Appendix O: Act 50 Reporting on Student Metrics and Analysis

The tables below reflect Act 50 reporting requirements related to students as of April 1, 2021.

- Total full-time and part-time enrollments:

Spring 2021			
University	Full-Time	Part-Time	Total
Cal U	4,129	2,325	6,454
Clarion	2,777	1,325	4,102
Edinboro	2,954	1,064	4,018
Total	**9,860**	**4,714**	**14,574**

- Graduation outcomes:

Fall 2016 Cohort		
University	4-Year	6-Year
Cal U	**34%**	**n/a**
Clarion	**44%**	**n/a**
Edinboro	**33%**	**n/a**
Average	**37%**	

- Cost of tuition, room and board, and fees:

FY2020/21 Minimum, Maximum, and Most Common Price of Attendance									
University	In-State UG Tuition*	In-State Tech Fee	In-State Mandatory Fees*	Room			Board		
				Min	Max	Most Common	Min	Max	Most Common
Cal U	$7,716	$478	$2,914	$6,822	$9,208	$6,822	$3,422	$3,900	$3,594
Clarion	$7,716	$478	$2,955	$7,570	$10,870	$7,570	$4,144	$4,494	$4,144

Edinboro	$7,716	$478	$2,349	$5,800	$9,667	$8,700	$2,970	$3,594	$3,202
Average	**$7,716**	**$478**	**$2,739**	**$6,731**	**$9,915**	**$7,697**	**$3,512**	**$3,996**	**$3,647**

- Average cost of attendance:

In-State Undergraduate, Dependent 2020-2021 Preliminary										
University	Tuition & Fees	Room & Board, On-Campus	Room & Board, With Parents	Room & Board, Off-Campus	Other Expenses (Transp., Etc.), On-Campus	Other Expenses (Transp., Etc.), With Parents	Other Expenses (Transp., Etc.), Off-Campus	Books Supplies	Total COA, On-Campus	Total COA, With Parents	Total COA, Off-Campus
Cal U	$11,108	$10,416	$2,250	$10,794	$5,002	$6,634	$5,034	$1,000	$27,526	$20,992	$27,936
Clarion	$11,199	$12,660	$6,660	$12,660	$3,340	$4,540	$3,340	$1,240	$28,439	$23,639	$28,439
Edinboro	$10,543	$11,540	$8,660	$11,540	$3,300	$3,900	$3,300	$1,300	$26,683	$24,403	$26,683
Average	**$10,950**	**$11,539**	**$5,857**	**$11,665**	**$3,881**	**$5,025**	**$3,891**	**$1,180**	**$27,549**	**$23,011**	**$27,686**

Out-of-State Undergraduate, Dependent 2020-2021 Preliminary										
University	Tuition & Fees	Room & Board, On-Campus	Room & Board, With Parents	Room & Board, Off-Campus	Other Expenses (Transp., Etc.), On-Campus	Other Expenses (Transp., Etc.), With Parents	Other Expenses (Transp., Etc.), Off-Campus	Books Supplies	Total COA, On-Campus	Total COA, With Parents	Total COA, Off-Campus
Cal U	$15,726	$10,416	$2,250	$10,794	$5,340	$7,272	$5,372	$1,000	$32,482	$26,248	$32,892
Clarion	$16,078	$12,660	$6,660	$12,660	$3,580	$4,540	$3,580	$1,240	$33,558	$28,518	$33,558
Edinboro	$15,062	$11,540	$8,660	$11,540	$3,300	$3,900	$3,300	$1,300	$31,202	$28,922	$31,202
Average	**$15,622**	**$11,539**	**$5,857**	**$11,665**	**$4,073**	**$5,237**	**$4,084**	**$1,180**	**$32,414**	**$27,896**	**$32,551**

University	Tuition & Fees	Room & Board, On-Campus	Room & Board, With Parents	Room & Board, Off-Campus	Other Expenses (Transp., Etc.), On-Campus	Other Expenses (Transp., Etc.), With Parents	Other Expenses (Transp., Etc.), Off-Campus	Books Supplies	Total COA, On-Campus	Total COA, With Parents	Total COA, Off-Campus
In-State Undergraduate, Independent 2020-2021 Preliminary											
Cal U	$11,108	$10,416	$2,250	$10,794	$5,002	$6,634	$5,034	$1,000	$27,526	$20,992	$27,936
Clarion	$11,199	$12,660	$6,660	$12,660	$3,340	$4,540	$3,340	$1,240	$28,439	$23,639	$28,439
Edinboro	$10,543	$11,540	$8,660	$11,540	$3,300	$3,600	$3,300	$1,300	$26,683	$24,103	$26,683
Average	**$10,950**	**$11,539**	**$5,857**	**$11,665**	**$3,881**	**$4,925**	**$3,891**	**$1,180**	**$27,549**	**$22,911**	**$27,686**

University	Tuition & Fees	Room & Board, On-Campus	Room & Board, With Parents	Room & Board, Off-Campus	Other Expenses (Transp., Etc.), On-Campus	Other Expenses (Transp., Etc.), With Parents	Other Expenses (Transp., Etc.), Off-Campus	Books Supplies	Total COA, On-Campus	Total COA, With Parents	Total COA, Off-Campus
Out-of-State Undergraduate, Independent 2020-2021 Preliminary											
Cal U	$15,726	$10,416	$2,250	$10,794	$5,340	$7,272	$5,372	$1,000	$32,482	$26,248	$32,892
Clarion	$16,078	$12,660	$6,660	$12,660	$3,580	$4,540	$3,580	$1,240	$33,558	$28,518	$33,558
Edinboro	$15,062	$11,540	$8,660	$11,540	$3,300	$3,600	$3,300	$1,300	$31,202	$28,622	$31,202
Average	**$15,622**	**$11,539**	**$5,857**	**$11,665**	**$4,073**	**$5,137**	**$4,084**	**$1,180**	**$32,414**	**$27,796**	**$32,551**

Appendix P: Act 50 Reporting on Faculty

The tables below reflect Act 50 reporting requirements related to faculty as of April 1, 2021.

- Number of faculty and non-faculty employees by location:

	Annualized 2019-20 Student to Non-faculty FTE Ratio			Fall 2020 Student to Faculty Ratio		
University	Annualized FTE Student	Non-faculty Annualized FTE	Annualized FTE Student/Non-faculty Ratio	Fall FTE Enrollment	Fall Faculty FTE**	Fall FTE Student to Faculty Ratio
Cal U	6,215	388	**16**	5,336	285.9	**18.7**
Clarion	3,988	318	**12.5**	3,573	229.5	**15.6**
Edinboro	4,390	326	**13.4**	3,568	260.6	**13.7**
Overall Result	**14,593**	**1,032**	**14.1**	**12,477**	**776**	**16.1**

Notes:

Annualized Student to Non-faculty FTE Ratio

- Based on Fall Freeze and Intersession End of Term Student Enrollment Submissions (Active Data)
- All Non-faculty FTEs reflect those in non-APSCUF FTEs from UNRESTRICTED Funds, based on SAP Capacity Utilization (will not exceed 1.0), for employees in an active pay status
- Undergraduate FTE: UG Attempted Credits/30
- Graduate FTE: Grad Attempted Credits/24
- Annualized FTE Student to Non-faculty Ratio: Annualized FTE Students/Non-faculty Annualized FTE

Fall Student to Faculty Ratio

- Based on Fall Freeze Student Enrollment Submission (Active Data)
- All Faculty FTEs reflect those APSCUF only FTEs from UNRESTRICTED Funds, based on SAP Capacity Utilization (will not exceed 1.0), for employees in an active pay status
- Undergraduate FTE: UG Attempted Credits/15
- Graduate FTE: Grad Attempted Credits/12
- Fall FTE Student to Faculty Ratio: Fall FTE Students/Fall FTE Faculty

**Faculty Sharing applied to Fall 2020

- Negative FTE associated to service-providing university; positive FTE associated to service-purchasing university
- Source of Faculty Sharing FTE: CPP, Workforce tab (submitted by universities 9/4/2020)
- Annualized FTE Student to Non-faculty Ratio: Annualized FTE Students/Non-faculty Annualized FTE

University	Fall 2020 Faculty Sharing**
Cal U	**-0.25**
Clarion	**0.25**
Edinboro	**-0.75**

Appendix Q: Act 50 Reporting on Staff

The tables below reflect Act 50 reporting requirements related to staff as of April 1, 2021.

- Number of employees by location:

University	Total Staff Headcount	APSCUF	Total Non-faculty	AFSCME	Non-represented	SCUPA	SPFPA & POA	Coaches	OPEIU	PSSU	Physicians
Cal U	**706**	**336**	**370**	*171*	*85*	*58*	*16*	*32*	*8*		
Clarion	**649**	**274**	**375**	*187*	*79*	*49*	*8*	*25*	*16*	*11*	
Edinboro	**569**	**300**	**269**	*128*	*73*	*25*	*11*	*23*	*6*		*3*
Total	**1,924**	**910**	**1,014**	**486**	**237**	**132**	**35**	**80**	**30**	**11**	**3**

Notes:

- Includes total employee headcount for all active employees (will include those on various types of leave without pay, etc.)
- Excludes employees classified as Volunteers, Contractors or Other, as well as student employees
- Includes all groups (Permanent/Temporary, full-time/part-time/hourly)
- Total Non-faculty figures are the sum of all non-APSCUF units: AFSCME, Non-represented, SCUPA, International Union, Security, Police and Fire Professionals of America (SPFPA) and Pennsylvania State System of Higher Education Officers Association (POA), Coaches, Cheer Advisors, Office of Professional Employees International Union Healthcare Pennsylvania (OPEIU), Physicians
- Current Employee Complement for April 2021 (will be subject to retro-activity)

Appendix R: Act 50 Reporting on Affiliated Entities' and Communities' Concerns

Via the public comment period, concerns from the community and affiliated entities will be documented and reported.

Appendix S: Institutional Governance and Leadership Priority 1 Recommendations with Impacts

The following Priority 1 recommendations were drafted by the West institutional governance and leadership working group with the accompanying anticipated impacts:

Recommendation Name	Summary Recommendation Components/Description
Advise on the integrated university's Council of Trustees structure	Consult System legal regarding the integrated university's COT makeup, bylaws, officers, and terms.
Update the integrated university's Council of Trustees meeting schedule	Receive and review current calendar for COT meetings for Cal U, Clarion, and Edinboro. Create new meeting calendar for the integrated university, which includes dates and times. Determine location rotation for the integrated university, including virtual options.
Determine the integrated university's PACT representation	Determine PACT representation from the integrated university.
Review transitional leadership governance documents	Review proposed transitional leadership structure with HR. Review high-level overview document with core function of roles. Review job descriptions of each role.
Review proposed functional units	Review proposed functional units with HR for the integrated university.
Review current decision-making process	Review the current decision-making process at Cal U, Clarion, and Edinboro. Audit similarities and differences. Draft policy for the integrated university.
Review strategic direction planning process	Review current strategic planning process for Cal U, Clarion, and Edinboro. Create and review document for strategic planning process for the integrated university. Create and review proposed calendar for strategic planning process for the integrated university.
Review student governance structure	Review proposed student leadership and governance bodies' structure with Student Affairs.
Review faculty governance structure	Review proposed faculty leadership and governance bodies with Academic Affairs.
Review athletics governance structure	Review proposed Athletics structure with Athletics.

People: The recommendations will likely impact the following stakeholders:

- Students
- Faculty
- Staff
- State System
- Trustees at Cal U, Clarion, and Edinboro
- Board of Governors
- PACT
- Governor's Office and Legislature
- NCAA
- PSAC

Process: The recommendations impact bylaws.

Technology: None

Finance: None

Physical Assets: None

Compliance and Legal: The recommendations should adhere to Act 188.

Community:

- Cal U
- Clarion
- Edinboro
- Councils of Trustees

Benefits: A synthesized, efficient program array is intended to provide additional opportunities for a unified governing body, access to meetings (e.g., different locations, live-streamed), greater efficiencies for leadership, and increased enrollment by way of increased access for students and reduced cost of degree attainment.

Risk: Risks exist related to the morale from current leadership and campus communities (e.g., individuals prefer to attend in person), which could lead to negative feedback from local communities and current COT members. Additionally, there could be less representation at PACT from local universities if PACT only allows one member from the integrated university.

Appendix T: Organizational Charts

Pre- and post-transaction university leadership organization charts were included in the CSC Preliminary Review Form and are provided below:

Pre-Transition Cal U Leadership Organization Chart
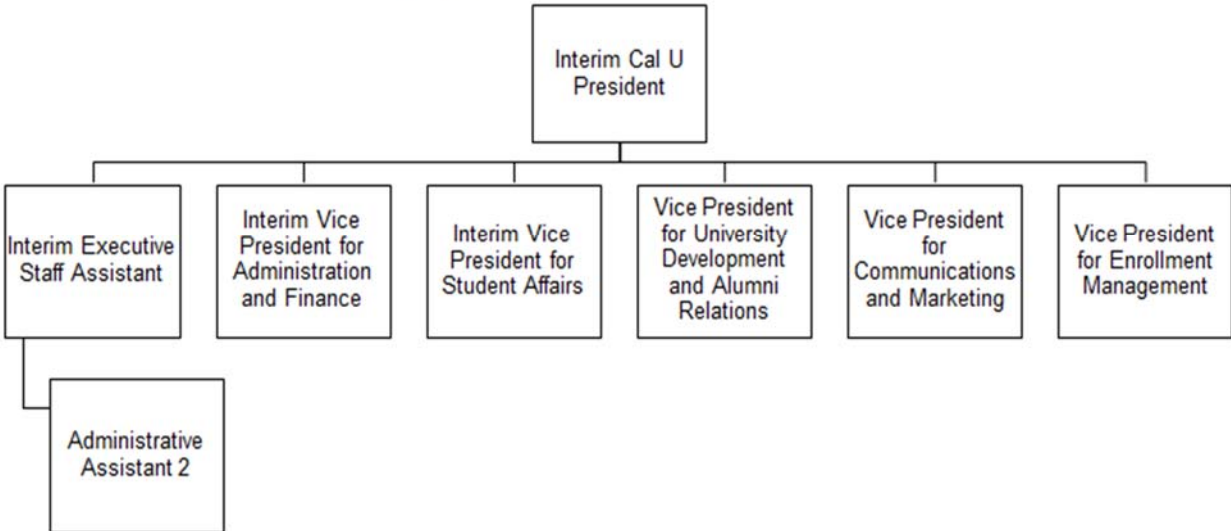
Pre-Transition Clarion Leadership Organization Chart
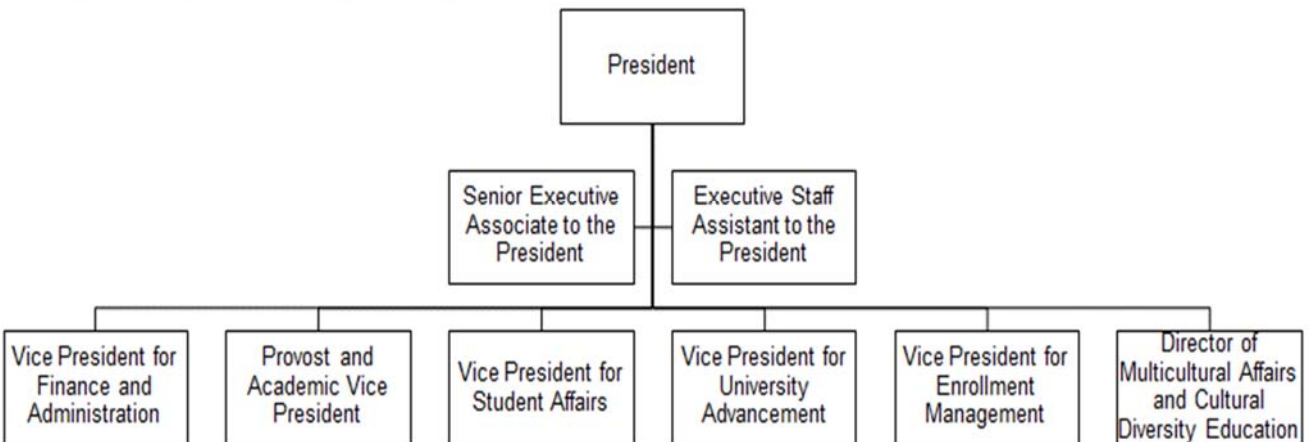
Pre-Transition Edinboro Leadership Organization Chart

```
                    ┌──────────────────┐
                    │     Interim      │
                    │    Edinboro      │
                    │   University     │
                    │    President     │
                    └──────────────────┘
            ┌──────────────────┐   ┌──────────────────┐
            │   Director of    │   │   Director of    │
            │  Social Equity   │   │    Athletics     │
            └──────────────────┘   └──────────────────┘
            ┌──────────────────┐
            │  Coordinator of  │
            │  Special Events  │
            └──────────────────┘
```

| Associate Vice President for Human Resources and Facility Relations | Vice President for Enrollment Management | Vice President for Marketing and Communications | Provost and Vice President for Academic Affairs | Interim Assistant Vice President for Advancement and Director of Alumni Engagement | Vice President for Finance and Administration | Interim Dean of Student Engagement |

Integrated University Organizational Chart

DRAFT

```
              ┌─────────────────────┐
              │ Board of Governors  │
              └─────────────────────┘
                   ┌────────────┐
                   │ Chancellor │
                   └────────────┘
        ┌───────────┐        ┌────────────────────┐
        │ President │        │ Council of Trustees │
        └───────────┘        └────────────────────┘
          ┌─────────────────────┐
          │   Chief of Staff    │
          │ Presidential Affairs │
          └─────────────────────┘
```

Academic Affairs	Student Affairs	Strategic Enrollment Management	University Advancement	Administration & Fiscal Affairs	Diversity, Equity and Inclusion	Virtual & Global Education
Academic Program Offerings Academic Accreditation Registrar Libraries Academic Transitions	Institutional Effectiveness Non-Academic Assessment Student Affairs Student Success	Undergrad Admissions Grad Admissions Recruitment Financial Aid Scholarships Retention Initiatives Institutional Research Academic Student Industry Partnerships	Alumni Engagement Board, Government & Community Alumni Relations Communication & Marketing Fundraising Internal/External Relations Alumni Associations and Foundations	Technology and Operational Support Administrative Services Fiscal Affairs Facilities & Transportation Athletics Human Resources University Police, Emergency Management	University wide Diversity, Equity and Inclusion Leadership, Policy, Programming and Strategic Initiatives	University wide Global, virtual, distance, international outreach and programming initiatives

Appendix U: October 2020 Board of Governors Report

The full October 2020 Board of Governors Report – System Redesign, Institutional Integrations Update on Financial Review/Next Steps is available on:

https://www.passhe.edu/SystemRedesign/Documents/University%20Integrations%20Financial%20Review.pdf.

Appendix V: Financial Sustainability Analysis

An overview of the financial position of each of the integrating universities is available within the financial statements published on the State System's website: Financial Statements | PA State System of Higher Education (passhe.edu).

The following slides were provided to the Board in advance of the April 2021 Board meeting. These slides focus on the financial analysis of the West integration and include:

- Operating budgets and projections for the current year plus five years (reference slides 10-12).
- Administrative savings assumed from the integrations (reference slide 9).

Proposed Implementation Plan Financial Analysis Update

Per Act 50, information included in the report and recommendations from the October review of financial stability were updated for the proposed integrated universities, specifically:

Enrollment Projections

Financial Viability

Review of annualized FTE enrollment based on historical trends, demographic shifts, and institutional enrollment management initiatives were reviewed.

Enrollment was updated based on program array and student success working group recommendations as well as enrollment for the online initiative in the West.

Analysis of revenues, expenditures, and net assets to determine the integrated institutional financial viability was conducted.

The projected net financial viability varies between the regions given the variability in each university's entering position.

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Requirements and Approach

1. Act 50 Requirements – Current year (FY 20-21 plus 5 through FY 25-26)

2. Financial Baseline
   - FY 20-21 and FY 21-22 individual university projections (university provided data)
   - FY 22-23 integrated university projections (university provided data to begin baseline)

3. Proposed Implementation Plan Inputs
   - Program array and student success working group recommendations for enrollment, including faculty complement necessary to meet program array/student demand
   - Online incremental revenue included in the projections for West; no incremental revenue for Workforce Development in the Northeast
   - Nonfaculty personnel and administrative support savings estimates
   - Strategic sourcing savings in several commodity areas
   - Changes to existing athletic programs (new growth/costs) were not included

4. Standard Assumptions
   - Appropriation/tuition/fee/student aid changes
   - Negotiated personnel salary/benefit changes

5. One time start-up costs separately funded through System Redesign and not within projections – ongoing costs are assumed and included

6. Iterative approach with updates to be incorporated in the September CPP
   - CRRSAA (HEERF II) expenditure determinations are still underway and additional federal dollars from American Rescue Plan from March 2021 are not yet available.

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Enrollment Trends – West (April 2021 Projections)

	Current Year FY 2020-21			Revised FY 2021-22		
	CA	CL	ED	CA	CL	ED
Annualized FTE Enrollment						
Undergraduate (includes clock hour)	4,309.0	3,242.0	2,844.3	4,226.0	3,053.5	2,738.2
Graduate	1,831.0	597.2	987.8	1,806.0	563.9	992.5
Total Annualized FTE Enrollment	6,140.00	3,839.23	3,832.06	6,032.00	3,617.42	3,730.76
Total Annualized FTE Enrollment for Three Universities			13,811.29			13,380.18

	FY 2022-23 Projections	FY 2023-24 Projections				FY 2024-25 Projections				FY 2025-26 Projections			
	Integrated University	Online Offerings	Integrated University	Adjustments from Assumptions	Revised Integrated University	Online Offerings	Integrated University	Adjustments from Assumptions	Revised Integrated University	Online Offerings	Integrated University	Adjustments from Assumptions	Revised Integrated University
Annualized FTE Enrollment													
Undergraduate (includes clock hour)	10,068.37	31.70	10,100.07	100.00	10,200.07	32.20	10,232.27	100.92	10,333.19	34.40	10,367.59	101.93	10,469.52
Graduate	3,737.56	136.60	3,874.16	34.00	3,908.16	150.80	4,058.96	34.37	4,093.33	165.20	4,258.53	34.63	4,293.16
Total Annualized FTE Enrollment	13,805.93	168.30	13,974.23	134.00	14,108.23	183.00	14,291.23	135.29	14,426.52	199.60	14,626.12	136.56	14,762.68
% Change					2%				2%				2%

Assumptions

1. **Enrollment** – CPP enrollment was provided by the universities through 2022-23. FY 2023-24 through FY 2025-26 projections are derived from the application of adjustments associated with program array and student success recommendations. Annualized FTE counts are used when calculating financial impact. It is a key driver for tuition and auxiliary revenue.

2. **Adjustment** for recommendations for program array and student success (1%) and online offerings (5% undergraduate and 10% graduate) results in an overall annual increase in enrollment of 2%.

Resulting in additional enrollment of 957 FTE from the time of initial integration

Key Assumptions – West

	FY 2022-23	FY 2023-24	FY 2024-25	FY 2025-26
Revenues:				
♦1% enrollment growth from program array and student success initiatives* and 1% tuition and fee rate increase	$0	$4,131,444	$4,214,486	$4,299,197
♦Net revenues for online offerings (5% increase in undergradate online enrollment and 10% increase in graduate online enrollment)*	0	500,000	700,000	1,600,000
♦1% increase in state appropriation	0	892,702	901,629	910,645
	$0	$5,524,146	$5,816,115	$6,809,842
Expenditures:				
♦Strategic Sourcing Savings	($784,454)	Savings Maintained Annually		
♦Executive Leadership, Mangement, and Administrative Support Staffing Efficiencies	0	(1,494,745)	(2,257,562)	(3,514,627)
♦Negotiated Salary and benefit rate increases (2%/3%) (includes estimated turnover)	0	4,644,101	4,742,583	5,050,251
♦Institutional Aid for Students	0	414,781	423,118	431,623
♦Adjustments to debt service payments (to match actual payments in debt schedule)	0	(872,512)	580,712	(693,847)
♦Targeted expenditures for retention, technology and support services	352,307	0	0	0
	($432,147)	$2,691,625	$3,488,851	$1,273,400
Net Positive Impacts	$432,147	$2,832,521	$2,327,264	$5,536,442

*Combination results in an overall 2% annual increase in enrollment.

Notes:
Same assumptions are incorporated into the E&G fund and the Auxiliary fund, where applicable;
Turnover assumed to be realized in accordance with historical patterns

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Financial Results – West (April 2021 Projections)

UNRESTRICTED BUDGET (EDUCATIONAL AND GENERAL AND AUXILIARY)

($ in Millions)

Revenues	Current Year FY 2020-21 CA	CL	ED	Revised FY 2021-22 CA	CL	ED	FY 2022-23 Proj. CA	CL	ED	Online Offerings	Integrated University	Adjustments from Assumptions	Revised Integrated University	FY 2023-24 Online Offerings	Integrated University	Adjustments from Assumptions	Revised Integrated University	FY 2024-25 Online Offerings	Integrated University	Adjustments from Assumptions	Revised Integrated University	FY 2025-26 Online Offerings	Integrated University	Adjustments from Assumptions	Revised Integrated University
Tuition	$59.7	$33.2	$36.4	$58.7	$31.6	$36.7	$58.1	$31.9	$38.5	$8.4	$137.0	$0.0	$137.0	$6.7	$143.7	$2.6	$146.2	$7.3	$153.5	$2.6	$156.1	$8.8	$164.9	$2.7	$167.6
Fees	14.2	$11.7	$9.7	$15.5	$12.7	$9.9	$14.6	$12.7	$10.4	$0.0	$37.7	$0.0	$37.7	$0.0	$37.7	$0.8	$38.5	$0.0	$38.5	$0.8	$39.3	$0.0	$39.3	$0.8	$40.1
State Appropriation	34.2	$26.5	$28.6	$34.2	$26.5	$28.6	$34.2	$26.5	$28.6	$0.0	$89.3	$0.0	$89.3	$0.0	$89.3	$0.9	$90.2	$0.0	$90.2	$0.9	$91.1	$0.0	$91.1	$0.9	$92.0
Auxiliary Sales	2.8	$6.6	$3.1	$13.1	$15.1	$11.5	$12.8	$15.1	$12.0	$0.0	$40.0	$0.0	$40.0	$0.0	$40.0	$0.8	$40.8	$0.0	$40.8	$0.8	$41.6	$0.0	$41.6	$0.8	$42.4
All Other Revenue	5.5	$8.7	$4.4	$6.3	$8.0	$5.4	$6.6	$7.0	$7.3	$0.0	$21.0	$0.0	$21.0	$0.0	$21.0	$0.0	$21.0	$0.0	$21.0	$0.0	$21.0	$0.0	$21.0	$0.0	$21.0
Total Revenues	$116.4	$86.6	$82.3	$127.8	$93.9	$92.1	$126.4	$93.3	$96.8	$8.4	$324.9	$0.0	$324.9	$6.7	$331.6	$5.0	$336.6	$7.3	$343.9	$5.1	$349.0	$8.8	$357.8	$5.2	$363.1
Expenditures																									
Compensation Summary:																									
Salaries and Wages	$57.2	$42.2	$46.4	$55.5	$37.5	$42.3	$56.7	$39.4	$44.2	$2.3	$142.6	$0.1	$142.8	$1.3	$144.1	$1.8	$145.9	$1.1	$147.0	$1.4	$148.4	$1.2	$149.6	$0.7	$150.2
Benefits	$25.7	$20.9	$23.4	$25.5	$19.7	$22.7	$26.6	$20.6	$23.1	$0.0	$70.2	$0.1	$70.3	$0.0	$70.3	$1.3	$71.7	$0.0	$71.7	$1.1	$72.8	$0.0	$72.8	$0.9	$73.6
Subtotal, Compensation	$83.0	$63.1	$69.7	$81.0	$57.2	$65.0	$83.3	$60.0	$67.3	$2.3	$212.8	$0.2	$213.1	$1.3	$214.4	$3.1	$217.5	$1.1	$218.6	$2.5	$221.1	$1.2	$222.3	$1.5	$223.9
Student Financial Aid	$8.0	$6.2	$2.7	$8.0	$6.7	$4.6	$8.0	$7.2	$5.5	$0.0	$20.6	$0.0	$20.6	$0.0	$20.6	$0.4	$21.1	$0.0	$21.1	$0.4	$21.5	$0.0	$21.5	$0.4	$21.9
Other Services and Supplies	$25.4	$29.1	$24.8	$31.3	$28.1	$25.1	$27.9	$28.0	$25.1	$6.1	$87.1	($0.7)	$86.4	$4.9	$91.3	($0.6)	$90.8	$5.5	$96.3	($0.6)	$95.7	$6.0	$101.7	($0.6)	$101.1
Subtotal, Services and Supplies	$33.3	$35.3	$27.6	$39.3	$34.8	$29.7	$35.9	$35.2	$30.6	$6.1	$107.8	($0.7)	$107.1	$4.9	$112.0	($0.1)	$111.8	$5.5	$117.3	($0.1)	$117.2	$6.0	$123.2	($0.2)	$123.0
Capital Expenditures and Debt Principal Payments	$6.4	$4.4	$6.5	$8.1	$4.4	$5.3	$8.0	$4.3	$5.5	$0.0	$17.8	$0.0	$17.8	$0.0	$17.8	($0.3)	$17.5	$0.0	$17.5	$1.1	$18.6	$0.0	$18.6	($0.1)	$18.6
Total Expenditures	$122.7	$102.8	$103.8	$128.4	$96.4	$100.0	$127.2	$99.4	$103.4	$8.4	$338.4	($0.4)	$338.0	$6.2	$344.2	$2.7	$346.9	$6.6	$353.5	$3.5	$357.0	$7.2	$364.2	$1.3	$365.4
Revenues Less Expenditures	($6.3)	($16.3)	($21.5)	($0.6)	($2.5)	($7.9)	($0.8)	($6.1)	($6.6)	$0.0	($13.5)	$0.4	($13.1)	$0.5	($12.6)	$2.3	($10.2)	$0.7	($9.5)	$1.6	($7.9)	$1.6	($6.3)	$3.9	($2.4)
Transfers to Plant Fund	$0.0	($6.4)	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0
Revenues Less Expenditures and Transfers	($6)	($9.9)	($21.5)	($0.6)	($2.5)	($7.9)	($0.8)	($6.1)	($6.6)	$0.0	($13.5)	$0.4	($13.1)	$0.5	($12.6)	$2.3	($10.2)	$0.7	($9.5)	$1.6	($7.9)	$1.6	($6.3)	$3.9	($2.4)
Loans To/From Auxiliary Fund	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0
Total Unrestricted Net Assets, Estimated End of Year Balance	$16.7	($11.9)	($8.9)	$15.8	($14.4)	($16.9)	$15.0	($20.5)	($23.4)	$0.0	($28.9)	$0.4	($28.5)	$0.5	($41.1)	$2.3	($38.8)	$0.7	($48.3)	$1.6	($46.7)	$1.6	($53.0)	$3.9	($49.0)
Total Unrestricted Cash, Estimated Beginning of Year Balance	$37.8	$9.6	$22.2	$31.2	($6.7)	$0.7	$30.3	($9.2)	($7.2)	$0.0	$13.9	$0.0	$13.9	$0.0	$1.3	$0.0	$1.3	$0.0	($8.2)	$0.0	($8.2)	$0.0	($14.6)	$0.0	($14.6)
Total Unrestricted Cash, Estimated End of Year Balance	$31.2	($6.7)	$0.7	$30.3	($9.2)	($7.2)	$29.5	($15.3)	($13.8)	$0.0	$0.4	$0.4	$0.8	$0.5	($11.3)	$2.3	($8.9)	$0.7	($17.8)	$1.6	($16.2)	$1.6	($20.9)	$3.9	($16.9)

Notes:

FY 20-21 depict the estimated impacts of COVID. CRRSAA (HEERF II) expenditure determinations are still underway and additional federal dollars from American Rescue Plan from March 2021 are not yet available. As such, neither are included. FY 21-22 assumes return to on-campus instruction.

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Financial Viability (E&G and Auxiliary)
West – April 2021 Projection

	Annual Integrated Ratios			
	2022 - 2023	2023 - 2024	2024 - 2025	2025 - 2026
Operating Margin	-4.0%	-3.0%	-2.3%	-0.7%
Primary Reserve Ratio	-8.4%	-11.2%	-13.1%	-13.4%

Strong Improvement in key ratios

- Operating Margin improving substantially through FY25-26

- Primary Reserve stabilizing as compared to standalone projections

1: Operating Margin Ratio = (Total Revenues – Total Expenditures) / Total Revenues
2: Primary Reserve Ratio = (EOY Net Asset Balance) / Total Expenditures
3: 2023-2026 financial viability metrics include operational savings in combined institution set

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Overall Financial Metrics – West for FY 26-27 and 27-28

Integrated ratios

	2025 - 2026	2026 - 2027	2027 - 2028
Operating Margin	-0.7%	0.1%	0.3%
Primary Reserve Ratio	-13.4%	-12.9%	-12.1%

	FY 2026-27 Projections				FY 2027-28 Projections			
Revenues	Online Offerings	Intergrated University	Adjustments from Assumptions	Revised Integrated University	Online Offerings	Intergrated University	Adjustments from Assumptions	Revised Integrated University
Tuition	$9.6	$177.2	$2.7	$180.0	$10.6	$190.6	$2.8	$193.4
Fees	0.0	40.1	0.8	40.9	0.0	40.9	0.8	41.7
State Appropriation	0.0	92.0	0.9	92.9	0.0	92.9	0.9	93.8
Auxiliary Sales	0.0	42.4	0.8	43.3	0.0	43.3	0.8	44.1
All Other Revenue	0.0	21.0	0.0	21.0	0.0	21.0	0.0	21.0
Total Revenues	**$9.6**	**$372.7**	**$5.3**	**$378.0**	**$10.6**	**$388.6**	**$5.4**	**$393.9**
Expenditures								
Compensation Summary:	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0
Salaries and Wages	3.3	153.5	3.0	156.4	3.8	160.2	3.0	163.1
Benefits	0.0	73.6	2.0	75.7	0.0	75.7	1.9	77.6
Subtotal, Compensation	3.3	227.1	5.0	232.1	3.8	235.9	4.9	240.7
Student Financial Aid	0.0	21.9	0.4	22.3	0.0	22.3	0.4	22.8
Other Services and Supplies	5.5	106.6	(0.6)	106.0	6.1	112.1	(0.5)	111.6
Subtotal, Services and Supplies	5.5	128.5	(0.1)	128.4	6.1	134.5	(0.1)	134.4
Capital Expenditures and Debt Principal Payments	0.0	18.6	(1.3)	17.2	0.0	17.2	0.3	17.5
Total Expenditures	**$8.8**	**$374.2**	**$3.5**	**$377.7**	**$9.9**	**$387.6**	**$5.1**	**$392.7**
Revenues Less Expenditures	**$0.8**	**($1.5)**	**$1.8**	**$0.3**	**$0.7**	**$1.0**	**$0.3**	**$1.3**

1: Operating Margin Ratio = (Total Revenues – Total Expenditures) / Total Revenues
2: Primary Reserve Ratio = (EOY Net Asset Balance) / Total Expenditures
3: 2023-2026 financial viability metrics include operational savings in combined institution set

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Results Summary – West (1 of 2)

- Projected 5-year results show the integrated university does not meet financial sustainability indicators. This is primarily a result of the following:

  o Despite years of administrative cost reductions, the combined debt service of approx. $17M (5% of revenue as compared to approx. 3.5% in the NE) results in year-over-year deficits.

  o Constraints associated with current labor costs impede revenue for the online model.

  o Two of the three integrating universities depleting reserve balances prior to integration.

  Note: Personnel as a % of revenue is approximately the same as the NE going down to 61% by year 5. Other expenses are slightly higher than the NE due primarily to institutional aid and operational costs.

- Projected 7-year results show the integrated university begins to have improved operating margins however this is after accumulating significant year-over-year deficits after the reserves are depleted.

- Even the most financially stable Western university is only marginally sustainable without integration, a change of just 1% to 2% from budget projections could return it to an unsustainable state.

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Results Summary – West (2 of 2)

- Despite the integrated financial results, the integration improves the individual universities sustainability through:
    - A unified operational structure achieved through integration will result in significant operational efficiencies not possible without integration; eventually leading to long-term financial stability not achievable individually.
    - Integration provides the potential for an expanded academic program array for students and the ability to invest in new academic programs only possible through the combine resources of the western triad.
    - Integration creates significant student opportunity through enhanced student services not financially possible individually.
    - Once efficiencies are captured by changing current processes and procedures further positions will be permanently eliminated.
    - Current senior management demographics and advance planning indicate many retirements with little or no replacements required capturing savings

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Conclusion

Overall:

- Programmatic breadth for integrating universities reduces risk of continued enrollment decline and expands competitive advantage by preserving access to comprehensive post-secondary education at all partner campuses within the integration.

- Total executive leadership, management, and administrative support staff savings phased-in over time for both regions, resulting in a total of $18.4M at the conclusion of the five-year period and sustained over time, which would not be realized as standalone entities.

- Key constraints to sustainability:
  - Impediments to online growth
  - Debt service/physical plant

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E&G Financial Results – West (April 2021)

Auxiliary Financial Results – West (April 2021)

AUXILIARY BUDGET

($ in Millions)

The detailed auxiliary budget table shows projections across Current Year FY 2020-21, Revised FY 2021-22, FY 2022-23 Projections, FY 2023-24 Projections, FY 2024-25 Projections, and FY 2025-26 Projections, with columns for CA, CL, ED, Integrated University, from Assumptions, Revised Integrated University, and Online Offerings. Row categories include Revenues (Tuition, Fees, State Appropriation, Auxiliary Sales, All Other Revenue, Total Revenues), Expenditures (Compensation Summary: Salaries and Wages, Benefits, Subtotal Compensation; Student Financial Aid; Other Services and Supplies; Subtotal Services and Supplies; Capital Expenditures and Debt Principal Payments; Total Expenditures), Revenues Less Expenditures, Transfers to Plant Fund, Revenues Less Expenditures and Transfers, Loans To/From E&G Fund, Total Auxiliary Plant Net Assets Estimated End of Year Balance, Auxiliary and Plant Cash Estimated Beginning of Year Balance, Auxiliary and Plant Cash Estimated End of Year Balance.

Source: PASSHE university CPP projections April 2021

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Financial Results – West (April 2021 Projections)

($ in Millions)

	Current Year FY 2020-21			Revised FY 2021-22			FY 2022-23 Projections							FY 2023-24 Projections				FY 2024-25 Projections				FY 2025-26 Projections			
Revenues	CA	CL	ED	CA	CL	ED	CA	CL	ED	Online Offerings	Integrated University	Adjustments from Assumptions	Revised Integrated University	Online Offerings	Integrated University	Adjustments from Assumptions	Revised Integrated University	Online Offerings	Integrated University	Adjustments from Assumptions	Revised Integrated University	Online Offerings	Integrated University	Adjustments from Assumptions	Revised Integrated University
Tuition	$59.7	$33.2	$36.4	$58.7	$31.6	$36.7	$58.1	$31.9	$38.5	$8.4	$137.0	$0.0	$137.0	$6.7	$143.7	$2.6	$146.2	$7.3	$153.5	$2.6	$156.1	$8.8	$164.9	$2.7	$167.6
Fees	14.2	$11.7	$9.7	$15.5	$12.7	$9.9	$14.6	$12.7	$10.4	$0.0	$37.7	$0.0	$37.7	$0.0	$37.7	$0.8	$38.5	$0.0	$38.5	$0.8	$39.3	$0.0	$39.3	$0.8	$40.1
State Appropriation	34.2	$26.5	$28.6	$34.2	$26.5	$28.6	$34.2	$26.5	$28.6	$0.0	$89.3	$0.0	$89.3	$0.0	$89.3	$0.9	$90.2	$0.0	$90.2	$0.9	$91.1	$0.0	$91.1	$0.9	$92.0
Auxiliary Sales	2.8	$6.6	$3.1	$13.1	$15.1	$11.5	$12.8	$15.1	$12.0	$0.0	$40.0	$0.0	$40.0	$0.0	$40.0	$0.8	$40.8	$0.0	$40.8	$0.8	$41.6	$0.0	$41.6	$0.8	$42.4
All Other Revenue	5.5	$8.7	$4.4	$6.3	$8.0	$5.4	$6.6	$7.0	$7.3	$0.0	$21.0	$0.0	$21.0	$0.0	$21.0	$0.0	$21.0	$0.0	$21.0	$0.0	$21.0	$0.0	$21.0	$0.0	$21.0
Total Revenues	$116.4	$86.6	$82.3	$127.8	$93.9	$92.1	$126.4	$93.3	$96.8	$8.4	$324.9	$0.0	$324.9	$6.7	$331.6	$5.0	$336.6	$7.3	$343.9	$5.1	$349.0	$8.8	$357.8	$5.2	$363.1
Expenditures																									
Compensation Summary:																									
Salaries and Wages	$57.2	$42.2	$46.4	$55.5	$37.5	$42.3	$56.7	$39.4	$44.2	$2.3	$142.6	$0.1	$142.8	$1.3	$144.1	$1.8	$145.9	$1.1	$147.0	$1.4	$148.4	$1.2	$149.6	$0.7	$150.2
Benefits	$25.7	$20.9	$23.4	$25.5	$19.7	$22.7	$26.6	$20.6	$23.1	$0.0	$70.2	$0.1	$70.3	$0.0	$70.3	$1.3	$71.7	$0.0	$71.7	$1.1	$72.8	$0.0	$72.8	$0.9	$73.6
Subtotal, Compensation	$83.0	$63.1	$69.7	$81.0	$57.2	$65.0	$83.3	$60.0	$67.3	$2.3	$212.8	$0.2	$213.1	$1.3	$214.4	$3.1	$217.5	$1.1	$218.6	$2.5	$221.1	$1.2	$222.3	$1.5	$223.9
Student Financial Aid	$8.0	$6.2	$2.7	$8.0	$6.7	$4.6	$8.0	$7.2	$5.5	$0.0	$20.6	$0.0	$20.6	$0.0	$20.6	$0.4	$21.1	$0.0	$21.1	$0.4	$21.5	$0.0	$21.5	$0.4	$21.9
Other Services and Supplies	$25.4	$29.1	$24.8	$31.3	$28.1	$25.1	$27.9	$28.0	$25.1	$6.1	$87.1	($0.7)	$86.4	$4.9	$91.3	($0.6)	$90.8	$5.5	$96.3	($0.6)	$95.7	$6.0	$101.7	($0.6)	$101.1
Subtotal, Services and Supplies	$33.3	$35.3	$27.6	$39.3	$34.8	$29.7	$35.9	$35.2	$30.6	$6.1	$107.8	($0.7)	$107.1	$4.9	$112.0	($0.1)	$111.8	$5.5	$117.3	($0.1)	$117.2	$6.0	$123.2	($0.2)	$123.0
Capital Expenditures and Debt Principal Payments	$6.4	$4.4	$6.5	$8.1	$4.4	$5.3	$8.0	$4.3	$5.5	$0.0	$17.8	$0.0	$17.8	$0.0	$17.8	($0.3)	$17.5	$0.0	$17.5	$1.1	$18.6	$0.0	$18.6	($0.1)	$18.6
Total Expenditures	$122.7	$102.8	$103.8	$128.4	$96.4	$100.0	$127.2	$99.4	$103.4	$8.4	$338.4	($0.4)	$338.0	$6.2	$344.2	$2.7	$346.9	$6.6	$353.5	$3.5	$357.0	$7.2	$364.2	$1.3	$365.4
Revenues Less Expenditures	($6.3)	($16.3)	($21.5)	($0.6)	($2.5)	($7.9)	($0.8)	($6.1)	($6.6)	$0.0	($13.5)	$0.4	($13.1)	$0.5	($12.6)	$2.3	($10.2)	$0.7	($9.5)	$1.6	($7.9)	$1.6	($6.3)	$3.9	($2.4)
Transfers to Plant Fund	$0.0	($6.4)	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0
Revenues Less Expenditures and Transfers	($6)	($9.9)	($21.5)	($0.6)	($2.5)	($7.9)	($0.8)	($6.1)	($6.6)	$0.0	($13.5)	$0.4	($13.1)	$0.5	($12.6)	$2.3	($10.2)	$0.7	($9.5)	$1.6	($7.9)	$1.6	($6.3)	$3.9	($2.4)
Loans To/From Auxiliary Fund	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0
Total Unrestricted Net Assets, Estimated End of Year Balance	$16.7	($11.9)	($8.9)	$15.8	($14.4)	($16.9)	$15.0	($20.5)	($23.4)	$0.0	($28.9)	$0.4	($28.5)	$0.5	($41.1)	$2.3	($38.8)	$0.7	($48.3)	$1.6	($46.7)	$1.6	($53.0)	$3.9	($49.0)
Total Unrestricted Cash, Estimated Beginning of Year Balance	$37.8	$9.6	$22.2	$31.2	($6.7)	$0.7	$30.3	($9.2)	($7.2)	$0.0	$13.9	$0.0	$13.9	$0.0	$1.3	$0.0	$1.3	$0.0	($8.2)	$0.0	($8.2)	$0.0	($14.6)	$0.0	($14.6)
Total Unrestricted Cash, Estimated End of Year Balance	$31.2	($6.7)	$0.7	$30.3	($9.2)	($7.2)	$29.5	($15.3)	($13.8)	$0.0	$0.4	$0.4	$0.8	$0.5	($11.3)	$2.3	($8.9)	$0.7	($17.8)	$1.6	($16.2)	$1.6	($20.9)	$3.9	($16.9)

Notes:

FY 20/21 depict the impacts of COVID. Additional federal dollars from American Rescue Plan from March are not yet available or included.

FY 21/22 assumes return to on-campus instruction.

Source: PASSHE university CPP projections April 2021

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Appendix W: Critical Path Timeline

The following table shows the major work streams within the proposed implementation plan. The proposed implementation plan is built upon a timeline to launch the integrated university by July 2022 with a phased implementation for continuous improvement.

	Quarter 1 – 2021 Jan, Feb, Mar	Quarter 2 – 2021 Apr, May, Jun	Quarter 3 – 2021 July, Aug, Sep	Quarter 4 – 2021 Oct, Nov, Dec	Quarter 1 – 2022 Jan, Feb, Mar	Quarter 2 – 2022 Apr, May, Jun	Quarter 3 – 2022+ Jul, Aug, Sep	Quarter 4 – 2022 +[13] Oct, Nov, Dec
Student Lifecycle	• Prospect: Grad students inquire about admissions information for Fall 2022 (12/31/2020 – 1/31/2021)	• Prospect: UG students inquire about admissions information for Fall 2022 (6/1/2021– 8/1/2021) • Student-athletes inquire about athletics, admissions recruitment, and institutional scholarship information for Fall 2022 (12/31/2020 – 8/1/2021)	• Prospect: Prospect students consider potential institutions (8/1/2021) • Applicant: Students begin submitting their applications on a rolling basis (9/1/2021 – 1/31/2022) • Admitted: Students receive admissions decisions for Fall 2022 (9/1/2021 – 6/1/2022)	• Applicant: Students begin submitting their financial aid applications (10/1/2021 – 5/31/2022) • Admitted: UG students receive financial aid offer letters (12/1/2021 – 1/31/2022)	• Applicant: Students begin applying for scholarships (1/1/2022 – 3/31/2022)	• Admitted: Grad students receive financial aid offer letters (4/1/2022 – 4/30/2022) • Enrolled: New students register for Fall 2022 courses (4/1/2022 – 7/10/2022) • Enrolled: UG students' deadline to submit housing deposits (4/1/2022 – 7/15/2022) • Enrolled: Students participate in orientation (6/1/2022 – 7/31/2022)	• Academics: Students arrive on campus (8/1/2022 – 8/20/2022) • Academics: Students' deadline to withdrawal without penalty (10/1/2022) • Graduation (5/2/2023) • Alumni Engagement (5/2/2023 – 5/26/2023)	

[13] Quarter 4 – 2022 also includes 2023 milestones.

	Quarter 1 – 2021 Jan, Feb, Mar	Quarter 2 – 2021 Apr, May, Jun	Quarter 3 – 2021 July, Aug, Sep	Quarter 4 – 2021 Oct, Nov, Dec	Quarter 1 – 2022 Jan, Feb, Mar	Quarter 2 – 2022 Apr, May, Jun	Quarter 3 – 2022+ Jul, Aug, Sep	Quarter 4 – 2022 +[13] Oct, Nov, Dec
Student Experience Working Groups included: • Student Affairs and Supports (includes Student Success and Retention) (*Student*) • Athletics • Marketing and Communication (*MarComm*)	• Introduce future students to integrated university plans by 2/28/2021 (*MarComm*)	• Develop a common timeline and editorial calendar by 4/1/2021 (*MarComm*) • Provide international services and opportunities (e.g., study abroad) by 4/30/2021 (*Student*) • Provide equal access to Career Services across campuses by 4/30/2021 (*Student*) • Provide access to tutoring resources by 4/30/2021 (*Student*) • Provide consistent financial literacy programs and financial counseling services by 4/30/2021 (*Student*) • Develop FYE and FYS by 4/30/2021 (*Student*) • Develop retention marketing campaign for current students by 5/1/2021 (*MarComm*)	• NCAA decision on athletics program structure (*Athletics*) • Develop brand identity for integrated universities by 7/1/2021 (*MarComm*) • Create social media plan/calendar to ensure that key messages are shared/reinforced across channels at all three universities by 7/3/2021 (*MarComm*) • Determine communication functions and needs by 7/31/2021 (*MarComm*) • Create publications strategy to prioritize publications that assist with student recruitment for Fall 2022 by 7/31/2021 (*MarComm*) • Determine and finalize scholarship options (cash, waivers, etc.) and budget, while staying in compliance with NCAA, by 8/1/2021 (*Athletics*) • Determine diversity demographics by 8/1/2021 (*Athletics*) • Create a method for determining the student fee budget allocation, E&G allotment, as well as determining allowable purchases by 8/1/2021 (*Athletics*) • Integrate marketing and communications	• Intermediate website – design and development by 9/1/2021 (*MarComm*)	• Ensure availability of disability/accessibility services (including access, accommodation protocols, resources) by 1/1/2022 (*Student*) • Develop internal brand awareness campaign by 2/1/2022 (*MarComm*) • Communicate unified academic array by 2/1/2022 (*MarComm*) • Determine student fees (including Student Activity Fee) by 3/1/2022 (*Student*) • Provide services around student of particular concern (i.e., Behavior Intervention Teams, Red Folder resources, clear emergency/crisis policies and procedures, gatekeeper training) by 3/1/2022 (*Student*)	• Ensure testing resources and procedures are in place (includes standardized testing processes, CLEP/DSST) by 4/1/2022 (*Student*) • Publish course schedule/academic catalog for Fall 2022 by 4/1/2022 (*MarComm*) • Integrated Student Code of Conduct (including student conduct process, database, sanctioning, training, judicial process and procedures, and a transition to one report management system) by 5/1/2022 (*Student*) • Evolve infrastructure for Title IX compliance (including staffing, training, and protocols) for students and employees by 5/1/2022 (*Student*) • Integrated website design and development by 5/1/2022 (*MarComm*)	• DEI (includes training, recruitment, policy, culture) by 8/1/2022 (*Student*) • Provide holistic advising resources (includes early alert notification system, degree planner system, mentoring program, coordination of faculty and staff support) by 8/20/2022 (*Student*) • Create internal marketing campaign for campus communities by 8/1/2022 (*MarComm*) • Identify impacts of SIS changes and incorporate into the website by 8/1/2022 (*MarComm*)	• Provide prevention, intervention, and postvention services that support wellness (i.e., mental health and counseling, Alcohol and Other Drugs, health) by 8/1/2023 (*Student*) • Coordinate proactive media relations efforts (ongoing) by 5/31/2023 (*MarComm*)

	Quarter 1 – 2021 Jan, Feb, Mar	Quarter 2 – 2021 Apr, May, Jun	Quarter 3 – 2021 July, Aug, Sep	Quarter 4 – 2021 Oct, Nov, Dec	Quarter 1 – 2022 Jan, Feb, Mar	Quarter 2 – 2022 Apr, May, Jun	Quarter 3 – 2022+ Jul, Aug, Sep	Quarter 4 – 2022 +[13] Oct, Nov, Dec
			strategy for the integrated university and virtual campus by 8/1/2021 *(MarComm)* • Establish a strategic marketing plan based on initial brand/identity/market research by 8/1/2021 *(MarComm)* • Develop a campus admissions process for student-athletes (i.e., how to distinguish campus/sport of interest) by 8/1/2021 *(Athletics)* • Review admissions/enrollment communications and collateral by 8/1/2021 *(MarComm)* • Inventory and consolidate vendor contracts by 9/30/2021 *(MarComm)*					
Academics Working Groups included: • Academics • Online	• Establish integrated academic program array by 2/19/2021 *(Academics)* • Develop common academic calendar for academic year (AY) 21-22 by 3/5/2021 *(Academics)*	• Create organizational structure for personnel support by 4/1/2021 *(Online)* • Recommend academic structure (colleges and departments) by 6/1/2021 *(Academics)*	• Inventory existing recognitions and rankings by 8/1/2021 *(Online)* • Develop plans to satisfy technology and related support service needs for existing and planned programs by 8/1/2021 *(Online)* • Business model for partner relationships by 9/1/2021 *(Online)*	• Curriculum committee approval and submit new curriculum to accreditation bodies by 10/15/2021 *(Academics)* • Address faculty contractual committee, issues, and decisions by 10/15/2021 *(Academics)* • Determine marketing and communications plan by 11/1/2021 *(Online)* • Decision on academic program synthesis released and student cross-walks by	• Develop job descriptions and hiring process for academic success coaches by 1/1/2022 *(Online)*	• Develop an integrated academic catalog by 6/1/2022 *(Academics)*	• SARA Authorization by 7/1/2022 *(Online)* • Fully functional Centers for Teaching & Learning by 7/1/2022 *(Online)* • Ensure administrative team is in place by 7/1/2022 *(Online)*	• Execute RFPs by 8/1/2024 *(Online)*

	Quarter 1 – 2021 Jan, Feb, Mar	Quarter 2 – 2021 Apr, May, Jun	Quarter 3 – 2021 July, Aug, Sep	Quarter 4 – 2021 Oct, Nov, Dec	Quarter 1 – 2022 Jan, Feb, Mar	Quarter 2 – 2022 Apr, May, Jun	Quarter 3 – 2022+ Jul, Aug, Sep	Quarter 4 – 2022 +[13] Oct, Nov, Dec
				12/1/2021 *(Academics)*				
Institutional Accreditation Working Groups included: • Accreditation (*Accr*)	• Complete CSC Preliminary Review, estimated to be submitted by 2/28/2021 *(Accr)*		• CSC request form is estimated to be submitted by 9/1/2021 *(Accr)*		• MSCHE approval of CSC request form by 3/30/2022 *(Accr)*			• MSCHE site visit by no later than 2/28/2023 *(Accr)*
Regional SIS and Enrollment Working Groups included: • Enrollment Management (*EM*) • Financial Aid (*FinAid*) • Technology (*Tech*)		• Develop common admissions deadlines by 4/30/2021 *(EM)* • Consolidate technology platforms and systems – functionality recommendations and initial implementation by 4/30/2021 *(Tech)* • Determine ED requirements for new financial aid identification (OPEID) by 4/30/2021 *(FinAid)* • Transfer integrating schools to one common academic, processing, and disbursement calendar by 4/30/2021 *(FinAid)*	• Revise/convert CRM for integrated university by 9/1/2021 *(Tech)* • Determine of the impact of integration on all existing MOUs and affiliation agreements for dual enrollment programs by 7/1/2021 *(EM)* • Institution receives allocation/modifications from ED by 7/1/2021 *(FinAid)* • Application launch for new admissions at the integrated university by 9/1/2021 *(Tech)* • Integrated recruitment strategy for the integrated university and virtual campus by 8/1/2021 *(EM)* • Determine pricing model for the integrated university	• Implement technology for FAFSA by 10/31/2021 *(Tech)* • integrated university CRM used for Application, Admissions communications, and all other pre-enrollment items through 12/21 by 12/31/2021 *(Tech)*	• Reviews FAFSA/financial aid applications and send package details by 1/1/2022 *(FinAid)* • Determine PHEAA requirements/changes with programs for integrated university implementation by 1/1/2022 *(FinAid)* • IT Governance – IT policy alignment (data retention, email retention, equipment replacement plan, cloud service policy, Security – information security policy) by 2/1/2022 *(Tech)* • Transcript development by 3/1/2022 *(Tech)* • Student and course data conversions by 3/1/2022 *(Tech)*	• Integrate three schools to one shared SIS by 4/30/2022 *(FinAid)* • Bill and payment set-up by 5/1/2022 *(Tech)*	• One unified Financial Aid structure by 7/1/2022 *(FinAid)* • Prepare financial aid verification process for new students by 8/1/202 *(Tech)* • Packaging and aid processing - Returning students by 9/1/2022 *(Tech)* • Students start scheduling classes for Summer and Fall 2022 by 9/1/2022 *(Tech)* • Financial aid disbursed to students by 9/30/2022 *(FinAid)*	• Conversion/integration to regional SIS in phases from 9/1/2021 to 12/1/2022 *(Tech)* • Students are able to complete FAFSA for upcoming school year to be eligible for federal financial aid by 7/31/2023 *(FinAid)*

	Quarter 1 – 2021 Jan, Feb, Mar	Quarter 2 – 2021 Apr, May, Jun	Quarter 3 – 2021 July, Aug, Sep	Quarter 4 – 2021 Oct, Nov, Dec	Quarter 1 – 2022 Jan, Feb, Mar	Quarter 2 – 2022 Apr, May, Jun	Quarter 3 – 2022+ Jul, Aug, Sep	Quarter 4 – 2022 +[13] Oct, Nov, Dec
			(by campus and program) by 8/1/2021 (EM) • Establish standardization of scholarships and criteria by 8/1/2021 (EM)		• Degree Audit by 3/1/2022 (Tech) • Course schedule development for Fall 2022 from 12/1/2021 to 3/1/2022 (Tech)			
Finance and Infrastructure Working Groups included: • F&A • Facilities and Infrastructure (*Facilities*) • Donors, Alumni Relations, and Foundations (*Donor/Alumni*)		• Develop integrated facilities staffing management plan by 4/1/2021 (*Facilities*) • Review and recommend shared services models where possible by 4/1/2021 (*Facilities*) • Assess vendor contracts for potential savings opportunities for the integrated university by 5/31/2021 (F&A) • Merge purchasing processes and procedures by 6/30/2021 (F&A)		• Adopt a structure whereby service(s) to the combined entity create are provided by "service centers", not to be confused with System shared services. This could include pooled vendor agreements for multiple campuses by 10/1/2021 (F&A) • Financial statement audit for the integrated university (FY 22/23) by 10/31/2021 (F&A) • Develop financial and enrollment projections by 11/1/2021 (F&A)	• Determine impact of student government associations by 2/1/2022 (F&A)	• Review and execute approved tuition and fee structures for AY 22-23 and AY 23-24 by 4/1/2022 (F&A) • Convert to new billing system for Fall 2022 by 4/1/2022 (F&A) • Retain separate foundations and alumni associations while identifying collaborations and shared services opportunities by 6/30/2022 (*Donor/Alumni*)	• Combine the entities into a new SAP business area, determine financial reporting needs, and coordinate the cutover by 7/1/2022 (F&A) • Load single budget for the integrated university into SAP by 7/1/2022 (F&A) • Ensure adequate marketing and advertising funding is provided to support the integrated university and virtual campus by 8/1/2022 • Align financial eligibility start dates within the integrated university by 9/1/2022 (F&A) • Establish a content strategy by 9/1/2022 (*Donor/Alumni*)	• Coordinate with rating and lending agencies including bond disclosures by 10/1/2022 (F&A) • Single Audit for the integrated university by 5/1/2023 (F&A)
Human Resources Working Groups included: • Human Resources & Labor Relations (*HR*)					• Work with System LR and the Academic Affairs with collective bargaining unit items and support LR and negotiation teams by 1/1/2022 (HR)	• Create integrated HR structure consisting of a campus-based staff reporting to single leadership position by 4/1/2022 (HR) • Determine recommended organizational structure by 4/1/2022 (HR)		

The following pages contain detailed implementation plans for each integration area.

Key Definitions

- **Student Lifecycle:** Represents key items for prospective students, applicants, enrolled students, academics (e.g., returning students), graduation, and alumni giving.
- **Milestone:** High-level activities that need to be completed by a specific date in the Student Lifecycle (e.g., establish standardization of scholarships and criteria prior to students applying for financial aid). For purposes of the high-level visual, the milestones are shown with a date range that encompasses the necessary activities for completion.
- **Predecessor (i.e., dependency):** Milestones from other areas that are required to be completed in order to finish the activities related to another milestone (e.g., establish integrated academic program array before new students register for Fall 2022 courses). In other words, the end date of the predecessor is before the end date of the next milestone.

Visual Description

Each working group has their own Critical Path Plan with the following elements in sequential order:

- Student Lifecycle
- Milestones (i.e., the WGs' Critical Path Plan)
- Predecessors (i.e., milestones from other WGs' Critical Path Plan that are required to be completed in order to start a milestone)

Color Key: Milestones are color-coded by WG

Student Lifecycle
Academics
Accreditation
Finance & Administration
Human Resources & Labor Relations
Technology
Communications & Marketing
Donors/Alumni Relations/Foundations
Student Affairs & Supports (includes Student Success and Retention)
Financial Aid
Enrollment Management
Facilities & Infrastructure
Athletics
Online (Western Only)

Student Lifecycle

ID	Task Name	Start	Finish
1	1. Prospect: Prospect students consider potential institutions	8/1/2021	8/1/2021
2	1. Prospect: UG students inquire about admissions information for Fall 2022	6/1/2021	8/1/2021
3	1. Prospect: Grad students inquire about admissions information for Fall 2022	12/31/2020	1/31/2021
4	1. Prospect: Student-athletes inquire about athletics and admissions recruitment information for Fall 2022	12/31/2020	8/1/2021
5	2. Applicant: Students begin submitting their applications on a rolling basis	9/1/2021	1/31/2022
6	2. Applicant: Students begin applying for scholarships	1/1/2022	3/31/2022
7	2. Applicant: Students begin submitting their financial aid applications	10/1/2021	5/31/2022
8	3. Admitted: Students receive admissions decisions for Fall 2022	9/1/2021	6/1/2022
9	3. Admitted: Grad student receive financial aid offer letters	4/1/2022	4/30/2022
10	3. Admitted: UG student receive financial aid offer letters	12/1/2021	1/31/2022
11	4. Enrolled: Student participate in orientation	6/1/2022	7/31/2022
12	4. Enrolled: UG student deadline to submit housing deposits	4/1/2022	7/15/2022
13	4. Enrolled: New students register for Fall 2022 courses	4/1/2022	7/10/2022
14	5. Academics: Returning students register for Fall 2022 courses	4/15/2022	8/1/2022
15	5. Academics: Students arrive on campus	8/10/2022	8/20/2022
16	5. Academics: Student deadline to withdrawal without penalty	10/1/2022	10/1/2022
17	6. Graduation	5/2/2023	5/2/2023
18	7. Alumni Engagement	5/2/2023	5/26/2023

ID	Task Name	Start	Finish
1	1. Prospect: Prospect students consider potential institutions	8/1/2021	8/1/2021
2	1. Prospect: UG students inquire about admissions information for Fall 2022	6/1/2021	8/1/2021
3	1. Prospect: Grad students inquire about admissions information for Fall 2022	12/31/2020	1/31/2021
4	1. Prospect: Student-athletes inquire about athletics, admissions recruitment, and institutional scholarship information for Fall 2022	12/31/2020	8/1/2021
5	2. Applicant: Students begin submitting their applications on a rolling basis	8/1/2021	1/31/2022
6	2. Applicant: Students begin applying for scholarships	1/1/2022	3/31/2022
7	2. Applicant: Students begin submitting their financial aid applications	10/1/2021	5/31/2022
8	3. Admitted: Students receive admissions decisions for Fall 2022	8/1/2021	6/1/2022
9	3. Admitted: Grad student receive financial aid offer letters	4/1/2022	4/30/2022
10	3. Admitted: UG student receive financial aid offer letters	12/1/2021	1/31/2022
11	4. Enrolled: Student participate in orientation	6/1/2022	7/31/2022
12	4. Enrolled: UG student deadline to submit housing deposits	4/1/2022	7/15/2022
13	4. Enrolled: New students register for Fall 2022 courses	4/1/2022	7/10/2022
14	5. Academics: Returning students register for Fall 2022 courses	4/15/2022	8/1/2022
15	5. Academics: Students arrive on campus	8/10/2022	8/20/2022
16	5. Academics: Student deadline to withdrawal without penalty	10/1/2022	10/1/2022
17	6. Graduation	5/2/2023	5/2/2023
18	7. Alumni Engagement	5/2/2023	5/26/2023
19	Establish integrated academic program array	12/7/2020	2/19/2021
20	Curriculum committee approval and submit new curriculum to accreditation bodies	9/1/2021	10/15/2021
21	Recommend academic structure (colleges and departments)	1/4/2021	6/1/2021
22	Decision on academic program synthesis released and student cross walks	4/1/2021	12/1/2021
23	Develop common academic calendar for AY 21-22	12/7/2020	3/5/2021
24	Develop an integrated academic catalog	2/1/2021	6/1/2022

Accreditation (West)

ID	Task Name	Start	Finish
1	1. Prospect: Prospect students consider potential institutions	8/1/2021	8/1/2021
2	1. Prospect: UG students inquire about admissions information for Fall 2022	6/1/2021	8/1/2021
3	1. Prospect: Grad students inquire about admissions information for Fall 2022	12/31/2020	1/31/2021
4	1. Prospect: Student-athletes inquire about athletics, admissions recruitment, and institutional scholarship information for Fall 2022	12/31/2020	8/1/2021
5	2. Applicant: Students begin submitting their applications on a rolling basis	8/1/2021	1/31/2022
6	2. Applicant: Students begin applying for scholarships	1/1/2022	3/31/2022
7	2. Applicant: Students begin submitting their financial aid applications	10/1/2021	5/31/2022
8	3. Admitted: Students receive admissions decisions for Fall 2022	8/1/2021	6/1/2022
9	3. Admitted: Grad student receive financial aid offer letters	4/1/2022	4/30/2022
10	3. Admitted: UG student receive financial aid offer letters	12/1/2021	1/31/2022
11	4. Enrolled: Student participate in orientation	6/1/2022	7/31/2022
12	4. Enrolled: UG student deadline to submit housing deposits	4/1/2022	7/15/2022
13	4. Enrolled: New students register for Fall 2022 courses	4/1/2022	7/10/2022
14	5. Academics: Returning students register for Fall 2022 courses	4/15/2022	8/1/2022
15	5. Academics: Students arrive on campus	8/10/2022	8/20/2022
16	5. Academics: Student deadline to withdrawal without penalty	10/1/2022	10/1/2022
17	6. Graduation	5/2/2023	5/2/2023
18	7. Alumni Engagement	5/2/2023	5/26/2023
19	Complex Substantive Change (CSC) Preliminary Review is estimated to be submitted	10/19/2020	2/28/2021
20	Complex Substantive Change Request Process is estimated to be submitted	7/2/2021	9/1/2021
21	MSCHE board approval for CSC request	3/30/2022	3/30/2022
22	MSCHE site visit	11/1/2022	2/28/2023
23	Academics: Establish integrated academic program array	12/7/2020	3/31/2021

Finance & Administration (West)

ID	Task Name	Start	Finish
1	1. Prospect: Prospect students consider potential institutions	8/1/2021	8/1/2021
2	1. Prospect: UG students inquire about admissions information for Fall 2022	6/1/2021	8/1/2021
3	1. Prospect: Grad students inquire about admissions information for Fall 2022	12/31/2020	1/31/2021
4	1. Prospect: Student-athletes inquire about athletics, admissions recruitment, and institutional scholarship information for Fall 2022	12/31/2020	8/1/2021
5	2. Applicant: Students begin submitting their applications on a rolling basis	8/1/2021	1/31/2022
6	2. Applicant: Students begin applying for scholarships	1/1/2022	3/31/2022
7	2. Applicant: Students begin submitting their financial aid applications	10/1/2021	5/31/2022
8	3. Admitted: Students receive admissions decisions for Fall 2022	8/1/2021	6/1/2022
9	3. Admitted: Grad student receive financial aid offer letters	4/1/2022	4/30/2022
10	3. Admitted: UG student receive financial aid offer letters	12/1/2021	1/31/2022
11	4. Enrolled: Student participate in orientation	6/1/2022	7/31/2022
12	4. Enrolled: UG student deadline to submit housing deposits	4/1/2022	7/15/2022
13	4. Enrolled: New students register for Fall 2022 courses	4/1/2022	7/10/2022
14	5. Academics: Returning students register for Fall 2022 courses	4/15/2022	8/1/2022
15	5. Academics: Students arrive on campus	8/10/2022	8/20/2022
16	5. Academics: Student deadline to withdrawal without penalty	10/1/2022	10/1/2022
17	6. Graduation	5/2/2023	5/2/2023
18	7. Alumni Engagement	5/2/2023	5/26/2023
19	Develop financial and enrollment projections	12/1/2020	11/1/2021
20	Merge purchasing processes and procedures	5/30/2021	6/30/2021
21	Adopt a structure whereby service(s) to the combined entity create are provided by "service centers", not to be confused with PASSHE shared services. This could include pooled vendor agreements for multiple campuses.	12/1/2020	10/1/2021
22	Review and execute approved tuition and fee structures for AY 22/23 and AY 23/24	10/1/2021	4/1/2022
23	Combine the entities into a new SAP business area, determine financial reporting needs, and coordinate the cutover.	5/2/2021	7/1/2022
24	Coordinate with rating and lending agencies including bond disclosures	9/1/2020	10/1/2022
25	Single Audit for the integrated university	1/1/2023	5/1/2023
26	Financial statement audit for the integrated university (FY 22/23)	10/31/2021	10/31/2021
27	Assess vendor contracts for potential savings opportunities for the integrated university	3/1/2021	5/31/2021
28	Determine impact of student government associations	2/1/2022	2/1/2022
29	Single budget for the integrated university loaded into SAP	7/1/2022	7/1/2022
30	Ensure adequate marketing and advertising funding is provided to support and group the integrated university and integrated university Online.	3/1/2021	8/1/2022
31	Align financial eligibility start dates within the integrated university	7/1/2021	9/1/2022
32	Convert to new billing system for Fall 2022.	1/1/2022	4/1/2022
33	EM: Determine pricing model for the integrated university (by campus and program)	11/29/2020	8/1/2021

Human Resources & Labor Relations (West)

ID	Task Name	Start	Finish	Timeline
1	1. Prospect: Prospect students consider potential institutions	8/1/2021	8/1/2021	◆ (Q3 21)
2	1. Prospect: UG students inquire about admissions information for Fall 2022	6/1/2021	8/1/2021	Q2 21–Q3 21
3	1. Prospect: Grad students inquire about admissions information for Fall 2022	12/31/2020	1/31/2021	Q1 21
4	1. Prospect: Student-athletes inquire about athletics, admissions recruitment, and institutional scholarship information for Fall 2022	12/31/2020	8/1/2021	Q1 21–Q3 21
5	2. Applicant: Students begin submitting their applications on a rolling basis	8/1/2021	1/31/2022	Q3 21–Q1 22
6	2. Applicant: Students begin applying for scholarships	1/1/2022	3/31/2022	Q1 22
7	2. Applicant: Students begin submitting their financial aid applications	10/1/2021	5/31/2022	Q4 21–Q2 22
8	3. Admitted: Students receive admissions decisions for Fall 2022	8/1/2021	6/1/2022	Q3 21–Q2 22
9	3. Admitted: Grad student receive financial aid offer letters	4/1/2022	4/30/2022	Q2 22
10	3. Admitted: UG student receive financial aid offer letters	12/1/2021	1/31/2022	Q4 21–Q1 22
11	4. Enrolled: Student participate in orientation	6/1/2022	7/31/2022	Q2 22–Q3 22
12	4. Enrolled: UG student deadline to submit housing deposits	4/1/2022	7/15/2022	Q2 22–Q3 22
13	4. Enrolled: New students register for Fall 2022 courses	4/1/2022	7/10/2022	Q2 22–Q3 22
14	5. Academics: Returning students register for Fall 2022 courses	4/15/2022	8/1/2022	Q2 22–Q3 22
15	5. Academics: Students arrive on campus	8/10/2022	8/20/2022	Q3 22
16	5. Academics: Student deadline to withdrawal without penalty	10/1/2022	10/1/2022	◆ (Q4 22)
17	6. Graduation	5/2/2023	5/2/2023	◆ (Q2 23)
18	7. Alumni Engagement	5/2/2023	5/26/2023	Q2 23
19	Work with System Labor Relations (LR) and the Academic WG with collective bargaining unit items and support LR and negotiation teams	12/14/2020	1/1/2022	Q1 21–Q1 22
20	Create integrated HR structure consisting of a campus-based staff reporting to single leadership position	11/1/2020	4/1/2022	Q4 20–Q2 22
21	Determine recommended organizational structure	12/1/2020	4/1/2022	Q4 20–Q2 22

Technology (West)

ID	Task Name	Start	Finish
1	1. Prospect: Prospect students consider potential institutions	8/1/2021	8/1/2021
2	1. Prospect: UG students inquire about admissions information for Fall 2022	6/1/2021	8/1/2021
3	1. Prospect: Grad students inquire about admissions information for Fall 2022	12/31/2020	1/31/2021
4	1. Prospect: Student-athletes inquire about athletics, admissions recruitment, and institutional scholarship information for Fall 2022	12/31/2020	8/1/2021
5	2. Applicant: Students begin submitting their applications on a rolling basis	8/1/2021	1/31/2022
6	2. Applicant: Students begin applying for scholarships	1/1/2022	3/31/2022
7	2. Applicant: Students begin submitting their financial aid applications	10/1/2021	5/31/2022
8	3. Admitted: Students receive admissions decisions for Fall 2022	8/1/2021	6/1/2022
9	3. Admitted: Grad student receive financial aid offer letters	4/1/2022	4/30/2022
10	3. Admitted: UG student receive financial aid offer letters	12/1/2021	1/31/2022
11	4. Enrolled: Student participate in orientation	6/1/2022	7/31/2022
12	4. Enrolled: UG student deadline to submit housing deposits	4/1/2022	7/15/2022
13	4. Enrolled: New students register for Fall 2022 courses	4/1/2022	7/10/2022
14	5. Academics: Returning students register for Fall 2022 courses	4/15/2022	8/1/2022
15	5. Academics: Students arrive on campus	8/10/2022	8/20/2022
16	5. Academics: Student deadline to withdrawal without penalty	10/1/2022	10/1/2022
17	6. Graduation	5/2/2023	5/2/2023
18	7. Alumni Engagement	5/2/2023	5/26/2023
19	Implement technology for FASFA	4/1/2021	10/31/2021
20	Revised/convert SLATE for Integrated University	4/1/2021	9/1/2021
21	Application launch for new admissions at Integrated University	4/1/2021	9/1/2021
22	Integrated university Slate used for Application, Admissions communications and all other pre-enrollment items through 12/21.	4/1/2021	12/31/2021
23	Conversion/integration to Common SIS	4/1/2021	12/1/2022
24	Prepare financial aid verification process for new students	1/1/2022	8/1/2022
25	Course schedule development for Fall 2022	12/1/2021	3/1/2022
26	Packaging & Aid processing - Returning students	4/1/2021	9/1/2022
27	Students start scheduling classes for Summer and Fall 2022	3/1/2022	9/1/2022
28	Bill and payment	1/1/2022	5/1/2022
29	IT Governance - IT Policy Alignment (data retention, email retention, equipment replacement plan, cloud service policy, Security -information security policy, AU policy)	12/1/2021	2/1/2022
30	Transcript development	6/1/2021	3/1/2022
31	Student and course data conversions	6/1/2021	3/1/2022
32	Degree Audit	6/1/2021	3/1/2022
33	Academics: Develop common academic calendar for AY 21-22	12/7/2020	3/5/2021

Communications & Marketing (West)

ID	Task Name	Start	Finish
1	1. Prospect: Prospect students consider potential institutions	8/1/2021	8/1/2021
2	1. Prospect: UG students inquire about admissions information for Fall 2022	6/1/2021	8/1/2021
3	1. Prospect: Grad students inquire about admissions information for Fall 2022	12/31/2020	1/31/2021
4	1. Prospect: Student-athletes inquire about athletics, admissions recruitment, and institutional scholarship information for Fall 2022	12/31/2020	8/1/2021
5	2. Applicant: Students begin submitting their applications on a rolling basis	8/1/2021	1/31/2022
6	2. Applicant: Students begin applying for scholarships	1/1/2022	3/31/2022
7	2. Applicant: Students begin submitting their financial aid applications	10/1/2021	5/31/2022
8	3. Admitted: Students receive admissions decisions for Fall 2022	8/1/2021	6/1/2022
9	3. Admitted: Grad student receive financial aid offer letters	4/1/2022	4/30/2022
10	3. Admitted: UG student receive financial aid offer letters	12/1/2021	1/31/2022
11	4. Enrolled: Student participate in orientation	6/1/2022	7/31/2022
12	4. Enrolled: UG student deadline to submit housing deposits	4/1/2022	7/15/2022
13	4. Enrolled: New students register for Fall 2022 courses	4/1/2022	7/10/2022
14	5. Academics: Returning students register for Fall 2022 courses	4/15/2022	8/1/2022
15	5. Academics: Students arrive on campus	8/10/2022	8/20/2022
16	5. Academics: Student deadline to withdrawal without penalty	10/1/2022	10/1/2022
17	6. Graduation	5/2/2023	5/2/2023
18	7. Alumni Engagement	5/2/2023	5/26/2023
19	Inventory and consolidate vendor contracts	11/30/2020	9/30/2021
20	Develop brand identity for integrated universities	1/1/2021	7/1/2021
21	Integrated marketing & communications strategy for the integrated university / integrated university online	3/1/2021	8/1/2021
22	Introduce future students to integrated university plans	1/1/2021	2/28/2021
23	Develop a common timeline and editorial calendar	12/1/2020	4/1/2021
24	Determine communication functions and needs	5/1/2021	7/31/2021
25	Publish course schedule / academic catalog for Fall 2022	2/1/2022	4/1/2022
26	Intermediate Website – Design and Development	6/1/2021	9/1/2021
27	Develop internal brand awareness campaign	1/8/2021	2/1/2021
28	Create social media plan/calendar to ensure that key messages are shared/reinforced across channels at all three universities	1/8/2021	7/3/2021
29	Coordinate proactive media relations efforts (ongoing)	1/8/2021	5/31/2023
30	Create publications strategy to prioritize publications that assist with student recruitment for Fall 2022	1/8/2021	7/30/2021
31	Establish a strategic marketing plan based on initial brand/identity/market research	1/8/2021	8/1/2021
32	Develop retention marketing campaign for current students	1/8/2021	5/1/2021
33	Create internal marketing campaign for campus communities	1/8/2021	8/1/2022
34	Integrated Website for the integrated university - design and development	1/8/2021	5/1/2022
35	Identify impacts of SIS changes and incorporate into the website	1/8/2021	8/1/2022
36	Review admissions/enrollment communications & collateral	1/8/2021	8/1/2021
37	Communicate unified academic array	1/8/2021	2/1/2022

Donors, Alumni Relations, and Foundations (West)

ID	Task Name	Start	Finish
1	1. Prospect: Prospect students consider potential institutions	8/1/2021	8/1/2021
2	1. Prospect: UG students inquire about admissions information for Fall 2022	6/1/2021	8/1/2021
3	1. Prospect: Grad students inquire about admissions information for Fall 2022	12/31/2020	1/31/2021
4	1. Prospect: Student-athletes inquire about athletics, admissions recruitment, and institutional scholarship information for Fall 2022	12/31/2020	8/1/2021
5	2. Applicant: Students begin submitting their applications on a rolling basis	8/1/2021	1/31/2022
6	2. Applicant: Students begin applying for scholarships	1/1/2022	3/31/2022
7	2. Applicant: Students begin submitting their financial aid applications	10/1/2021	5/31/2022
8	3. Admitted: Students receive admissions decisions for Fall 2022	8/1/2021	6/1/2022
9	3. Admitted: Grad student receive financial aid offer letters	4/1/2022	4/30/2022
10	3. Admitted: UG student receive financial aid offer letters	12/1/2021	1/31/2022
11	4. Enrolled: Student participate in orientation	6/1/2022	7/31/2022
12	4. Enrolled: UG student deadline to submit housing deposits	4/1/2022	7/15/2022
13	4. Enrolled: New students register for Fall 2022 courses	4/1/2022	7/10/2022
14	5. Academics: Returning students register for Fall 2022 courses	4/15/2022	8/1/2022
15	5. Academics: Students arrive on campus	8/10/2022	8/20/2022
16	5. Academics: Student deadline to withdrawal without penalty	10/1/2022	10/1/2022
17	6. Graduation	5/2/2023	5/2/2023
18	7. Alumni Engagement	5/2/2023	5/26/2023
19	Retain separate Foundations and Alumni Associations while identifying collaborations and shared services opportunities.	7/1/2021	6/30/2022
20	Establish a content strategy	1/1/2021	9/1/2022

ID	Task Name	Start	Finish
1	1. Prospect: Prospect students consider potential institutions	8/1/2021	8/1/2021
2	1. Prospect: UG students inquire about admissions information for Fall 2022	6/1/2021	8/1/2021
3	1. Prospect: Grad students inquire about admissions information for Fall 2022	12/31/2020	1/31/2021
4	1. Prospect: Student-athletes inquire about athletics, admissions recruitment, and institutional scholarship information for Fall 2022	12/31/2020	8/1/2021
5	2. Applicant: Students begin submitting their applications on a rolling basis	8/1/2021	1/31/2022
6	2. Applicant: Students begin applying for scholarships	1/1/2022	3/31/2022
7	2. Applicant: Students begin submitting their financial aid applications	10/1/2021	5/31/2022
8	3. Admitted: Students receive admissions decisions for Fall 2022	8/1/2021	6/1/2022
9	3. Admitted: Grad student receive financial aid offer letters	4/1/2022	4/30/2022
10	3. Admitted: UG student receive financial aid offer letters	12/1/2021	1/31/2022
11	4. Enrolled: Student participate in orientation	6/1/2022	7/31/2022
12	4. Enrolled: UG student deadline to submit housing deposits	4/1/2022	7/15/2022
13	4. Enrolled: New students register for Fall 2022 courses	4/1/2022	7/10/2022
14	5. Academics: Returning students register for Fall 2022 courses	4/15/2022	8/1/2022
15	5. Academics: Students arrive on campus	8/10/2022	8/20/2022
16	5. Academics: Student deadline to withdrawal without penalty	10/1/2022	10/1/2022
17	6. Graduation	5/2/2023	5/2/2023
18	7. Alumni Engagement	5/2/2023	5/26/2023
19	Determine student fees (including Student Activity Fee)	12/1/2020	3/1/2022
20	Ensure availability of disability/accessibility services (including access, accommodation protocols, resources)	12/1/2020	1/1/2022
21	Provide international services and opportunities (e.g., study abroad)	12/1/2020	4/30/2021
22	Provide services around student of particular concern (i.e., Behavior Intervention Teams, Red Folder resources, clear emergency/crisis policies and procedures, gatekeeper training).	7/1/2021	3/1/2022
23	Integrated Student Code of Conduct (including student conduct process, database, sanctioning, training, judicial process and procedures and a transition to one report management system)	12/1/2020	5/1/2022
24	Ensure infrastructure for Title IX compliance (including staffing, training, and protocols) for students and employee	1/1/2021	5/1/2022
25	Provide prevention, intervention, and postvention services that support wellness (i.e., mental health and counseling, AOD, health)	12/1/2020	8/1/2023
26	DEI (includes training, recruitment, policy, culture)	1/1/2021	8/1/2022
27	Provide equal access to Career Services across campuses	12/1/2020	4/30/2021
28	Provide access to tutoring resources	12/1/2020	4/30/2021
29	Provide holistic advising resources (includes early alert notification system, degree planner system, mentoring program, coordination of faculty and staff support)	4/20/2021	8/20/2022
30	Ensure testing resources and procedures are in place (includes standardized testing processes, CLEP/DSST)	12/6/2020	4/1/2022
31	Provide consistent financial literacy programs and financial counseling services	12/1/2020	4/30/2021
32	Develop First Year Experience (FYE) and First Year Seminar (FYS)	12/1/2020	4/30/2021
33	F&A: Review and execute approved tuition and fee structures for AY 22/23 and AY 23/24	10/1/2021	4/1/2022

Financial Aid (West)

ID	Task Name	Start	Finish
1	1. Prospect: Prospect students consider potential institutions	8/1/2021	8/1/2021
2	1. Prospect: UG students inquire about admissions information for Fall 2022	6/1/2021	8/1/2021
3	1. Prospect: Grad students inquire about admissions information for Fall 2022	12/31/2020	1/31/2021
4	1. Prospect: Student-athletes inquire about athletics, admissions recruitment, and institutional scholarship information for Fall 2022	12/31/2020	8/1/2021
5	2. Applicant: Students begin submitting their applications on a rolling basis	8/1/2021	1/31/2022
6	2. Applicant: Students begin applying for scholarships	1/1/2022	3/31/2022
7	2. Applicant: Students begin submitting their financial aid applications	10/1/2021	5/31/2022
8	3. Admitted: Students receive admissions decisions for Fall 2022	8/1/2021	6/1/2022
9	3. Admitted: Grad student receive financial aid offer letters	4/1/2022	4/30/2022
10	3. Admitted: UG student receive financial aid offer letters	12/1/2021	1/31/2022
11	4. Enrolled: Student participate in orientation	6/1/2022	7/31/2022
12	4. Enrolled: UG student deadline to submit housing deposits	4/1/2022	7/15/2022
13	4. Enrolled: New students register for Fall 2022 courses	4/1/2022	7/10/2022
14	5. Academics: Returning students register for Fall 2022 courses	4/15/2022	8/1/2022
15	5. Academics: Students arrive on campus	8/10/2022	8/20/2022
16	5. Academics: Student deadline to withdrawal without penalty	10/1/2022	10/1/2022
17	6. Graduation	5/2/2023	5/2/2023
18	7. Alumni Engagement	5/2/2023	5/26/2023
19	Determine ED requirements for new financial aid identification (OPEID)	12/4/2020	4/30/2021
20	W: Integrate all 3 schools to one shared SIS	1/1/2021	4/30/2022
21	Institution receives allocation/modifications from US ED	4/1/2021	7/1/2021
22	Transfer integrating schools to one common academic, processing and disbursement calendar	2/1/2021	4/30/2021
23	Students are able to complete FASFA for upcoming school year to be eligible for Federal Financial Aid	10/2/2021	7/31/2023
24	Reviews FASFA/Financial Aid applications and send package details	10/1/2021	1/10/2022
25	One unified Financial Aid structure	8/1/2021	7/1/2022
26	Determine PHEAA requirements/changes with programs for integrated university implementation.	12/4/2020	1/1/2022
27	Financial aid disbursed to students	8/15/2022	9/30/2022
28	Technology: Conversion/integration to OneSIS	4/1/2021	12/1/2022
29	Technology: Implement technology for FASFA	3/1/2021	4/30/2021
30	Academics: Develop common academic calendar for AY 21-22	12/7/2020	3/5/2021

ID	Task Name	Start	Finish	Q2 20	Q3 20	Q4 20	Q1 21	Q2 21	Q3 21	Q4 21	Q1 22	Q2 22	Q3 22	Q4 22	Q1 23	Q2 23
1	1. Prospect: Prospect students consider potential institutions	8/1/2021	8/1/2021													
2	1. Prospect: UG students inquire about admissions information for Fall 2022	6/1/2021	8/1/2021													
3	1. Prospect: Grad students inquire about admissions information for Fall 2022	12/31/2020	1/31/2021													
4	1. Prospect: Student-athletes inquire about athletics, admissions recruitment, and institutional scholarship information for Fall 2022	12/31/2020	8/1/2021													
5	2. Applicant: Students begin submitting their applications on a rolling basis	8/1/2021	1/31/2022													
6	2. Applicant: Students begin applying for scholarships	1/1/2022	3/31/2022													
7	2. Applicant: Students begin submitting their financial aid applications	10/1/2021	5/31/2022													
8	3. Admitted: Students receive admissions decisions for Fall 2022	8/1/2021	6/1/2022													
9	3. Admitted: Grad student receive financial aid offer letters	4/1/2022	4/30/2022													
10	3. Admitted: UG student receive financial aid offer letters	12/1/2021	1/31/2022													
11	4. Enrolled: Student participate in orientation	6/1/2022	7/31/2022													
12	4. Enrolled: UG student deadline to submit housing deposits	4/1/2022	7/15/2022													
13	4. Enrolled: New students register for Fall 2022 courses	4/1/2022	7/10/2022													
14	5. Academics: Returning students register for Fall 2022 courses	4/15/2022	8/1/2022													
15	5. Academics: Students arrive on campus	8/10/2022	8/20/2022													
16	5. Academics: Student deadline to withdrawal without penalty	10/1/2022	10/1/2022													
17	6. Graduation	5/2/2023	5/2/2023													
18	7. Alumni Engagement	5/2/2023	5/26/2023													
19	Integrated recruitment strategy for New U & New U online	5/1/2021	8/1/2021													
20	Determine pricing model for NewU (by campus and program)	11/29/2020	8/1/2021													
21	Develop common admissions deadlines	11/29/2020	4/30/2021													
22	Consolidate technology platforms and systems - functionality recommendations and initial implementation	11/29/2020	4/30/2021													
23	Determine the impact of integration on all existing MOUs, LOUs and affiliation agreements for dual enrollment programs	2/1/2021	7/1/2021													
24	Academics: Establish integrated academic program array	12/7/2020	2/19/2021													
25	MarComm: Develop brand identity for integrated universities	1/1/2021	5/1/2021													
26	MarComm: Integrated marketing & communications strategy for New U / New U online	3/1/2021	8/1/2021													
27	MarComm: Introduce future students to New U plans	1/1/2021	2/28/2021													

Facilities & Infrastructure (West)

ID	Task Name	Start	Finish	Q2 20	Q3 20	Q4 20	Q1 21	Q2 21	Q3 21	Q4 21	Q1 22	Q2 22	Q3 22	Q4 22	Q1 23	Q2 23
1	1. Prospect: Prospect students consider potential institutions	8/1/2021	8/1/2021						◆							
2	1. Prospect: UG students inquire about admissions information for Fall 2022	6/1/2021	8/1/2021					▬								
3	1. Prospect: Grad students inquire about admissions information for Fall 2022	12/31/2020	1/31/2021			▪										
4	1. Prospect: Student-athletes inquire about athletics, admissions recruitment, and institutional scholarship information for Fall 2022	12/31/2020	8/1/2021			▬▬▬▬▬										
5	2. Applicant: Students begin submitting their applications on a rolling basis	8/1/2021	1/31/2022						▬▬▬▬							
6	2. Applicant: Students begin applying for scholarships	1/1/2022	3/31/2022							▬▬						
7	2. Applicant: Students begin submitting their financial aid applications	10/1/2021	5/31/2022						▬▬▬▬▬▬							
8	3. Admitted: Students receive admissions decisions for Fall 2022	8/1/2021	6/1/2022						▬▬▬▬▬▬▬							
9	3. Admitted: Grad student receive financial aid offer letters	4/1/2022	4/30/2022								▪					
10	3. Admitted: UG student receive financial aid offer letters	12/1/2021	1/31/2022							▬						
11	4. Enrolled: Student participate in orientation	6/1/2022	7/31/2022									▬				
12	4. Enrolled: UG student deadline to submit housing deposits	4/1/2022	7/15/2022									▬▬				
13	4. Enrolled: New students register for Fall 2022 courses	4/1/2022	7/10/2022									▬▬				
14	5. Academics: Returning students register for Fall 2022 courses	4/15/2022	8/1/2022									▬▬				
15	5. Academics: Students arrive on campus	8/10/2022	8/20/2022										▪			
16	5. Academics: Student deadline to withdrawal without penalty	10/1/2022	10/1/2022											◆		
17	6. Graduation	5/2/2023	5/2/2023													◆
18	7. Alumni Engagement	5/2/2023	5/26/2023													▪
19	Develop integrated facilities staffing management plan	12/1/2020	4/1/2021			▬▬										
20	Review and recommend shared services models where possible	1/1/2021	4/1/2021			▬▬										

Athletics (West)

ID	Task Name	Start	Finish
1	1. Prospect: Prospect students consider potential institutions	8/1/2021	8/1/2021
2	1. Prospect: UG students inquire about admissions information for Fall 2022	6/1/2021	8/1/2021
3	1. Prospect: Grad students inquire about admissions information for Fall 2022	12/31/2020	1/31/2021
4	1. Prospect: Student-athletes inquire about athletics, admissions recruitment, and institutional scholarship information for Fall 2022	12/31/2020	8/1/2021
5	2. Applicant: Students begin submitting their applications on a rolling basis	8/1/2021	1/31/2022
6	2. Applicant: Students begin applying for scholarships	1/1/2022	3/31/2022
7	2. Applicant: Students begin submitting their financial aid applications	10/1/2021	5/31/2022
8	3. Admitted: Students receive admissions decisions for Fall 2022	8/1/2021	6/1/2022
9	3. Admitted: Grad student receive financial aid offer letters	4/1/2022	4/30/2022
10	3. Admitted: UG student receive financial aid offer letters	12/1/2021	1/31/2022
11	4. Enrolled: Student participate in orientation	6/1/2022	7/31/2022
12	4. Enrolled: UG student deadline to submit housing deposits	4/1/2022	7/15/2022
13	4. Enrolled: New students register for Fall 2022 courses	4/1/2022	7/10/2022
14	5. Academics: Returning students register for Fall 2022 courses	4/15/2022	8/1/2022
15	5. Academics: Students arrive on campus	8/10/2022	8/20/2022
16	5. Academics: Student deadline to withdrawal without penalty	10/1/2022	10/1/2022
17	6. Graduation	5/2/2023	5/2/2023
18	7. Alumni Engagement	5/2/2023	5/26/2023
19	NCAA decision on athletics program structure	1/1/2021	7/1/2021
20	Determine and finalize scholarship options (cash, waivers, etc.) and budget, while staying in compliance with NCAA	4/2/2021	8/1/2021
21	Determine diversity demographics	12/4/2020	8/1/2021
22	Create a method for determining the student fee budget allocation, E&G allotment, as well determining allowable purchases	3/1/2021	8/1/2021
23	Developing a campus admissions process for student-athletes (i.e., how to distinguish campus/sport of interest)	12/4/2020	8/1/2021
24	EM: Determine pricing model for the integrated university (by campus and program)	11/29/2020	8/1/2021
25	EM: Integrated recruitment strategy for the integrated university & integrated university online	5/1/2021	8/1/2021
26	EM: Develop common admissions deadlines	11/29/2020	4/30/2021
27	Student: DEI (includes training, recruitment, policy, culture)	1/1/2021	8/1/2021

Online

ID	Task Name	Start	Finish
1	1. Prospect: Prospect students consider potential institutions	8/1/2021	8/1/2021
2	1. Prospect: UG students inquire about admissions information for Fall 2022	6/1/2021	8/1/2021
3	1. Prospect: Grad students inquire about admissions information for Fall 2022	12/31/2020	1/31/2021
4	1. Prospect: Student-athletes inquire about athletics, admissions recruitment, and institutional scholarship information for Fall 2022	12/31/2020	8/1/2021
5	2. Applicant: Students begin submitting their applications on a rolling basis	8/1/2021	1/31/2022
6	2. Applicant: Students begin applying for scholarships	1/1/2022	3/31/2022
7	2. Applicant: Students begin submitting their financial aid applications	10/1/2021	5/31/2022
8	3. Admitted: Students receive admissions decisions for Fall 2022	8/1/2021	6/1/2022
9	3. Admitted: Grad student receive financial aid offer letters	4/1/2022	4/30/2022
10	3. Admitted: UG student receive financial aid offer letters	12/1/2021	1/31/2022
11	4. Enrolled: Student participate in orientation	6/1/2022	7/31/2022
12	4. Enrolled: UG student deadline to submit housing deposits	4/1/2022	7/15/2022
13	4. Enrolled: New students register for Fall 2022 courses	4/1/2022	7/10/2022
14	5. Academics: Returning students register for Fall 2022 courses	4/15/2022	8/1/2022
15	5. Academics: Students arrive on campus	8/10/2022	8/20/2022
16	5. Academics: Student deadline to withdrawal without penalty	10/1/2022	10/1/2022
17	6. Graduation	5/2/2023	5/2/2023
18	7. Alumni Engagement	5/2/2023	5/26/2023
19	Inventory existing recognitions and rankings	12/1/2020	8/1/2021
20	Create organizational structure for personnel support	1/1/2021	4/1/2021
21	Develop plans to satisfy technology and related support service needs for existing and planned programs	12/3/2020	8/1/2021
22	Develop job descriptions and hiring process for academic success coaches	10/1/2021	1/1/2022
23	Determine marketing and communications plan	4/1/2021	11/1/2021
24	SARA Authorization	7/1/2021	7/1/2022
25	Fully functional Centers for Teaching & Learning	8/2/2021	7/2/2022
26	Business model for partner relationships	4/1/2021	9/1/2021
27	Execute RFPs	2/26/2021	8/1/2024
28	Ensure administrative team is in place	11/1/2021	7/1/2022
29	W Academics: Establish integrated academic program array	12/1/2020	2/19/2021
30	W Enrollment Management: Integrated recruitment strategy for the integrated university & integrated university online	5/1/2021	8/1/2021
31	Technology: Student and course data conversions	6/1/2021	3/1/2022
32	Technology: Conversion/integration to OneSIS	3/1/2021	12/1/2022
33	Accreditation: Complex Substantive Change (CSC) Preliminary Review	10/19/2020	7/1/2021

Appendix X: Implementation Costs

The following tables estimate the implementation start-up budgets required for the West integration and summarize the implementation costs for both integrations, over a five-year period, if approved by the Board.

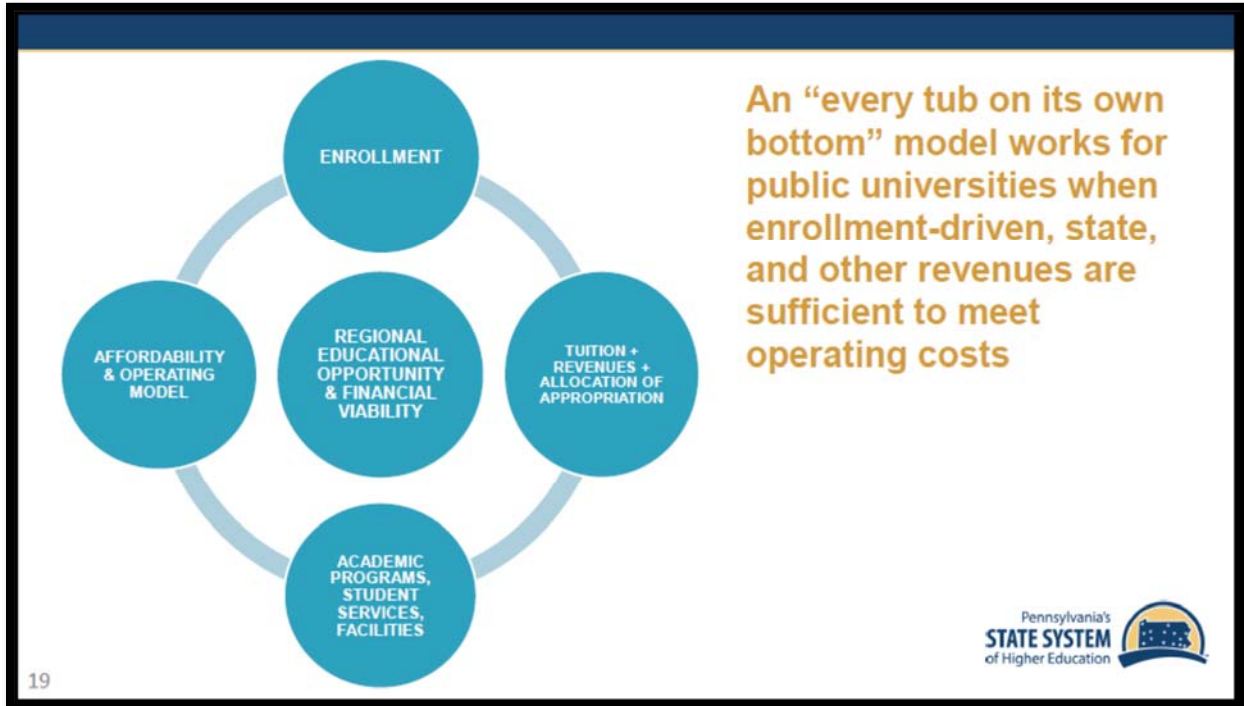## West Integration – Budget Summary
Fiscal Year

	20/21	21/22	22/23	23/24	24/25	25/26	Total
Consulting/ Personnel	$202,000	$732,600	$87,500	$87,500	$0	$0	**$1,109,600**
IT – SIS	1,066,545	2,273,628	174,375	0	0	0	**3,514,548**
IT – Software	527,000	420,000	0	0	0	0	**947,000**
IT – Technology Upgrades	0	75,000	0	0	0	0	**75,000**
Middle States	120,000	0	0	0	0	0	**120,000**
Academic	0	2,000,000	2,000,000	2,000,000	0	0	**6,000,000**
Faculty	0	2,309,844	0	0	0	0	**2,309,844**
Total	**$1,915,545**	**$7,811,072**	**$2,261,875**	**$2,087,500**	**$0**	**$0**	**$14,075,992**

Whole Integration – Budget Summary
Fiscal Year

	20/21	21/22	22/23	23/24	24/25	25/26	Total
Northeast Integration	$1,072,117	$4,908,900	$733,140	$731,140	$603,640	$603,640	**$8,652,577**
West Integration	1,915,545	7,811,072	2,261,875	2,087,500	0	0	**14,075,992**
Both Integrations	1,261,000	5,600,000	0	0	0	0	**6,861,000**
Total	**$4,248,662**	**$18,319,971**	**$2,995,015**	**$2,818,640**	**$603,640**	**$603,640**	**$29,589,568**

Appendix Y.1: Diligence on Possible System Trajectories

Excerpt from presentation to the Board of Governors, July 2020, outlining possible System responses to the System's financial challenges.

Resulting Assumptions to Guide Planning and Decision Making

- Not enough enrollments to support 14 comprehensive universities operating as stand-alone entities in a shrinking market for traditional, residential, baccalaureate education where we are losing our affordability advantage

- Current operating model is unsustainable—employee headcount not aligned with enrollments; too many redundant, sub-optimized, and/or competing academic programs; housing debt challenges some universities with declining enrollment

- Limited agility with respect of new educational opportunities

- Financially weaker institutions put financial pressure on others at a time they can least afford it

- Aggressive advocacy for state support is critical, but so is pragmatism about the level of support needed to sustain current operating model and restore affordability advantage

- Challenges were urgent before pandemic; even more so now

- We have an obligation to find a way to fulfill our historic mission (high-quality and affordable education)

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How to sustain affordable, high-quality, education for all Pennsylvanians?

Pennsylvania's
STATE SYSTEM
of Higher Education

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#1. Dissolve the System:

Dissolution is either…

- De jure – requiring act(s) of legislation or
- De facto – results over time from un-arrested financial decline

And it…

- Ends universities' financial interdependence, but creates uncertainty about where responsibility lies for universities' unmet financial obligations
- Likely puts upward pressure on net average price
- Creates greater uncertainty for financially challenged universities
- Potentially addresses oversaturation of higher education market

Pennsylvania's
STATE SYSTEM
of Higher Education

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#2. Cease Operations at Some Universities

- Requires serial exercise of Board Authority as specified in the Financial Sustainability Policy; actual closures require act(s) of legislation
- Creates "education deserts" in Western Pennsylvania
- Creates even greater financial burden for remaining universities (and/or the State)
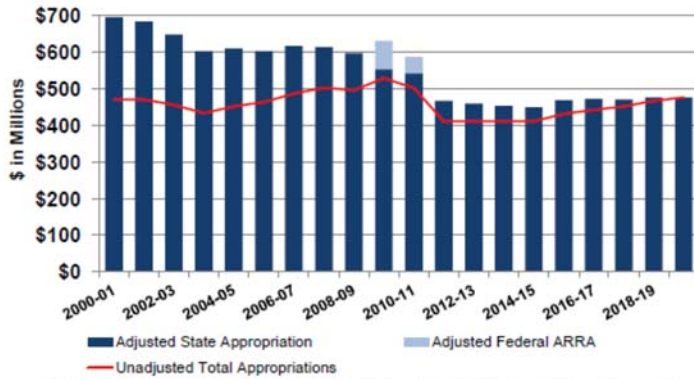
Pennsylvania's
STATE SYSTEM
of Higher Education

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#3. Substantially Increase State Funding

Requires a sustained funding commitment from the General Assembly, including through periods of statewide fiscal constraint

Current state funding is down $220 million (32%) from 2000-01 inflation-adjusted dollars

Legend:
- Adjusted State Appropriation
- Adjusted Federal ARRA
- Unadjusted Total Appropriations

*Inflation adjustment based on CPI-U through 2018-19, and 2019-20 inflation of 2.0% per Congressional Budget Office projection.

Public Higher Education Appropriations per FTE Student 2018-19

State System:	$5,208
National average:	$8,196
Top-funded (WY):	$18,960

57% increase required to reach the national average (additional $269 million recurring)

264% increase required to reach the top (additional $1.2 billion recurring)

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#4. Maintain the Current Path (1 of 3)

Sustainability plans submitted June 2020 (v2) by **nine universities** show five universities with balanced budgets by FY 2021-22, and:

(1) Net assets of the nine reduced by $90 million over 3 years

Version 2 Plans	FY2019-20	FY 2020-21	FY 2021-22	Cumulative Total
TOTAL	($38,731,707)	($58,163,016)	$6,714,743	($90,179,980)

(2) One university with a $23 million cash gap (before System loans)

Version 2 Plans	FY2019-20	FY 2020-21	FY 2021-22	Cumulative Total
TOTAL	($4,000,000)	($11,857,299)	($7,587,505)	($23,444,804)

Systemwide (all 14 universities), net assets reduced by $263 million*

Version 2 Plans	FY2019-20	FY 2020-21	FY 2021-22	Cumulative Total
TOTAL	($67,714,409)	($144,636,609)	($50,835,864)	($263,186,883)

*Net assets are projected to be used to balance the E&G and Auxiliary budgets, as well as fund capital projects.

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#4. Maintain the Current Path (2 of 3)

Universities relying on aligning faculty and staff complement to overall lower enrollment levels

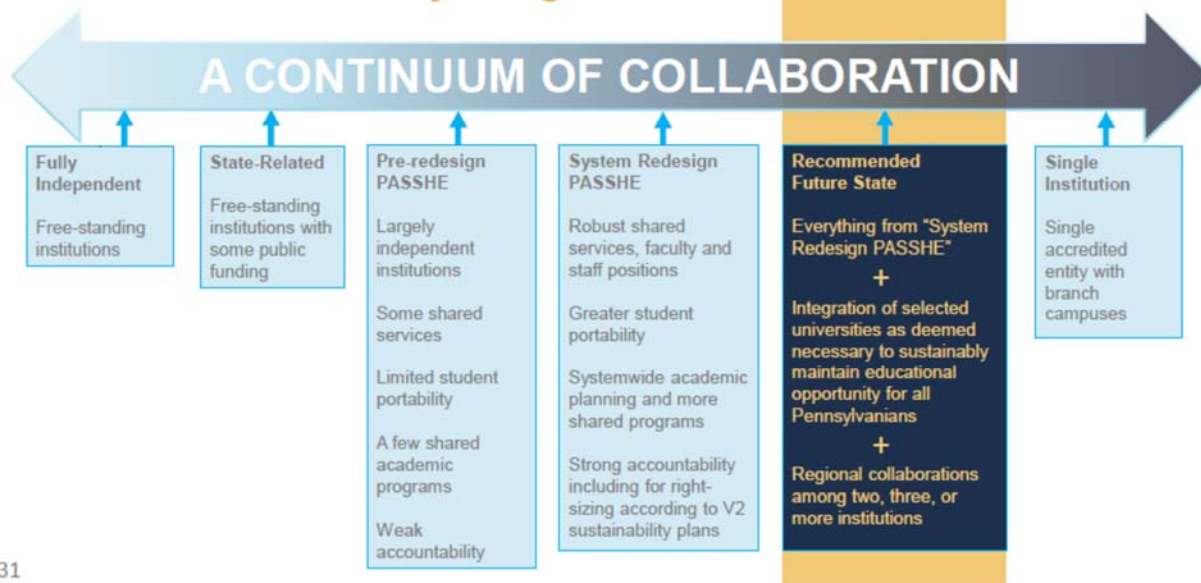|	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021-22	3-year % Change
Annualized FTE Enrollment[1]	90,629.61	88,338.77	85,816.29	86,397.27	-4.7%
Annualized FTE Faculty[2]	5,068.38	5,023.79	4,733.11	4,363.47	-13.9%
Annualized FTE Nonfaculty[2]	5,999.44	5,935.96	5,766.21	5,559.91	-7.3%
Annual Use of Net Assets		($67,714,409)	($144,636,609)	($50,835,864)	
Student/Faculty Ratio[3]	16.7	16.4	16.9	18.4	
Student/Faculty Ratio Target[3]				19.4	

[1] Includes clock hour students for Indiana University of Pennsylvania
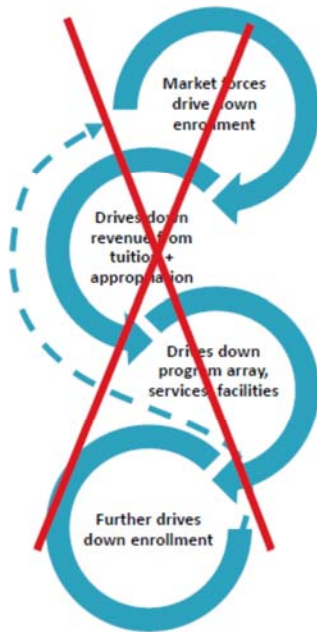[2] Unrestricted, includes E&G and Auxiliary
[3] Based on fall FTE faculty and fall FTE student enrollment, as reported in sustainability plans v2.

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#5. Pursue University Integrations

A CONTINUUM OF COLLABORATION

Fully Independent

Free-standing institutions

State-Related

Free-standing institutions with some public funding

Pre-redesign PASSHE

Largely independent institutions

Some shared services

Limited student portability

A few shared academic programs

Weak accountability

System Redesign PASSHE

Robust shared services, faculty and staff positions

Greater student portability

Systemwide academic planning and more shared programs

Strong accountability including for right-sizing according to V2 sustainability plans

Recommended Future State

Everything from "System Redesign PASSHE"

+

Integration of selected universities as deemed necessary to sustainably maintain educational opportunity for all Pennsylvanians

+

Regional collaborations among two, three, or more institutions

Single Institution

Single accredited entity with branch campuses

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Goals of University Integrations

- Maintain or expand high-quality educational opportunities for students across PA
- Honor and engage local identity and key stakeholders (COTs, alumni, affiliates, donors, etc.)
- Meet regional economic and workforce needs
- Position institutions for growth including in new markets
- Realize cost-savings
- Leverage talented faculty and staff

Appendix Y.2: System Cross-Subsidies and Their Impacts

Cross-subsidies are achieved by the System in two ways: through the use of "System loans" and through differential allocation of state appropriate dollars.

System loans are loans made by all universities collectively to those universities that are unable for whatever reason to meet their operating costs. Since 2013, $58M of system loans have been issued to Cheyney and Mansfield universities (the $45M in loans made to Cheyney are being repaid through allocation of DGS capital dollars as a one-time, three-year investment made by Governor Wolf).

Loans on this scale are not practically repayable by the university that receives them, since they require universities that are operating in the most challenged circumstances to generate the additional revenues necessary to pay them off.

Differential allocation of state-appropriated dollars entails the Board's allocation of state-appropriated dollars using a formula that gives some universities more money per enrolled student FTE than others. Our current formula contains a fixed-cost component and a portion associated with student enrollment levels.

Cross-subsidies achieved in this way are shown in Table 1 below, where we see the variance from average per student FTE allocation for the year 2019/20 as well as the ten-year cumulative variance for the period 2010/11 to 2019/20. (It is important to note that Indiana University of Pennsylvania (IUP) is funded at a higher rate per student than other universities, reflecting the fact that it is the System's research university and that graduate academic research is more costly. Accordingly, IUP cannot be considered as a school that is subsidized by others.)

University	Fall Student/Faculty Ratio		2019 % of sections with < 21	Variance from Average Allocation	
	Fall 2010	Fall 2019		2019/2020*	Cumulative since 2010/2011[a,b]
West Chester	17.8	18.0	35%	($28,161,797)	($140,694,443)
Slippery Rock	20.7	18.7	35%	($8,445,166)	($28,879,216)
Bloomsburg	19.8	17.9	40%	($5,028,634)	($45,869,322)
Millersville	20.4	17.3	43%	($1,971,303)	$8,855,884
East Stroudsburg	18.9	19.0	53%	($1,748,315)	($29,888,751)
Kutztown	20.4	16.7	47%	($1,371,543)	($8,091,766)
California	25.4	17.1	45%	$981,856	($9,681,551)
Shippensburg	19.0	15.0	53%	$1,887,385	$16,118,159
Indiana	19.2	14.8	52%	$4,166,138	($25,985,315)
Edinboro	18.1	13.2	59%	$5,125,844	$15,268,046
Clarion	18.9	14.5	58%	$5,209,068	$29,841,860
Lock Haven	19.2	13.9	63%	$9,517,852	$41,055,043
Mansfield	16.2	13.0	60%	$9,586,326	$79,768,693
Cheyney	15.4	13.2	65%	$10,252,289	$98,184,947

[a] *Allocation normalized to current formula base fixed component*
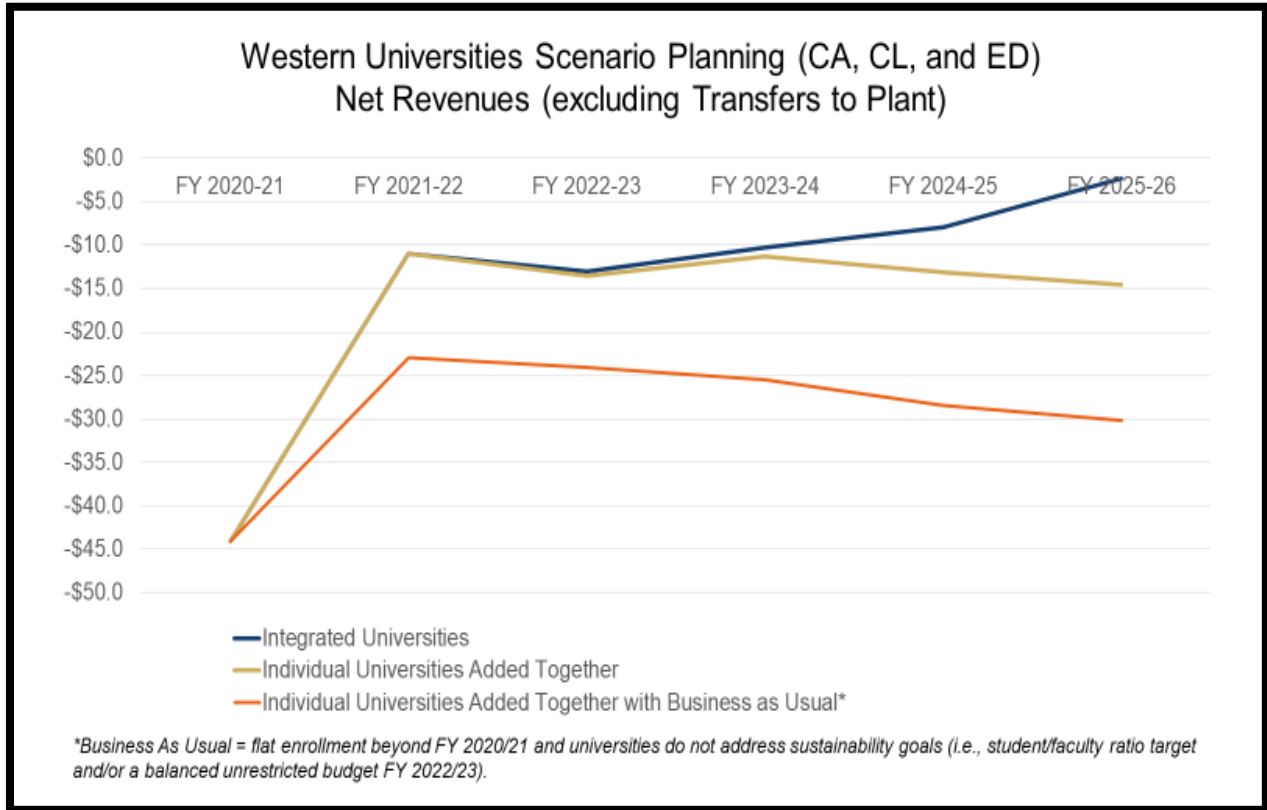[b] *In 2019 dollars*

The table also shows how subsidized universities are able to offer more programs than their enrollments support, resulting in lower student-faculty ratios and smaller class sizes.

While subsidies make good sense from a policy perspective, they are not possible when subsidizing institutions are themselves experiencing significant financial pressures. They are also inequitable to faculty (whose workload at subsidizing universities is significantly higher than that of faculty at subsidized universities) and ultimately to students who pay the opportunity costs entailed in their universities' foregoing significant state funding.

Financial Sustainability Impacts are shown in Appendix C using data that are published annually in the System's Appropriations book and Accountability Report (Appendix B). There we see steep year-on-year declines in key indicators of the System's financial health, including:

- Annual operating margin (In 2019/20, 11 universities were below the 2% recommended industry-standard compared to five in 2015/16)
- Primary reserve ratios (In 2019/20, nine universities were below the 40% recommended industry standard, compared to five in 2015/16)
- Minimum reserves – days cash on hand (In 2019/20, 10 universities have lower reserves than in 2015/16, seven are below the 180-day recommended industry standard, and three have less than 90 days)

Appendix Y.3: Integration Compared with Other Trajectories' Financial Projections

Western Universities Scenario Planning (CA, CL, and ED)
Net Revenues (excluding Transfers to Plant)

Legend:
- Integrated Universities
- Individual Universities Added Together
- Individual Universities Added Together with Business as Usual*

*Business As Usual = flat enrollment beyond FY 2020/21 and universities do not address sustainability goals (i.e., student/faculty ratio target and/or a balanced unrestricted budget FY 2022/23).

Key Assumptions

Integrated Universities	• 1% annual increase in enrollment • 1% annual increase in tuition/fees/aid • 1% annual increase in appropriations • 2% annual increase in pay • 3% annual increase in benefits • Savings from strategic sourcing • Integrated personnel efficiencies • Online offerings (West only)
Individual Universities Added Together	• Flat enrollment beyond 2022-2023 • 1% annual increase in tuition/fees/aid • 1% annual increase in appropriations • 2% annual increase in pay • 3% annual increase in benefits • Savings from strategic sourcing

Individual Universities Added Together with Business as Usual	• Same as Individual Universities, except:
	    ○ Flat enrollment beyond 2020-2021
	    ○ No efficiencies to address sustainability (e.g., student/faculty ratio or balanced unrestricted budget)