

Board of Governors of Pennsylvania's State System of Higher Education

Meeting Minutes

203rd Meeting
Tuesday, July 8, 2014
Boardroom, First Floor
Administration Building
2986 North Second Street
Harrisburg, PA 17110-1201

9:00 a.m.

ATTENDING

Board of Governors:

Representative Matthew E. Baker
Marie Conley
Carolyn C. Dumaresq, Acting Secretary of Education
Laura E. Ellsworth (via conference call)
Christopher H. Franklin
Todd M. Garrett
Chelsea E. Getsy
Mark Grochocki (Senator Yudichak's designee)
Representative Michael K. Hanna
Ronald G. Henry
Jonathan B. Mack
David M. Maser
Joseph F. McGinn
Guido M. Pichini (Chair)
Chad Reichard (Senator Alloway's designee)
Robert S. Taylor
Aaron A. Walton

Senator Richard L. Alloway, II, Jennifer G. Branstetter (designee for Governor Thomas W. Corbett) 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: Alicia A. Brumbach, Ginger S. Coleman, Steven R. Dupes, Audrey J. Guistwhite, Gloria F. Hess, Jennifer E. Hoover-Vogel, Lois M. Johnson, Kenneth D. Marshall, Georgia K. Prell, Victoria L. Sanders, Sylvia E. Thompson, Dean A. Weber, and Eric J. Zeglen.

University Presidents in attendance: John M. Anderson, Acting President Phyllis W. Dawkins, Michael A. Driscoll, Michael Fiorentino, Jr., Interim President George F. “Jody” Harpster, Francis L. Hendricks, Interim President Geraldine M. Jones, Cheryl J. Norton, David L. Soltz, Acting President Carlos Vargas-Aburto, Greg R. Weisenstein, Marcia G. Welsh, Karen M. Whitney, and Julie E. Wollman.

Also in attendance: Jennifer S. Hartman, Chief Executive Officer, PASSHE Foundation Board.

Chairman Pichini called the meeting to order at 10:21 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 April 9, 2014, and April 10, 2014, were distributed prior to the meeting. Chairman Pichini moved **THAT THE MINUTES OF THE APRIL 9, 2014, AND APRIL 10, 2014, MEETINGS BE APPROVED.**

The motion passed unanimously.

PUBLIC COMMENTS

Public comments were provided by Kenneth Mash on behalf of APSCUF. (Attachment #1)

THE CHAIR’S COMMENTS INCLUDED THE FOLLOWING HIGHLIGHTS.

- The Board adopted a special resolution yesterday recognizing Dr. William B. McIlwaine, who has a long association with the State System – serving for many years as a professor at Millersville University of Pennsylvania, and, since 1995 as a member of the university’s Council of Trustees and treasurer of PACT for the last decade.
- The Board met in Executive Session on Tuesday, July 8, 2014, from 8:00 a.m. to 10:15 a.m.
- Board activities that occurred since the last regular Board meeting included the following:
 - Audit Committee Meeting – June 25, 2014
 - Finance, Administration, and Facilities Committee Meeting – June 26, 2014
 - Human Resources Committee Meeting – June 26, 2014
- In addition, the Chairman represented the System in the following:
 - Graduation ceremonies at Clarion University – May 10, 2014
 - The Pennsylvania Education Summit sponsored by the Pennsylvania Business-Education Partnership – June 1, 2014
 - The fifth annual Northern Tier Marcellus Shale Business Expo at Mansfield University – June 18, 2014

- He thanked everyone who was involved in the budget process this year and mentioned the importance of the following items for consideration by the Board at this meeting:
 - Setting tuition
 - Considering a new allocation formula
 - Proposed Board policy on the protection of minors.

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

THE CHANCELLOR'S COMMENTS INCLUDED THE FOLLOWING HIGHLIGHTS.

- He thanked the members of the Funding Review Task Force:

University Members

- Roger Bruszewski, Vice President for Administration and Finance, Millersville University
- Michael Driscoll, President Indiana University
- Michelle Howard-Vital, President Cheyney University
- Linda Lamwers, Provost West Chester University
- Kenneth Long, Vice President for Administration and Finance, East Stroudsburg University
- Cori Myers, Chair of Department of Business and Computer Science, Lock Haven University
- David Soltz, President Indiana University

Office of the Chancellor Members

- Ginger Coleman
- James Dillon
- Lois Johnson
- Georgia Prell
- He spoke at graduation ceremonies at Kutztown University – May 10, 2014
- He welcomed Dr. Phyllis W. Dawkins as the Acting President at Cheyney University of Pennsylvania and Dr. Carlos Vargas-Aburto as the Acting President at Kutztown University of Pennsylvania
- In working toward the goal of making the System the most flexible, collaborative, and student-centered university system, the following initiatives are underway or have already been accomplished this past fiscal year.
 - More local pricing flexibility
 - Reduced burdensome regulations/processes
 - Increased local control over curriculum
 - Improved degree program approval time
 - Enhanced collaboration with Councils of Trustees
 - Realigned communications and outreach efforts
 - Right-sized the Chancellor's Office
 - Aligning academic offerings with the Commonwealth's greatest needs
 - Enhancement of shared services to provide greater flexibility and efficiency to the universities and the System
 - Provide a higher level of transparency regarding System operations
 - Reached out to other state-related universities (Penn State, Pitt, Temple, and Lincoln)
- He participated in the Governor's Jobs 1st Summit in Pittsburgh – August 25-26, 2014

- Status of presidential searches:
 - Kutztown University of Pennsylvania – started
 - California and Shippensburg Universities of Pennsylvania – will begin in the fall of 2014
 - Cheyney University of Pennsylvania – not started

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

ParenteBeard LLP presented a preliminary report on PASSHE's Shared Services.

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 three presentation items: Summary of Academic Program Actions: January 1, 2014 – June 17, 2014 (Attachment #2); Multi-University Electronic Admissions Application Update; and Stop It Now! and Related Updates.

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

Governor Walton moved **THAT THE BOARD OF GOVERNORS APPROVE THE REVISIONS TO THE BOARD OF GOVERNORS' POLICY 1991-03-A: VISITING STUDENT PROGRAM.** (Attachment #3)

The motion passed unanimously.

Governor Walton moved **THAT THE BOARD OF GOVERNORS APPROVE AN ASSOCIATE OF ARTS IN SUSTAINABILITY STUDIES AT LOCK HAVEN UNIVERSITY OF PENNSYLVANIA.** (Attachment #4)

The motion passed unanimously.

B. Audit Committee

Governor McGinn presented the report on behalf of the Audit Committee. The Committee reviewed one information item: Office of Internal Audit and Risk Assessment (OIARA) Annual Report.

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 presented the report on behalf of the External and Public Relations Committee. The Committee reviewed two information items: Communications Update and PASSHE Foundation Update.

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

D. Finance, Administration, and Facilities Committee

Governor Henry presented the report on behalf of the Finance, Administration, and Facilities Committee. The Committee reviewed one information item, Fiscal Year 2014/15 Operating Budget Update. (Attachment #5)

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

Governor Henry moved **THAT THE BOARD OF GOVERNORS APPROVE THE PROPOSED REVISIONS TO BOARD OF GOVERNORS' POLICY 1984-06-A: ALLOCATION FORMULA, AS ATTACHED. AND THAT THE CHANCELLOR, IN CONSULTATION WITH THE CHAIR OF THE BOARD OF GOVERNORS AND THE FINANCE, ADMINISTRATION, AND FACILITIES COMMITTEE CHAIR, IS DIRECTED TO PROVIDE ONE-TIME FUNDS TO ASSIST UNIVERSITIES IN TRANSITIONING TO FULL FORMULA IMPLEMENTATION.** (Attachment #6)

The motion passed. Two no votes.

Governor Henry moved **THAT THE BOARD OF GOVERNORS APPROVE THE FISCAL YEAR 2014/15 TUITION AND TECHNOLOGY FEE RATES IN REVISED ITEM #3 AS ATTACHED.** (Attachment #7)

The motion passed. One no vote.

Governor Henry moved **THAT THE BOARD OF GOVERNORS APPROVE THE FOLLOWING ALLOCATION OF FUNDS FROM THE STATE SYSTEM'S FISCAL YEAR 2014/15 E&G APPROPRIATION.** (Attachment #8)

Item	Amount
Performance Funding	\$37,390,000
Dixon University Center Academic Consortium	\$1,148,000
Office of Internal Audit and Risk Assessment	\$831,836
System Reserve	\$180,400
McKeever Environmental Learning Center	\$302,032
APSCUF Professional Development Fund	\$300,000
APSCUF New Tenure-Track Faculty Professional Development Fund	\$50,000
APSCUF Innovative Teaching Professional Development Fund	\$50,000

The motion passed. One no vote.

Governor Henry moved **THAT THE BOARD OF GOVERNORS APPROVE THE EXCEPTIONS TO BOARD OF GOVERNORS' POLICIES AS NOTED IN ITEM #5 SUB-SECTION A INVOLVING CHEYNEY, EAST STROUDSBURG, MANSFIELD, AND MILLERSVILLE UNIVERSITIES OF PENNSYLVANIA AS DETAILED IN THE ATTACHED.** (Attachment #9)

- a. **Exception to Board of Governors' Policy 1999-02-A: Tuition, to allow:**
- **Cheyney University of Pennsylvania to reduce tuition to active duty military students, veterans, and eligible spouses; and to its PASSHE Center City students.**
 - **East Stroudsburg University of Pennsylvania to reduce tuition to its PASSHE Center City students.**
 - **Mansfield University of Pennsylvania to reduce tuition to active duty military students, and to meritorious out-of-state students enrolling in programs that currently have excess enrollment capacity.**
 - **Millersville University of Pennsylvania to charge all in-state undergraduate students on a per-credit basis, based on a three-year implementation plan.**

The motion passed unanimously.

Governor Henry moved **THAT THE BOARD OF GOVERNORS APPROVE THE EXCEPTIONS TO BOARD OF GOVERNORS' POLICIES HEREINAFTER AS NOTED IN ITEM #5 SUB-SECTION B TO ALLOW PRICING FLEXIBILITY PILOTS, AS DETAILED IN THE ATTACHED SPECIFICALLY RELATING TO INSTRUCTIONAL FEES AT EDINBORO, MANSFIELD, AND LOCK HAVEN UNIVERSITIES OF PENNSYLVANIA AS DESCRIBED IN THE DOCUMENT.** (Attachment #9)

- b. **Exception to Board of Governors' Policy 1989-05-A: Student Fees, to allow the councils of trustees to establish program-specific instructional fees at Edinboro and Mansfield Universities of Pennsylvania and to charge the educational services fee on a per-credit basis at Lock Haven University of Pennsylvania.**

The motion passed. One no vote.

Governor Henry moved **THAT THE BOARD OF GOVERNORS APPROVE PROPOSED POLICY 2014-01: PROTECTION OF MINORS AS AMENDED.** (Attachment #10)

The motion passed unanimously.

Governor Henry moved **THAT THE BOARD OF GOVERNORS APPROVE THE FISCAL YEAR 2014/15 CAPITAL SPENDING PLAN AND SUBMISSION OF THE LISTS OF PROJECTS FOR LEGISLATIVE AUTHORIZATION.** (Attachment #11)

The motion passed unanimously.

Governor Henry moved **THAT THE BOARD OF GOVERNORS APPROVE BLOOMSBURG UNIVERSITY'S REQUEST TO BOND FINANCE APPROXIMATELY \$7 MILLION TO UPGRADE ITS CENTRAL BOILER PLANT.**

The motion passed unanimously.

Governor Henry moved **THAT THE BOARD OF GOVERNORS APPROVE BLOOMSBURG UNIVERSITY'S REQUEST TO DEMOLISH THE MAGEE CENTER AT 700 WEST MAIN STREET, BLOOMSBURG, PENNSYLVANIA.** (Attachment #12)

The motion passed unanimously.

Governor Henry moved **THAT THE BOARD OF GOVERNORS APPROVE MILLERSVILLE UNIVERSITY'S REQUEST TO PURCHASE 198 CREEK DRIVE, MILLERSVILLE, 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 the following information items: Review presidential evaluation and timeline in accordance with Board of Governors' Policy 2002-03-A: *Evaluating Presidents*; review Board of Governors' Policy 2009-03: *Social Equity*; continue to evaluate PASSHE policies across the universities in alignment with the statute and laws; and continue to work with presidents regarding presidential compensation and contracts.

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

Governor Conley moved **THAT THE BOARD OF GOVERNORS RESCIND POLICY 2011-02: *NONREPRESENTED EMPLOYEES SEVERANCE PROGRAM.*** (Attachment #14)

The motion passed unanimously.

Governor Conley moved **THAT THE BOARD OF GOVERNORS, HAVING EVALUATED THE UNIVERSITY PRESIDENTS, EXTENDS THE EMPLOYMENT OF THE FOLLOWING PRESIDENTS THROUGH JUNE 30, 2017: DAVID L. SOLTZ (BLOOMSBURG UNIVERSITY); KAREN M. WHITNEY (CLARION UNIVERSITY); MARCIA G. WELSH (EAST STROUDSBURG UNIVERSITY); JULIE E. WOLLMAN (EDINBORO UNIVERSITY); MICHAEL A. DRISCOLL (INDIANA UNIVERSITY); MICHAEL FIORENTINO (LOCK HAVEN UNIVERSITY); FRANCIS L. HENDRICKS (MANSFIELD UNIVERSITY); JOHN M. ANDERSON (MILLERSVILLE UNIVERSITY); CHERYL J. NORTON, (SLIPPERY ROCK UNIVERSITY) AND GREG R. WEISENSTEIN (WEST CHESTER UNIVERSITY); AND AUTHORIZE THE CHAIRMAN AND THE CHANCELLOR TO EXECUTE AMENDMENTS TO THEIR EMPLOYMENT CONTRACTS.**

The motion passed unanimously.

Governor Conley moved **THAT THE BOARD OF GOVERNORS AUTHORIZE THE CHANCELLOR AND THE CHAIR TO ADJUST THE SALARIES OF PRESIDENTS AT BLOOMSBURG AND WEST CHESTER UNIVERSITIES AND HENCE FORTH ANNUALLY CONSIDER ADJUSTMENTS FOR SALARY COMPRESSIONS AS PART OF THE PRESIDENTIAL EVALUATION PROCESS.**

The motion passed. Two no votes.

F. Executive Committee

Chairman Pichini presented the report on behalf of the Executive Committee. The Committee reviewed one information item: PASSHE Foundation Agreement.

Chairman Pichini noted that the Committee had no action items to recommend to the Board for approval.

BOARD ACTION

Chairman Pichini presented the report on behalf of the Board. The Board reviewed one information item: Preliminary Report on External Review of Shared Services.

Chairman Pichini noted that the Board had one action item to recommend to the Board for approval.

Chairman Pichini moved **THAT THE BOARD OF GOVERNORS APPROVE THE MEETING DATES IN THE ATTACHED BOARD OF GOVERNORS' MEETING CALENDAR 2014-2017.** (Attachment #15)

The motion passed unanimously.

ADJOURNMENT

There being no further items of business to come before the Board, Chairman Pichini adjourned the meeting at 12:17 p.m.

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

The webcast link for the July 8, 2014 Board meeting.

<http://ducmediasite.passhe.edu/Mediasite/Play/a6421a3b3d8a41d0aa9ca62c2cb1223d1d>

PASSHE Board of Governors
Remarks of Kenneth M. Mash, Ph.D.
July 8, 2014

Chairman Pichini, Members of the Board, Chancellor Brogan,

My name is Kenneth Mash and I am the president of the APSCUF. I am proud to represent the approximately 6,000 faculty and coaches who are the heart of what we do at our 14 great universities.

Every day at those institutions, every one of them, your faculty and coaches are the ones who deliver to the students the promise of a quality higher education. Every day at our universities, our coaches are challenging their student athletes to be the best that they can be. Every day at our universities, faculty help students transform themselves into mature citizens. Every day at our universities, there are faculty and coaches going the extra mile to help students reach their potentials. Every day at our universities, there are faculty guiding their students into the workforce. Every day at our universities, faculty are engaged in ground-breaking research, and they do so despite the limited resources at their disposal. These are the stories that must be told.

The vibrancy, the buzz at our universities is something to behold. Excellence thrives at all of our campuses across the Commonwealth. Our students succeed. Every day at our universities, our students do amazing things, they reach new heights, exceed expectations, and our alumni go on to highly successful careers.

Our universities, as study after study shows, return back to our communities and to the state far more than they receive in allocation dollars. They have also done more with less to the breaking point.

These are the stories that need to be told loudly and broadly.

The truth of our successes needs to be told repeatedly to the Governor, the legislature, and to the public. But, alas, I fear these are not the stories that will be told often enough. Instead we will wind up with stories related to the increasing costs of tuition and fees and the cuts that will need to be made. I assume that again this Board will pass a budget that leaves a gap in the millions for universities that are already struggling. The Presidents will be told to make due, and they will be forced to make decisions that are neither in the best interest of our students nor in the best interest of the Commonwealth.

The fact is that our universities can no longer do more with less. We now do less with less to the detriment of our students. Cries of innovation, cutting costs, and removing bloat have had their day, but today they will do nothing to alleviate the impact on education.

Of course you, Members of the Board are between the proverbial rock and hard place. Tuition at our universities, unlike many of the other universities, cannot unceasingly increase without ramification. Our very mission demands that we keep our universities affordable. But the budget axes have already struck at bone. Our universities cannot withstand more.

The numbers do not lie. There is a direct inverse relationship between decreased state funding and the rising cost of education at our universities. The only really solution is a commitment by the Commonwealth to properly fund the System.

We are in very dangerous waters with a student debt crisis and a higher education crisis. Every cut that will be borne at our university will be made at the cost of our students' education. You are all in a very tough spot.

However, it is simply not enough for this Board to pass its budget and then instruct the Chancellor and the Presidents to go do their jobs. We need advocacy for our students. We need advocacy for our universities.

Every constituent part of this system must speak up about the great things that we do. Every one of us needs to communicate that we are at the breaking point. We cannot afford to get into arguments as we scramble amongst ourselves for crumbs. We cannot plot to protect our individual turfs. We are 14 great universities, and each one does its part to service our Commonwealth.

Chancellor Brogan, to his credit, has already begun to spread the word of our success. But as talented as he is, he cannot do it alone. We need every member of this Board to join with the legislators on this Board to advocate for our students and our universities. The message of success must be delivered loud and clear, as must the dire consequences of the lack of state funding.

We need vocal leadership that transcends this room. It is the most important thing you can do for each university as a member of this system.

Thank you for your attention.

**PENNSYLVANIA STATE SYSTEM OF HIGHER EDUCATION
ACADEMIC PROGRAM ACTIONS
January 1, 2014 – June 17, 2014**

NEW ACADEMIC PROGRAMS

University	Academic Program Name	Award	Delivery Method
California	Autism Spectrum Disorders	Letter of Completion	Online
Clarion	Advanced Paralegal Studies	Letter of Completion	ITV
Edinboro	Customer Relations Management	Certificate	Face to Face
Edinboro	Autism Endorsement	Certificate	Face to Face
Edinboro	Art Therapy	Certificate	Face to Face
Kutztown	Bioethics	Minor	Face to Face
Kutztown	Coaching and Athletic Administration	Minor	Face to Face
Lock Haven	Health Science	Masters of Health Science	Online and ITV
Millersville	Writing	Certificate	Face to Face
Shippensburg	Nanotechnology	Certificate	Face to Face
Slippery Rock	Special Education	Doctorate of Education	Blended
Slippery Rock	Geophysics	Minor	Face to Face
Slippery Rock	Geographic Information Science	Letter of Completion	Face to Face
Slippery Rock	Teaching Online	Letter of Completion	Online
West Chester	Autism Education	Minor	Face to Face
West Chester	Contemplative Studies	Minor	Face to Face

REORGANIZED ACADEMIC PROGRAMS

University	Academic Program	Award	Change
Bloomsburg	Digital Forensics	Minor	Reorganization of Computer Forensics
California	Business	Master of Business Administration	Reorganization of Master of Science in Business Administration
Edinboro	Mathematics	Bachelor of Science	Reorganization of Bachelor of Arts in Mathematics
Kutztown	School Counseling	Master of Science	Reorganization of Master of Education in School Counseling
Kutztown	Professional Writing	Minor	Reorganization of Minor in Writing

Millersville West Chester (Joint Degree)	Languages and Cultures	Master of Arts	Joint program will replace the current individual Master of Arts and Master of Education degrees in French, Spanish, and German
Slippery Rock	Clinical Mental Health Counseling	Master of Arts	Reorganization of Community Counseling
Slippery Rock	History	Master of Arts	Reorganization of face to face delivery to online only
Slippery Rock	Science, Technology, Engineering and Mathematics (STEM)	Master of Education	Reorganization of Mathematics and Science Teaching
Slippery Rock	Digital Media Production	Bachelor of Science	Reorganization of Communication in Emerging Technology
West Chester	Languages and Cultures	Bachelor of Arts	Reorganization of language programs with separate degrees (French, German, Russian, and Spanish) to a Bachelor of Arts in Languages and Cultures with concentrations for each language
West Chester	School Nurse	Teacher Certification	Certification, previously placed in moratorium, has been revised and reactivated

Reorganized academic programs reflect curricula and/or credentials that have been revised to meet new demands or accreditation requirements.

ACADEMIC PROGRAMS PLACED IN MORATORIUM

University	Academic Program Name	Award
Cheyney	Nanofabrication Technology	Associate of Applied Science
East Stroudsburg	French	Bachelor of Arts
East Stroudsburg	French	Bachelor of Science
East Stroudsburg	French	Minor
East Stroudsburg	German Studies	Minor
East Stroudsburg	Music History and Literature	Minor
East Stroudsburg	Music Theory	Minor
Edinboro	Art History	Bachelor of Arts
Edinboro	German	Bachelor of Arts
Edinboro	World Languages and Cultures	Bachelor of Arts
Edinboro	Philosophy	Bachelor of Arts

Edinboro	Women's Studies	Bachelor of Arts
Kutztown	Mentally and Physically Handicapped	Certificate
Lock Haven	Philosophy	Bachelor of Arts
Mansfield	Art Education	Bachelor of Science Education
Mansfield	Psychology of Human Development	Minor
Mansfield	Spanish	Minor
Mansfield	Anthropology	Minor
Mansfield	Journalism	Minor
Millersville	French	Master of Arts
Millersville	German	Master of Arts
Millersville	Spanish	Master of Arts
Millersville	French	Master of Education
Millersville	German	Master of Education
Millersville	Spanish	Master of Education
West Chester	French	Master of Arts
West Chester	Spanish	Master of Arts
West Chester	French	Master of Education
West Chester	Spanish	Master of Education
West Chester	French	Bachelor of Arts
West Chester	German	Bachelor of Arts
West Chester	Russian	Bachelor of Arts
West Chester	Spanish	Bachelor of Arts

Placing a program in 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 redesign or suspend the program. Normally the period of moratorium lasts no more than five years.

DISCONTINUED ACADEMIC PROGRAMS

University	Academic Program Name	Award
Slippery Rock	Gerontology	Certificate

Discontinued academic programs should have no students currently enrolled and have been removed from the program inventory.

GLOSSARY OF TERMS:

Minor: An organized program of study that comprises the fundamental requirements of 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.

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.

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.



PA State System of Higher Education Board of Governors

Effective: July 18, 1991

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Policy 1991-03-A: Visiting Student Program

Adopted: July 18, 1991

Amended: April 18, 2010, [July 8, 2014](#)

A. Purposes

1. To facilitate undergraduate [and graduate](#) student enrollment at institutions of the Pennsylvania State System of Higher Education to take advantage of courses available across the System, without loss of institutional residency, eligibility for honors or athletics, or credits toward graduation at the home institution.

B. Undergraduate Student Standards

1. The student must be matriculated at the home university with a minimum of 12 college-level credits and be in good academic standing.
2. Students may take a maximum of 24 credits via the Visiting Student Policy.
3. The student who presents evidence of good standing at the home university will be allowed to register for courses at other PASSHE universities. The visiting student priority level for registration will be determined by each university.
4. All credits and grades accrued at other PASSHE universities shall be accepted in full by the home university and thereafter treated as home university credits, residency, and grades.
 - a. It is the responsibility of the student to work with the student's advisor at the home institution regarding applicability of credits toward graduation requirements at the home institution consistent with PASSHE procedures.
 - b. It is the responsibility of the student to complete the Visiting Student Notification Form and submit to the home institution prior to enrolling in courses at another PASSHE institution.
 - c. Students cannot use The Visiting Student Program to repeat courses. Students cannot use the Visiting Student Program for internship or practica that are required for licensure or certification without the express written permission of their appropriate university officials at the home university and placement availability at the requested institution.
5. The student shall register at, and pay tuition and fees to, the State System University visited. A student wishing to divide a course load between two institutions during the same term shall register and pay appropriate tuition and fees at both universities.
6. The Office of the Chancellor will work with universities to establish and

publish procedures to identify visiting students such that financial aid, residency, eligibility for honors, eligibility of athletics and credits to graduation are assured.

C. Graduate Student Standards

1. A graduate student must be accepted into a graduate program and be in good academic standing.
2. On a space available basis, students may take up to 12 credits from other PASSHE universities via the Visiting Student Policy. Exceptions to the maximum credits may be granted for students enrolled in a joint degree between two or more PASSHE universities.
3. All credits and grades earned at other PASSHE universities through this policy shall be accepted in full by the home university and thereafter treated as home university credits, residency, and grades.
 - a. It is the responsibility of the student to work with, and get approval from, their graduate advisor at the home institution regarding applicability of credits toward graduation requirements at the home institution consistent with PASSHE procedures.
 - b. It is the responsibility of the student to complete the Visiting Graduate Student Notification Form and submit to the home institution prior to enrolling in courses at another PASSHE institution.
 - c. Students cannot use the Visiting Student Program to repeat courses taken at the home institution.
 - d. Students cannot use the Visiting Student Program for internship or practica that are required for the program of study or for licensure or certification without the express written permission of the home university Dean of Graduate Study and placement availability at the host institution.
4. The student shall register at, and pay tuition and fees to, the State System University visited. A student wishing to divide a course load between two institutions during the same term shall register and pay appropriate tuition and fees at both universities.
5. The Office of the Chancellor will work with universities to establish and publish procedures to identify visiting students such that financial aid, residency, candidacy requirements, and credits to graduation are assured.

EXECUTIVE SUMMARY OF DEGREE PROPOSAL
Associate of Arts in Sustainability Studies

July 7, 2014

1) Appropriateness to Mission

Lock Haven University of Pennsylvania proposes a new Associate of Arts degree in Sustainability Studies. Sustainability studies prepare students to integrate the tools and perspectives of multiple disciplines to solve problems and create opportunities regarding the relationships and interactions of human society and the environment toward the end of sustainability. The proposed Associate of Arts degree in sustainability studies will combine ideas and methods from a variety of disciplines to prepare graduates for careers in sustainability, and to create pathways for further study in fields in which sustainability is especially relevant. The purpose of the program is to prepare graduates to enter the workforce in a variety of settings, including government, nonprofit organizations, and corporations. It will also allow for seamless transition into related baccalaureate degree programs at Lock Haven University.

This proposed associate degree program is unique within the Pennsylvania State System of Higher Education and is in alignment with the Strategic Plan 2020, *Rising to the Challenge*, strategic goal of “ensuring academic program excellence and relevance.” This program repackages existing capacity and coursework between the Clearfield campus and main campus of Lock Haven University in creative new ways to meet emerging workforce needs in Clearfield County and surrounding areas. Adding programs to the Clearfield campus, which serves a primarily commuter population, will provide Lock Haven University with the opportunity to attract, retain, and graduate students beyond the traditional 18-to 22-year-old, on-campus, residential population. Additionally, the use of online/distance learning to maximize the resources at both campuses will increase access to the program for working adults.

2) Need

Sustainability is an emerging field and one that is embedded across many industries, so data is not yet available on the number of workers involved in this discipline. However, a publication by James Hamilton of the Bureau of Labor Statistics (*Is A Sustainability Career on Your Green Horizon?* August, 2012), provides information on job opportunities for graduates of sustainability programs. Many large corporations, nonprofit organizations, and government agencies employ sustainability professionals. At the associate degree level these include general and operations managers and transportation, storage, and distribution managers. *The Pennsylvania Green Jobs Survey Report*, produced by the Pennsylvania Department of Labor and Industry, states “Overall, roughly one out of every five companies in Pennsylvania (20.6%) employed workers in green jobs.” Many green jobs focus on construction and manufacturing, but employment opportunities also exist in education, the government, and nonprofit organizations.

A survey was administered to 59 high school students, 66 prospective students attending events at the Clearfield campus (spring 2013), and current Lock Haven University students.

These individuals were polled about their interest in the prospective program, the value of offering a program, and job opportunities available to graduates of the program. Based on this data, the program will attract both prospective students and those currently enrolled at Lock Haven University.

3) **Academic Integrity**

The program will be coordinated by an interdisciplinary team of faculty from English, geology, biology, communications, economics, recreation management, and philosophy. In addition to the general education curriculum, students will take courses in environmental studies, conservation law enforcement, economics, management, ethics, and a seminar course in which they will explore environmental and sustainability issues beyond what is required in an introductory course. Seminars focus on elements of history, culture, and science that influence the continuing development of human value systems and endeavors. These seminars provide a context to examine interrelational aspects of knowledge and experience and will be important in meeting the student learning outcomes of the program. Students will be exposed to a variety of learning experiences including lectures, discussions, demonstrations, small group work, case studies, field trips, role playing, review and integration of existing research, as well as student research. Experiential learning will also be undertaken in the internship/capstone course.

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

4) **Coordination/Cooperation/Partnerships**

The Associate of Arts in Sustainability Studies focuses on the concept of sustainability from an interdisciplinary perspective. This program will be coordinated by an interdisciplinary steering committee of faculty from English, geology, biology, communications, economics, recreation management, and philosophy. Faculty, department chairs and deans have engaged in this collaborative effort to repackage existing resources into an interdisciplinary program that meets emerging needs in Pennsylvania. This program involves collaboration across both campuses of Lock Haven University to address goals established in the strategic plan for Lock Haven University's Clearfield campus. Should students wish to complete a baccalaureate degree at Lock Haven University, the program allows for an easy transition into disciplines such as recreation management, business, and criminal justice, providing pathways for graduates to further their education. The process of developing the Associate of Arts in sustainability studies has involved frequent conversations with these departments. The department chairs and the deans of all three colleges have been eager to talk about ways to coordinate existing programs with the Associate of Arts, thus enabling Lock Haven University to repackage resources to meet emerging needs in creative new ways.

A likely source of collaboration and coordination exists through organizations committed to conserving natural resources. Lock Haven University is currently involved with the Susquehanna Greenway Partnership, Beech Creek Watershed Association, and Clinton County CleanScapes. In the Clearfield area, there is an opportunity to collaborate with Visit Clearfield County, which has expressed interest in collaborating with the Clearfield campus around sustainability issues. Letters of support for the proposed program have been provided by the Clearfield County Career and Technology Center, Headwaters Charitable Trust and Headwater Resource Conservation and Development Council, and the Northwest Savings Bank.

- 5) **Assessment**
As required by all programs at Lock Haven University, assessment of both program and student learning outcomes are required every year and submitted to the Office of the Provost. Such areas of review include retention, quality of student experience, and placement of students in career paths. 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 proposed associate degree, there is not a nationally recognized specific set of standards for sustainability studies.
- 6) **Resource Sufficiency**
The use of existing courses and existing faculty allows Lock Haven University to make use of existing resources and respond to the needs of the Commonwealth to offer this associate degree program with no start-up costs required. Director duties for the program will be assigned as overload to an existing faculty member. No additional equipment, software, supplies or facilities modifications are required for this program. Projected revenue generated from tuition will cover faculty, travel, and marketing expenses. Lock Haven University has state-of-the art distance learning facilities at both campuses that will enable the courses to be delivered with minimal expense. No new courses are required and those not currently offered at the Clearfield campus will be delivered via interactive television to the Clearfield campus.
- 7) **Contributions to Required and University-Specific Performance Indicators**
The Associate of Arts degree in Sustainability Studies contributes to required measures Success 1A: Number of Degrees Conferred, and Access 1A: Closing the Access Gap for Pell Recipients. It also contributes to optional stewardship measures 4 and 5: Instructional productivity and employee productivity. Adding a new associate degree program will attract new students to Lock Haven University, particularly at the Clearfield campus where the majority of our associate degree students are located. In Clearfield and Clinton counties, where the Lock Haven University campuses are located, the percentage of the population that is at or below the poverty line is 14.7% and 15.8%, respectively. These percentages are higher than the overall percentage of Pennsylvania (12.6%, U.S. Department of Commerce, 2012). The Clearfield campus is one of the few postsecondary opportunities in Clearfield County and is often the only access to education for place-bound nontraditional students who want a college education. Increasing the educational opportunities at Lock Haven University will increase access to higher education for low income students. By repackaging existing courses, the Associate of Arts degree in Sustainability Studies can be offered within existing capacity and, therefore, will contribute to those optional stewardship measures.

Prepared by: Robert Myers and Amy Way

Implementation date: Fall 2014

Date Approved by Council of Trustees: February 6, 2014

**Lock Haven University of Pennsylvania Associate of Arts in Sustainability Studies
Budget Narrative**

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	Assumes full-time students at 30 semester hours <i>per annum</i> and persistence rate of 55% based on historical data; year one: 8 new students, year two: 8 new students, year three: 10 new students, year four: 11 new students, and year five: 12 new students.
ESTIMATED REVENUE	
Tuition Generated	Assumes flat tuition for full-time Pennsylvania residents at \$6,622 annual.
Instructional Support Fee	Assumes \$699 per head.
External Grants & Contracts	Not applicable
Other	Not applicable
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	Assumes Overload for director duties (Professor, Step 9) for all 5 years, communications (Assistant, Step 2) for years 3-5, English composition (Assistant, Step 2) for years 2-5, natural science (Assistant, Step 2) for years 3-5. Existing capacity will be used for other general education courses. In addition to salary and benefits, this amount includes distance education stipend of \$15 per student and a site incentive of \$250 per site.
Salaries and Benefits (Staff, Grad Asst Stipend/Waiver, Teaching Assistances, etc.)	There are no salary and benefit expenses related to staff, graduate assistants or teaching assistants.
Learning Resources	There are no expenses related to learning resources.
Instructional Equipment	There are no expenses related to instructional equipment.
Impact to additional non-major course sections (e.g. General Education)	Projected enrollment will require an additional section of communication in years 3-5, an additional section of English composition in years 2-5, and an additional section of a natural science course in years 3-5. Expenses associated with this addressed above in salaries and benefits; therefore, there is no additional impact to nonmajor course sections.
Facilities and/or modifications	There are no expenses related to new facilities, and existing facilities do not need to be modified. This program will make use of existing resources.
Administrative Expense	20% of the tuition and instructional support fee is added to the expenses, and is charged annually for existing and new students.
Other	Not applicable

Lock Haven University of Pennsylvania Associate of Arts in Sustainability Studies

Five-Year Budget Projection

Associates Program

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	4	8	4	10	5	11	6	12
Nonresident Full-Time Headcount Enrollment										
Resident Part-Time Headcount Enrollment										
Nonresident Part-Time Headcount Enrollment										
Projected Annual Credits Generated	240		360		420		480		540	
Estimated Revenue										
Tuition Generated	\$52,976		\$79,464		\$92,708		\$105,952		\$119,196	
Instructional Support Fee	\$5,592		\$8,388		\$9,786		\$11,184		\$12,582	
External Grants and Contracts										
Other										
Estimated Total Revenue	\$58,568		\$87,852		\$102,494		\$117,136		\$131,778	
Estimated Expenses	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (faculty and staff, grad assistant stipend/waiver)		\$4,012	\$4,012	\$10,388	\$14,400	\$18,326	\$32,726		\$32,726	
Learning Resources										
Instructional Equipment										
Impact to additional non-major course sections (e.g. General Education)										
New Facilities and/or Modifications to existing facilities										
Administrative Expense	\$11,714		\$17,570		\$20,499		\$23,427		\$26,356	
Other										
Estimated Total Expenses	\$15,726		\$31,970		\$53,225		\$56,153		\$59,082	
Estimated Financial Impact of New Program	\$42,842		\$55,882		\$49,269		\$60,983		\$72,696	

Commonwealth FY 2014/15 Appropriations for Higher Education

As passed June 30, 2014

(amounts in thousands)

			<u>Change</u>	
	<u>FY 2013/14</u>	<u>FY 2014/15</u>	<u>\$</u>	<u>%</u>
GENERAL FUND TOTAL	\$28,596,601	\$29,098,996	\$502,395	1.8%
Pennsylvania State System of Higher Education (PASSHE)				
Educational and General	\$412,751	\$412,751	\$0	0.0%
Pennsylvania Priority Programs*	N/A	0	0	0.0%
Key '93 (Deferred Maintenance)**	13,590	14,229	639	4.7%
PASSHE Total, All Funds	<u>\$426,341</u>	<u>\$426,980</u>	<u>\$639</u>	<u>0.1%</u>
Pennsylvania Higher Education Assistance Agency (PHEAA)				
Grants to Students	\$344,888	\$344,888	\$0	0.0%
Institutional Assistance Grants (to private institutions)	24,389	24,389	0	0.0%
Ready to Succeed Scholarships	0	5,000	5,000	N/A
Cheyney Keystone Academy	1,525	1,525	0	0.0%
Matching Payment for Student Aid	12,496	12,496	0	0.0%
Bond-Hill Scholarships	534	534	0	0.0%
Pennsylvania Internship Program Grants	350	350	0	0.0%
Higher Education for the Disadvantaged	2,246	2,246	0	0.0%
Higher Education of Blind or Deaf Students	47	47	0	0.0%
PHEAA Total	<u>\$386,475</u>	<u>\$391,475</u>	<u>\$5,000</u>	<u>1.3%</u>
State-Related Institutions				
The Pennsylvania State University				
General Support	\$214,110	\$214,110	\$0	0.0%
Pennsylvania College of Technology	15,584	17,584	2,000	12.8%
The Pennsylvania State University Total	<u>\$229,694</u>	<u>\$231,694</u>	<u>\$2,000</u>	<u>0.9%</u>
University of Pittsburgh	136,293	136,293	0	0.0%
Temple University	139,917	139,917	0	0.0%
Lincoln University	13,163	13,163	0	0.0%
State-Related Institutions Total	<u>\$519,067</u>	<u>\$521,067</u>	<u>\$2,000</u>	<u>0.4%</u>
Community Colleges				
Community Colleges	\$212,167	\$215,667	\$3,500	1.6%
Transfer to Community College Capital Fund	48,869	48,869	0	0.0%
Regional Community Colleges Services	1,200	2,400	1,200	100.0%
Community Colleges Total	<u>\$262,236</u>	<u>\$266,936</u>	<u>\$4,700</u>	<u>1.8%</u>
Other Higher Education Initiatives				
Thaddeus Stevens College of Technology	\$10,332	\$12,295	\$1,963	19.0%
Community Education Councils	2,300	2,300	0	0.0%
Other Total	<u>\$12,632</u>	<u>\$14,595</u>	<u>\$1,963</u>	<u>15.5%</u>
Total Higher Education	<u>\$1,606,751</u>	<u>\$1,621,053</u>	<u>\$14,302</u>	<u>0.9%</u>
Percent of General Fund Expenditures	5.6%	5.5%		

*For FY 2014/15, PASSHE requested an \$18.0 million line item for the purpose of aligning academic program offerings to current and emerging high-priority occupations across the Commonwealth.

**Fund source: Realty Transfer Tax; not part of the General Fund.

**Pennsylvania State System of Higher Education
FY 2014/15 Educational and General Budget Overview**

At its meeting on October 17, 2013, the Board of Governors approved a fiscal year (FY) 2014/15 Educational and General (E&G) appropriations request of \$429.3 million, reflecting a \$16.5 million, or 4.0 percent, increase to partially fund a \$1.6 billion E&G budget. In addition, a line item of \$18.0 million was requested for the purpose of aligning academic program offerings to current and emerging high-priority occupations across the Commonwealth.

At the time of completion of these materials, the Commonwealth's FY 2014/15 budget has not yet been enacted. However, level funding for the State System is anticipated.

The State System's FY 2014/15 E&G budget of \$1.6 billion, as presented last October, was built within a cost control climate, addressing shifting enrollment trends and providing solely for limited mandatory increases in basic operating costs. Mandatory budget adjustments included the following.

- \$23.9 million in salary adjustments required by collective bargaining agreements and previous actions by the Board of Governors.
- \$12.6 million in health care rate increases.
- \$18.2 million in retirement cost increases, of which \$13.0 million is associated with statutory pension rate changes.
- \$4.5 million reduction in tuition and fee revenue due to an enrollment estimate of 103,815 full-time equivalent (FTE) students, which anticipates a decline of 0.7 percent, or approximately 800 FTE.

Each spring, the State System's budget estimates for the upcoming year are revised to reflect the most current information. Since the Board approved the appropriations request last fall, the following changes have been made to the System's FY 2014/15 budget.

- Assumes no change in appropriations or tuition rates.
- Health care contribution rates were finalized resulting in favorable changes from what was originally budgeted. In October 2013, estimated increases in health care costs for FY 2014/15 averaged 7 percent; finalized rates reflect an overall increase in health care rates of approximately 5 percent, lowering health care cost estimates by \$3.1 million.
- In total, it is anticipated that the State System will serve 103,428 FTE students in FY 2014/15, which is 387 less than originally estimated. Enrollment projections vary significantly by university. The corresponding reduction of \$2.3 million in tuition revenue is offset by university fee rate increases approved this spring by councils of trustees.
- Other minor changes have occurred to reflect actual expenditures in FY 2013/14.

The revised FY 2014/15 budget estimates reflect a funding gap of \$58.6 million, assuming no change in appropriations or tuition rates.

Pennsylvania State System of Higher Education
Estimated FY 2013/14 and 2014/15 Educational and General Budgets
As of June 26, 2014

Dollars in Millions

Revenue/Sources	FY 2013/14	FY 2014/15	\$ Change	% Change
Tuition	\$843.2	\$832.9	(\$10.4)	-1.2%
Fees	181.7	182.4	0.7	0.4%
State Appropriation	412.8	412.8	0.0	0.0%
All Other Revenue	70.2	69.7	(0.5)	-0.7%
Use of Carryforward	83.6	47.5	(36.1)	-43.2%
Total Revenue/Sources	\$1,591.4	\$1,545.2	(\$46.2)	-2.9%

Expenditures and Transfers				
<u>Compensation Summary:</u>				
Salaries & Wages	\$792.4	\$816.1	\$23.6	3.0%
Benefits	348.5	380.3	31.8	9.1%
Subtotal, Compensation	\$1,140.9	\$1,196.3	\$55.4	4.9%
Services & Supplies	309.7	313.3	3.6	1.2%
Capital Expenditures & Transfers	140.8	94.2	(46.6)	-33.1%
Total Expenditures and Transfers	\$1,591.4	\$1,603.8	\$12.4	0.8%

Savings Target	\$7.0			
Funding Gap	\$0.0	(\$58.6)		

Note: Numbers may not add due to rounding.



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

Effective: May 15, 1984

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Policy 1984-06-A: Allocation Formula

See Also:

Adopted: May 15, 1984

Amended: July 26, 1985; April 18, 1991; October 20, 1994; April 9, 1998;
July 10, 2003; ~~and~~ July 19, 2007, and July 8, 2014

~~The Board of Governors establishes the method by which the Pennsylvania State System of Higher Education's Educational and General (E&G) appropriation is distributed to System entities and System-wide initiatives.~~

~~1. The Board of Governors Allocates a Portion of the E&G Appropriation for System-wide Initiatives and Entities.~~

~~Annually, the Board of Governors will determine what, if any, System-wide initiatives are to be funded from the E&G Appropriation. System-wide initiatives may include but are not limited to professional development funds, replenishment of the System Reserve, the Dixon University Center Academic Programs, McKeever Environmental Learning Center, and a performance funding pool.~~

~~The Office of the Chancellor will be funded annually at 0.5% of the E&G appropriation, as authorized in Act 188 of 1982.~~

~~2. The Remaining E&G Appropriation is Allocated to the System Universities through an Allocation Formula that Incorporates the Following Components:~~

~~**University Base Appropriation** – Adjustment for Small Universities + (Costs per Gross Square Footage – GSF + Percentage of Replacement Value) funded proportionately with remaining Instructional Costs per Resident FTE Student + Support Costs per Resident FTE Student + Plant Appropriation~~

~~**Adjustment for Small Universities** – The adjustment for small Universities provides an economies of scale adjustment of \$6.5 million for a University with 1,000 FTE Students. This factor, which is fully funded by appropriation, is gradually eliminated while enrollment is between 1,000 and 5,000 FTE Students in the~~

~~following manner: a \$700 reduction for all enrollment between 1,000 and 2,000 FTE Students; a \$1,200 reduction for all enrollment between 2,000 and 3,000 FTE Students; a \$2,100 reduction for all enrollment between 3,000 and 4,000 FTE Students; and a \$2,500 reduction for all enrollment between 4,000 and 5,000 FTE Students.~~

~~**Instructional Costs** – Differences in instructional discipline costs will be recognized by the following proposed weights:~~

Lower Division, Normal Cost	1.0	\$4,073
Lower Division, High Cost	1.4	\$5,702
Upper Division, Normal Cost	1.5	\$6,109
Upper Division, High Cost	1.9	\$7,738
Master's, Normal Cost	1.7	\$6,924
Master's, High Cost	2.1	\$8,553
Doctoral, Low Cost	2.1	\$8,553
Doctoral, Normal Cost	5.2	\$21,179

~~High cost for lower and upper divisions and master's levels refers to health, science, and fine arts programs. Doctoral low cost applies to professional programs where the accrediting agencies require post-master's degrees, such as audiology and physical therapy, unless the University provides a cost analysis that indicates a need to fund these programs at a higher level.~~

~~**FTE Student** – The average of the last two years of actual, resident FTE enrollment by discipline.~~

~~**Support Costs** – There is one support weight for all FTE students of \$4,175.~~

~~**Plant Costs** – This category will include 2.5% of the Educational and General facilities replacement value, 1.5% of the infrastructure replacement value, and \$6.00 per gross square foot of Educational and General space. The E&G square footage is the average of space guidelines estimated space required and University inventory space. Inventory space includes all leased and owned space, but only 50% of space that is off line indefinitely.~~

~~3. The Allocation Formula will be Fully Implemented by July 2005.~~

~~Transition to this new method of allocation will occur over three fiscal years, with one-third of the adjustment occurring in fiscal year 2003/04, another third in fiscal year 2004/05, and full implementation in fiscal year 2005/06. Changes to the Adjustment for Small Universities will be implemented fully in fiscal year 2007/08.~~

~~The allocation formula will be adjusted annually to reflect changes in enrollment, physical plant space, and inflationary cost increases.~~

~~4. The Allocation Formula will be Reviewed Periodically, at Least Every Five Years.~~

~~The basic precepts on which this formula is built will not be altered annually. Rather, after five years of operation, a review of the allocation formula will be conducted to address changing conditions. Subsequent reviews should occur at least every five years.~~

A. Purpose

To establish the method by which the Board of Governors distributes the Pennsylvania State System of Higher Education's Educational and General (E&G) appropriation to System entities and System-wide initiatives.

B. Definitions

Educational and General—All activities and resources that support the educational mission of the System or university, including unrestricted functions of instruction, research, public service, academic support, institutional support, scholarship and fellowship, and operations and maintenance of plant activities. Auxiliary and restricted activities are excluded. For national comparisons, research, public service, and scholarship and fellowship activities also are excluded.

Full-Time Equivalent (FTE) Student—The total credit hours attempted, throughout all terms within a fiscal year, divided by 30 for undergraduate and 24 for graduate students. Clock-hour enrollment is converted to credit hours based upon national standards.

System Entity—A university of the Pennsylvania State System of Higher Education or the Office of the Chancellor.

Space Guidelines—A calculation, based upon national practices, used to estimate the square footage of space a university needs to reasonably meet its educational mission.

C. Funding of System-Wide Initiatives, Programs, and Entities

The Board of Governors annually allocates a portion of the E&G appropriation for System-wide initiatives, programs, and entities.

1. Annually, the Board of Governors will determine what, if any, System-wide initiatives are to be funded from the E&G appropriation. System-wide initiatives may include but are not limited to professional development funds, replenishment of the System Reserve, Dixon University Center academic programs, McKeever Environmental Learning Center, Office of Internal Audit and Risk Assessment, and a performance funding pool.
2. The Office of the Chancellor will be funded annually at 0.5 percent of the E&G appropriation, as authorized in Act 188 of 1982.

D. Base Allocation Formula

The remaining E&G appropriation is allocated to the System universities through a base allocation formula that recognizes fixed costs at all universities and allows for differing fixed costs based upon mission for the State System master's universities, doctoral/research university, and historically black university; and variable costs for instruction, administrative support services, and physical plant operations.

1. **Fixed Costs**—The fixed-cost value shall be established based upon an analysis of E&G costs and enrollment of public master's institutions, public doctoral/research institutions, and public historically black institutions. This component is fully funded from the E&G appropriation.
2. **Instructional Costs**—Differences in instructional discipline costs will be recognized per FTE student by the following weights:

Lower Division, Normal Cost	1.0
Lower Division, High Cost	1.3
Upper Division, Normal Cost	1.5
Upper Division, High Cost	2.4
Master's, Normal Cost	2.0
Master's, High Cost	2.4
Doctoral	2.6

High-cost undergraduate and master's instruction refers to courses identified with the following federally defined Classification of Instructional Programs (CIP) codes.

01	<u>Agriculture and Agriculture Operations</u>
03	<u>Natural Resources and Conservation</u>
04	<u>Architecture and Related Services</u>
10	<u>Communication Technologies and Support Services</u>
11	<u>Computer and Information Sciences</u>
14	<u>Engineering</u>
15	<u>Engineering Technologies</u>
25	<u>Library Science</u>
26	<u>Biological and Biomedical Sciences</u>
34	<u>Health Related Knowledge and Skills</u>
40	<u>Physical Sciences</u>
48	<u>Precision and Productivity</u>
50	<u>Visual and Performing Arts</u>
51	<u>Health Professions and Related Clinical Sciences.</u>

FTE Student—The average enrollment for the previous two years of actual in-state FTE enrollment by course discipline; in-state and out-of-state doctoral enrollment is included.

3. **Support Costs**—There is one support cost value applied to FTE students based upon the System's average costs per student in the functional areas of academic support, student services, and institutional support. Each university's support costs are determined based upon the same FTE student used in the instructional component.
4. **Plant Costs**—This category includes 2.5 percent of the E&G facilities replacement value, 1.5 percent of the infrastructure replacement value, and a dollar amount per gross square foot of E&G space. The E&G square footage is the average of space guidelines' estimated space required and university inventory space. Inventory space includes all leased and owned space, but only 50 percent of space that is off-line indefinitely.

E. Implementation

Transition to this new method of allocation will occur over three fiscal years, with one-third of the adjustment occurring in fiscal year 2014/15, another third in fiscal year 2015/16, and full implementation in fiscal year 2016/17.

The allocation formula will be adjusted annually to reflect changes in enrollment, physical plant space, and inflationary cost increases. After three years, the formula's values for fixed costs and the instructional coefficients will be recalculated based upon national data and State System instructional cost data. After a total of six years, the allocation formula will be reviewed for its continued appropriateness.

Pennsylvania State System of Higher Education
Fiscal Year 2014/15 Tuition Schedule
Excludes Rates for Board-Approved Tuition Flexibility Pilots

Student Classification	2013/14	2014/15	Change	
			Amount	Percent
Full-Time Academic Year				
In-State Undergraduate	\$6,622	\$6,820	\$198	3.0%
Out-of-State Undergraduate:				
150% (Minimum) (CA*, CL, EA*, ED, KU*, SH*, SL*, CBFS*)	\$9,934	\$10,230	\$296	3.0%
165% (CH, MA*)	\$10,928	\$11,253	\$325	3.0%
170% (IN*)	\$11,258	\$11,594	\$336	3.0%
175% (EA*, MI*, SH*)	\$11,590	\$11,935	\$345	3.0%
195% (CA*)	\$12,914	\$13,299	\$385	3.0%
200% (KU*, LO*, MI*, SL*)	\$13,244	\$13,640	\$396	3.0%
\$2,000 less than 250% rate (LO*)	\$14,556	\$15,050	\$494	3.4%
225% (SH*)	\$14,900	\$15,345	\$445	3.0%
250% (BL, EA*, IN*, KU*, LO*, MA*, MI*, WE, CBFS*)	\$16,556	\$17,050	\$494	3.0%
Full-Time Semester				
In-State Undergraduate	\$3,311	\$3,410	\$99	3.0%
Out-of-State Undergraduate:				
150% (Minimum) (CA*, CL, EA*, ED, KU*, SH*, SL*, CBFS*)	\$4,967	\$5,115	\$148	3.0%
165% (CH, MA*)	\$5,464	\$5,627	\$163	3.0%
170% (IN*)	\$5,629	\$5,797	\$168	3.0%
175% (EA*, MI*, SH*)	\$5,795	\$5,968	\$173	3.0%
195% (CA*)	\$6,457	\$6,650	\$193	3.0%
200% (KU*, LO*, MI*, SL*)	\$6,622	\$6,820	\$198	3.0%
\$2,000 less than 250% rate (LO*)	\$7,278	\$7,525	\$247	3.4%
225% (SH*)	\$7,450	\$7,673	\$223	3.0%
250% (BL, EA*, IN*, KU*, LO*, MA*, MI*, WE, CBFS*)	\$8,278	\$8,525	\$247	3.0%
Per Student Credit Hour**				
In-State Undergraduate	\$276	\$284	\$8	2.9%
In-State Graduate	\$442	\$454	\$12	2.7%
Out-of-State Undergraduate:				
150% (Minimum) (CA*, CL, EA*, ED, KU*, SH*, SL*, CBFS*)	\$414	\$426	\$12	2.9%
165% (CH, MA*)	\$455	\$469	\$14	3.1%
170% (IN*)	\$469	\$483	\$14	3.0%
175% (EA*, MI*, SH*)	\$483	\$497	\$14	2.9%
195% (CA*)	\$538	\$554	\$16	3.0%
200% (KU*, LO*, MI*, SL*)	\$552	\$568	\$16	2.9%
\$2,000 less than 250% rate (LO*)	\$607	\$627	\$20	3.3%
225% (SH*)	\$621	\$639	\$18	2.9%
250% (BL, EA*, IN*, KU*, LO*, MA*, MI*, WE, CBFS*)	\$690	\$710	\$20	2.9%
Out-of-State Graduate	\$663	\$681	\$18	2.7%
Out-of-State Undergraduate Distance Education, Minimum	\$282	\$290	\$8	2.8%
Out-of-State Graduate Distance Education, Minimum	\$451	\$463	\$12	2.7%

CBFS = Chincoteague Bay Field Station

*Applies to certain out-of-state students, based upon geographic location, academic program or term, or academic standing.

**For graduate student charges; and for undergraduate part-time, summer, and interim session student charges.

**Pennsylvania State System of Higher Education
Fiscal Year 2014/15 Technology Tuition Fee Schedule**

Student Classification	2013/14	2014/15	Change	
			Amount	Percent
<i>Full-Time Academic Year</i>				
In-State Undergraduate	\$368	\$422	\$54	15%
Out-of-State Undergraduate	\$558	\$642	\$84	15%
<i>Full-Time Semester</i>				
In-State Undergraduate	\$184	\$211	\$27	15%
Out-of-State Undergraduate	\$279	\$321	\$42	15%
<i>Per Student Credit Hour (For part-time and graduate students)*</i>				
In-State Undergraduate (less than 12 credits)	\$15	\$18	\$3	20%
Out-of-State Undergraduate (less than 12 credits)	\$23	\$27	\$4	17%
In-State Graduate	\$21	\$24	\$3	14%
Out-of-State Graduate	\$31	\$36	\$5	16%

**For graduate student charges; and for undergraduate part-time, summer, and interim session student charges.*

**Pennsylvania State System of Higher Education
Funding of System-Wide Initiatives from the Fiscal Year 2014/15 E&G Appropriation**

Performance Funding..... \$37,390,000

Consistent with the performance funding program revisions adopted by the Board of Governors at its January 2011 meeting, the performance funding pool is established at 2.4 percent of the System's 2014/15 E&G budget, which is estimated to be \$1.56 billion.

Dixon University Center Academic Consortium..... \$1,148,000

The academic programming performed at Dixon University Center has been partially funded through the E&G appropriation for many years. The appropriation provided for continuation of these academic services, and associated maintenance of the Dixon University Center site for 2013/14 was \$1,148,000. It is recommended that the allocation for Dixon University Center be continued at the same level.

Office of Internal Audit and Risk Assessment..... \$831,836

The Office of Internal Audit and Risk Assessment is responsible for facilitating risk assessment activities and, in turn, structuring and executing an internal audit plan based on high-risk areas. The office's fiscal year 2014/15 budget of \$964,280 was approved by the Audit Committee at its meeting on April 2, 2014. It is recommended that the Office of Internal Audit and Risk Assessment's budget be funded at \$831,836, as \$132,444 remains from the previous year's allocation.

Replenishment of the System Reserve..... \$180,400

The total recommended allocation to the System Reserve for fiscal year 2014/15 is \$180,400, which will replenish the System Reserve to the \$1,500,000 level required by Board of Governors' Policy 1984-07-A: *System Reserve Allocation and Expenditure Criteria*. Attachment 2 is a detailed list of expenditures for fiscal year 2013/14 and a list of projected expenditures for fiscal year 2014/15. The amount to be replenished differs from total expenditures due to interest earnings.

McKeever Environmental Learning Center..... \$302,032

The Commonwealth created the McKeever Environmental Learning Center in 1974 to assist citizens of all ages in becoming better stewards of the earth's resources. The environmental education programs offered by the McKeever Center meet the needs of students from preschool through, and beyond, college and provide student interns with valuable teaching experience while working in an outdoor setting. The McKeever Center is administered by Slippery Rock University of Pennsylvania and is funded through a portion of the State System's E&G appropriation and user fees. The appropriation provided for the Center in 2013/14 was \$302,032. It is recommended that the allocation for the McKeever Environmental Learning Center be continued at the same level.

Professional Development Funds..... \$400,000

The collective bargaining agreement with the Association of Pennsylvania State College and University Faculties (APSCUF) continued the Faculty Professional Development Program with a fiscal year 2014/15 funding requirement of \$300,000 for current faculty members, \$50,000 for probationary faculty members, and \$50,000 for programs and activities related to innovation in teaching and improvement of student learning outcomes.

**Pennsylvania State System of Higher Education
Report of Expenditures from the System Reserve**

Actual 2013/14 Expenditures

Chancellor Search	\$124,627
System Financial Audit (Fiscal Year 2012/13)	65,500
Property Appraisal (West Chester)	<u>1,000</u>
Total Actual Fiscal Year 2013/14 Expenditures	\$191,127

Anticipated 2014/15 Expenditures

Official Residences (California, Shippensburg)	\$1,179,500
Presidential Searches (California, Kutztown, Shippensburg)	255,000
System Financial Audit (Fiscal Year 2013/14)	<u>65,500</u>
Total Anticipated Fiscal Year 2014/15 Expenditures	\$1,500,000

**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 in-state undergraduate students and allows for flexibility in tuition rates for out-of-state 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 is 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.

Cheyney University of Pennsylvania Tuition Flexibility Pilot Proposal PASSHE Center City

For Consideration by the Board of Governors, July 7–8, 2014

Concept: To offer undergraduate and graduate tuition rates at 90 percent of the current applicable tuition rate to all Cheyney University of Pennsylvania students enrolled at PASSHE Center City; the proposed rate corresponds with the rate offered by other State System universities at this location. This rate would apply to both in-state and out-of-state students.

Justification/Rationale: As Cheyney expands program offerings at the Center City location, a lower market price will assist in attracting new students and gain enrollment within the highly competitive Philadelphia market. West Chester and Millersville Universities of Pennsylvania previously received approval for the same pricing strategy for programs at PASSHE Center City; a similar proposal is under consideration for East Stroudsburg University of Pennsylvania. This alternative tuition rate will allow consistent pricing among all State System universities with programs at PASSHE Center City, which will assist with marketing PASSHE programs to the Philadelphia market. Students taking all their course work at PASSHE Center City will not benefit from the full Cheyney experience and, therefore, can be served at a reduced price to the student.

Cost/Benefit Analysis: The Philadelphia market is highly competitive, with private universities pricing aggressively. This pilot project is intended to compete directly with these institutions and not State System institutions; however, consistent pricing among PASSHE Center City institutions may be advantageous to establishing a market presence. The pilot is intended to increase enrollment so at least the variable costs of instruction are covered by the tuition revenue generated. It is estimated that enrollment at this location will grow 20 percent per year. Enrollment of at least six students per course is necessary to break even.

Timeline: Fall 2014 through summer 2016.

Assessment Goals:

Enrollment—To build enrollment to 176 FTE by fall 2016; this is estimated to be the break-even point for the PASSHE Center City site. Once this level of enrollment is sustained, then the University intends to return to PASSHE's regular tuition rates.

Access—Cheyney University is committed to providing access to all students, especially those students with exceptional financial need, by providing institutional need-based scholarship assistance, other scholarship programs, and government-provided need-based aid to qualified students within this pilot program.

Tuition Revenue—Tuition revenue is expected to exceed instructional costs by spring 2016.

Program Viability: If the program ceases at the end of the pilot period, the University is committed to providing the reduced tuition rate to continually enrolled existing students until the completion of their course work.

Cheyney University of Pennsylvania Tuition Flexibility Pilot Proposal
Active Duty Military, Veterans, and Eligible Spouses and Dependents
For Consideration by the Board of Governors, July 7–8, 2014

Concept: To offer undergraduate tuition at the most recent Military Tuition Assistance (TA) reimbursement rate (currently \$250 per credit) and graduate tuition at a fixed rate of \$399 per credit to all active duty military, spouses and dependents of active duty members, veterans, and spouses and dependents of veterans of all branches of service (Army, Navy, Air Force, Marine Corps, Coast Guard, National Guard, and Reserves) attending Cheyney University of Pennsylvania at PASSHE Center City and the main campus in Cheyney, Pennsylvania. This pilot would apply to both in-state and out-of-state students.

Justification/Rationale: Cheyney University has no marketing aimed at military personnel and, consequently, no representation from this segment in the student population. As 32 percent of current military personnel claim minority descent, Cheyney University believes that this student population would be receptive to marketing from a historically black university. Lowering the tuition rate for both in-state and out-of-state students would provide the University a marketing advantage for both online and on-campus programs.

Cost/Benefit Analysis: Current enrollment of military/veteran members, spouses, and dependents is negligible, with only one or two students enrolled per semester. Cheyney believes this tuition proposal would help attract 20 new students initially, and then grow at a rate of 50 percent over the next four years to a total of 100 students under this program. Once this level of enrollment is sustained, the pricing pilot would be reevaluated to determine whether or not it is feasible and necessary to continue the program.

Timeline: Fall 2015 through summer 2017.

Assessment Goals:

Enrollment—To build enrollment to 30 full-time equivalent students by summer 2017. This represents additional students who otherwise would not have attended Cheyney University.

Access—Cheyney University is committed to providing access to all students, especially those students with exceptional financial need, by providing institutional need-based scholarship assistance, scholarship programs, and government-provided need-based aid to qualified students within this pilot program.

Tuition Revenue—All students would generate increased net revenue for the University, as they would be served within existing capacity. The only additional expenses incurred that would need to be offset by the revenue are marketing expenses.

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

East Stroudsburg University of Pennsylvania Tuition Flexibility Pilot Proposal
PASSHE Center City

For Consideration by the Board of Governors, July 7–8, 2014

Concept: To offer undergraduate and graduate tuition rates at 90 percent of the current applicable tuition rate to all East Stroudsburg University of Pennsylvania students enrolled at PASSHE Center City; the proposed rate corresponds with the rate offered by other State System universities at this location. The tuition rate would apply to all East Stroudsburg University programs, both undergraduate and graduate.

Justification/Rationale: East Stroudsburg began offering programs at PASSHE Center City in fall 2013. This concept is designed to attract additional students who live/work in Philadelphia and is important to establishing a market presence. A strong market penetration price strategy is important to the overall success. Students taking all their course work at PASSHE Center City will not benefit from the full East Stroudsburg experience and, therefore, can be served at a reduced price to the student. Doing so will increase access to underserved populations and increase college completions in Philadelphia.

Cost/Benefit Analysis: The Philadelphia market is very competitive, with some private universities pricing aggressively. This pilot project is intended to compete directly with these institutions and not State System institutions; however, consistent pricing among PASSHE Center City institutions may be advantageous to establishing a market presence. The pilot is intended to increase enrollment so at least the variable costs of instruction are covered by the tuition revenue generated. On average, undergraduate classes require an enrollment of at least nine students to break even; graduate classes require six students. On average, one more student in each class is needed to cover the discount for the first nine.

Timeframe: Fall 2014 through summer 2016.

Assessment Goals:

Enrollment—By spring 2016, the University expects to increase overall Philadelphia site enrollment to at least fully fund instructional costs.

Access—The University is committed to providing access to all students, especially those students with exceptional financial need. Students enrolled will be eligible for the same institutional need-based aid as students at East Stroudsburg's main campus. 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—Tuition revenue is expected to exceed instructional costs by spring 2016.

Program Viability: If the program is unsuccessful at the end of the pilot period, the University is committed to providing the reduced tuition rate to students enrolled in the pilot who continually enroll until completion of their program.

Mansfield University of Pennsylvania Tuition Flexibility Pilot Proposal
Active Duty Military Tuition

For Consideration by the Board of Governors, July 7–8, 2014

Concept: To offer undergraduate tuition at the most recent military Tuition Assistance (TA) reimbursement rate (currently \$250 per credit) and graduate tuition at a fixed rate of \$399 per credit to the following individuals enrolled in Mansfield University of Pennsylvania's online programs: all active duty military, and dependents and spouses of active duty members of all branches of service (Army, Navy, Air Force, Marine Corps, Coast Guard, National Guard, and Reserves).

Justification/Rationale: Mansfield University has a longstanding commitment to provide education to military students and is registered with GoArmy to do so. To remain competitive and increase market share, the University must provide competitive rates that are affordable to this market segment. The current in-state undergraduate tuition per-credit rate of \$276 is higher than the maximum TA reimbursement of \$250 per credit. By adjusting the tuition rate to the TA rate for students of all residencies, the University's programs will be more marketable to potential active duty military and their families. Lowering the graduate tuition rate to 90 percent of the in-state graduate tuition rate allows the University to have a marketing advantage among competitors who provide graduate online programs to military students and their families.

Cost/Benefit Analysis: Currently, Mansfield University has virtually no military members, dependents, or spouses enrolled solely in online programs. Any enrollment would generate new revenue and, to obtain positive net revenue, the only expenses that would need to be covered are marketing expenses. Each new full-time undergraduate student would generate approximately \$6,000 in tuition revenue annually. Aggressive marketing to military bases is expected to grow the online programs at Mansfield University.

Timeframe: Fall 2015 through summer 2017.

Assessment Goals:

Enrollment—The University expects to increase overall active duty military online enrollment. The University is currently marketing online programs to military bases.

Access—The University is committed to providing access to all students, especially those with exceptional financial need. Eligible students within this pilot program may qualify for institutional need-based aid. 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—All students would generate increased net revenue for the University as they would be served within existing capacity. The only additional expenses incurred that would need to be offset by the revenue are marketing expenses.

Program Viability: If the program is unsuccessful at the end of the pilot period, the University is committed to providing the reduced tuition rate, adjusted for annual tuition increases, to students enrolled in the pilot who continually enroll until completion of their program.

**Mansfield University of Pennsylvania Tuition Flexibility Pilot Proposal
Tuition Enhanced Award for Merit Program**

For Consideration by the Board of Governors, July 7–8, 2014

Concept: To establish the Tuition Enhanced Award for Merit (TEAM) Program—a merit-based tuition reduction program for new out-of-state full-time students in undergraduate degree programs that have enrollment capacity beyond the current enrollment. Currently, music, nursing, radiology, respiratory therapy, and all online programs are excluded from TEAM.

The out-of-state rate for students qualifying for the TEAM adjustment would range from 105 to 150 percent of the State System’s in-state tuition rate. Reduced rates would be applicable for fall and spring semesters to students enrolling for the first time in fall 2015 and beyond, based on high school grade point average (GPA) and/or SAT scores, or a cumulative GPA of at least 3.25 for out-of-state transfer students. The program is renewable for a total of four years for students who stay in a program with capacity and obtain and sustain a minimum cumulative GPA of 3.25 after two semesters are completed at Mansfield University of Pennsylvania.

An example of the TEAM award eligibility levels follows.

Tuition as % of In-State Rate	Entering Freshmen		Transfer Student
	High School	SAT/ACT	College GPA
150%	3.0 GPA	1000/21	3.25
135%	3.3 GPA	1050/22	3.35
120%	3.5 GPA or top 10% of class	1150/24 1100/24	3.50
105%	3.7 GPA or top 5% of class	1300/26 1200/25	3.70

After four semesters are completed at Mansfield, a student with an eligible declared major and a minimum cumulative GPA of 3.5 could request a one-time further reduction in tuition. A TEAM adjustment also may be offered to out-of-state students who did not initially qualify for consideration but achieved a cumulative GPA of 3.25 after completing four semesters at Mansfield and have an eligible declared major. Students must maintain a corresponding college GPA after completing four semesters to maintain the TEAM award.

All requests for tuition waivers would be reviewed by a standing committee and be based on existing capacity within the requested academic program. The committee would forward its recommendations to the provost for review and approval.

Justification/Rationale: The pool of potential Pennsylvania students is declining; future demographic forecasts reflect a significant decline in projected graduates from the majority of the counties across Pennsylvania. There is potential for growth in out-of-state enrollment; offering reduced tuition rates to students who have demonstrated high academic success will increase enrollment of out-of-state, high achieving students. TEAM awards will be considered for undergraduate degree programs that have enrollment capacity beyond the current enrollment; the potential increase in enrollment from out-of-state students will ensure these programs remain viable for all students enrolled in the program. The additional revenue generated will also support academic and auxiliary services, benefiting all students. Additionally, granting merit-based tuition reduction awards will attract students of high scholastic record and improve retention.

Cost/Benefit Analysis: The proposal is to reduce undergraduate out-of-state tuition rates to between 105 and 150 percent of current in-state tuition. For cost analysis purposes, an average rate of 127.5 percent of in-state tuition was used. To break even on this program, Mansfield would need an additional .29 FTE for each current New York or New Jersey student in the TEAM pilot program, or an additional .96 FTE for each student from other states or countries. This program will not be used to justify additional faculty, and will be reviewed throughout the pilot for cost effectiveness and continuation or termination.

Timeline: Fall 2015 through summer 2017.

Assessment Goals:

Enrollment—Each student qualifying for the TEAM pilot program will enroll in a program that has capacity for additional enrollment; the goal is to grow all programs until they are fully subscribed.

Access—The 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. Out-of-state students will not displace Pennsylvania students of the same quality. The seats available in the TEAM pilot program will be calculated after the typical incoming freshman class is added to the calculation of the enrollment of any given program.

Tuition Revenue—Based on the assumption that affected students are in addition to Mansfield University's historical enrollment, each new student in the TEAM pilot program would generate, on average, an additional \$8,443 in tuition revenue to the University (based on an average of 127.5 percent of the in-state tuition rate).

Program Viability: If the program is unsuccessful at the end of the pilot period, the University is committed to providing reduced tuition rates to students enrolled in the pilot who continually enroll and, after two semesters are completed, sustain and maintain the required 3.25 cumulative GPA, until completion of their program, up to a total of four years.

Millersville University of Pennsylvania Tuition Flexibility Pilot Proposal
Per-Credit Tuition for In-state Undergraduate Students
For Consideration by the Board of Governors, July 7–8, 2014

Concept: To charge tuition on a per-credit basis for all in-state undergraduate students. This approach will replace the current hybrid model 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. The proposed pilot program is based on a three-year implementation plan. Millersville University of Pennsylvania will roll back the 2013/14 per-credit tuition rate for undergraduate in-state students 7 percent in year one, from \$276 to \$257. When the Board of Governors approves the 2014/15 tuition rate, Millersville will adjust the undergraduate in-state per-credit tuition rate by the same percentage.

In year two, the rollback will be 4 percent of the System's per-credit in-state undergraduate tuition rate, and in year three, the rollback will be 1 percent of the System's full per-credit in-state undergraduate tuition rate. In year four, in-state undergraduate students will be paying the established State System in-state per-credit tuition rate. The University will assess the program annually and may make appropriate adjustments to this plan.

There will be no change to the current billing model for out-of-state students and graduate students. Out-of-state undergraduate students will continue to be charged using the hybrid model, and all graduate students will continue to be charged per-credit rates.

Justification/Rationale: Millersville University is embarking on its new strategic plan. Part of the new plan is to be more aggressive in the part-time adult education market. This pilot will enable the University to implement programs and initiatives developed as part of the strategic plan. The proposal works to align charges to students with instructional services delivered. 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. Per-credit pricing allows more flexibility for students to manage their financial obligations, minimizing the number of students forced to leave the University each year due to financial pressure. Per-credit pricing also will form a hospitable platform for pricing programs and courses of nontraditional length and scope as the University works to serve increasing numbers of adult learners returning to complete their degrees. The per-credit charge will aid in Millersville's concept of increasing the focus of adult and continuing education at the Ware Center (located in downtown Lancaster) to better serve the Lancaster community. The plan would enable Millersville to facilitate joint programs with other universities within PASSHE by clearly defining the tuition revenue attributed to the program.

The average in-state undergraduate Millersville student takes 14.3 credits each semester. Under the pilot, the undergraduate in-state student who takes 13 credits will pay \$26 more per semester (based on 2013/14 tuition rates). To assist students with financial need who are taking more than 13 credits, Millersville will set aside a minimum of 15 percent of net tuition revenue, based on student need, not to exceed \$1.1 million in financial aid for 2014/15. This will help alleviate the additional cost to affected students with unmet financial need. In addition, Millersville plans to continue to offer additional summer, winter, and online courses to meet the needs of students.

Cost/Benefit Analysis: Millersville's plan calls for a per-credit undergraduate in-state tuition rate of \$257, which is 7 percent below the State System rate. Although some students may enroll in fewer courses as a result of this plan, it is anticipated that increased course completion and student retention will offset any reduction in credits attempted. In addition, the University anticipates increasing its market share of adult, continuing education, and part-time learners.

Timeline: Fall 2014 through summer 2017. The University is actively preparing for this change. The bursar, information technology, financial aid, registrar, and public relations teams are working to ensure a successful transition to this model for the fall 2014 semester.

Assessment Goals:

Enrollment—Millersville University'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 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—The per-credit tuition rate model could generate approximately \$7 million in net tuition revenue over three years.

Program Viability: If the program is unsuccessful at the end of the pilot period, the University will assess the best alternatives for charging tuition for in-state undergraduate students. There is no anticipated negative impact to students if the pilot is discontinued.

**Edinboro University of Pennsylvania Student Fee Flexibility Pilot Proposal
Art and Nursing Instructional Fees**

For Consideration by the Board of Governors, July 7–8, 2014

Concept: To allow the Council of Trustees to establish course- or program-specific instructional fees for the high-cost instruction in Art and Nursing, as follows.

- **Art**—A fee of 5 percent of the per-credit tuition rate is proposed for all students enrolled in a course with an ART prefix. The fee is applied only to courses with an ART prefix; the average semester fee for a full-time student (typically taking 9 credit hours in ART courses) would be \$124 (based on 2013/14 tuition rates).
- **Nursing**—A fee of 25 percent of tuition is proposed for all students enrolled in an undergraduate nursing program. This represents an \$828 cost supplement (based on 2013/14 tuition rates), consistent with that previously approved for the Bachelor of Science in Nursing (BSN) Innovative program.

Justification/Rationale: The studio or clinical laboratory nature of the art courses and nursing program results in a higher cost of instruction per student, which significantly exceeds that covered by existing tuition and fees. The proposed fees are designed to assist Edinboro University of Pennsylvania in covering these higher costs, with the fees targeted directly to students benefiting from these courses/programs. The fees will assist in maintaining accreditation and will ensure the financial viability of Edinboro's high-demand, high-quality programs in art and nursing.

Cost/Benefit Analysis: The total costs for the art and nursing programs far exceed tuition revenue generated. In the case of art, current tuition revenue associated with the department meets 89 percent of its budget. Expenses for specialty materials, equipment, technology, and space associated with studio courses are approximately \$82,000 annually. The proposed art fee would generate approximately \$106,000 in revenue, assuming consistent enrollment, thereby covering these expenses and allowing further investment in this large, nationally recognized and accredited program. No notable impact on enrollment is expected. In nursing, tuition currently covers 67 percent of the department's budget. The proposed fee would generate approximately \$380,000 annually, partially addressing the revenue shortfalls in this program. Applications significantly exceed openings for this program; no impact on enrollment is expected.

Timeline: Art—fall 2014 through summer 2016. Nursing—fall 2015 through summer 2017.

Assessment Goals:

Enrollment—Edinboro anticipates this program will not affect projected enrollment.

Access—Edinboro 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 each of the programs affected by this pilot.

Tuition and Fee Revenue—Net tuition revenue is expected to remain unchanged; instructional fee revenue is expected to increase by approximately \$486,000 per 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.

**Lock Haven University of Pennsylvania Student Fee Flexibility Pilot Program
Per-Credit Educational Services Fee**

For Consideration by the Board of Governors, July 7–8, 2014

Concept: Lock Haven University of Pennsylvania currently charges undergraduate students an educational services fee on a per-credit basis of \$29.10 per credit (in-state students) up to 12 credits, at which point the fee is capped. The proposed change is to allow the Council of Trustees to eliminate the full-time cap and apply the per-credit charge to all credits attempted. The University proposes phasing in this program over two years, with a charge of \$15 per credit in excess of 12, beginning in fall 2014 and increasing to the full per-credit rate in fall 2015. This change would represent an increase of \$45 per semester in 2014/15 for an undergraduate student earning 15 credits.

Justification/Rationale: The educational services fee helps to cover general instructional operations, academic facilities' needs, instructional equipment, required course/university tests and examinations, laboratory supplies, course-required field trips, student teaching, clinical experiences, and related activities. These costs tend to be variable in nature and increase directly with student enrollment. Assessing the educational services fee on a per-credit basis better aligns the revenue and variable costs and will help ensure that students are provided adequate instructional materials, equipment, and facilities. Moreover, the per-credit approach also aligns the price with value received by the student.

Cost/Benefit Analysis: The proposed change would generate approximately \$360,000 in revenue in fiscal year 2014/15. No adverse effect on enrollment is anticipated, and the University would use its institutional student aid program to maintain the current student profile with respect to Pell grant recipients and underrepresented minority students.

Timeline: Fall 2014 through summer 2016.

Assessment Goals:

Enrollment—Lock Haven anticipates this program will not affect projected enrollment.

Access—The 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 and Fee Revenue—No effect on tuition revenue; educational services fee revenue is anticipated to increase \$360,000 in fiscal year 2014/15.

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.

**Mansfield University of Pennsylvania Student Fee Pilot Program
High-Cost Course Fees**

For Consideration by the Board of Governors, July 7–8, 2014

Concept: To allow the Council of Trustees to establish course-specific instructional fees for high-cost courses. Initially the fee would be \$100 per course for specific high-cost courses in art, biology, chemistry, respiratory therapy, nursing, nutrition, math, computer information systems, music, and psychology. The proposed fee and course costs would be reviewed annually; the fee would be adjusted as the review justifies.

Justification/Rationale: The cost of these courses exceeds the tuition revenues generated. Establishing an instructional fee for these courses will increase the programs' net revenue and align more appropriately with course costs. Implementation of instructional fees in these courses will not adversely affect enrollments.

Cost/Benefit Analysis: Using the academic year 2013/14 class schedule and enrollment as a model, \$298,000 in additional revenue would have been generated.

Timeframe: Spring 2015 through fall 2016.

Assessment Goals:

Enrollment—Enrollment will be only marginally affected, given the academic quality and high demand of the classes.

Access—The 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 and Fee Revenue—Proposed changes will allow programs to generate an increase in fee revenue with no additional cost to the University. Strong demand and quality of programs make the risk low.

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



DRAFT

As of July 8, 2014

PA State System of Higher Education Board of Governors

Effective: December 31, 2014

Page X of X

Policy 2014-01: *Protection of Minors*

See Also:

Board of Governors' Policy 2009-01
Board of Governors' Policy 1991-04-A
Board of Governors' Policy 2009-03

Adopted: TBD

Amended:

A. Purpose and Scope

The purpose of this policy is to promote the safety and security of children who participate in programs held on Pennsylvania State System of Higher Education (PASSHE) university property. This policy applies to all PASSHE universities, their units, and the Office of the Chancellor. All PASSHE administrators, faculty, coaches, staff, students, contractors, and volunteers in PASSHE university-sponsored programs or in programs for minors held on university property must comply with this policy.

This policy applies to all programs and activities involving minors that fall within the scope of this policy, including graduate and undergraduate course offerings, programs operated by the university or non-university-sponsored programs on campus, and programs under the direction and authority of the university at locations off campus. This policy applies to such programs and activities whether they are limited to daily activities or involve the housing of minors. Examples of programs governed by this policy include, but are not limited to, summer camps, specialty camps (e.g., academic and patient camps), outreach activities, workshops, conferences, tutoring, educational programs, licensed child care facilities and programs, and affiliated entity activities. All programs subject to state licensure are required to comply with applicable laws and regulations. Program administrators should consult with the appropriate vice president and university legal counsel regarding licensure questions.

Except for the reporting of child abuse or child neglect, this policy does not apply to: (1) events on campus that are open to the general public and which minors attend at the sole discretion of their parents or legal guardians, (2) private events where minors attend under parental or legal guardian supervision, or (3) other programs as may be designated by the university president or designated official in advance and in writing as exempt from this policy or specific provisions of this policy.

B. Definitions

Affiliated Entity: A private organization (typically classified as a 501(c) (3) nonprofit organization for federal tax purposes) that exists solely for the benefit of the university, including, but not limited to, foundations, alumni associations, and student associations.

Authorized Adults or Program Staff: Individuals, paid or unpaid, who may have direct contact, interact with, treat, supervise, chaperone, or otherwise oversee minors. This includes, but is not limited to, faculty, staff, volunteers, graduate and undergraduate students, interns, employees of temporary employment agencies, and contractors. Roles of authorized adults or program staff include, but are not limited to, positions as counselors, chaperones, coaches, instructors, health care providers, and outside providers running programs in leased facilities. This definition does not include temporary guest speakers, presenters, or other individuals who have no direct contact with program participants other than short-term activities supervised by program staff; or fellow students whose only role is as a participant in the education, services, or program offered.

Child Abuse: Child abuse is defined in 23 Pa. C.S. §6303. That definition includes nonaccidental actions or omissions that cause serious physical or mental injuries to a child, or sexual abuse/sexual exploitation of a child including:

1. Physical Abuse: Acts or omissions that cause, or fail to prevent, a serious physical injury to a child.
2. Sexual Abuse: Includes, but is not limited to, rape, sexual assault, molestation, incest, indecent exposure, or otherwise exploiting a child in a manner in which the child is used for gratification or sexual enjoyment by another person.
3. Emotional or Mental Abuse: Acts or omissions that have an actual or likely severe negative impact on a child's emotional and behavioral development, including those resulting from persistent or severe emotional mistreatment.
4. Neglect: A severe or persistent failure to provide for a child's physical, emotional, or basic needs.

Direct Contact: Providing care, supervision, guidance, or control; or routine interaction with minors.

Mandated Reporter: In a situation of suspected child abuse, all PASSHE administrators, faculty, coaches, staff, student workers, contractors, and volunteers are considered mandated reporters.

Minor/Child: A person under 18 years of age. Minors may be enrolled undergraduate/graduate students; students "dually enrolled" with the university and in elementary, middle, or high school; employees; or participants in program activities.

One-on-One Contact: Personal, unsupervised interaction between any authorized adult or program staff and a participant without at least one other authorized adult or program staff, parent, or legal guardian being present.

PASSHE Entity: One of the PASSHE universities or the Office of the Chancellor.

Program: Programs or activities offered by various academic or administrative units of the university, or by nonuniversity groups using university facilities where the parents or legal guardians are not responsible for the care, custody, or control of their children. This includes, but is not limited to, workshops, services, camps, conferences, campus visits, and similar activities. These do not include organized events where parents or legal guardians are responsible for minors.

Program Administrator: The person(s) who has primary and direct operational responsibility for managing a program.

Registry: An official record or list of authorized adults or programs.

Sponsoring Unit: The academic or administrative unit of the university that offers a program or gives approval for the use of university facilities.

University Facilities: Facilities owned by or under the control of a PASSHE entity, including spaces used for education, athletics, dining, recreation, university housing, and on-campus affiliate-owned housing.

University-Sponsored Programs: Programs that are directly managed by university faculty, staff, and affiliated entities on behalf of the university. All university-sponsored programs must be registered.

Non-University-Sponsored Programs: Programs that are not operated on behalf of the university or under the university's control.

C. Policy

Each PASSHE entity offering or approving programs that involve minors within the scope of this document will establish and implement policies and procedures consistent with this policy by December 31, 2014. The locally established policies and procedures will, at a minimum, include the following requirements.

1. Authorized Adults and Program Registration

Each university is responsible for establishing and maintaining a registry of university-authorized adults, program staff, and programs for minors. All programs must be registered within sufficient time to meet the requirements of this policy, and policy requirements should be met no later than 30 days before the program start date. Programs must be registered annually.

2. Program Registration Requirements

The following topics must be addressed in planning and evaluating registered programs:

- a. Identification, selection, and screening of authorized adults or program staff, including criminal background checks.
- b. Training for authorized adults or program staff.
- c. Supervision ratio.
- d. Safety and security planning.
- e. Participation requirement forms.
- f. Transportation.
- g. Housing.
- h. Response protocols when there is an injury or illness.
- i. Response protocols when an authorized adult or program staff is accused of misconduct.
- j. Response protocols when a participant is accused of misconduct.
- k. Program orientation or information for minors and parents.
- l. Insurance requirements.
- m. Record retention.

3. Authorized Adults or Program Staff Code of Conduct

Authorized adults or program staff should be positive role models for minors and act in a responsible manner that is consistent with the mission of the PASSHE entity. Authorized adults or program staff are required to comply with all applicable laws and PASSHE Board of Governors' and university policies. Authorized adults or program staff working in programs covered by this policy must follow these expectations.

- a. Do not engage in any sexual activity, make sexual comments, tell sexual jokes, or share sexually explicit material with minors or assist in any way to provide access to such material to minors.
- b. Do not engage or allow minors to engage you in romantic or sexual conversations or related matters. Similarly, do not treat minors as confidantes; refrain from sharing sensitive personal information about yourself. Examples of sensitive personal information that should not be shared with minors are information about financial challenges, workplace challenges, drug or alcohol use, and romantic relationships.
- c. Do not touch minors in a manner that a reasonable person could interpret as inappropriate. All personal contact should generally only be in the open, and in response to the minor's needs, for a purpose that is consistent with the program's mission and culture, or for a clear educational, developmental, or health-related purpose (e.g., treatment of an injury). Any refusal or resistance from the minor should be respected.
- d. Do not use harassing language that would violate Board of Governors' Policy 2009-03: *Social Equity*, or university harassment policies.
- e. Do not be alone with a minor. If one-on-one contact is required, meet in open, well-illuminated spaces or rooms with windows observable by other authorized adults or program staff, unless the one-on-one contact is expressly authorized by the program administrator or is being undertaken for medical care.
- f. Do not meet with minors outside of established times for program activities. Any exceptions require written parental authorization and must include more than one authorized adult or program staff.
- g. Do not invite individual minors to your home or other private locations. Any exceptions require authorization by the program administrator and written authorization by a parent/guardian.
- h. Do not provide gifts to minors or their families independent of items provided by the program.
- i. Do not engage or communicate with minors except for an educational or programmatic purpose; the content of the communication must be consistent with the mission of the program and the university.
- j. Do not engage in any abusive conduct of any kind toward, or in the presence of, a minor, including, but not limited to, verbal abuse, striking, hitting, punching, poking, spanking, or restraining. If restraint is necessary to protect a minor or other minors from harm, all incidents must be documented and disclosed to the program administrator and the minor's parent/guardian.

- k. Do not use, possess, or be under the influence of alcohol or illegal drugs while on duty, or in the presence of minors involved in a program, or when responsible for a minor's welfare.
- l. Do not provide alcohol or illegal substances to a minor.
- m. Do not provide medication to a minor unless authorized by the program's medication management guidelines.
- n. When transporting minors, more than one authorized adult or program staff from the program must be present in the vehicle, except when multiple minors will be in the vehicle at all times through the transportation. Avoid using personal vehicles if possible and comply with the program's transportation guidelines.

Violations of any of the forgoing shall be reported to the program administrator.

4. Criminal Background Screening

At a minimum, universities will establish and implement criminal background screening policies and procedures consistent with applicable law and Board of Governors' Policy 2009-01: *Criminal Background Investigations*, for all employees. Before being allowed to use or lease university facilities, program administrators of non-university-sponsored programs or nonuniversity groups providing services to university-sponsored programs are required to certify that they have conducted criminal background checks and determined the fitness of all authorized adults and program staff.

5. Participant Requirements

Minors and parents or legal guardians of minors must submit required forms before minors will be allowed to participate. These forms may include, but are not limited to, a participation agreement, health form, emergency contact form, proof of medical insurance, photo and recording release, and participant code of conduct.

6. Training

All authorized adults or program staff working with minors are required to be trained on policies and issues related to minor safety and security. The training should be completed annually and may vary based on the role of the authorized adult. Documentation of training completion is required to be maintained by the program administrator. Program administrators of non-university-sponsored programs or nonuniversity groups providing services to university-sponsored programs are required to certify that they have satisfactorily completed required training before being allowed to use university facilities. Training should address the following topics.

- a. Detecting and reporting abuse or neglect.
- b. First aid/CPR and medication management.
- c. Participant conduct management and disciplinary procedures.
- d. Authorized adult or program staff code of conduct.
- e. Sexual and other unlawful harassment.
- f. Safety and security protocols.
- g. Crime reporting procedures.

7. Reporting Obligations

In a situation of suspected child abuse, all members of the university community, contractors, and volunteers are mandated reporters under this policy. Everyone who is deemed a mandated reporter pursuant to this policy shall be trained as if designated a mandated reporter by Pennsylvania law.

All mandated reporters shall make an immediate report of suspected child abuse or cause a report to be made if they have reasonable cause to suspect that a child is a victim of child abuse under any of the following circumstances:

- a. The mandated reporter comes into contact with the child in the course of employment, occupation, and practice of a profession or through a regularly scheduled program, activity, or service.
- b. The mandated reporter is directly responsible for the care, supervision, guidance, or training of the child, or is affiliated with an agency, institution, organization, school, regularly established church or religious organization, or other entity that is directly responsible for the care, supervision, guidance, or training of the child.
- c. A person makes a specific disclosure to the mandated reporter that an identifiable child is the victim of child abuse.
- d. An individual 14 years of age or older makes a specific disclosure to the mandated reporter that the individual has committed child abuse.

The minor is not required to come before the mandated reporter in order for the mandated reporter to make a report of suspected child abuse. The mandated reporter does not need to determine the identity of the person responsible for the child abuse to make a report of suspected child abuse.

Mandated reporters must immediately make an oral report of suspected child abuse to the Department of Public Welfare (DPW) by calling **1-800-932-0313**, or a written report to DPW using electronic technologies when available. If an oral report is made, a written report shall also be made within 48 hours to DPW or the county agency assigned to the case as prescribed by DPW.

Immediately following the report to DPW, the mandatory reporter must notify the designated person in charge at the university who will assume responsibility for facilitating the university's cooperation with the investigation of the report. More than one report of the suspected abuse is not required.

8. Facilities Use Agreements

Universities licensing, leasing, or allowing the use of university facilities for non-university-sponsored programs or events primarily serving minors are required to include language in the agreement requiring identification of authorized adults or program staff, supervision ratios, adult code of conduct, training, and background screening consistent with this policy.

D. Effective Date: December 31, 2014.

Capital Spending Plan Fiscal Years 2014/15 through 2018/19

Financial Summary in Current Year Dollars (\$000)							Historical Funding Analysis (\$000) ¹				
University	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18	FY 2018/19	Five-Year Total	Including Cheyney		Not Including Cheyney		
							Total Capital Funding FY1996/97 to FY 2013/14	Over- or Underfunded Before Spending Plan ²	Over- or Underfunded After Spending Plan ³	Over- or Underfunded Before Spending Plan ²	Over- or Underfunded After Spending Plan ³
Bloomsburg		\$2,100			\$18,500	\$20,600	\$93,574	(\$489)	(\$3,422)	\$7,406	\$6,867
California	\$10,900	1,100				12,000	65,157	(14,207)	(22,063)	(7,545)	(13,381)
Cheyney	\$500		\$6,800		34,000	41,300	143,970	99,725	129,956		
Clarion	3,000	5,000				8,000	104,921	33,271	23,345	39,285	31,183
East Stroudsburg	34,900	2,300				37,200	78,234	3,052	21,443	9,363	29,667
Edinboro		3,500		\$12,100		15,600	80,805	568	(3,906)	7,303	4,871
Indiana	1,600	13,800	37,600	24,300	3,000	80,300	98,039	(62,186)	(21,971)	(48,736)	(4,445)
Kutztown		13,100	1,300			14,400	68,923	(28,776)	(38,818)	(20,575)	(28,131)
Lock Haven	6,000					6,000	58,095	(7,991)	(18,524)	(2,444)	(11,295)
Mansfield		4,500				4,500	54,566	5,277	(2,554)	9,415	2,838
Millersville	1,200			10,400		11,600	94,195	3,774	(7,247)	11,364	2,643
Shippensburg	7,100			10,000		17,100	82,644	(7,961)	(13,528)	(355)	(3,617)
Slippery Rock		1,800	16,200		1,600	19,600	78,374	(17,283)	(21,615)	(9,254)	(11,151)
West Chester		16,500		3,600		20,100	130,809	(6,776)	(21,097)	4,773	(6,047)
Five-Year Total	\$65,200	\$63,700	\$61,900	\$60,400	\$57,100	\$308,300	\$1,232,305	\$0	\$0	\$0	\$0

Financial Summary (\$000) Allowing for Inflation at 2% Annually						
University	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18	FY 2018/19	Five-Year Total
Bloomsburg		\$2,200			\$20,400	\$22,600
California	\$10,900	1,100				12,000
Cheyney	\$500		\$7,100		37,500	45,100
Clarion	3,000	5,100				8,100
East Stroudsburg	34,900	2,400				37,300
Edinboro		3,600		\$13,000		16,600
Indiana	1,600	14,100	39,500	26,200	3,300	84,700
Kutztown		13,400	1,400			14,800
Lock Haven	6,000					6,000
Mansfield		4,600				4,600
Millersville	1,200			11,200		12,400
Shippensburg	7,100			10,800		17,900
Slippery Rock		1,800	17,000		1,800	20,600
West Chester		16,900		3,900		20,800
Five-Year Total	\$65,200	\$65,200	\$65,000	\$65,100	\$63,000	\$323,500

Notes

¹ Parentheses () indicate underfunded.

² Compares funding received from FY1996/97 to FY 2013/14 to funding if distributed by the plant portion of the allocation formula.

³ Compares funding received from FY1996/97 to FY 2018/19 to funding if distributed by the plant portion of the allocation formula.

Numbers may not add due to rounding.

Project Execution Schedule Fiscal Years 2014/15 Through 2018/19

Proposed Execution Year	University	Project Description	Original Furniture and Equipment OF&E?	Authorization Act	Total Authorization (\$000)	Facility Use	University Funds (\$000)	Commonwealth Funding Adjusted for Inflation (\$000)
2014/15	California	Coover Hall Renovation		82/10	14,500	Science and Technology		\$10,900
	Cheyney	Brown Hall Additional Funds		83/06, 41/08	1,300	General Education		500
	Clarion	Tippin Gymnasium Renovation and Expansion	OF&E	131/02, 82/100	3,095	Athletics		3,000
	East Stroudsburg	Information Commons Construction, Phase 2 (Construction)		82/10	40,000	Mixed Usage	\$36,000	34,900
	Indiana	Leonard Hall Renovation (Demolition)		83/06, 131/02, 41/08, 82/10	1,800	General Education		1,600
	Lock Haven	Electrical Infrastructure Renovation		85/13	16,000	Utilities Infrastructure		6,000
	Millersville	Addition to/Renovation of School of Education, Phase 2		131/02	6,600	General Education		1,200
	Shippensburg	Electrical Distribution and Telecommunication Systems Renovation		40/04, 82/10	12,730	Utilities Infrastructure	2,800	7,100
2014/15 Total								\$65,200
2015/16	Bloomburg	Waller Administration Building Renovation	OF&E	82/10	2,200	Mixed Usage		\$2,200
	California	Coover Hall Renovation	OF&E	131/02, 85/13	2,000	Science and Technology		1,100
	Clarion	ADA Compliance Upgrades, Phase 1		40/04, 41/08	6,600	General Education		5,100
	East Stroudsburg	Information Commons Construction, Phase 2	OF&E	85/13	5,100	Mixed Usage		2,400
	Edinboro	Porreco Center Renovation		85/13	5,000	Science and Technology		3,600
	Indiana	Weyandt/Walsh Hall Renovation or Replacement (Design)		82/10	90,000	Science and Technology		14,100
	Kutztown	DeFrancesco Education Building Renovation		82/10, 85/13	18,000	Business Education		13,400
	Mansfield	Morris Drive Safety Enhancement		85/13	6,000	Utilities Infrastructure		4,600
	Slippery Rock	McKay Building Renovation/Addition		22/00, 82/10, 85/13	14,360	General Education		1,800
	West Chester	Sturzebecker Health Science Center Addition		131/02, 85/13	55,768	Science and Technology	15,000	16,900
2015/16 Total								\$65,200
2016/17	Cheyney	Cope Hall Renovation/Addition (Design)		82/10	45,000	Athletics		\$7,100
	Indiana	Weyandt/Walsh Hall Renovation or Replacement, Phase 1 (Addition Construction)		82/10	76,200	Science and Technology	9,700	39,500
	Kutztown	DeFrancesco Education Building Renovation	OF&E	131/02	494	Business Education		1,400
	Slippery Rock	Student Success Center Renovation		82/10	15,000	Administration		17,000
2016/17 Total								\$65,000
2017/18	Edinboro	B.F. Library Addition and Renovation				Mixed Usage	6,400	\$12,500
		Porreco Center Renovation	OF&E	131/02, 85/13	500	General Education		500
	Indiana	Weyandt/Walsh Hall Renovation or Replacement, Phase 2 (Renovation Construction)		82/10	38,600	Science and Technology		20,800
		Weyandt/Walsh Hall Renovation or Replacement, Phase 1	OF&E	82/100	9,000	Science and Technology		5,400
	Millersville	Stayer (Jefferson Hall) Building Renovation		41/08, 82/10	13,000	Athletics		11,200
	Shippensburg	Franklin Science Center Renovation (Design)		82/100, 85/13	40,000	Science and Technology		10,800
	West Chester	Sturzebecker Health Science Center Addition	OF&E			Science and Technology		3,900
2017/18 Total								\$65,100
2018/19	Bloomburg	McCormick Center Renovation		82/10	19,000	General Education		\$20,400
	Cheyney	Cope Hall Renovation/Addition (Construction)		82/10	38,000	Athletics		37,500
	Indiana	Weyandt/Walsh Hall Renovation or Replacement, Phase 2	OF&E	82/100	4,000	Science and Technology		3,300
	Slippery Rock	Student Success Center Renovation	OF&E	85/13	2,800	Administration		1,800
2018/19 Total								\$63,000
Grand Total								\$323,500

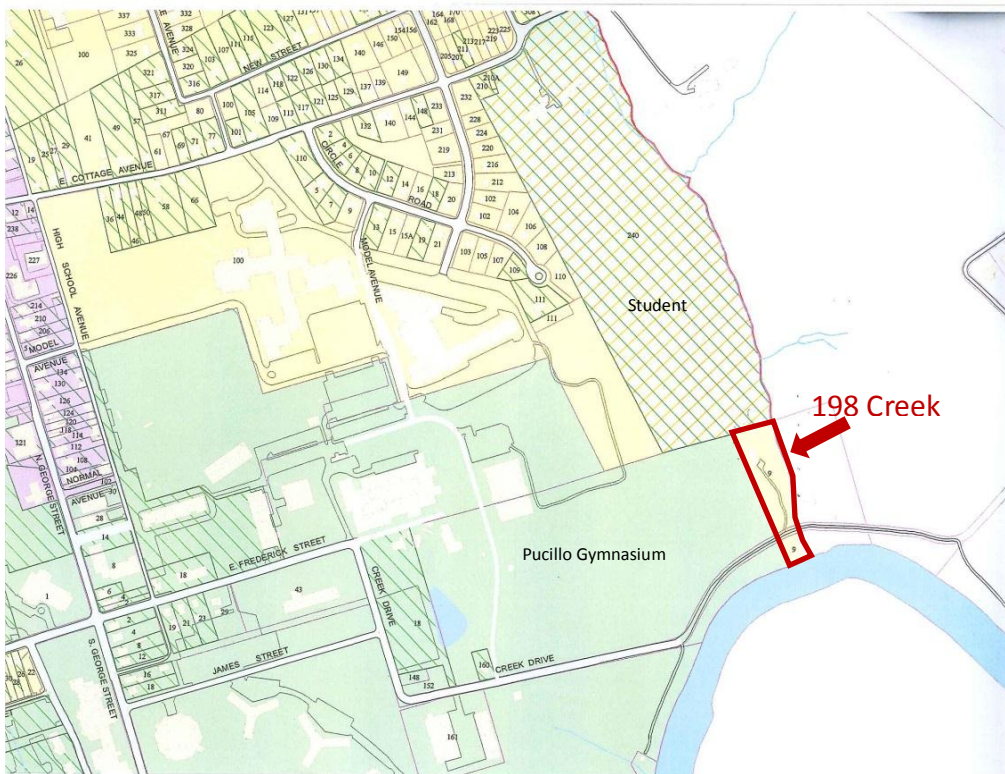
Agency: Pennsylvania State System of Higher Education Capital Budget Authorization Request Departmental Summary of Requests (Dollars in Thousands)		Source of Funds	Agency Request	OB Recommended	Difference
		Bond.....	\$238,500	\$0	\$0
		Current.....	0	0	0
		Federal.....	0	0	0
		Local.....	0	0	0
		Other.....	0	0	0
		Total.....	\$238,500	\$0	\$0
Public Improvement Projects					
Priority No.	Project Title/Comments	Location	Source of Funds	Agency Request	OB Recommended
(1)	(2)		(3)	(4)	(5)
1	Student Success Center Renovation, Additional Funds	Slippery Rock	B	\$3,000	
2	B.F. Library Addition and Renovation	Edinboro	B	30,000	
3	McCormick Center Renovation, Additional Funds	Bloomsburg	B	2,500	
4	Franklin Science Center Renovation, Additional Funds	Shippensburg	B	35,000	
5	Foster Hall Demolition	Indiana	B	3,000	
6	Robinson Learning Center Renovation	Lock Haven	B	20,000	
7	Stevenson Library Renovation	Lock Haven	B	25,000	
8	New Academic Building Construction	Millersville	B	25,000	
9	Science Building Construction, Additional Funds	California	B	45,000	
10	Morgan Hall Renovation	California	B	15,000	
11	Lawrence Hall Renovation, Additional Funds	West Chester	B	20,000	
12	South Campus Athletics Facility Construction, Additional Funds	West Chester	B	15,000	
TOTAL				\$238,500	\$0



700 West Main Street (Magee Center)
Bloomburg, Pennsylvania



198 Creek Drive
Millersville, Pennsylvania





PA State System of Higher Education Board of Governors

Effective: July 1, 2011

Page 1 of 1

Policy 2011-02: *Non-represented Employee Severance Program*

See Also: Procedure and Standards for University Operations for Non-represented Staff Reduction in Workforce and Severance Plan **Adopted:** October 6, 2011
Rescinded: July 8, 2014

~~A. Purpose~~

~~Each University and the Office of the Chancellor is responsible for workforce planning as part of its strategic planning process. Through this process, it may become necessary to facilitate a reduction in force. This policy defines severance eligibility for nonrepresented employees.~~

~~B. Definitions~~

~~**Furlough** – the termination of an employee's employment either for a specified period of time or permanently as part of a reduction in workforce effort. For the purpose of this Severance Plan, the term furlough only includes employees who have completely separated their employment at the University or Office of the Chancellor. Employees whose work schedules are reduced, resulting in a reduction in their full time equivalent (FTE), shall not be deemed eligible for the Severance Plan.~~

~~**Job Abolishment** – the elimination of a position at the University or the Office of the Chancellor with no intent to fill the position in the future (typically for a minimum of two years).~~

~~**Severance** – lump sum payment made to a nonrepresented furloughed employee whose position is abolished.~~

~~C. Procedures~~

- ~~I. Through workforce planning processes, Universities or the Office of the Chancellor may identify the positions to be abolished that will result in furloughs of nonrepresented employees.~~
- ~~II. The Chancellor will establish and maintain a Severance Plan for nonrepresented employees based upon years of service. Participants will be required to sign a release and settlement agreement prepared by the PASSHE Office of Legal Counsel.~~

~~D. Effective Date~~ July 1, 2011



2014-2017 Board of Governors' Meeting Calendar (Attachment #15)

Unless otherwise noted, all meetings will be scheduled in the Boardroom of the Administration Building, Dixon University Center, 2986 North Second Street, Harrisburg, Pennsylvania.

YEAR	DATE	DAY	BOARD MEETING / HOLD DATE	TIME
2014	September 17-18	Wednesday and Thursday	Board Retreat	TBD
	October 8	Wednesday	Board Meeting	1:30 p.m.
	October 9	Thursday	Board Meeting	9:00 a.m.
	November 6	Thursday	Hold Date	TBD
	December 11	Thursday	Hold Date	TBD
YEAR	DATE	DAY	BOARD MEETING / HOLD DATE	TIME
2015	January 21	Wednesday	Board Meeting	1:30 p.m.
	January 22	Thursday	Board Meeting	9:00 a.m.
	February 19	Thursday	Hold Date	TBD
	March 19	Thursday	Hold Date	TBD
	April 8	Wednesday	Board Meeting	1:30 p.m.
	April 9	Thursday	Board Meeting	9:00 a.m.
	May 7	Thursday	Hold Date	TBD
	June 18	Thursday	Hold Date	TBD
	July 6 and 7	Monday and Tuesday	Previous Dates for Board Meeting	
	July 8	Wednesday	Board Meeting	1:30 p.m.
	July 9	Thursday	Board Meeting	9:00 a.m.
	August 20	Thursday	Hold Date	TBD
	September 9-10	Wednesday and Thursday	Board Retreat	TBD
	October 7	Wednesday	Board Meeting	1:30 p.m.
	October 8	Thursday	Board Meeting	9:00 a.m.
	November 19	Thursday	Hold Date	TBD
	December 10	Thursday	Hold Date	TBD
YEAR	DATE	DAY	BOARD MEETING / HOLD DATE	TIME
2016	January 20	Wednesday	Board Meeting	1:30 p.m.
	January 21	Thursday	Board Meeting	9:00 a.m.
	February 18	Thursday	Hold Date	TBD
	March 17	Thursday	Hold Date	TBD
	April 6	Wednesday	Board Meeting	1:30 p.m.
	April 7	Thursday	Board Meeting	9:00 a.m.
	May 12	Thursday	Hold Date	TBD
	June 16	Thursday	Hold Date	TBD
	July 6	Wednesday	Board Meeting	1:30 p.m.
	July 7	Thursday	Board Meeting	9:00 a.m.
	August 18	Thursday	Hold Date	TBD
	September 7-8	Wednesday and Thursday	Board Retreat	TBD
	October 5	Wednesday	Board Meeting	1:30 p.m.
	October 6	Thursday	Board Meeting	9:00 a.m.
	November 10	Thursday	Hold Date	TBD
	December 15	Thursday	Hold Date	TBD
YEAR	DATE	DAY	BOARD MEETING / HOLD DATE	TIME
2017	January 18	Wednesday	Board Meeting	1:30 p.m.
	January 19	Thursday	Board Meeting	9:00 a.m.
	February 16	Thursday	Hold Date	TBD
	March 16	Thursday	Hold Date	TBD
	April 5	Wednesday	Board Meeting	1:30 p.m.
	April 6	Thursday	Board Meeting	9:00 a.m.
	May 18	Thursday	Hold Date	TBD
	June 22	Thursday	Hold Date	TBD
	July 5	Wednesday	Board Meeting	1:30 p.m.
	July 6	Thursday	Board Meeting	9:00 a.m.
	August 17	Thursday	Hold Date	TBD
	September 20 - 21	Wednesday and Thursday	Board Retreat	TBD
	October 11	Wednesday	Board Meeting	1:30 p.m.
	October 12	Thursday	Board Meeting	9:00 a.m.
	November 16	Thursday	Hold Date	TBD
	December 14	Thursday	Hold Date	TBD

Revised: July 8, 2014