

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

Meeting Minutes

207th Meeting
Thursday, January 22, 2015
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
Jane M. Earll
Christopher H. Franklin
Todd M. Garrett
Chelsea E. Getsy (via conference call)
Mark Grochocki (Senator Yudichak's designee) (via conference call)
Representative Michael K. Hanna
Ronald G. Henry
Jonathan B. Mack
Joseph F. McGinn
Pedro A. Rivera (Acting Secretary of Education)
Guido M. Pichini (Chair)
Chad G. Reichard (Senator Alloway's designee)
Robert S. Taylor
Aaron A. Walton

Senator Richard L. Alloway, II, David M. Maser, 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: Carol A. Adukaitis, Alicia A. Brumbach, Ginger S. Coleman, Steven R. Dupes, Michael S. Ferguson, Audrey J. Guistwhite, Jennifer E. Hoover-Vogel, Lois M. Johnson, Kenneth D. Marshall, Dennis H. Mathes, Michael A. Mottola, Victoria L. Sanders, Lisa A. Sanno, Dean A. Weber, and Eric J. Zeglen.

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

President Cheryl J. Norton was absent.

Also in attendance: Shippensburg Trustee Chair, B. Michael Schaul; Chair of the Shippensburg Presidential Search Committee, Glen R. Grell; Jennifer S. Hartman, President and Chief Executive Officer, Pennsylvania's State System of Higher Education Foundation Inc.

Chairman Pichini called the meeting to order at 9:00 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 October 9, 2014, October 23, 2014, and January 13, 2015 were distributed prior to the meeting. Chairman Pichini moved **THAT THE MINUTES OF THE OCTOBER 9, 2014, OCTOBER 23, 2014, AND JANUARY 13, 2015 MEETINGS BE APPROVED.**

The motion passed unanimously.

THE CHAIR'S COMMENTS INCLUDED THE FOLLOWING HIGHLIGHTS.

- Welcomed new Board member – Jane M. Earll
- Resignation from the Board – Laura E. Ellsworth
- Attended Governor Wolf's inauguration
- Look forward to working with the new Governor and his administration on behalf of the students and the State System
- Committed to providing students a high-quality, high-value education
- Thanked the legislative members for their continued support which is essential to our ability to succeed in our mission
- Board Committees – various meetings
- Board meeting January 13, 2015, to interview the two presidential candidates for Shippensburg University of Pennsylvania
- Kutztown University of Pennsylvania – continuing its search for a new President
- California University of Pennsylvania – presidential search will begin soon
- New presidential selection process
- Four new degree programs on the agenda – designed to address specific and growing needs of our students the Commonwealth
- The State System continues to face significant challenges in many areas

- Opportunity to make a real difference in the lives of students and the future of the Commonwealth
- The Board met in executive session from 8:42 a.m. to 11:36 a.m. on January 13, 2015, and from 3:40 p.m. to 5:22 p.m., on Wednesday, January 21, 2015, to discuss a variety of personnel and legal matters. No action was taken during either session

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

THE CHANCELLOR’S COMMENTS INCLUDED THE FOLLOWING HIGHLIGHTS.

- Welcomed new Board member Jane M. Earll
- Thanked Board members who have left the Board but served so faithfully – Jennifer G. Branstetter, Carolyn C. Dumaresq, and Laura E. Ellsworth
- Look forward to working with Governor Wolf’s appointees
- Attended Governor Wolf’s inauguration
- Conversations with the Governor’s transition staff
- Meeting with legislators and legislative leaders to talk about the importance of investing in the State System
- Thanked the Presidents for being real System players as we work to develop a more robust and transparent accountability model, which will be important as we show the value of investing in our 14 universities
- Changes in financial dashboard indicators
- State System Video – A three-minute video that Communications Director, Alicia Brumbach, developed. It features students and alumni talking about their experience in the State System and is the first in a series of short videos that will ultimately include faculty, campus leaders, System stakeholders, and other talking about the powerful impact the State System universities have on the Commonwealth

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

PUBLIC COMMENTS

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

COMMITTEE REPORTS WITH RELATED ACTIONS

A. Academic and Student Affairs Committee

Governor Conley presented the report on behalf of the Academic and Student Affairs Committee. The Committee reviewed one information item: Program Alignment: Summary of Academic Program Actions for June 18, 2014 – January 6, 2015. (Attachment #2)

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

Governor Conley moved **THAT THE BOARD OF GOVERNORS APPROVE A BACHELOR OF SCIENCE IN CRIMINAL JUSTICE ADMINISTRATION DEGREE COMPLETION PROGRAM AT CLARION UNIVERSITY OF PENNSYLVANIA.** (Attachment #3)

The motion passed unanimously.

Governor Conley moved **THAT THE BOARD OF GOVERNORS APPROVE A MASTER OF SCIENCE IN NUTRITION DEGREE PROGRAM AT MANSFIELD UNIVERSITY OF PENNSYLVANIA.** (Attachment #4)

The motion passed unanimously.

Governor Conley moved **THAT THE BOARD OF GOVERNORS APPROVE A MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES DEGREE PROGRAM AT SLIPPERY ROCK UNIVERSITY OF PENNSYLVANIA.** (Attachment #5)

The motion passed unanimously.

Governor Conley moved **THAT THE BOARD OF GOVERNORS APPROVE A JOINT DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP DEGREE PROGRAM AT MILLERSVILLE UNIVERSITY OF PENNSYLVANIA AND SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA.** (Attachment #6)

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) Update. (Attachment #7)

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

C. Finance, Administration, and Facilities Committee

Governor Henry presented the report on behalf of the Finance, Administration, and Facilities Committee. The Committee reviewed two information items: Out-of-State Tuition Plans (Attachment #8) and Demolition of Hull and Gaige Halls, Millersville University of Pennsylvania. (Attachment #9)

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

Governor Henry moved **THAT THE BOARD OF GOVERNORS APPROVE THE FOLLOWING EXCEPTIONS TO BOARD OF GOVERNORS' POLICIES HEREINAFTER NOTED TO ALLOW PRICING FLEXIBILITY PILOTS, AS PARTICULARLY DESCRIBED IN THE ATTACHED.**

- a. **EXCEPTION TO BOARD OF GOVERNORS' POLICY 1999-02-A: TUITION, TO ALLOW:**
 - **BLOOMSBURG UNIVERSITY OF PENNSYLVANIA TO CHARGE ALL IN-STATE UNDERGRADUATE STUDENTS ON A PER-CREDIT BASIS AND ALL OUT-OF-STATE UNDERGRADUATE STUDENTS 200 PERCENT OF THE IN-STATE UNDERGRADUATE PER-CREDIT TUITION RATE.**
 - **INDIANA UNIVERSITY OF PENNSYLVANIA TO CHARGE ALL IN-STATE UNDERGRADUATE STUDENTS ON A PER-CREDIT BASIS, BASED ON A THREE-YEAR IMPLEMENTATION PLAN.**

- **SLIPPERY ROCK UNIVERSITY OF PENNSYLVANIA TO REDUCE TUITION TO ACTIVE DUTY MILITARY STUDENTS AND ELIGIBLE SPOUSES.**
- b. **EXCEPTION TO BOARD OF GOVERNORS' POLICY 1989-05-A: *STUDENT FEES*, TO ALLOW THE COUNCIL OF TRUSTEES TO ESTABLISH COURSE- OR PROGRAM-SPECIFIC INSTRUCTIONAL FEES AT:**
- **SLIPPERY ROCK UNIVERSITY OF PENNSYLVANIA FOR HIGH-COST, HIGH-DEMAND UNDERGRADUATE COURSES IN SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS, AND HEALTH (STEM-H) PROGRAMS.**
- c. **EXCEPTION TO BOARD OF GOVERNORS' POLICY 1996-01-A: *SOURCES OF FUNDS FOR UNIVERSITY SCHOLARSHIPS*, TO ALLOW:**
- **INDIANA UNIVERSITY OF PENNSYLVANIA TO PROVIDE NEED-BASED AND MERIT-BASED SCHOLARSHIPS AS INCORPORATED IN ITS PER-CREDIT TUITION PILOT.**
(Attachment #10)

The motion passed unanimously.

Governor Henry moved **THAT THE BOARD OF GOVERNORS RESCIND BOARD OF GOVERNORS' POLICY 2011-01: *UNIVERSITY FINANCIAL HEALTH***.
(Attachment #11)

The motion passed unanimously.

Governor Henry moved **THAT THE BOARD OF GOVERNORS APPROVE THE PROPOSED REVISIONS TO POLICY 2014-01: *PROTECTION OF MINORS*, AS ATTACHED**. (Attachment #12)

The motion passed unanimously.

Governor Henry moved **THAT THE BOARD OF GOVERNORS APPROVE WEST CHESTER UNIVERSITY'S REQUEST TO CONVERT 56,000 SQUARE FEET OF AUXILIARY SPACE IN WAYNE HALL TO E&G SPACE**. (No attachment)

The motion passed unanimously.

D. Human Resources Committee

Governor Walton presented the report on behalf of the Human Resources Committee. Governor Walton noted that the Committee had three action items to recommend to the Board for approval.

Governor Walton noted there were no information items.

Governor Walton moved **THAT THE BOARD OF GOVERNORS APPROVE THE REVISIONS TO BOARD OF GOVERNORS' POLICY 1984-14-A: *TERMS AND CONDITIONS OF EMPLOYMENT OF SENIOR POLICY EXECUTIVES***. (Attachment #13)

The motion passed unanimously.

Governor Walton moved **THAT THE BOARD OF GOVERNORS APPROVE THE REVISIONS TO BOARD OF GOVERNORS' POLICY 2002-03-A: *EVALUATING PRESIDENTS***.
(Attachment #14)

The motion passed unanimously.

Governor Walton moved **THAT THE BOARD OF GOVERNORS RATIFY THE INTERNATIONAL UNION, SECURITY, POLICE, AND FIRE PROFESSIONALS OF AMERICA LOCALS 502 AND 506 (SPFPA) COLLECTIVE BARGAINING AGREEMENT AND MEMORANDUM OF UNDERSTANDING AND AUTHORIZE THE CHANCELLOR AND THE CHAIRMAN TO SIGN THE APPROPRIATE DOCUMENTS**. (Attachment #15)

The motion passed. One abstention.

BOARD ACTION

Chairman Pichini noted that the Board had two actions item to recommend to the Board for approval.

Chairman Pichini moved **THAT THE BOARD APPROVE THE APPOINTMENT OF GEORGE F. "JODY" HARPSTER AS PRESIDENT OF SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA EFFECTIVE MONDAY, JANUARY 26, 2015, AND AUTHORIZE THE CHAIRMAN AND THE CHANCELLOR TO EXECUTE THE NECESSARY DOCUMENTS**.
(No attachment)

The motion passed unanimously.

Governor Conley moved **WITH THE RESIGNATION OF VICE CHAIR, LAURA E. ELLSWORTH, THAT THE BOARD APPROVE THE APPOINTMENT OF DAVID M. MASER AS VICE CHAIR**. (No Attachment)

The motion passed. One abstention.

ADJOURNMENT

There being no further items of business to come before the Board, Chairman Pichini adjourned the meeting at 11:22 a.m.

ATTEST: _____
Randy Goin, Jr.
Chief of Staff

The webcast link for the January 22, 2015 Board meeting.

<http://ducmediasite.passhe.edu/Mediasite/Play/b0d00732472940a69aff4927dc454a501d>

January 22, 2015

Chairman Pichini, Governors, and Chancellor Brogan,

My name is Kenneth Mash, and I am the President of the Association of Pennsylvania State College and University Faculties. I am proud to represent the nearly 6,000 faculty and coaches at our 14 universities. I would like to discuss two topics that are on today's agenda that are proposed by the Finance Committee.

The first item is the repeal of Policy 2011-01-R relating University Financial Health. This policy relates to what is commonly called "reserves;" however in budget parlance, it is "unrestricted net assets."

The Office of the Chancellor argues that this policy is now redundant. I believe at yesterday's Finance Committee meeting, it was said that it is merely removing "homework" for the universities and that the two data points that are taken out of context.

The Office of the Chancellor seems to suggest that this is merely a procedural matter – a reporting item. However, the policy itself is substantive.

According to "C. Administration" in the policy, there is a requirement that there be adequate unrestricted net assets to protect the Universities from revenue reductions, provide resources for unanticipated expenses, and to "prepare for multiyear planning needs." That requirement would no longer be present.

Furthermore, this section requires that the reserves be maintained within the range of 5-10% of the Education and General Fund revenues. That, too, would be removed. At yesterday's committee meeting there was no discussion of these aspects, which from our perspective are indicators of financial health, and the range required is recommended by bonding organizations.

If this information about surplus is easily obtained elsewhere, it would be nice to hear exactly where that is. It is our experience that budgetary information does not flow easily from the universities. It has been said that the Office of the Chancellor is satisfied that there is enough information out there to maintain transparency. We disagree.

It is one thing to do a data dump of information, when one can actually get the data, leaving the general public and even this Board with the need for a secret decoder ring to decipher. It is another to actually provide information that has meaning. It is unclear why this step is necessary except to not have to report the number. It is a number that can raise questions.

If a university has significant reserves or is building reserves, there may be questions about program cuts, faculty layoffs, and reductions in student services. If there is context, the System, as a public entity has an obligation to provide that context, not remove the source of the questions.

If there are, as the Office of the Chancellor states, a new dashboard out there for the public to see, and I have no reason to believe there is not going to be, let's see them first. If there are new indicators coming, shouldn't we know what they are before we remove this one? What precisely is the rush? How hard exactly is this "homework?"

We have heard from the Office of the Chancellor many times about how the need to be transparent. Again - on its face – this does not look like a move towards transparency. If anyone in the public wants to know what surplus there is at a university, that person – so it seems – would have to sort through various different data points.

Plainly stated, as it looks right now, this repeal looks on its face like an attempt to remove transparency and to hinder members of the public and various constituencies, including policymakers, from asking valid questions.

The second item I would like to discuss relates to the requests by Indiana University and Bloomsburg University to move to a pay by the credit system. These two universities would then join Millersville and Clarion as universities using this forms of this system.

We are very concerned about these “market-driven pricing practices” as they were labelled yesterday during the Finance Committee. We remain very concerned about any plan that pushes the financial burden of public higher education to the students, who according to a recent report by the Keystone Research Center will already graduate with a \$30,000 debt. While Clarion’s plan is said to be revenue neutral, Millersville anticipates additional revenue. Indiana and Bloomsburg also expect there to be additional revenue should the Board set this new tuition policy for them.

We were concerned when Millersville moved forward, but we understood this to be a pilot program. Pilot programs are usually test programs that allow others to judge the intended and unintended consequences of a program.

However, without any data yet reported, and before the full financial impact on students has gone into effect, two more universities want to move ahead. It is our understanding that there are even more universities in the pipeline that would also like to proceed. This seems to us to be an odd use of a pilot program. There are so many questions that remain:

What will be the impact on enrollment? What will be the effect on retention rates? Graduation rates? On the ability of students to be able to afford to double major or to minor? What is the overall impact on public higher education by further tuition increases? What will increasing tuition mean for the System’s overall budget request to the legislature?

Let’s be clear – additional revenue means higher tuition –perhaps even a 25% increase - even as we are at record levels of a financial burden on students who now shoulder the vast majority of the cost. Students will get less for their money.

What sort of counseling will be provided to students and their families to suggest that taking fewer credits during a semester will likely mean an extra semester or even two, which will also mean additional fees? What will be specific impact on financial aid, and how much money precisely will be given to offset costs? I hope that at least some of these questions will be raised and answered at today’s meeting and the Board will take time to reflect on the answers. Maybe even the new administration might have some time to reflect on the questions and answers.

Someone should ask these questions in order to stand up for our students. In fact, our hope is that there will be time for the students to learn what is about to happen at their universities so that they might have time to respond to their University administrators and to the Board.

Thank you for your attention.

Pennsylvania's State System of Higher Education
Academic Program Action
June 18, 2014 through January 6, 2015

NEW ACADEMIC PROGRAMS

University	Academic Program Name	Award	Delivery Method
California	Applied Mathematics	Master of Science	Online
California	Cybersecurity	Master of Science	Online
California	Gerontology-Aging Specialist	Letter of Completion	Face to Face
California	Secondary STEM Education	Letter of Completion	Online
California	Art History	Minor	Face to Face
California	Pre K to Grade 4	Certificate	Face to Face
California	Conflict Resolution	Concentration – M.A. in Social Science	Online
California	Secondary Education with Special Education	Concentration – B.S.Ed. English	Face to Face
California	Secondary Education with Special Education	Concentration – B.S.Ed. Mathematics	Face to Face
California	Secondary Education with Special Education	Concentration – B.S.Ed. Biology	Face to Face
California	Secondary Education with Special Education	Concentration – B.S.Ed. Social Studies	Face to Face
Cheyney	Hotel, Restaurant, and Tourism Management	Minor	Blended

Clarion	Online Instruction	Letter of Completion	Online
Clarion	Autism Spectrum Disorders	Letter of Completion	Blended
Clarion	Geographic Information Systems	Post-Baccalaureate Certificate	Online
Clarion	Geology	Minor	Face to Face
Clarion	Special Education	Minor	Face to Face
Clarion	Environmental Geoscience	Minor	Face to Face
Clarion	Public Administration	Minor	Face to Face
Clarion	Math Disabilities	Minor	Face to Face
Clarion	Finance	Minor	Blended
Clarion	Pre Occupational Therapy: Physical and Psychosocial Disabilities	Concentration – B.S. Rehabilitative Sciences	Face to Face
Edinboro	International Business	Concentration – B.S. Business Administration	Face to Face
Edinboro	International Education	Concentration – M.Ed. Middle and Secondary Education	Online
Edinboro	Online Instruction	Concentration – M.Ed. Middle and Secondary Education	Online
Edinboro	Electric Utilities Technology	Concentration – A.A.S. Applied Technology	Face to Face
Indiana	Audiology	Minor	Face to Face
Indiana	Sports Management	Minor	Face to Face

Indiana	Information Systems	Concentration – M.B.A.	Face to Face
Lock Haven	Sustainability Studies	Associate of Arts	Blended
Mansfield	Web Development	Minor	Face to Face
Mansfield	International Security	Concentration – B.A. Political Science	Face to Face
Mansfield	Computer Science	Concentration – B.S. Mathematics	Face to Face
Mansfield	Pre Law	Concentration – B.A. Political Science	Face to Face
Mansfield	Corporate Communication	Concentration – B.S. Organizational Communication	Face to Face
Mansfield	Communication Technology	Concentration – B.S. Organizational Communication	Face to Face
Mansfield	General Communication	Concentration – B.S. Organizational Communication	Face to Face
Mansfield	Interpersonal Communication	Concentration – B.S. Organizational Communication	Face to Face
Mansfield	Leadership	Concentration – B.S. Organizational Communication	Face to Face
Millersville	Heliophysics and Space Weather	Minor	Face to Face

Shippensburg	Electrical Engineering	Bachelor of Science	Face to Face
Slippery Rock	Technology for Online Instruction	Master of Education	Online
Slippery Rock	Creative Writing and Book Arts	Letter of Completion	Face to Face
Slippery Rock	Integrated Marketing Communication	Concentration – B.S. Communication	Face to Face

REORGANIZED ACADEMIC PROGRAMS

University	Academic Program	Award	Change
California	School Psychology	Certificate	Reorganized from the previous Teacher Certification to a Certificate
California	Deviance	Concentration – B.A. Sociology	Reorganized from previous delivery method of face to face to fully online
Cheyney	Mathematics	Bachelor of Science	Reinstated from moratorium
Cheyney	Graphic Design	Bachelor of Science	Credit hours reduced from 60 credit hours to 42 credit hours
Indiana	Mathematics	Master of Education	Reorganized from the previous Master of Education in Elementary and Middle School Math to now include two concentrations covering Elementary and Middle School Math and Secondary Education
Mansfield	Environmental Studies	Bachelor of Arts	Reorganized from previous Bachelor of Science in geography

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	Chemistry	Bachelor of Science
Cheyney	General Science	Bachelor of Arts
Cheyney	Fashion Merchandising	Bachelor of Science
Cheyney	Molecular Biology	Concentration – B.S. Biology
Clarion	Secondary Education – French	Bachelor of Science in Education
Clarion	Music Education	Bachelor of Science in Education
Clarion	Instructional Technology Specialist	Teacher Certification
Clarion	Environmental Education	Certificate
Clarion	Nursing	Post-Master’s Letter of Completion
Clarion	German	Minor
Clarion	French	Concentration – B.A. World Languages and Cultures
Clarion	German	Concentration – B.A. World Languages and Cultures
Clarion	Music	Concentration – B.S. Liberal Studies
Indiana	Spanish for Elementary Education	Minor

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
Edinboro	Wildlife Biology Natural Sciences	Bachelor of Science
Edinboro	Latin American Studies	Bachelor of Arts
Edinboro	Clinical Psychology	Master of Arts
Edinboro	Nutrition	Bachelor of Science
Edinboro	Information Technology	Certificate
Edinboro	Bio-Medical Equipment Technology	Associate in Engineering Technology
Edinboro	French	Minor

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.

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

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

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

EXECUTIVE SUMMARY OF DEGREE PROPOSAL
Bachelor of Science in Criminal Justice Administration
Clarion University of Pennsylvania
January 21, 2015

1) Appropriateness to Mission

The goal of the Criminal Justice Administration online degree completion program at Clarion University is to provide graduates of an associate degree in criminal justice or related field as well as criminal justice practitioners who have completed 60 credits of related coursework a pathway to earn an administratively focused bachelor's degree. The Bachelor of Science in Criminal Justice Administration program will prepare graduates for upward career mobility within the various criminal justice occupational fields such as corrections and law enforcement and court-related services such as probation, parole, and rehabilitation.

The unique and specialized online degree completion program provides the flexibility for the criminal justice workforce to complete advanced coursework on a part-time basis in managerial theory, applied research and analysis, budget and finance, policy evaluation and analysis, legal liability, conflict resolution, and professional ethics as they apply to various fields within criminal justice. The degree completion program is designed for graduates of Clarion University's Associate Degree in Criminal Justice as well as for associate degree graduates of community colleges and other institutions of higher education.

In accordance with Clarion University's Strategic Directions 2012-2017, the proposed degree will enhance the university's strategic growth through advancement of innovative and transformative lifelong learning opportunities for both traditional and nontraditional students, including criminal justice practitioners with prior educational experience who are seeking to complete their degree in a manner conducive to their active schedules. The proposed online degree completion program model builds upon Clarion University's existing successful online degree completion programs in Allied Health Leadership and Technology Leadership. In addition, the proposed program is in accordance with the State System's Strategic Plan 2020 in providing greater flexibility in how, when, and where students learn in alignment with real workforce needs.

2) Need

According to the Bureau of Justice Statistics (2010), the national demand for criminal justice jobs is expected to increase over the next ten years because of a number of key factors, including the aging workforce, continuous rise in both drug-related and violent offenses, and the increasingly high rates of incarceration and recidivism among certain inmate populations. The United States Department of Labor reported that the rate of job growth for various jobs related to criminal justice is increasing at a moderate to faster than average rate (Bureau of Labor Statistics, 2012).

More than 3.5 million people work at the local, state, national and private sector levels within the U.S. criminal justice system. According to the Department of Labor's Annual National Occupational Supply and Demand Summary, the demand for criminal justice-related jobs is expected to increase by more than 8 percent, or 280,000 new jobs, during the next ten-year period (Department of Labor's Occupational Outlook Handbook, 2012).

Criminal justice occupations that will be experiencing continuous national growth rates through 2022, with growth rates ranging between five percent and ten percent, include the following: correctional officers and jailers, first-line correctional supervisors, police officers and sheriff's officers, detectives, criminal investigators and special agents, first-line police and detective supervisors, private security guards, private investigators, gaming officers, and social and human service assistants (Department of Labor's Occupational Outlook Handbook, 2012).

The Commonwealth employs 122,160 "protective service workers" who comprise the three major areas (law enforcement, court-related services, and corrections) of the criminal justice system. According to recent statistics, the protective service occupations will be experiencing a 4.6 percent estimated growth through 2020. It is anticipated that 734 new hires will occur annually due to population expansion along with an estimated 2,962 hires for replacements due to retirements, promotions, and attrition (Pennsylvania Department of Labor and Industry Center for Workforce Information and Analysis, 2014).

Three specific criminal justice-related occupations fall within the top ten state government employment areas for the Commonwealth. Correctional officers and jailers rank first; police and sheriff's patrol officers, sixth; and police and detective supervisors, tenth (Pennsylvania Department of Labor and Industry Center for Workforce Information and Analysis, 2014). Based on current occupational trend analyses, it appears there will be a continual need for annual hires for various protective service positions, including correctional officers and jailers, law enforcement officers and support staff, criminal investigators, private detectives, and first-line supervisors for all areas of the protective services. Annual promotional opportunities will also be significant, which will generate demand for this proposed program. Coupled with the Commonwealth's demand for future criminal justice leaders, the trend is consistent nationally, as well.

From 2009 through 2014, enrollment in protective service majors across State System universities increased 24 percent. Clarion University's Associate of Science in Criminal Justice program has been in existence for more than 8 years. Surveys of graduates as well as focus groups with current majors reveal significant interest intent to continue their education after entering the workforce.

3) Academic Integrity

The proposed degree completion program is specialized and intended for individuals who hold an associate degree or criminal justice practitioners who have not earned an associate degree, but who have completed 60 credits in a criminal justice related field. In addition, prior learning through military or other means will be assessed for credit in accordance with Clarion University's transfer policies.

The curricular model for the Bachelor of Science in Criminal Justice Administration program is a 120-credit program that comprises a 60-credit prior learning admissions requirement and 60-credit degree completion requirements. The 60-credit degree completion requirements include advanced course work in criminal justice administration, general education, and electives.

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

4) Coordination/Cooperation/Partnerships

The proposed degree program facilitates partnerships with universities, community colleges, and technical schools that offer accredited programs in criminal justice or related disciplines at both the diploma or associate degree levels.

Graduates of the proposed program will be positioned to matriculate into master's degree programs in criminal justice or other related disciplines. For example, program graduates can pursue their online master's degree in criminology at Indiana University of Pennsylvania, a State System university that has agreed to examine an academic partnership with Clarion University that would enable students to complete their educational ladder within the State System.

5) Assessment

An assessment plan has been devised to ensure the program is aligned with its intended learning outcomes for continuous improvement purposes, using course-embedded assessment tools. Goals and objectives will be supported by measurable outcomes using data from individual exit interviews, program completion rates, and a five-year program review with external consultation (in addition, the program will be in accordance with the Board of Governors' Policy 1986-04-A: *Program Review*).

6) Resource Sufficiency

Clarion University will assume all fiduciary responsibilities for the overall processes of planning, budgeting, and allocating resources. The department chair will prepare a proposed budget in the spring of each year. The department will establish annual goals, specifically outlining the resources needed to achieve such goals. Additional faculty and staff support will be necessary to effectively offer all required criminal justice courses for both associate tracks and this proposed program. Initially, temporary faculty will be retained to address the immediate academic needs. As enrollment projections are realized, both additional tenure-track faculty and temporary faculty will be hired to support the new degree program. No additional facilities or equipment will be needed for the proposed online degree-completion program.

*Prepared by: Dr. Paul M. Klenowski, Assistant Professor and Director of Criminal Justice
Department of Justice, Law, Technology, and Liberal Arts
Venango College of Clarion University*

Implementation Date: Summer/Fall 2015

Date approved by Council of Trustees: November 20, 2014

Clarion University of Pennsylvania Bachelor of Science in Criminal Justice Administration Budget Narrative

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	Assumes only part-time enrollment (15 credits annually) per the targeted population and the design of the curriculum. Headcount reflects 95 percent in-state and 5 percent out-of-state consistent with Clarion University's current resident-to-non-resident population. Attrition rates were estimated at 10 percent per year over three years for each of the cohorts, or approximately 26 percent for each cohort over 4 years, consistent with the University baccalaureate degree attrition rate.
ESTIMATED REVENUE	
Tuition Generated	No changes to state-approved tuition rates.
Instructional Support Fee	Reflects Clarion University's current part-time rate of \$28 per credit or \$420 for 15 credits.
External Grants & Contracts	None in-hand, but identification of potential sources and development of grant language and cost estimates in process.
Other	No other revenue reflected.
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	Actual load calculated at Rank 3, Step 4 for total of course sections required to meet curriculum plan each year. In Year 1, the need beyond existing faculty is staffed by temporary part-time faculty. In Year 2, a permanent full-time faculty is added to staff. In Years 3-5, the need beyond existing faculty is staffed by additional part-time faculty modeled at Rank 3, Step 4. Reflects terms of current CBA.
Salaries and Benefits (Staff, Grad Asst Stipend/ Waiver, Teaching Assistances)	Clerical salary and benefits for .25 FTE beginning in Year 2, increasing to .5 FTE in Year 3.
Learning Resources	Books, periodicals, faculty computer systems.
Instructional Equipment	None identified.
Impact to additional non-major course sections (e.g. General Education)	No changes from methodology in budget template.
Facilities and/or modifications	Program is online and accordingly no modifications to facilities are required.
Administrative Expense	No changes from methodology in budget template.
Other	Faculty supplemental for headcount fee for online instruction.

**Clarion University of Pennsylvania Bachelor of Science in Criminal Justice Administration
Five-Year Budget Projection**

Estimated Student Impact of New Program	Year 1 FY15-16		Year 2 FY16-17		Year 3 FY17-18		Year 4 FY18-19		Year 5 FY19-20	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Resident Full-Time Headcount Enrollment										
Nonresident Full-Time Headcount Enrollment										
Resident Part-Time Headcount Enrollment		23	22	23	41	25	60	27	63	29
Nonresident Part-Time Headcount Enrollment		2	1	2	2	2	3	2	3	2
Projected Annual Credits Generated	375		720		1050		1380		1455	
Estimated Revenue										
Tuition Generated	\$107,010		\$205,245		\$299,220		\$393,195		\$414,495	
Instructional Support Fee	\$10,500		\$20,160		\$29,400		\$38,640		\$40,740	
External Grants and Contracts										
Other										
Estimated Total Revenue	\$117,510		\$225,405		\$328,620		\$431,835		\$455,235	
Estimated Expenses										
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (faculty and staff, grad assistant stipend/waiver)		\$29,610.00	\$29,610.00	\$73,882.72	\$103,493.00	\$9,870.00	\$113,813.00	\$29,610.00	\$133,553.00	\$9,870.00
Salaries and/or benefits (faculty and staff, grad assistant stipend/waiver)		\$0		\$14,152	\$14,152	\$14,152	\$28,304		\$28,304	
Learning Resources		\$2,500	\$2,500	\$2,500	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0
Instructional Equipment										
Impact to additional non-major course sections (e.g. General Education)		\$50,000		\$50,000		\$54,000		\$58,000		\$62,000
New Facilities and/or Modifications to existing facilities										
Administrative Expense	\$23,502		\$45,081		\$65,724		\$86,367		\$91,047	
Online faculty headcount fees		\$1,875	\$1,725	\$1,875	\$3,225	\$2,025	\$4,650	\$2,175	\$4,950	\$2,325
Estimated Total Expenses	\$107,487		\$221,326		\$271,641		\$327,919		\$337,049	
Estimated Financial Impact of New Program	\$10,023		\$4,079		\$56,979		\$103,916		\$118,186	

EXECUTIVE SUMMARY OF DEGREE PROPOSAL
Master of Science in Nutrition
Mansfield University of Pennsylvania
January 21, 2015

1) Appropriateness to Mission

Mansfield University proposes a new Master of Science in Nutrition degree program. This totally online program will provide a flexible pathway to advanced degree completion for working professionals. Courses within this program will advance students' nutrition knowledge, improve their ability to effectively lead nutrition programs, and enhance their ability to interpret and conduct nutrition research. A capstone project or thesis will contribute to professional practice as a nutritionist. Students can complete the program in two years by taking two courses per semester or in four years by taking one course per semester, including summers.

This program proposal aligns with the State System's desire to "ensure academic program excellence and relevance" and to "enable more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship." It is timely because of the changes the Affordable Care Act will bring, shifting demographics as baby-boomers age, and a visioning report created by five Academy of Nutrition and Dietetics boards. Changes in demographics mean patients admitted to health care facilities require advanced levels of care from dietitians. Advanced care requires greater knowledge of research, higher levels of professional leadership skills, greater knowledge of human nutrition, and increased critical thinking and analytical skills acquired through master's level preparation. The nutrition degree program will allow students to gain a comprehensive and applied skill set to serve projected needs in health care organizations, community organizations, school lunch programs, and private practice.

In alignment with Mansfield University's liberal arts focus, the Department of Health Sciences' mission, and the success of the existing Bachelor of Science in Nutrition degree program, the graduate nutrition degree program will require students to utilize their liberal arts background as they conduct research and develop programs to communicate scientific information to citizens who will use it to make healthy choices. Student success in identifying evidence-based nutrition practices will lead to decreased health care costs for institutions and employers. The proposed program's graduates will be prepared to be leaders in their field, to successfully compete for regional jobs, and to contribute to the improved nutritional status of their communities.

2) Need

According to the U.S. Bureau of Labor Statistics, the number of jobs for dietitians and nutritionists in 2012 was 64,400 and the job growth outlook for 2012-20 is 21 percent, which is faster than average for all occupations. Job growth will result from an increasing emphasis on disease prevention through improved dietary habits. A growing and aging population will boost demand for nutritional counseling and treatment in hospitals, residential care facilities, schools, prisons, community health programs, and home health care agencies.

Accreditation Council for Education in Nutrition and Dietetics, (ACEND) has indicated that newly credentialed professionals will need to obtain a master's degree by 2024. Currently, credentialed registered dietitians who work toward their Master of Science in Nutrition

degree can also meet their needs for maintaining their credentials by obtaining 75 hours of continuing education units over a five-year period.

The nutrition program faculty surveyed current students and alumni. Out of the 76 students surveyed, 37 (49 percent) responded. Of the students responding, 22 (60 percent) identified themselves as seniors and all of them strongly agreed or agreed that Mansfield University should offer a Master of Science in Nutrition degree program. A majority of responding students (94.6 percent) indicated they agreed or strongly agreed that Mansfield University should offer a Master of Science in Nutrition degree and 78.4 percent agreed or strongly agreed that Mansfield University should offer an online Master of Science in Nutrition degree program. Slightly more than three quarters of responding students (75.6 percent) indicated they would apply for Mansfield University's online Master of Science in Nutrition degree program. Student comments strongly supported the program and the faculty's ability to offer it.

Of the 284 alumni who received the email, 69 returned the survey, with 94 percent very much agreeing or agreeing with statements regarding offering a Master of Science in Nutrition degree and 90 percent agreeing or very much agreeing that Mansfield University should offer an online Master of Science in Nutrition degree. Of those who do not have a Master of Science degree (46), 14 (30 percent) indicated they would apply for a Master of Science in Nutrition, 25 (54 percent) would apply for an online Master of Science, and 32 (70 percent) recommended offering the graduate program in a part-time format.

This program compliments, but does not duplicate programs at West Chester University and Indiana University of Pennsylvania because Mansfield University's new program will serve working professionals, a different population than those served by other programs. West Chester University's on-campus Master of Public Health Degree Program includes a nutrition concentration as one of six options. Indiana University of Pennsylvania's Master of Food and Nutrition recently began offering online classes, but the program still includes a regional internship component with limited enrollment.

3) Academic Integrity

Program goals and student learning outcomes have been developed to meet the needs of prospective students and to complement the goals and objectives of Mansfield University's undergraduate Nutrition Program. The program goals and student learning outcomes for the 33-36 credit graduate program is in accordance with the Accreditation Council for Education in Nutrition and Dietetics.

The program's goals include preparing competent nutrition professionals for advanced level careers in nutrition, and preparing students for leadership roles, professionalism, and a commitment to lifelong learning in nutrition-related fields.

In accordance with the Student Learning Outcomes for the program, students will be able to:

- apply theories and models of community health, nutrition communication, and adult learning theories to the provision of nutrition services;
- assess leadership models and personal leadership styles and apply them to nutrition services management;
- apply current strategies and practices in entrepreneurial nutrition to solve problems and address issues in the profession;

- compare and contrast the use of qualitative and quantitative research methodology in identifying evidence based interventions for groups and individuals as necessary based on selection of a project or thesis culminating experience; and,
- demonstrate a high level of professionalism and ethical decision-making.

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

4) Coordination/Cooperation/Partnerships

Two other State System universities and Mansfield University have undergraduate nutrition programs. These three programs had a combined undergraduate full-time equivalency (FTE) of 850 and graduated 192 undergraduate students in academic-year 2012-2013, creating a pipeline of future students for Mansfield's Master of Science in Nutrition. After this program commences, Mansfield University's Nutrition program has an opportunity to grow articulation agreements with other State System schools. As the program develops, Mansfield University faculty will aggressively seek articulation agreements with other non-State System institutions and their graduates.

Nutrition Program faculty have already collaborated with other master's programs on campus for a statistics course, research courses, and electives. The alumni survey discussed previously included questions related to additional opportunities for collaboration with professionals in the areas of foodservice, clinical, community, and sports nutrition. Several respondents stated that they would be able to assist the program in their area of expertise. These areas will be explored further as the program becomes available and identifies students' interests and locations where partnerships might be formed.

5) Assessment

Assessment of learning outcomes will be an integral part of a continuous improvement process for the Master of Science degree Program in Nutrition. Student learning outcomes are well defined at both the program and course levels. Relevant data will be collected from course assignments, including examinations, analysis of case studies, specific written assignments, papers, and presentations embedded in courses. Clearly defined rubrics will be used by faculty to assess the evidence related to each learning outcome. Faculty teaching in the program will be expected to identify how well student learning outcomes were met, what assignments and teaching techniques were used, and what course improvements were made based on outcome data as part of the program's annual report. Additionally, the collected evidence will be aggregated within the same process used by all Mansfield University programs to support the assessment, planning, and continuous improvement process. The program faculty will report annually to the dean and provost on assessment of learning outcomes and improvement actions taken when they identify deficiencies in meeting student-learning outcomes. The dean, provost, and director of assessment will review the evidence contained in the summaries with the program chair, program director, and assessment coordinator annually to ensure that actions for improvement follow the data analysis.

6) Resource Sufficiency

The online program will not require additional facilities or equipment to support the program. The program's library liaison has determined that the online program will require an additional \$1,000 in library resources. This expense is included in the attached budget. Additional library resources will be shared with Mansfield's online Master of Science in Nursing Program. Three current faculty members and two newly hired part-time faculty

members who are experts in their field will staff this program. Mansfield University maintains a pool of funds to support part-time faculty members. Funds from this pool will be used to hire part-time faculty members.

Prepared by: Dr. Roy Stewart, Acting Provost

Implementation date: Fall 2015

Date approved by Council of Trustees: December 22, 2014

**Mansfield University of Pennsylvania Master of Science in Nutrition
Budget Narrative**

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	The projections are based upon 4 full-time and 9 part-time students in year one; 11 full-time and 22 part-time students in year three; and 14 full-time and 27 part-time students in year five. The first cohort will enroll in fall 2015. Number of credits for full-time students assumes six fall, six spring, and six summer credits, equaling 18 annually. Credits for part-time students assume three fall, three spring and three summer to equal nine annually. Student retention rates range between 75 percent and 82 percent in this projection.
ESTIMATED REVENUE	
Tuition Generated	The 2014-15 tuition/fees are used for projection of revenue.
Instructional Support Fee	Fees are per credit education fee for online graduate courses.
Additional Program Generated Revenue	
External Grants & Contracts	Mansfield University's Grants Development Office is exploring the possibility of grants to help support the development and implementation of this program.
Other	NA
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	Year 1: fall/spring- .25 FTE part-time Instructor/step 4 & .25 FTE existing tenure track faculty. Summer- three credits part-time Instructor/step 4. Year 2-5: Same as year 1 plus one .25 FTE part-time Instructor/step 4 for fall & one .25 FTE existing tenure track faculty for spring. Summer- six credits existing tenure track faculty.
Salaries and Benefits (Staff, Grad Asst Stipend/ Waiver, Teaching Assistances, etc.)	One graduate assistant included to support the program
Learning Resources	\$1,000/year for library needs. Additional library needs.
Instructional Equipment	No additional facilities or equipment are needed to support the proposed program.
Facilities and/or modifications	No facility modifications are necessary to support the proposed program.
Administrative Expense	As calculated automatically in worksheet.
Other	

**Mansfield University of Pennsylvania Master of Science in Nutrition
Five-Year Budget Projection**

Estimated Student Impact of New Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Resident Full-Time Headcount Enrollment		3	2	3	2	6	5	6	5	6
Nonresident Full-Time Headcount Enrollment		1	1	1	1	2	1	2	1	2
Resident Part-Time Headcount Enrollment		6	5	6	9	6	13	6	13	6
Nonresident Part-Time Headcount Enrollment		3	2	3	4	3	5	3	5	3
Projected Annual Credits Generated	153		270		396		495		495	
Estimated Revenue										
Tuition Generated	\$78,867		\$139,509		\$204,237		\$251,064		\$251,064	
Instructional Support Fee	\$10,098		\$17,820		\$26,136		\$32,670		\$32,670	
External Grants and Contracts										
Other										
Estimated Total Revenue	\$88,965		\$157,329		\$230,373		\$283,734		\$283,734	
Estimated Expenses										
Estimated Expenses	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and benefits - Faculty	\$21,878	\$18,514	\$62,406	\$7,261	\$69,666		\$69,666		\$69,666	
Salaries and/or benefits Other (staff, grad assistant stipend/waiver, teaching assistants, etc.)		\$11,682	\$11,682		\$11,682		\$11,682		\$11,682	
Learning Resources		\$1,000	\$1,000		\$1,000		\$1,000		\$1,000	
Instructional Equipment										
New Facilities and/or Modifications to existing facilities										
Administrative Expense	\$17,793		\$31,466		\$46,075		\$56,747		\$56,747	
Other										
Estimated Total Expenses	\$88,660		\$145,280		\$174,497		\$195,842		\$195,842	
Estimated Financial Impact of New Program	\$305		\$12,049		\$55,876		\$87,892		\$87,892	

EXECUTIVE SUMMARY OF DEGREE PROPOSAL
Master of Science in Physician Assistant Studies
Slippery Rock University
January 21, 2015

1) Appropriateness to Mission

Slippery Rock University is proposing a Master of Science in Physician Assistant Studies program. This proposal is a result of careful analyses of regional and global trends in health care, and is designed to prepare students to serve in rural areas and with special needs populations. The program will be taught face-to-face and will include necessary content and clinical and related experiences required to achieve accreditation by the Accreditation Review Commission on Education for the Physician Assistant and to prepare graduates to pass the national certifying exam.

The Physician Assistant Program mission parallels the university mission to provide high-quality, graduate-level instruction focused on key intellectual elements of diversity and special needs populations. It focuses on academic areas of health and human services and sciences, which are key trends in the Slippery Rock University strategic plan. In addition, it ties into the university's Academic and Student Affairs goals of providing quality curriculum that includes elements of high-impact practices.

This program aligns with two State System goals. Goal 1 (Ensure academic program excellence and relevance) speaks to the need to align graduate programs to the needs of the Commonwealth. This program will address the need for trained health care providers, particularly in rural areas. Goal 2 (Enable more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship) presents the expectation that the number of awards will increase and that students will be prepared for careers. This master's program will attract a new set of students to both the university and the region because it is in high demand by students from across the country.

Slippery Rock University offers several programs that provide health and clinically based education, including a doctorate in physical therapy and bachelor's degrees in athletic training and nursing. These experiences indicate that the faculty and the administration are familiar with the pedagogies and resource needs of allied health programs.

2) Need

The Physician Assistant program was developed to fill a void in health care on a multitude of levels. First, the region around Slippery Rock University is lacking in physician assistants when compared to other like regions of Pennsylvania. Second, there is a growing need for competent qualified health care providers nationally, given that the need for health care providers is outpacing availability. Third, many communities face challenges in adequately addressing the health care needs of the underserved, underinsured and uninsured. Finally, special populations are not receiving the health care needs at the same level as non-special needs populations. Having a physician assistant degree program at Slippery Rock University will address these inequities, supporting and better meeting the needs of this region, while aligning with the mission and vision of the university. The program will educate students to be competent healthcare providers who can give back to the community and be aware of and comfortable with serving special needs populations. There is also a growing demand among students for physician assistant training, with Forbes rating the master's degree in physician assistant the number one degree for 2014.

The Slippery Rock University admissions office states that students are very interested in going into the profession and that the physician assistant is the third-most requested degree. The national centralized application service for physician assistant degree programs has seen a nine percent increase in applicants, with more than 21,000 students applying through the service in 2013-2014.

The Bureau of Labor Statistics' website projects the healthcare industry will create about 28 percent of all new jobs created in the U.S. economy. Employment growth will be driven by an aging population and longer life expectancies, as well as the development of new treatments and technologies. Further, the Bureau of Labor Statistics Board reported that employment opportunities are expected to grow 38 percent for physician assistants from 2012-2022, with a median salary of \$93,930 in 2012.

3) Academic Integrity

The 116-credit curriculum was modeled for transparency and rigor. The curriculum is unique with its focus on special needs populations, making it different from other physician assistant programs across the nation. This focus will be woven throughout both the instructional and clinical years of the program. Coordination with other departments has also occurred, with other educators and departments on campus supporting a high-quality of instruction by supplying instruction in their areas of needed expertise within some of the physician assistant program courses.

Students must graduate from an accredited physician assistant program to sit for the national certifying examination before they can practice medicine. The Accreditation Review Commission on Education for the Physician Assistant has well-defined accrediting standards with a robust assessment requirement to not only ensure this program provides a quality education, but also that it will make the necessary adjustments as the program develops and grows. The Physician Assistant Program courses have been mapped to the Review Commission's learning outcomes. The curriculum is also in alignment with Board of Governors' related academic policies.

4) Coordination/Cooperation/Partnerships

The Physician Assistant program will reach out to other State System universities, reserving seats for those universities that wish to sign articulation agreements. The articulation agreements will give these students a tremendous advantage over others applying through the centralized physician assistant program processing service. The program will also be veteran-, Slippery Rock University- and state university-friendly by awarding these students additional consideration in the admission process.

The program will leverage the strengths already established in the allied health areas such as Exercise and Rehabilitative Sciences, Public Health, Nursing, and the Doctorate in Physical Therapy and through already established medical profession partnerships with Cleveland Clinic, Lake Erie College of Osteopathic Medicine and University of Pittsburgh Medical Center. This program will expand its partnerships to Butler Health Systems, which has contractually obligated its facility and personnel resources in support of this new degree program. In anticipation of the development of the program, other partnerships are in process, including with Blair Medical Associates and numerous interested local providers in western Pennsylvania.

5) Assessment

Student learning will be evaluated by all principal and instructional faculty members to ensure alignment with program learning outcomes. All courses taught by principal faculty will be evaluated by the course master (main faculty member designee) for that course.

For courses that are team-taught, principal faculty will provide questions to the course director for inclusion into assessment instruments.

The program will use the Physician Assistant Clinical Knowledge Assessment Tool, a nationally standardized examination, at the end of the first year as a formative assessment tool to help students identify areas of weakness and strength before they enter their second year. This assessment tool will be re-administered at the end of the second year to help students self-identify who may be at risk for not passing the national certification exam. In addition, this assessment tool will enable students to have a national exam experience, and potentially identify students who will require more assistance with clinical-year testing and preparation for the national certifying exam. Results will also be used to help make informed decisions related to the curriculum and the instruction thereof and to make needed adjustments.

During each semester, students will complete simulated patient encounters. These simulated encounters will prepare students for “real-life” experiences, as well as prepare them for the end-of-the-year objective standardized clinical examination, which must be passed in order to matriculate to the clinical phase of the program and to fulfill a graduation requirement.

In addition to submitting required assessment reports to the Accreditation Review Commission on Education for the Physician Assistant, the Program will also follow Slippery Rock University and Board of Governors’ related assessment and review policies.

6) Resource Sufficiency

The current timeline for accreditation review by the Assessment Review Commission for Education for the Physician Assistant allows for Slippery Rock University to enroll its first master’s cohort in the summer of 2016. In preparation, students can enroll in the biology, chemistry, psychology, exercise science/athletic training, public health and therapeutic recreation programs with careful advising for possible entry into the Physician Assistant program in 2016. Students, depending on their performance and on Slippery Rock University’s accreditation status, will be able to complete a biology or other degree or enter the Physician Assistant Master’s Program the summer immediately following their junior or senior year without applying through an outside application service. The Physician Assistant Program anticipates 50 to 80 percent of its cohort to be Slippery Rock students.

Program faculty and facility requirements are determined by the Assessment Review Commission for Education for the Physician Assistant. Until the Physician Assistant Program is accredited and gains departmental status, the program, director, and new hires will be housed in the Department of Biology. Slippery Rock University is providing start-up funds to include new faculty, staff, instructional equipment, library resources, and facilities modification. It is anticipated that the program will reach break-even in Year Two.

Prepared by: Dr. Susan Hannam, Dean

Implementation date: Summer 2016

Date approved by Council of Trustees: December 5, 2014

**Slippery Rock University of Pennsylvania Master of Science in Physician Assistant Studies
Budget Narrative**

	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	The Physician Assistant enrollment projections are based upon 44 full-time resident and 8 full-time nonresident students in year one; 43 resident and seven nonresident students are projected to continue to year two. In addition, the program will enroll 44 new resident and eight new nonresident full-time students in year two. The first cohort will enroll in May 2016. Each full-time student will complete 60 credit hours in year one and 56 credit hours in year two. The length of the program is 24 months. The second-year persistence rate is 96.2 percent and is based upon rates from the 2011-12 Physician Assistant Education Association report.
ESTIMATED REVENUE	
Tuition Generated	The tuition is based on the current resident and nonresident graduate tuition rates. During the first year (didactic year) of the program students will enroll in 18 credit hours for the summer session and 21 credit hours in the fall and spring semesters. The second year (clinical year) of the program requires enrollment in 16 credit hours for the summer session and 20 credit hours for the fall and spring semesters. Tuition revenue will also be generated by offering a one-credit medical terminology course to 85 SRU and non-SRU students during winter session.
Instructional Support Fee	The Slippery Rock University academic enhancement fee, approved by the Council of Trustees, for graduate students is 15 percent of tuition, or \$68.10 per resident credit hour and \$102.15 per nonresident credit hour.
External Grants & Contracts	No grants or external contracts are anticipated at this time.
Other	<p>Resident students will be assessed a \$1,915 fee during the didactic year to provide laboratory support and student professional growth. The didactic fee includes: cadaver and anatomy and physiology lab fee (\$375-\$125/semester), applied CM lab fee (\$225-\$75/semester), clinical approach and assessment lab fee (\$150-\$50/semester), CS lab fee (\$280-spring semester), special needs practicum fee (\$180-\$60/semester), medical documentation lab fee (\$180-\$60/semester), clinical exposure practicum fee (\$180-\$60/semester) and a physician assistant fee (\$345-\$115/semester) to cover physician assistant professional memberships/activities/board preparation, drug screens, certification fees and IDs. Nonresident students will pay a \$45 physician assistant fee surcharge. Nonresident physician assistant student surcharges will be used to offset authorization costs to send students outside of Pennsylvania for clinical experiences. Didactic year fees will generate \$99,940 annually.</p> <p>Resident students will be assessed a \$5,255 clinical fee during the second (clinical) year and a \$300 physician assistant fee. The clinical fee provides payment to clinical site facilities, a cost that averages \$241 per week per student and may be up to \$2,000 per week per student. In 2011, seven percent of physician assistant programs paid for clinical sites. By 2013, 25 percent of physician assistant programs paid for clinical sites. Nonresident students will be charged a \$5,875 clinical fee in</p>

	<p>addition to a \$345 physician assistant fee. Second year program fees will generate an additional \$267,109 from clinical site fees and \$15,315 from physician assistant program fees.</p> <p>In summary, \$99,940 from didactic fee revenue will be generated each year. Starting in year two, clinical year fee revenue totaling \$282,424 is recognized. After the initial year, physician assistant program fee revenue is projected to total \$382,364 annually.</p> <p>While the tuition and fees associated with the physician assistant program may appear extraordinary when compared to other academic programs, the overall cost of Slippery Rock University's program is in-line with other physician assistant programs. Tuition and fees for physician assistant programs average \$66,033 plus an additional \$12,773 clinical fee for national public institutions. Physician assistant programs at private universities charge tuition and fees averaging \$75,881 with an additional \$12,773 clinical fee. In comparison, Slippery Rock University's physician assistant program tuition and fees are projected to total \$54,879 with a \$5,255 clinical fee.</p> <p>The new program investment fund (\$1,339,853) will be used to offset the start-up costs of the physician assistant program.</p>
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	<p>The first year of the program will require 7.76 FTE faculty including six full-time and two part-time positions. Three Slippery Rock University faculty members assigned to other departments will provide several courses ranging between one and two credit hours to the physician assistant program. Existing Slippery Rock faculty workload assignments totaling .25 FTE are included in the year one faculty FTE total. Existing Slippery Rock University faculty lines include fringe benefits budgeted at 17 percent of salary costs. The physician assistant program director is a faculty member appointed at the associate rank, step thirteen with 7.2 alternate workload hours assigned for program coordination. All full-time physician assistant program faculty are budgeted at the assistant or associate professor rank at mid-step with an annualized salary. Full and part-time physician assistant faculty positions include benefit costs budgeted at 37 percent of salary costs. Two part-time medical directors will serve as consultants to the PA program at a salary cost of \$17,500 each plus Social Security and retirement benefit costs.</p> <p>In year two of the program, three new full-time clinical coordinators and three part-time positions will be hired. Each part-time position will equate to less than .45 FTE, bringing the physician assistant faculty program complement to 12.12 FTE. Two existing Slippery Rock University faculty members will each teach a one credit hour course during the second year of the physician assistant program.</p>
Salaries and Benefits (Staff, Grad Asst. Stipend/ Waiver, etc.)	<p>Two new full-time clerk typist positions will be required to support the physician assistant program; one position will start in year one and the second position will be hired in year two. Fringe benefits costs are calculated at 98 percent of annual salary expenses. Also included in this category is the salary and benefit cost associated with the hiring of an additional one-half time clerk typist position in Graduate Admissions to process physician assistant program applications. In addition, 1.5 FTE graduate assistantships will be assigned to the program. Graduate assistant costs include the waiver of tuition for 45 graduate credits at the resident rate.</p>
Instructional / Learning Resources	<p>Annual expenses for learning and instructional resources are projected to total \$107,021. Learning resources include: electronic database subscriptions (\$65,000), annual software licenses (\$10,000), bound library resources (\$4,800), faculty computer replacements (\$7,000) and equipment (\$5,200), and additional learning resources (\$15,100). Instructional equipment required to begin the physician assistant program is estimated to cost \$300,000 and is included with other program start-up costs within the other expenses category.</p>

Instructional Expenses	<p>All years include the following instructional expense categories: clinical site visits (\$16,180), clinical site acquisitions (\$24,000), physician payments (\$47,000), student development (\$34,400), faculty professional development and support (\$47,000), instructional supplies (\$25,600), office and support supplies (\$45,100), photocopies (\$27,200), program director travel expenses (\$16,200), PAEA/CASPA dues (\$3,380), ARC PA dues (\$10,000), program assessment (\$8,400), repairs and miscellaneous (\$8,900), interview and recruiting expenses (\$4,400), and postage (\$2,700). The above expense categories total \$293,260 annually; however, since the program is not fully operational until year two, several expenses were prorated in year one, reducing year one expenses to \$268,260.</p> <p>In addition, instructional expenses for all years reflect \$99,940 of materials and supplies directly supported by didactic year program fees. The didactic year program fee is used to purchase instructional supplies directly related to the following fees: cadaver and anatomy and physiology lab fee (\$19,500), applied CM lab fee (\$11,700), clinical approach & assessment lab fee (\$7,800), CS lab fee (\$14,560), special needs practicum fee (\$9,360), medical documentation lab fee (\$9,360), clinical exposure practicum fee (\$9,360) and a physician assistant fee (\$17,940 didactic year/\$15,000 clinical year) to cover physician assistant professional memberships/activities/board preparation, drug screens, certification fees and IDs.</p> <p>In year two, instructional expenses increase to reflect the addition of \$267,109 in program expenses funded by clinical fees. The clinical fees will be used to provide payment to clinical site facilities, a cost that averages \$241 per week per student. Instructional expenses in year two increase by \$15,315 to reflect the expenses funded by the clinical year physician assistant fee. Clinical year program fees total \$282,424. In addition, base instructional expenses will increase by \$25,000 with full implementation of the physician assistant program increasing the instructional base categories from \$268,260 to \$293,260.</p> <p>In summary, year two instructional expenses include: \$293,260 in base instructional expenses, \$99,940 in didactic year program expenses, \$267,109 in clinical site expenses and \$15,315 in clinical year PA expenses, totaling \$675,275.</p>
Facilities and/or modifications	<p>Facilities renovation costs are projected to total \$600,000 in order to meet the specialized needs of the PA program. In addition, facilities furnishings will cost \$191,418. The program will share the cadaver lab with the Physical Therapy program and will utilize existing classroom, computer lab and office space.</p>
Administrative Expense	<p>20 percent of tuition and instructional support fees.</p>
Other	<p>Includes physician assistant program start-up purchases including: lab equipment (\$300,000), student library (\$20,000), and lab supplies (\$30,000). Starting in year two equipment replacement is budgeted at \$30,000 per year.</p>

**Slippery Rock University of Pennsylvania Master of Science in Physician Assistant Studies
Five-Year Budget Projection**

Estimated Student Impact of New Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Resident Full-Time Headcount Enrollment		44		44		44		44		44
Nonresident Full-Time Headcount Enrollment		8		8		8		8		8
Resident Part-Time Headcount Enrollment			43		43		43		43	
Nonresident Part-Time Headcount Enrollment			7		7		7		7	
Projected Annual Credits Generated	3120		5920		5920		5920		5920	
Estimated Revenue										
Tuition Generated	\$1,549,637		\$2,909,821		\$2,909,821		\$2,909,821		\$2,909,821	
Instructional Support Fee	\$231,237		\$435,264		\$435,264		\$435,264		\$435,264	
External Grants and Contracts										
Other - Fees, Program Investment Fund		\$1,439,793		\$382,364		\$382,364		\$382,364		\$382,364
Estimated Total Revenue	\$3,220,667		\$3,727,449		\$3,727,449		\$3,727,449		\$3,727,449	
Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and benefits - Faculty		\$1,125,001	\$1,125,001	\$567,007	\$1,692,008		\$1,692,008		\$1,692,008	
Salaries and/or benefits Other (staff, grad assistant stipend/waiver, teaching assistants, etc.)		\$122,852	\$122,851	\$56,001	\$178,852		\$178,852		\$178,852	
Instructional Equipment/Learning Resources		\$107,021	\$107,021		\$107,021		\$107,021		\$107,021	
Instructional Expenses		\$368,201	\$368,201	\$307,424	\$675,625		\$675,625		\$675,625	
New Facilities and/or Modifications to existing facilities		\$791,418								
Administrative Expense	\$356,175		\$669,017		\$669,017		\$669,017		\$669,017	
Other		\$350,000		\$30,000	\$30,000		\$30,000		\$30,000	
Estimated Total Expenses	\$3,220,667		\$3,352,523		\$3,352,523		\$3,352,523		\$3,352,523	
Program	\$0		\$374,926		\$374,926		\$374,926		\$374,926	

EXECUTIVE SUMMARY OF DEGREE PROPOSAL
Doctor of Education in Education Leadership
Shippensburg University of Pennsylvania
Millersville University of Pennsylvania
January 21, 2015

1) Appropriateness to the Mission

The Doctorate in Educational Leadership joint degree program proposed by Shippensburg University and Millersville University is designed to provide rising school district, state level, and organizational leaders with the knowledge, skills, and dispositions to develop and implement programs that support the Commonwealth's children in realizing their full academic potential. The program aligns with State System's *Strategic Plan 2020: Rising to the Challenge* by adapting to ever-changing student populations, aligning academic programs with real workforce and personal growth needs, and providing greater flexibility in how, when and where students learn. It also aligns with Shippensburg's Academic Master Plan and evolving renewed strategic plan, as well as Millersville's new strategic plan, *Our Bold Path*. It is designed to meet the standards promulgated by the Educational Leadership Constituent Council, an accrediting body of the Council for the Accreditation of Educator Preparation Programs, as well as the University Council for Educational Administration.

The proposed doctoral program combines the strength of Shippensburg University's Superintendent's Letter of Eligibility Program, which includes six leadership residencies, with Millersville University's expertise in cyber-school and online learning environments. It will emphasize as a major problem of practice the study of the impact of poverty on student achievement and the localized exploration of solutions where negative effects have been determined. The program will prepare future school leaders to work with students in a wide variety of educational settings, including online and other forms of technology-mediated instruction, as well as charter and alternative schools. In addition, the program will address the current state of technology in public schools to include the development of a proactive vision that suggests its potential for the future. The program will be cohort driven and courses will be delivered in a blend of traditional, online and field-embedded formats with most courses based at the Dixon University Center in Harrisburg.

The program includes 62 credit hours of which 24 credits will be applied to the residency field work and 29 credits will be dedicated to building foundational knowledge, cognate coursework, and research. The remaining nine credits will focus on dissertation related activities. During the residencies each candidate will work in collaboration with a team of expert practitioners, including leadership fellows, employer mentors, and university faculty and scholars.

2) Need

Correspondence with the executive director of the Pennsylvania Association of School Administrators revealed that:

- There has been a 49.7 percent turnover of school district superintendents in Pennsylvania over the past 4 years (2008-2012).

- Fifty-one percent of superintendents surveyed nationwide by the American Association of School Administrators in 2010 indicated they expected to still be in their current position by 2015. The survey also found that the average age of superintendents nationwide was 58, the highest average age since the survey was first conducted in 1920.

The Occupational Profile for Education Administrators, Elementary and Secondary Schools indicated there will be a 6 percent growth in employment of elementary, middle and high school principals from 2012 to 2022 because of increases in school enrollments. (Source: U.S. Department of Labor Bureau of Labor Statistics) This is one of the audiences for this degree; the other being those who seek positions as superintendents and assistant superintendents. According to the publication *Burning Glass*, which is sponsored by the U.S. Department of Labor, Employment and Training Administration, and provides information on job openings in the field, from November 1, 2013 to October 31, 2014, there were 50 job openings in Pennsylvania and 112 in Maryland for education administrators. These data show that there is a demand for this doctoral degree and is consistent with the data projecting superintendent vacancies in the coming years and the interest expressed by 153 survey participants for this degree.

Over 19 letters were received from educational leaders supporting the need for the proposed joint doctorate program, especially in the Central Pennsylvania region. These individuals come from a variety of school districts in terms of size (small and large) and geographic location (rural, suburban, and urban), which truly represent the diverse constituency that both Millersville University and Shippensburg Universities serve.

3) Academic Integrity

According to the External Reviewer who visited each university to determine both their institutional capacity as well as programmatic readiness to offer doctorate programs:

“In the opinion of this Evaluator, the proposed doctoral program in educational leadership between Millersville University and Shippensburg University is uniquely poised to prepare school leaders in traditional school and cyber-school environments. The collaborative efforts of the two Central and South Central Institutions reflect national standards in the field and the Pennsylvania Inspired Leadership Standards established by the Commonwealth of Pennsylvania. Faculty expertise meets or exceeds expectations for teaching, research, and service and administrative support for these efforts and was apparent throughout the field visit with faculty enthusiasm plainly palpable. The proposal, therefore, meets or exceeds the expectations set forth by State System for new doctoral programs.”

The curriculum is in accordance with Board of Governors related academic policies as well as related Pennsylvania Department of Education standards.

4) Coordination/Cooperation/Partnerships

Collaboration between the two universities is not a new phenomenon. Shippensburg and Millersville Universities offer a well-established and fully accredited joint Master of Social Work degree program. The regional nature of the program takes advantage of the proximity of both institutions' locations to the Dixon University Center in Harrisburg, and also makes for an effective and efficient delivery framework for reaching educators in central and South Central Pennsylvania. In

addition, Shippensburg University has worked closely with the Pennsylvania Department of Education in the development of the course content for its residency program, which is Pennsylvania Inspired Leadership approved and is endorsed by professional leadership organizations, in particular the Pennsylvania Association of School Administrators. Millersville University's Educational Leadership Program Advisory Board also has been instrumental in providing input into the program's creation and design. Millersville University offers a series of graduate courses that provide opportunities for practicing teachers to receive an approved Pennsylvania Department of Education certification in online teaching. The program is offered by the Educational Foundations Department in a fully online format to provide greater accessibility to teachers and administrators from Central Pennsylvania and across the Commonwealth.

5) Assessment

Assessments and Learning Outcomes will be driven by the National Council for Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation and Pennsylvania Department of Education's Inspired Leadership standards for approved programs.

Candidate progress will occur within each course based on mastery of course objectives and learning outcomes. In addition, candidates will participate in larger program level assessments as milestones are reached within the program. The goals of both the course and program assessments will be based on those as specified by the Educational Leadership Constituency Council. The assessments will be administered as follows:

- ELCC Assessments 1, 2: A state licensure assessment, and a second local assessment of candidate content knowledge contained in the ELCC district-level standards;
- ELCC Assessment 3: Demonstration of candidate application of leadership skills in instructional leadership within a district;
- ELCC Assessment 4: Demonstration of candidate application of leadership skills in a district level internship/clinical practice setting(s); and
- ELCC Assessment 5: Demonstration of candidate application of leadership skills that support an effective P-12 student learning environment within a District.

In addition, candidates will be required to pass candidacy exams and oral and written comprehensive exams, as well as to complete a successful defense of their dissertation work.

6) Resource Sufficiency

As indicated by the external reviewer in the Institutional Readiness report:

“...Impressive Library facilities and staff commitment/enthusiasm ensure that candidate learning needs are met and that the facilities fully support both an online and hybrid learning environment in addition to face-to-face instruction that is both learning-centered and accessible to diverse candidate populations.”

The Shippensburg University and Millersville University joint Doctoral Program will share resources as reasonably appropriate. Millersville University will also reallocate 1.0 faculty FTE for this program. For students who enter the program without the Pennsylvania Department of Education superintendent certification, the course distribution is almost evenly divided between the two

universities. Shippensburg University will be responsible for providing the superintendent certification course sequence and Millersville University will provide the foundation and research courses. The introductory course will be team taught by one professor each from the two institutions and the dissertation sequence will be led alternately by a professor on either campus. Supporting courses may come from either campus. All dissertation committees will have both institutions represented and be supervised by highly qualified doctoral faculty members. All transfer courses will be approved by a joint committee representing both campuses.

**Millersville University of Pennsylvania and Shippensburg University of Pennsylvania
 Doctor of Education in Educational Leadership (Joint Degree)
 Budget Narrative**

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	This doctoral program will be offered in cohorts that start each summer. The first cohort, starting the second session of summer 2015 is to start with eight students, at a minimum. In order to estimate the attrition rate and degree completion rate, the 60 percent completion rate of a Ph.D. in the social sciences from the Council of Graduate Schools was used as the closest national benchmark comparison. A 60 percent completion rate corresponds to 85 percent attrition rate each year. Thus for the first cohort, five students are anticipated to finish a dissertation. The second and third cohorts are expected to begin with ten students with six completing their dissertation. The fourth and fifth cohorts will start with twelve students with eight completing their dissertations. The program is designed so that activities in courses contribute to the dissertation so that the program has higher completion rates than 60 percent.
ESTIMATED REVENUE	
Tuition Generated	It is anticipated that nearly all of the students will be Pennsylvania residents; thus, projects are based on in-state tuition. If out-of-state students enroll, the tuition will be greater. This program is a year-around program with courses of variable credits (one to four credits). The students will take 19, 17, 17 and nine credits each year of the cohort.
Instructional Support Fee	This fee is calculated at 20 percent of tuition.
External Grants & Contracts	None.
Other	None.
ESTIMATED EXPENSES	

Salaries and Benefits - Faculty	<p>This line item includes replacing each doctoral program director to be rotated between the two coordinators (for example, Fall reassigned time for the Shippensburg faculty member and Spring reassigned time for the Millersville faculty member) with an adjunct (~\$7,000 salary + 23 percent benefits = \$8,610 each), summer stipend for each doctoral program director on each campus (\$5,013 each), distance education stipend per headcount and dissertation stipend (starting 2018-2019, estimated at \$2,749 for each of the five students, and for six students in 2019-2020). Millersville University is reallocating 1.0 FTEF to this program beginning in 2016-2017. Additional Millersville faculty expenses for the program are \$42,915 (FY 2015-2016), \$0 (FY 2016-2017), \$5,338 (FY 2017-2018), \$5,338 (FY 2018-2019) and \$5,338 (FY 2019-2020). The faculty expenses for Shippensburg are \$6,222 (FY 2015-2016), \$7,778 (FY 2016-2017), \$32,667 (FY 2017-2018), \$32,667 (FY 2018-2019) and \$32,667 (FY 2019-2020). For FY 2015-2016, all of the expenses are new. For FY 2016-2017, the faculty expenses decreases because an existing line at Millersville will be reallocated to the program and the only new expense will be an increase of faculty salary by Shippensburg for half of a one-credit course. For FY 2017-2018, the new expenses are an increase in Shippensburg faculty costs due to adding adjuncts to the department so that additional sections of the doctoral courses are taught due to teaching three cohorts simultaneously, as well as additional distance education costs due to increased student headcount. For FY 2018-2019, the new expenses are due to an estimated five students completing their dissertation as well as additional distance education costs. For FY 2019-2020, the new expenses are due to increases in headcount which impact dissertation supervision and distance education.</p>
Salaries and Benefits (Staff, Grad Asst. Stipend/ Waiver, Teaching Assistances, etc.)	Two graduate assistants are budgeted, one for each campus. Each graduate assistant will receive a tuition waiver of 24 credits for one academic year and a \$7,000 stipend.
Learning Resources	An increase in library expenditures are anticipated.
Instructional Equipment	
Facilities and/or modifications	None.
Administrative Expense	
Other	

**Millersville University of Pennsylvania and Shippensburg University of Pennsylvania
 Doctor of Education in Educational Leadership (Joint Degree)
 Five-Year Budget Projection**

Estimated Student Impact of New Program	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Resident Full-Time Headcount Enrollment										
Nonresident Full-Time Headcount Enrollment										
Resident Part-Time Headcount Enrollment		8	7	10	17	10	24	12	27	12
Nonresident Part-Time Headcount Enrollment										
Projected Annual Credits Generated	152		309		428		528		571	
Estimated Revenue										
Tuition Generated	\$69,008		\$140,286		\$194,312		\$239,712		\$259,234	
Instructional Support Fee	\$13,802		\$28,057		\$38,862		\$47,942		\$51,847	
External Grants and Contracts										
Other		\$52,973								
Estimated Total Revenue	\$135,783		\$168,343		\$233,174		\$287,654		\$311,081	
Estimated Expenses										
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and benefits - Faculty		\$77,429	\$33,991	\$1,956	\$40,824	\$26,027	\$72,923	\$7,918	\$73,046	\$11,221
Salaries and/or benefits Other (staff, grad assistant stipend/waiver, teaching assistants, etc.)		\$35,792	\$35,792		\$35,792		\$35,792		\$37,592	
Learning Resources		\$6,000	\$6,000		\$6,000		\$6,000		\$6,000	
Instructional Equipment										
New Facilities and/or Modifications to existing facilities										
Administrative Expense		\$16,562	\$33,669		\$46,635		\$57,531		\$62,216	
Other										
Estimated Total Expenses	\$135,783		\$111,408		\$155,278		\$180,164		\$190,075	
Estimated Financial Impact of New Program	\$0		\$56,936		\$77,897		\$107,491		\$121,006	

Office of Internal Audit and Risk Assessment Fiscal Year 2014/15 – Second Quarter Project Update

Summary

The Office of Internal Audit and Risk Assessment's (OIARA) Fiscal Year 2014/15 work plan defines 31 projects. Twelve engagements ongoing as of June 30, 2014 carried forward, providing a total of 43 proposed projects for completion in the current fiscal year. Additionally, five special projects (university requests and Incident Reporting System cases) have been assumed. The following chart provides a status report as of December 31, 2014.

Project Source	Proposed Engagements	Number Concluded	Number Underway	Number Not Yet Initiated	Percent Concluded/Underway
FY2014/15 Work Plan	31	8	5	18	42%
Prior Year Carry-over	12	12	--	--	100%
Total Work Plan:	43	20	5	18	58%
Special Projects	5	4	1	--	100%
Cumulative Total:	48	24	6	18	63%

Work concluded on 14 engagements during the second quarter, while six newly initiated projects are ongoing. Work plan and carry-over projects completed and underway represent 58% of plan initiatives for the fiscal year. Separately, eight case reports were received through the State System's Incident Reporting System during the second quarter.

Projects Concluded Second Quarter Fiscal Year 2014/15

During the quarter, the following 14 projects were concluded and recommendations presented.

University	Engagement	Report Issued
Indiana	NCAA Compliance Review	10/06/14
Mansfield*	Incident Reporting System Case 102	10/06/14
Shippensburg	International Education/Study Abroad	10/22/14
Cheyney*	Incident Reporting System Case 100	10/28/14
Cheyney*	Incident Reporting System Case 101	10/28/14
West Chester	Accounts Payable Audit	11/05/14
Lock Haven	NCAA Agreed-upon Procedures	12/09/14
Cheyney*	Presidential Transition Review	12/11/14
Millersville	NCAA Agreed-upon Procedures	12/11/14
East Stroudsburg	NCAA Agreed-upon Procedures	12/12/14
California	NCAA Agreed-upon Procedures	12/15/14
Slippery Rock	NCAA Agreed-upon Procedures	12/17/14
Indiana	NCAA Agreed-upon Procedures	12/18/14
West Chester	NCAA Agreed-upon Procedures	12/18/14

* Denotes Special Project

Projects Underway through Second Quarter Fiscal Year 2014/15

Through the second quarter, work was initiated and continues on the following six projects.

University	Engagement	Project Status
California	Distance Education	Draft Report
Cheyney*	Athletic Department Fiscal Review	Draft Report
Cheyney	NCAA Agreed-upon Procedures	Draft Report
Indiana	Information Technology General Controls	Draft Report
Kutztown	International Education/Study Abroad	Planning
Millersville	International Education/Study Abroad	Planning

* Denotes Special Project

Management Corrective Actions – OIARA Follow-up Assessments

In compliance with Institute of Internal Audit Standard 2500, the OIARA maintains a formalized follow-up process to evaluate implementation of management responses addressing prior report recommendations. During the second quarter, 31 prior-period recommendations have been verified as resolved.

State System Incident Reporting System

The State System maintains an automated incident reporting system as a means to confidentially receive concerns of employees, students, and others within the university communities regarding situations believed to be inappropriate. During the second quarter of fiscal year 2014/15, eight case reports were received through the Incident Reporting System.

OIARA Information Brief

A second in a series of electronic information briefs providing summarized results from project engagements completed at multiple State System locations was issued this quarter to System leadership. The information brief focused on reviews evaluating *Jeanne Clery Disclosure of Campus Security Policy and Campus Crimes Statistics Act* compliance completed by the OIARA at four System universities. The brief provided information regarding six common themed compliance recommendations identified through the course of the completed reviews.

Pennsylvania's State System of Higher Education
2015/16 Undergraduate Out-of-State Tuition Plans
For Consideration by the Board of Governors, January 21–22, 2015
Excludes Rates for Board-Approved Tuition Flexibility Pilots

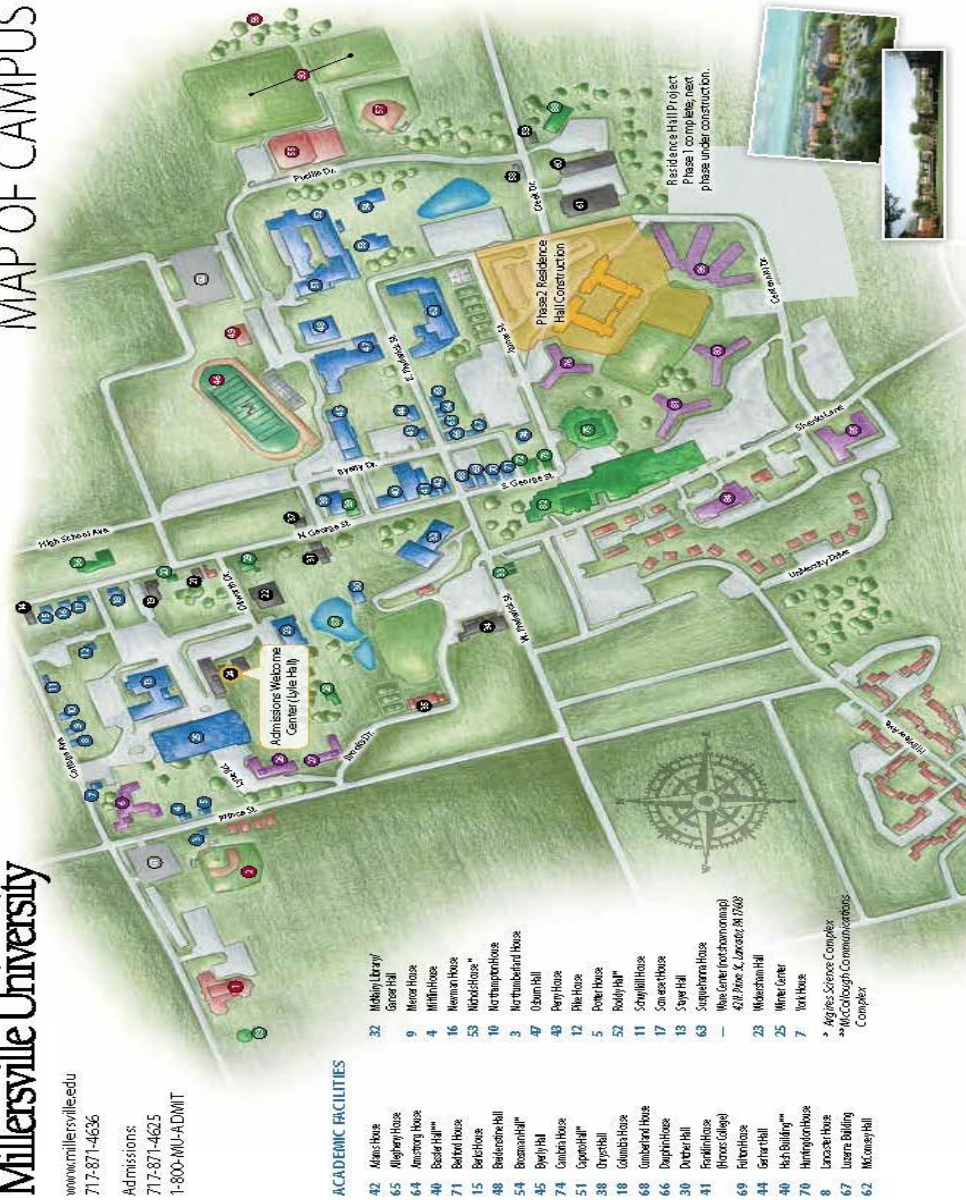
Rate as Percent of In-State Tuition*	Criteria
Bloomsburg University of Pennsylvania**	
250%	All out-of-state students.
California University of Pennsylvania	
150%	All domestic out-of-state students.
195%	All international students.
Cheyney University of Pennsylvania	
165%	All out-of-state students.
Clarion University of Pennsylvania	
150%	All out-of-state students.
East Stroudsburg University of Pennsylvania	
150%	Domestic out-of-state students with high school GPA of at least 3.2 out of 4.0 and a combined Math and Critical Reading score on the SAT of at least 1,100 or a score of at least 24 on the ACT. A minimum GPA must be maintained, and a minimum of 24 credits must be successfully completed each academic year.
	Transferring students with a minimum of 30 transferrable credits and a cumulative GPA of at least 3.2 from higher education institutions attended. A minimum GPA must be maintained, and a minimum of 24 credits must be successfully completed each academic year.
175%	International students in cohort programs from Global Partner Universities.
250%	All other out-of-state students.
Edinboro University of Pennsylvania**	
150%	All domestic out-of-state and international students.
170%	All new international students, effective fall 2014.
Indiana University of Pennsylvania	
140%	Students in the Southwestern University of Finance and Economics (China) partnership. Rate increase of 5% per year until 150% is reached.
170%	First-time freshmen and transfer students admitted to main campus from Indiana, Maryland, Michigan, New Jersey, New York, Ohio, Virginia, and West Virginia. Current undergraduate students will be charged rate in place when they entered.
	First-time freshmen with a high school GPA of at least 3.0 out of 4.0. Current undergraduate students will be charged rate in place when they entered.
	Transferring students with a cumulative GPA of at least 3.0 out of 4.0. Current undergraduate students will be charged rate in place when they entered.
	International students admitted fall 2013 or later, entering under the terms of an established academic agreement.
250%	All other domestic out-of-state and international students.
Kutztown University of Pennsylvania	

Rate as Percent of In-State Tuition*	Criteria
150%	Domestic out-of-state students with a high school GPA of at least 3.25 out of 4.0 and a combined Math and Critical Reading score on the SAT of at least 1,100. A minimum cumulative GPA must be maintained, and a minimum of 24 credits must be successfully completed each academic year. Reduced rate remains in effect for four years for first-time freshmen.
Kutztown University of Pennsylvania (continued)	
200%	Domestic out-of-state students with a high school GPA of at least 3.0 out of 4.0 and a combined Math and Critical Reading score on the SAT of at least 1,000. A minimum cumulative GPA must be maintained, and a minimum of 24 credits must be successfully completed each academic year. Reduced rate remains in effect for four years for first-time freshmen.
	Transferring students with at least 48 transferrable credits and a cumulative GPA of 3.0 out of 4.0 from higher education institutions attended. A minimum cumulative GPA must be maintained, and a minimum of 24 credits must be successfully completed each academic year. Reduced rate is prorated based on the number of transferrable credits (but not longer than three years).
250%	All other out-of-state students, and all out-of-state students during summer and winter sessions.
Lock Haven University of Pennsylvania	
200%	Domestic out-of-state students with a high school GPA of at least 3.25 out of 4.0.
N/A	All other domestic out-of-state students are charged \$2,000 less than 250% of the in-state rate.
250%	All international students.
Mansfield University of Pennsylvania**	
165%	All out-of-state students from New York and New Jersey.
250%	All other out-of-state students.
Millersville University of Pennsylvania	
175%	Domestic out-of-state students with a combined Math and Critical Reading score of at least 1,200 on the SAT or a score of at least 26 on the ACT. Students must maintain good academic standing. Reduced rate remains in effect for eight semesters.
	Domestic out-of-state students who achieve a GPA of at least 3.85 out of 4.0. Students must maintain good academic standing. Reduced rate remains in effect for eight semesters.
	Domestic out-of-state students in the top 10% of their high school class with a combined Math and Critical Reading score of at least 1,000 on the SAT or a score of at least 21 on the ACT. Students must maintain good academic standing. Reduced rate remains in effect for eight semesters.
200%	Domestic out-of-state students entering within a STEM major (Science, Math, Nursing, Computer Science, Applied Engineering, and BSE programs in those areas) and a combined Math and Critical Reading score on the SAT of at least 1,000 or a score of least 21 on the ACT. Students must maintain good academic standing and maintain enrollment in a STEM program. Reduced rate remains in effect for eight semesters.
	Incoming transfer students with at least 12 transferrable credits. Students must enter university with an overall GPA of at least 3.5 out of 4.0 from their most recently attended institution. Students must maintain good academic standing.

Rate as Percent of In-State Tuition*	Criteria
	Reduced rate remains in effect for six semesters (prorated for the first semester for students transferring in the spring semester).
250%	All other out-of-state students.
Shippensburg University of Pennsylvania	
150%	Transfer students from five neighboring Maryland community colleges with dual admission agreements.
175%	High performing students who earn a combined Math and Critical Reading score on the SAT of at least 1,200. Renewal is based upon performance.
	High performing students who graduate in the top 10% of their class. Renewal is based upon performance.
	Students selecting a STEM or STEM education major. Reduced rate remains in effect as long as student remains in selected major.
225%	All other out-of-state students.
Slippery Rock University of Pennsylvania	
150%	Freshmen with a high school GPA of at least 3.0 out of 4.0.
	Transferring students with a cumulative GPA of at least 3.0 out of 4.0 on all postsecondary coursework.
	Returning students with a GPA of at least 2.5 out of 4.0.
200%	All other out-of-state students.
West Chester University of Pennsylvania	
250%	All out-of-state students.
Chincoteague Bay Field Station	
150%	All out-of-state students from Delaware, Maryland, and Virginia.
250%	All other out-of-state students (Or the applicable tuition rate that the student is assessed by his/her State System university).

*Rate is expressed as a percentage of the undergraduate in-state tuition rate. Actual rates will be set in accordance with Board action in July 2015.

**University has a significant tuition flexibility program/proposal for out-of-state students that alters the tuition rate charged for certain students.



ACADEMIC FACILITIES

- 42. MacHouse
 - 45. McHenry House
 - 64. Monroe House
 - 40. Bessler Hall™
 - 71. Baker Hall
 - 15. Bekel House
 - 48. Belvidere Hall
 - 54. Bowman Hall™
 - 45. Byerly Hall
 - 74. Canby House
 - 51. Capwell Hall™
 - 38. Dyrskall
 - 18. Gombosi House
 - 68. Cumberland House
 - 66. Dugan House
 - 30. Dwyer Hall
 - 41. Franklin House (Peters College)
 - 69. Rittner House
 - 44. Garner Hall
 - 40. Hah Building™
 - 70. Huntspurger House
 - 8. Laxson House
 - 67. Luerns Building
 - 62. McManis Hall
 - 32. Midden Library/Greer Hall
 - 9. Mixer House
 - 4. Miller House
 - 16. Newman House
 - 53. Nix's House™
 - 10. Northampton House
 - 3. Northumberland House
 - 47. Oram Hall
 - 43. Perry House
 - 12. Pike House
 - 5. Peter House
 - 52. Rolly Hall™
 - 11. Stow Hill House
 - 17. Somer House
 - 13. Sayer Hall
 - 63. Supterborn House
 - 421. Stone, C. Lane, & M. T. 1869
 - 23. Wicks Hall
 - 25. Winey Center
 - 7. York House
- Agnes Science Complex
→ McCaughy Commons/Complex

ADMINISTRATIVE BUILDINGS

- 31. Bessinger Center
- 60. Broop-Simile Building
- 58. Blair House
- 34. Boyer Building
- 21. Decker House
- 57. Deane Building
- 22. Divers Building
- 19. Duncan Alumni House
- 14. Leavenworth (Paine)
- 24. Ivy Hall (Mansard)
- 59. Montgomery House
- 61. Riner Building

ATHLETIC FACILITIES

- 46. Bauscher's Stadium and Dyrskall
- 35. Beck Hall
- 49. Cooper Court
- 4. Cooper Basketball Deck
- 1. Hinson Hall
- 90. Polo Fields
- 55. Polo Gymnasium
- 56. Ross House
- 57. Sordahl Field

OTHER FACILITIES

- 29. Freshfield
- 36. St. Joseph Church
- 75. St. Joseph Hall (Baylor Conference Center)
- 20. Jantz House
- 72. Monroe House
- 33. Philadelphia House
- 88. Pika Barn
- 87. Penn
- 82. Spitzer Memorial Center
- 28. Tinger House
- 73. Washington House
- 89. Weaver Tower
- 39. Winne Health Services

RESIDENCE HALLS/HOUSING

- 27. Bell Hall
- 88. DeWitt Hall
- 81. Harold Hall
- 76. Hall Hall
- 6. Gayle Hall
- 26. Gibert Hall
- 84. Hightower Hall
- 85. Sherkin Hall
- 86. Smith House

PARKING GARAGES

- G1. Rino-Sherkin Garage
- G2. Polo Garage



Gaige Hall



Hull Hall
Millersville University of Pennsylvania

Bloomsburg University of Pennsylvania Tuition Flexibility Pilot Proposal
Per-Credit Pricing Pilot for In-State Undergraduate Students
Combined with Reduction in Out-of-State Undergraduate Tuition Rate
For Consideration by the Board of Governors, January 21–22, 2015

Concept: To charge tuition on a per-credit basis for all undergraduate students. The tuition rate for in-state undergraduate students will lag one year behind the System's established per-credit rate set by the Board of Governors. The 2014/15 State System rate for full-time in-state undergraduate students taking 12–18 credit hours is \$3,410 per semester, or \$284 per credit hour. For 2015/16, Bloomsburg University proposes to hold the per-credit rate for in-state undergraduate students constant at the System's 2014/15 rate of \$284 per credit. For 2016/17, Bloomsburg's per-credit rate for in-state undergraduate students will be the System's 2015/16 in-state undergraduate tuition rate established by the Board of Governors.

The tuition rate for out-of-state undergraduate students will be reduced to 200 percent (currently 250 percent) of the in-state undergraduate per-credit tuition rate. For 2015/16, the per-credit rate for out-of-state undergraduate students will be \$568 per credit. For 2016/17, the per-credit rate for out-of-state undergraduate students will be 200 percent of the in-state undergraduate per-credit rates established by the Board of Governors for 2015/16.

Justification/Rationale: The proposed pricing pilot at Bloomsburg University supports two key strategic initiatives—strategic enrollment management and fiscal sustainability—identified in the University's strategic plan. Specifically, the per-credit pricing methodology for undergraduate students supports a consumption model whereby students are charged for the number of credits for which they are enrolled, thus increasing the transparency of student billing and aligning instructional services delivered with charges to students. This model will also be attractive as the institution seeks to increase its adult-learner base. To alleviate the additional cost for students with unmet need, the per-credit pricing model sets aside sufficient institutional aid for those students based on an analysis of Pell recipients.

The rationale for reducing the out-of-state tuition to 200 percent of the in-state undergraduate rate is driven by market factors such as tuition decreases in New Jersey and other surrounding states that have reduced the University's out-of-state student population. Conservative modeling did not take into account any increases in out-of-state student enrollment, even though additional measures have been implemented to enhance out-of-state applications with active on-site recruiting in neighboring states. Over time, the combination of reduced rates and increased recruiting will aid in recapturing out-of-state market share.

Cost/Benefit Analysis: Several key considerations for switching to a per-credit tuition pricing approach follow:

- Tuition rates will be known one year in advance, which will allow for better student planning and increased retention.
- Pricing will be equitable for both full- and part-time students.
- Students completing 12 or fewer credits in a semester will pay less tuition, which will assist enrollment management efforts to recruit an increased number of nontraditional students (adult learners).
- Reduced out-of-state tuition rates will likely increase out-of-state enrollment.
- Reduced tuition rates for summer and winter terms will likely increase enrollment.
- Increased tuition revenue will allow for the establishment of need-based institutional financial aid.

Timeline: Fall 2015 through summer 2017, with an evaluation of the pilot conducted at the completion of the 2015/16 fiscal year.

Assessment Goals

Enrollment—It is anticipated that in-state undergraduate enrollment will not be negatively affected by the pricing pilot. It is also anticipated that out-of-state undergraduate enrollment will increase as a result of the reduced tuition costs.

Access—The University remains committed to providing access to all students, and will establish an institutional aid program of over \$3 million in year one of the pilot to assist those students who require additional support to meet their increased tuition costs as a result of the pricing pilot. Under this program, the institutional aid budget will be calculated annually based on the prior year distribution of Pell awards to eligible students. Access will be measured by maintaining at least a similar profile of Pell grant recipients and underrepresented minority students within this pilot program.

Tuition Revenue—The per-credit tuition rates for undergraduate students yield an estimated net tuition revenue (tuition revenue less funds set aside for institutional aid) increase of about 5.2 percent, or \$4.3 million over the current model. This increase is based on conservative modeling of the proposed pricing structure for in-state and out-of-state tuition rates.

Program Viability—If the program is unsuccessful at the end of the pilot period, the University is committed to returning to charging the State System full-time in-state undergraduate tuition rates and charging out-of-state undergraduate students a factor thereof.

Indiana University of Pennsylvania Tuition Flexibility Pricing Pilot Per-Credit Tuition for In-State Undergraduate Students For Consideration by the Board of Governors, January 21–22, 2015

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 four-year implementation plan. Indiana University of Pennsylvania (IUP) will roll back the 2014/15 per-credit tuition rate for in-state undergraduate students 7 percent in year one, from \$284 to \$264. When the Board of Governors approves the 2015/16 tuition rate, IUP will adjust the in-state undergraduate per-credit tuition rate by the same percentage.

In year two, the rollback will be 4 percent of the State System's in-state undergraduate per-credit tuition rate, and in year three, the rollback will be 1 percent of the State System's in-state undergraduate per-credit tuition rate. In year four, in-state undergraduate students will be paying the in-state undergraduate per-credit tuition rate established by the State System. 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, who will continue to be charged using the current model.

Justification/Rationale: Western Pennsylvania has experienced a double-digit decline in high school graduates, impacting headcount enrollment at the undergraduate level. IUP's enrollment headcount has declined from 15,132 to 14,369 over the last three years. Multiyear budget

modeling projects future cumulative operating deficits of \$12.2 million, \$16.7 million, and \$19.7 million for fiscal years 2015/16, 2016/17, and 2017/18, respectively. A three-pronged balancing approach was developed to address current and future budget challenges at IUP. The plan includes (1) allocating operating budgets based on prior year actual expenditures; (2) implementing an academic tuition incentive model that sets increased credit-hour targets for all colleges, providing incentives for those colleges that exceed their targets; and (3) implementing the per-credit tuition pilot for in-state undergraduate students.

Cost/Benefit Analysis: This discounted per-credit tuition model is a critical component of the three-pronged balancing plan. The discount percentages were calculated based on the need to generate the estimated revenue in fiscal year 2015/16 and future years to balance the general fund operating budget.

In addition to increasing revenue to assist with balancing the operating budget, IUP plans to allocate up to 15 percent of the additional tuition revenue on an annual basis in support of need-based scholarships to continuing in-state undergraduate students who were enrolled full-time for at least one semester in either of the previous two academic years for the equivalent of up to a two-credit-hour award in an academic year. The expected outcome is to maintain or increase upper class retention levels.

IUP also plans to establish a scholarship pool associated with its Academic Success Initiative (ASI)—a strong academic support system built upon data analytics, advising, tutoring activities, and scholarships—enabling students to persist. ASI scholarships will offer financial incentive to in-state undergraduate students who are academically successful, for the equivalent of up to a two-credit-hour merit award in an academic year. The intended result will improve student graduation rates and time to degree. The ASI scholarship pool will be funded at \$1.25 million in fiscal year 2015/16 and will increase annually as tuition increases.

This pricing flexibility proposal addresses IUP's priorities of increasing the total of credit hours taken per semester by the University's undergraduate students. It is anticipated that the average credit hours taken per semester will remain at an average of 14. It is also expected to maintain and/or increase undergraduate retention rates.

Timeline: Fall 2015 through summer 2018, with an evaluation of the pilot conducted at the completion of each fiscal year.

Assessment Goals

Enrollment/Retention—IUP's retention rate will remain consistent with the retention rate for students from the prior academic year who have the same profile. The total mean credit hours for these students will at least remain consistent at 14 credits.

Access—The University is committed to access and affordability. Institutional need-based and/or merit scholarship assistance will be provided to qualified students within this pilot program. Access will be measured by maintaining at least a similar profile of Pell grant recipients and underrepresented minority students within this pilot program.

Tuition Revenue—IUP's revenue projections seek to increase net in-state undergraduate tuition revenue by \$3.7 million, \$5.8 million, \$7.7 million, and \$8.2 million for fiscal years 2015/16, 2016/17, 2017/18, and 2018/19, respectively.

Academic Success Initiative—It is the University's goal to increase its four-year graduation rate. This initial plan is designed to provide incentives to students who take 15 credit hours

per semester, receive no “withdrawal” grades, and maintain a cumulative GPA at or above 3.0. It also provides an added incentive for students with a GPA equal to or greater than 3.5.

Program Viability: If the program is proven to be 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.

Slippery Rock University of Pennsylvania Pilot Tuition Discount Program Active Duty Military Tuition Discount

For Consideration by the Board of Governors, January 21–22, 2015

Concept: To offer undergraduate tuition rates at 85 percent of the current applicable tuition rate for all online courses to the following individuals in Slippery Rock University of Pennsylvania’s undergraduate online programs: all active duty military and spouses of all branches of service (U.S. Army, Navy, Air Force, Marine Corps, Coast Guard, National Guard, and Reserves).

Justification/Rationale: Slippery Rock University proposes this pilot program to recognize the military service of these individuals to the nation and the Commonwealth. In this spirit, the University seeks to attract this market of potential students by offering a discount to active duty military and their spouses. The University is pursuing this program as a means of further aligning its mission and values related to military service.

Cost/Benefit Analysis: While significant enrollment growth is not anticipated as a result of this pilot program, the University believes the competitive advantage gained at the discounted rate will result in sufficient increases in enrollment to offset the expected cost of providing the benefit.

Timeframe: Fall 2015 through summer 2017.

Assessment Goals

Enrollment—While the University desires for the members of the armed services to take advantage of this pilot program, the enrollment will be unknown. Therefore, through this timeframe, the University will evaluate the promotion and benefits of this program.

Access—The University is committed to providing access to active duty military and their spouses, 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.

Net Tuition Revenue—Currently, Slippery Rock University has virtually no military members or spouses enrolled solely in online programs. Any enrollment would generate new revenue; 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 \$5,800 in tuition revenue annually.

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 the completion of their program.

**Slippery Rock University of Pennsylvania Student Fee Pilot
High-Cost/High-Demand Undergraduate STEM-H Courses**
For Consideration by the Board of Governors, January 21–22, 2015

Concept: To charge a differential fee for high-cost/high-demand undergraduate Science, Technology, Engineering, Mathematics, and Health (STEM-H) courses. This would primarily encompass the following types of specialized courses: Applied Engineering, Safety and Technology, Biology, Chemistry, Computer Science, Earth Science, Mathematics, Physics, and Medical Technology. The differential fee would be \$90 for each specialized 100- and 200-level lab course and \$30 per credit for selected specialized 300- and 400-level STEM-H courses. The impact of the fee would be reviewed annually and adjustments made, as needed. The University proposes phasing in this program over four years, with fees being implemented for 100-level courses in fall 2015, 200-level courses in fall 2016, 300-level courses in fall 2017, and 400-level course in fall 2018.

Justification/Rationale: Delivering STEM-H disciplines is costly, with the programs in high demand by students. To maintain high quality, the University needs the next generation of equipment and technology. These programs depend on high quality laboratories, clinical practice, internships, and academic equipment. In the current environment, it is difficult for the University to sustain the necessary costs of new and replacement equipment, as well as laboratory supplies for these programs, and simultaneously account for expansion.

Cost/Benefit Analysis: The University expects that a significant investment will be required to provide the necessary academic equipment and delivery of these programs. These fees, which are exclusive for STEM-H classroom needs, will help support selective expansion of certain programs. Approximately one-third of Slippery Rock undergraduate students are enrolled in these programs, illustrating the significant undergraduate demand and potential growth. Although the high cost of these programs is recognized as part of the annual allocation of state appropriations to universities, the reduction in the State System's appropriations has decreased overall funding in recent years. Slippery Rock University estimates this pilot fee program will generate approximately \$900,000 of additional funding for programmatic needs (after four years). The new fee should not affect the enrollment of these high-demand programs.

Timeline: Fall 2015 through summer 2018, with an evaluation of the pilot conducted at the completion of each fiscal year.

Assessment Goals

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

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

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

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



PA State System of Higher Education Board of Governors

Effective: July 1, 2011

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Policy 2011-01-R: University Financial Health

See Also:

Adopted: April 7, 2011

Amended:

Rescinded: January 22, 2015

~~A. Purpose~~

~~To establish expectations for long-term financial health of System entities through the measure of unrestricted net assets and operating margins.~~

~~B. Definitions~~

~~**Educational and General** All activities and resources that support the educational mission of the System or University, including unrestricted instruction, research, public service, academic support, institutional support, scholarship and fellowship, and operations and maintenance of plant activities. Auxiliary and restricted activities are excluded.~~

~~**Encumbrance** A firm commitment or obligation in the form of purchase orders or other contractual agreements.~~

~~**Net Assets** The difference between an institution's assets and liabilities, as defined by the Governmental Accounting Standards Board (GASB). Net assets are displayed on the financial statements in three components: invested in capital assets net of related debt, restricted net assets, and unrestricted net assets.~~

~~**Unrestricted Net Assets** This category of net assets includes funds that the Board or University trustees have designated for specific purposes, auxiliary funds, and all other funds not appropriately classified as restricted or invested in capital assets. It represents all funds over which the University can exercise discretion and may be used to meet the general financial requirements of the institutions. For the purposes of this policy, the following unencumbered unrestricted net asset designations will be included: Educational and General Activities, Life Cycle Maintenance, Retirement of Debt, and Plant. The following unrestricted net asset designations will be excluded: Educational and General Encumbrances, Plant Encumbrances, contractually required Health Care Reserves, Auxiliary net assets,~~

~~and the unfunded net asset balances attributed to postretirement and compensated absence liabilities.~~

~~**Operating Margin** Reflects the ability to balance operations in any given year by indicating the excess margin (or deficit) by which annual revenues cover operating expenses. The operating margin is calculated in accordance with national best practices.~~

~~C. Administration~~

- ~~1. The Presidents and the Chancellor are required to maintain adequate unrestricted net assets at each PASSHE entity to:
 - ~~a. Protect the System and individual PASSHE entities in cases of sudden revenue reductions;~~
 - ~~b. Provide resources to address unanticipated expenses, including emergencies; and,~~
 - ~~c. Prepare for multiyear planning needs.~~~~
- ~~2. University unrestricted net asset balances shall be maintained annually within the range of 5% to 10% of the University's current year Educational and General revenue.~~
- ~~3. The University operating margin shall be maintained annually within the range of 2% to 4%.~~
- ~~4. Exceptions to the target ranges will be approved by the Chancellor.~~

**Draft***As of January 12, 2015*

PA State System of Higher Education Board of Governors

Effective: December 31, 2014

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Policy 2014-01-A: *Protection of Minors*

See Also:

Board of Governors' Policy 2009-01

Board of Governors' Policy 1991-04-A

Board of Governors' Policy 2009-03

[Board of Governors' Policy 1985-04-A](#)[PASSHE Procedure/Standard Number 2013-15](#)**Adopted:** July 8, 2014**Amended:** [January 22, 2015](#)**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's State System of Higher Education (State System) university property. This policy applies to all State System universities, their [sponsoring](#) units, and the Office of the Chancellor. All State System administrators, faculty, coaches, staff, students, [independent](#) contractors, and volunteers in State System 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 and is recognized as such by the university's council of trustees or the Board of Governors, including, but not limited to, foundations, alumni associations, and student associations. For more information on affiliated entities, see Board of Governors' Policy 1985-04-A: University External Financial Support, and PASSHE Procedure/Standard Number 2013-15, Relationships with Affiliated Entities.

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 independent 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.

Independent Contractor: An individual who provides a program, activity, or service to a State System entity that is responsible for the care, supervision, guidance, or control of children.

Mandated Reporter: In a situation of suspected child abuse, all State System administrators, faculty, coaches, staff, student workers, independent 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 State System universities or the Office of the Chancellor.~~

Program, Activity, or Service: Programs, ~~or~~ activities, or services 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.

State System Entity: One of the State System universities or the Office of the Chancellor.

University Facilities: Facilities owned by or under the control of a ~~PASSHE~~ State System 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~~ State System 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 chancellor, after consultation with the chair of the Finance, Administration, and Facilities Committee of the Board, may promulgate procedures, standards, and guidelines as necessary to ensure proper implementation of this policy. 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 State System](#) entity. Authorized adults or program staff are required to comply with all applicable laws and State System 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. All employees and~~ volunteers are required to have criminal background screening clearances in accordance with applicable procedures, standards, and guidelines as established by the chancellor.

Before being allowed to use or lease university facilities, program administrators and/or independent contractors of non-university-sponsored programs, or nonuniversity groups and/or independent contractors 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~~ will be offered and completed when needed 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~~ will include topics such as:-

- a. Detecting and reporting child 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

a. Reporting of Child Abuse

In a situation of suspected child abuse, all ~~members of the university community, contractors, and volunteers~~ State System administrators, faculty, coaches, staff, student workers, independent 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.~~(1) 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.~~(2) 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.~~(3) A person makes a specific disclosure to the mandated reporter that an identifiable child is the victim of child abuse.
- ~~d.~~(4) 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)~~ Human Services (DHS) by calling **1-800-932-0313**, or a written report to ~~DPW~~ DHS using electronic technologies when available. If an oral report is made, a written report shall also be made within 48 hours to ~~DPW~~ DHS or the county agency assigned to the case as prescribed by ~~DPW~~ DHS.

Immediately following the report to ~~DPW~~ DHS, 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 child abuse is not required.

b. Reporting of Arrests and Convictions

All employees, volunteers, and program administrators must provide written notice to the designated person in charge at the university if they or an authorized adult or program staff are: (1) arrested for, or convicted of, an offense that would constitute grounds for denial of employment or participation in a program, activity, or service; or (2) are named as a perpetrator in a founded or indicated report under the Child Protective Services Law (23 Pa.C.S. §6301, et seq.). The employee, volunteer, or program administrator shall provide such written notice within 72 hours of arrest, conviction, or notification that the person has been listed as a perpetrator in the statewide database. The failure of an employee or program administrator to make a written notification, as required, is a misdemeanor of the third degree.

If the employer or program administrator has a reasonable belief that an employee or volunteer has been arrested or convicted of a reportable offense or was named as perpetrator in a founded or indicated report under the Child Protective Services Law, or if an employee or volunteer has provided notice of activity that would be sufficient to deny employment or program participation, the employer must immediately require the employee or volunteer to immediately submit current information for required criminal background screening clearances in accordance with applicable procedures, standards, and guidelines as established by the chancellor.

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.



PA State System of Higher Education Board of Governors

Effective: December 4, 1984

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Policy 1984-14-A: *Terms and Conditions of Employment of Senior Policy Executives*

See Also:

Adopted: December 4, 1984

Amended: July 15, 1986; December 8, 1986; July 15, 1987; January 19, 1988;
November 15, 1990; April 18, 1991; October 9, 1997; October 12, 2000; January 24, 2013;
January 22, 2015

C. University President

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

D. Appointment and Term

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

2. Conditions

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

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

The president shall reside for the term of the appointment in housing provided by the Board. In the event housing is or becomes unavailable, wholly or in part, the

president and the chair of the council of trustees, in consultation with the chancellor, will agree upon an appropriate housing allowance, which shall be paid to the president until housing becomes available.

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

3. Salary

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

E. Benefits

The president shall receive all employee benefits currently received by management employees of the State System of Higher Education, which consist of benefits contained in the State System of Higher Education's management employee benefits program. Except that for purposes of the group term life insurance benefit, a president shall be entitled to coverage that is equal to **two times** his or her annual salary on January 1, of each year, rounded to the nearest \$1,000 up to a maximum of **\$200,500**,000.

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

- F. an automobile, with insurance and maintenance thereon.
 - G. reimbursement for official expenses on a cost basis (which expenses shall be subject to quarterly review by the chair of the university council of trustees and the Board of Governors).
 - H. coverage under the Commonwealth of Pennsylvania's programs for claims arising out of employment-related activities.
 - I. maintenance and support services for the official residence.
- a. At the time of employment, moving expenses will be paid by the university, whether the move is within the State System or into the State System. Reimbursement of reasonable and customary relocation expenses (subject to Internal Revenue Service regulations and PASSHE procurement policy and procedures) will be covered. Reimbursement of costs requires the President to obtain a minimum of three quotes from responsible bidders. Reimbursement will be capped at the amount quoted by the lowest responsible offeror.
 - f. Waiver of tuition at any State System university, which shall be applicable to a president's spouse or dependent child. The waiver for an employee's spouse is applicable until the spouse obtains the first undergraduate degree. The waiver for the dependent child is applicable until the child obtains the first undergraduate degree or until he/she reaches the age of 25, whichever comes first. Waiver of

tuition for spouses and children shall continue to the limits previously stated if the president should meet one of the following conditions:

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

K. Eligibility for merit-based sabbatical leave will be in accordance with the provisions of 24 P.S. § 1864.3.

L. Spouses

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

M. Termination

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

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

The president may resign his/her office at any time during the term of the contract by providing the Board with 30 days written notice. The chancellor may waive the notice requirement if the chancellor determines doing so is in the best interest of the university.

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

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

1. Appointment or Appointment and Term

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

same manner at the discretion of the appointing authority and shall be based on a qualitative review.

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

N. Conditions

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

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

O. Salary

P. The annual salary shall be set by the appointing authority, within the range established by Board policy, and may be adjusted during the term of the agreement pursuant to the management compensation plan.

Q. The appointing authority shall determine salary through consideration on an individual basis.

R. Benefits

S. A provost, vice president(s), academic dean(s), and other positions 200 and above shall receive all employee benefits currently received by management employees of the State System of Higher Education, which consist of the benefits contained in the State System of Higher Education's management employee benefits program and other benefits as may be approved by the Board.

T. At the discretion of the appointing authority, at the time of employment, moving expenses may be paid in part or in full by the University, whether the move is within the State System or into the State System reimbursement of reasonable and customary relocation expenses (subject to Internal Revenue Service regulations and PASSHE Procurement policy and procedures) will be covered. Reimbursement of costs requires the individual to obtain a minimum of three quotes from responsible bidders. Reimbursement will be capped at the amount quoted by the lowest responsible offeror.

U. Eligibility for professional development leave as follows:

- V. after each seven years of satisfactory service at one or more of the State System universities, five of which must be with the university from which the leave is being sought;
- (2) for up to, but not to exceed, 18 full calendar weeks (one semester of the academic year) at full pay, or 36 calendar weeks at half pay;
- (3) upon recommendation by the president, after consultation with the council of trustees; and
- (4) with the leave normally conditioned upon the agreement to provide one full year of service subsequent to the completion of the approved leave.

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

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

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

Y. Termination

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

C. Effective Date

This amended Policy is effective July 1, 2013.



PA State System of Higher Education Board of Governors

Effective: April 11, 2002

Page 1 of 5

Policy 2002-03-A: Evaluating Presidents

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

Adopted: April 11, 2002
Amended: April 8, 2010, [January 22, 2015](#)

A. Purpose

In order to promote a systematic analysis for improvement at each University and to meet performance expectations and requirements of the Pennsylvania's State System of Higher Education (PASSHE), an evaluation system for the assessment of a President's performance and development is established.

The purpose of evaluating a President is to assess ~~the quality and substance of leadership and~~ administrative performance in the context of the ~~PASSHE and~~ University's ~~and the System's~~ mission, vision, and strategic goals. The role of any University President is complex and diverse. Accordingly, the performance evaluation process must reflect this role and scope of a President's ~~leadership and~~ administrative duties and expectations while fostering and encouraging professional growth and development ~~in professional competence and leadership~~ not only for the President but for the University as well.

1. ~~Annual~~ Evaluation of performance promotes accountability

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

2. ~~Annual~~ Evaluation provides an objective context for assessing performance

The role of the President is part of a much larger University framework; ~~thus they are embedded within the University. Actions~~ actions taken by Presidents have important and long-term impact on how a University operates and affects University constituencies.

3. ~~annual~~ Evaluation promotes and strengthens effective leadership

Leadership should be based on demonstrated results. ~~Annual evaluation, when~~

~~conducted~~, Evaluation increases understanding and appreciation for the President's tasks and accountability for the outcomes.

4. ~~Annual~~ Evaluation provides systematic evidence of effectiveness

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

5. ~~Annual~~ Evaluation provides a means for determining University goal achievement

Development of the University requires effective leaders who embrace and promote the University's goals. By focusing at least in part on performance outcomes, the evaluation process requires that institutional goals be periodically reviewed and progress towards those goals be detailed.

6. ~~Annual~~ Evaluation provides a means for leadership development

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

B. Evaluation Process

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

1. **Annual Evaluation** – The goal of the annual evaluation is to ensure that continuing and substantial progress towards the achievement of goals and objectives described below is made each year. ~~this~~ This evaluation is conducted ~~every year~~ by the University Council of Trustees led by an evaluation committee of at least three members appointed by the Chair of the Council of Trustees whose chair shall be named by the Chair of the Council of Trustees. The committee will work in collaboration with the Office of the Chancellor to complete the following tasks:
 - a. an assessment of the President's performance of the defined duties and responsibilities.
 - b. an assessment of the achievement of, or progress toward achieving, the goals and objectives that were agreed upon by the Chancellor, the Chair of the Council of Trustees, and the President at the beginning of the evaluation period consistent with university and System strategic directions, plans and goals.
 - c. a review of university performance results provided by the Chancellor.

Constituency interviews will not be a part of the annual evaluation; however, it is expected that the trustees' ongoing engagement of university constituencies in matters of importance to the university will inform the evaluation process. The results of this evaluation are to be submitted to the Board of Governors' Human Resources Committee, along with the Chancellor's assessment, For review by the committee and for consideration and action by the Board. At the conclusion of the evaluation process, the President shall receive the annual evaluation in writing from the Chancellor and Chair of the University's Council of Trustees. The Chair of the Council of Trustees will ~~have the responsibility of disseminating~~ disseminate the outcome of the evaluation process to university constituents such as including students, faculty and staff after sharing such information with the president.

2. **Triennial Evaluation** – The goal of the triennial evaluation is to ensure that continuing and substantial progress towards the achievement of goals and objectives described below is made each year along with systematic input from constituencies. ~~this~~ this evaluation is conducted every third year by the University Council of Trustees led by an evaluation committee of at least three members appointed by the Chair of the Council of Trustees, whose chair shall be named by the Chair of the Council of Trustees. The Chancellor, in consultation with the President and the Chair of the Council of Trustees, will identify a consultant with expertise in presidential and university leadership to assist the committee. The committee will work in collaboration with the Office of the Chancellor to complete the following tasks:

- a. an assessment of the President's performance of his or her defined duties and responsibilities. This will include formal, systematic input from University constituencies.
- b. an assessment of the achievement of, or progress toward achieving, the goals and objectives that were agreed upon by the chancellor, the Chair of the Council of Trustees, and the President at the beginning of the evaluation period consistent with University and System strategic directions, plans and goals.
- c. a review of University performance results provided by the Chancellor.

3. The results of this evaluation are to be submitted to the Board of Governors' Human Resources Committee, along with the Chancellor's assessment, for review by the Committee and consideration and action by the Board. ~~This process differs from the Annual Evaluation in that it is performed every third year and is supported by an external consultant provided by the Office of the Chancellor. The University's Council of Trustees selects the consultant from an approved list developed by the Office of the Chancellor.~~ The Chair of the Council of Trustees ~~of disseminating~~ will disseminate the outcome of the evaluation process to University constituents including students, faculty and staff after sharing such information with the President. ~~The Chair of the Council of Trustees and the consultant will engage a broader group of constituents for this evaluation than that for the annual evaluation.~~

C. Roles and Responsibilities

President – The President shall prepare a written self-evaluation of performance for the evaluation period. This self-evaluation shall report on the achievement of, or progress toward achieving, the goals and objectives that were agreed upon by the Chancellor, the Chair of the Council of Trustees, and the President at the beginning of the evaluation period consistent with University and System strategic directions, plans and goals. ~~or progress toward achieving, the goals and objectives that were agreed upon by the~~

~~Chancellor, the Chair of the Council of Trustees, and the President at the beginning of the evaluation period.~~

Consultant – The ~~Office of the~~ Chancellor will identify and fund the cost of **experienced** consultants experienced in presidential and university leadership to assist in the Triennial Evaluation process. The consultant's role is to work with the ~~Chair of the Council of Trustees~~ evaluation committee in preparing an objective and thorough process based on this policy and to bring an objective, external perspective on the President's leadership in enabling the University to achieve its strategic directions, plans and goals. In addition to supporting the performance evaluation process, the consultant may be asked to provide professional development and mentoring support to a President and/or Council of Trustees.

The University Council of Trustees Evaluation Committee - The Chair of the Council of Trustees will appoint a committee each year of at least three members for the purpose of administering the Council of Trustees evaluation procedures described in this policy and Act 188 of 1982.

Chancellor's Liaison - A Chancellor's Liaison will be appointed by the Chancellor to work with ~~each University's Council of Trustees~~ the evaluation committee. The Liaison will assist the committee in the performance review process ~~including the identification of constituents to engage in the process and participation as necessary in the activities of the Committee.~~

D. Performance Goals and Indicators

At the beginning of each evaluation year, the President will outline individual and University performance goals with specific performance indicators reflective of the ~~PASSHE and~~ University and the System's Strategic directions, plans and goals. ~~This will occur~~ in consultation with the Chancellor and the University's Council of Trustees. This information will subsequently serve as a key element of the performance evaluation of the President. During the year, the President is responsible for informing the Chancellor and the University's Council of Trustees of his or her progress, any major changes as well as any operational or other issues that may impact the President's ability to achieve the agreed upon plan goals and objectives. Prior to the end of the performance evaluation period, the President is to complete a self-evaluation of his or her performance detailing individual, leadership team and university accomplishments and current University performance data.

E. ~~Council of Trustees~~ Evaluation Committee Report

Each ~~Council of Trustees~~ evaluation committee will prepare a **summary** report using incorporating the assessments of the President's performance, performance data results from provided by the Chancellor System Research Office, the results of the University evaluation process, verbatim compilation of constituent feedback, and any additional evaluation data materials that may be available for the committee's review.

F. Evaluation **Summary Report Prepared for Board Review**

A complete evaluation summary report will include:

1. Annual university performance ~~outcomes (System Accountability Reports)~~ results;
2. Chancellor's assessment of the President's performance;

3. Council of Trustees' ~~compilation of constituent feedback and~~ evaluation committee report of the President's performance; and
4. President's self-evaluation.

The Board of Governors will review the completed evaluations of presidents in making its decisions regarding the extension of president ~~contracts~~ employment agreements and determining compensation.

G. Professional Development Plan

A key focus of the performance evaluation process is the continuing professional and leadership development of each President. In order to achieve this goal, the Chancellor and each Council of Trustees Chair ~~and mentor (as appropriate)~~ will ~~create~~ develop a professional development plan with the President.

H. Chancellor and Council of Trustees Evaluation Review

Based on a schedule and timeline provided by the ~~Office of the~~ Chancellor, each President will meet with the Chancellor, the Chair of the Council of Trustees and the chair of the ~~Council of Trustees~~ evaluation committee to plan for the upcoming performance year and review the results of the current year performance evaluation. The chair of the evaluation committee will communicate the results of the review to trustees and subsequently to constituencies through an executive summary posted on the University website after sharing such information with the president.

- I. **Effective Date:** This policy will ~~define~~ set forth the President's evaluation process effective ~~January 1, 2010~~ July 1, 2015.

**Summary of the Tentative Agreement/Memorandum of Understanding
Pennsylvania's State System of Higher Education and
International Union, Security, Police, and Fire Professionals of America (SPFPA)**

Term

September 1, 2014 through August 31, 2017

Wages

Estimated Cost Increase: \$1.89 million

Contract Year	General Pay Increase	Step Increment
2014-2015	2.0% effective September 1, 2014	2.25% effective first full pay period in September 2014
2015-2016	1.0% effective September 1, 2015	None
2016-2017	Reopen for negotiations or meet and discuss, as appropriate, a general pay increase and/or step increment only	

Health Care

- Employees participating in wellness program continue to contribute 15 percent of the State System's expected costs for the chosen health and prescription drug plan. Non-participants in the wellness program contribute at the rate of 25 percent.
- "Me Too" with the management benefits program for active employees and annuitants. This includes health and prescription drug benefits—as well as dental, vision, and hearing benefits—but excludes benefits for same sex domestic partners.

Leaves of Absences

Combine Sick, Parental, and Family Care Leaves of Absences into one (1) aggregate six (6) month leave entitlement with benefits. This reduces the amount of time an employee is eligible to be absent from work and is consistent with the leave provisions currently provided to employees within the American Federation of State, County, and Municipal Employees (AFSCME) bargaining unit.

Life Insurance

Increase of the amount of coverage from \$10,000 to \$25,000 for work-related accidental death.