

Board of Governors
of the
Pennsylvania State System of Higher Education

Meeting Minutes

200th Meeting
Wednesday, April 9, 2014
Boardroom, First Floor
Administration Building
2986 North Second Street
Harrisburg, PA 17110-1201

2:00 p.m.

ATTENDING

Board of Governors:

Senator Richard L. Alloway, II
Marie Conley
Sara J. Dickson
Christopher H. Franklin
Todd M. Garrett
Chelsea E. Getsy
Mark Grochocki (Senator Yudichak's designee)
L. Jill Hans (Acting Secretary Dumaresq's designee)
Ronald G. Henry
Jonathan B. Mack
David M. Maser
Joseph F. McGinn
Guido M. Pichini (Chair)
Angela Stalnecker (Representative Hanna's designee)
Robert S. Taylor
Aaron A. Walton

Representative Matthew E. Baker, Jennifer G. Branstetter (designee for Governor Thomas W. Corbett), Carolyn C. Dumaresq, Acting Secretary of Education, Laura E. Ellsworth, Representative Michael K. Hanna, and Senator John T. Yudichak were absent.

Office of the Chancellor:

Frank T. Brogan (Chancellor)
James S. Dillon
Peter H. Garland
Randy A. Goin, Jr.
Kathleen M. Howley
Andrew C. Lehman

Also in attendance from the Office of the Chancellor: Ginger S. Coleman, Steven R. Dupes, Audrey J. Guistwhite, Jennifer E. Hoover-Vogel, Lois M. Johnson, Kenneth D. Marshall, Georgia K. Prell, Angela C. Smith-Aumen, Dean A. Weber, and Eric J. Zeglen.

University Presidents in attendance: John M. Anderson, F. Javier Cevallos, Michael A. Driscoll, Michael Fiorentino, Jr., Interim President George F. "Jody" Harpster, Francis L. Hendricks, Michelle R. Howard-Vital, Interim President Geraldine M. Jones, Cheryl J. Norton, David L. Soltz, Greg R. Weisenstein, Marcia G. Welsh, and Karen M. Whitney.

President Julie E. Wollman was absent.

Jennifer S. Scipioni, Chief Executive Officer, PASSHE Foundation Board.

Chairman Pichini noted before the committee meetings start the Board of Governors will begin with a brief meeting.

Chairman Pichini called the meeting to order at 2:01 p.m.

Attendance taken at the direction of the Chairman established that a quorum of the Board was present.

Chairman Pichini recognized the two new student Board members, Chelsea E. Getsy, from California University of Pennsylvania, and Todd M. Garrett, from Clarion University of Pennsylvania.

Chairman Pichini appointed Chelsea E. Getsy to the Academic and Student Affairs Committee and Todd M. Garrett to the Finance, Administration, and Facilities Committee.

BOARD ACTION

Chairman Pichini recognized Franklyn Quiteh, an outstanding student-athlete from Bloomsburg University of Pennsylvania, who won the Harlon Hill Trophy, which is presented each year to the most outstanding football player in NCAA Division II.

Governor Conley read into the record the resolution honoring Franklyn Quiteh.

Governor Conley moved **THAT THE BOARD OF GOVERNORS APPROVE THE RESOLUTION.** (Attachment #1)

The motion passed unanimously.

Chairman Pichini recognized Dr. F. Javier Cevallos, who came to Kutztown University almost 12 years ago and is currently PASSHE's longest-serving president. Chairman Pichini recognized that the university has grown considerably under Javier's leadership, both in terms of enrollment and prestige.

Chairman Pichini read into the record the resolution honoring Dr. F. Javier Cevallos.

Chairman Pichini moved **THAT THE BOARD OF GOVERNORS APPROVE THE RESOLUTION.** (Attachment #2)

The motion passed unanimously.

Chairman Pichini recognized that Slippery Rock University is celebrating the 125th anniversary of its founding as Slippery Rock State Normal School.

Governor Taylor read into the record the resolution honoring Slippery Rock University.

Governor Taylor moved **THAT THE BOARD OF GOVERNORS APPROVE THE RESOLUTION.** (Attachment #3)

The motion passed unanimously.

Chairman Pichini adjourned the meeting at 2:20 p.m.

Chairman Pichini started the committee meetings.

ATTEST: _____
Randy A. Goin, Jr.
Chief of Staff

The webcast link for the April 9, 2014 Board meeting.

<http://ducmediasite.passhe.edu/Mediasite/Play/641f83d442f049cc9546e858d24938b31d>



Resolution Honoring the Accomplishments Of Bloomsburg University Running Back Franklyn Quiteh

WHEREAS, Bloomsburg University of Pennsylvania running back Franklyn Quiteh helped lead the Huskies to a 10-2 record, including the Pennsylvania State Athletic Conference Championship and a spot in the National Collegiate Athletic Association Division II playoffs; and

WHEREAS, Franklyn Quiteh led Division II in rushing with 2,195 yards during the 2013 season, averaging 182.9 yards per game and becoming the first player in the division's history to top 2,000 yards rushing in a season three times in a career, finishing with 7,523 total rushing yards, second best all-time; and

WHEREAS, Franklyn Quiteh also led the nation with 29 rushing touchdowns (31 total) and scored an average of 15.7 points per game, also the best in Division II, and now holds a combined 20 school, conference, and NCAA records; and

WHEREAS, Franklyn Quiteh was named a consensus first team All-American by the Associated Press, the American Football Coaches Association, and Daktronics, and was named the Daktronics Division II Offensive Player of the Year and PSAC East Offensive Player of the Year; and

WHEREAS, Franklyn Quiteh culminated his outstanding season and career by winning the Harlon Hill Trophy—after finishing sixth in the voting as a freshman and third last year—becoming Bloomsburg University's second winner of the prestigious award, which is the NCAA Division II equivalent of the Heisman Trophy;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Governors of the Pennsylvania State System of Higher Education honors Franklyn Quiteh for his remarkable season and career accomplishments, and wishes him even greater success in the future.

Unanimously adopted by the Board
April 9, 2014

Guido M. Pichini, Chairman



**Resolution Honoring the Contributions
of
Dr. F. Javier Cevallos**

WHEREAS, Dr. F. Javier Cevallos has served as president of Kutztown University of Pennsylvania since July 2002; and

WHEREAS, during his tenure, Kutztown University's enrollment has grown significantly, especially in the diversity of its student body; and

WHEREAS, under the direction of Dr. Cevallos, Kutztown University developed several new academic programs, including its first Professional Science Master's degree and a Master of Fine Arts, and signed articulation agreements with several regional community colleges; and

WHEREAS, the campus of Kutztown University has experienced a major renewal, with the completion of several major capital projects, including the construction of the new Science Center and Academic Forum and the renovation of Schaeffer Auditorium; and

WHEREAS, Kutztown University significantly upgraded its student housing facilities, with the construction of Dixon Hall and the acquisition and renovation of Honors Hall, a building that combines housing and classroom space for honor students; and

WHEREAS, as president, Dr. Cevallos helped raise the stature of Kutztown University and the entire Pennsylvania State System of Higher Education through his service to various national and regional organizations; and

WHEREAS, Dr. Cevallos will leave Kutztown University of Pennsylvania in June to become president of Framingham State University in Framingham, Massachusetts;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Governors of the Pennsylvania State System of Higher Education expresses its sincere appreciation for these and the many other contributions Dr. F. Javier Cevallos has made to public higher education and to the students of Kutztown University of Pennsylvania; and

BE IT FURTHER RESOLVED, that the Board of Governors extends best wishes to Dr. F. Javier Cevallos in all of his future endeavors.

Unanimously adopted by the Board
April 9, 2014

Guido M. Pichini, Chairman



Resolution Honoring the 125th Anniversary of Slippery Rock University of Pennsylvania

WHEREAS, Slippery Rock State Normal School opened its doors in 1889 and was later purchased by the Commonwealth to become Slippery Rock State Teachers College, with an academic focus in health and physical education; and

WHEREAS, the institution was renamed Slippery Rock State College in 1960 and was empowered to award undergraduate and graduate degrees in the liberal arts and the professions, then was renamed Slippery Rock University of Pennsylvania in 1983; and

WHEREAS, Slippery Rock University of Pennsylvania is now a comprehensive university offering undergraduate and graduate programs to more than 8,000 students—providing a superior learning environment and preparing students to be successful in their lives and careers and to be better citizens; and

WHEREAS, Slippery Rock University of Pennsylvania has consistently been recognized by *The Princeton Review* as “One of the best universities in the Northeast,” by *U.S. News and World Report* as “One of the top 100 regional universities in the North,” and by the *Chronicle of Higher Education* as a “Great College to Work For;” and

WHEREAS, Slippery Rock University of Pennsylvania brings state, regional, national, and international recognition to the Pennsylvania State System of Higher Education and the Commonwealth through the outstanding achievements of its alumni and its academic and service-learning programs; and

WHEREAS, Slippery Rock University of Pennsylvania is a major economic driver and one of the largest employers in Butler County, providing for economic growth throughout the region and elevating the cultural and social experiences of its citizens; and

WHEREAS, Slippery Rock University of Pennsylvania is celebrating the 125th anniversary of its founding;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Governors of the Pennsylvania State System of Higher Education recognizes and celebrates Slippery Rock University of Pennsylvania on this historic milestone, and looks forward to the beginning of its next 125 years.

Unanimously adopted by the Board
April 9, 2014

Guido M. Pichini, Chairman

**Board of Governors
of the
Pennsylvania State System of Higher Education**

Meeting Minutes

201st Meeting
Thursday, April 10, 2014
Boardroom, First Floor
Administration Building
2986 North Second Street
Harrisburg, PA 17110-1201

9:00 a.m.

ATTENDING

Board of Governors:

Senator Richard L. Alloway, II (via conference call)
Representative Matthew E. Baker
Marie Conley
Sara J. Dickson
Carolyn C. Dumaresq, Acting Secretary of Education
Christopher H. Franklin
Todd M. Garrett
Chelsea E. Getsy
Mark S. Grochocki (designee for Senator Yudichak)
Representative Michael K. Hanna
Ronald G. Henry
Jonathan B. Mack
David M. Maser (via conference call)
Joseph F. McGinn
Guido M. Pichini (Chair)
Robert S. Taylor
Aaron A. Walton
Senator John T. Yudichak (via conference call)

Jennifer G. Branstetter (designee for Governor Thomas W. Corbett) and Laura E. Ellsworth were absent.

Office of the Chancellor:

Frank T. Brogan (Chancellor)
James S. Dillon
Peter H. Garland
Randy A. Goin, Jr.
Kathleen M. Howley
Andrew C. Lehman

Also in attendance from the Office of the Chancellor: Ginger S. Coleman, Audrey J. Guistwhite, Jennifer E. Hoover-Vogel, Lois M. Johnson, Kenneth D. Marshall, Georgia K. Prell, Angela C. Smith-Aumen, Dean A. Weber, and Eric J. Zeglen.

University Presidents in attendance: John M. Anderson, F. Javier Cevallos, Michael A. Driscoll, Michael Fiorentino, Jr., Interim President George F. "Jody" Harpster, Francis L. Hendricks, Michelle R. Howard-Vital, Interim President Geraldine M. Jones, Cheryl J. Norton, David L. Soltz, Greg R. Weisenstein, Marcia G. Welsh, and Karen M. Whitney.

President Julie E. Wollman was absent.

Jennifer S. Scipioni, Chief Executive Officer, PASSHE Foundation Board.

Chairman Pichini called the meeting to order at 9:07 a.m.

Attendance taken at the direction of the Chairman established that a quorum of the Board was present.

The Pledge of Allegiance was recited by those in attendance.

APPROVAL OF THE MINUTES OF THE MEETINGS

Chairman Pichini noted that the minutes of the meetings held on January 22, 2014, and January 23, 2014, were distributed prior to the meeting. Chairman Pichini moved **THAT THE MINUTES OF THE JANUARY 22, 2014, AND JANUARY 23, 2014, MEETINGS BE APPROVED.**

The motion passed unanimously.

PUBLIC COMMENTS

Public comments were provided by Steve Hicks on behalf of APSCUF. (Attachment 1)

THE CHAIR'S COMMENTS INCLUDED THE FOLLOWING HIGHLIGHTS.

- Two new student Board members were introduced.
 - Chelsea E. Getsy from California University of Pennsylvania. Chelsea is a junior business administration and management/marketing major with a minor in leadership at Cal U. She was elected SGA president last May and also is a member of the Student Association Inc. (SAI) Board of Directors.
 - Todd M. Garrett from Clarion University of Pennsylvania. Todd is a junior at Clarion and is a political science major and was elected president of the Clarion University Senate last May and is a member of the Clarion Students' Association Board of Directors.
- The Ali-Zaidi award recognizes outstanding academic achievement and participation in extra- and co-curricular activities. It is named after Dr. Syed Ali-Zaidi, who served two terms on the Board of Governors and is currently a member of the Clarion University Council of Trustees. The Ali-Zaidi award is made possible through a generous contribution each year from Highmark.

- Rebecca Burcher, from Slippery Rock University of Pennsylvania, is this year's winner of the Syed R. Ali-Zaidi Award. The two runners-up for the award are Sara Dickson from Clarion University of Pennsylvania, and Gretchen Heine from Indiana University of Pennsylvania.
- The Board approved the following three resolutions when it met briefly on Wednesday, April 9, 2014, prior to the committee meetings.
 - Franklyn Quiteh, winner of the 2013 Harlon Hill Trophy, which is presented each year to the most outstanding football player in NCAA Division II.
 - Dr. F. Javier Cevallos, President of Kutztown University, who served as president of Kutztown University of Pennsylvania since July 2002. Dr. Cevallos is leaving Kutztown University of Pennsylvania in June 2014 to become president of Framingham State University in Framingham, Massachusetts.
 - Slippery Rock University, celebrating the 125th anniversary of its founding as Slippery Rock State Normal School.
- The Board met in Executive Session on Wednesday, April 9, 2014, from 5:00 p.m. to 5:30 p.m.
- Activities that occurred since the last regular Board meeting included the following.
 - Investiture of Chancellor Frank T. Brogan, April 9, 2014.
 - Annual Student Leadership Conference, April 5-6, 2014.
 - Advocacy Day, April 8, 2014. Nearly 100 university representatives, more than half of them students, participated in the legislative visits.
 - The spring Pennsylvania Association of Councils of Trustees (PACT) conference. April 8-9, 2014, with about 50 trustees attending the various sessions.
 - House and Senate Appropriations Committee hearings for PASSHE, February 20, 2014.
 - Meeting with business and industry leaders in Philadelphia regarding workforce issues, March 20, 2014.
 - The Board participated in several committee meetings and workshops since the January 2014 Board meeting.

Chairman Pichini turned the meeting over to Chancellor Brogan for his remarks.

THE CHANCELLOR'S COMMENTS INCLUDED THE FOLLOWING HIGHLIGHTS.

Chancellor Brogan thanked everyone for his investiture that took place the previous day; welcomed the two new student Board members, Chelsea E. Getsy and Todd M. Garrett; and recognized the participation of many in the Student Government Leadership Conference, Advocacy Day, and the PACT Conference.

He discussed his participation with the Regional College and University Presidents' Council in Philadelphia, initiation of a review of PASSHE's shared services operations, and the ongoing pilot training program collaborative with Stop It Now! for the prevention of child sexual abuse.

At this point, Chancellor Brogan turned the meeting over to the Chairman.

COMMITTEE REPORTS WITH RELATED ACTIONS

A. Academic and Student Affairs Committee

Governor Walton presented the report on behalf of the Academic and Student Affairs Committee. The Committee reviewed one presentation item: Recognition of the Annual Syed R. Ali-Zaidi Award for Academic Excellence. (Attachment #2)

Governor Walton noted that the Committee had three action items to recommend to the Board for approval.

Governor Walton moved **THAT THE BOARD OF GOVERNORS APPROVE THE REVISION TO THE BOARD OF GOVERNORS' POLICY 1985-01-A: REQUIREMENTS FOR INITIATION OR CHANGE OF CREDIT-BASED ACADEMIC PROGRAMS.** (Attachment #3)

The motion passed unanimously.

Governor Walton moved **THAT THE BOARD OF GOVERNORS APPROVE A MASTER OF HEALTH SCIENCE DEGREE (MHS) AT LOCK HAVEN UNIVERSITY OF PENNSYLVANIA.** (Attachment #4)

The motion passed unanimously.

Governor Walton moved **THAT THE BOARD OF GOVERNORS APPROVE A DOCTOR OF EDUCATION (ED.D.) IN SPECIAL EDUCATION DEGREE AT SLIPPERY ROCK UNIVERSITY OF PENNSYLVANIA.** (Attachment #5)

The motion passed unanimously.

B. Audit Committee

Governor McGinn presented the report on behalf of the Audit Committee. The Committee reviewed one information item: Committee Update. (Attachment #6)

Governor McGinn noted that the Committee had no action items to recommend to the Board for approval.

C. External and Public Relations Committee

Governor Mack announced the appointment of Jennifer E. Hoover-Vogel as the Director of Governmental Relations.

D. Finance, Administration, and Facilities Committee

Governor Henry presented the report on behalf of the Finance, Administration, and Facilities Committee. The Committee reviewed three information items: Demolition of Diehm and Harbold Halls, Millersville University of Pennsylvania (Attachment #7); Budget Update; and Quarterly Financial Reporting.

Governor Henry noted that the Committee had six action items to recommend to the Board for approval.

Governor Henry moved **THAT THE BOARD OF GOVERNORS APPROVE THE FOLLOWING EXCEPTIONS TO BOARD OF GOVERNORS' POLICIES HEREINAFTER NOTED TO ALLOW PRICING FLEXIBILITY PILOTS, AS DETAILED IN THE ATTACHED.** (Attachment #8)

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

The motion passed unanimously.

Governor Henry moved **THAT THE BOARD OF GOVERNORS APPROVE THE PROPOSED REVISIONS TO POLICY 1996-01-A: *SOURCES OF FUNDING FOR UNIVERSITY SCHOLARSHIPS*, AS ATTACHED.** (Attachment #9)

The motion passed unanimously.

Governor Henry moved **THAT THE BOARD OF GOVERNORS RESCIND POLICY 1991-01-A: *GUIDELINES FOR SELECTION OF REAL ESTATE APPRAISERS*.** Attachment #10)

The motion passed unanimously.

Governor Henry moved **THAT THE BOARD OF GOVERNORS APPROVE THE PROPOSED REVISION TO POLICY 1991-05: *DELEGATION OF AUTHORITY FOR LEASING STATE SYSTEM REAL PROPERTY AS LESSOR AND GRANTING EASEMENTS OR LICENSES FOR USE OF STATE SYSTEM REAL PROPERTY*.** (Attachment #11)

The motion passed unanimously.

Governor Henry moved **THAT THE BOARD OF GOVERNORS ADOPT THE ATTACHED RESOLUTION TO AUTHORIZE FUTURE ISSUANCE OF REFUNDING BONDS WHEN MARKET CONDITIONS PERMIT AND AFTER THE VICE CHANCELLOR FOR ADMINISTRATION AND FINANCE CONSULTS WITH THE CHAIR OF THE FINANCE, ADMINISTRATION, AND FACILITIES COMMITTEE.** (Attachment #12)

The motion passed unanimously.

Governor Henry moved **THAT THE BOARD OF GOVERNORS APPROVE WEST CHESTER UNIVERSITY'S ACQUISITION OF THE PROPERTY AT 101 NORFOLK AVENUE, WEST GOSHEN TOWNSHIP, PENNSYLVANIA.** (Attachment #13)

The motion passed unanimously.

E. Human Resources Committee

Governor Conley presented the report on behalf of the Human Resources Committee. The Committee reviewed one information item: Committee Update.

Sara J. Dickson asked that the discrimination policies at each of PASSHE's universities be reviewed. Governor Conley assured her that it would be a priority and the Board would contact her to let her know the outcome.

Governor Conley noted that the Committee had one action item to recommend to the Board for approval.

Governor Conley moved **THAT THE BOARD OF GOVERNORS APPROVE REVISIONS TO BOARD OF GOVERNORS' POLICY 1983-13-A: PROCESS FOR RECOMMENDING PRESIDENTIAL APPOINTMENT AND RESCIND BOARD OF GOVERNORS' POLICY 1984-02-A: EXPENSES FOR PRESIDENTIAL SEARCHES.** (Attachment #14)

The motion passed unanimously.

Board Action

Chairman Pichini acknowledged the work of Sara J. Dixon, student Board member from Clarion University of Pennsylvania.

Chairman Pichini read into the record the resolution honoring Sara J. Dixon.

Chairman Pichini moved **THAT THE BOARD OF GOVERNORS APPROVE THE RESOLUTION.** (Attachment #15)

The motion passed unanimously.

Chairman Pichini acknowledged James Franklin who attended East Stroudsburg University of Pennsylvania and is now the head coach of the Pennsylvania State University Nittany Lions.

Senator Yudichak read into the record the resolution honoring James Franklin.

Senator Yudichak moved **THAT THE BOARD OF GOVERNORS APPROVE THE RESOLUTION.** (Attachment #16)

The motion passed unanimously.

Chairman Pichini moved **THAT THE BOARD OF GOVERNORS APPROVE THE NOMINATING COMMITTEE AS PRESENTED BY THE CHAIR.**

Nominating Committee:

Jennifer G. Branstetter (Chair) (designee for Governor Thomas W. Corbett)
David M. Maser
Aaron Walton

The motion passed unanimously.

ADJOURNMENT

There being no further items of business to come before the Board, Chairman Pichini adjourned the meeting at 10:58 a.m.

Executive Session convened at 11:02 a.m.

Executive Session adjourned at 12:05 p.m.

ATTEST: _____
Randy A. Goin, Jr.
Chief of Staff

The webcast link for the April 10, 2014 Board meeting.

<http://ducmediasite.passhe.edu/Mediasite/Play/49c8c52db29f4f1d8086c340be304bab1d>

Comments by Steve Hicks, APSCUF President

Thank you, Mr. Chair, for this opportunity to speak to the Board.

The theme of this meeting, and recent discussions from West Chester to Harrisburg and beyond, has been flexibility. With your agenda today, you begin work on some of that: first, there is curriculum, which is near and dear to the faculty heart. There have been complaints that the curriculum process is too slow and too restrictive. But the changes in Policy 1984-01 that are proposed for today do not change that completely – there are clauses still in the policy that would slow or stop the process (see #2 on p.11, for instance). Faculty need to have more input to craft a process and policy that makes this better.

Then there's flexibility on tuition and fees. Remember our concerns: that you will out-price your pool of students, or you will create a situation where students pick majors based on price tag. Think about STEM students; we talk all the time about needing more, yet it is the STEM areas that are the focus of the charge pilots. We need to be careful not to drive undeclareds away from those fields with the price tag.

Finally, we need to embrace what PASSHE does. We are neither a group of community colleges, bending to the community needs on job training on a semesterly basis, nor a research institution like Penn State, Temple or Pitt (with the historical exception of Indiana University) – we have neither the graduate schools, the libraries, or the labs to do that. Instead, we should recognize what we do. One current hot book in higher ed is newly out, titled *Degrees of Inequality* by a Cornell public policy professor. She reminds us that the Morrill Act, also known as the Land Grant Act, signed in 1862 by Abraham Lincoln has as one of its innovations that the institutions teach BOTH the liberal arts and practical skills like engineering. Our institutions follow that model, with liberal arts as our base – thus the Chancellor's remarks in yesterday's State of System message are concerning – so that our tens of thousands graduates, many first generation college attendees, become the educated class of the Commonwealth, since more than 80% of our grads stay here. We need to focus on and revel in the fact we educate people in those skills that give them the opportunity to make a better life – critical thinking, written and oral communications, tech savvy, and mathematical and creative skills – not for the first job, but, because these days people change careers three times, but for any job, multiple jobs. In fact, a 2013 survey by the Association of American Colleges and Universities, the AACU, found 93% of employers didn't care what major employees held a degree in, they were worried about those multi-disciplinary skills I just listed. Remember, the unemployment rate for college graduates is all of 3% – we should be proud of that, not acting like we should stop our students from majoring in philosophy, Chemistry, or health science.

The future does look to be interesting, but if we focus more on flexibility, including flexibility of opportunity for our students, we will end up serving them and the Commonwealth better.

2014 Syed R. Ali-Zaidi Award for Academic Excellence Recipients

Ms. Rebecca Burcher, a student at Slippery Rock University of Pennsylvania, was selected as the recipient of the 2014 Syed R. Ali-Zaidi Award for Academic Excellence. Ms. Burcher will receive a check for \$1,000, along with a commemorative medallion.

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



PA State System of Higher Education Board of Governors

Effective: March 19, 1985

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

See Also:

Adopted: March 19, 1985

Amended: October 9, 2003, January 19, 2012, April 10, 2014

A. Purpose

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

B. Definitions

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

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

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

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

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

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

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

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

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

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

Degree Designation: Specific degree type, including but not limited to bachelor of arts, bachelor of science, bachelor of applied science, master of arts, master

of science, master of education, ~~and~~ doctor of education, and doctor of philosophy.

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

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

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

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

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

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

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

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

C. **Procedure Process**

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

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

a. Board of Governors' Action

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

b. Office of the Chancellor Action

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

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

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

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

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

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

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

c. Office of the Chancellor Notification

New concentration, track, specialization, or emphasis

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

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

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

New post-master's certificate

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

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

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

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

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

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



PA State System of Higher Education Board of Governors

Page 1 of 4

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

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

~~A. Procedures~~

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

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

~~b. Office of the Chancellor Action~~

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

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

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

~~c. Office of the Chancellor Notification~~

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

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

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

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

~~1. Appropriateness to Mission~~

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

~~2. Need~~

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

~~3. Academic Integrity~~

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

~~4. Coordination with Other Programs~~

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

~~5. Assessment and Accreditation~~

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

~~6. Resources Sufficiency~~

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

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

~~7. Impact on Educational Opportunity~~

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

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

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

~~1. Appropriateness to Mission~~

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

~~2. Need~~

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

~~3. Academic Integrity~~

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

~~4. Resources Sufficiency~~

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

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

1) Appropriateness to Mission

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

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

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

The proposed degree program is directly aligned with Lock Haven's *Mission and Strategic Plan* for 2011-2015. In particular, the MHS directly addresses the overall mission of this plan by offering a special emphasis on professional programs and

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

2) Need

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

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

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

3) Academic Integrity

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

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

4) Coordination/Cooperation/Partnerships

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

5) Assessment

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

6) Resource Sufficiency

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

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

7) Contributions to Required and University-Specific Performance Indicators

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

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

Implementation date: Fall 2014

Date approved by Council of Trustees: February 6, 2014

Lock Haven University Masters of Health Science Budget Narrative

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

Five-Year Budget Projection

Masters Program -- Masters of Health Science

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

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

April 9, 2014

1) Appropriateness to Mission

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

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

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

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

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

2) Need

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

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

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

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

3) Academic Integrity

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

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

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

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

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

4) Coordination/Cooperation/Partnerships

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

5) Assessment

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

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

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

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

6) Resource Sufficiency

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

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

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

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

7) Contributions to Required and University-Specific Performance Indicators

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

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

Implementation date: Spring, 2015

Date approved by Council of Trustees: March 28, 2014

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

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

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

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

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

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



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

Summary

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

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

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

Projects Concluded Third Quarter FY 2013/14

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

Work Plan Engagements Concluded Third Quarter FY 2013/14

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

Work Plan Engagements Underway through Third Quarter FY 2013/14

Efforts continue supporting the following eight work plan engagements:

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

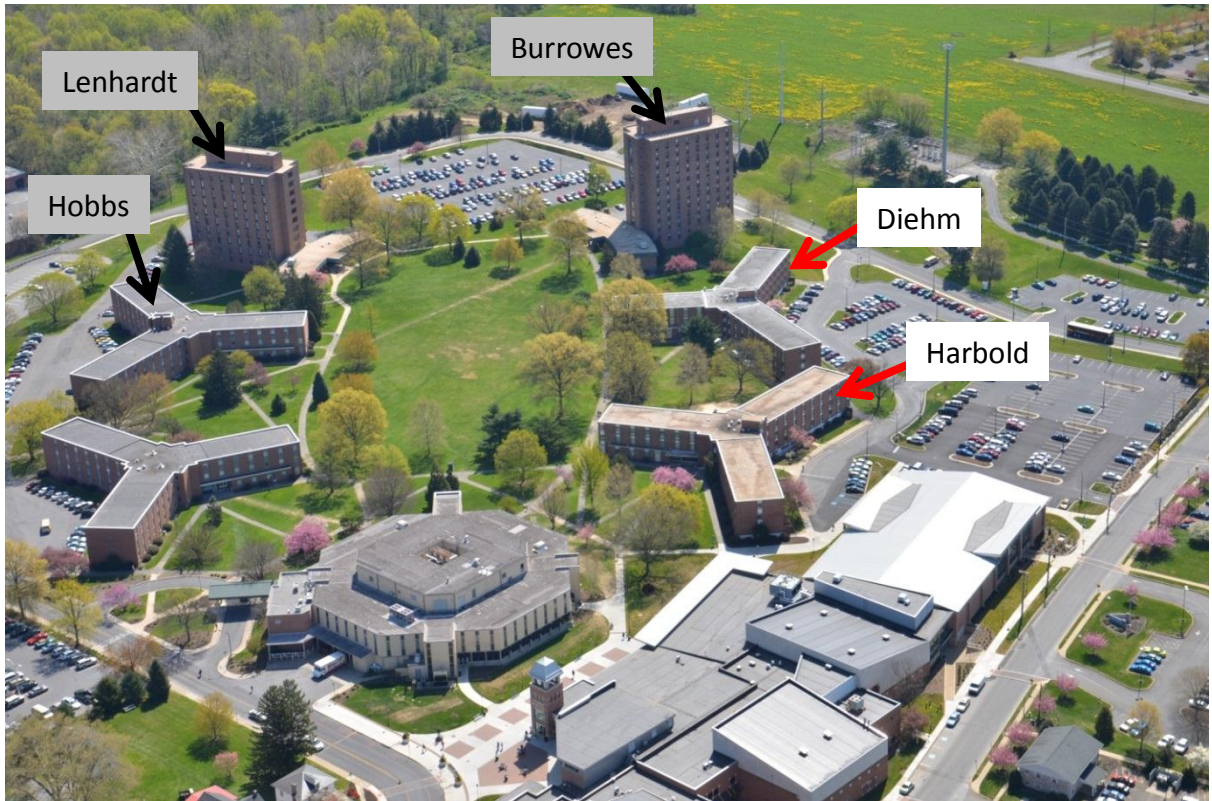
PASSHE Incident Reporting System

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

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

Other Third Quarter FY 2013/14 Activities

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



South Campus Housing Quad Aerial View



Diehm Hall, Millersville University of Pennsylvania



**Harbold Hall
Millersville University of Pennsylvania**

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

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

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

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

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

The following conditions apply:

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

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

Clarion University of Pennsylvania Tuition Pilot Proposal Per-Credit Tuition

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

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

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

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

Timeline: Fall 2015 through summer 2017.

Assessment Goals:

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

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

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

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

Millersville University of Pennsylvania Tuition Flexibility Pilot Proposal
PASSHE Center City

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

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

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

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

Timeline: Summer 2014 through summer 2016.

Assessment Goals:

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

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

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

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

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

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

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

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

Timeline: Fall 2014 through summer 2016.

Assessment Goals:

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

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

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

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



PA State System of Higher Education Board of Governors

Effective: January 18, 1996

Page X of X

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

See Also:

Adopted: January 18, 1996

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

A. Purpose

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

B. Definitions

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

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

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

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

C. Administration of Need-Based Institutional Scholarships

1. Need-based institutional scholarships may be granted to students who meet the following criteria:
 - a. Domiciled in Pennsylvania;
 - b. Has completed the FAFSA for the award year;
 - c. Has demonstrated financial need; and
 - d. The total financial aid awarded does not exceed the cost of attendance.
- ~~2. Need-based institutional scholarships administered as a result of this policy must meet the following criteria:
 - a. Awards are based upon student financial need;
 - b. Awards are "last dollar;" all other gift aid sources must be used prior to awarding an institutional scholarship; and,
 - c. The total financial aid awarded to a student cannot exceed the cost of attendance.~~
- ~~3.~~2. To use this policy, presidents must develop university procedures for establishing and maintaining a need-based institutional scholarship fund and its administration. University procedures must include funding expectations, not to exceed 5.0% of the prior year's gross tuition and instructional fee revenue; utilization guidelines; and requirements for annual reports and audits. University procedures must be ~~submitted to the chancellor for approval~~ approved by the university council of trustees.

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

4. Subject to the recommendation of the president and approval of the university council of trustees, as part of the annual university budget approval process, the following sources of *unrestricted* revenue may be used to fund institutional scholarships that are not based on need:
 - ~~e~~1. Gifts;
 - ~~b~~2. Unrestricted endowment income;
 - ~~e~~3. Corporate sponsorship;
 - ~~e~~4. Camp, conference, and similar event income (net of expenditure);
 5. Net revenue from athletic concessions, snack vending machines, and licensing royalties;
 6. Up to 5.0% of the prior year's gross nonresident tuition and instructional fee revenue; and/or
 - ~~e~~7. Other sources of revenue, as approved by the chancellor.

E. Restricted Scholarship Funds

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



PA State System of Higher Education Board of Governors

Effective: July 18, 1991

Page X of X

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

See Also:

Adopted: July 18, 1991

Amended: October 21, 1993; October 8, 1998

Rescinded: April 10, 2014

A. Purpose

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

B. Background

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

C. Definitions

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

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

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

~~D. Procedure~~

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

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



PA State System of Higher Education Board of Governors

Effective: October 17, 1991

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

See Also:

Adopted: October 17, 1991

Amended: April 10, 2014

C. A. Purpose

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

~~B.~~ Background

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

D. B. Definitions

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

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

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

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

A. C. Policy

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

E. ~~Procedures~~

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

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

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

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

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

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

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

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

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

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

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

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

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

Secretary to the Board

Chairman of the Board

Date



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



PA State System of Higher Ed Board of Governors

Effective: June 20, 1983

Page 1 of 4

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

See Also:

Adopted: June 20, 1983

Amended: July 19, 1983;

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

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

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

A. Purpose

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

B. Search Procedure

1. ~~Staff Liaison~~

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

Initiating the Presidential Search Process

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

2. Presidential Search Committee

- a. ~~Upon notice from the chancellor, the~~ The chairperson of the ~~university council of trustees~~ shall form a committee, with the advice and

consent of the council, to be known as the Presidential Search Committee.

b. Membership

- (1) Three trustees, elected by the council;
- (2) One executive from the university, selected by the council after consultation with those executives; the executive selected shall not report directly to the president;
- (3) Two faculty members, one (and an alternate) selected by faculty election and one (and an alternate) selected by the faculty collective bargaining unit;
- (4) Two non-instructional persons, one (and an alternate) of whom will be selected by the leadership of the non-instructional bargaining units ~~and an alternate;~~ and one selected by the council.
- (5) One student (not a trustee) selected by the student government and an alternate;
- (6) One alumna/us (not a trustee) selected by the ~~trustee chairperson-~~ alumni association and an alternate;
- (7) ~~OPTIONAL:~~ Up to three others within the university, including students, selected by the council to assure appropriate involvement by constituency, gender, race, generation, etc.; and
- (8) One current or former president/chancellor from a comparable university, from a list designated by the chancellor (non-voting).

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

e.d. The chairperson of the ~~trustees~~ council shall appoint the chair of the Presidential Search Committee, subject to the approval of the council, who shall be one of the three university trustees serving on the committee. It is recommended that the chairperson of the ~~trustees~~ council not serve as the chair of the Presidential Search Committee.

d.e. ~~Committee Authorization~~

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

3. Consulting Expertise

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

4. Committee Responsibilities

a. Search and Screen

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

b. Confidentiality

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

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

c. Attendance at Meetings

Regular attendance at and participation in committee meetings by all committee members is essential to the work of presidential

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

d. Communications

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

e. Records

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

f. Acting or Interim President

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

fg. Designation of Candidates

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

5. Presidential Involvement

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

6. ~~Trustee~~-Council Recommendations

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

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

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

C. Selection Procedure: Board of Governors

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

D. Expenses for Presidential Searches

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



PA State System of Higher Education Board of Governors

Effective: January 17, 1984

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Policy 1984-02-~~AR~~: Expenses for Presidential Searches

See Also:

Adopted: January 17, 1984

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

Rescinded: April 10, 2014

~~A. Policy~~

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



Resolution Honoring the Contributions of Sara J. Dickson

WHEREAS, Sara J. Dickson has provided excellent service as a member of the Board of Governors of the Pennsylvania State System of Higher Education since her appointment in October 2012; and

WHEREAS, Sara J. Dickson will graduate with a baccalaureate degree in psychology and a minor in political science/pre-law from Clarion University of Pennsylvania in May 2014; and

WHEREAS, Sara J. Dickson has distinguished herself as a leader among PASSHE's broad student population, having served as president of Clarion University's Student Senate and interim chair of the Board of Directors of the Clarion Students' Association; and

WHEREAS, as a student in the Clarion University Honors Program, Sara J. Dickson earned membership in the Phi Eta Sigma National Honor Society and received numerous academic awards and scholarships; and

WHEREAS, Sara J. Dickson has been a thoughtful, loyal, and accessible member of the Academic and Student Affairs Committee of the Board of Governors, and as an advocate for all PASSHE students throughout her tenure on the Board;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Governors of the Pennsylvania State System of Higher Education does acknowledge the many fine contributions of Sara J. Dickson to the Board and to the entire Pennsylvania State System of Higher Education and wishes her well in the future as an outstanding alumnus of Clarion University of Pennsylvania, and

BE IT FURTHER RESOLVED, that the Board of Governors extends best wishes to her in all of her future endeavors.

Unanimously adopted by the Board
April 9, 2014

Guido M. Pichini, Chairman



Resolution Honoring the Career Accomplishments of James Franklin

WHEREAS, James Franklin attended East Stroudsburg University of Pennsylvania, earning a bachelor's degree in psychology in 1995; and

WHEREAS, as an outstanding member of the ESU football team, he was named all-Pennsylvania State Athletic Conference East quarterback in both his junior and senior seasons, and in 1994 was named a regional candidate for the Harlon Hill Trophy, awarded each year to the top player in NCAA Division II; and

WHEREAS, as the team's starting quarterback, James Franklin set or tied 23 school single-game, season or career records during his career, becoming the first PSAC quarterback to throw for 2,500 yards and rush for 500 more in a season; and

WHEREAS, following his graduation from East Stroudsburg, he became an assistant coach at ESU under the PSAC's winningest coach, Denny Douds; and

WHEREAS, James Franklin advanced through the collegiate coaching ranks to become the head coach of Division I Vanderbilt University, leading the team to three consecutive bowl games for the first time in its history, and, earlier this year, was named the new head coach at Pennsylvania State University; and

WHEREAS, as a proud alumnus of the university, James Franklin has provided support for ESU student-athletes through his regular donations of items to the annual Athletic Auction; and

WHEREAS, James Franklin continues to honor his alma mater in many ways, including by agreeing to return to the university to serve as the Spring 2014 commencement speaker;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Governors of the Pennsylvania State System of Higher Education recognizes and congratulates James Franklin for his many career accomplishments and thanks him for being an outstanding ambassador for East Stroudsburg University, and

BE IT FURTHER RESOLVED, that the Board of Governors wishes him the best of luck as the new leader of the Penn State Nittany Lions.

Unanimously adopted by the Board
April 10, 2014

Guido M. Pichini, Chairman