

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
5/27/2021 5:56	Northeast Plan	Staff, Alumni/ Donor		I am very much supportive of the integration. I think it will provide needed changes in structure given the new climate of higher Ed, along with increased opportunities for students throughout the triad. However, I was so disappointed to hear that Recreation Management was not listed in the program array. I believe this is a mistake and does not support the working needs of PA (as almost all of our graduates stay in PA). These individuals staff YMCAs, youth programs, state parks, event centers, venues, and so much more. This program provides skills and necessary curriculum to make students successful in these fields. This program is filled with students who are truly passionate about their coursework and the prospect of bettering the future. This is the only program of its kind to be offered within the triad and Lock Haven University is the ideal location. With hard decisions to be made, I don't doubt that we can take a harder look at programs and efficiencies, but I ask you to reconsider eliminating the Recreation Management program. I am confident by eliminating this program you will be doing this triad and the state a disservice.	
5/27/2021 7:40	West Plan	Alumni/ Donor, Other (please specify)	Auxiliary employee	Please define Brand Identity" will remain in tact needs defined with examples and how the alumni can identify with that definition. Change is tough and specifics to how it relates to alumni (plaid, boro, logos, EUP, traditions) would be helpful.	
5/27/2021 7:41	West Plan	Alumni/ Donor		I am exceptionally disappointed in this. The state system in Pennsylvania is unique in many ways, and this integration is detrimental to the brand, quality, and future of each of these institutions. Some of the damage is already done and irreparable. I took a chance on EUP, and I opted to go to EUP instead of more prestigious universities over twenty years ago. I was challenged and supported in many ways for the rest of my life. The connections to faculty cultivated during those years have led to lifelong opportunities, providing intellectual, emotional, and spiritual engagement. This "integration" is nothing more than an attempt to limit opportunities to many first-generation students in rural communities. The impact is going to reverberate throughout the state. EUP provided me many opportunities. I went on to earn a Ph.D. and become a tenured faculty member in a neighboring state. If it were not for the quality of relationships I built during my years at the Boro, I would not be where I am today. I owe a debt of gratitude and a lifetime of paying it forward. What is happening to the faculty and communities around these schools will damage generations to come. The integration will damage the value of my degree, do irreparable damage to the local communities and make higher education less obtainable for rural, first-generation students. I'm disappointed in the poor leadership that has led to this decision and am strongly opposed to integration.	Jessica Leveto
5/27/2021 7:42	West Plan	Alumni/ Donor		Please consider alumni and legacy admissions to have a bridge that will smoothly connect alumni and legacy students to the one and only Boro Scots.	
5/27/2021 7:46	Northeast Plan	Alumni/ Donor		I support the plan of consolidation for all state schools across Pennsylvania. It is long overdue these decisions are made with analytics and facts. (rather than influence by the employees) The major factor is the SIGNIFICANT decrease in enrollment, which drives costs at all levels at every school. After the enormous influx of capital for upscale dorms and dining that was not based on data and facts, only on the 'sense' of what would draw students, it is obvious decision making based on emotions is not prudent or effective. It is time the representatives of PA taxpayers and their tax dollars exhibit some much needed accountability. The consolidation is only the beginning. Also, I want to share that we previously donated to our undergraduate and graduate schools (colleges/universities) and that of one of my children. NO LONGER will I donate to any higher education facility until they are accountable for learning rather than espousing politics and the woke culture. Thank you for the opportunity to share my thoughts.	Jackie D.
5/27/2021 7:51	West Plan	Alumni/ Donor		Please consider keeping the names as they are, as an alumna it means so much to me to be able to say that I graduated from Edinboro University (1989). There is great concern that the identity of the school will suffer. I no longer live in Pennsylvania but I cannot imagine, with all of the new construction and updates, why enrollment is suffering at the state schools. A couple of years ago I visited the school and was amazed at the current state of how much it has grown and how wonderful the campus looks. I'm not sure what can be done to draw more students but I think that losing its identity will cause it to look more like a community college rather than a university. I think that the identity of the school is important for it to thrive and for alumni to continue to donate and participate in activities.	Lisa F. Tomaino
5/27/2021 7:54	West Plan	Alumni/ Donor		I think the integration will be a wonderful step forward for higher education in the western half of Pennsylvania. So many resources will be available to the students	JoAnn Winter

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
5/27/2021 8:13	West Plan	Faculty		<p>Good Morning:</p> <p>I am currently a professor at Clarion University. In my past I have also been a former football coach 10 years at Clarion, Director of Major Gifts in the Clarion University Foundation 8 years and the former Athletic Director at Clarion 12 years. I just have 2 comments. I have dealt with student athletes and donors for my entire 33 year (working career) here at Clarion 40 years overall. Most of these student-athletes will not excel or survive via zoom so retention will go down. I have seen a tremendous drop off in academic performance by student athletes this past year and a half. Most of them struggle in zoom classes. I have seen it personally. I'm in the trenches you are not.</p> <p>One reason is they will not have the ability to see their professors on campus and make that connection. That relationship between the faculty and students is of utmost importance. I have no idea how that is going to work with distance learning. The students that are high academic achievers are prepared to adjust to those relationships. I don't believe it will work with student-athletes. I cant see a professor at Edinboro taking a zoom meeting with a football player at Clarion and getting to know them personally and taking an interest in them. You guys certainly know that's not going to happen.</p> <p>One other comment is I have tremendous connections with major donors of this University and most of them are not happy with the direction of this plan. You better not take them for granted at these 6 universities.</p> <p>Thank you or your time.</p> <p>David J. Katis</p>	David Katis
5/27/2021 8:39	West Plan	Alumni/ Donor		<p>Please preserve the distinct name and identity of each university.</p> <p>I am a 2006 graduate of Edinboro's BFA program. Without the affordability and quality of the education I received, I would not enjoy the career I have today. I credit the world-class faculty of Edinboro, but also the surrounding community, for a rich, engaging, and safe university experience.</p> <p>Having each university preserve its name and localized identity keeps a connection to alumni all over the world, and honors distinct legacies. Please allow them to keep their names and individual branding.</p> <p>In the case of Edinboro, I also urge those involved in this decision to focus on art and design programs as a key offering to prospective students at an affordable cost. The breadth and quality of these programs is a unique benefit over many other institutions, and has produced multiple generations of creative professionals across art, entertainment and design.</p> <p>Lastly, please examine accessibility and diversity practices. The PSSHE has an opportunity to be a leader in students' education and university experience - it's critical to ensure that previous accessibility considerations in particular are reinstated. This consolidation plan should allow for emphasis in this area to ensure that recruitment, programming and university life are equitable and engaging for all students.</p>	Jessica McWilliams-Brandt
5/27/2021 8:56	West Plan	Alumni/ Donor		<p>It takes courage to do the right thing, it is so much easier to just keep all the physical buildings, etc. Regarding Edinboro, Clarion, Cal.....shut one down, sell the buildings, shed the employees, and move on. That is what would happen in industry, keeping all the assets running makes long term success unlikely. Of course, emotions make us keep all three running and let them continue to consume tax money and public money and student loan money.....sorry that is not the way industry works, assets that are not profitable/create significant value regardless of what they did in the past are shed. The people of Pennsylvania deserve better than to keep all three colleges dragging along.</p>	
5/27/2021 9:07	West Plan	Alumni/ Donor		<p>As a graduate of Edinboro State College (Class of 1973), I hope the name change continues to include the individual university name. For example, Pennsylvania Commonwealth University at Edinboro; or Edinboro University of the Pennsylvania Commonwealth; or Edinboro University of Western Pennsylvania. I do not wish to have the name of the the University lost in the new name. Thank you.</p>	Robert Cline
5/27/2021 10:00	West Plan	Alumni/ Donor Other (please specify)	Retired faculty member	<p>I have not seen the integration plan, but I do not understand the underlying rationale of combining the three schools in terms of how such an integration plan resolves the underlying declining enrollment problem with its associated financial deficits. I suppose that a reduction of administrative staff (one President instead of three, one Dean rather than three, etc.) might be sufficient justification, but the real savings it seems to me would be achieved by the elimination of program duplication - why have three business administration programs in one organization - if the organizations are to be truly integrated, there would be no justification for having three separate programs. Clarion's business administration program has achieved AACSB accreditation. Why not utilize faculty members from Edinboro and California to strengthen this program? True, not all business faculty members would probably be used in this effort (some would be retrenched) but this would be better than having to maintain all three programs.</p>	

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5/27/2021 10:00	Northeast Plan	Alumni/Donor		<p>Edinboro has always been known for the quality and depth of their visual arts programs. That must continue for Edinboro to survive and thrive. Edinboro does NOT need over 100 majors in 22 academic departments, period! Completely eliminate departments, don't cut a little from all. Those that remain should offer the best programming in the state. Obviously, the addition of degree programs over the past 50+ years didn't work to bring in more students. However, the addition of arts-related programs would. From virtual reality and artificial intelligence to science, technology, engineering and math, the arts are an essential component to all, and Edinboro can be the epicenter.</p> <p>Since Clarion, California and Edinboro are all struggling, please consider that each has their own area of expertise and concentration, with Edinboro being the arts university. Bring all the arts and technology to Edinboro along with the best faculty. If Edinboro becomes the epicenter for technology and the visual and performing arts in the state, I guarantee that enrollment will increase.</p> <p>However, the sterile atmosphere of the campus, which looks like it is beginning to change a tiny bit, needs to be addressed. A few years back I walked the campus admiring the beauty of the 500+ acres, but missing visual signs that this campus was the home of many art students. To attract arts majors, or actually any student, the campus needs to visually show that creativity thrives within its borders. It is sadly lacking.</p> <p>Consider Clarion to be the center of all health-related programs, California the school for marketing and business and Edinboro for the school of the arts and technology, or some similar and appropriate programming choice for each university. I am not knowledgeable about Clarion or California programs, but consolidating programs to make each university the best at fewer majors makes the most sense to me.</p> <p>I graduated from Edinboro in 1968. I was proud to say I was an Edinboro graduate, and especially proud to have been an art major. I spent 50 successful years in the visual arts arena in California and I credit Edinboro for much of my success. I want to continue to be proud of my alma mater. Please help all three universities thrive by consolidating programs and showcasing their strengths. More is not always better!</p>	Sue Carlomagno
5/27/2021 10:40	West Plan	Staff, Alumni/Donor		<p>It appears one of the strategies being deployed to help ensure integration success is to prevent/discourage other PASSHE universities from developing and/expanding academic programs being targeted for the integrations. This apparently includes moving existing programs to an online modality.</p> <p>While understandable, this necessarily will make the other PASSHE universities somewhat less competitive and less able to meet their own missions of serving the Commonwealth as fully as they are able.</p> <p>From a practical perspective, at least some of these students will then choose a non-PASSHE option instead of the integrated university - costing enrollment for all of PASSHE.</p> <p>To what extent has this been considered within the overall data analysis?</p>	
5/27/2021 10:56	West Plan	Alumni/Donor		<p>the cost of these schools is OBSCENE compared to what you get. Shut them down and send the kids to Penn State or Pitt where they get a real education.</p>	
5/27/2021 10:56	Northeast Plan	Alumni/Donor		<p>Three athletics comments:</p> <ol style="list-style-type: none"> 1. There is not a great track record of Division II athletic programs being able to avoid elimination over the long term in merger-type situations. Armstrong State, Georgia and Long Island University-Post are just two recent examples. What assurance will each integrating university have that its programs will be protected from merger or loss of teams for the long term? 2. How could these teams truly compete against each other completely in private and competitively for student athletes if the administration is common? How would scholarship offers truly be separated when there is a single information system in areas like financial aid and admissions? How would these schools keep their unique mix of athletic spending and emphasis if all report to one leadership team? 3. the concept of the transfer portal process is now a major reality in college athletics. If student athletes from these three campuses never have to actually transfer but just switch their home campus to play for either of the two other campuses, how is that fair to other universities (throughout the NCAA) who would actually have to process a formal transfer in recruiting those athletes? Would the NCAA even allow this double standard? 	
5/27/2021 10:56	Northeast Plan	Student, Staff, Alumni/Donor		<p>An alumni from Mansfield University suggested the north east integrated university to be named "Bloomfield Haven University of Pennsylvania " and I think that sounds great!</p>	

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5/27/2021 11:24	West Plan	Faculty, Other (please specify)	Community member	<p>I would like to begin by briefly thanking the Chancellor and his entire team for all the work you have done. It's clear that have made a huge investment of your own time and energy into making tangible changes for the betterment of the system. Still, as PASSHE faculty member, I cannot support this integration process and I urge you to consider reversing or revising the plan, or at the very least delaying it, until a broader consensus and understanding of its impacts can be achieved.</p> <p>Multiple members of the state senate appropriations and higher education committees have expressed major concerns about the integrations plan: including issues related to the absolute lack of cost-savings achieved by this plan (which was articulated as its exigency); unknowns about athletic teams; unknowns about economic impacts on communities (and a lack of research in this area); lack of technological infrastructure and no plan for support of students engaging in online and hybrid pedagogies; and no transparency about how this integration plan will lead to additional layoffs of staff and faculty at the 14 state schools.</p> <p>These objections have been presented by members of the state senate appropriations and education committees, as well as student and faculty stakeholders repeatedly. If these objections cannot be legitimately answered, we cannot and must not move forward with the integration plan.</p> <p>PASSHE is a state-owned system, which means it is not and cannot be subject to this level of change without broader support. Since we cannot even claim support of these PA State Senate committees, there is no reliable grounds for making these changes.</p> <p>So far I have spoken on behalf of a broad array of constituents and stakeholders. Next I will speak as an individual faculty member. My chief concern related to this issue lies in the sustainability of the system as a whole. The path charted by this integration plan is a downward trajectory that will lead to less enrollment, the continual ruin of the reputation of the system and its schools, and further financial insecurity for the system.</p> <p>If the Chancellor is unwilling to advocate for additional state appropriations, he has no business proposing and implementing this plan which will lead to further financial issues for the system. The chancellor and his team must act as STEWARDS of the state system, which is owned by the people of Pennsylvania and our representatives. I strongly urge the team to come up with a plan that actually improves our economic situation and does not sacrifice these institutions and their unique identities. At the very least, a delayed vote is needed to further examine the many unknowns.</p>	Matthew Vetter
				<p>Thank you,</p> <p>Matthew Vetter Associate Professor of English Indiana University of Pennsylvania</p>	
5/27/2021 11:43	Northeast Plan	Faculty		<p>Page 96 of the Northeast Implementation plan contains a table that states that the MHS in PA studies "must be completed at Clearfield." However, this program is delivered across four campus locations utilizing ITV (Clearfield, Lock Haven, Harrisburg, and Coudersport).</p> <p>Page 88 also addresses the PA Program and states that "didactic instruction is delivered virtually and may be accessible to students at all three campuses." However, the the curriculum is actually delivered on-site across four campus locations utilizing ITV as opposed to being "virtual." The PA Program is accredited by the ARC-PA to deliver classes at campuses in Lock Haven, Clearfield, Coudersport, and Harrisburg. Full-time faculty are assigned at each campus location for classroom instruction, small group sessions, on-site labs, advising, and clinical site development within the region.</p> <p>In addition, page 88 suggests that clinical rotation sites could be expanded to include service areas around Mansfield and Bloomsburg. However, the PA Program is already well established with clinical sites in these areas including Geisinger and UPMC facilities. Current limitations are related to healthcare system restrictions and limitations based on existing policies (i.e. healthcare systems restrict the number of rotations available within their system). High-level negotiations with healthcare systems will likely be necessary in order to modify existing policies.</p>	Curtis Grenoble

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
5/27/2021 11:46	West Plan	Other (please specify)	industry professional	<p>On behalf of the Pennsylvania Recreation and Park Society (PRPS), I represent its more than 2000 members. PRPS is the statewide association providing professional leadership, development, advocacy and resources for those working in the parks and recreation industry.</p> <p>The Society's members include managers of municipal and state recreation and park systems, recreation therapists and wellness specialists, higher education professors and students, managers and programmers of commercial recreation facilities, suppliers and manufacturers of recreation and park products and services, and citizen members of community recreation and park boards across the Commonwealth.</p> <p>We are alarmed that the current plan proposes to eliminate the Park and Recreation Management degree program, which has already been placed in a moratorium at Cal U.</p> <p>While Sport Management and Exercise Science are included in the program array for the new university, they can in no way provide adequate coursework on tourism and event management, outdoor recreation and natural resource management, youth and community development and other specific studies required for the basic competencies of our industry's working professionals.</p> <p>With more than 6100 community parks and 121 state parks in Pennsylvania, comprising nearly 500,000 acres and with strong upward trends in visitorship and demand on them the resource, facilities and program management staffing has become more critical than ever. And even now, hiring an adequate and prepared workforce has become very challenging.</p> <p>To be clear, a Sports Management degree does not qualify someone with the knowledge and skills to be a Parks and Recreation director, just because youth sports is often provided or supported by local parks and recreation. Recreation Management and Sports Management are quite different in terms of skills, knowledge, philosophy, and focus.</p> <p>Pennsylvania's practicing park and recreation professionals contribute in many ways to improving personal and community living. Prime among them are in providing active avenues to better health and wellness, environmental sustainability, social equity, economic stimulation, infrastructure and resilience, people development, community livability, as well as recreation and leisure activities. No other profession brings as collaborative and holistic an approach to solving people problems as do our park and recreation professionals.</p>	Tim Herd
				<p>As a standalone, a sports management degree does not include the above competencies that thriving cities, counties, townships and boroughs as well as state park and forest systems require in their park and recreation staffing.</p> <p>Eliminating a key route of entry into the profession by disposing of such a core preparatory major vastly undercuts the foundation of not just our future profession, but also our communities' livability and the enrichment of their residents.</p> <p>Abolishing this degree major is an internally focused and shortsighted non-solution to meeting the needs of our diversifying population, aging infrastructure, growing resource pressures, mental and physical health challenges, and the sustainable local economies of our cities.</p> <p>I respectfully urge the reinstatement of the Park and Recreation Management (BA) program to the total program array recommended in the new university.</p> <p>Tim Herd, Certified Recreation and Park Executive CEO, Pennsylvania Recreation and Park Society</p>	
5/27/2021 12:01	West Plan	Faculty		<p>I was heartened to hear Mr. Greenstein pressuring the state to increase funding. "I want to be average." Indeed! With this approach, the chancellor seems to be embracing his role as a true advocate for the system.</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
5/27/2021 12:11	Northeast Plan	Alumni/ Donor		<p>May 27, 2021</p> <p>To Whom It May Concern:</p> <p>As a former student of Lock Haven University, I felt the need to write to you concerning the plan to eliminate the Recreation Management Department at LHU. I am a 2003 graduate of LHU. I spent four wonderful years growing into the human being that I am today. Under the direction of Dr. Rose Ann Neff, I served as a student assistant for the time I was there. I entered Lock Haven unsure of what I really wanted to do with my life, but I was always so drawn to the small-school feel. I was so intrigued by the Fitness Management concentration within the Recreation major. I never once reconsidered my choice. I was mentored by the best professionals and human beings in the business. I came from a small town, and I was a shy student who was made to feel welcome and made to believe that I, too, could be successful in a career based around Fitness. Lock Haven's recreation program was so well-built with a team-building focus. The extracurricular and volunteer activities in which I took part did so much to give me that professional experience from the get-go. I never once found a problem finding a job with my degree from Lock Haven. I began as a Fitness Center Coordinator, then moved into a Director Roll. I served as an Exercise Physiologist at a hospital before moving into a Health Coaching role for a major Healthcare company. From there I worked my way into Learning and Development and now serve as a Corporate Trainer. The Recreation Management program teaches you life skills that you do not get with an Exercise Science major. These are soft skills that are so important when you're looking to work in the real-world. I went on to get my Masters of Science degree in Exercise Science and Health Promotion and I felt that my baseline education was more than sufficient to prepare me for this next step. I have mentored many students who have chosen degrees such as Exercise Science and they never seem as adequately prepared for interviewing in the real world. They don't have the resume-building experience that they gained throughout their university time. They seem tremendously unprepared to not only find work, but to sell themselves to their company of choice. I feel immensely blessed to have been a student in the Recreation Management department of Lock Haven University. I sincerely hope others, wanting to help people in a service-type of role, are given the same experience at Lock Haven University.</p> <p>Sincerely, Lauren Baker</p>	Lauren Baker
5/27/2021 12:25	Northeast Plan	Student		<p>It really stinks.</p> <p>This plan is tearing apart my plans to earn an affordable degree and build my future.</p> <p>I started my degree in computer science at Lock Haven. I picked LH because it was a school with a good reputation in my chosen field and it was affordable to me and my family based on the scholarship money that was offered me.</p> <p>I had other similar offers, at other schools, that I turned down to commit to LH.</p> <p>Now, after just one year, I find that the awesome and talented professors that I came to study with are now leaving our school. Who can blame them? They don't see a future for the program and their career's moving forward within the new university design.</p> <p>So, here I am forced make another life changing decision. Do I stay at LH and consider working with a fraction of the original talent and probably face additional cuts down the road?</p> <p>Or</p> <p>Do I leave LH to transfer to the schools that no longer offer me the financial assistance I need to make a college education?</p> <p>...Tough choice isn't it.</p> <p>Either way, I loose financial security and/or desperately needed talent to help me navigate my way toward graduation.</p>	Extremely Disappointed
5/27/2021 13:51	West Plan	Alumni/ Donor		<p>I am greatly concerned that Edinboro no longer be the great school that I and my daughter attended. While I appreciate the financial need to make these changes, I am worried that programs that are special to EUP will end. If courses can be taken at any of the three schools in the region, why come to Edinboro? What will make my university stand out from the others? I have had an amazing nursing career and my daughter has done very well with her teaching degree. I want to see the university continue to offer these and many other programs.</p> <p>Thank you,</p>	Sherry
5/27/2021 15:09	Northeast Plan	Other (please specify)	Community Member	<p>In the event that you have yet to see this, Chancellor.</p> <p>An Open Letter to Chancellor Greenstein regarding PASSHE Consolidation</p>	

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				<p>Chancellor Greenstein:</p> <p>I write as a citizen of Pennsylvania, a faculty member at West Chester University, and a committed advocate for public higher education in the commonwealth and nationally. I am not writing as a representative of the faculty union. I've already written to the Board of Governors to express my distress at their willingness to move so hastily through such a complex process, and to Governor Wolf to express my suspicion that if this experiment of yours goes awry, you'll leave a giant mess for those of us who are genuinely committed to the system to clean up while you go elsewhere.</p> <p>There's a lot I want to say about the plan itself and the process by which we've gotten here, but for the sake of simplicity, I'll frame my point as much as possible as a response to a comment you made on the Leaders and Leadership Podcast. During your appearance, you said:</p> <p>"This is super not fun...In these roles you must lead from courage because the resistance you are going to face is intense, it's profound, and it is potentially a fundamental threat to your longevity in the role. And you can't let that get in the way of doing the right thing."</p> <p>Honestly? Please take a minute or two to understand what it sounds like you're saying here. First, it's not supposed to be a fun job to oversee a system that's been underfunded by our legislature for decades; nobody disagrees that there are problems. Second, and more substantively, you've dismissed the knowledge and energy and commitment of more than five thousand faculty and thousands of staff and students and others who are pretty smart and well-educated people as "resistance" instead of considering the possibility that maybe it's legitimate disagreement because we also know things. We know students and their families, and alums, by the tens of thousands who think this plan is dangerously undercooked. We know legislators who agree you spoke to several of them during hearings. We know the impacts your vision will have on the local communities where consolidating campuses are located. We know what our collective bargaining agreement (which, as a friendly reminder, you and the Board of Governors also ratified) requires answers to that the current plan does not provide.</p> <p>We are not resisting you. We think this plan has a lot wrong with it, and a lot more that's not clear enough to be adoptable. And you're responding to that by simply accusing us trying to prevent you from acting courageously. Well, maybe in this case the courageous act is to recognize that many thousands of people who care deeply about this system and who also understand education, education policy, and economics have some severe reservations about the details of this proposal, and do not believe that just a few weeks of revision is anywhere near enough time to address those.</p> <p>Sometimes the courageous act is admitting that you got it wrong. All I'm asking is that you show enough courage to take that possibility seriously instead of ignoring our very real and legitimate concerns.</p> <p>Please note that most of the people who I have spoken with agree completely with the sentiment of this open letter to you. Please do not be a leader who is despised. The world has enough of them already.</p>	
5/27/2021 16:26	Northeast Plan	Other (please specify)	Parent	<p>Have you thought about having Lock Haven partner with Penn State University main campus? It would enable Penn State to offer a smaller campus with a Division 2 athletic program. Penn State Lock Haven.</p> <p>Lock Haven just seems more closely aligned with Penn State.</p> <p>Penn State needs to have a University campus where students can attend in a smaller learning setting.</p>	
5/27/2021 17:58	West Plan	Alumni/Donor		<p>As a graduate of both Clarion and Edinboro, I would like to see a music program reinstated at one of the locations. While I was on staff with Edinboro's marching band, many of the music majors told me that the reason they chose Edinboro is that it was close to home. They could commute and live at home. That was also the reason my son chose Edinboro.</p>	

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5/28/2021 4:51	West Plan	Faculty		<p>I am not sure if this will be received since I already used this form for public comment.</p> <p>I watched the BOG Workshop on 5/26. The Chancellor asked for actionable items through the public comment tools. I have an actionable item. I suggest the Chancellor's Office take the action of acknowledging or responding to direct, emails from concerned stakeholders with reasonable and important questions.</p> <p>For example, if you cannot answer that question or help with that concern for whatever reason, a simple acknowledgment or a redirection to a better place for the question is much more professional and responsive, which in turn helps stakeholders feel heard instead of ignored.</p> <p>Ultimately, this simple courteousness and professionalism will help integration go more smoothly since you have created an atmosphere of stakeholders feeling heard in the process instead of unimportant and disenfranchised. Stakeholders will be less frustrated and that all helps the integration.</p> <p>It seems through the various "shout outs" from the Chancellor during the 5/26 workshop that some stakeholder communication is getting received and acknowledged. It would be nice if that were the case for all those that are also trying to participate in the public comment period and seeking direction and asking questions to these emails: rgoin@passhe.edu or chancellor@passhe.edu</p> <p>I have only ever received a reply once from Deputy Chancellor Randy Goin on 9/29/2020 when I asked for the link presented in a Zoom call using the AMPT tool. So, I am confident this email is functioning and is monitored. Every other email has never received a response nor acknowledgment. These include direct emails to him about the public comment period and the integration most recently on 5/18 and again on 5/27.</p> <p>To experience some courtesy has value to help the integration process. It can only make the process seem more transparent overall, which also helps the success of the process. Otherwise, stakeholders feel dismissed and ignored when they cannot get answers to questions to authentically participate in the public comment period. Furthermore, this treatment prevents them from doing their best to distribute information to their respective stakeholder groups so that they may also authentically contribute to the public comment period.</p>	Susan Ryan
				<p>I want PASSHE to be successful. I hope this actionable item will be considered as I have written with the intent to improve the success of the integration and its related efforts.</p> <p>Hoping to be acknowledged. Dr. Susan Ryan</p>	
5/28/2021 5:00	West Plan	Alumni/ Donor, Other (please specify)	Edinboro Business Advisory Board member	<p>From all that I have seen, the edict was put in place to find a way to save money and be more efficient. Layering what I know about higher education with my 40 years of experience with mergers and acquisitions - there will be little to no savings or efficiencies with this merger. For example, we will save money by having one dean of each discipline. This ends up being a fallacy because the one higher level dean when replaced will require a higher salary to attract someone and then the system will end up adding other assistants to help the dean. All this results in no savings. Same will happen with administrative disciplines as well. The only chance for success is if the new university becomes a size and scope with new offerings that can attract a different clientele and can compete with a higher level competitor. I do not believe this merger will accomplish this.</p>	Bryan Hayes
5/28/2021 5:30	West Plan	Alumni/ Donor		<p>You're going to destroy the whole town of Clarion. My four years at Clarion were amazing and the small town feel was just what I needed. Anything bigger felt too impersonal and I loved the little town, in fact I still visit. Please don't merge Clarion and dissuade people from going by taking away majors. You'll hurt jobs and all of the faculty are so deserving. You'll ruin the economy by taking professor jobs out and by less students attending, less community spending will occur. Let Golden eagles be golden.</p>	Katie
5/28/2021 7:16	West Plan	Other (please specify)	Former CalU student	<p>Hello,</p> <p>I recently saw the proposal to merge several universities including CalU. I really am against this merger. You literally have generations of Alumni from all of these schools that are loyal to their respective universities. I feel the merger would ostracize the alumni after the mergers. Donors want their contributions going to their respective university. I think you would see a drop in Alumni contributions. It's just my opinion, but I think it's on point. Thank you for listening, and I respect what you want to do. I just don't think it's the right way to do it.</p> <p>Regards, Frank Savasta</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
5/28/2021 7:55	Northeast Plan	Faculty		<p>It's pretty shocking to me that PASSHE is pushing ahead so fast with this plan, especially given the concerns raised by the PERI report. Our campuses and local communities face a variety of threats with its implementation, and the system seems intent on simply glossing these over.</p> <p>My biggest concern is that, in order for this plan to be feasible, it appears that Bloomsburg, Lock Haven, and Mansfield will have to rely much more heavily on remote and/or hybrid classes, which seems crazy given how wildly unpopular those classes are. Coming out of this pandemic, the single most common opinion that I've heard from students is that everyone is sick to death of taking classes online. Why will students choose to attend these universities going forward when other universities can promise them a fully in-person course load?</p> <p>I think everyone agrees that something needs to be done, but the faculty, coaches, and staff are in practically uniform agreement that this plan is bad. While it may feel productive (it may feel like "doing something") traveling in the wrong direction never gets you closer to your goal. In that case, the best thing you can do is stop, turn around, and work your way back toward the right. In my opinion, that is the best thing that PASSHE can do right now.</p>	
5/28/2021 9:31	Northeast Plan	Faculty		<p>As I learn more about the work of the sub- and sub-subgroups, it's pretty clear that courses are being dropped in some areas. Fewer courses = less actual work for faculty = fewer faculty. What are the projections for further reductions in the faculty? Further, we are shedding staff at Bloomsburg but in key areas. For instance, our research office director has left and there are NO comparable staff at LHU or MU. We also have one person doing the work formerly completed by three in the student union. What are the plans for filling essential gaps left by retirements and voluntary departures?</p>	
5/28/2021 10:17	Northeast Plan	Alumni/Donor		<p>I believe this integration is being rushed and that the impact on Lock Haven University and its academic and athletic programs is still very much unknown. The process has been accelerated, and yet when I requested the university leadership provide long-range impact studies on the future of the university and the community including the City of Lock Haven, it was evident there hadn't been one.</p> <p>As an alumnus of LHSU and someone who visits the area often, at least 8-10 times each year, I am concerned that this will be a nail in the coffin for Lock Haven State University and the surrounding community which benefits immensely from the university. Once the town declines, which I witnessed when Hammermill and Piper pulled out, due to fewer students, faculty, and other employees supporting the local economy, students won't want to attend the university. I was told by university leadership that Lock Haven businesses don't benefit from the university students financially until they move off campus into rental housing. I respectfully disagree, as I have witnessed students dining at local restaurants, such as Stellas, Haywood on the Green, Curt's Smokin' Ribs, Dunkin, Wendy's, McDonald's, Burger King, etc., and shopping in town and in Flemington and Mill Hall. Students can even use their meal plans at some of these restaurants. By cutting faculty, the community also loses the financial support employees of the university and their families provide to the community. These faculty members also serve as coaches, scout leaders, and mentors to others in the community. Without an impact study to guide decision-making, I believe this will be a poorly executed plan that does not take into consideration the unique qualities and important role each university brings to its individual communities. When students decide that attending online classes from their dorm rooms is not the college experience they want, our state university system will suffer and students will look elsewhere.</p> <p>One has to wonder why this decision is being rushed when there is little support from the students, faculty, and the community for this integration. I hope that these students and faculty will push back with everything in their power to prevent this integration and look for a better solution. Perhaps Chancellor Daniel Greenstein doesn't want pushback as he intends to reimagine Pennsylvania's public higher education system. The fact that Pennsylvania ranks 48th in the nation for state higher education support is appalling. I believe we need a solution, but not one that weakens the system and has the potential to bring dire consequences to LHSU and its surrounding community. I am a high school teacher who continues to benefit from my affordable education and wonderful collegiate experience at Lock Haven State University.</p> <p>As a parent, I would not want my own children to have the experience Chancellor Greenstein is reimagining for the students of Pennsylvania. These small cities and towns have been home to many of these universities for over a hundred years, and they deserve more concern for their future. Where are the impact studies? Where are the surveys(the one sent was poorly designed)? Why aren't these public comments being made public for all to see? This is a monumental decision that impacts the future of many Pennsylvanians. I urge you to slow down the process, delay the vote in July, take the time to hear from all stakeholders and report their reactions honestly, conduct important long-range impact studies, and make this a transparent process. If you really care about the future of providing affordable and quality higher education to the students of Pennsylvania and other nearby states, you will put on the brakes and allow the process to play out in a way that considers the input of and consequences to all involved. Allow stakeholders to have a say in the planning process, and do not rush this important decision. Thank you.</p>	
5/28/2021 11:56	Northeast Plan	Alumni/Donor		<p>I am a proponent of the integration of three great state universities, although I cannot support the elimination of the Recreation Management department in the merge. As an alumni of the program at LHU, I can confidently speak to the incredible education I received at Lock Haven, and in the Recreation Management department. The Recreation Management program at Lock Haven University is a top-tier program. The faculty are experienced, knowledgeable, invested in their students, and passionate about the field. The courses are well structured to best support student development. Students are challenged, and given the resources to succeed. I have since gone on to complete my Masters in Recreation, which has further supported my position. (My education at LHU was without a doubt more thorough, thoughtful, and informative than my masters courses). It would be a great disservice to the PASSHE system, communities of North Eastern PA, and the recreation field as a whole for the Recreation Management department at LHU to be eliminated.</p>	Morgan Costello

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
5/28/2021 13:42	West Plan	Staff, Alumni/Donor, Other (please specify)	Taxpayer	<p>The integration of these three schools makes sense but should have been done years ago, the redundancy to have the same or similar programs at every State university never made any sense. With the costs on the backs of taxpayers to pay for excessively huge faculty payrolls. This idea coming to fruition is a true answer to the high cost of State tuition when a private school is only slightly higher, in many circumstances.</p> <p>What seems to be perplexing is why hasn't the Board of Governors sought assistance from Harrisburg to finally expand community colleges using existing State university complexes via a conversion to being more user friendly to the community they serve. This conversion would further reduce PASSHE costs to operate universities that cannot be financially stable for the long-term.</p> <p>With the Biden Administration infusing billions of dollars to community colleges, why isn't PASSHE considering taking the satellite campuses of these universities to become independent of the current system? These smaller satellites operated as community colleges would thrive under the new administration's postsecondary plan for free tuition to build the workforce for this particular region. This region has limited two year choices for students especially non-traditional students who can't afford to take out four years' worth of loans. They are reliant on certificate and AS programs that support a working wage.</p> <p>Now is the perfect time for this additional implementation to occur with the support of county and State politicians, this would be a boom for the region. Plus the major benefit to cut payrolls for PASSHE as those staff could be absorbed by the community colleges, flush with federal funding for such a venture.</p> <p>The PSU and Pitt systems seem to be leagues ahead of PASSHE regarding innovation and forward thinking. Considering the Titusville Campus of Pitt is now a HUB for industry with linkage to NPRC, PSU has two year programs close by, and a proposed community college for Erie County in the backyard of Edinboro will negate some of this integration's success.</p> <p>A community college adoption would allow cooperation to expand PASSHE schools in the west using the Venango Campus as one option or Somerset Campus overseen by Clarion. Additionally those other universities struggling financially within the PASSHE system would be prime candidates for community college designations. Freeing up more resources for PASSHE to invest in those universities would make sense for the PASSHE schools that aren't earmarked for integration. Those institutions that have successful programs could expand using those needed funds. This conversion to community colleges could be a positive start to an already forwarding thinking integration plan.</p>	
5/28/2021 15:45	Northeast Plan	Alumni/Donor		<p>Thank you for the opportunity to submit comments on the university integration plans. I file these comments as an alum of the State System of Higher Education with a Bachelor's Degree from Mansfield University (1986) and a Master's Degree from Shippensburg University (2000).</p> <p>My primary objection to the integration plans as proposed is that it would result in a two-tier system within PASSHE; with some schools integrated while others would remain independent. I believe that such a binary system is not sustainable in the long-run. The integrated schools will be perceived as second class within the system, which will serve to only exacerbate the problems afflicting those schools. This risks a death-spiral which will ultimately lead to the failure of the integrated schools.</p> <p>I acknowledge that the status quo is also not sustainable. However, creating a two-tier system is not the answer. To maintain the integrity of all the schools in the system, all of the schools should be treated the same. Accordingly, why not integrate the entire system now into a unified, cohesive system (see SUNY in New York state as a possible model). If integration is truly beneficial, then why should not the benefits of such be shared across the entire system with all schools and all students enjoying the same benefits? And is it not only a matter of time before the problems afflicting Lock Haven, Clarion, Mansfield, etc. also spread to other schools in the system thus necessitating more consolidation in the future? Why not avoid a messy, piece-meal, prolonged integration process and just integrate the entire system now in a planned, careful, uniform and equitable process?</p> <p>Thank you for your attention and for considering my comments.</p>	Dan Mumford
5/28/2021 15:55	West Plan	Alumni/Donor		<p>I think this plan will diminish the identity of each university. It seems to be more about money and budgets rather than how students benefit from the separate schools. As an alumnus I am terribly disappointed in this idea and the proposal to end my Alma mater.</p>	Susetta Schmelz
5/28/2021 16:42	West Plan	Other (please specify)	Parent	<p>Both of my children currently attend Clarion University. My oldest is a senior communication major. She is currently doing an internship in Ohio along side other students from California, Illinois and Ohio. She has far more hands on experience than the other students. Your plan will devastate the program. She could have went to Penn State Main Campus but decided on Clarion because of the ability to get experience as a freshman. If your plan is to destroy Clarion University congratulations you have done your job. My other child will be a sophomore next year and we are looking to see where he can transfer to finish his schooling and because of your haphazard decision making it won't be another State University. This is not about education because if it was the State would be budgeting more for State Universities. Before cutting professors cut administration. Oh and by making classes larger and making some classes only online is not quality education. As a school counselor I personally cannot recommend the State System school to students any longer. This saddens me because I am a first generation SSHE graduate.</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
5/28/2021 17:33	West Plan	Faculty, Alumni/ Donor		<p>This plan is faulty on many different levels. First, attempting to overhaul the higher education system in PA during a pandemic is shameful. This pandemic limits the amount of public discussions and meetings, and limits a great deal of the design to online facilitation. Additionally, it uses data points that include a period unique in this nation's history to include in its narrative about financial strain. The lack of full-time leaders on many of these campuses has also created a system whereby there are no real advocates for each individual campus, instead there are placeholder mouthpieces for the Chancellor and the integration plan.</p> <p>Regarding the plan, there are certainly items that can be integrated state-wide. Why are there 12 payroll departments, when every employee gets a check from PASSHE? Why are there 12 cost centers? These make sense. However, the purpose of the state system was to create individual and special educational experiences for students, many of whom are first generation students. This integration plan destroys the uniqueness of many campuses and melds them into a lifeless University of Phoenix clone, which the Chancellor seems to want. Finally given the recent trends that show young students rejecting online education, because of zoom burnout, do you want to brand one whole "campus" as online?</p> <p>What can be done? First, I would suggest a long term study of 3-5 years with community partners, faculty and stakeholders to get a real sense of the future. Not a rush job in a pandemic. And if the Chancellor wants to dissolve the system if this plan is not done, we can find another advocate for the state system.</p> <p>Second, I would suggest dedicating these PASSHE schools to bettering the communities they serve. Invest more money towards programs to better communities, schools, and employment by way of building partnerships, internships, grant writing assistance, and community development. Make the schools advocates for their communities, not some lifeless University of Phoenix corporation.</p> <p>Finally, what does it mean to be the Chancellor of PASSHE? To me, this job should be one that requires a vocal supporter and advocate for this system. This means organizing all of PASSHE to rally for more educational funding, including using PR to let commonwealth residents know about how poorly schools are funded, and the impact it has on communities. The Chancellor should also seek to aid schools in resolving debt on projects that have hampered many of these campuses. Also, the Chancellor should conduct national searches for administrators and leaders at all of the campuses that are full time so that each school can foster a vision of stability and community involvement.</p> <p>I attended a PASSHE school as an undergraduate. Much of my tuition was paid in the form of loans and grants. The commonwealth took a chance on me and provided me with an education that has resulted in my role as full time faculty at a PASSHE institution. PASSHE changed my life, and it will continue to change lives if it is viewed not through a lens of short term cost, but long term benefit. This integration is the result of knee-jerk planning, rushed implementation, and even less transparency. I urge a no vote to this integration.</p>	Dr. Michael Perrotti
5/28/2021 17:35	West Plan	Faculty, Alumni/ Donor		<p>As I am sure you have heard by now from faculty,staff, students, community members, we now feel that we are not fighting for our livelihoods but our souls. Faculty in higher education in the state system are not looking for personal glory, but actually give their heart and soul to the students who they educate. I came from a first generation to go to college family and saw first hand what a great education from the state system did for me. My program will be changed in negative ways that the system hasn't even addressed despite requests for answers My program is not one of the ones with few students but one of the money makers for the state university- speech -language-pathology. The Council of Accreditation in Audiology and Soeech-Language Pathology have strict guidelines for accreditation and students must graduate from an accredited institution in order to get credentialing to work in the field. This consolidation will bring all three programs under restrictions regarding accreditation status just when private schools in PA are adding speech path programs. With this integration, we don't have a chance of being competitive in attracting students until several years down the road, at which time it may be difficult to regain the reputations of these programs. Losing students in this profession when PA needs these professionals in education and health care not only denies a student a quality education at a more affordable public institution price but limits the services that these individuals provide to those who need them I understand the need for economy, but short changing the future work force of our state is not the way to do it. Funding at the State level has to be a high priority in Pennsylvania. The alternative is chilling.</p>	Janis Jarecki-Liu, Ph.,D, CCC SLP
5/28/2021 17:46	Northeast Plan	Alumni/ Donor		<p>The recreation management program at lock Haven has been invaluable in my career. The field of recreation management has been growing exponentially in the United States and warrants further study as well as requiring experts to lead in the field. The elimination of the recreation management program at Lock Haven would remove Pennsylvania from the forefront of this industry and leave future students no choice but to attend more expensive universities outside the PASSHE system.</p>	John Retallack
5/28/2021 18:07	West Plan	Faculty		<p>The plan leaves many important questions unanswered, and fundamentally, it does not address the long-term sustainability of the State System, while creating new problems and challenges for students, faculty, and university communities and local economies across the state. Some of those questions include:</p> <p>Forced hybrid model " so many programs will require students to take online courses, but the plan doesn't outline how many credits in a program will have to be done online</p> <p>Equity issues " asking students to come on campus to do hybrid, but plan doesn't guarantee access to computers, wi-fi, locations to connect to online courses, etc. We're rushing to get K-12 back in person, but now we're saying we need MORE online, not less for college students. It doesn't make sense.</p> <p>No cost savings " the consolidation plan puts in writing what many feared was true: consolidation was initially billed as a way for the State System to cut costs in order to be a more sustainable system for the future, but the plan shows that consolidation does not save any money. And tuition will not decrease. It will cost MORE than stabilizing the current system.</p> <p>Unanswered questions " what does it mean for four State System schools to become "branch campuses" in consolidated triumvirates? What's the impact on students? Is there a guarantee that schools will be able to keep their athletic programs?</p>	Liam Lair

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
5/28/2021 20:50	West Plan	Alumni/ Donor		It's not time for integration. Cal can't support Clarion and Edinboro without giving up all of their reserves. We need state support so that each campus can provide low cost education at each campus.	
5/29/2021	Both			Good idea fiscally but hopefully each university will retain its individual traditions, especially the Fighting Scots of Edinboro U. Dr. Gary L. Dow EUP Alumni '79 B.A./'85 B.S & M.A.	Dr. Gary L. Dow
5/29/2021	Both			I am writing to express my concern over the consolidation plans for the PASSHE schools. These plans will negatively impact the state in several ways. 1. The consolidation will not save the state any money and actually destabilize the higher education system further. It is estimated that ~30 million dollars will be needed for the consolidation, but only 18.4 million will be saved. As finances have been the primary driver for this plan, it makes no sense to enact it. 2. If you are truly interested in making the lives of PA residents better, there is data that suggests that these mergers will negatively impact the surrounding communities in a significant way. The PERI report which was released in April 2021 outlines these negative impacts including major losses of tax income for the state and local communities due to lost jobs and closing businesses. 3. Finally, these consolidation plans are not in the best educational interests of the students. The model proposed (a hybrid model with online learning) is not in line with what students want (they are reporting at the state universities students prefer in person classes) and are not amenable to educational goals for many students. For example, the chancellor in his presentation gave an example of a pre-PA student who would do her liberal studies courses in person, but take her "pre-PA" classes online. These types of science classes have a laboratory component associated with them that is not possible in a home environment. In addition, many PA programs will not accept online learning credits toward admissions. Therefore, this student would most likely never attend a school with this hybrid model. A better way forward would be to keep the universities separate and assist them in developing a niche to allow them to thrive as an independent university. Having a unique voice in the system and areas that can be promoted as unique will help to drive up enrollment and make the universities more solvent in the long run. I hope you consider these factors when reviewing the consolidation proposal. Thank you, Stacy Hrizo	Stacy Hrizo
5/29/2021 0:46	Northeast Plan	Faculty		My logical training tells me that a conclusion based on a false premise cannot be considered legitimate. It appears that input is only being accepted that pertains to elements of the reorganization plan. This incorrectly assumes that the plan is solid, that it can accomplish its goals under the current situation. But any plan concocted is going to suffer a massive flaw, i.e. the false premise. That is that the system can remain viable under the current level of state funding for higher education. Whatever plan is cobbled together, it is doomed to failure, because the impetus does not properly fall on our board. It is up to the legislature to decide if they are willing to fund higher education at an appropriate and responsible level. Otherwise, it appears likely that schools in smaller places like Lock Haven and Clarion will inevitably close, and those towns will be devastated economically. But before that happens, the schools will be gutted academically and be rendered unable to serve their constituencies. Many of those students, including the ones who get the rug pulled out from under them (protestations to the contrary aside) will go to other states for their education, and many of them will not be back after they graduate. John Wooden famously said 'Failing to plan is planning to fail'. But a plan based on false assumptions is a plan that will fail. That's what we have here. The first step is to find out if the legislature is going to pony up funding. If not, any plan is doomed to failure. But if they will act like responsible adults then a plan can be formulated to retool while maintaining a properly funded system of 14 universities. Just a note: In my nearly 20 years here I've yet to have seen an effective plan that didn't include actual (not gaslit) stakeholder input, particularly from faculty.	Daniel Spiegel
5/29/2021 2:29	Northeast Plan	Faculty		Do not allow the consolidation to take place. The amount of resources (including valuable time WASTED by faculty, staff, and administrators) is already proving this integration will suck more from all of us than any return on investment. It makes NO SENSE to have one university that is financially stable and successful serve as the "primary campus" to two, unfortunately, less successful universities. Linking the two universities with BU will put unnecessary strain on this university, this putting Bloomsburg in a financially precarious position. Also, although you are unable to unilaterally close a university (based on previous comments), who is to say that after this integration you decide to close a campus? After all, we'll all be one university, and it seems like a back-door approach to closing the doors of a campus after the integrations fails. Focus on increasing funding, that's something the entire state needs.	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
5/29/2021 4:55	Northeast Plan	Alumni/Donor		<p>I understand the need for the consolidation of the universities and from what I read in the plan documents, the number of educational tracks will increase at Lock Haven University as a result of this process. What I don't understand then is why the University is eliminating the Recreation Management major. Neither Mansfield or Bloomsburg currently, and to the best of my knowledge they have never, offered this program. Why then would you eliminate this major from your course offerings?</p> <p>The recent pandemic has shown us the importance of parks and recreation for the mental, physical and spiritual well being of the Commonwealth's residents. These public spaces and programs require professional management by educated people. As one of the earliest classes to graduate from Lock Haven with this degree, I understand the importance of an educational background in this field.</p> <p>The state of this industry in the Commonwealth is at a turning point. Many of the current professionals are retiring or near retirement (within 10 years). Now, more than ever, we need young, professionally educated individuals to come into this field of work to ensure the continued success of the Commonwealth's state, county and local parks and recreation agencies. If Lock Haven University does not offer the Recreation Management major, students from central Pennsylvania will be forced to go to either end of the state (ESU or Slippery Rock) for their education.</p> <p>Please reconsider eliminating the Recreation Management major from Lock Haven's course offerings. The health and welfare of current and future Commonwealth residents, depends on the future of our parks and recreation systems and these systems depend on future parks and recreation professionals.</p>	Judy (Haas) Houck
5/29/2021 5:26	Northeast Plan	Faculty		<p>While the overall positive outcomes from this plan are still somewhat questionable, and that PASSHE largely tends to promote only the potential positives without forthrightly promoting concerns and potential negative impacts on the communities involved, there is a significant concern that I have as a faculty member that directly will impact our students, who are the ONLY reason any of us are here. The concern is the timeline for implementation.</p> <p>It seems evident that a determination has been made by PASSHE leadership that integration is going to happen. If we take that assumption to be true, I don't think we can honestly tell students that the NewU will be better for them in the beginning if we are held to begin enrolling students for the fall 2022 semester. The new curricular process is yet to be finalized or revealed to the faculty, who ultimately oversee curriculum. The traditional process (currently too convoluted, for sure) takes many months to multiple semesters to complete. Even if the new plan somehow streamlines the process, it shouldn't do so in a way that compromises the quality of the proposals being approved. Therefore, I don't see how we can make the timeline work.</p> <p>If the BoG approves integration in July, it would mean we have only a couple months to develop, review, and approve an entirely new catalogue. We also will need to have the infrastructure in place to implement the new curriculum. This includes a published course catalogue, a student management/course enrollment system, an instructional delivery platform, decisions about how and where classes will be offered, etc. All of these things will need to be usable by students, faculty, staff, and administration. While we may utilize some existing infrastructure, some of it will need to be different for some people, and they will need to learn its usage.</p> <p>Working backward, that would mean most of this needs to be in place by mid-spring 2022, when students will schedule for fall 2022. To get it loaded onto the system and make necessary adjustments, it will need to be sent to the Registrar likely closer to January, and even that will be a tight overall timeline. Some administration has suggested that it may even need to be ready to load into the system by October 2021. That gives only two months to completely develop an entirely new university curricular program. From the subgroup and sub-subgroup work in which I've been fully and heavily engaged, I know that the work done to this point is not in a ready-to-load state and is, in fact, far from that, with MANY curricular issues yet to be resolved. And, as is typical, the issues yet to be resolved are the most contentious and the ones that require the most effort and deliberation.</p> <p>I do understand that the system is also a business and that we can't continue to keep running some parts of it in a way that continually loses money and drains the overall system. The solution to that is complex, and most certainly involves more State investment in higher education. It also involves us continually finding ways for the universities to be more efficient. But, it is disingenuous to tell students that this will be better for them if we can't delay the implementation. There is zero doubt that it will not be better for them if a fall 2022 implementation is realized in the chaotic and unfinished manner in which it appears at this time. I find it very concerning and it is difficult to imagine a way that it could be a solidly built plan if we must enroll students by fall 2022. At the very least, the State should infuse an enormous amount of cash to sustain the system while thoughtful and logical planning takes place, and a delayed implementation should be determined.</p>	
5/29/2021 6:01	Northeast Plan	Staff		<p>The website for public comments is needless difficult to navigate - the first images makes it look like there is a link to respond because text is blue, with underline which is an indicator of a link - however, this image/text is not a link and the actual form to provide comments is buried after several lines of information towards the bottom of the page. The emails sent to faculty, staff, students has a link to public comments page, but in order to actually share your view, you do have to the extra work of navigating the page to get to this form. It may be helpful to link directly to the form, and to provide a link to the page if people would like to read the information.</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
5/29/2021 6:06	Northeast Plan	Staff		I listened to the working session and was interested in the response given to the question in how are we getting student feedback. The question asked how are we getting student feedback from underrepresented groups - the types of students that don't normally attend a public forum or who may not be in a position of leadership on campus. Every response given valued the student voice of those in leadership on campus; nothing mentioned really shared how we are reaching out to students who are directly impacted. Do our students know what "public comment" means? Are our faculty encouraging students to participate? (do faculty feel safe in sharing this information with students if they don't agree) I work with directly with students and communication is difficult - they don't check their email. Are we using other means? We use Remind as a way to push messages directly to students cell phones as a text so students all get the same message - do we have ways that we are reaching all students? What are the metrics on response rates on student outreach? If only a handful of students are attending a public forum or answering a survey, then the methods are effective and need to be reworked.	
5/29/2021 6:12	Northeast Plan	Staff		As a staff member, I do not believe that integration plans have been clearly shared and my questions have not been answered. I work at a university not being integrated. I am not clear on how this integration will impact my university. I am concerned that integrated schools, if successful, will detract from enrollment at my university, which is already suffering low enrollment. I am not confident in our admissions strategy, but now to think that the integrated schools will be a model for online/hybrid makes me wonder why students would want to come to my institution. I still question that if integration is not meant to save money or to reduce tuition, than why are we expending this energy when what we should be doing is advocating for state funding. The quip "let's be average" is tiresome and does nothing to share the deep needs of the system with the legislature. Let's clearly share the data, let's share real impacts, but let's stop with the exasperating comments that cause real divisions between the system and the state representatives.	
5/29/2021 6:19	Northeast Plan	Staff		It is disingenuous to say that job cuts are through retirements and there is no impact. In my department alone we have had two retirements; neither job will be filled, but both positions are vital to operations of the department. Instead, it is expected that the current workforce take up the work of those that left (1 faculty and 1 staff). Our faculty are already working on overloads and we are not allowed to hire adjuncts - our faculty can't provide the advisement and personal connection needed when spread so thin and with increasing large class sizes. This impacts student retention - if students feel like a number in their classes, if they feel they have no support from their professors, they won't stay. It is a vicious cycle that is perpetuated by the enthusiasm of saving money on salaries due to retirements. As a staff member, it is frustrating to constantly be asked to do more and to be expected to do more when someone leaves without any additional compensation. It is expected we will step up because if we push back it feels like then our job could be on the line.	
5/29/2021 7:03	West Plan	Faculty		Clarion and Edinboro have experienced so many faculty cuts and retirements that their programs and running on empty. They have faculty teaching courses outside of their area of expertise and have redesigned their majors to make do with what courses they are able to offer. They have also been forced to do some very imaginative creative accounting when it comes to what experiences count as 3 vs 4 credit courses. (There is no way a course with 2 hours of lecture and 2 hours of lab each week is the equivalent 4-credit experience as 3 hours of lecture and 3 hours of lab each week!) California has, thus far, been able to maintain a wide variety of courses and the integrity of their majors/programs. What has been revealed through the faculty-to-faculty discussions on how to make majors the same across campuses is that the academic rigor and breadth of the CalU programs will be lost. Not to mention that by being merged with the two weaker (academically) and financially precarious universities would create a drain on CalU's already limited finances that would likely drag it down the path Clarion and Edinboro have already walked. It is not the "fault" of Clarion or Edinboro faculty that they can't sustain the courses that CalU can, or that they have been forced to do some "creative accounting" of course credits. But it will be a shame to see CalU students receive a less rigorous education because of the merger! Based on my experience as part of one of these faculty committees, and my discussions with other faculty on similar committees in other departments, it is clear to me that the merger will damage the quality of many CalU degrees. If a merger needs to occur, as I'm strongly in doubt that it will create the cost savings initially proposed, I would recommend that Clarion and Edinboro be merged first. This would hopefully allow both campuses to work together to rebuild and strengthen their programs. Their geographic proximity would also make it more likely that students would travel between the campuses for courses. For now CalU should be allowed to attempt to demonstrate its viability (under the leadership of a qualified President, please!), and based on these results, a merger with Clarion and Edinboro could be reconsidered in 5 years.	
5/29/2021 7:26	West Plan	Alumni/Donor		i have graduated with MS Applied Data Analytics from Clarion University of PA in May 2018. Does this integration affects my diploma/degree and transcripts requests in the future. How the past graduates will be handled here? Thanks	
5/29/2021 8:11	Northeast Plan	Alumni/Donor		As an Alumnus of Lock Haven University I feel compelled to express my thoughts and concerns about the proposed plan to integrate three separate and distinct universities with rich histories uniquely their own. First, I understand there are financial and administrative considerations for consolidation but reacting to a recent trend in declining admission numbers and a once in a 100 year pandemic is not reason to erase the history each institution has created. Secondly, the alumni and current students enrolled at all 3 universities should be given the opportunity to cast their individual vote for or against consolidation. It is immoral and disrespectful to the individual, families, and legacy from each university to move ahead with a plan of consolidation without granting each affected group their right to vote.	Joe DElia

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
5/29/2021 8:39	Northeast Plan	Alumni/Donor		As a graduate of the LHU Recreation program (1988), I have been well equipped to go on to graduate studies in recreation (penn state), be Professional Camp director in three states and coordinate multiple volunteer youth programs. It has been a great degree to have and was a strong education in this field. I encourage you to consider ways of continuing this important degree.	Diana Malcom
5/29/2021 8:42	West Plan	Student		Hi! I am a student of the newly redesigned Business, Economics, and Enterprise Sciences Department at California University of Pennsylvania. My major is Geography, however, my major concentration is Tourism, Hospitality and Event Studies. The Tourism studies programs at CalU are only offered as major concentrations and minors, so they are not listed on overall major sheets. Tourism is the second largest industry in PA, and the largest industry in the world! And with the COVID-19 pandemic coming to an end, the tourism industry is more important than ever since people will be anxious to travel again soon.	LynnJoelle Gardner
5/29/2021 9:07	West Plan	Student, Faculty, Other (please specify)	retired faculty, now a sometime student	The plan for consolidation appears to be short on any details, and short on any real purpose. It will not save any money except by reducing faculty and staff and services. It will not improve student outcomes beyond what is possible already, and it will probably force students into online classes and reduced learning opportunities at their local campuses. It will have a devastating effect on the local economies of the region where these universities are located. It seems to be a poorly-disguised plan for disrupting and damaging all of PASSHE, even those universities not directly involved in the consolidation of the moment. What PA students and their families really need is a properly funded and supported system of higher education that meets the needs of PA residents for affordable and high-quality higher education. This consolidation plan does none of that; it is the opposite approach, a continuation of a couple of decades of declining support for public higher education in PA. How about spending time and effort on getting the resources needed to support these institutions and help them and their communities thrive and prepare for the future?	Carolyn Steglich
5/29/2021 9:16	West Plan	Alumni/Donor		The tourism and hospitality program led by Dr. Ryan is one of the best courses I've taken online. I think it should be accessible to all universities involved in the western integration plan.	Hayley
5/29/2021 10:04	Northeast Plan			I grew up in Stoneboro, PA which location was the biggest concern. Therefore with Clarion University, Edinboro University, and California University coming together it can help small towns meet their goals.	
5/29/2021 13:28	West Plan	Staff		I am concerned that this plan does not fully outline economic and social impacts on local communities. Have you considered what happens when just one faculty member leaves the community? Like many faculty members, I am a transplant to the area and my only tie to the community is the university. I love my Clarion Community, and would happily devote my entire career to teaching here, but if my job goes away so do I. I will not be able to stay in this community that I love. I will do a nationwide search for a new teaching position or job in industry, and I will move away. But it will not be just me leaving. With me go my husband and our three children. Luckily, my husband is not also an academic so we won't deal with a two-body search problem, but when he leaves the area, a mental health professional, and religious education director at a local church aren't lost. My 16-yearold son will have to give up his job as a host at the local microbrewery, and my family will no longer be patronizing that establishment or any of the other local eateries. My 15-year old daughter will give up her job at the local ice-cream shop, and we won't be shopping at the local clothing boutique where she used her first paycheck yesterday to buy a new outfit. If my family leaves the area, we won't be buying cars from the local dealership like we did in 2019 and 2020. If my family leaves the area so does the monthly rent I pay rent because even as a tenured faculty member with 10 years invested in this the community my husband and I are hesitant to purchase a house that might be difficult to sell if I suddenly need to do a national search for employment.	Jacqueline Knaut
5/29/2021 13:57	Northeast Plan	Faculty		I am writing to express my concern over the consolidation plans for the PASSHE schools. These plans will negatively impact the state in several ways. 1. The consolidation will not save the state any money and actually destabilize the higher education system further. It is estimated that ~30 million dollars will be needed for the consolidation, but only 18.4 million will be saved. As finances have been the primary driver for this plan, it makes no sense to enact it. 2. If you are truly interested in making the lives of PA residents better, there is data that suggests that these mergers will negatively impact the surrounding communities in a significant way. The PERI report which was released in April 2021 outlines these negative impacts including major losses of tax income for the state and local communities due to lost jobs and closing businesses. 3. Finally, these consolidation plans are not in the best educational interests of the students. The model proposed (a hybrid model with online learning) is not in line with what students want (they are reporting at the state universities students prefer in person classes) and are not amenable to educational goals for many students. For example, the chancellor in his presentation gave an example of a pre-PA student who would do her liberal studies courses in person, but take her core-PA classes online. These types of science classes have a laboratory component associated with them that is not possible in a home environment. In addition, many PA programs will not accept online learning credits toward admissions. Therefore, this student would most likely never attend a school with this hybrid model. A better way forward would be to keep the universities separate and assist them in developing a niche to allow them to thrive as an independent university. Having a unique voice in the system and areas that can be promoted as unique will help to drive up enrollment and make the universities more solvent in the long run. I hope you consider these factors when reviewing the consolidation proposal.	Stacy Hrizo
5/29/2021 14:53	West Plan	Faculty, Staff, Alumni/Donor		The plan is an absurdly bad idea that will erode educational opportunities for Pennsylvanians. It will cost faculty jobs, it will cap enrollment in majors, it will effectively cut the knees out from under educational institutions trying to provide skills and instruction to students. The timing of this plan is also an opportunistic power grab by anti-education individuals.	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
5/29/2021 17:35	West Plan	Alumni/Donor		***** The compensation range to teach an online class in the united state between \$1500 to \$5000. How possibly can passhe be financially successful if your average compensation is over \$10000 per course? *****	
5/30/2021	West			<p>Good morning,</p> <p>I am a proud graduate of then Edinboro State College, Class of '74. While I understand the financial ramifications of what all colleges and universities have endured, especially over the past 16 months, the identity of Edinboro University, both the institution and the town, will suffer greatly. How can growth continue and leadership be maintained when the president of the university shares her time between campuses. All that I have become in my professional life I owe to Edinboro. It is my hope that an alternative plan will be developed to save the individual identity of Clarion, California, and Edinboro Universities.</p> <p>Thank you,</p> <p>Patricia Weisser</p>	Patricia Weisser
5/30/2021 5:35	Northeast Plan	Alumni/Donor		<p>The current consolidation plan will cut faculty and programs at a time of greatest opportunity to expand in order to draw in prospective students. I recommend a more thoughtful approach, like the using the SUNY system as a model for the PA system or moving to more of a shared financial operational system until smaller/schools with smaller revenue can be expanded and built up enough to stand on their own. SUNY has been very successful in New York, and I could see it working well here. Moving to a shared financial system may look like allowing schools bringing in the most revenue to keep 15% of the revenue for themselves and provide the rest to the system. After I graduated from a PASSHE school, I chose to go to graduate school at SUNY school online over a PASSHE school due to the uncertainty of the system right now and not wanting to have a degree from a "dead" university, and wanting to withdraw further support a system that valued cutting faculty over finding innovative ways to expand. These schools provide great opportunity for low income, people who may have complex/unique life circumstances, and people of color. These universities are a critical part of local, often rural communities, and further forcing a decline in enrollment and the population of these areas (by cutting majors, and retrenching faculty) it will be detrimental to local economies. Because I am so adamantly against what is happening in terms of the statewide consolidation discussions, I declined to donate to my alma mater this year because of the consolidation plans (this would have been the first year out of graduate school and having an income that would allow me to do so). I did however donate to my SUNY alma mater because there is no uncertainty of that system or of the university I went to. If consolidation is seen through to the end, I will not donate in the future as it isn't the same system and I would feel like my money would be supporting a system that doesn't support its own faculty and staff, and doesn't value the input of alumni or students. Now is the time to invest in the system to revitalize, not divest and shrink it.</p>	Katie Merritt
5/30/2021 6:33	West Plan	Faculty		<p>The Chancellor has framed his Consolidation plan as a way to not only save the system from financial ruin but to make it better. But there is no evidence that consolidation will do anything to improve the financial situation. The evidence suggests that it will only make an already cash-starved depleted system worse.</p> <p>For example, at its core consolidation is a budget cut plan that would eliminate 1500 jobs in the system and many more in industries dependent on universities. The fallout from this plan will resemble the devastation of plant closings. Due to the gender composition of the system, women will bear the brunt of this burden.</p> <p>The Chancellor has focused on falling enrollments as the source of the problem. However, what is given far less attention is the fact that the system's budget has been cut by 30% since 2000. In 2010 alone Corbett cut PASSHE's budget by 18%.</p> <p>The implications of these cuts on per student state appropriations have been dramatic, decreasing by 52% since 2001. During the same period, tuition and student debt have increased significantly. We can only expect that budget cuts associated with the consolidation plan will lead to additional increases in tuition, leaving many working class and oppressed students unable to access PASSHE schools.</p> <p>As a result, the system is funded more and more by tuition. In a desperate yet unsuccessful attempt to attract out-of-state students universities in the system, and around the country, have invested in new fancy dorms and high-end facilities. As a result, the system's universities are saddled with crushing institutional debt sucking up more and more increasingly limited resources to service those debts.</p> <p>The consolidation plan is supposed to be a solution to this crisis, but a 2% budget cut will hardly be enough to impact the system. The money is there. For example, an excess of \$500 million in sales and revenue was generated during the pandemic.</p> <p>The answer is simple. Fully fund PASSHE now. We know that the BOG coordinates and approves the State System's annual operating budget. The Board has the power to do the right thing for working people of PA.</p>	Curry Malott

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
5/30/2021 6:45	Northeast Plan	Faculty		<p>1. Consolidation is a hastily conceived idea with no real plan for how it will work. No responsible organization would put this idea into practice with so little planning.</p> <p>2. The Chancellor pretends there is a disaster coming if consolidation doesn't happen. But look at the projected numbers: there is no evidence that consolidation will save anything. It's a non-solution that sounds like a solution.</p> <p>3. A real solution would include increasing state funding for PASSHE schools. Pennsylvania is 6th from the bottom among the fifty states in funding for public higher education. This is shameful, and not addressing this is cowardly.</p> <p>4. The consolidation is wildly unequal in its application. Lock Haven in particular can do quite well on its own if permitted, but instead the curriculum is being torn apart and apparently only selected programs will be saved.</p> <p>5. THERE ARE ALTERNATIVES but they are not being considered. Schools like Lock Haven that are being forced into consolidation against their will have consistently put forth viable *detailed* plans for meeting targets that have been brushed aside.</p> <p>6. It will lead to many more online classes. Has the pandemic not taught us that distance learning doesn't work? And what about the lack of broadband in rural areas?</p> <p>7. The long term solution is asset building. Start with what is valuable in each of the schools. These schools are valuable because the staff and faculty together know how to teach OUR students, a skill that has taken generations to acquire.</p>	Janet Irons, faculty emeritus, Lock Haven University
5/30/2021 7:03	West Plan	Other (please specify)	Citizen	<p>When facing financial budgets require a change in the course of action, good leaders should always develop a new course of action regardless of objections from faculty and staff, who have personal motives,</p> <p>One has to try and keep all the PASSHE schools open which will not happen without budget reductions and consolidations.</p> <p>SUNY schools are in similar perilous condition.</p> <p>They have a \$1 Billion deficit FY 2021. The PASSHE Issue is a national problem, shared by many states.</p> <p>I have 43 years of upper level management experience and you have to make decisions to preserve as much as possible. Otherwise in 3-5 yrs you will have eliminated good staff, faculty, and universities.</p>	Robert Butkins
5/30/2021 9:06	West Plan	Alumni/ Donor, Other (please specify)	Retired Staff, Undergrad and Graduate Degrees	<p>Primarily the traditional approach to higher education, one college and the Sui Generis quality of a distinct alma mater and particularly the value of a true liberal arts education, not a mill to pump out a workforce. I don't mind the collaboration and every institution has a quality to bring to the table, but technology can add those additions without taking away identities and programs well established at an individual institution.</p>	Randall McCaslin
5/30/2021 14:18	West Plan	Student		<p>I hope you realize that NOT MANY students are going to be able to mentally or physically take on more than 18 plus credits in order to graduate earlier as outlined in the proposal. "Reduction of time to degree attainment" are fancy words for a method that overall will not work for the vast majority of young adults. Saving us a few hundred dollars on student fees does nothing for our few thousand dollars of tuition and boarding.</p> <p>And it's a joke that this is what is proposed to reduce tuition instead of confronting Pennsylvania lawmakers about why they refuse to fund our state schools. It's upsetting to know that this integration throws the hassle onto the students, forcing them to be overwhelmed with additional classes in order to save on their tuition.</p> <p>Y'all wanna know why state schools get a bad rep? Because it's literally no one's first choice to go. People end up at Cal U because they can't get into their first choice whether it's financial or academically. It's a shame because I've had high quality education, but unless PASSHE finds a way to make state schools appealing, young adults will go elsewhere.</p> <p>I haven't even touched on how low and middle class families see the burden that student loans have on millennials, so they don't want to suffer the same fate. The United States has a severe aversion to funding higher education, and the youth of today rather not waste their time. We cannot expect our young adults to carry debt for 30-40 plus years, and they are becoming wise to the scheme.</p>	
5/30/2021 15:08	West Plan	Alumni/ Donor		<p>I understand that there are difficult decisions that need to be made regarding the State System of Higher Education. I am an Edinboro grad and was blessed with a very good education that set the tone for my chosen career. I continue to maintain contact with my professors and the school and returned many times for career days. I hope that the school can maintain its autonomy as this process moves forward.</p>	David Gianoni

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
5/30/2021 16:47	Northeast Plan	Alumni/Donor		<p>As a 1992 graduate of Lock Haven University and former faculty member, I was saddened to hear about the university integrations and have voiced my displeasure of it to the committee. Recently, I was further heartbroken to hear about the possibility of elimination of the Recreation Management department (some or all of the concentrations being moved to sister institutions or just totally cut).</p> <p>I cannot emphasize how much of a mistake this is to many faculty, students and alumni. I have long been a huge supporter of the LHU Recreation Management and my degree from this program (Fitness Management concentration) has served me well in my professional and personal career. In the workforce, I always found myself better prepared than my peers who graduated from other, sometimes much larger universities. Lock Haven has prepared their students for success in the field of Recreation Management better than any others. Their fitness, commercial, therapeutic, outdoor/adventure leadership and tourism programs prepare students better than any other institutions. I know this because I have been a professor in several other higher education colleges for over 15 years within the state of Pennsylvania. I believe there are no other programs that offer the diversity and prepare students better in the state. Lock Haven definitely has a unique niche in this area of higher education.</p> <p>The program, no matter what concentration that the student chooses, is such a valuable program for the them as well as all the residents of our state. While understanding why the administration wants to combine some of the campuses (which I do not agree with or support), no sense can be made for cutting any part of the Recreation Management program. If my passion for this can be felt by the words that I am writing, let me leave you with this. I graduated from Lock Haven's Recreation Management program 30 years ago yet I still feel like a part of the university. I owe much of my professional success for my professors, classes and experience while there. I still keep in contact with several of the professors I had and when I get back to campus, am always treated like family. There aren't many programs like this in Pennsylvania and fewer still nationwide.</p> <p>You can contact me directly if you need to discuss this further. Just know that the elimination of the Recreation Management program at Lock Haven would be a huge mistake that would do a lot a damage to a great service that Lock Haven has addressed to the upmost degree over decades of success.</p> <p>David Wassmer, MS LHU Class of 1992 Recreation Management</p>	David Wassmer
5/30/2021 16:59	West Plan	Student, Alumni/Donor		<p>Integration is probably a good idea. However, not in a way that punishes faculty and students for years of mismanagement by adding more mismanagement. For example, they cut programs already before putting together their plan. Geography was one of these at cal. Not tourism but the geography major. Integration is being touted as an opportunity to create more academic choice for students. This would certainly be the case for Clarion and Edinboro with tourism hospitality and event management in the way that It has been redesigned under a business degree. The integration plan that the public is commenting on does not list concentrations. There is a wonderful opportunity to bring tourism hospitality and event management curriculum to the students of Clarion and Edinboro because Cal you has been offering this unique program for over 20 years successfully. I have experienced the quality in that program. I would like the students of Clarion and Edinboro to experience it also in a way that would be great because it can grow with bigger enrollment which means a better program overall. My fear is that this integration is far too rushed. I feel the way this is going about with upper management protecting their own jobs doesn't seem to have that focus in mind. Our public universities should continue to serve the workforce of Pennsylvania's second largest industry after system redesign. It should serve it better than it did before. It can't do that if it is eliminated from the program choices for students. However, I don't think financially there is anything wrong with the idea of shared programs and services if it means more student choice and lower tuition for them lower tuition means we can have a better competitive advantage which means we can grow. I like that overall idea. I just don't think this huge rush is the best way to accomplish that.</p>	
5/30/2021 18:05	West Plan	Alumni/Donor		<p>I am very concerned that there are note yet enough specific details to ensure that there is a successful transition. Many areas seem to have general overviews rather than specifics.</p> <p>I am also concerned that faculty retrenchments will inadvertently weaken programs and make them less marketable and ultimately less productive. While cost-cutting is obviously important, faculty are the lifeblood of these universities. My final concern is tied to this last one, somewhat. Fir students who do not learn best in a virtual setting, my worry is that their options for engaging in all of their major courses on-campus in a 100% traditional class setting will be non-existent. As a prospective student, this would LESSEN, not increase, my desire to enroll at a PASSHE school. If I knew I would be required to take some classes online, especially after the misery of online school in a pandemic, I would strongly consider attending another university to avoid being pressured into the "exciting new" type of class. Not everyone likes virtual. Some of us hate it. There is nothing that can replace a 100% in person experience with professors. Nothing can replace the relationships and support that happen during office hours.</p> <p>It may be the case that the intention of the plan is to protect these strengths of PASSHE schools, but I would like to have more assurance that the model is going to be measured for effectiveness and comfort for students and faculty, and that adjustments will be made if it is not liked. However, the timeline of a rollout does not seem (to me) to provide enough time for all areas (especially academically) to provide detailed guides which ensure that teacher presence (or lack thereof) does not negatively impact students or prospective students.</p>	Lydia Albin
5/31/2021	Both			<p>The plan is not financially sound because the projected costs are \$29.5 million over the first five years while the expected savings, only \$18.4 million. Instead of helping the system out of the financial distress, it will further aggravate it, not to mention the extra stress of the process distracting faculties and administrations at target campuses from dealing with problems on hand and serving students already in the programs. If the plan goes forward, it will have devastating effects on not only the specific schools and their immediate local communities, but also the system as a whole.</p> <p>Yun Shao Associate Professor of Spanish Clarion University</p>	Yun Shao

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
5/31/2021 7:29	West Plan	Faculty, Alumni/ Donor		I am concerned that this consolidation is very poorly conceived and is being hastily executed without full transparency as to why. Consolidation will result in less choice for students, as programs that do not conform to the consolidation model will be cut. This is already visible in the new program array; any programs unique to the separate campuses will be cut. Only some programs will remain, offered in duplicate across the 3 campuses. There will undoubtedly be retrenchment of faculty as well, since the duplication of programs across campuses and the push to offer programs online will result in less faculty teaching more students the same classes. Consolidation will negatively impact each community around the universities; there has been NO impact study done to see what the effects will be on these towns! Integration/consolidation will be the downfall of the PASSHE system, and as Chancellor Dan goes on to some other CEO job to make millions, PA will be suffering and struggling to pick up the pieces of its public university system. Please stop consolidation now.	
5/31/2021 11:57	West Plan	Faculty		The plan is not financially sound because the projected costs are \$29.5 million over the first five years while the expected savings, only \$18.4 million. Instead of helping the system out of the financial distress, it will actually aggravate it, not to mention the extra stress of the process distracting faculties and administrations at target campuses from dealing with problems at hands, and serving students already in the programs. If the plan goes forward, it will have devastating effects on not only the specific schools and their immediate local communities, but also the system as a whole.	
5/31/2021 14:14	West Plan	Other (please specify)	Citizen	I believe that integration is a mistake. The plan as you present it will not actually save money. The tuition will not be lowered for our kids who want to go to a state school. Because some programs will no longer be offered on each campus, many students who could have stayed at home and studied at the local university will no longer be able to do that. Online courses are not an equal substitute. This plan takes away opportunity from Pennsylvania's students. A state system should be increasing opportunities for our residents so that our kids stay in the state. This plan takes away opportunities. Please do not go forward with this plan.	
5/31/2021 14:20	West Plan	Other (please specify)	Voter	Please do not proceed with this integration plan. It is not in the best interest of Pennsylvania residents. Our state colleges should be expanded to help educate our young people for the future. That means giving them MORE opportunities, not Less! Taking 6 good schools and crushing them into 2 does not expand anything. This will result in LESS opportunity for our young people. Less college programs for them to choose from. Less reason for them to stay in PA for college. Less educated residents to fill new jobs - less reason for companies to locate to PA This is the opposite of what the state should be doing for citizens.	
5/31/2021 14:32	West Plan	Other (please specify)	Concerned citizen	After reading the integration plan - I have to vote NO. There are no new ideas here. No leadership for the challenging road ahead. Just the old idea of cutting. Cut programs, cut faculty, cut staff while pretending that this will somehow grow the university system, somehow make it more attractive to students. Why would students choose a university that has been created from remnants of other schools? Not a competitive idea to offer in a very competitive marketplace. This is a poorly thought out plan and should not go forward.	Margie Dershuck
5/31/2021 16:37	Northeast Plan	Alumni/ Donor		It's funny. Public school enrollment in much of the country is dropping yet I don't see quite the same thing happening in public schools around the country - sure - a school here or there will close. But in PA, something a lot more drastic is happening. The college I went to, Bloomsburg, looks like it might come out 'ok', but the others look like they will quickly fade away and the real estate sold off. I believe that much of this is very short sighted and very much over done and will do undoable damage to the state college system in my home state of PA. Yes, I live in NY now - which has seen public school enrollment drop but I have not heard about any problems with the SUNY system. Maybe the PA schools other than BU are poorly managed, poorly recruited, I don't know. And maybe the state has gotten even cheaper about funding higher education that it was in the 1970's - and it was cheap then. All I know is that right now I wonder whether PA will have a state system of higher education in another 10 or 20 years.	RON D TROY, MBA

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/1/2021	Both			<p>The problem with this plan is that it doesn't consider the actual mission of the state-owned universities. The reason these insitutions were created was to provide equal access to an excellent university education across the state. Private and state-affiliated colleges are not accessible to all Pennsylvanians. Rural areas, minorities, working class and poor citizens are at a distinct disadvantage regarding public education, which perpetuates poverty, unemployment, and poor health outcomes. The six universities being merged and downsized are the canaries in the coal mine, suffering the greatest losses of potential students who can no longer afford public higher education in Pennsylvania.</p> <p>The state funding has been cut to 38% of previous levels. Reserves were mismanaged by local administrations. The schools that survive, and thrive, are located near the two major cities, where there is a larger population of families that can afford much higher tuition. Dr. Greenstein characterizes the universities that most support the mission of the PASSHE as failing and requiring "cross-subsidization" from the universities that are making it with 62% less money from the state.</p> <p>The first course of action is to begin restoring money for public higher education from the state. Dr Greenstein doesn't even try. He has the wherewithal to ask for more money for computer systems required by the mergers, but not funding for educational programs. Getting adequate funding isn't the exciting new experiment that would help him to make a name for himself.</p> <p>Please don't remove the upward escalators from the regions and the Pennsylvania families that need them most. There really aren't that many state programs that serve the working poor, PASSHE does. They also provide second-chance university educations to minority students who are already disadvantaged by the secondary educations they receive, funded on the value of real estate in their neighborhoods. It's an abandonment of individuals and of the poorest regions in our state.</p> <p>Instead of destroying these six jewels and creating two Frankensteins that will "right-size" resources, based on the state's abandonment of these areas, embark on a program of guaranteed annual 4% increases in the state's funding for the PASSHE. Direct half of that to suring up the universites that need the most help. Costs have been cut to the bone, now take this spirit of experimentation and do the right thing.</p> <p>Respectfully, Mark L Kilwein, Professor, Clarion University</p>	Mark L Kilwein
6/1/2021 6:17	West Plan	Alumni/Donor		<p>The problem with this plan is that it doesn't consider the actual mission of the state-owned universities. The reason these insitutions were created was to provide equal access to an excellent university education across the state. Private and state-affiliated colleges are not accessible to all Pennsylvanians. Rural areas, minorities, working class and poor citizens are at a distinct disadvantage regarding public education, which perpetuates poverty, unemployment, and poor health outcomes. The six universities being merged and downsized are the canaries in the coal mine, suffering the greatest losses of potential students who can no longer afford public higher education in Pennsylvania.</p> <p>The state funding has been cut to 38% of previous levels. Reserves were mismanaged by local administrations. The schools that survive, and thrive, are located near the two major cities, where there is a larger population of families that can afford much higher tuition. Dr. Greenstein characterizes the universities that most support the mission of the PASSHE as failing and requiring "cross-subsidization" from the universities that are making it with 62% less money from the state.</p> <p>The first course of action is to begin restoring money for public higher education from the state. Dr Greenstein doesn't even try. He has the wherewithal to ask for more money for computer systems required by the mergers, but not funding for educational programs. Getting adequate funding isn't the exciting new experiment that would help him to make a name for himself.</p> <p>Please don't remove the upward escalators from the regions and the Pennsylvania families that need them most. There really aren't that many state programs that serve the working poor, PASSHE does. They also provide second-chance university educations to minority students who are already disadvantaged by the secondary educations they receive, funded on the value of real estate in their neighborhoods. It's an abandonment of individuals and of the poorest regions in our state.</p> <p>Instead of destroying these six jewels and creating two Frankensteins that will "right-size" resources, based on the state's abandonment of these areas, embark on a program of guaranteed annual 4% increases in the state's funding for the PASSHE. Direct half of that to suring up the universites that need the most help. Costs have been cut to the bone, now take this spirit of experimentation and do the right thing.</p>	
6/1/2021 7:38	West Plan	Staff		<p>What organization or firm has actually met with staff, faculty and students to formulate a plan and review current workload? What preparation is underway to support integrations before they integrate? What evaluation of the current workload has been done to determine this new model of staff reductions is sustainable? Reducing head count without eliminating waste in the process doesn't sustain. What is the validation process of the savings? Obviously the savings shown are not what may actually prove out. How will these numbers be validates (Projected vrs Actual)?</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/1/2021 7:48	Northeast Plan	Faculty, Other (please specify)	Parent of prospective student	<p>I will begin my comments in the role of parent of a prospective college student. In searching for colleges for my daughter, there is no way that I would send her to universities that are consolidating without a clear plan, nor to a university where classes will be spread across three campuses and rely on online courses. In addition to PASSHE, we looked for example at the University of South Florida which recently consolidated. They were unable to tell us which campuses would have which classes, what proportion of classes would be online, and if she would have an advisor/ mentor with her specialization on the campus she was interested in. We quickly decided to cross USF off our list of prospective schools. Similarly, we are not considering any of the state schools that are part of the consolidation process.</p> <p>As a faculty member in the PASSHE system (at a school outside of the consolidation plans), I understand that there are budgetary and structural issues that need to be dealt with, but I have seen no clear plan of action nor a clear budget that indicates that consolidation will save considerable money or lead to a higher quality of education. This process seems to be about weakening the state system rather than strengthening it.</p> <p>As a parent of a prospective student and as a faculty member in the PASSHE system, I urge you all to stop the process of consolidation and to more thoroughly study and plan if, and how best, to merge schools before moving forward.</p>	Allison Carey
6/1/2021 7:57	West Plan	Faculty, Other (please specify)	Parent of prospective student	<p>I will begin my comments in the role of parent of a prospective college student. In searching for colleges for my daughter, there is no way that I would send her to universities that are consolidating without a clear plan, nor to a university where classes will be spread across three campuses and rely on online courses. In addition to PASSHE, we looked for example at the University of South Florida which recently consolidated. They were unable to tell us which campuses would have which classes, what proportion of classes would be online, and if she would have an advisor/ mentor with her specialization on the campus she was interested in. We quickly decided to cross USF off our list of prospective schools. Similarly, we are not considering any of the state schools that are part of the consolidation process.</p> <p>As a faculty member in the PASSHE system (at a school outside of the consolidation plans), I understand that there are budgetary and structural issues that need to be dealt with, but I have seen no clear plan of action nor a clear budget that indicates that consolidation will save considerable money or lead to a higher quality of education. This process seems to be about weakening the state system rather than strengthening it.</p> <p>As a parent of a prospective student and as a faculty member in the PASSHE system, I urge you all to stop the process of consolidation and to more thoroughly study and plan if, and how best, to merge schools before moving forward.</p>	Allison Carey
6/1/2021 8:56	Northeast Plan	Faculty		<p>I'm tenured faculty. I support the consolidation of the PASSHE universities to realize efficiencies and the reality of contemporary educational demands. Nonetheless, I want individual campuses to have flexibility and autonomy in developing their ACADEMIC niches.</p>	KELLY FISHER
6/1/2021 9:15	Northeast Plan	Faculty, Alumni/ Donor		<p>I write to strongly oppose the consolidation plan that is proposed to combine six PASSHE schools to two schools. This does NOT solve the fundamental problem that PASSHE has faced, which is stagnate and/or declining funding over the past two decades. PA has dropped to 47th in the country in terms of support for higher education. This, frankly, is an embarrassment. The goal of the BOG and the Chancellor should be to support FUNDING of PASSHE schools. This will reduce costs to students, drive enrollment, and lower student debt. We have hundreds of passionate faculty, thousands of passionate staff, and tens of thousands of passionate students that NEED your support. Instead of cutting PASSHE - fund PASSHE.</p> <p>The actionable item is this: The BOG and the Chancellor should be active proponents of PASSHE and push for funding that lifts PA and it's residents from the bottom 10% of funding for higher education.</p> <p>I am a proud, first-generation graduate of East Stroudsburg University. I have come back to PA and made my home here for the past 15 years while working at a PASSHE school. I am an example of why PASSHE funding MUST be greater than it is. I would not have been able to afford to attend a PASSHE school if the situation were as it is now. We must reverse course in the state and make higher education a priority.</p>	Michael Boyle

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/1/2021 9:34	Northeast Plan	Faculty		<p>Dear Chancellor Greenstein,</p> <p>Thank you for this opportunity to provide comments regarding the consolidation plan for PASSHE. I am a newer faculty member at West Chester University.</p> <p>These campuses that are being considered for consolidation belong to the communities that THOSE faculty serve because the communities they serve are the communities they came from and belong to - these are institutions that have been built over decades and that matter greatly to the universities in those communities. Our campuses should not be viewed merely as dispensable or indispensable.</p> <p>From data published through the Integrated Postsecondary Education Data System (IPEDS), it shows that the consolidation will decrease staffing at all levels. This issue is incredibly important because we are facing a time when we actually need MORE faculty and staff, not less. Decreasing faculty and staff increases the workload and stress on everyone, particularly in a time of national change and upheaval as we come out of the COVID-19 crisis. This means that faculty will not be able to give students the attention they deserve for a high-quality education. For example, grading will take longer, students will become frustrated, faculty will not be able to cover the amount of subject matter to help the students master their area of interest, and more.</p> <p>Please reconsider and do NOT consolidate the universities in the Northeast. This change will hurt everyone, plus the data does not match the current trends we will be seeing in educational institutions.</p> <p>Thank you for your consideration, Megan Schraedley, PhD Department of Communication & Media West Chester University of PA</p>	Megan Schraedley
6/1/2021 9:40	Northeast Plan	Alumni/Donor		<p>Please re-consider the elimination of the Recreation Management major at Lock Haven University. The enrollment numbers in the program may have decreased but the need for professionals in the field has not. More recently people have found the need to reconnect with the outdoors and recreational activities to improve their health and well-being. In addition, many of the professionals I come into contact with in PA are nearing retirement age. LHU's Recreation Management major is one of (in my opinion #1) the best programs in the state in preparing students for the profession because of the student to professor ratio and location of the university to many hands-on learning opportunities.</p> <p>Looking toward the future I think it is important to consider that the Recreation Management profession is not one that can be replaced by a computer or other means of automation. The need is still there but maybe the marketing needs to improve or be adjusted. Given the location of LHU and its proximity to all the prime elements of the revised curricular options (sports, tourism, outdoor rec., youth and community development) it makes the most sense to continue offering the Recreation management major at LHU.</p> <p>Thank you for the opportunity to express my concerns and opinion. I respectfully ask that you reconsider eliminating one of the most practical and useful service industry majors at LHU.</p>	Todd Miller
6/1/2021 9:50	West Plan	Faculty		<p>I believe that the Western Plan for redesign is misguided in that it destroys the quality of education and the credibility of both the institutions and the system, while offering no benefits. It does not save the system/legislature money - it will cost more than it saves. It does not save students money - in fact they may pay more for poorer quality. It does not increase enrollment. It does not improve the quality of education. It does not improve the economy of PA.</p> <p>We need to tackle goal-focused initiatives that will benefit the students and people of Pennsylvania. This redesign does not do that.</p>	Lisa Millhous
6/1/2021 10:08	West Plan	Faculty		<p>Three comments that should be considered as we move forward with this plan:</p> <p>The plan does not fully outline economic and social impacts on local communities. Should students or our local businesses bear the economic weight of this underdeveloped consolidation plan?</p> <p>It costs more than it saves. Over the first five years the plan costs \$29.5 million. Over the first five years the plan saves only \$18.4 million. If this plan does not save money, then our schools will remain in financial distress with or without consolidation. What is this plan actually solving then</p> <p>It does not lower tuition or room and board. It actually assumes a 1% tuition increase. Why is Chancellor Greenstein pushing to finalize this underdeveloped plan so quickly if it doesn't provide students with an affordability advantage and serve the primary mission of the state system to provide high quality education at the lowest possible cost for undergraduate and graduate students to and beyond the master's degree in the liberal arts and sciences and in applied fields, including the teaching profession."</p>	Kim Schwabenbauer
6/1/2021 11:24	Northeast Plan	Alumni/Donor		<p>I attended Bloomsburg in the 1970's. At the time, State Colleges were an affordable way to attend college. I realize inflation is a fact of life but for tuition to become unattainable in a relatively short period of time is hard to understand. Where has the increased tuition gone ? I can't believe faculty salaries have risen that astronomically. Has it gone towards building enhancement and increased building growth ? It would seem that by eliminating administrative costs, they are being targeted as the culprits. Is this true?</p> <p>Other cost saving efforts, if any, are not publicized. Perhaps, more scrutiny is needed to understand why there has been a need for such extreme increased tuition costs. Again, administrative costs can not be the lone reason. If other areas(eg. building and campus growth) are to blame then let's attack those areas as well.</p>	John Oswald

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/1/2021 11:25	West Plan	Faculty		I am firmly against consolidation of any PASSHE universities. The plan as it exists will cause harm to students and faculty. In a time when we should be making education more accessible, this plan aims to limit access.	
6/1/2021 12:09	Northeast Plan	Other (please specify)		LHU Recreation is a high quality program that should be preserved.	Dillon Durinick
6/1/2021 12:11	West Plan	Faculty		It costs more than it saves. Over the first five years the plan costs \$29.5 million. Over the first five years the plan saves only \$18.4 million. If this plan does not save money, then our schools will remain in financial distress with or without consolidation. What is this plan actually solving then? Not only is there no rush to implement this plan if it will only cost us more money than it saves, but there is no actual fundamental reason anymore to go through with this plan either because it doesn't solve the biggest problems facing these universities.	
6/2/2021	Both			Dear PASSHE: Your proposed integration plan is not equitable. The plan forces some students into hybrid learning to obtain their degrees. Yet, the plan lacks details on what resources will be available to support students having to take hybrid courses. Dr. Andrew Lingwall	Dr. Andrew Lingwall
6/2/2021	West			Hello, My name is Nick Howard, and I am a recent graduate of Clarion University. I graduate here a couple of weeks ago with a dual major in Accounting and Management and a minor in Marketing. I have been listening to and analyzing the integration for the western universities for a while, and I just wanted to provide you with some feedback and suggestions I have come up with regarding the western integration. I have spoken to Chancellor Greenstein about my ideas, and he liked them, so I decided to submit them as a public comment. First and foremost, I definitely feel that each university must keep its own identity because each university has such a rich history within their respective communities and with thousands of alumni. I also think that each campus must keep its own athletic teams in order for each campus to remain competitive. I would also hate to see any sporting facilities be abandoned since each community really rallies behind their local sports teams. Finally, when it comes to marketing and recruitment, I feel that it would be beneficial to have both a whole university approach and an individual approach with recruiters and admissions departments at each campus. That way both the benefits of the whole new university are conveyed, and each campus's diversity can still be highlighted as well. There have been many questions about what this new entity would look like. I have created a possible organizational structure chart for the new entity and have attached it to this email. I have looked through Edinboro's, Clarion's, and California's academic programs. We do currently offer a great deal of programs, but I did have a few new program ideas I would like to share with you. None of the three campuses currently have these programs. I also wanted to note that I think these new programs could be successfully created with our current resources. I have attached a document that lists the new program ideas. Also, while looking at all three university's programs, I noticed that a couple of California's current programs have the potential to be big hits at the other two universities as well. California's Entrepreneurship Certificate program would definitely do well at all three universities because there are traditional and non-traditional students who are just looking for the basics so they can start their own business. I also think that California's Principal's Certificate and Superintendent's Letter of Eligibility programs would do well at all three universities because each university has strong education programs. Therefore, expanding this option to all three campuses would help teachers in different communities further their education and careers. Finally, I feel that California's Vet Tech program would really thrive and attract a good deal of local students at Clarion because Clarion is such a rural community with many students living on farms and having experience with animals. I know I graduated from a school that is only 40 minutes from Clarion and a lot of my classmates went to a different university for that type of program. My final programming suggestion is to start offering adult/community programs. Examples would be offering painting classes to the general community, offering computer basic classes to senior citizens, offering general first aid classes, and offering basic classes on investing and personal finance. Community members would all pay a fee to take these courses which could be another revenue stream for each campus. It would also help bring the community onto each campus which could be advantageous in many ways. Also, adult sporting teams and leagues could pay a fee to use university sporting facilities which again could provide another revenue source for each campus. Finally, since each campus has a computer science/information systems department, each campus could create a technology help center where the general community could go for help with any technology related questions. It would benefit the community and benefit students by giving them real world experience. I have attached a full list of my ideas to this email. I just have one other minor point I wanted to make. It is in regard to each campus's bookstore. Since the three campuses will be sharing faculty and courses, I feel it would be most advantageous for all three campuses to have the same bookstore vendor. For example, California has Follett High Education Group who operates their bookstore, therefore it would make sense for Clarion and Edinboro to have Follett too. That way faculty would not have to go through a separate book adoption process for each campus and there would be uniformity for students at all three campuses. I think it is extremely important for each campus to retain a bookstore because not only do students need a store on each campus for their books, but alumni, admitted students, and orientation students all love coming to the bookstore when they come to campus to stock up on school merchandise. Having a good bookstore on all three campuses would also definitely serve as a good marketing tool. I want to thank everyone for all their hard work on this initiative and for taking the time to read my thoughts and suggestions. I hope all of this can help with the process and formulating a good plan moving forward. Even though I have graduated, I would love to still help out in any way I can. Thank you again for your time. Sincerely, Nick Howard	Nick Howard

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/3/2021	Both			<p>Dear PASSHE Board of Governors,</p> <p>Your proposed university integration plan lacks predictability for students and their families. For example, PASSHE has not clearly outlined exactly how many credits a student is expected to take in the hybrid model.</p> <p>Please slow down this process and take the time to plan integration the right way!</p>	Dr. Andrew Lingwall
6/3/2021	Both			<p>I am submitting these recorded comments on behalf of those who shared feedback at APSCUF's public-comment recording session on June 3: https://youtu.be/-mFwtKpK9ME. Comments may also be viewed at APSCUF.org/comments.</p> <p>Comments addressed both plans, so I am submitting these under both northeast and western.</p>	Kathryn Morton
6/4/2021	Both			<p>Letter from Representative Emily Kinkead To the PASSHE Board of Governors:</p> <p>I am a professor at Edinboro University and have been employed here nearly thirty years. I am writing to share my concerns about the Chancellor's proposal to consolidate Clarion University, California University and Edinboro University.</p> <p>Thirteen years ago, Edinboro University had an enrollment of around 8000 students and a reserve of nearly \$30M. Today, the university's enrollment is half that and its reserve is nearly depleted. There is a tendency to blame this on a declining demographic of college-aged students in rural Pennsylvania, but that is only a small part of the story.</p> <p>Edinboro serves working class Pennsylvania families. In northwest Pennsylvania, we offered an education that was comparable or superior to that offered by other regional institutions, at a more affordable cost. For years, we were the clear best choice for many regional families.</p> <p>Over roughly the last decade, three things have negated the university's advantage. First, Pennsylvania saw a 33.4 percent reduction in higher education funding since 2008. Our state is in the bottom six nationally for funding for higher education. This funding cut drove up mandatory fees at the university and seriously eroded our claim to greater affordability.</p> <p>Next, through a series of messaging gaffs and a muddled marketing strategy, the university lost market share in the region. Applications dropped precipitously after Chancellor Brogan and President Walker separately announced the possibility the university may have to close. The university's attempts to market itself have also proved to be poorly conceived and executed, and largely ineffectual. Aside from enrollment losses incurred by the rising cost of the education, we also lost potential applicants because they were not well informed about the quality of the university's programs and did not have their fears about the very longevity of the school sufficiently addressed.</p> <p>Finally, the university, with the approval of the PASSHE, borrowed a huge amount of money to build new dormitories, with a repayment plan based on what has proved to be an inexplicably unrealistic projected occupancy rate. Our debt service is running at around \$10M/year and is far and away the biggest driver of our operating deficit.</p> <p>During this period, Edinboro University was led by a succession of eight presidents and interim presidents, and nearly as many admissions directors and marketing directors.</p>	James Parlin
				<p>Our financial advantage has disappeared, our reserve is gone, and we have lost market share to regional competitors. I do not know the details of Clarion University's and California University's enrollments, finances, and administrative acumen, but it appears as though these schools have fared no better than Edinboro University.</p> <p>The Chancellor's response to these issues is to propose a consolidation of the three universities. (It is not clear why Indiana University and, especially, Slippery Rock University are not part of the proposal.) The Chancellor would like to take three debt-ridden and under-funded schools and combine them into a single debt-ridden and under-funded school that will be administered by the same administrators that have been struggling unsuccessfully to maintain solvency at their individual schools. Any potential savings is said to come from eliminating redundant services. In the short term, however, considerable funds will have to be invested in the consolidation, in the hope that the long-term savings will materialize. There is nothing in the administrative history of these schools or the PASSHE to suggest that this is a realistic expectation.</p> <p>Consolidation will not eliminate these institutions' debts. Consolidation will not significantly reduce operating costs, as long as three separate campuses are to be maintained. Consolidation of three widely separated campuses with separate programs, faculties, campus cultures and institutional identities is not guaranteed to result in a stronger, better-administrated educational entity that will be more attractive to regional students than the current array of three universities. Consolidation will require extraordinary planning and administrative skills, which have not been widely in evidence among the administrators currently running these three institutions. In short, consolidation will not address any of the major challenges facing the three universities, as they are systemic in nature.</p> <p>The Chancellor's proposal is general to the point of vagueness. Potential financial savings can only be evaluated by seeing a detailed and realistic administrative plan, which has yet to be provided to the Board of Governors and the general public.</p> <p>The real reservation about potential consolidation, however, is founded in what is not included in the proposal, that consolidation may be the first step towards closing one or more of the three campuses. To the best of my knowledge, there is no guarantee in the proposal that this is not a viable possibility. If this were to happen, thousands of students in western Pennsylvania who tend to stay close to their homes would abandon the PASSHE schools and enroll with our competitors. School closures would also be economically devastating for the local communities. The creeping decline we are seeing in rural Pennsylvania would only be accelerated.</p>	

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				<p>The problems facing the PASSHE schools in rural Pennsylvania are obvious. The problems in consolidating three weakened institutions that are widely separated geographically are also obvious. What is not obvious is how the Chancellor's consolidation proposal will successfully address any of these problems: the under-funding, the debt, and the leadership skills necessary to somehow resolve the financial problems while also wrestling with how to combine and effectively deliver academic programs to students spread across thousands of square miles. It is more likely than not that consolidation will cost more than it saves in the long run and will result in a compromise to the level of education we are currently providing.</p> <p>Until and unless the Chancellor provides a detailed and evidence-based plan for how the disparate campuses are to be administered and how a consolidation would address the financial issues faced by the three schools, it would be best to place the process on hold. It would be a better idea to determine how to strengthen the position of the three schools as individual campuses, as this is probably the most effective long-term strategy for rural western Pennsylvania.</p> <p>Sincerely, James Parlin</p>	
6/4/2021	Both			<p>Dear PASSHE:</p> <p>Your proposed integration plan fails to be transparent on potential options. For example, it does not include projected enrollment numbers if universities are not integrated.</p> <p>As the proposed plan sits now, it is nothing more than a loose collection of ideas that are doomed to fail. Please slow this process down and take the time to plan our PASSHE university integration properly!</p>	Andrew Lingwall
6/4/2021	Both			<p>Office of Chancellor:</p> <p>The fact that businesses in PA are not paying any PA state income tax is the root of the problem that PA is having in funding our state colleges!!!!!!</p> <p>According to a Pennsylvania Budget and Policy Center report, 71 percent of companies operating in Pennsylvania, that are subject to the corporate net income tax, pay no tax!!!!!!!!!!!!!!!!!!!! Tens of thousands of companies are avoiding the payment of millions of dollars in Pennsylvania state taxes. What businesses in PA are getting away with in the avoidance of paying PA taxes is a colossal disgrace!!!!!!</p> <p>Manny Gonzalez</p>	Manny Gonzalez
6/4/2021	Both			<p>As a PA taxpayer and homeowner, I am appalled that PA is even considering consolidating our PA State System of Higher Education! We should be enhancing our higher education system not demolishing! We have so much opportunity to attract students in-state, out-of-state and internationally. But no, let's just start stripping educational opportunities! We all know what's behind this! PA government is bought and sold by big business! PA puts corporate interests over our children's and our residents' higher education!</p> <p>Big businesses in PA are not paying or under-paying PA state income tax! The corporate tax loopholes is the root of the problem that plagues higher education funding for our state schools!</p> <p>According to a Pennsylvania Budget and Policy Center report, "71 percent of companies operating in Pennsylvania, that are subject to the corporate net income tax, pay no tax." Tens of thousands of companies are avoiding the payment of millions of dollars in Pennsylvania state tax revenue. Stop the PASSHE consolidation effort now and close the PA corporate tax loopholes. Fund our PA higher education universities! Our children's educational future depends on it!</p> <p>Suzanne Gonzalez PA Resident and Tax Payer 2679947273</p>	Suzanne Gonzalez
6/4/2021				<p>Article: Petitions couldn't save a popular Pennsylvania state university music professor's job, so his wife is speaking out Pittsburgh Post-Gazette https://www.post-gazette.com/news/education/2021/06/04/State-System-of-Higher-Education-Greenstein-APSCUF-faculty-union-jobs-teaching-Pennsylvania-colleges/stories/202106040078</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/4/2021 12:36	West Plan	Staff, Alumni/ Donor, Other (please specify)	Community Member	<p>As a staff member, I am convinced that this integration will and should take place, and I am eager to move past the official decision so that we can dig into how we want this to go and start making it happen. I graduated from Penn State (Main Campus), and after working at one of the western schools for 2.5 years I already feel way more attached and committed to this school than I ever did to my actual alma mater. I like it here; I think it has a lot of great advantages of culture, location, size, and faculty and staff who care deeply about the students. I want to see this school succeed. It has been suffering financially and forced to downsize time and again over the years, which has been very sad and hard for both students and employees. I don't think there is much to be gained from trying to preserve the status quo in light of declining demographics and changing technologies, and there is a real opportunity to make things better with this plan.</p> <p>Having gone to a large school with many branch campuses, there are definitely ways that I would like to see the integrated western university be different from Penn State. I hated the huge lecture sizes there, the vast number of separate computer programs and systems each student had to learn to navigate to get through a single task (e.g. scheduling classes), and the lack of direction I got from being shunted around among advisors who never seemed to have time to get to know me. Please don't make those mistakes with this integration. Some of your greatest strengths lie in your smaller classes and the close relationships students and faculty can form. I know the student-faculty ratio needs to change and we want enrollment to increase, but don't let it get too impersonal. Keep the names, the mascots, the individual campus cultures, and let students choose which place they fit in best. Keep them places students can love and return to, not just places where they can get a degree in exchange for time and money and then try to forget about. I'm glad there isn't supposed to be one "main" campus after integration. That said, I look forward to the ways in which we can change things for the better with integration. In Advancement/Alumni Relations, integration will allow us access to professionals at the other schools who have greater knowledge of different aspects of our work and allow us to share our expertise with them. I am excited to collaborate! I am also excited that we will be able to combine the software packages and subscriptions we use in our work with the other schools to get better rates from vendors. We foresee being able to build better relationships with and provide more fun for our alumni through shared events and representatives who can speak about all three schools. There is the potential to greatly expand the connections made among alumni and between current students and alumni as our network grows through integration. The specialization of certain academic programs at certain campuses would allow us to focus our fundraising efforts better. We would be working together with the other schools to make change for the students and communities of western PA instead of competing and duplicating projects at each individual school. In fact, if integration is approved, it might be a good idea to publish something like this paragraph I just typed, in which representatives from different campus departments talk about what they are most eager to see in integration. I bet the public would be reassured and encouraged by seeing the specific, tangible advantages that only employees might be able to see right now.</p> <p>In general, I trust the current administration at my school to have the best interests of the students, faculty, and staff at heart, and I think they are being both compassionate and careful as they look ahead toward integration. I appreciate the way the State System is trying to leave as much as possible up to the individual schools to decide rather than mandating things from top-down: please emphasize this point in your presentations so that people know it is a deliberate decision to allow for lower-level decision-making rather than a mandate from on high. I am glad to see people already working together across departments and between schools way more than they did only a couple years ago. Thank you for reading.</p>	
6/4/2021 13:11	West Plan	Faculty		<p>The plan fails to provide details in a number of areas.</p> <p>Related to page 15 - how will hiring work? Will prospective employees have to interview at all 3 locations?</p> <p>On page 58 it says 'The report will outline the recommendations from each of the Working Groups'. I was involved in one of these working groups and very little of what we discussed actually appeared in the final document. See next comment for details.</p> <p>On page 69 it says 'Curricular cross-walk and/or teach out plans will be developed'. I was unable to find any such plans. On this page the document also claims to make recommendations for 'alternative work assignment, practice for faculty professional development, honors program structure, and academic customs'. I worked on sub-committee addressing these exact issues and our recommendations are not present in the final document.</p> <p>Based on the lack of details in the report, I imagine that my sub-committee's work was not the only one missing from the final report. Where is information about general education requirements? Where are the details about curricular committees and faculty senate?</p> <p>The plan needs at least one more year of work to fill in these (and many other) details.</p>	
6/4/2021 13:23	Northeast Plan	Faculty		<p>In my role at LHU wearing many faculty and leadership hats, I am heavily involved in assessment of learning, strategic plan performance assessment each year, curriculum development and more. It makes little sense for Lock Haven University to integrate with Bloomsburg when our strategic performance continues to be rated strong by the system in all major areas of performance with the exception of declining enrollment. However we brought in more students and retained more this past year than we have in over eight years and that was during COVID. We can manage our programs that are low-enrolled but we will be weaker financially and as an institution two years after we integrate if the state allows the system to do this. Not only that, but the city of Lock Haven will be drastically impacted by this integration. If the legislators and the system leaders really want to seek truth of sustainability, please ask around and look at what LHU has done to gain commendations from Middle States for the Periodic Review Report in 2016 and in spring 2021 when the site visit chair spent time with us. Strong praise came from Middle States. Look at the assessment process and note that those involved in the assessment discussions for all six institutions consistently praise the assessment plan and annual reporting on student learning at LHU as excellent! We serve first-generation students very well, but we also are the school of choice for many other students. Please stop this madness LHU does not need to integrate.</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/4/2021 13:23	Northeast Plan	Alumni/Donor		<p>The purpose of integration is to provide students with meaningful programs that lead to opportunities without wasting student's time or money. Students who wish to become registered nurses have two main options open to them, a baccalaureate or associates degree. These are undergraduate degrees that lead to licensure.</p> <p>Some students are unable to gain admission to a nursing program due to admission standards or because programs are full. Placing these students in something called pre-nursing is a common practice that sometimes does help a student transfer into a nursing program at a later time. But this is never a guarantee.</p> <p>The Northeast Program Array features a degree called pre-second degree Accelerated Nursing. This is an unnecessary and misleading degree offering for students who are unable to be admitted to a prelicensure program. The original accelerated second degree nursing programs were designed for graduates with a degree other than nursing who wished to return to school to obtain a baccalaureate degree in nursing. These programs are rigorous accelerated programs that enable a student with a previous four year degree to complete a baccalaureate in nursing typically in 15 months. This should not be a degree pathway for students who are unsuccessful in obtaining admission to an undergraduate nursing program. These programs are difficult to get into and require additional time beyond the four years it takes to get a prelicensure degree.</p> <p>This route may serve some students who are unable to get into a nursing program and are willing to go to school for five to six years to pursue a degree that should only take four years to obtain. But, I believe this is unethical and most consumers will not know enough about nursing program options to realize this is a costly path to take in terms of both time and money. Potential students would be better served looking for another program or working towards transferring into a four year program at their university if seats are available.</p>	
6/4/2021 13:52	Northeast Plan	Faculty,Other (please specify)	Citizen	<p>I have read through the two integration proposals of the PASSHE universities and think about the proposals from a pragmatic problem-solving perspective. My understanding is PASSHE would like to pursue the integration plan to addressing the pressing financial sustainability of the universities. However, after having gone through the reports, I did not find the data and the analysis provided to support the integration plan would help address the universities' pressing financial sustainability issue in any significantly meaningful way. My further comments are as follows:</p> <p>Debt problem: One of the key issues that PASSHE schools have to deal with is debt. However, I see that most of the debt does not come from direct instruction activities but from construction projects. For example, the Northeast report states that "...the combined debt load of the Northeast universities is substantial. Totalling \$215 million (much of it in under-occupied residence halls), the \$21 million annual debt service must be repaid irrespective of enrollment." I could not find much meaningful discussion from the reports on how the proposed integrations would help address the debt issues for the integrated universities.</p> <p>Enrollment number management: Data from the integration report indicates that compared to 2020, we will see increased number of high school graduates between 2021 and 2027, before getting down to 2020 level again in 2030. I did not see how that factor was incorporated into the integrated universities' integration plan.</p> <p>Cost of Attendance problem: Most of attendance cost increase over the last decade is due to reduced appropriation from the state and non-direct instructional spending (e.g. buildings). I could not find information in the report how restructuring of programs at the universities would help reduce the cost of attendance for students attending the newly integrated universities. Not to mention the extra costs up front to integrated the universities. While the integrated universities could potentially save some administrative costs, it doesn't look like a significant saving to justify pursuing this strategy to address cost issues.</p> <p>Program offerings and universities' identity vs. Cost: I am not very clear from the reports what kind of model the integrated universities will be. My best guess is they will be individual campuses of a newly named university, like Penn State's model? While that could potentially be a good model to adopt if done well, I could not find convincing evidence and arguments to support this model as beneficial to addressing the pressing financial problems of the universities. I am also not sure how advantageous this model is to a model where the universities still run independently but do a better job through academic program collaboration and course transfer.</p> <p>If we decide to follow this model, I think we could take our time developing a more comprehensive plan to provide, as indicted in the report, "a residential university experience including face-to-face classes and engagement with faculty and staff, participation on athletic teams, in-curricular activities, and in student clubs and organizations" to all students. Particularly given the long distance between the integrated universities, it is impractical for students to commute between campuses to take in-person classes.</p> <p>In summary, I don't see strong convincing data and analysis in the reports that support an integration of campuses within the specified time-frame to address the pressing financial issues of the universities.</p>	Viet T. Dao, PhD
6/4/2021 14:17	West Plan	Other (please specify)	Resident	Fire them all!	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/4/2021 14:23	West Plan	Other (please specify)	Community Leader	<p>Very disappointed of the plan to consolidate California University, Edinboro University and Clarion University.</p> <p>California University has worked diligently doing everything they have been asked to do. They made changes to cut their spending and have made California University financially viable. These decisions were very hard to do and now, with a merger, Clarion and Edinboro Universities will benefit from California University's hard work. Clarion University and Edinboro University have built up large deficits which California University would be expected to bail them out if this merger goes through.</p> <p>How unfair to California University by putting them in a posture to build up two other universities! Geographically, a merger of Clarion, Edinboro and Slippery Rock makes more sense, if there would be any merger at all.</p> <p>This seems like a snap decision! A more detailed study needs to be done and many questions need answered! How does this affect the athletic programs? How will California University recruit NCAA, when there is no plan to allow 3 separate athletic programs? How will this affect the students financially? How will this affect the community? Will the students have to travel to the two other universities for some classes? Just some of the many questions that are being asked.</p> <p>Further study and review is needed. Put the plan on hold until this is accomplished!</p>	Marianne Gideon
6/4/2021 15:12	Northeast Plan	Faculty		<p>I do NOT see any figures on the COST of implementation nor any figures on the COST savings that you hope to gain. WHO is supposed to benefit most from this integration? WHO will pay the greatest costs? What cost/benefit studies have been done? SHOW ME THE MONEY before I can get behind this very costly endeavour.</p>	Karin Gedge
6/4/2021 16:05	Northeast Plan	Alumni/Donor		<p>Do not go through with the consolidation.</p>	
6/4/2021 17:09	Northeast Plan	Other (please specify)	faculty at another PASSHE school	<p>As faculty who has taught online courses now for two and a half semesters, and hearing how desperate students are to return to in-person classes, increasing online or hybrid courses as the consolidation plans propose is problematic. Legislators seem to have figured this out for K-12 schools.</p> <p>I am also concerned because Chancellor Greenstein claims to be an effective communicator, yet it seems he came to the PASSHE system with the consolidation plan already in mind and he's bound and determined to see his plan through, even if students and faculty are unhappy and reports indicate there will be little savings as a result. Greenstein has ignored constructive criticism.</p>	
6/4/2021 17:12	West Plan	Other (please specify)	Resident of PA who wants a strong public university system to create opportunity and strengthen our economy	<p>Both the West and Northeast plans are clearly designed only to starve several of these institutions and lead to their closure. More online courses will not attract more students and reverse the trend of falling enrollment. This whole project has only hurt the image of PASSHE and made PASSHE institutions less desirable for students. What is needed is real investment in the system, so that PA is no longer one of the states providing the very least public support for higher education. Making PASSHE schools more affordable WILL help grow enrollment. But there is nothing in these plans to shows that they will actually substantially reduce the cost of attending these universities. Furthermore, the plans will lead to massive job losses, not just on campus, but in the communities where several of these institutions are located. How is any of this worth it? Finally, it is a disgrace that this plan was made public in late April at the tail end of the spring semester and is slated to be voted on by the BOG in July while students are all away from campus and their focus and that of their parents is elsewhere.</p>	Richard Bennett
6/4/2021 18:08	Northeast Plan	Faculty		<p>I am deeply concerned about the impact this will have on students and faculty, and I have not been put at ease because so many details are unresolved.</p>	
6/5/2021 4:02	Northeast Plan	Other (please specify)	Community	<p>I am in Clarion . I am concerned about the economy of the area I am concerned about impact the university has on other aspects of life in the area : cultural etc . Education of the young people in the area will be affected .</p>	Beth Oliver
6/5/2021 5:49	West Plan	Other (please specify)		<p>It's important for those considering public comment to know that the provost at California cut programs before the integration even though the faculty wide committee did not recommend it.</p> <p>Programs cut were: Geography Parks and Rec Gerontology</p> <p>Talk about being out of touch with what employers need.</p> <p>Wouldn't it make more sense to offer choice to students at the size of three schools than cut ahead of time? That provost either doesn't know what he's doing or the state system wanted cuts ahead of an integration because these public comments are a farce. It seems like the huge rush Dan G. etc are in means they are trying to pull a fast one. While everyone is side tracked with this pandemic PASSHE is pulling a fast one because the Chancellor obviously doesn't care about the system and is on a mission to collapse it and the communities the colleges support.</p> <p>Maybe you should have a look at the people in charge at Cal U, unless of course they are just following orders?</p>	
6/5/2021 6:27	West Plan	Faculty		<p>This whole integration plan is being pushed too fast, and will hurt the entire PASSHE system in the end. What is most unfortunate is that there is no action to hold administration accountable for years of failed management and mistreatment of faculty and students. It is a shame to penalize faculty, staff, students, and our communities for something that is largely management and political-related. Stop integration now!</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/5/2021 7:32	West Plan	Other (please specify)	Parent	<p>At this time, I believe that the integration plans for the 3 Universities should stop and reconsider as there are changing times happening before our eyes:</p> <p>Employers are struggling to find people to work so the hourly wage is higher than ever and higher education may see a decrease in enrollment just because of this. Then add the unknown factors about the integration plan and what impacts it may have on a student's life as a member of that university combined with the daily stresses of the student's general life, it may be too much for students to handle and succeed. Not knowing about your degree and the state of your university is a very stressful situation for students on top of that, those students are trying their best to do well academically; all of this leads to overwhelming stress and mental health issues. Then the university answers with taking breaks away and going straight through the previous semester while a global pandemic was occurring and family were losing loved ones, fighting the virus themselves and most important being withheld socially from all events, people and family and friends. The students have not fully integrated back socially with each other since the global pandemic started and the integration plans are happening at the wrong time. There has been too much uncertainty in the past year and a half to bring this upon the students, staff, community, parents, and the state right now. I was in business for many years and there is always another means to being successful. You are making the students unhappy (they support the University by paying for the school to operate) and making the other side happy (which does not pay for the education). Rethink. Times are changing. The future of the colleges are in your hands.</p>	
6/5/2021 9:26	Northeast Plan	Alumni/Donor		<p>As an Alum from WCU, I would like you to consider voting no on this consolidation proposal. PASSHE schools provide a variety of opportunities for underserved communities both rural and urban, consolidating schools will limit the variety of perspectives that each school provides.</p> <p>Please vote no on the consolidation.</p>	Jorge Salazar
6/5/2021 9:27	West Plan	Faculty		<p>Thank you for the opportunity to offer my perspective. 2 points:</p> <p>1. Of the many lessons of teaching during the pandemic, a big one is this: marginal students drown when forced into online classes. Over the past year, students in my classes and my advisees usually have not responded to instructions, or offers for help, when they are in trouble. They cannot approach me after class or in my office, and I can't corner them for important discussions about their progress. Rather, they simply disengage. Furthermore, in a survey I took in December, about 75% were extremely dissatisfied with remote learning, and wanted more structure and a return to in-person classes as soon as possible.</p> <p>The reason I bring this up is that we are losing faculty who teach courses in their specialty, and they are not being replaced. It seems the model we are going to is that not all required classes will be offered at every campus (as it is, one of my colleagues will be teaching a required course remotely for another understaffed campus this coming fall). It seems the model we are headed toward is that each campus will have 1/3 of the faculty needed to run a department. You are leaving us with two terrible options: To fill the void left by retired/retrrenched colleagues, I must either pick up a large number of classes outside of my expertise, or continue to fail the most vulnerable students by forcing them into online classes against their will. The former option, in my case, may force a research biopsychologist with no clinical experience to teach students how to conduct group psychotherapy. I would not send my children to a school with either of these options.</p> <p>Therefore, I am asking for a guarantee that each campus have the full complement of faculty needed for the majors that will be housed there, so that any online courses will be at the discretion of the student, with input from their advisor.</p> <p>2. In the plan, there is mention of internship opportunity, but nothing about research. I am well aware that teaching is our primary mission, but universities are places of scholarly inquiry. Moreover, we train future scholars. In fact, I put my track record of getting women into PhD programs in STEM fields up against anyone in PASSHE.</p> <p>Research requires funding for supplies and conference travel. New faculty need startup, and we need institutional and systemwide support. How is student research being incorporated into the plan? Will there still be FPDC funds? Will the new university have internal funding mechanisms and grant writing support? I have seen none of this.</p> <p>I want to be positive, but the planned integration sounds like a Frankenstein that will fail to serve and attract students in our region. I look forward to a positive response to these issues, and continue to work 60+ hours a week for my students no matter what. Thank you for your consideration.</p>	Peter J. McLaughlin, Ph.D.
6/5/2021 10:50	Northeast Plan	Alumni/Donor		<p>1) I do not see the benefit of this integration. The only thing that I see is that one University--Bloomsburg University is propping up 2 other universities. It would make more financial sense to me to close one or more of the state universities and consolidate staff and facilities. If one campus' buildings were sold/demolished, there would be no ongoing upkeep.</p> <p>2) Why is Slippery Rock not included in this integration--they are not included in either integrated group?</p> <p>3) I understand opening up the virtual class opportunities to the other students on campuses that do not currently offer a major/certain classes. However, how will labs and other hands on requirements be handled?</p>	Loreen Comstock
6/5/2021 11:58	West Plan	Other (please specify)	Community citizen	<p>Small individual colleges and universities are vibrant and constructive for those communities in which they reside. Structural integration of these colleges into an organizationally single administration is intentionally designed to reduce the very elements, staff...people, that bring such brightness to those communities. That is both disruptive and destructive. Secondly, in rural regions such as western PA, the very multitude and comprehensiveness of each campus increases accessibility and flexibility to the region's low income student. The University must consider the overall regional contribution and importance these schools have for the communities, students, economies and future of our state. I believe it as failed to do that, rather in isolation is simply focused on costs....not the comprehensive purpose of these institutions.</p>	Peter G Fitzpatrick

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/5/2021 14:10	West Plan	Faculty, Alumni/ Donor		<p>The actionable suggestion is to start over. The chancellor has admitted that:</p> <p>(1) His plan does not reduce costs in a meaningful way (2) His plan does not create any new opportunities that students do not already have</p> <p>I must also comment on the process. When the chancellor sold Act 50 to the faculty, he provided the following rationale: If a campus suddenly loses its accreditation, he needs the ability to merge it with another campus quickly in order to prevent it from closing. At no point did he mention a wholesale consolidation plan. THIS ENTIRE ACTION IS A BAIT AND SWITCH.</p> <p>If the plan does not save money and does not create new opportunities for students, there is only one possibility -- The real purpose of pushing forward at this point is to preserve Dan Greenstein's massive (but fragile) ego.</p> <p>Given the absence of concrete, articulable benefits, as well as the number of fundamental questions that remain unanswered and that Greenstein dismisses with a handwave, for the BOG to vote in favor of the Greenstein plan would be a complete abdication of your responsibilities.</p>	
6/5/2021 22:20	Northeast Plan	Faculty		How is the state treating PASSHE schools differently than Penn State branches? Penn State has 19 campuses, in their "Commonwealth campus system" with PSU Bachelor's degrees, and several are considered colleges. So, if we have a PASSHE system with branch campuses/colleges, are we given the same financial backing? If not, why don't we demand for that.	
6/6/2021	Both			<p>Dear Board, Please vote against the consolidation of universities in our State System. It's a bad idea for students, the community, and the future of the System.</p> <p>Thank you. Steven L. Cohen</p>	Steven L. Cohen
6/6/2021 14:04	Northeast Plan	Faculty		I don't think the mergers will result in substantial savings. Instead, increased investment is needed in our state system. We are ranked 48th in funding! Please fund our schools appropriately and say "NO" to this plan.	Benjamin Brumley
6/6/2021 14:19	Northeast Plan	Alumni/ Donor		<p>I'm concerned that the consolidation plans for the schools in the system are ill-considered and poorly planned out; supposedly there is no time to waste to flesh out important procedural questions, but it is not clear why exactly waiting until we have a more detailed plan will cause problems to become worse.</p> <p>I'm also concerned that the plans are too narrowly focused on the immediate finances of the schools and do not consider all of the costs to the state and taxpayers, such as the damage to the communities in which the schools are located and the ultimate taxpayer benefits of having more college educated people in the state. I feel that the unemployment, loss of tax revenue, and cost of dealing with the resultant social problems could easily outweigh any savings that might actually emerge from the consolidation - even assuming all of the questions about how it works and what its costs are sufficiently answered before undertaking it.</p> <p>I think the plans need to be paused at least until all of the questions about how the consolidation will be worked can be answered in detail, larger costs to all the taxpayers can be considered, and the relevant communities can be engaged.</p>	Ann Strom
6/6/2021 19:43	West Plan	Other (please specify)		As a lifelong citizen of Clarion County, I know that Clarion University provides a very large number of jobs in Clarion and surrounding areas. Clarion has two major employers- Clarion University and Clarion Hospital. President Biden has a plan to support local colleges. And that means supporting local jobs! Please at least delay this merger until legislation is passed to support students and colleges. There is no rush, because making a decision without all the facts is just a job killer, and local citizens and students don't deserve that, after dealing with COVID shutdowns and remote learning. Please give us a break!	Christine Adams
6/7/2021	Northeast Plan			(ATTACHED)	Mark Cloud
6/7/2021 7:03	Northeast Plan	Student		I am against this plan, and I would like to see more transparency and specificity in its wording. I am especially concerned for groups of marginalized students in terms of students of color, LGBTQ+ students, and students with disabilities. How will this integration plan take their needs into consideration? When integrating these universities, you may severely limit or prevent student resource accessibility; thus, language addressing these concerns is essential to any plan that impacts students as both the northeast and west plans would. Please address this in specific language.	Melissa Stough

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/7/2021 8:05	Northeast Plan	Alumni/Donor		<p>I was recently made aware that the Northeast Integration plan would do away with the Recreation Management degree array. I believe this would be detrimental to the future of the residents of Pennsylvania and reduce important professional options for those attending these universities.</p> <p>During my tenure at LHUP, I suffered a fall that left me with a permanent disability in my left ankle. Overnight I went from a very active college student about to graduate and enter the working world to a person who could barely walk without support and a future that was completely unknown. I was told I may never walk again without a mobility aid. After six months of wheelchairs, crutches, and surgeries, I had people from the world of recreation help me return to my bike for the first time. I can still remember this moment clearly, though it was well over a decade ago. While the world of medicine replaced the positioning of my ankle, it was the field of recreation that allowed me to confidently return to sports and recreation, regain my confidence and approach the future with a more positive outlook.</p> <p>As a Recreation Management degree holder myself (from LHUP), I have seen first-hand the power this field has on people's lives. I have worked with injured veterans who were struggling with mental health and who personally relayed to me how a camp or program had saved their life through restored confidence and connection. This field, unlike any other, has a way of connecting people to themselves and their community. While natural sciences show people how things work, recreation often connects them to why they matter. While physical medicine makes efforts to restore physical function to injured limbs, recreation often is the avenue through which people learn to use that partially repaired limb in a meaningful way. The field of recreation often has a connotation of just being a degree for fun, and although there is an element of fun in anything enjoyable, there is so much more to the field that is meaningful and necessary more so now in the current environment than ever.</p> <p>I strongly feel it would be in the best interest of the people of Pennsylvania and the future students of Northeastern Integration schools to maintain a robust Recreation Management degree offering.</p>	Jason Stubbeman
6/7/2021 8:27	Northeast Plan	Faculty, Alumni/Donor		<p>I am faculty at West Chester University and thus am not immediately affected by this reorganization. However, the PA State System of Higher Education is a state system for a reason: those of us who teach in this system are committed to the mission of the system, which means we are committed to making sure all residents of PA have access to high-quality higher education. The slash and burn approach to system management creates a lot of pain for students, faculty, and staff (strangely enough, NOT for Dixon Center administrators) while not offering a sustainable management approach to the system.</p> <p>The consolidation plan seems to be a way of slowly choking the institutions involved, not providing them with the secure, ongoing support they need to deliver excellent face-to-face instruction. You are decimating morale with rounds of retrenchments and destabilizations. You are undermining institutions with the result that they will not attract the type of teaching and research talent that will benefit students most.</p> <p>While I mainly call on you to halt these plans, if they do continue, I ask that you:</p> <ul style="list-style-type: none"> • Do not base decisions about the system on the high-water mark of 2010. • Apply consistent and responsible BoG oversight to the kinds of campus capital expenditures which cast campuses into financial turmoil. • Slow this consolidation process so that all of its components and its projected outcomes can be understood clearly. • Clearly communicate with students who will be affected by the consolidations. • Stop the systemic attacks on traditional humanities disciplines that educate students beyond job skills. <p>But mainly, I call on you to place the pressure upward onto the PA legislature, where it belongs instead of downward, onto the people who actually deliver the instruction that creates a more capable and skilled citizenry. PA state universities need ongoing funding to lift us out of the embarrassing rank of 50th in the country.</p> <p>You want to best for Pennsylvania? Stop spending money on projects like the consolidation and spend it where it belongs: on the institutions that educate Pennsylvania residents and prepare them for the future.</p>	Cheryl Wanko
6/7/2021 8:36	Northeast Plan	Faculty		<p>I have commented before, but since there's no ban on saying more, I'm going to try and hope this registers with you all.</p> <p>Put simply: Chancellor Greenstein's insistence on pursuing this course of action *now*, even at the expense of clarity about what will happen if we do it, is profoundly reckless. The fact that we don't know the answers to important questions, and that there's legitimate disagreement about the answers to dozens of others, should be all you need to convince you that we cannot proceed with this plan. It's too radical of a shift in the whole structure of our system to take on as an experiment. And, as hundreds of people have pointed out already, much of the benefit we could glean from some of the proposals *does not require the consolidations*. You could do them tomorrow without taking the risks that this plan entails.</p> <p>You all know this already. Even the Chancellor knows it. For whatever reasons, he refuses to acknowledge any of it, and continues to lower his head and bull forward. As the Board of Governors, you are able to push back in ways that the rest of us can't, and the reasons to do it are crystal clear--without knowing how this profound disruption of our entire system is likely to play out in reality, choosing to do it is irresponsible at best.</p> <p>There may be a version of consolidation that I could support, but this isn't it, especially given that Act 50 requires a yes/no answer in July. Given how much we don't know about what will happen if you adopt this proposal, the only rational answer is "no."</p>	Seth Kahn

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/7/2021 8:43	West Plan	Alumni/ Donor		<p>I graduated from Clarion University in 2020 and am currently attending school full time for a Master's degree. I was (and still am) one of those students that, despite my strong work ethic, needed the in-person connections with other students and professors. Classes like statistics and senior seminar (senior research capstone course) would have been way too challenging online. One of the reasons I chose Clarion was because of the connections students had with professors, and that is so valuable!</p> <p>I had many opportunities that I very strongly believe impacted my life in a positive way and completely changed the trajectory of my life for the better. These changes that I needed in my life would not have occurred had I not had these experiences, and these experiences would not have occurred had I not attended school in person. One instance is that after interacting, in-person, with a professor I was recommended to be a tutor for his course. This completely changed my experiences at Clarion because I gained so much from my experience that lasted all four years.</p> <p>Some students do not thrive online. I graduated with highest honors, two bachelor's degrees within four years and this would not have been possible for me online. I needed the connection with professors and other students.</p> <p>Like myself, many students come to college with very little confidence and they need to see professors and other students, daily, to change that. That is what happened to me. My professors were great, but the online classes that I did take did not afford me those she connections.</p>	Adrienne Crist
6/7/2021 8:51	West Plan	Faculty, Alumni/ Donor		<p>I am faculty at West Chester University and thus am not immediately affected by this reorganization. However, the PA State System of Higher Education is a state system for a reason: those of us who teach in this system are committed to the mission of the system, which means we are committed to making sure all residents of PA have access to high-quality higher education. The slash and burn approach to system management creates a lot of pain for students, faculty, and staff (strangely enough, NOT for Dixon Center administrators) while not offering a sustainable management approach to the system.</p> <p>The consolidation plan seems to be a way of slowly choking the institutions involved, not providing them with the secure, ongoing support they need to deliver excellent face-to-face instruction. You are decimating morale with rounds of retrenchments and destabilizations. You are undermining institutions with the result that they will not attract the type of teaching and research talent that will benefit students most.</p> <p>While I mainly call on you to halt these plans, if they do continue, I ask that you:</p> <ul style="list-style-type: none"> â€ Do not base decisions about the system on the high-water mark of 2010. â€ Apply consistent and responsible BoG oversight to the kinds of campus capital expenditures which cast campuses into financial turmoil. â€ Slow this consolidation process so that all of its components and its projected outcomes can be understood clearly. â€ Clearly communicate with students who will be affected by the consolidations. â€ Stop the systemic attacks on traditional humanities disciplines that educate students beyond job skills. <p>But mainly, I call on you to place the pressure upward â€ onto the PA legislature, where it belongs â€ instead of downward, onto the people who actually deliver the instruction that creates a more capable and skilled citizenry. PA state universities need ongoing funding to lift us out of the embarrassing rank of 50th in the country.</p> <p>You want to best for Pennsylvania? Stop spending money on projects like the consolidation and spend it where it belongs: on the institutions that educate Pennsylvania residents and prepare them for the future.</p>	Cheryl Wanko
6/7/2021 9:33	Northeast Plan	Alumni/ Donor		<p>You are sacrificing the intimate campus experience I loved at LHU. You are not saving money, but shifting resources from rural PA to urban PA. You are not consolidating Cheney with West Chester, are you? That is an obvious economy to pursue. All of these actions indicate a disdain for rural Pennsylvania. Instead of allowing rural students access to quality education in fields like Education and Recreation, you are pushing them into vocational training. A phlebotomist makes \$37,000 a year, a teacher \$65,000. Why can't our young people have the same opportunities you are guaranteeing to Philadelphia and Pittsburgh?</p>	
6/7/2021 10:47	Northeast Plan	Faculty		<p>My concern relates to the perceived expectation in more online course offerings for programs, particularly at the upper level. In chasing the 'online' students, we are going to alienate the students we have in-person by forcing them to have to participate in online courses when they specifically chose our school for the in-person experience. This will have the negative effect of hurting our department, not enhancing it. I feel for the students at Mansfield and Lockhaven, but I'm unwilling to change the experience of the students of Bloomsburg, who are my priority, but forcing an experience on them that they did not choose.</p> <p>Bloomsburg is being asked to 'save' two schools when we should be working to strengthen our own standing and situation. Integration will not save our school any money, and I do not believe that an integrated experience will be appealing to many of our students. The students who come to us from Bucks County and other counties in and around Philadelphia will instead choose to go to East Stroudsburg, Kutztown, or West Chester.</p> <p>This plan has also not put in a good faith and honest reflection for the public on how these integration plans will affect their surrounding communities. Bloomsburg is a solid town with a lot to offer, and you are stripping it of its potential for greater growth with this plan. Again, I'm not willing to sacrifice what my town is and its identity to save the towns of Mansfield and Lockhaven.</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/7/2021 11:54	Northeast Plan	Faculty		I've given considerable thought to the proposed integration and served on one of the working groups for it. Given the founding purpose for this idea is not likely to be realized to any great extent (cost savings was how the idea was sold), the focus has shifted to access and opportunity. These are not compelling reasons to integrate the three universities. Access and opportunity, just like cost savings has been, can be accomplished in far less disruptive ways that are not laden with such uncompensated risk. Please, let's not move forward with something because of "all the work put into it" or "considerable political capital has been expended getting the plan to this point" or "ego" or "time invested" or any other reason that isn't a fundamental, compelling objective that mandates integration.	
6/7/2021 13:50	West Plan	Faculty, Alumni/Donor, Other (please specify)	PA resident, parent of future students.	Closing these campuses will do irreparable harm to a generation of college students. Given the importance of higher education in the current (and future) economy, it seems obvious that now is the time to double down on these investments in our future. The solution is simple: restore state funding for sustainable/available/high-quality education for all PA residents. We don't need less education we need more.	Tom
6/7/2021 15:27	Northeast Plan	Faculty		Comment on Integration Plan for PASSHE	Mary Bernath
				<p>What's good about the present system:</p> <p>I have taught at Bloomsburg University for 44 years and retired just last summer. So I know firsthand what a fine education students receive at the State System universities as they are now operating. I also know, from teaching during the beginnings of Covid, that online is simply not as good as in-person learning, mainly because of the isolation from faculty and fellow students during the learning process. One of the greatest strengths of Bloomsburg University and its fellow institutions is the close bonds and interactions that grow between faculty and students. We know our students on a personal level, and they us, because classes are small enough to pay attention to individual students and mentor them. With the professor herself teaching all classes rather than an army of assistants to dilute the process, the students get the best we can offer.</p> <p>That's why I am so puzzled and upset by the plan to take apart what is working so well, especially if, as they say, saving money is not the issue. So what is the issue?</p> <p>Why we need all 14 of our schools:</p> <p>Investing in all 14 of our present institutions is to invest not just in Pennsylvania's young people but in every citizen who lives here. The schools are spread throughout the state so that they can serve every corner, even those sparsely populated. Sure, college students can fix educational gaps by going to another institution across the state for something not offered on the home campus or can take needed classes remotely, but what about the communities they serve and the surrounding rural areas? They need an institution that is convenient to their neighborhood. A strong four-year college in the area feeds adult learning, offers cultural opportunities, builds sports loyalties, and ensures economic well-being. Much like the very admirable state goal of having at least one state park within 25 miles of every Pennsylvania resident (resulting in over 100 state parks), having 14 PASSHE institutions extends the benefits of education to every corner of the state and makes learning accessible to everyone from toddlers to high school students to working adults to senior citizens, not just the college students in attendance.</p> <p>Supposedly the integration plan now under consideration will not take away any schools, but it will certainly devalue the experience for the four areas served by Edinboro, California, Lock Haven, and Mansfield. It is no coincidence that those marked for downgrading are situated in isolated pockets of the state, those most in need of the economic and educational benefits their present schools provide.</p> <p>An Alternate Solution:</p> <p>To say that students at Mansfield and Lock Haven will now have many more opportunities (online) through association with Bloomsburg University is probably true, but they could have those anyway without gutting their home institutions. Students always have the option of taking a remote class or a summer class at another university and getting credit at their main campus, this should be advertised and encouraged even more, and it could easily be done without formally integrating the three schools. As word gets out that certain schools have become a second tier in the system, enrollment will drop off, jobs will be lost, extracurriculars and sports will lack sufficient participants to continue, and the institutions will spiral downward, taking their communities with them.</p> <p>There's no need to do this. Why not keep the 14 universities as individual units as they have been but superimpose another layer on the experience? This master catalog of courses offered throughout the system would be available to all students, and classes at other campuses an option for remote learning. Or a student could accumulate a semester's worth of courses not available at home and study abroad at another PASSHE school for a semester. This could be easily accomplished without actual integration of catalogs and programs of study. If the goal of changing the PASSHE system is truly to improve student experience and not just to save money by cutting faculty, then I think it crucial to preserve the local experience at all 14 locations and to expand opportunities without downgrading any of the schools. Not only the students, but their parents, their younger siblings, their grandparents, and all residents of the locale near each school will benefit by keeping all 14 schools alive and well.</p> <p>Mary G. Bernath Associate Professor of English (Emeritus) Bloomsburg University</p>	
6/7/2021 16:27	Northeast Plan	Faculty		<p>Lock Haven is the second-poorest city in the state. PERI is estimating that statewide, aside from the 1,531 PASSHE employees being retrenched, there will be an additional 700 jobs lost thanks to the disastrous impact on local communities.</p> <p>Research show that these retrenchments will disproportionately impact women and non-white employees, a problem that PASSHE management has failed to acknowledge.</p> <p>Data shows that consolidations in Georgia failed to generate any real savings, contributed to loss of enrollment, alienated students and alumni, and now there is a movement, spearheaded by alumni, to undo those consolidations.</p>	
6/8/2021	Both			I am submitting these recorded comments on behalf of those who shared feedback at APSCUF's second public-comment recording session, on June 8: https://youtu.be/KWLUVGi0tW0 . Comments may also be viewed at APSCUF.org/comments .	Kathryn Morton

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/8/2021 5:32	Northeast Plan	Faculty		<p>During this time of increasing threats and disasters in the country and world, a moral and sane approach to education will involve mobilizing the collective intelligence and imagination of citizens. A well-informed, involved and energized citizenry is necessary to address the unprecedented crises and challenges we face. Higher education can and must play a crucial role in this and that will require expanding, and not decreasing, access to university education. Elitist/corporate proposals that cut funding and undermine meaningful higher education will only contribute to escalating the horrors. For higher education to play that crucial role in addressing and overcoming current crises and challenges we must vastly increase funding and expand access to PA higher education. The simple point: more and better public higher education increases the quality of life and standard of living for each and all, and if done well, meaningful and well-funded public higher education might help us prevent the future from being driven over the cliff.</p> <p>The current plan is a clear neoliberal assault on the public good and collective well-being (to be expected when the Chancellor comes from the world of private corporations and not from the world of public higher education) with the most severe consequences hitting black and brown and low-income/low wealth students and families. The assault on black and brown and low-income/low wealth students and families is again to be expected when plans are written in the corporate interests rather than the public interest.</p> <p>We are approaching tipping points in many domains that will lead to accelerated catastrophic consequences (climate change, eco-system destruction, the Sixth Great Extinction, global militarism and intensifying threats of nuclear war) in the future. We must develop meaningful and commendable visions, goals, plans and actions (sooner rather than later) at all levels of schooling that promote the public good, nurture and nourish substantive democracy, and work to mitigate and overcome the root causes of the most serious crises humans have ever faced: climate disaster; nuclear wars; tyranny/fascism/authoritarianism, and the destruction of possibilities for substantive democracy.</p> <p>Eliminating universities and cutting funding to higher education is another set of nails in the coffin of the human future. It will serve the interests of the neoliberal corporate agenda but will wreck the lives of the public. The current plan from the Chancellor is thus the expected neoliberal wrecking ball. The negative consequences of the Chancellor's plan are easily seen, and should not be underestimated. Stand up for public higher education and the public good against this unconscionable assault.</p>	d. morris
6/8/2021 7:13	West Plan	Faculty		<p>Daniel Patrick Moynihan reflected on the de-funding of state mental hospitals: "What if, on the occasion of the bill signing in 1963, someone had said to President Kennedy: "Wait. Before you sign the bill you should know that we are not going to build anything like the number of community centers we will need."</p> <p>The goal then was not to fix the system of providing mental health care to those in need,, although that was the cover story, it was for the states to get out of the business of running state mental hospitals. When, they did, the effects of abandonment on the most vulnerable were felt across society.</p> <p>This feels like deja vu. The poorest state universities, serving the poorest and most neglected regions of our state are being defunded to the tune of .38% of what they used to receive from the state. The cover story is that we're building a 21st century state university system. The truth is the Chancellor talks about protecting the coffers of the state schools that are near economic activity and population centers from "cross subsidization" to the poorer regions.</p> <p>Of course student enrollment dropped off when the state forced universities, horribly mismanaged in their own rights, to raise tuition year after year. We exist to make it easy for first generation college students to benefit from an excellent university education. It's good for our economy and provides health care and human service professionals to the areas in greatest need.</p> <p>I suggest that the PASSHE and the State System maintain their sense of experimentation, but refocus on providing for the very students being abandoned in this ongoing plan to defund the areas around Mansfield, Clarion, Edinboro, Lock Haven and California. Use the integration funds to create special programs needed in those areas. Guarantee consistent increases in funding from the legislature, targeted at getting those students who had to forego a college education, because the state shamefully dropped support for public higher education to 47th out of 50.</p> <p>If we just maintained a 10-year plan to get back to the 50th percentile of state funding, first targeting the schools serving the areas with the greatest need for public higher education, we could fix this. Absent real solutions that put students first, the future looks bleak, in these areas already hit hard by economic slow downs, drug epidemics, and chronic health problems.</p> <p>I wonder what people will say 20-years from now when we look back on the state's unwillingness to maintain a commitment to its people by maintaining the 14-campuses, by then approaching 200-years of age. Maybe they'll talk about how the new consolidated universities were never completed. About how the student enrollments further dropped off, when the state further strayed from their commitment to making higher education affordable to those who otherwise couldn't benefit from it. I wonder how many of these counties surrounding the current 6-universities campuses will be counted among the very poorest in the state.</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/8/2021 7:30	Northeast Plan	Student, Staff, Alumni/ Donor		<p>Simply stated, the issues we face are not with the Union represented employees (not as a whole anyway). They do as instructed and work hard to fulfill the directives of their station as provided by administration and management. The issues lie in several areas where the State or PASSHE need to make changes. This needs to happen at the legislature level, as the PASSHE BOG has failed the system for decades, bringing us to where we are today.</p> <p>1)Dissolve and re-appoint members of the BOG, not based on politics but on experience managing and raising funds, leading and managing higher-ed campus facilities, and leading and managing higher-ed academics. This is critical for us to pave a path forward, as the current board and their predecessors for the last 2 decades have lead the way to where the system stands today.</p> <p>2)Survey the Faculty and represented staff to review the administration and non-represented management staff and identify failures of leadership that have brought us to where we are within each University. Establish 360 degree evaluations moving forward to prevent this from recurring in the future. Evaluations for non-represented staff and administration should be public record to prevent cover-up and by-passing of the evaluation system. Not all management or administration has failed the system, but much of it has and this is the only way to identify and remedy such failures.</p> <p>3)Set reasonable caps that are scaled at each institution for non-represented administration and management staff. Public servants working in non-represented positions within the state system should not be making private college salaries (or better than their private counterparts in many cases!). Conduct national survey of all higher ed, private and public positions in Higher-ed, at all levels. Set caps at average for public high-ed positions, or 70% of average private rate, whichever is lower.</p> <p>4)Establish limits on promotion and step levels for all employees, including represented employees, reasonable and sustainable for each University, based on national salary survey for positions per institution size. Set these limits on all positions effective immediately, reducing salaries where applicable. As part of this, work with the Unions to establish and cooperatively manage an agreement and easy to use site/system to allow represented employees that are full-share members to bid for promotion and transfers of all union represented/representable positions within the system. To reach higher promotion/cap/step levels, employees must transfer to an institution with an available position that has a higher sustainability cap. Salary caps should exist with automatic yearly increases at the state's inflation rate to keep pace and make the caps reasonable and competitive on an on-going basis, rather than creating something that will have to be revisited on an ongoing basis.</p> <p>5)Establish benefit cost-sharing model that applies to all employees, such that employees pay a reasonable % of salary to help with cost of benefits. This % approach ensures those that make more, pay a higher share of the price to offset those on lower salary levels. Suggest offerings that vary between 1.5 and 3.5% of gross salary depending on coverage options (HDHP, HMO, PPO), and number covered under the policy (add .5% for spouse, 1% for family up to 4, additional .25% for each family member over 4).</p> <p>6)Bankrupt existing pension agreements that are unfunded. Transfer funded accounts for pensions/retirement accounts (SERS) to the representing Union for management and distribution. Change any retiree healthcare offerings to be at 30% of plan cost, or 10% of fund distributions, whichever is higher (paid by the state for existing retirees, paid by the accounts managed by the Unions for new retirees). Tax payers cannot fund the 'cushy' retirements that have been offered to state employees. The Unions must manage and allocate such programs moving forward for the pension type of retirements offered. It must be sustainable and by the Union, or not at all. 401k or equivalent has been and is an option that should be retained as-is.</p> <p>7)The legislature needs to issue a full system-wide grant for a top to bottom retro-fit for energy saving options that can result in significant savings for facilities (Insulated buildings (floor/walls/ceilings/windows), LED lighting, and Technology infrastructure modernization to allow migrations to VDI infrastructure). Add green-energy infrastructure (solar, wind, water, etc) to reduce energy dependence from the local energy grids, minimum 20% of current max energy usage. With the improved efficiencies even the 20% may cover over the maximum use during peak periods of use after retrofits are complete, allowing sale of energy at competitive rates to the utility providers, and saving energy costs when the rates are at their highest peak costs. All new facilities must be built fully accessible and certified for energy efficiency. Though not an insignificant cost, this will pay for itself in just a few years, and will net massive on-going savings in energy costs.</p> <p>8)All future agreements with bargaining units/Unions must be approved and funded by the legislature before being approved by the governor. This is an absolute necessity, as this is a large factor in why the system is in the current state. Rubber stamping of contracts by the Governor for their political gain, without actual funding to support the contract is immoral and completely unsustainable. It must be funded before it can be approved, period. Without this, we'll certainly be back in this situation in a matter of a decade or so.</p>	
				<p>9)Collectively bargain for all purchases system-wide (over \$5000 total per project/refreshment per institution). Economy of scale licensing, bidding, and quoting of services, licenses, and products can save significantly on costs with little change in overall staffing. Existing staff can be reorganized into a PASSHE virtual purchasing/contract/license management team to support the needs of the individual institutions. Setting a reasonable exception limit allows for flexibility. Steering common software and systems will further improve bargaining power while reducing complexity of account and data management within the system. This should be done thoughtfully with reasonable milestones.</p> <p>10)All state employees should be required to reside within the state to ensure tax dollars are retained within the state. This helps keep funding for the positions cyclical and within the state paying the salary.</p> <p>11)After savings are actualized from the above methods that effect notable savings and efficiency from administration, energy management, and purchasing standpoints (which are essentially the low-hanging fruit to quickly realize savings system wide), we need to right-size position compliments via retirements, resignations and transfers to fill cross-institutional positions where extraneous positions may exist using aforementioned Union position transfer system that was implemented. This will allow complement corrections without loss of employment for active employees. This will be accelerated beyond retirements due to some choosing alternate employment over accepting a right-sized salary and/or step limit at their institution. Ultimately this will have a much less negative affect on supporting communities compared to doing this by institution-directed position cuts, as remaining retirees still exist and contribute to the local economies and communities, and retention of necessary positions will allow others to transfer within the system to avoid job loss. Incoming positions will also likely be at lower salary rates than what existed prior to separations. No position can be recreated for 2 years once closed, to prevent abuse to occupants of a position by management. Positions can be reclassified/transferred and their occupants retrained for reassignment within the University regardless of current job classification or skillset.</p>	
				<p>It is likely that long before we hit the last step (which the current governing body/chancellor is looking at as a first or second step), we will likely be profitable and able to actually reduce costs of tuition system-wide. The last step should only be taken where it makes sense and is</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
				<p>needed to make an institution sustainable after all other changes are made, and (and more appropriately) where personnel are idle (which should never have been the case). The new set of managers and administration will expose any such positions, which will be slated for transfer opportunities once available. Existing institutions should not be looked at in a way to turn them into online-focused models, though concurrent online models likely make a lot of sense. If PASSHE desires an online option to be available to state residents (which I think they should), that should be another project - or an agreed upon change of focus for an institution that otherwise cannot be made sustainable. This only makes sense if it can be delivered for 70% or less than established and affordable online-focused institutions (University of Phoenix, SNHU, Capella, Purdue Global, Northeastern University, Univ of Florida, etc) for PA residents.</p>	
6/8/2021 7:45	West Plan	Alumni/ Donor		<p>To whom it may concern,</p> <p>I am writing as a graduate of Clarion University and as a parent and community member who had three of four children attend PASSHE institutions for their undergraduate and graduate work, as well as participate in NCAA collegiate activities on campus. I understand from your first update that you are not particularly interested in hearing thoughts/feelings of community members but rather "actionable items," however, the vast amount of changes that you are attempting to push through in a short amount of time is concerning.</p> <p>First and foremost, the lack of a definitive answer from the NCAA regarding athletics at each of the respective institutions that are being considered for consolidation is of major concern. Approximately 3000 student athletes attend one of the six universities being considered for consolidation. Making a decision prior to an answer from the NCAA is irresponsible. It is highly likely that those student athletes would transfer if their specific athletic program did not remain on their campus. I know in each of your updates you indicate that a group of individuals are working with the NCAA; however, the NCAA is not advisory in nature and thus a clear answer should be received prior to a vote. Specifically, you asked for actionable comments in your integrations workshop. As such a specific answer from the NCAA (i.e., "yes" or "no" regarding whether or not all sports are permitted to continue at each of the 6 institutions) should be obtained prior to any final decision about consolidation.</p> <p>Several of the cost-saving points that are made in the proposal can be done without consolidating campuses (e.g., shared administration, shared courses, shared faculty, etc.). In addition, the plan continues to reiterate that there is a 25% cost reduction to students. This is in fact, not true based on what was presented in the plan. Accelerated programs, four plus one programs (undergraduate to graduate degrees), etc. are already being offered at campuses. There is nothing preventing the institutions from collaborating currently to create more of those programs without consolidation. In addition, accelerated programs and four plus one programs are not increased in the currently presented plans. If these types of programs are the main "cost savings" that the plans speak of, the plan should explicitly state what new programs, accelerated programs, four plus one programs, etc. will be offered at the new institution that are NOT currently being offered.</p> <p>Furthermore, the plan repeats over and over again how this will increase opportunities for students. From what is included in the plan, it does not highlight any new programs that are being developed as part of the consolidation efforts, but rather generic statements about "increased opportunities." Students can currently transfer credits, take a course at another institution, etc. so if that is how "increased opportunity" is being defined, there really is no increased opportunity for students with the new plan. I would like to see concrete/specific items included in that plan that clearly indicate what "increased opportunities" are being made available to the students that are not currently being offered at each of the institutions and furthermore, what increased opportunities will be available at the new university that could not possibly be made available to students if the institutions were to remain independent.</p>	
				<p>Thank you for your time and attention to these matters.</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/8/2021 8:18	Northeast Plan	Other (please specify)	Parent and community member	<p>I am writing as a parent and community member who had three children attend PASSHE institutions for their schooling. Also, two of my children participated in NCAA sports while attending college. All three of my children had terrific experiences at three different PASSHE institutions. They received high quality education at an affordable cost. The proposed consolidation is of concern for many reasons, a few of which I have addressed below and I hope will be considered and addressed as the plans evolve.</p> <ol style="list-style-type: none"> 1. A specific answer from the NCAA regarding whether or not athletics can remain on each of the individual campuses should be made prior to a vote. Anything short of a yes or no prior to a vote should be a non-negotiable. There are thousands of student-athletes across the 6 institutions. If the NCAA were to say no, you are looking at a dramatic decline in enrollment as it is likely that many of these student-athletes would transfer to a different university and it is likely that many prospective student-athletes will choose to go a different university where their sport is being offered. 2. Specific cost-saving programs should be outlined in the plan, rather than a generic statement about a 25% savings with no specific/measurable plans. The plans note a 25% cost savings to students with accelerated-type programing, but these programs are already offered (and being offered across campuses for some programs) and from what I gather from the proposed plans, there are no new programs being proposed, let alone new accelerated programs being proposed. If this is the main source of cost savings to students, then these programs should be explicitly outlined in the proposed plans. 3. Increased opportunities for students is repeated so many times throughout both plans; however, what are these specific increased opportunities? What new programs will be offered that are not currently offered? What new activities will be offered that are not currently being offered? What new opportunities are being presented that could not possibly be offered if the institutions were to remain separate, distinct entities? I'm not seeing many increased opportunities the way the plans are currently presented. The current proposed "increased opportunities" could be done without consolidation. <p>I believe the shared nature of the plan is admirable. However, right now PASSHE is one system. Students should be able to transfer credits across ALL institutions (not just those that are consolidated). If a student wants to take a class at another PASSHE school, he/she should be able to do that; again, as it is ONE system. Perhaps the larger focus should be how ALL of the PASSHE schools can share services and work together while remaining distinct entities in order to benefit the students and communities at large.</p>	
6/8/2021 10:10	Northeast Plan	Staff		<p>â€¢ Many of our students already struggle to access reliable internet service and this plan would create a greater demand for this service as more students are required to take classes on-line. How will the plan help students access reliable internet? How will these inequities be addressed? Will universities provide laptops, Wi-Fi/broadband, or reserved space on campus for hybrid students?</p> <p>â€¢ Many students are reliant on local public transportation to get to their classes. How will the plan enable them to travel to another campus for required classes?</p> <p>â€¢ Throughout PASSHE, managers are receiving LARGE pay increases while front-line workersâ€™ jobs are being cut. How does the consolidation plan address this inequity? We have seen staff and faculty position cuts and schedule reductions, but no management or administration cuts (those with the highest incomes, nearly quadrupling the annual salary of a staff member)!!!</p> <p>â€¢ The PERI report says â€œThe planned employment losses at the PASSHE Universities is on a scale similar to a plant closure or shift elimination. The effects on the host communities will therefore be comparable to the ongoing experiences in Pennsylvania with factory closures and job destruction. While no loss of high-quality employment is welcome, the impact of these losses will be felt particularly hard in these areas of the state.â€</p> <p>â€¢ Mansfield University is the 4th largest employer in Tioga County -- if MU sees any more position cuts, you are ruining an entire community.</p>	
6/8/2021 12:36	Northeast Plan	Staff		<p>Currently, the state of PA ranks 47th in education spending; 47th. The state schools have been lacking in funding, which has in-turn, caused tuition prices to jump. State schools exist as a counter-balance to private and state-sponsored schools (ie Penn State); an alternative for lower income families. The bloated salaries in the system (including faculty, which goes unquestioned), declining enrollment and lack of help from the state, has forced the universities to try and implement a rushed, disaster of a plan to try and save some of the schools.</p> <p>This integration would only harm those schools who are fiscally viable by taking on other universities who currently are attempting to keep part of their heads above water. Bloomsburg University is completely, sending money to the state system to keep Universities like Cheyney, Mansfield and others afloat. By forcing an integration, BloomU would be subsidizing two universities, which would not allow them to use their funding to make changes to their own school, instead, being forced to make sure the others can stay afloat.</p> <p>Tough decisions always have to be made and some of those decisions will upset many people. When it comes to degree programs, that is always going to be tumultuous. Some programs are just not viable going forward. While students may enjoy the program, some of them are just too expensive to run and don't bring in enough students. I would feel for those students, and would hope maybe something can be done to keep those programs alive, at least for a bit.</p> <p>I've seen several public comments about "online learning". While it isn't for everyone, as someone with a degree from an online university, my education looks no different than those taking traditional classes. I learned the same techniques, had the same books, even took some of the same tests. The state system has lagged behind in making these offerings available, which could help bring in non-traditional students. While there are plenty of options, it is insulting for people to mention place like Penn State, when they have World Campus, an online system to cater to these non-traditional students. We have plenty of out-of-touch faculty here at Bloom who look down at those universities, which has caused the University to lag behind. These faculty are completely OK with cruising by on what they already know, refusing to adapt, while making sure they come out on top. Having a student attend the university while online learning was going on, I saw plenty of faculty refuse to adapt and cruise through the semester while enjoying their nice salaries. Adapt and overcome; they refused to adapt and they didn't overcome.</p> <p>The current models for the integration, I feel, are making bold assumptions for how enrollment would look going forward. With current enrollment declining, I see no way that this would change when you cut programs, move them to different campuses, or move students to online learning. By moving programs, all you are doing is moving those enrollments from one university to another, that is NOT an increase. Some students can thrive in an online-environment, while others can't, this is not something that should be forced upon them, but should be available if they choose to go that route. This would help students who may need to work full time to support families, while allowing them to better themselves.</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
				This integration comes with little thought, is rushed and seemingly is a way for people to pad their resume. The money being thrown at this integration prior to it even being voted on is a joke. PASSHE is paying consulting offices to guide us through new systems, something those with experience could have easily done. This integration will be a failure, it will not stop the bleeding. It just more can kicking in hopes those in front of it, can benefit from it later. I urge the Board to vote against this rushed, poorly written plan.	
6/8/2021 12:48	Northeast Plan	Faculty		<p>I do not understand the hurry to get this plan done. We have heard the plan is not about saving money. We have heard it is about student opportunity, but the examples are all things they can do now without consolidation. We have heard that the plan is organic - not true. Organic would mean answering the question - what would be the best way to ... NOT how are you going to implement this plan of one administration, one faculty, one program array ...</p> <p>It has been said that "this is the only way to save Lock Haven and Mansfield" - but at what cost to Bloomsburg? Lock Haven was on track with their five year sustainability plan and in fact still is on track with their five year sustainability plan to grow enrollment and become sustainable AND keep reserves in the bank. Imagine where they would be if the plan had not sidetracked the effort! Save Mansfield - let the state assume their debt. Shrinking faculty and staff will NOT help student success nor retention, nor enrollment.</p> <p>Please pump the brakes and if we integrate, allow time for it to happen correctly. And organically. Trust your University President's and their staffs. Thrust in your faculty, all who are vested long term at these universities. Trust in the AFSCME, SCUPA and other support unions whom we will expect to pick up the pieces with limited staffs.</p> <p>This hurry up approach is a guarantee for disaster as we don't know what questions to ask never mind what questions we are missing. I implore you to either delay this plan until we hear from NCAA and Middle States, until we can make the plan work without destroying enrollment and student success, until we know what questions to ask and all constituencies are satisfied with the answers. I encourage the Board to vote to delay this process.</p>	
6/8/2021 13:28	West Plan	Alumni/ Donor		I have worked with the state system... I have seen what goes on with my own eyes. I seen how monies have been missed used. I have seen large wages given to the upper level of the campus , while the ones who actually do the work are paid a minimal wage; too top heavy with management. I worked under one who did not manage -- this person pushed the decision making on to the employees - would not put anything in writing - knowing that if the procedure failed they would be accountable yet they continue to receive over the 100 thousand + each year . Faculty were rewarded for striking -- who receives paid wages when you strike in PA. then their wages increase thousands of dollars year after year. Perhaps there should be a cap on wages. Maybe there could be the upper level wages could give back to the universities - 20% - 25% of their wages (from those making over 75 thousand --- Perhaps Mr. G and the BOG should contribute too) monies mismanaged for years.	
6/8/2021 13:36	Northeast Plan	Alumni/ Donor		Have any of you actually looked at a map? NorthEast? Try north central.	
6/8/2021 13:37	West Plan	Alumni/ Donor		<p>I earned two Bachelor degrees while at Clarion and I utilize my education daily (although I do not directly work in the area of my degrees). I also work in higher education in NJ. I have witnessed all the efforts and hard work and decisions made at Clarion to make it a more viable institution and one that attracts students. It is never easy to end offering certain programs but I do believe that the reasoning behind this was sound and beneficial. As I shared with another alum "why offer a degree in an area where the students cannot find employment after graduation?" Even though neither of my degrees are currently offered, I do continue to support the College.</p> <p>My fears are that this will create a two tiered system among the state universities - those who are individuals and these merged entities. I am fearful that this will result in less funding for these schools, further limiting their ability to be effective.</p> <p>As a native of Venango county, there is no county college option, Clarion was the available choice (and I did attend the Venango campus for my freshman year). Diminishing the education offered there does a disservice to an entire area of the state - one which is often underfunded and seemingly neglected. I also tire of the illusion sometimes offered that the colleges have themselves to blame - where the actual blame lies with those in Harrisburg who continually underfund these colleges. I have more than five family members who are also alumni of Clarion (and at least three of Edinboro). While not everyone remains local, some do. The education we earned should not be minimized due to cost savings.</p> <p>Lastly, while some programs can be enhanced with distance learning, I beg of you not to consider this move an easy panacea. No one will live in one area and attend all their classes at another campus and gain a quality education. Moreover, they are statistically shown to be less philanthropic to their alma maters - further exacerbating financial difficulties. Don't just make a decision, cut funding and then blame the schools.</p>	Jim Spencer
6/8/2021 15:20	Northeast Plan	Other (please specify)	APSCUF communications director	<p>I am submitting these recorded comments on behalf of those who shared feedback at APSCUF's second public-comment recording session, on June 8: https://youtu.be/KWLUVGi0tW0. Comments may also be viewed at APSCUF.org/comments.</p> <p>Comments addressed both plans, so I am submitting these under both northeast and western.</p>	Kathryn Morton

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/8/2021 15:22	West Plan	Other (please specify)	APSCUF communications director	I am submitting these recorded comments on behalf of those who shared feedback at APSCUF's second public-comment recording session, on June 8: https://youtu.be/KWLUVGi0tW0 . Comments may also be viewed at APSCUF.org/comments . Comments addressed both plans, so I am submitting these under both northeast and western.	Kathryn Morton
6/8/2021 16:48	Northeast Plan	Faculty		The fundamental problem with PASSHE is lack of funding, not lack of efficiency, economies of scale, or anything else. Consolidation does not make PASSHE more efficient. Furthermore, the current consolidation plans are half-baked and not ready to be implemented for an incoming class in Fall 2022. We are recruiting those students NOW, but we have no curriculum, no curricular process, no department or college structure- none of the things that make a university a university. At the very least consolidation should be postponed until all of the major details are in place and we are confident we have a solid product to deliver. Ideally, PA would start funding their state schools properly.	
6/8/2021 17:50	West Plan	Other (please specify)	professor emeritus	If you really wish to increase opportunities for students and make sure our universities remain stable for years to come, you could start doing now what should have been started 30 years ago. Push for increased support from the legislature until the state returns the level it provided when the system began. Stop putting the burden on students and parents. Guarantee that students can spend four years on one campus where they can receive a full education including liberal arts, sciences, and their major. Let them become integrated in a campus and community where they can be active in student groups and activities, build valuable relationships with faculty, and know where they can immediately turn to for help. Finally, most important, make sure they are not burdened with a huge debt when they graduate. These simple steps will do more to attract and retain students and build the schools' reputations than any of the unproven ideas suggested in these integration plans.	Tom Slater
6/8/2021 19:07	West Plan	Alumni/Donor		My daughter graduated from Clarion University 10 years ago. One of her major professors mentored her well in a lot of different ways, but one of the things that struck me is that her mentor/professor gave her difficult feedback "something I never would have been able to give her" and she took it to heart. His feedback has been very useful to her career in public relations. Some students want and need online classes, but I worry about students like my daughter, who need the support and mentoring that they are more likely to receive in F2F classes. If students take 40% fewer F2F classes, which seems likely following consolidation they also will have fewer opportunities for mentoring, networking, and building the range of skills that will help them become more successful in the future. Our students need these opportunities. Pennsylvania needs strong, successful citizens.	
6/8/2021 19:50	West Plan	Alumni/Donor		Please reconsider the plan to integrate the three Universities. I am an alumna of Cal U ('68) and my late husband was an alumnus ('67, '71). To take away the autonomy of our beloved university would be devastating to everyone, and the community would suffer irreparable loss. I read some of the reasons to merge, and we already have the elements you said would be an end result of integration.....nothing new would be achieved. I found the reasoning to be a bit of academic "mumbo jumbo." Most importantly, a large percentage of the students do NOT want this to occur. Listen to their voices; heed their pleas. I predict a mass exodus of student transfers and maybe even a highly reduced number of future applicants. I treasure the years I had at California State Teachers College! My heart is still there. This would be a monumental mistake to have these colleges integrate. The University has achieved great things....why fix what isn't broken!	Monaghan, Virginia Sala
6/9/2021 1:38	Northeast Plan	Alumni/Donor		Greetings! I am a 1993 graduate of the Lock Haven University Bachelors degree program in Recreation Management/Fitness Management. I recently learned of the proposed moratorium of the program secondary to the Northeast Integration Program. I am opposed to the moratorium due to the value of the program for students, the education and experience it offers, and the impact of this program on public works, public health and wellness, and parks management. As a graduate of this program, the education and faculty transformed my life. My experience with the Lock Haven University Fitness Management program afforded me with the necessary tools to obtain exceptional experience and the foundation to pursue further education. As a result of the Lock Haven University Fitness Management program, I have worked at the Cooper Institute for Aerobics Research as a Fitness Manager and the FBI Academy as a Physical Training Instructor. In addition, the Fitness Management education and experience assisted my acceptance into graduate school for a Masters of Science Degree. The aforementioned experience and education then gave me the necessary credentials and experience to obtain a second bachelors and masters degrees in Physicians Assistant studies. I currently practice as a Physician Assistant to which I credit my education and experience in the Lock Haven University Fitness Management program as the backbone that gave me a solid foundation to pursue additional education and experience. Consequently, I am opposed to the moratorium of the Recreation Management Department as this would eliminate opportunities to prepare future students that pursue education and programs our country so desperately needs. Respectfully, Troy J. Hamilton	Troy Hamilton

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/9/2021 1:40	Northeast Plan	Student, Staff		Absolutely unnecessary at this time. Students were just forced out of the classroom for virtual learning and now PASSHE wants to completely reinvent the wheel as they return to campus for their final few semesters. If this plan takes effect in summer 2022, then students who had their freshman year cut short and missed all of their sophomore year would have to figure out plans for their senior year. This plan has nothing do to with student wants and needs, it is all about money and funding.	
6/9/2021 5:54	West Plan	Faculty		<p>In the process of attempting to integrate programs from three different departments with distinct histories, interests, personnel and objectives, a single department chair from one of the schools, who will ostensibly serve as chair for all three programs, has taken on the task in a rather authoritarian manner. There seems to be no other choice. Given the complexity and diversity of interests and needs, any democratic process has become untenable. We worry about scheduling, sustaining the integrity of existing programs, and the curriculum process generally. We have also been told that any proposed curriculum for our programs are merely proposals to be altered by administration as they see fit. The enormous amount of work involved for the department chairs and faculty involved is daunting, and the result for students is questionable, which is impacting recruitment and retention. An already precarious situation continues to worsen. Consolidation is not the answer.</p> <p>I am also very concerned about the impact of the consolidation on the local economy of the towns that support us, and that we have supported for so long. In addition to faculty, many middle managers and support staff are being laid off. These are the people who not only keep the university operating smoothly at so many levels, but have families that depend on them for support and contribute massively to the local economy. These are local folks who are not in any position to search for work beyond the region.</p> <p>The lack of state support over the years has created this crisis, and yet we hear nothing constructive from government except from a scant few legislators who are sympathetic. The economic impact statements provided by independent agencies are sounding warnings, all based on solid research, yet seem to be ignored in this process.</p> <p>The potential loss of individual university identity, and the impact of NCAA withdrawal of support and sponsorship, is also extremely troubling. Surely there is a better way.</p>	Andrew R. Smith
6/9/2021 5:55	Northeast Plan	Other (please specify)	Taxpayer	How will this meager plan save money for the taxpayer, and how will this plan effect low income students. THANKS!	Michael Parker
6/9/2021 6:48	Northeast Plan	Faculty		<p>This is happening way too fast! There are very few details known at this time, yet they are retrenching a third of the faculty at LHU! Students do NOT support this "integration".</p> <p>As it looks now, LHU and Mansfield will simply become branch campuses of Bloomsburg, which would make it much easier to break up the State System of Higher Education (PASSHE).</p> <p>Integration affects student lives, faculty lives, community lives. Way too many casualties for something that doesn't even save money! Many students are choosing to go elsewhere due to the uncertainty at our campuses!</p> <p>I urge you to reconsider this terrible plan and allow the schools to stay their own entity! LHU was doing well and had increased admissions prior to all of this integration process! There was no need for such a draconian, drastic change!</p>	
6/9/2021 7:15	Northeast Plan	Student Other (please specify)		<p>This is a bad idea all around. There has no been enough research and discussion with the effects of this merger. Making students do a hybrid class because it's not available on your campus is just wrong . The past 2 years of hybrid and virtual learning should have proved that enough . Class room teaching is the only way to go. I chose clarion because of the campus and the staff and faculty. I do not want to or have any desire to take classes from the two other colleges virtually. What makes this even more ridiculous is with this planning of hybrid abs virtual learning, the proposal is for us to pay more for less?? This is a classic example of government not thinking everything out, not including the people who this would effect and making rash decisions and basically throwing it against a wall to see what sticks. Then hoping to fix the major problems that occur while seriously effecting the paying students and the employees of all these facilities. This will have a serious negative effect on the local communities as well. I understand the concept of saving money , but this is not the way to go. Do a simple search of the chancellor and see how he destroyed the state system in Georgia . He stated failure is not an option. He is failing the commonwealth , the local communities , the students and the employees of these great schools . Plan better . Listen to the people who work there. Listen to the students . PA is trying to keep the young adults In PA. This radical and rash decision will just push us out earlier and leave the state entirely.</p>	
6/9/2021 7:16	West Plan	Faculty, Alumni/ Donor		<p>I am having a hard time understanding why this plan is in place. Since the Chancellor has already made it clear that the plan will not save money, it seems like you are doing a lot of harm to alienate Alumni and lose a rich history and tradition.</p> <p>I graduated with my BA in English in 2003 from California University of Pennsylvania. It was an excellent choice for my education and propelled me into my career. I had planned on making a sizable legacy gift to my alma mater as I have no heirs. I do not want to donate to something that is no longer my alma mater.</p> <p>Now, as a faculty member at IUP, it just saddens me so much to see the dismantling of our state system. If there are no cost savings, it is doing nothing but a lot of harm. Doing something for the sake of doing something is not a good policy--and there seem to be no justifications for anything else in this plan.</p>	Dana Driscoll

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/9/2021 7:22	West Plan	Student, Staff, Alumni/ Donor		<p>There is not enough time to implement the Phase 1 Technology items before this goes live in August 2022. There are too many aspects that haven't been figured out and many of the items have dependencies. This is bigger than paying a consultant to implement a SIS. There are so many other huge items that have to be done and there just isn't time.</p> <p>Look at the issues that have stemmed from moving to a new Purchasing system. This has the potential to have those issues times 1000 as there are way more moving parts.</p> <p>I'd recommend pushing the go live date back a year. Figure out what you can share in the meantime, like you can still consolidate leadership, etc. to save money.</p>	
6/9/2021 7:39	West Plan	Staff, Alumni/ Donor		<p>So in the West - Both Clarion and Edinboro have little to no reserves. Cal U has some reserves.</p> <p>There is a projection of immediate enrollment growth in the Implementation Plan.</p> <p>HOW can enrollment growth be projected for 3 schools that have been losing enrollment year over year for nearly a decade? What happens if the bad press and uncertainty from this plan impacts enrollment? That happened in Georgia when they did consolidations. In Georgia, they lost a large amount of enrollment initially and they found that cost savings were much smaller than projected. What if that happens? What is the contingency plan?</p> <p>Yeah, if these schools gain enrollment right away...things look good. But, I don't think that's realistic. What is Plan B?</p>	
6/9/2021 7:43	West Plan	Staff, Alumni/ Donor		<p>Clarion and Edinboro's President is very well spoken and seems to be 100% on board with this plan. But, she's running 2 schools that are nearly financially insolvent.</p> <p>Are you sure that she's the right person for this job of leading the Triad? If so, why hasn't Clarion had more success?</p> <p>It seems that Cal U has made some tough financial decisions over the years, and they are in much better shape financially compared to their peers.</p> <p>Will Cal U's finances be used to prop up 2 failing Universities in Edinboro and Clarion?</p>	
6/9/2021 7:46	West Plan	Other (please specify)	PA Citizen	<p>I am very much in favor of the proposed mergers in light of declining enrollment and fiscal concerns. I encourage the State System to undertake a strategic planning effort to identify curricular and other changes in these institutions that will better align programming with Pennsylvania workforce needs. In particular, I would like to see more two year offerings that prepare students for specific job skills.</p>	
6/9/2021 8:17	West Plan	Alumni/ Donor		<p>I support the integration plan as it has become necessary given the shifting demographics of the state and the fiscal impossibility of funding universities with lower enrollment. Evolution and change are stressful but inevitable.</p> <p>I am an alumnus of California (1994; BA Psychology) and Edinboro (1995; MA Psychology) Universities. I strongly encourage integration that promotes on-campus living and learning and limits hybrid/online models to introductory large-classroom contexts. Much of what I gained from my public education in Pennsylvania occurred in small group discussions with colleagues and professors that are not easily replicated online.</p>	Cliff Kusaj
6/9/2021 8:24	Northeast Plan	Faculty, Alumni/ Donor		<p>Consolidation will only increase the problems these six institutions are facing—declining funding, declining enrollments, and long-term debt from poor executive decisions. Do the plans really address any of these issues? Is there a clear path that shows ALL of these institutions will gain funding, gain students, and lower debt?</p> <p>In particular, why did the financial analysis for the three individual institutions stop after the consolidation? If the primary purpose of the consolidation is to show a financial benefit, why not show the projection for the individual schools through the same years as the integrated universities. The financial outlook at all the schools is improving. If the assumptions for the consolidated universities are applied to the individual universities, how do the numbers compare? Why wasn't this analysis done as part of the plan?</p>	Clifford Johnston
6/9/2021 8:29	Northeast Plan	Other (please specify)	PA Resident	<p>-the current plan does not show a cost savings for students OR for the state system overall</p> <p>-Students come to a local university for a college experience. They do not want to sit in a dorm room and take courses online through another university</p> <p>-The plan lacks details. Too many major elements are still up in the air for the integration to happen in 2022. For example, it is unknown what the administration will look like on each campus. It is also unclear whether or not each campus will be able to keep its own sports teams.</p> <p>-The consolidation will have major community impacts on rural Pennsylvania towns. No economic impact study has been conducted by PASSHE. An outside study indicates that the merger will have detrimental effects on local communities of the 6 schools involved.</p> <p>-The PASSHE system is significantly underfunded. PA ranks 47th out of the 50 states in dollars spent towards higher education. If the system is properly funded (as it was until 10 years ago) we would not have to consider merging universities.</p>	Molly Clark

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/9/2021 9:03	West Plan	Faculty		<p>I question the motives of the consolidation plan. If it does not save the state money, which is what the Chancellor has stated, what is the point and how will consolidation help the three campuses remain open? It offers no benefit to students which they do not already have, and may cause fewer course options to be available to them at their "home" campus. If there is any financial or educational benefit to the consolidation plan they are quite well hidden. I also fail to see how the residents and businesses would be served by consolidation as workforce development does not seem to be a priority.</p> <p>This consolidation plan will hurt the students of the three campuses, the residents of Pennsylvania, and the staff and faculty at each campus while creating no positive change. This plan is a bad deal for everyone.</p>	Scott Hargraves
6/9/2021 9:25	West Plan	Faculty		<p>As a faculty member, I have been actively involved with the integration of several of the academic programs in the Western Integration. In my research, of academic programs and the integration, I have yet to see what benefit integration has for our students, our faculty, or our communities. Nearly all of the benefits that have been presented to us are currently available to students. I have two specific concerns regarding the plan. Firstly, I do not feel it is effective to equate in person learning with online learning, whether synchronous or asynchronous. I have been involved with the data regarding online learning for over a decade, and the same two points continue to come up. First, there are select group of students who can benefit from it. They must be very good students and very self motivated. This does not make up a significant set of the students of the State System, particularly at the beginning of their matriculation. My second concern regarding online learning is that the data supports the idea that its value is that some students need it, not that it works.</p> <p>This leads me to my second concern regarding integration. At some point, it needs to be made clear as to what its educational model is going to be. Are our students going to be able to take their academic program in the format that works best for their education, or are they going to be forced to use whatever format allows our administration(s) to offer as few classes as possible with as few faculty as possible.</p>	Dr. William Hunter
6/9/2021 9:58	Northeast Plan	Alumni/ Donor, Other (please specify)	Community leader and stakeholder	<p>As a 2006 graduate of Bloomsburg University, current resident of Bloomsburg, advocate and community leader, and supporter of public education at every level, I am deeply troubled by the consolidation plan for a number of reasons. At a time when all of our schools have struggled, constantly adapting to changing circumstances due to the COVID-19 pandemic, rushing this plan through seems especially foolish and cruel to the faculty, staff, and students who have worked so hard to make it through the last 15 months. Presenting a "plan" before true studies of the impact on the schools, the students, and the communities, then pressuring faculty to take part in committees in an attempt to save their departments, is both irresponsible and disingenuous. While many will claim that the students are the primary concern, students have not been consulted on their needs. The student body has barely been informed of this plans and the effects that it will have on their education, let alone heard. A plan that does not take into consideration the needs and desires of the entire PASSHE student body should not be allowed to pass. Little or no attention has been paid to the impact that this plan would have on marginalized students and those who don't have the economic opportunities to take other educational paths. Attempting to force a vote through during the summer, when students are not truly able to be engaged on their campuses and participate in these discussions, is truly diabolical.</p> <p>Pennsylvania should be doing MORE to support public schools at every level, not less. The Board of Governors should be seeking funding from the Pennsylvania legislature, not cutting the PASSHE system. The Governor has proposed multiple ways to close the funding gaps. Money is coming into Pennsylvania through the American Recovery Plan. Funds should be used to fully fund the PASSHE schools and their needs, not to cut jobs, hurt communities, and destroy students' academic plans.</p>	Jessica Brittain
6/9/2021 10:37	Northeast Plan			<p>I read \$18 million in savings over 5 yrs. Does that include loss of tax revenue, from lost jobs etc. and What have the studies shown for long term implications?</p>	
6/9/2021 12:24	Northeast Plan	Faculty		<p>I write to you today to voice my deep skepticism regarding the proposed "integration" plan for PASSHE universities. A very difficult task is here being addressed by a woefully incomplete document.</p> <p>I understand and am frankly sympathetic to the fact that this document is designed to comfort legislators who neither wish to increase funding for the PASSHE system nor see struggling institutions desolve in their home districts. The task is difficult.</p> <p>Allow me to address what I see as much magical thinking demonstrated in the Northeast Plan:</p> <p>As stated: "one integration goal is to reduce the cost of degree attainment by 25%. This goal does not assume primarily a reduction in tuition, but incorporates opportunities such as reductions in time to degree attainment due to expanded program availability, high school dual enrollments, lower student fees, additional fundraising achievements, space utilization improvements, reduced operating expenditures, enhanced grant funding, more federal work study opportunities, working with community partners to reimburse student wages off-campus, and timing of summer job opportunities for students."</p> <p>The logistics in terms of teaching and program design is presented as follows:</p> <p>"Future staffing levels will be based on faculty complement needed to service the future program array/demand. Performance against metrics will be measured." That's what we have to meet a 25% reduction in cost.</p> <p>Presumably, vast amounts of online course material will need to be made, program coordination, accreditation demands reconsidered, high school program outreach, etc. All this will be done without any realistic planning provided in this document as to the implementation of the core product being offered--the education--which must be competitive and efficient enough to meet the demand.</p> <p>As a professor who has just taught 3 semesters of 100% remote teaching due to COVID let me point out an incontrovertible fact: most undergraduates are not mature enough to adequately benefit from a truncated educational experience presented to them largely online. An online course here or there, for some credits, sure; but a significant portion of a program truncated, largely online, is on the whole, not adequate.</p>	Van Stiefel

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
				<p>While there is indeed a lot of educational resources online already, few undergraduates know what they need to learn and how best to approach the vast amount of available information in their world. That takes time. Costly time.</p> <p>Our colleges were designed to nurture young Pennsylvanians and keep them, their talents, and their enthusiasm in the state during a formative period of the lives. This draft plan for program integration fails them. They'll likely seek other resources.</p> <p>We cannot hack human development by 25% in a few short years without a better plan.</p>	
6/9/2021 12:48	West Plan	Staff,Alumni/Donor		<p>The proposed integration of Edinboro, Clarion, and Cal U is, in my opinion, being rushed through without proper consideration of the impact on the greater campus communities.</p> <p>These universities employ many hundreds of faculty and staff, in addition to educating many thousands of students. These faculty, staff, and students work and shop in their campus communities. The goal is to have the integrated universities offer more online classes, which translates to less on-campus students, which in my opinion, would negatively impact already struggling small towns. Pass-through traffic would decrease, sales would decrease, taxes would decrease, populations would decrease. Businesses depend on the students for not only revenue, but part-time seasonal employees. They would not survive if both their sales and employee pool were reduced.</p> <p>If an economic impact study were to be done, and it showed no negative impact on the community, this would engender positive support for the integration, not just passive support. It would also show that the PASSHE respects the communities where these schools are located by doing their due diligence to not decimate entire towns to save a struggling State System. This study would also allow local, regional, and state lawmakers to look at the big picture, not just the health of the State System, and perhaps be more open to increasing the funding to keep all 14 schools alive.</p>	
6/9/2021 12:54	West Plan	Staff,Alumni/Donor		<p>These Integrations will take time to implement. A LOT of technology on the back-end needs integrated and it will be major project after major project. Also, departments will need time to standardize procedures so that customer service for students can be seamless.</p> <p>This isn't something that you just vote yes on and the Integration is complete.</p> <p>A go live of August 2022 is too soon! There will be massive customer service and growing pains.</p> <p>Plus, it's not like employees can just spend 100% of their focus on implementing this. Many schools are short-staffed as is and coming off of a pandemic, work volume is as high as ever for many departments.</p> <p>A go live date of Aug 22 will have catastrophic results that tanks these schools enrollment. PLEASE delay implementation by atleast another year!</p>	
6/9/2021 13:00	West Plan	Faculty, Alumni/Donor, Other (please specify)	Parent of PASSHE student	<p>I am a faculty member at Edinboro University, where I have taught since 2002. As a teacher with a deep investment in the success of my students and as a mother of an Edinboro student, I urge you to delay your vote to consolidate Cal U, Clarion, and Edinboro. I make this request because the consolidation plan is incomplete and does not include the level of detail necessary to make an informed decision on a matter with wide-ranging implications and consequences for the Commonwealth and its citizens.</p> <p>In its current form, the plan does not:</p> <ul style="list-style-type: none"> - explain how consolidation will lower student costs - explain how consolidation will provide a meaningful financial benefit to the integrating universities or to the PASSHE system - examine the potential impact of forcing students to take online classes - provide a full accounting of the economic impact on communities, especially rural communities - include a contingency plan in the event that the NCAA and/or Middle States does not approve the current plan - provide relief for the auxiliary debt service draining the finances of the integrating universities. <p>Unless and until these oversights are fully addressed, it does not make sense to move ahead with consolidation. If we are to do this, we must do it right. There is so much at stake for our students and our communities. Rushing into consolidation without the full picture will create even bigger problems than the ones we currently confront.</p>	Mary Paniccia Carden
6/9/2021 13:07	Northeast Plan	Staff, Alumni/Donor		<p>The timeframe in which this integration is being asked to be completed is utterly ridiculous. As someone involved in this project, it does not make sense to try and have three schools processing now in the same system when we will not be approved to be one school until July 2022. You are pushing this way too quickly. If you really want this to be successful, you need to wait until we are officially one school and combine services for the 2023-2024 academic year. To try to do so for the 2022-2023 year will be the downfall of the three schools.</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/9/2021 14:25	Northeast Plan	Faculty, Alumni/Donor		<p>I've been a professor of Communication at Lock Haven University for 20 years, but my involvement in the State System goes back much further than that. I grew up 10 miles from Bloomsburg where I swam in Centennial as a Boy Scout and my mom earned two graduate degrees. In high school, I took music lessons at Mansfield. I received my Master's at Bloom, and my first job was as an adjunct at Shippensburg. In other words, I know the impact these schools have on their students and communities.</p> <p>I cannot imagine that those who crafted and approved Act 50 intended for the process of consolidation to be this rushed. In my experience and from what I've heard from my colleagues, this has not been a deliberative process. There are far too many questions left unanswered and troubling figures in the report.</p> <p>First, this merger (like those in GA before it) does not save money. Second, many contractual issues are still being negotiated. Third, it is unknown whether or not there will be athletics at all campuses, and, if so, whether D1 sports will keep that status. Finally, there is a lack of buy in from key stakeholders. A recent survey of faculty showed less than 8% were in favor of consolidation. A survey by the System showed 67% of Bloom and 61% of LHU students would be less interested and less likely to attend the proposed consolidated school. Last, there is a lack of buy in from my community. Both our City Council and County Commissioners have come out against this proposal because of the unknown and potentially dire impact it will have on our local economy.</p> <p>Are there ideas that could help with fiscal sustainability? Absolutely. My school had a plan proposed by our previous president that would have put us on that path with modest increases in enrollment and attrition. However, doing something shouldn't mean do anything. Let's not mix up the process and fire before we're aiming or ready. Please, vote no on consolidation.</p>	Matt Girton
6/9/2021 14:28	Northeast Plan	Alumni/Donor		Shoving these schools together isn't helpful for anyone from an educational standpoint.	
6/9/2021 14:30	Northeast Plan	Alumni/Donor		This idea will only cause harm to the students and staff of Bloomsburg University	
6/10/2021	Both			<p>The following is a copy of the comments I provided online regarding the elimination of the Recreation Programs as part of the proposed consolidations.</p> <p>PASSHE Integration Plan Public Comment</p> <p>On behalf of the Pennsylvania Parks and Forests Foundation, the non-profit partner to our state parks and forests, I am writing to express concern over the proposed elimination of critical recreation and tourism majors as part of the integration process.</p> <p>The Foundation's mission is to steward our 121 state parks and 20 forests. We do this by working alongside of the trained professionals that manage this public lands. Our state colleges and universities provide a critical pool of candidates to fill these important positions.</p> <p>Access to the outdoors proved to be a critical element of public health during the pandemic. Not just physical health, but mental and emotional health, as well. People reconnected to family and friends and took to the trails and waterways, the picnic areas and playgrounds, to reduce stress, reduce screen time, and improve their overall health.</p> <p>While the visitation numbers during the pandemic were phenomenal, these same benefits are enjoyed by millions annually (our state parks average a 40 million visitors annually). In fact, when surveyed, reducing stress is often the #1 reasons people give for spending time in the outdoors. Furthermore, in a 2018 Lion Poll, 65% of those surveyed believed access to the outdoors was an essential part of the health care system.</p> <p>And the need only grows as we expand access to areas closer to home and underserved communities.</p> <p>Our parks and forests—dare I say our communities and economies—depend on well trained park and recreation professionals. Access to the outdoors creates livable communities, which makes Pennsylvania an attractive place to live and work. Visitors to our state parks and forests support local economies. In fact, consumer spending on outdoor recreation supports over 219,000 jobs and brings in tax revenue of more than \$1.9 billion, according to a survey done by the Outdoor Recreation Industry. We rank fifth in the nation in terms of consumer spending. Yet as part of the integration plan, Tourism and Recreation programs at Lock Haven University and California University of Pennsylvania stand to be eliminated. The academic programs in Recreation Management at LHU and CA-PA have a long history of preparing excellent practitioners and valued employees in the field.</p> <p>I write today expressing concern that this move will have adverse impacts on the very professionals we need to manage our community and state parks, as well as those professionals that keep us safe, rangers. Eliminating these plans eliminates a key route of entry into the profession. Eliminating the not only undercuts the foundation of the profession, but stands to impact the health of our residents and the recreation economy.</p> <p>Without trained professionals how do we run our state parks? Without trained professionals, who staffs our community parks? Without access to recreation, how do the 56% of Pennsylvanian's (pre-COVID #), gain access to health? Eliminating this degree major puts us at risk for not having the trained professionals to meet the growing demands.</p> <p>On behalf of the Pennsylvania Parks and Forests Foundation, I respectfully urge the reinstatement of the Recreation Management (BS) program to the total program array recommended in the new university.</p> <p>Marci Mowery President Pennsylvania Parks and Forests Foundation</p>	Marci Mowery
6/10/2021 13:58	Northeast Plan	Other (please specify)	Resident of Bloomsburg	<p>I am opposed to the consolidation plan in its current form. I believe that the proposal will make each of the 3 universities involved LESS attractive to potential students, at a time when we need to do more to compete with private and out-of-state schools. Most students greatly prefer to be taught in a classroom setting. Who would enroll in a college not knowing if it will offer the classes they need, or if they will be forced to attend virtual classes at another institution? I certainly wouldn't. I believe that the proposed consolidation would have devastating effects for each of these universities and for the communities where they are set. The local economy is very dependent on student spending and Bloomsburg University is one of the largest employers in Columbia County. In addition to driving our local economy, the University provides so much more to our community through all the programs it offers. I shudder to think what life here would be like without it. Instead of crippling their ability to attract and retain students, we should be funding these schools at levels similar to those of other states so they can compete.</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/10/2021 14:02	West Plan	Other (please specify)	voter, taxpayer, educator	All of the Pa. program of higher education has expanded too much since the days when we had Normal Schools, changed to Teachers Colleges, then just Colleges , now Universities. Too much expansion, too little quality. Students are paying too much for "education" that doesn't educate them all that much. There should be more focus on certificate programs that will take less time, less money, and provide focused and useful training. Upperclass students should have the opportunity to complete their studies (that should be no more than two years) and then the schools should move on, change, and consolidate.	Ann Powell
6/10/2021 14:02	Northeast Plan	Alumni/ Donor, Other (please specify)	Keystone Central School District Superintendent	While it is clear that financial constraints across the PASSHE system have created a sense of urgency for change, Pennsylvania has a responsibility to adequately fund public post-secondary schools. These schools provide equitable access to an affordable education to many students. An investment in our university system is an investment in Pennsylvania's future workforce. While stabilization of the system is necessary, the focus of the integration should be to redesign an outdated system with local community leaders and K-12 superintendents having an active role in the redesign. A future focused, K-16 articulation of our public education system would create a high quality school system to support modern learning at an affordable price to the tax payers of the Commonwealth. I currently serve as the superintendent of the Keystone Central School District. Our rural school system is the third largest employer in Clinton County with over 340 professional employees. Many of our teachers are graduates of Lock Haven University. It is essential that all education programs remain in tact and fully supported on site at LHU in order for us to recruit and hire newly certificated staff members as teacher shortages continue to plague local districts. I would like to advocate for a revision to the current NE integration plan. According to the plan, middle level education will not be offered in person at LHU. While middle level education numbers are currently low, it is imperative that we are able to have aspiring middle level educators in our classrooms through pre-student teaching and student teaching opportunities. Creativity in scheduling for common courses with other education majors is possible with middle level specific courses being offered remotely. More work needs to be done to recruit education majors to attend the university.	Dr. Jacquelyn Martin
6/10/2021 14:40	Northeast Plan	Other (please specify)	Parent of Student	The State System Redesign is cutting 809 faculty positions from 2019 to 2023 reducing faculty from 5,069 to 4,260 by 2023. That is a 16% cut in faculty across the 14 Universities! Overall the plan is to cut 1,531 jobs as of 2023 which is a 13.9% decline in system wide employment. The budget cuts are largely cuts to people employed by the University. For the "Northeast Integration more than 100% of the cuts are to personnel! Because non-personnel parts of the budget are growing while staff is being cut. For the West it's 85% of the budget cuts are on personnel. Those are people's jobs which will be devastating for their lives, their families and the communities they live in! The PERI report says The planned employment losses at the PASSHE Universities is on a scale similar to a plant closure or shift elimination. The effects on the host communities will therefore be comparable to the ongoing experiences in Pennsylvania with factory closures and job destruction. While no loss of high-quality employment is welcome, the impact of these losses will be felt particularly hard in these areas of the state. The communities where many of these Universities reside are regions of Pennsylvania that have poverty rates well above the average poverty. The one's especially being Lock Haven, Edinboro, Bloomsburg, Mansfield, Clarion, and California. And those are 5 of the 6 Universities where this consolidation is happening. PERI is estimating that Statewide other than the 1,531 PASSHE employees getting laid off there will be an additional 700 jobs lost because of the effects to the local and surrounding communities.	Janice Shield
6/10/2021 14:46	Northeast Plan	Other (please specify)	Concerned citizen of Pennsylvania	I oppose the consolidation plan. It will reduce and in many cases eliminate opportunities for rural PA students to receive a good higher education. It also will devastate towns like Mansfield, whose main economic engine is the university. Both of my parents went to Mansfield,, my father attending from Canton. He never would have traveled to Bloomsburg, nor will many promising young people today. The consolidation plan will leave rural students in the dark.	
6/10/2021 14:55	Northeast Plan	Alumni/ Donor, Other (please specify)		Taking jobs away from these communities is despicable. You are ruining great communities of people who have made my education experience so much better than it could have been. Please reconsider implementing ANY version of this plan	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/10/2021 15:11	Northeast Plan	Policy/ Governance (e.g., Board of Governors, legislature, trustees)		<p>As a Borough Council elected official, lifelong educator, and booster for rural PA and how resilient it can become, I am distressed by this plan.</p> <p>We are the fourth WORST state in per student funding to our state system.</p> <p>PA has cut higher education funding per student by 33.4% since 2008, the 6th greatest cut of any state in the country.</p> <p>We know that these universities and campuses are vital anchor institutions for local communities and economies. On the heels of a pandemic is not the time to force consolidation that will lower employment.</p> <p>Moreover, as an educator, I know that a few bigger programs instead of more, smaller, is not a good end unto itself. Students at campuses like Lock Haven, Mansfield, and Bloomsburg need MORE choices. We are spending too much time and energy forcing young people to over-specialize at a young age instead of giving them broad skill sets to grow and adapt with the times. Moreover, innovation in any field is increased when you have more centers of activity. Look at how the pharmaceutical industry has come to rely almost exclusively on buying smaller firms because their size and profit-maximizing has driven out the kinds of investments in innovative ecosystems.</p> <p>My accounting professor told us that not everything that matters is counted, and not everything that counts is measured. As much as good accounting is part of fiscal stewardship, the wisdom and vision to support those things that COUNT but are hard to measure is what the PAASHE system and its leaders should do.</p> <p>Please reconsider this plan to focus on maximizing education, value, cost/student, vibrant regional economies, and educational quality and not merely cost-cutting.</p>	Jordi Comas
6/10/2021 15:18	Northeast Plan	Faculty		<p>I urge the Board of Governors to vote against the plan. It has clearly been articulated how costly this proposed plan will be yet no benefits have been articulated. Without clearly articulated benefits this plan should not move forward.</p> <p>I know that this plan will hurt my students. The plan indicates that their degree program will be curtailed or closed and that they can take classes at other schools online or drive to those schools. Most of my students are from lower socio-economic groups. Many live at home and attend a school close to home. They live at home. They do not have the option of driving or living in another city or on campus. This plan will mean those students will drop out and will not be able to pursue college. This plan diminishes opportunities for my students. It does not increase them.</p> <p>Please vote no on this plan.</p>	Jason
6/10/2021 15:31	West Plan	Other (please specify)	Community Member	<p>These questions and comments are for both the West and Northeast Plans.</p> <p>Questions. Why are there no definitive goals and timelines for diversity and inclusion, as there are with your other initiatives? Why have there only been Promises to diversify staff at these six universities for so many years? Why are individuals from minority groups (faculty, staff, students and community) not proportionately represented on your decision boards and planning groups? Why are your reported numbers for minority staff inflated? (it's quite obvious). Why do inclusion and diversity appear to be a threat rather than something to embrace, teach, learn and benefit from together? We hear you Saying the staff and faculty at these six universities are diversified, but we See otherwise. Again, itâ€™s quite obvious.</p> <p>We're baffled. We see and are truly and totally baffled. If these shoes were on your feet how would you feel? What would you believe? Has it ever occurred that if diversity and inclusion truly existed, and if you had an open ear to hear, that this problem and need for university integrations may very likely not exist? May have never reached this point. That the problem with decreased numbers of high school graduates could have been resolved, or this issue solved another way, because of input and actions from the diverse community, working together with you?</p> <p>As long as there is no appreciation, hiring and working with the best qualified, or best suited for from every ethnic group you will not be your best and most fulfilled. And here we are.</p>	
6/10/2021 15:40	West Plan	Alumni/ Donor, Other (please specify)	Academic Advisory Board Member	<p>As an Alumni / Donor & active member of the Academic Advisory Board to the university, I am wholeheartedly against this merger due to a number of factors and am disappointed with the haphazard method that this proposal was prepared.</p> <p>It appears that this proposal was thrown together with no understanding of the skills that will be demanded in the careers that of the future workforce of Western Pennsylvania alumni! Instead of a degree mix that biases heavily towards high earning opportunities in STEM fields, such as those offered at California Universities Applied Engineering Technology Department, the approach is instead to offer "more of the same" of the existing degrees that currently provide a comfortable contribution margin to the university system but does nothing to actively prepare Pennsylvanian's for the skills that will be demanded of them in a highly automated workforce.</p> <p>PASSHE schools, costing a fraction of their State Affiliate institutions, stand to be the best opportunity for providing future Pennsylvaiians entry into the very lucrative STEM fields. This poorly orchestrated proposal will ultimately increase the cost of education to STEM-focused graduates, as they are more likely to not take a "chance" on this resultant merger university and instead attend a known quantity of a State Affiliate. These additional individual student loans will result in less economic opportunity and mobility, and continue to drag down the finances of the commonwealth.</p> <p>I urge the committee to reject these proposals, and instead request the legislature to increase sources of financing commensurate to at least those of our neighbor Ohio! It is shameful that the state that is home to the Cleveland Browns and the Cincinnati Reds can find a budget for Higher Education that is ~ 12x that of our commonwealth.</p>	Nigel Wright

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/10/2021 16:01	West Plan	Faculty		<p>I came to WCU in 2002 fresh out of graduate school, and as I've said many times in very public places, I've never for one second thought about leaving. I'm a lifer.</p> <p>At the end of yesterday morning's session, you wrapped up by "admitting" that there have been "communication problems," as if the reason so many people oppose the plan is that we just don't understand it.</p> <p>I hope you can understand how frustrating that was to hear. Many really smart people have contributed to the plan, read the plan, followed the debates, and understand this plan isn't good enough. We understand that the questions we're raising are recreational academic nitpicking, but are serious problems the plan will create as a policy that sets mandates and enforcement mechanisms by which students, staff, and faculty well-being hinge. It's not a mission statement or a vision. It's policy. And that's why the problems are so severe.</p> <p>It's clear at this point that some Board members are inclined vote for this because you believe the situation is dire enough that we have to do something. As many of us have pointed out, over and over again, you could do some of the plan without consolidating. Do those if you think they're good ideas.</p> <p>In the meantime, I implore you, in the strongest possible terms, to acknowledge that so many of us aren't opposing this plan because we don't get it. We're opposing it because we do get it. A colleague pointed out in a public hearing that you're asking us to trust you; I'm only asking you to return the courtesy.</p>	Seth Kahn
6/10/2021 16:28	Northeast Plan			<p>Please vote no on this poorly conceived political move to defund public higher education that is antithetical to the mission of PASSHE and thus runs counter to your responsibility as a board member.</p> <p>I recognize that many schools within PASSHE are facing significant financial pressures greatly exacerbated by the pandemic. However, our chancellor has not strongly advocated for better public support (we remain in the bottom decile in the US). Instead, he has publicly stated his desire to actually dissolve the state system. This tells me just about everything I need to know about this scheme: it is a thinly veiled plan, authored by a chancellor who has shown his true desire to systematically strip resources away from public higher education here in Pennsylvania.</p> <p>Please make sure you're on the right side of history and vote no to consolidation. A yes vote is a significant move toward the eventual dissolution of public higher education in our state. It is death by a thousand cuts, small and large. Is this the legacy you hope to leave behind? When we are done with this process, will you want to send your children or grandchildren to a consolidated PASSHE institution? Be honest with yourself about this point. Also, ask yourself, would Dan Greenstein send his children to a consolidated school? Of course not and he will never have to live with the negative impact of his actions. Long after he's left PA, will you be proud of what you have accomplished together? A yes vote is a dereliction of your duty.</p> <p>This politically motivated and exorbitantly expensive process is purposely being rushed and has resulted in a poor-quality plan. You are being told that this plan is about fiscal responsibility and providing more support for students. However, this plan does not adequately demonstrate either of these ideas. How does this plan yield cost savings? It doesn't say. How will it create more support and opportunities for students? It doesn't say. This plan loosely implies that consolidated institutions will share curricula via online classes. There is little to no data in the chancellor's plan about the feasibility of such hybrid education models. That's because abundant research shows that at-risk students, a significant part of many PASSHE schools, are disproportionately harmed by online education and helped by in-person instruction. As such, if we proceed, we will decrease quality and eventually lose more students as a result. This isn't a plan to improve higher education; it's yet another step to dismantle access and opportunity in our state.</p> <p>Furthermore, there is no data about how consolidations will affect athletics, accreditations, or longer term, the economy of the state. Ready, shoot, aim. This scheme is intentionally short-sighted. There is no regard in this plan for the social mobility that the affected intuitions provide or the economic impact they have in their largely rural communities. A recent independent study has demonstrated that the proposed consolidation "will have a substantial negative impact on Pennsylvania." More specifically, it will have a negative impact on the marginalized people that PASSHE was created to help. The proposed consolidation is a thinly veiled and poorly planned attempt to erode access to public higher education and will have a devastating economic effect on our already relatively poor communities. The consolidation will also have a disproportionately negative impact on women and people of color. Don't be duped. Please oppose this plan as it will hurt our state, hurt our students, and hurt our future.</p>	
6/10/2021 16:29	Northeast Plan			<p>Why can't I see a summary or aggregate of public comments? Why are they hidden? Not very transparent.</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/10/2021 16:47	Northeast Plan	Other	Taxpayer, community member, concerned citizen	<p>Consolidation at Mansfield</p> <p>I am a resident of Mansfield, PA. I have friends who work there, both as profs and as support staff. I have gone to numerous plays, concerts + have sent my kids to their wonderful summer music camps. I have used the printshop there because it is local, inexpensive, Union-based, Professional. I've used the gorgeous library+ attended art shows. I am not alone in worrying that consolidation will have terrible consequences for our small communities. The University does not act alone--community events are held there. The Endless Mountain Music Festival is holding 6 concerts there this summer for example. There have been discussion groups+ forums to which the general public has been invited as well. I am assuming that some of these opportunities will be lost.</p> <p>The staff, employees, are all at risk. Students come mostly from north+ central PA. If we no longer a certain major, where will they go?? Will they be able to afford to go somewhere else? In any case, we would lose THEM--our own communities would lose their revenue, their presence, the experience of interacting with young folks who are just going forth in the world.</p> <p>I understand that some of this is economic. However, why don't you try marching into the Legislature + not letting anyone leave till they advance more money to the higher education system?? (With the expected surplus, in particular!)</p> <p>With the pandemic, 2020 was NOT a representative year. It appears that discussion of consolidation should be ongoing, both with students, with community leaders, with staff+ faculty. Please hold off on this. Don't let monetary concerns be your main concern.</p> <p>Thank you, Sharon Breitenbeck 570 662-2316</p>	Sharon Breitenbeck
6/10/2021 17:43	West Plan	Faculty, Alumni/ Donor, Other (please specify)	Taxpayer, community member, concerned citizen	<p>Please allow me to begin by clearly stating that I oppose this plan and request that you vote no, or at the very least delay the progress of this plan as it currently stands until further development can be completed.</p> <p>I am an alumna from two PASSHE schools having earned my BS at one site, and MS and doctorate degree at another. I am also now a faculty member at one of the sites being integrated and had previously adjuncted at three other PASSHE schools (one of which is also slated for integration). I have chosen to keep my name and further identifying details private and appreciate your respect for that choice as I am worried about retaliation because of my strong opposition to this plan.</p> <p>The reasons that I oppose this plan as it currently stands are numerous and I wish to share a few of those reasons here for you, though I'm sure you've seen them all before.</p> <ol style="list-style-type: none"> 1. Although I agree that changes must be made across our institutions to ensure the security of our state system, the proposed changes have been made in a warp speed format and it shows in the details. Institutions are already dramatically reducing faculty and eliminating departments and program offerings completely on campuses, literally calling up currently enrolled students and having them take courses that are not appropriate for their current standing (freshman and sophomores are being told to take courses that typically occur in their senior year) because those courses will no long be offered, and future students are being called and told that they will either have to pick a new major or go to a different school because their major is no long being offered. This in no way helps with retention and recruitment of students. It also does not help current students who now must take courses that are either inappropriate, out of sequence, or now are being offered in only online formats because they're outsourced or shared with other schools. 2. I agree that sharing some resources in some forms will benefit our students, however, the proposed plan shows that students will be taking a large amount of online courses to complete their programs since programs will be shared across institutions. Now more than ever, faculty are uniquely aware of the students requests for in-person courses. Faculty, such as myself, have been working with and attempting to support students who find online learning impossible and excessively taxing both emotionally and socially. Students are more disengaged than ever because of online learning and have an extreme desire to return to in-person formats. 3. The facts being publicized are not accurate. Our own faculty have brought many of those facts back to administration (including the chancellor) and asked questions about how the numbers were interpreted and have explicitly noted how those interpretations presented were inaccurate but this has fallen on deaf ears. 4. My own students are scared, and so am I, for the future of the state system. Students are asking questions and seeking support for their 	

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				<p>anxiety and tears and we have no concrete answers to give them. The most frequent question asked (to me) is why. The primary reason was initially given, and is continually reiterated, as a cost saving measure, however that has consistently been contradicted in the chancellors own statements (i.e. and I'm paraphrasing here, it's always been about saving the system which is bleeding money and in the next breath he notes that this has never been about the money). The second major question asked is will my program still be here? and to that I have to say, I just don't know. The plans are not clear enough to determine that at this time.</p> <p>5. The impact on the local communities is unknown. The community impact studies that were promised have either not been started, completed, or reported upon. What I can tell you is that I grew up in a rural community that embraces a PASSHE site, and I'm living in a different small, rural community that does the same and these communities heavily depend upon the employment opportunities, training, and financial gains that the universities offer. Both small towns are dependent upon the students living on campus to bring business into the town. The towns rely on the faculty who live and work here to bolster the economy and pay taxes here. The communities rely on the universities to help offer trainings to the community and bring leadership to town councils and volunteer boards. Eliminating the faculty and student presence in these towns will leave them in ruin and they likely will never recover.</p> <p>6. Enrollment decline. We are already experiencing enrollment decline as students are too fearful to attend the sites being offered up for consolidation. They are jumping ship and going to schools where they are promised the continuation of majors and security of faculty and course offerings. In additions, the anticipated enrollment decline will only further prevent our universities from becoming solvent and further deteriorate our system.</p> <p>7. I served on a sub-subgroup out of fear this past year, fear that without trying to engage in this process would lead to my program not being represented with the outstanding quality it currently holds. The pressure put on our group to quickly throw together a program was reprehensible and it is not a program that I feel confident in. If true collaboration is to occur, it must be taken at a much slower pace with far clearer guidelines.</p> <p>I could go on, but again, I'm sure you've seen these same concerns in others comments and likely heard these same concerns during the public hearings on June 9th and 10th. My story is not unique, but I want to leave you with these thoughts. I'm a first generation college student who grew up in a rural area in a lower-middle income family. My parents grew up as either economically disadvantaged or lower-middle class in very rural areas. They fought for my brothers and I to have a post-secondary education, they did everything they could (including taking out loans for us) to have opportunities that they did not. My parents are both small business owners and have risen to the challenge of living and working in a rural area that is, at best, lower to middle class in economic status. They have supported the local communities and provided countless individuals with opportunities they may not have otherwise had because of their caring and supportive approaches to being community leaders in their own ways. Being raised by two amazingly strong parents as I have, I want to do the same which is why I chose to teach despite the lack of appropriate pay or credit for the hard work I do day in and day out. I take immense pride in my teaching and hope to foster the next generation to care about their students as I have. This proposal, and its rushed process to get to where we are, has had such negative impacts on my students and myself that I see us all fraying at the seams. We are tired, we are beaten down, and we are holding on the every last shred of hope that we can that you vote no to this plan, or at least to delay it until it can be more thoroughly developed. The students of Pennsylvania deserve more, they deserve the high quality education that I had and so many before me. We owe it to them to stop the insanity that is this plan and rethink the options of strengthening our state system. Change is hard, these decisions cannot be taken lightly and should not be rushed into, but that is exactly what is happening right now. Please, please vote no or at the very least delay the enactment of this plan as it is currently presented.</p> <p>Thank you.</p>	
6/10/2021 21:00	West Plan	Alumni/Donor		<p>The Chancellor and some of the Presidents appeared to text, eat, and the chair of the BOG appeared to be preparing food or making something during the call. How disrespectful!</p> <p>During a Bill Gates meeting would you be texting Chancellor Dan?</p> <p>What poor examples of leadership. Students wouldn't be allowed to behave like this in classes.</p> <p>It's obvious...that you don't care about comments. In fact, you've already began some of the implementation work.</p> <p>When this fails...it's all on the BOG and you Dan. You and the state employees you keep hiring from the State are out of touch with reality. Just like the massive failure the new purchasing system has been. This integration will be a bigger failure, because you won't listen!!!</p> <p>Please delay the Integration!!!!</p>	
6/11/2021 8:08	Northeast Plan	Other (please specify)	Professor Emerita	<p>I recently retired after 22 years as a Professor at West Chester University of Pennsylvania in the Graduate Social Work Department. Though WCU is not struggling with enrollment or finances, our graduate program has accepted hundreds of students over the years from across the PASSHE System who are from some of the smaller universities slated to be consolidated. Most of these students are from lower SES levels and are under-represented minorities. Social work attracts these students as a profession precisely because they know, firsthand, how important accessibility is in education, health, and social services, alike and they want to make a difference in the world. Please, do not take away the accessibility of quality, undergraduate institutions for these students.</p> <p>I am upset and confused over the rushed plans to consolidate six universities into two, in areas that struggle with accessibility to all sorts of opportunities, the most important being higher education. I have read and reread the plans put forth by the Chancellor's Office and the BOG - I do not see the cost-savings that are purported and I have taught advanced research methods for many years! The plans and the research behind them are shoddy - there is no other word.</p>	Nadine Bean

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/11/2021 8:50	West Plan	Alumni/ Donor		I just hope that the proposed changes to CalU will not diminish its standing in the Mon Valley and surrounding communities in Southwestern Pennsylvania. For decades it has served as one of the few options students to pursue higher education locally.	William Wright
6/11/2021 8:51	Northeast Plan	Staff		Cindy Shapira and her foundation could singlehandedly solve the fiscal problems of PASSHE and have more than enough left over to remain in the upper 1%. Actionable suggestion- step up to the plate and while you are at it, slash the salaries of the presidents, provosts and deans by a minimum of 50%. They will still be paid so much more than the majority of the faculty and staff who do the real work of the universities. If that does not appeal to you, here is another actionable suggestion: Demand that the legislature fund PASSHE in an adequate and meaningful way to give public higher education in Pennsylvania the priority it should have. After watching all four public hearings I am deeply concerned that you are just going to bulldoze through with your ill-thought plans despite the overwhelming number of stakeholders who took the time to express their concerns and urged you to vote no, or at the very least, delay implementation of the plan as it is currently outlined.	
6/11/2021 9:35	Northeast Plan	Staff		I would like to begin by stating I am not vehemently opposed to integration as an idea. I understand the situation PASSHE is in. I have contributed to the best of my ability to multiple working and sub-groups through this whole process. However, I will say that the process felt rushed. Additionally, the working and sub-groups were specifically instructed NOT to address questions and concerns about HOW plans would be implemented even though that is what people considering the plan want to know. I would like the BOG to consider pausing the implementation of integrated institutions for at least another year. This would allow for more time to consider the student perspective. The only students who were consulted were identified by management (mostly student leaders) as opposed to trying to reach the average student. These are the students who will potentially be most negatively impacted by the proposed integrations. Our student leaders will continue to be adaptable, they are often our strongest students. The students who may suffer are those who continue to be underrepresented. Another year will allow students to be consulted through focus groups and conversations. The students I have spoken with are extremely concerned about the potential implications to their student experience. They are concerned about being forced to either take classes online or travel between campuses. They have spoken out against being forced to take online or hybrid courses, many of the students who attend our institutions do so without the means to travel between campuses. By limiting what courses are offered in-person at each campus, this will only continue to increase the gap between students with means and those without means. If a student who performs and learns better in-person is forced to either take a class online or travel to another institution for in-person, but do not have means to travel this will negatively impact their educational experience. I would like to see the state system continue to work towards more system wide contracts for software systems and behind the scenes needs. Additionally, perhaps working with faculty to design a common general education curriculum would be more beneficial for students to be able to take Gen Ed courses at ANY PASSHE school which would afford more opportunities for students above what is currently being offered. I believe there are opportunities to work together and more as a system that may not necessitate full blown integration but these seem to not have been considered.	Emmy Borst
6/11/2021 11:40	Northeast Plan	Faculty		As a PASSHE faculty member, one thing I am concerned about is maintaining a strong system across the state. One concern I have is that, once two of the schools are simply branch campuses of a central hub, they can be easily eliminated in the future, leaving students in that region without affordable education options. Any integration plan should not create that legal loophole. There are also lots of unknown details at this time - too many, I think, to proceed with an affirmative vote.	Brian Ulrich
6/11/2021 16:08	Northeast Plan	Other (please specify)	Spouse of faculty member / I.U.P. graduate	Dear Board of Governors, I am asking that you vote NO to the proposed consolidation plan in front of you and allow for a mindful and methodical process to take place. This will allow for my voice and the voices of many [many who can offer much more insightful knowledge than I] so an evolution of the State University system occurs and not a revolution against it. When I read or listen to the proposed consolidation plan of the State University system, I rarely hear the value of the human capital the State University processes. I hear that it will allow current and future students to have more access to classes and majors but the talking point missing is how will that be possible? Just with a birds eye view if you vote yes, you are allowing 60+ professors at Lock Haven University to be retrenched [fired/downsized if you work outside of academics]. That is 60 professors teaching students in many, many different disciplines. Professors who have dedicated their lives to education in order to help students reach their full potentials. Professors who have jobs like no other, jobs that help continue to build a student foundation to become a medical doctor that saves lives, a scientist that helps develop the COVID-19 vaccine, or a literature professor that writes a best seller. So I ask again, how will this allow for more access to classes and/or majors? Sure, students can take online classes from another university in the consolidation group but what is the point of that? As a parent, you would say, "I am not having you go to a University to take a majority of your classes online. You would send your child somewhere else if you had a choice. You have a choice now to vote NO on the proposed plan in front of you. Second, the State schools are situated throughout the Commonwealth for a good reason access to quality public education to create ladders of opportunities to thousands that may not be able to leave an area for schooling. Through this consolidation plan, students will have choices made for them if you live in Lock Haven or want to go to Lock Haven University, you will be able to choose only limited majors, and if you don't like those majors, you can take classes online and then transfer to another university for your major classes. The problem with that is many students cannot leave an area and the bigger problem is you made the choice for them; you took opportunities away from them. The opportunity to take an art history class, a philosophy class, math class, computer science class, or a language class. Those are classes that will not be offered at the university. Worse yet, a yes vote on consolidation allows for many other classes to be gutted. The current and future students of our great commonwealth deserve a state that promotes education to all in order to create a great citizenry and workforce to take Pennsylvania into the next century. My last point is regarding the economic impact that it will have on the communities in which these universities are situated. Many, such as Lock Haven, are in a rural setting. The University and the town are very much part of each other. When you start downsizing or right-sizing (one of the buzz words), you will decrease the economic stimulus they provide. A yes vote will start a wind-down of these small vibrant towns and possibly the universities themselves.	Michael Mosco

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				<p>In conclusion, the consolidation plan in front of you is so multi-faceted that I cannot understand why this fire drill approach is being used. It might be because the architects don't have all the answers or the answers to the questions being asked are things they don't want you to hear. I am asking for a No vote to the consolidation plan in front of you due to less access to quality education, less student choice, no financial benefit to the students or the state systems, and the negative financial impact to the towns.</p> <p>Thank you for your time, Michael Mosco Vote NO</p>	
6/11/2021 16:20	Northeast Plan	Faculty		<p>Please halt this plan. It has been rushed and not justified. With a large budget surplus, the state can afford to take its time to work on a thought out plan that has support from faculty, staff, students, and alumni. The strength of our schools is our face to face instruction and outside the classroom mentoring. Forcing students into online classes does not offer more opportunity. It offers them a reduced experience. Pushing students into online classes removes value for students and may eventually lead further decreases in enrollment.</p>	Jerry Wemple
6/11/2021 21:24	Northeast Plan	Faculty		<p>I've listened to some of the commentary being offered regarding the proposed integration plan, and I'd like to offer some thoughts that I have not heard expressed. For the record, I have been a faculty member at IUP for more than 15 years, and I am not explicitly for or against either integration plan.</p> <ul style="list-style-type: none"> - It seems to me that any enterprise that loses 1/3 of its clientele would have to downsize its staff and its operations. Expecting the legislature to simply continue to provide the same level of support (or more) for a state organization that is less productive (and arguably incredibly mis-managed in recent decades) seems fantastical. No business or household would operate in this manner for long. - Opponents of the plan voice a variety of concerns, often with great emotion. But essentially no opponent of the current plan has voiced a fiscal alternative. PASSHE includes a number of institutions that are financially insoluble, swamped with debt, and costing the system (e.g., PA taxpayers) many tens of millions of dollars each year. The chancellor and the BOG have proposed a plan that will attempt to level the ledger. Who has a better plan? Simply delaying for delaying's sake is not a viable plan. - Some of the opponents to this plan rightly lay blame at the feet of the legislature for its historically poor level of support of PASSHE. That said, if any have been paying attention to the recent legislative sessions, it seems clear that the current legislature is not going to suddenly reverse course on this issues (it was the legislature itself that gave PASSHE the 'green light' to explore integrations). If this plan is not to the public's liking, they should act at the ballot box to elect legislators with different views on higher education. - By almost any measure, Pennsylvania has an over-capacity of institutions of higher education. Taxpayers cannot be expected to prop up all of them, in perpetuity, irrespective of how they perform or how in-demand their services are. - There is no doubt that the relationships between individual PASSHE schools and their surrounding municipalities are long, close, and (for the most part) mutually beneficial. However, arguments to PASSHE against integration for fear of what it will 'do to the community' seem misplaced. I doubt very much that the charters of these schools, or of PASSHE itself, contain language that makes these institutions responsible for their greater environs. There is certainly cause for concern about economic ripple effects, but directing these concerns to the PASSHE Board of Governors or even to the PA Department of Education is inappropriate. Here, too, there are routes through local legislators or to state labor and industry authorities that are more appropriate channels. Suggesting that PASSHE should be responsible for these indirect effects seems beyond both its mission and its capability. 	
				<p>- APSCUF has not been properly sharing its blame for the current situation. I see APSCUF as a bigger impediment to progress at IUP than is the administration. The majority of faculty are APSCUF members, and their overwhelming priority issue is very clear: faculty jobs/salary/benefits above anything else. When is the last time that APSCUF has raised concerns over student recruitment/retention/graduation during negotiations of its CBA? The APSCUF CBA is full of 'perks': extra money for distance education instruction, supervising student research/theses/dissertations, serving on summer/winter committees, and more. There is a notable percentage of faculty who teach little (or</p>	

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				<p>not at all) because they receive alternative, non-teaching assignments (AWEs). I have seen many faculty who spend the majority of their time/career on AWE assignments. If APSCUF expects to preserve faculty jobs (at the sake of all else, which seems to be the case), it might expect to ask itself: what could it do to aid the financial balance? APSCUF faculty are rather well compensated for their region in most areas of the state - a freeze on faculty salary and benefits should at least be in the offering.</p> <p>- The very existence of a 'faculty union' is problematic, and antithetical to the academy for a variety of reasons. APSCUF promotes the conversion of 'temporary' faculty into 'permanent' faculty, resulting in a group (with notable exceptions) that under-perform their peers. The CBA hamstring faculty activities related to research - faculty cannot 'donate' their time to research activities unless they are compensated for it. Likewise, faculty are obligated to spend inordinate amounts of time evaluating each other, without real meaning: everyone is rated as 'superior' or 'excellent', and tenure and promotion are essentially automatic.</p> <p>- There is a reason that the better universities around us and elsewhere do not have faculty unions. It allows them to populate their faculty with individuals that contribute to their mission, and to remove those that do not. That is not possible, or at least is not happening, at IUP. It saddens me to say that, in my experience, the majority of faculty contribute to the University mission only to the extent to which it burnishes their own credentials or their own applications for tenure and promotion, without sincere effort and with no follow-through once they have achieved their personal ends. The '17 hour club' (slang for faculty that perform the CBA-mandated minimum number of teaching and office hours required per week) is real. There is a non-trivial number of faculty at IUP who would not be retained at non-unionized institutions at their current levels of effort and productivity.</p> <p>- At least here at IUP, our University leadership also is not properly assuming responsibility for our current financial state. Our current leadership team has been in place for a decade, and should have been removed from leadership years ago. IUP has lost 1/3 of its students in the last 10 years, and the administration has failed to take steps to correct the size of the employee ranks until very recently, at which time it horrifically botched the retrenchment process (issuing many letters of retrenchment, only to retract 2/3 of them). Much of the financial blame has been placed on the pandemic, but that is just a shell game - IUP's problems existed before then. Our enrollment losses are casually blamed upon a drop in the number of local high school graduates, but the data do not support this easy association, as IUP's enrollment loss is perhaps 3x as great as the decline of local graduates. Penn State recently reported recorded freshmen enrollment - how did they do that? Further, changes in the number of high school graduates are known years in advance - if this is the source of our enrollment woes, why was action not taken in advance?</p>	
6/12/2021 6:05	West Plan	Faculty		As a PASSHE graduate and current PASSHE faculty member, I know that significantly increased state funding has always been the solution to the false problem which is consolidation. Frankly, properly funding PASSHE is the duty of the state. It's the state's university system: the state is the steward. For years it has failed in its stewardship and has led its duty unfulfilled. This moral failure has hurt students and faculty for years. It's time for the state to step up and do its duty, to actually do the hard work of stewardship instead of proposing a harsh solution to a problem they have created. BOG, it's long past time to hold the legislature accountable.	
6/12/2021 7:00	Northeast Plan	Alumni/Donor		I believe this merger would be a horrible idea for the schools involved that are actually able to be self sustaining. As an alum and someone who has an S/O who works at one of the schools, I would hate to see more people lose their job over this nonsense. But I fear this comment and many of the other comments speaking out against the idea are falling on deaf ears. I believe this is just a formality and no matter what the integration will happen. If that's true, it would be very unfortunate to not take into consideration the taxpayers opinion.	
6/12/2021 8:46	West Plan	Faculty		<p>Hello,</p> <p>I have listened to the BOG, PA Senate/Legislature for Education and Appropriations Chancellor testimonies, the PA Democratic Senate and Rep meetings, etc. during those meetings, I have heard from APSCUF leaders, faculty, students who have been part of the system for a generation or more and I can understand that they benefited from PASSHE as students (for example, current APSCUF leadership and faculty). I hope we all agree that nothing is the same as it was 30 years ago and it is time we accept that fact and move forward. We cannot ask PA taxpayers for more money without PASSHE proposing significant changes to its operating model. Continuing to pour more money into a failing PASSHE without accountability from administrators, faculty, staff, students is not the answer.</p> <p>The PASSHE Redesign and Integration process is a good start. For the first time, we are seeing this level of transparency at PASSHE level. Local or state level APSCUF nor our university leadership provides us with 10% of the transparency that BOG and Chancellor have provided us with since 2018. Our current PASSHE foundation is weak and hearing this truth hurts. Although we do not like seeing/reading/listening to the BOG or the Chancellor, I believe with this transparency and system redesign, we can support the Chancellor in bringing meaningful change or stall/fight him and continue our downward spiral.</p> <p>Please take this opportunity to ask tough questions of all (and not only the 6) our administrative, faculty, staff union/leaders to truly understand why PASSHE is not successful as Pitt, PSU, Temple and other state-related universities.</p> <p>Small town economy cannot be saved if there is no increase in student enrollment numbers which are negatively impacted in the current climate of high education costs, inability to address racism concerns, and no accountability of our university administrative, faculty and staff leadership.</p> <p>The Integration/Redesign process will start addressing DEI concerns at various universities that APSCUF has been aware of, but has done nothing about it. I have not seen diversity represented at APSCUF ranks. Change is needed at every level of leadership to bring about student success at every PASSHE university and not only at the few undergoing consolidation.</p> <p>When convenient (incl. strikes), students are used as props but the APSCUF faculty and leadership have not taken accountability for the disparities in retention, graduation rates and debt of underrepresented minority (URM) students. Concerns regarding administration of</p>	

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				<p>placement tests and placement of URM students by faculty into unnecessary remedial courses have fallen on deaf ears. Many more student curricular concerns and their academic goals have been ignored because it may cost faculty jobs.</p> <p>Other than delaying tactics, is APSCUF offering an alternative plan to consolidation? Have APSCUF suggested that they will modify the contribution for pensions, or will faculty take pay cuts, or teach more hours? Will APSCUF leaders at university and PASSHE level offer to teach their 12 hours per semester or continue to take release time in form of alternative workloads (that is not the same as teaching 100 students per semester)? Why should students or taxpayers pay APSCUF leaders' salaries when they are not teaching a full load for a living? Same applies to other faculty who are on alternate workloads and do not teach for a living.</p> <p>To treat everyone fairly and equitably is important. Why do faculty and staff kids attending PASSHE universities not pay tuition but our students from low-income families should? I believe we should all be contributing toward our kids' education and if we did, we would realize the cost of PASSHE tuition, its impact on families and communities, and possibly work with the BOG/Chancellor on some of our CBA benefits/salaries, etc. to make tuition more affordable to all.</p> <p>Online technology can be a valuable communications tool, thus keeping an open mind on distance learning is important. Online teaching may not be for all students but definitely benefit students who have been left out with the past and current face to face teaching modalities at PASSHE universities.</p> <p>The Gen Ed/Liberal Studies courses across all PASSHE should be online (under the umbrella of Systemness) and upper-level courses face to face to blended modality. PA legislature, PASSHE faculty and admin should take student cheating allegations for upper-level online courses (stated during the PA Democrats Senate Policy Committee hearing) seriously. State owned PASSHE universities should hold students, university administrators and faculty accountable for such a shameful breach of honesty that (will) continue/s to destroy the value of our programs, degrees, hurt innocent students, and negatively impact future job prospects of our graduates.</p> <p>We have all heard about auxiliary debt at these universities proposed for consolidation. Why is no one talking about/looking into other PASSHE universities that have these auxiliary debts? Start focusing on all PASSHE/state owned universities where poor financial decisions continue to be made at students' and taxpayers' expense. Unless it is WCU and SRU, if we do not have the enrollment to show for it, the PA Legislature should halt all ongoing new buildings construction. General services funds are still taxpayers' funds and this money on new buildings without a plan to increase enrollment substantially is a waste of hard-earned monies. New building construction may provide a short-term boost to the local economy but long term, it drains the local and state economy.</p>	
				<p>Change is scary but times are changing and change is needed. Diverse voices and faces (unlike some APSCUF faculty/leadership) who have not attended a PASSHE college for education nor lived in these communities for generations expect more from their APSCUF leadership. APSCUF leadership should not continue to turn a blind eye to the failures of university leadership, hold themselves and others accountable, be more progressive, be inclusive-listen to all including minority faculty and students, reach across the political/administrative aisle, and provide ideas, measures and solutions that are not focused on faculty jobs/union dues only, but will benefit our students, alum and their families, and whose successes will extend to local and regional economies.</p> <p>Due to having experienced admin retaliation many times and minimal support from APSCUF, I have not provided my name or email address.</p> <p>Thank you and stay well.</p>	
6/12/2021 11:53	Northeast Plan	Other (please specify)	Local community member	<p>Having reviewed the overview, as well as the implementation plan, individual missions, and some of the appendixes, there seems to be a mountain of specifics missing. It is in those specifics that the mechanism, and potential for financial benefits reside.</p> <p>Based on news reporting, proposals for the specifics of the plan are in fundamental opposition to the mission statements. Merging course offerings across campuses mandates hybrid online courses, which are available at lower prices from institutions that specialize in the online format.</p> <p>Because the "product" that a university sells is a degree, and they operate on a lease to own type model, reducing the variety of degrees, or the ability to move between adjacent degrees is shouldn't be on the table. For this system integration, that only leaves administrative/management adjustments.</p> <p>It is my strong opinion that PASSHE would be better served by merging the administrations of all member universities in some fashion. This would have less union opposition, and could be executed faster, as it wouldn't involve external stakeholders (NCAA, MSCHE, alumni).</p> <p>As a final note, harmonizing programs often requires years of sustained efforts, even in private industry with significantly deeper pockets. So while it should be pursued for future flexibility and benefits, rushing it will likely cost more, have bigger gaps, and be less functional.</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/12/2021 12:12	Northeast Plan	Faculty		<p>Greg Zimmerman, Chair of the Department of Chemistry and Biochemistry Bloomsburg University</p> <p>As a department that produces the workers that are involved with the research to develop vaccines (as well as a host of other critical areas of great importance to the commonwealth), and a service department to the students that enter the medical profession, I have great concerns about the proposed consolidation.</p> <p>The major concern is that because some of our upper division classes have low enrollments they will therefore be forced to offer the lecture portions online. (I'm hoping that ya'll are not so ignorant to think that labs can be done online!).</p> <p>It is the inevitability of the online course that I believe will be death to the department.</p> <p>A. The students DO NOT like online courses. So first a question: I have seen reports in our local newspaper that there was a survey of students regarding online courses, AND that around 50% either disliked or strongly disliked online courses.</p> <p>IF PASSHE has done such a survey, it behooves its full disclosure in order for the powers that be to make the BEST choice for the Commonwealth.</p> <p>Conclusion: The prospective students will vote with their feet and NOT come to the consolidated universities, hence my conclusion that this will be death to the department! We will lose students to Millersville, West Chester etc.</p> <p>B. I have seen an increase of CHEATING incidents when courses are taught online and this CANNOT be denied! It takes much more chutzpah to cheat in a face to face class, than online. A move to forced online courses opens that door to destroying the reputation of our department, college, university and as a reputable system of higher education, not only for those involved in the consolidation, but all 14 sister schools.</p> <p>Conclusion: The consolidation into a single university that forces online courses for a department that trains and prepares students in CRITICAL areas is a VERY BAD idea.</p>	Gregory Zimmerman
6/12/2021 14:09	Northeast Plan	Other (please specify)	PA Taxpayer	<p>On the topic of Public Comments-it would be relevant to read Public Comments posted after Mr. Bill Schackner's articles on PASSHE integration/consolidation. Not all Public Comments are against consolidation nor are they skewed in favor of PASSHE/APSCUF faculty and students. They list overall PA citizen concerns.</p> <p>June 10 Article "Why are you letting them off the hook?": Speaker asks state university leaders given lax General Assembly support comments can be found at https://www.post-gazette.com/news/education/2021/06/10/State-System-Higher-Education-Bloomsburg-Cal-Clarion-Edinboro-students-faculty-APSCUFcolleges/stories/202106100110</p> <p>June 09 Article "Grad student cutting lawns to pay off college debt gives officials a lecture on Pa. state university mergers" comments can be found at https://www.post-gazette.com/news/education/2021/06/09/pennsylvania-State-System-Higher-Education-Clarion-California-Edinboro-Lock-Haven-Greenstein-hearing-APSCUF-mergers/stories/202106090103</p> <p>June 08 Article "Now, it's the public's turn to weigh in on Pennsylvania university mergers" comments can be found at https://www.post-gazette.com/news/education/2021/06/08/State-System-of-Higher-Education-integration-Daniel-Greenstein-Pennsylvania-APSCUF-college-faculty/stories/202106080132</p> <p>June 04 Article "Petitions couldn't save a popular Pennsylvania state university music professor's job, so his wife is speaking out" comments can be found at https://www.post-gazette.com/news/education/2021/06/04/State-System-of-Higher-Education-Greenstein-APSCUF-faculty-union-jobs-teaching-Pennsylvania-colleges/stories/202106040078</p> <p>May 26 Article "Pennsylvania and its state-owned universities ponder debt relief as controversial merger vote nears" comments can be found at https://www.post-gazette.com/news/education/2021/05/26/State-System-of-Higher-Education-pennsylvania-tom-Wolf-General-Assembly-debt-integration-campus-mergers/stories/202105260121</p>	
6/12/2021 15:57	West Plan	Alumni/Donor		<p>As an undergraduate alumni of CalU, a graduate alumni of IUP, and daughter of a PASSHE professor who is impoloyed in my chosen profession as a school counselor, I have for years championed the merits of the state system of higher education. I have pushed students to consider PASSHE schools, explaining the value of a solid education at a fraction of the price of larger public state univerisities. This plan makes me pause and consider whether I will still be able to hold that claim in the future. As an educator, I can say confidently that if 2020 and 2021 taught us nothing else, they have taught us the limits of online classes and the value of in-person instruction. The only place I learn at my best is in a classroom in the front row. The classes I struggled the most with in my undergraduate career were the ones I took online. This plan seems to ignore the demand for in-person instruction after the pandemic and furthermore it seems incomplete! The PA legislature has shamefully abandoned the PASSHE system and it's students when it comes to funding. I understand that the goal here is to cut costs and keep campuses and programs open, but I think that any plan that fails to outline the exact classes on which campuses will be forced online and at what rate is being disingenuous with a public review. I believe that this plan further abandons PASSHE professors and students with a weak argument that the programming will be the same or better. Let's be honest: nobody wants your enhanced online campus system, or, at least most people don't, especially not after the pandemic. This plan is more likely to Alienware your current students and turn off prospective students, furthering budget problems. My professors were and are some of the most hard-working and brilliant people that I know. They deserve a plan that is more detailed and honest about what it expects to do. Current students deserve to understand what they will be asked to do. This should not be rushed. Do it right. Maybe if you need more funding cut the budgets of the executive leadership at univerisities, and press harder of Harrisburg and your allied legislators to get it done. Don't wreck the reputation of the state system or any schools (and further doom them into obscurity and death) by pushing through something that isn't ready.</p>	Lydia Albin

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/12/2021 16:32	Northeast Plan	Faculty, Alumni/Donor		I have a 47 year relationship with Mansfield University. A plan that involves massive change should first consider all of the possible consequences. I look at what has happened at Cheyney University and see our future. On the brink of closing, Cheyney was given a new plan and new funding. But not enough, there are few students, few faculty, sports disappeared, and library services has ended. Cheyney was given just enough to stay barely alive, not anywhere near enough to survive - the end will come. At Mansfield University we have been cutting back for so long that we have cannibalized ourselves. There is nothing left to cut. Yet somehow joining with two other universities will allow us to cut even more. More majors will be eliminated - just a few high-enrolled majors will remain. Everything else will have to be obtained remotely. There will be no gen eds offered on campus, no electives for expanding knowledge, no specialists and experts engaged as adjuncts to supplement academic knowledge with practical experiences. No internships, practicums, and independent studies because there will not be faculty available to supervise these important learning experiences. Less and less students will occupy the residence halls - four new ones we borrowed heavily to build and they're bleeding us dry. Students will have no reason to chose Mansfield University as this deterioration of choices continues. No one wants a second rate education. The Chancellor declared when visiting our campus in his early days on the job - no universities will be closed. They will not be closed by decree but they will close if this plan goes through. They will die a death from a thousand cuts. The only way to save the system is to fully fund the system.	Karen Crisp
6/12/2021 17:07	Northeast Plan	Faculty		<p>1. What idiot decided to call combining Bloomsburg, Lock Haven, and Mansfield "Northeast"? Obviously they did not look at a map of Pennsylvania, because none of these universities are in northeast PA (although East Stroudsburg is). North central would be a better description.</p> <p>2. Timeline is too short. It's obvious that whoever developed the timeline has never participated in the curricular process at these universities. Typically, creating a new academic program (which will happen at all of the "integrated" universities) takes a minimum of six months to do the paperwork, especially if it involves getting individual courses approved. In order to have the programs ready to enroll students in Fall 2022, all of the curricular stuff (new program approval, course approvals, etc.) would have to be submitted through the curricular process (that still has not been developed and approved) by October 1. We don't even have forms that we could start completing during the summer (on our own time, because not everyone teaches during the summer), because we don't have an agreement on how the curriculum will be approved.</p> <p>3. Having worked on a few of the sub-subgroups (not necessarily by choice, but because I didn't want someone else imposing a curriculum), it's clear that the secondary education pedagogy folks are seeing this as an opportunity to increase the number of education credits and decrease the number of content credits, which is not useful for secondary education teachers who need to know content. I've seen enough students not know social studies content (52 states, not know what a Secretary of Commerce does or what commerce is) that they need more content, not less (both of these examples were post-bacc students who earned bachelor's degrees outside PASSHE). Education credits should not be more than 1/3 of the overall number of credits (120).</p>	
6/12/2021 17:57	West Plan	Faculty		<p>In 2019, PASSHE BOG created the Faculty Shared Governance Commission and the commission charge is stated as The Commission seeks to strengthen faculty shared governance for Pennsylvania's State System of Higher Education by recommending consistent, high-level expectations for its universities and the design and operationalization of a body that works at the system level to enable effective consultation in regard to system-level strategy planning, budgeting, policies and other matters as may be deemed appropriate. (The Commission is specifically not asked to make recommendations about the practice of shared governance at the university level.)</p> <p>The Commission will:</p> <ul style="list-style-type: none"> -actively engage faculty, union leadership, administrators, trustees, and Board members in a dialogue to develop a shared understanding of the purpose and scope of shared governance in the context of the State System -learn from the current state of faculty shared governance as it is practiced both at system and university levels -learn from the current state of faculty shared governance at other university and college systems, focusing especially on those where faculty are organized by collective bargaining units engaging external expertise where appropriate -maintain a commitment to transparency and frequent communications among stakeholders and offer quarterly reports to the Board leading to recommendations. <p>Till date, the commission members have been MIA and have done negligible work pertaining to Shared Governance. With PASSHE Integrations, it would help if this commission developed and provided a template for System-wide Shared Governance. If not, dissolve this in name-only Faculty Shared Governance Commission.</p>	
6/12/2021 21:13	Northeast Plan	Alumni/Donor		I give Bloomsburg zero dollars now, and will continue to give them nothing. For this reason, I will not be upset when the merger fails miserably.	
6/12/2021 21:16	Northeast Plan	Other (please specify)	Concerned citizen	I am concerned about the state's merger plans for Bloomsburg, Lock Haven, and Mansfield Universities. The cuts, amounting to 14 percent of overall PASSHE employment, are of a magnitude equivalent to the largest private-sector plant closings and mass layoffs of the previous decade in Pennsylvania. This study documents that the cuts and their spillover effects will have a substantial negative impact on the Pennsylvania economy. The largest negative impacts in terms of job loss and revenue decline will be in the economic regions near each university that is facing job cuts. These job cuts will have their most severe impact on women. This is because women constitute large majorities of both the student body of the PASSHE universities and of the untenured faculty on staff. Given that, we do not need anything to hurt women in these economic times.	
6/12/2021 22:34	West Plan	Faculty		Please delay the consolidation - there are far too many unanswered questions. The top down cuts have already had a negative effect on other schools in our state system - we are losing highly qualified faculty and dedicated students on the current trajectory.	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/12/2021 22:40	Northeast Plan	Alumni/Donor		<p>I am a member of the class of 2015 of Bloomsburg University where the only town in Pa became my home away from home for all the years I was there and I know I have a good understanding of Bloomsburg with being highly involved with the university, it's organizations, and the community Therefore i would like to provide my feedback on the merger.</p> <p>I am not for the merger of the northeast plan. I believe it really won't allow more opportunities for students as the universities are very similar in the academics they provide already. The plan has no concrete idea what will happen to each schools athletic programs and almost a quarter of student enroll at all 3 schools are athletics, which will put that in jeopardy. Schools individually should concentrate on improving their quality of their academics and also the different types studies they offer. Increase student enrollment, explore more major options, and reevaluate universities budgets to help the schools grow and financially thrive. I understand giving students more options in the state but a easier approach just with these schools allow credit transfer way more easier between the three schools. Geographically they aren't prevalent to each other, and not close enough for someone to take classes at two different campuses with them being an hour apart. I should know I have traveled to all three campuses plenty of times as I am from Athens, Pa and we went to Mansfield, Pa to play sports as they were in our athletic conference.</p> <p>Then I completed my internship for Bloomsburg at Penn state University Park and had to travel through lock haven to get there from Bloomsburg.</p> <p>where I actually for my last semester of college I had to travel twice a week between schools and doing that put so much stress on myself and I would never recommend it for anyone. That was one semester not a possible 8 semesters, which seems to be a proposed idea for the schools.</p> <p>I encourage you to not do this merger and please work with each university individually to improve their college. I believe a merger would do more harm than good.</p> <p>Thank you for your time</p>	Brad Frisbie
6/13/2021 7:37	Northeast Plan	Student		Please vote no to consolidate. By voting yes, you will show that you do not care about students at all. Please do not ruin my wonderful university.	
6/13/2021 10:30	Northeast Plan	Alumni/Donor		If these Integrations are approved, I will no longer donate money or recommend students go to these schools	
6/13/2021 10:30	West Plan	Staff		In the report, please show us details on the enrollment forecasts. What assumptions are being used?	
6/13/2021 16:50	Northeast Plan	Faculty		Consider legislative support rather than dismantling 6 time-honored institutions. What is needed is more investment and commitment via the senate. This plan will not save money, rather it will ensure system failure for all 14 universities. With no stability, brain drain and loss of students will invariably occur, as faculty search for positions in other systems. I'm not sure how anyone actually benefits from this proposal. If drastic cuts are needed, it would be better to close a couple of universities, rather than tank the entire system.	Lee Stocks
6/14/2021	Both			<p>I am submitting these recorded comments on behalf of those who shared feedback at APSCUF's third public-comment recording session, on June 14: https://youtu.be/aWATtle6Fck. Comments may also be viewed at APSCUF.org/comments.</p> <p>Comments addressed both plans, so I am submitting these under both northeast and western.</p>	Kathryn Morton
6/14/2021	Both			<p>Hello,</p> <p>I've attached an email introducing a recent publication reporting a retrospective analysis of the effects of 72 university integrations occurring between 2000 and 2015. I've provided a reference to the study and also pointed out several findings that may challenge some key goals of the Integration Plan.</p> <p>My intent is to provide information for your consideration. You may have already seen this publication. If not, I simply want to bring this to your awareness.</p> <p>Best regards,</p> <p>William D. Pithers, Ph.D. Fellow, American Psychological Association Professor Department of Psychology Edinboro University of Pennsylvania</p>	William D. Pithers, Ph.D.

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/14/2021 4:58	West Plan	Faculty, Other (please specify)		<p>Here is an actionable item.</p> <p>There should be a planning goal, should integration be achieved, to audit all of the registrars. For example, Cal U consistently has no way to count students by major accurately. This has been documented through official forums including Meet n Discuss, Chairs Forum, and the Faculty Senate. Their advisement by major information does not give faculty the information they need to advise students properly because their advisee information includes students that have graduated up to a decade ago, are dead, and then misses the ones that count. Their overall head count might be correct, however, their system to break it down by major is deeply flawed. Faculty have complained about this to no avail. Faculty are then held accountable for student retention when they don't have the tools to do their jobs properly for academic advisement.</p> <p>Next, the problem complicates as the university loses students in the shuffle in large majors. The student is alienated, leaves, or if they graduate leave with no sense of attachment to the university that advertised low student/faculty ratios that wouldn't treat them like a number. Then academic programs with fewer students are consistently pressured to boost enrollment - when the picture of enrollment in that major is usually short by dozens of students. Then these faculty end up just watering down their material to hold on to majors because there are constant moratorium threats, which also does not serve the learning outcomes of the students.</p> <p>This is a repeated problem that now three presidents and more than that of provosts have been presented through official sources and absolutely nothing has been done including as recently as fall 2020.</p> <p>Faculty are the content experts in their classroom. They are not marketing and recruitment experts. They are part of the enrollment management system. The tools they have to help with enrollment management are untrustworthy and deeply flawed. Yet, it's faculty this redesign will cut. So, faculty pay the price again more management's inability to do its job. It needs to be in the plan. Don't let them say the new registrar - he is doing great work though - is fixing the problem as if that solves at least two decades of enrollment MISmanagement.</p> <p>Since this redesign is motivated by dwindling enrollment, part of the plan should be to ensure one University with a proven data problem has the correct tools to actually management enrollment. Then the other universities should be equally evaluated for accuracies of enrollment by major and academic advisor accuracy, and the systems should be shared once corrected so the right students get the right outreach from the right people.</p>	
6/14/2021 7:03	Northeast Plan	Faculty, Alumni/ Donor		One of the major issues not being discussed is the financial burden that Cheney University is putting on the system. The school is almost dead and yet we continue to take resources from other institutions to support them. There is hardly anyone occupying the campus site and even fewer students and yet the system continues to pour money into a dead campus.	
6/14/2021 8:38	Northeast Plan	Staff		This plan does not have enough content and information to go to BOG for a vote in a month. The impact on students is not well-defined. I ask that you pause this process and address the concerns raised by this plan.	
6/14/2021 8:40	West Plan	Staff, Alumni/ Donor		This process needs to pause and provide detailed information about the impact on staff, students and the surrounding communities.	
6/14/2021 9:50	West Plan	Other (please specify)	PA Taxpayer	<p>In one of the June 14 articles "An injury to one is an injury to all" (link: https://www.lockhaven.com/news/local-news/2021/06/an-injury-to-one-is-an-injury-to-all/), there was a statement made that he continued saying that PASSHE has the money to afford not going through with the consolidation of the state schools. He claimed that an excess of \$500 million was collected in taxes by PASSHE within the last year that would be financially surmountable to what the board is proposing. It is our tax money that is created by working people. They need to hear from the people who expect it to be put to the use of these working people. If they are cutting 1,500 jobs throughout the state system, cutting programs, cutting these schools back to nearly nothing, how is that not going to affect anybody? Malott added.)</p> <p>Could the PASSHE BOG and Chancellor verify if this excess of \$500 million was collected in taxes by PASSHE within the last year statement is true and if yes, where is this money allocated for future spending within the PASSHE system?</p>	
6/14/2021 9:52	Northeast Plan	Student, Faculty		The two consolidation plans cheat the student out of meaningful resources to be able to cope in the real world. Students need financial counseling, health and wellness counseling, and career counseling now more than ever to compete in the workplace. Academic counseling is essential to the student's success and retention at each university. I urge you to drop all consolidation plans and seek alternative ways to save money. Consolidation will erode the current PASSHE system and will weaken it to the point of extinction. The PASSHE system is needed for first generation college students in Pennsylvania.	Marilyn Miller
6/14/2021 10:05	Northeast Plan	Other (please specify)	Faculty at WCU	The writing is on the wall. It makes no difference if you say you'll save students money. It makes no difference if you say you'll be more efficient. Over 600,000 students stopped attending college at the national level because of the Covid 19 pandemic. "Streamlining" efforts, which will inevitably consist on the closure of more academic programs and even whole departments, will limit students' opportunities and make evident to many of them that the amount of online courses will increase. Of course, during the pandemic, they could opt out from going to college. Now, they will opt out from going to these places. This will generate or exacerbate economic crises in these college towns and may eventually make attending those places less desirable... The technocratic measures that are being implemented will force the closure of some colleges or the dissolution of the State System, and with that we will have failed the whole Commonwealth, and leave many of their constituents even unable to understand what happened to their communities. That is what many in Harrisburg want, and that writing on the wall doesn't lie.	Cristobal Cardemil-Krause

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/14/2021 11:15	West Plan	Staff		<p>First of all, I am very concerned about losing my job. I work at Clarion University and as you know Western PA is an economically depressed area. If I lose my job, along with others, it will be detrimental to the already depressed area. Have you looked into ACT 50? Have you looked at the economic impact it would have on this community? It would be devastating to local businesses and the workforce. I believe you need more time to look at what deficiencies an integration would have.</p> <p>Also, as far as I can tell the framework for these integrations are coming from a higher level of upper management. Have you asked the "little people" that do most of the work how they feel? You are planning on eliminating 502 positions between the 3 schools. How can you expect people to survive when they're "laid off"?</p> <p>Why can't we get increased state funding from the governor? Have we tried to approach him on the subject of more funding?</p> <p>I also think there is a lack of transparency with the integration plans. I don't feel like I'm being told the whole story. I think the outcome of this plan is going to be worse than people think. The Chancellor will still have a job and most of the politicians who vote on this will still have their jobs. They don't care about the people that depend on this job to put food on the table.</p> <p>Have you considered the needs of students? Students choose a college to become part of that college, to be the best that they can be, and graduate from one college. I think what you're asking the students to undertake is affecting enrollment. I believe enrollment will be down because there are too many unknowns in this integration plan. I would like to see the "higher ups" answer phone calls from students and parents that are questioning whether their son or daughter will get a quality education when they don't know how their classes will be held. Students go for the whole college experience which means classroom interactions, not online classes for most of their required courses. What is going to happen with the different departments? What about the people in financial aid and the Registrar's office? Are they going to have their jobs when this integration takes place or is there just going to be one financial aid office and one Registrar's office on only one campus? That would not benefit the students at all. You really need to take all of this into consideration. We need our jobs and we're what keeps the university running, the little people who are behind the scenes. I hope you address all of these issues because like I stated at the beginning, I'm afraid I'm losing my job and I just can't afford to do that.</p>	
6/14/2021 11:29	Northeast Plan	Student, Faculty, Staff, Alumni/Donor, Other (please specify)	APSCUF communications director	<p>I am submitting these recorded comments on behalf of those who shared feedback at APSCUF's third public-comment recording session, on June 14: https://youtu.be/aWATtle6FCk. Comments may also be viewed at APSCUF.org/comments.</p> <p>Comments addressed both plans, so I am submitting these under both northeast and western.</p>	Kathryn Morton
6/14/2021 11:30	West Plan	Student, Faculty, Staff, Alumni/Donor, Other (please specify)	APSCUF communications director	<p>I am submitting these recorded comments on behalf of those who shared feedback at APSCUF's third public-comment recording session, on June 14: https://youtu.be/aWATtle6FCk. Comments may also be viewed at APSCUF.org/comments.</p> <p>Comments addressed both plans, so I am submitting these under both northeast and western.</p>	Kathryn Morton
6/14/2021 13:01	West Plan	Faculty		<p>The universities in the State System of Higher Education are integral parts of their small rural communities. They have long histories in their communities and grew organically there from local roots. Let me specifically relate that to the two institutions with which I am most familiar.</p> <p>Clarion University began as a seminary of the Methodist Episcopal Church in 1867, and was the first institution of higher education in Clarion County.</p> <p>The first classes for the educational institution that is now IUP were held in the basement of the First United Presbyterian Church in Indiana in the late 1800s. Local community leaders and prominent citizens were the founders of that institution, and the comparatively well-educated Presbyterian clergy in the community conducted seminars and lectures for the school's first students.</p> <p>When you drive into these communities, you'll notice that local organizations such as the Chamber of Commerce have erected prominent welcoming signs that proudly proclaim the distinguishing characteristic that the town is the home of a university for example, Welcome to Clarion, Pa., Home of Clarion University; Welcome to Indiana, Pa., Home of Indiana University of Pennsylvania. The name of the local community is the prominent feature in the name of the university and ties the university to the community that founded it. These universities are not just part of some statewide system. Each began as a unique entity, inextricably tied to the local community, woven into its long history, and often the sole driver of its economy.</p> <p>Some of the poorest counties in Pennsylvania host these universities. I fear that the consolidation of the universities that is being proposed in the current plan does not recognize that fact nor does it adequately consider the origins of these universities and the longstanding relationship between them and the communities that created and nurtured them. Surely there's a better solution that will acknowledge these universities unique identities and will preserve and strengthen them.</p> <p>Respectfully submitted,</p> <p>Patricia E. Johner Assistant Professor (and a graduate of Indiana University of Pennsylvania, B.A., English) Database Management/Bibliographic Access & Control Librarian Carlson Library, Clarion University of Pennsylvania</p>	Patricia Johner

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/14/2021 13:51	Northeast Plan	Faculty		<p>Dear Sirs/Madam:</p> <p>I am writing you concerning the proposed consolidation of the PASSHE schools. While I realize that the reduction in student population is important and that something needs to be done to Fill up our campuses, the consolidation idea is the wrong way to go about it. Students are not attending our campuses because of the high costs and unbearable student load debt that is inevitable result thereof. A definitive study by the Political Economy Research Institute (PERI) at the University of Massachusetts at Amherst shows very plainly that this consolidation will have negative results not only for the PASSHE system but also for the Commonwealth in general. The study documents that the cuts and their spillover effects will have a substantial negative impact on the Pennsylvania economy. The largest negative impacts in terms of job loss and revenue decline will be in the economic regions near each university that is facing job cuts. These job cuts will have their most severe impact on women. This is because women constitute large majorities of both the student body of the PASSHE universities and of the untenured faculty on staff.</p> <p>I am sure that you have seen this study but I have added it here for your clarification. https://www.peri.umass.edu/component/k2/item/1439-the-economic-impact-of-the-passhe-employment-reductions</p> <p>Consolidation of service and shared services seem to be buzzwords produced by consulting firms such as Deloitte and McKinsey and usually never reach their full potential. In fact, I am sure that the additional upfront cost for the consolidation and shared service will never be recovered.</p> <p>The PASSHE governing board, the Chancellor and Governor Wolf should spend resources and time reducing the costs for college education by more fully funding the overall subsidy for the system as well as developing realistic and simple student debt reduction strategies.</p> <p>Sincerely</p> <p>Marwan Kreidie Department of Political Science, West Chester University APSCUF Member</p>	Marwan Kreidie
6/14/2021 14:30	West Plan	Alumni/Donor		This plan is not at all clear. My daughter graduated from a W. PA high school this year and NONE of her classmates were pursuing Edinboro or Clarion because of all of the rumors and confusion. One will be attending California, but her father is a faculty member there.	
6/14/2021 16:39	West Plan	Faculty, Alumni/Donor, Other (please specify)	Clarion University College of Business Administration and Information Systems Advisory Council Vice-Chair	<p>Though, at a minimum, I could draft an essay on the Commonwealth's failure to place higher education funding as a priority, Penn State's ability to access the same funds as the PASSHE while allowing their 24 branch campuses to cannibalize the same markets in which the PASSHE is trying to capture as a target market, or State politicians to continually fail their constituents by fighting to retain, create, and attract new jobs and talents, that is not being requested.</p> <p>Should the integration progress forward as planned, the highest levels of accreditation for each academic institution of the three being integrated should be upheld. Not only do the existing accreditations allow the universities to compete with other institutions, but it also is a marketing tool to attract and retain students. Without upholding these accreditations, students will opt for those schools with both accreditations and a larger alumni pool, rendering the value created by the integration useless other than a cost saving mechanism of PASSHE. As an alumni and faculty member of Clarion University's College of Business Administration and Information Sciences, I recommend that the AACSB accreditation be maintained and required of the integration. My choice, in 2003, to attend Clarion University versus The Penn State University, University of Pittsburgh, and Kutztown University (not AACSB accredited until 2015) was dependent upon Clarion's accreditation for both the College of Business Administration and College of Education, as well the substantially value-oriented education that Clarion provided versus Penn State and Pitt. Due to the scholarships offered and the cost of tuition (in 2003-2007 dollars), I was able to graduate nearly debt free, obtain a job in the DC metro area, and achieve a return on investment far greater than the debt burden that would have been carried by attending Penn State or Pitt, and I would have been a number, not a student with a name and relationships with my professors who helped work to place me in the DC metro area. The value I find in the PASSHE, paired with the love of my hometown (Clarion), is why I continue to reinvest my time as a part-time temporary instructor each fall and spring semester when granted the opportunity.</p>	Lindsay Banner
6/14/2021 18:30	West Plan	Faculty		Can you list what specific aspects of integration will save what specific amounts of money? Thank you.	Peter Cormas

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/15/2021	Both			<p>Randy – I attended last Thursday’s virtual hearing but was unable to stay long enough to speak. I must say that it was very disappointing to sit there for over 2 ½ hours and listen to people who voiced their opinion at more than one hearing knowing there were others like me who only attended one hearing and did not get to speak. I had to leave to attend a Planning Commission meeting. I believe that you and the BOG did the best you could but a plan to get input from as many as possible would have been appreciated.</p> <p>I do not know if the plans for integration are good or bad. I have not really researched the plan. I do know that not having a recreation management major as part of the Northeast Integration is short sighted and ill advised. I am a proud Lock Haven Recreation Management graduate. The Faculty and Program are one of a kind. I am currently serving as the Upper Uwchlan Township Manager but spent the first fifteen years of my career serving as a recreation director for various Townships in southeastern PA. The skills that I learn as a recreation management major were not skills center around recreation but skills centered around being a meaningful contributor to society. I have friends who attended LHU with me and are now serving as EMTs in Boston, Recreation Directors in Plymouth Township, Whitpain Township and Warrington Township, as Township Manager in Lower Frederick Township and serving in state parks as Park Ranger and Environmental educators. These individuals have touch 1000s of lives in communities in which they serve and it my opinion it all started at LHU. I urge the BOG to rethink excluding Recreation Management from the program array in the Northeast Integration plan.</p> <p>Thank you for your time and I will be submitting a comment on the integration website.</p> <p>Tony</p> <p>Tony Scheivert Township Manager Upper Uwchlan Township 610-646-7008 tscheivert@upperuwchlan-pa.gov</p>	Tony Scheivert
6/15/2021	Both			<p>I am submitting this recorded comment on behalf of Cal U student Justina Arena, who shared feedback with APSCUF June 15: https://youtu.be/IQysaOAI2Yg. Comments may also be viewed at APSCUF.org/comments.</p>	Kathryn Morton
6/15/2021	Both			<p>I am in agreement with reaching our adult students by, in part, providing online programming. However, coming from a 100% online program for which I provide instruction, I wanted to add a caution that administration needs to consider. Just because a course is offered online, does not mean that the course caps of the course can be raised at such an unreasonable level that it is pedagogically unsound. I don't believe that this level of detail is being examined just yet relative to integration, but I have witnessed the beginnings of such thought processes and didn't want concept to be lost within the integration process.</p> <p>Sincerely, Robin</p>	Robin R. Weaver
6/15/2021 7:24	Northeast Plan	Alumni/Donor, Other (please specify)	Also a parent	<p>Why does the State Legislature still support Pitt and PSU branch campuses when they are state related? Support the system that at least attempts to provide a low cost educational opportunity.</p> <p>One child has graduated from a PASSHE school and the other is a sophomore but is transferring to Kent State because she is worried about the negative feedback about the Passhe system that is being discussed among her peers.</p>	
6/15/2021 8:12	Northeast Plan	Faculty		<p>I am writing about BOTH plans, though your comment section does not allow that--a signal that you are not thinking about the people affected but instead trying to control input. The consolidation plans are bad policy. We understand the policy: folks have read the policy, folks have thought about the policy--it is bad policy. It saves literally no money. It will negatively impact students and communities by decreasing access to higher education as well as eliminating anchor institutions in key parts of Pennsylvania that provide jobs (faculty, staff, administrators), culture, citizenship engagement and workforce preparation. It will force students and faculty to learn and teach online--and we see how well that went the past 18 months. So well that we are sorely hurting for enrollments, lost students to the ether (and not for want of excellent pedagogies by faculty and efforts by students), and everyone is exhausted and traumatized. Say no to this un-plan. Again, you do not have a communication problem--you have a listening problem.</p>	Hannah Ashley

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/15/2021 15:42	West Plan	Faculty		<p>Actionable Plan:</p> <p>APSCUF boasts approx. 5000 faculty members. If interested in making our PASSHE universities financially sustainable, decreasing student debt, providing students more educational and programmatic opportunities and saving faculty jobs, how about APSCUF faculty take a 25% pay cut. With all the perks (summer and winter teaching, internships, chair bonus, release time, DE pay per student, bonus per graduate student mentoring, independent studies, etc), yearly average faculty pay must be around 100K. The yearly average income for PA residents is approx. 63K and in rural counties, where most PASSHE universities are located, much less. So instead of asking more from PA taxpayers whose yearly income is less than faculty pay, a 25% pay cut at 100K for approx. 5000 faculty would save PASSHE, students (tuition), taxpayers 100 million plus dollars per year. These savings could then go toward decrease in tuition, room and board, fees, etc. Same savings could be done for other PASSHE union staff members and non-union administration. Presidents, Provosts and Deans should not be paid in range of 200K-380K for destroying our universities.</p> <p>Decrease promotion-based faculty pay (approx. 10K) increases and change the process of tenure and promotion. Faculty in charge of their colleagues' tenure and promotion decisions result in everyone getting tenured and promoted so as to avoid personal backlash and retaliation.</p> <p>Research oriented faculty at research and state related universities such as UPitt, Penn State have to supplement their income with research grants. Since this requirement is not part of APSCUF faculty-PASSHE agreement, 100% of APSCUF faculty salary is paid by students and PA taxpayers. If APSCUF faculty pay is frozen at 75K max, then BOG and APSCUF can work together to create evidence-based outcomes to supplement income of truly qualified faculty who go above and beyond their Collective Bargaining Agreement work requirements.</p>	
6/15/2021 16:11	Northeast Plan	Faculty		<p>I have commented once before on the proposal to express my opposition. I am writing a second time to reiterate my disapproval.</p> <p>I believe this plan will weaken the system, not strengthen it. Integration is an excellent idea, but it should happen organically and constructively with guidance from PASSHE and involvement and participation of all the stakeholders. Instead, I believe the faculty, as whole, oppose the plan and feel left out of the process.</p> <p>There are constructive ways to increase partnerships among all the institutions in a collegial, forward-looking manner. In contrast, the proposed restructuring plan has engendered mistrust, which is not a basis for a successful outcome.</p> <p>On the academic side, each university has its own procedures for curriculum and program development and design. These protocols have been reviewed by Middle States and other accrediting bodies. I do not see how these processes will be followed and upheld with the proposed restructuring plan.</p> <p>It would have been better to develop a broad framework for system-wide cooperation, coupled with clear, reachable, and practical targets for each year. Then we could have worked collectively toward these goals in a careful, deliberate manner. This way, successes could have been celebrated and built upon, and errors could have been corrected.</p> <p>This plan, however, takes a more drastic approach: wholesale change. In my opinion, the plan does not deal with practical, on-the-ground realities and consequences. Taking the approach of solving these problems as they arise is unwise. I also do not believe the plan honors and enhances the strengths of the universities as they currently exist.</p> <p>There are risks to inaction, yes, but taking the wrong course involves even greater risks. With all due respect, I am afraid this plan puts us on the wrong path.</p>	Jeffrey Hotz
6/15/2021 17:03	Northeast Plan	Alumni/Donor		<p>Shared Governance requires faculty, staff and administration to work together in the best interest of our universities and our students.</p> <p>During the Public Comments last week, faculty at these proposed Integrated Universities stated that they agreed or volunteered to be part of the Integration (West and NorthEast) subgroups because they feared for their jobs and that their participation should not imply that they endorse the Integration plan.</p> <p>I was alarmed by this statement because it implied that faculty did not participate in this shared governance process in good faith and whatever suggestions they may have made, or work they contributed toward the proposed Integration may not have been done in the best interest of our students and futures of our universities. One Shippensburg faculty member compared shared governance to a marriage. With this type of faculty behavior, I am concerned for this marriage.</p> <p>Since curriculum belongs to faculty, faculty working in these subgroups at these proposed integrated universities should have already worked with the Chancellor, university administrators and BOG to come up with plans for programmatic offerings at these proposed six integrated PASSHE universities. This could have helped address the various course queries by students at these Public Comments and diluted faculty concerns that program arrays cannot be planned in such a short time span. Blaming the Chancellor for lack of curricular/program information at this date is misplaced and intentionally sets up PASSHE for failure.</p> <p>Systemic racism exists at PASSHE universities. Thus, it is heartbreaking that the junior ranked (female) faculty of color got retrenched at LHU. Since retrenchment is based on APSCUF approved faculty seniority, it is the APSCUF and faculty approved CBA that permitted this to happen. To blame the PASSHE BOG, Chancellor for loss of faculty diversity is misdirected. Fix the CBA.</p> <p>Do WCU students know that they are paying approx. \$1000.00 more in tuition and other fees yearly to subsidize students, faculty salaries and programs at other failing PASSHE universities? Should WCU students continue to go in debt, mow lawns, have their program offerings be negatively impacted to subsidize these financially weak universities; or do they want to find a financially sustainable solution that benefits all students at all PASSHE universities? The answer needs to be other than demanding more of hard earned taxpayers monies.</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/15/2021 17:37	West Plan	Student, Other (please specify)	APSCUF communications director	I am submitting this recorded comment on behalf of Cal U student Justina Arena, who shared feedback with APSCUF June 15: https://youtu.be/IQysaOAI2Yg . Comments may also be viewed at APSCUF.org/comments.	Kathryn Morton
6/16/2021	Both			<p>I just wanted to thank you for kindly paying attention to people's voices during all 4 public comments sessions. I personally didn't appreciate many of the others in that space seemingly on their phones, looking at other tabs, or glaring in the distance. But I appreciated your genuine attempt to listen to people.</p> <p>I just wanted to suggest that you advocate for more public comment sessions as I know many people who just recently found out about what is going on. As well, I know several people who were unable to attend the sessions because of the timing of the sessions. You know I was at work during all but one of these sessions. That is the case for so many students and others throughout the commonwealth.</p> <p>Also, I know you said during the session that you only had those who would be speaking on the zoom panel. However, I only heard from yourself, the chancellor, and chairwoman Shapira yet there were others. So, I just question why the board members who were listening in weren't live on the zoom panel?</p> <p>Best, Nick</p>	Nick Marcil
6/16/2021 6:19	Northeast Plan	Faculty		<p>There is not enough data to either support or not support this proposed merger at this time. Making a hasty decision on this important decision does not seem like a good idea. The following studies/questions should be first addressed:</p> <ol style="list-style-type: none"> 1) What will be the economic impact on the surrounding communities if this merger proceeds? Need exact dollar amounts. 2) Will this proposed merger actually increase student opportunities? Need to survey current students on their opinions about the proposed merger. Also need to create a chart describing the concrete changes to student opportunities (that includes both pros and cons) and solicit student (and faculty) feedback on this. 3) Need to survey high school students in the surrounding counties to assess their opinions as to whether they would be more likely or less likely to attend a merged university (particularly with the proposed changes spelled out for them). 4) What will be the cost savings to PASSHE if the merger proceeds? Need an exact dollar amount at 1 year, 5 year, and 10 year time points. 5) What will be the exact changes to the degree programs at each university. These need to be spelled out fully. Need to explicitly state what classes, degrees, and programs would need to be online or have an online component or would require travel to a different campus. <p>***These data then need to be shared publicly.***</p>	
6/16/2021 6:19	West Plan	Faculty		<p>There is not enough data to either support or not support this proposed merger at this time. Making a hasty decision on this important decision does not seem like a good idea. The following studies/questions should be first addressed:</p> <ol style="list-style-type: none"> 1) What will be the economic impact on the surrounding communities if this merger proceeds? Need exact dollar amounts. 2) Will this proposed merger actually increase student opportunities? Need to survey current students on their opinions about the proposed merger. Also need to create a chart describing the concrete changes to student opportunities (that includes both pros and cons) and solicit student (and faculty) feedback on this. 3) Need to survey high school students in the surrounding counties to assess their opinions as to whether they would be more likely or less likely to attend a merged university (particularly with the proposed changes spelled out for them). 4) What will be the cost savings to PASSHE if the merger proceeds? Need an exact dollar amount at 1 year, 5 year, and 10 year time points. 5) What will be the exact changes to the degree programs at each university. These need to be spelled out fully. Need to explicitly state what classes, degrees, and programs would need to be online or have an online component or would require travel to a different campus. <p>***These data then need to be shared publicly.***</p>	
6/16/2021 7:27	West Plan	Alumni/Donor		<p>As an alumni and resident of Clarion, PA, I fear that if these schools all merge together the CUP will suffer. I see too many resident and rental buildings empty now! If you give students more opportunity to go online they will not come to CUP, they want the experience to having MORE face to face instruction! That is what COLLEGE LIFE is about! Getting away from parents...learning your career path and becoming independent.</p> <p>Please look at the devastation that will come in the future of the small town of Clarion - jobs will be lost...maybe not right now but very soon...if enrollment does not pick up!</p> <p>Give students a place to SOAR- and keep the community thriving!</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/16/2021 7:55	Northeast Plan	Faculty, Alumni/Donor		<p>Dear distinguished members of the Board of Governors,</p> <p>As a member of a family that includes 5 Mansfield University alumni and as a professor at Lock Haven University, I would like to voice my strong opposition to integration.</p> <p>The reasons for me are multi-faceted because of my history with the system, my employment within the system, and my view of the strength of affordable public education. In fact, I consider myself to be a demonstration of the success of the state system as I started as a first generation college student and ended up as a professor of chemistry.</p> <p>How did Mansfield contribute to my success? Simply by being the small, affordable University with talented and caring professors that served rural students. In addition, I was concerned that my capacity and potential would be unnoticed at a large University with very few opportunities to set myself apart from other students. Smaller private schools were far too expensive and would have saddled me with debt. At the time I enrolled in Mansfield (2005), it was very affordable and instead of being 'lost in the shuffle' I was able to excel and even was recognized as the highest achieving chemistry senior upon my graduation for the year 2009. This accolade, and the personalized help from my professors allowed me to be competitive and enter an intense graduate program at Lehigh University where I obtained a Ph.D. in 2016. After this I worked as a researcher at Pfizer Inc. at their world-wide research headquarters on exciting projects at the frontier of the medicine.</p> <p>Now I work at Lock Haven University where I am able to help students in a similar situation to my own. I have successfully published cutting edge research papers and obtained local, state, and nation-wide grants, thereby providing an exceptionally important learning environment for burgeoning young scientists. These aspects further demonstrate the enormous imprint that Mansfield University has imparted on society through a single individual. Many students that I have trained have now gone on to make their own mark on the world through research/prestigious scientific careers. If integration occurs, it is likely that the small chemistry programs at Lock Haven and Mansfield Universities will simply be put into moratorium. This will reduce opportunities for talented students that are bound to the area. Ultimately there is no way that the integration could logically be done in a way that does not reduce opportunities for students.</p> <p>I will not go through all the arguments presented against integration, of which there are many more than there are for doing it. I just wanted to share a brief snippet of my story and iterate that I do not think I would have attended an integrated university that would have me traveling hours just to perform a lab. I think many students will come to the same conclusion that three campuses located hours apart might pretend to be a single school but ultimately they aren't and inequities will make students either want to go to the flagship member of the triad or to another University, possibly one outside of the state system.</p>	Kyle T Root
				<p>I think that lawmakers and policy makers need to realize that the problem is taxation; you simply no longer want to subsidize public education and instead you are trying to find a cheap solution. Yet we all know the least expensive solution usually results in disappointment. The economic impact of your decision will be part of a vicious death spiral for numerous communities across the state as the students within the Universities and those who have graduated contribute to many local economies and integration will drain (especially Mansfield and Lock Haven which have relatively few other significant employers) from this pool. These taxes are an investment in the future. Allowing people to sit on their money and make more hand over fist will destroy public spaces and will destabilize our society. More often than exceptionalism, it is luck and hard work make wealth, and these qualities do not endow the very few to take from the very many.</p> <p>Taxing the very wealthy makes them very angry, I understand that. Unfortunately, one wealthy person does not drive the economy like a true middle class. Let's stop the race to the bottom and allow people (like me!) to continue to have opportunities so that they can give back to society and at least have a chance to chase the American dream.</p>	
6/16/2021 9:04	Northeast Plan	Staff		<p>This actually applies to both the Northwest and the West Plan... I believe PASSHE is in the process of doing a OneSIS initiative where all of the PASSHE universities will end up with one student information system. If both the OneSIS and merges of the universities are going on at the same time, one/both of these merging universities could be in the middle of merging into a new SIS that may or may not be the OneSIS that is selected. This would be a major waste of time. The two projects could coincide so that no one has double the work</p>	
6/16/2021 9:55	West Plan	Alumni/Donor, Other (please specify)	PA taxpayer	<p>According to PASSHE website, its mission: The 14 universities provide high-quality educational experiences while continuing to be among the most affordable four-year institutions in Pennsylvaniaâ€”striving to provide every student, regardless of zip code or family background, the opportunity to achieve success and upward mobility.</p> <p>Although PASSHE universities are important for the communities and towns they are named after, the mission of these PASSHE universities is focused on educating students. Its mission is not focused on ensuring a lifetime of high-paying jobs and pensions for faculty/staff; nor is it to bring jobs to these rural towns; and/or be responsible for the town's economy. The town's economy is the job of our elected officials.</p> <p>Also, most of last week's Public Commenters were graduates of PASSHE followed by being employed by PASSHE as faculty/staff; or opened business in the town they graduated from. They have not experienced life or diversity outside of PASSHE towns. Thus, it is difficult for them to accept that change (an overhaul) is needed to fix this system. This proposed change is long overdue for PASSHE.</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/16/2021 10:08	Northeast Plan	Staff, Alumni/ Donor		<p>This whole thing is a scam and the suits proposing this are full of themselves. They don't care about the faculty, staff, students, and the communities built around these schools. Budget cuts after years of budget cuts will only cause deep crises across the state. The chancellor should step down, the BOG should be recalled and fair and democratic elections held for these seats. The number of Administrators should be slashed across the state. Presidents and other executive management at PASSHE schools should have their salaries cutback to reasonable levels considering all the benefits they receive in their positions.</p> <p>The state should fully fund PASSHE and also pay living wages to all PASSHE workers.</p>	Josh
6/16/2021 10:10	West Plan	Faculty, Other (please specify)	Family member of Edinboro graduates	<p>I am writing to critique the integration plan for the western universities of California, Clarion, and Edinboro on a number of dimensions. I provide my response as a faculty member at Millersville University and a person with ties to Edinboro. Both my mother (as a non-traditional student) and great grandmother graduated from Edinboro. I was fortunate enough to take summer classes there as a high school student. Below, I point out several concerns that I have with the integration. I limit my comments to the western university plan because I have read that plan closely and quote from it.</p> <p>The draft mission statement pertaining to the academic programs states that, The integrated university's mission as a public, regional comprehensive university will be fulfilled through a focus on access to high-quality education aligned with workforce demand. (p. 13). As most employees at institutions of higher education recognize, workforce demands change. Preparing students to meet tomorrow's workforce projections without affirming that transferable skills and work ethic matter to employers will result in graduates who are prepared only for a very narrow market. Maybe that is the goal of the integration plan: recycle students to re-tool their expired skills.</p> <p>According to Indeed.com, employers seek a positive work ethic (something that isn't taught in university courses) as well as competencies that we can teach: communication skills, team work, and problem solving skills (https://www.indeed.com/career-advice/finding-a-job/qualities-employers-want). Moreover, many of the careers that were cited as part of the high demand occupations in the academic array accessibility table of the plan do not need a post-secondary degree: personal care aide, insurance agent, sales agents, drone technology, real estate certificates. Although they may be in demand, these do not seem to be programs that would meet Title IV funding requirements. Is the goal merely to increase enrollments without making sure that students are gainfully employed?</p> <p>In the tables for undergraduate and graduate enrollment by CIP code, we see patterns that are not unique to the western region of Pennsylvania. Large enrollments in health care fields, education and business are typical of our state universities. However, how many students are graduating in those fields? As a faculty member, I observe that many undergraduate students start in those fields but they do not finish their degree in those fields without significant support. With regard to student success particularly in those three fields, I did not see concrete measures that would be taken to support students. In high demand careers like nursing, other medical professions, and accounting, students must demonstrate a level of proficiency in technical skills (sciences and mathematics) before they can take courses in those majors. We typically identify their proficiency through placement testing. Although I cannot find placement testing expectations and results for the western universities, I know from my experience as a faculty member that many incoming students are not ready to take some of the introductory courses for these majors. How will the integration ensure that students have support to meet those requirements? How will integration support students particularly in the upper level classes that will likely be offered remotely?</p> <p>I have spent years working on student success initiatives at Millersville University. The description of strategies to enhance student persistence in the integration plan include the use of predictive analytics and holistic advising, early alert systems, shared student data management, and common first-year experience (FYE) and first-year seminar (FYS) structure (p. 19). Absent from this description is the realization that these strategies work best when a concerned, caring university employee is able to develop a supportive, professional relationship with students. Downsizing employees and hiring adjuncts or temporary staff will not provide that continuity of support for students. Another concern I had was the goal of retaining 70% of students referred to behavioral intervention programs (see Appendix F of the integration plan). It seems to me those are the students we do not want to retain because they are a threat to self or others. That is the reason why they have been referred to the behavioral intervention teams.</p> <p>In the same appendix, I see that a diversity, equity and inclusion (DEI) initiative is to offer mini-courses that are career relevant. Why is this perceived as relevant to diverse populations only? I have served as the interim coordinator for the Office of Diversity and Social Justice at Millersville. One of the best ways to retain diverse student populations is to have representation among the faculty, staff, and administrators as you have noted in the same table. Other strategies are to provide rigor and support in the academic offerings, prepare faculty and staff to work successfully with diverse students from a strengths based perspective, and provide adequate financial assistance that does not include loans. I do not see a strong financial investment in scholarships and academic support initiatives this plan. PASSHE had funded the USC-Center for Urban Education Equity Scorecard for Higher Education a few years ago and abandoned it. That was a useful initiative that encouraged university employees to look closely at the ways in which our respective institutions could improve our effectiveness rather than blaming under-represented students for their inability to persist and graduate. In the past, PASSHE had also supported the Benjamin Wiley program as a high school to university pipeline. In our area, this was a crucial initiative that was also abandoned. We have supported and then abandoned meaningful programs with no explanation to the stakeholders. Will DEI actions as listed on page 7 also suffer the same fate?</p> <p>Finally, the strong emphasis on remote delivery of course content assumes that students, faculty, and staff in rural areas have reliable, high speed internet service. This entire integration plan rests heavily on that assumption. I consulted these resources: https://dced.pa.gov/broadband-resources/pa-broadband-providers-fixed/ and https://www.rural.palegislature.us/publications_broadband.html Based on this information, I believe there is little support for that assumption. I strongly recommend that the integration plan address the lack of high speed internet service before expecting students to enroll in remote instruction and university employees to rely on their personal internet connections to maintain employment.</p>	Kimberly Mahaffy
				<p>Thank you for taking the time to read my concerns.</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/17/2021	Both			(ATTACHED)	Fred Gaffney
6/17/2021	Both			<p>Hello Dr. Greenstein,</p> <p>Thank you for the additional information regarding the public hearings and the upcoming workshop. It would be appreciated if you would not only put the details on your website, but send out an email to the PASSHE system employees so we don't have to search for it. I believe this was a comment/concern in one of the public hearings that our own employees (and the public in general) do not know when these important meetings are taking place.</p> <p>Another suggestion would be to have each individual university have a dedicated area on their website with chronological links to all the recorded hearings, meetings, etc. from the beginning instead of clicking on a link to take you to another page/website.</p> <p>Thank you for your time.</p>	Shelley Ritzler, MA
6/17/2021	Both			<p>My name is Nick Marcil a current West Chester University Graduate Student and WCU Alum. In 2018 at West Chester University you said, "when I slip, I hope you'll let me know with feedback that will make me a better chancellor and a leader a better servant to you and to our students...".</p> <p>I bring that up because you have slipped, and you can be a better servant. That comes from listening to us (Students, Faculty, & Staff) who talked during the public comment hearings. That comes from learning from your mistakes with this Consolidation plan. If you want to be a leader for us, fight for more funding. You continue to settle for 2%, you continue to not stand up for PASSHE, and you continue to treat students, faculty, staff, and community members as uneducated about the impacts your consolidation plan will have! Please scrap this plan, stop cutting, and FIGHT FOR A FULLY FUNDED STATE SYSTEM!</p> <p>And please give us the students, faculty, staff, and others the respect we deserve. Because during that public hearing I saw you, and President Hanna both on your phones or checking other tabs. It was extremely unprofessional and not setting a good example for students. As well, if you want to present a transparent open democratic process YOU MUST HAVE MORE PUBLIC COMMENT HEARINGS! YOU MUST HAVE THE PUBLIC COMMENTS ON YOUR WEBSITE LIVE! YOU MUST PROVIDE THE PUBLIC MORE THAN 60 DAYS! AND MUCH MORE!</p> <p>Also, you get paid over \$400,000 in your role; you still currently are a board member for a Venture Capital firm Ridge Lane Limited Partners. I just want to ask you why you think that is acceptable? First if you want to be an advocate for the state system, I would imagine you dedicate all your time to that endeavor. Second, that seems to me to be a conflict of interest.</p> <p>I really hope that you, the Chancellor of the State System responds and not with a simple message. I also hope if you want to talk to students that you converse with me or others, I would be glad to put you in contact with. That is if you want to talk to an actual student.</p> <p>There is certainly more I could say, but I will save whoever is going to be reading and responding to my message the time.</p>	Nick Marcil
6/17/2021				Please see the attached letter submitted for public comment from Chairman Mark Longietti, Democratic Whip Jordan Harris and members of the PA House of Representatives on the proposed university integration plans. (ATTACHED)	Marlena Miller
6/17/2021				<p>Hello Commissioner Moskowitz,</p> <p>I'm writing to share an Open Letter drafted and signed by West Chester University faculty urging you and the PASSHE Board of Governors to vote NO on the proposed consolidation plan. (ATTACHED)</p>	
6/17/2021 4:35	Northeast Plan	Other (please specify)	Community member	<p>I live in Columbia County and as a community member with a vested interest in living in a flourishing locale, I am commenting on the proposed consolidation of the PASSHE system. I've been following the news and the public forums regarding this issue and am strongly opposed to the consolidation efforts for a variety of reasons based on the following information:</p> <p>The letter to the editor of the Press Enterprise by Mary Jane Bowles, Chair of the Bloomsburg University Council of Trustees, notes the plan's significant risks and potential for negative impact on Bloomsburg. The Council's assessment is that they would not be in a position to fully and openly support moving forward with the integration process.</p> <p>The testimony given on May 17, 2021 to the Senate Democratic Policy Committee of the Pennsylvania Legislature by the Director of the Pennsylvania Budget and Policy Center highlights and documents the negative effects the plan would have on the individual universities host communities.</p> <p>The testimony given by students, faculty, and community members at forums organized by those who would be most directly affected by the proposed plan, demonstrated for me that this rushed process is not the wisest way to rectify the current problems that in large part stem from a long history of irresponsible decision-making. (I am embarrassed to say I only learned through this issue that the PA state legislature has consistently underfunded our higher education system for YEARS resulting in PA being one of the most poorly funded systems in the country.)</p> <p>In summary, rushing through this consolidation plan with so many unanswered questions is NOT the way forward.</p>	Ginny Mazzei

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/17/2021 6:36	West Plan	Faculty		<p>Consolidation plans cannot undo underfunding of the PA State System Schools by the State Legislature. This underfunding has gone on for far too many years, with Pennsylvania ranking at the bottom of state funding per public university.</p> <p>The consolidation plans will not help our students, either academically or financially. Our state legislators need to take a firm stand for public higher education and provide substantially more funding.</p> <p>Also, the 2010-11 faculty-student ratios are hurting the quality of public higher education in Pennsylvania. Outside of huge lecture courses, a faculty member cannot provide the same quality of instruction in a course designed for, say 15 students, when he/she is being required to teach 45-60 students in the same course. Requirements will be less rigorous, assessments will suffer, and time for personal contact with individual students will greatly diminish. This is not a formula for student success!</p>	
6/17/2021 7:08	Northeast Plan	Alumni/ Donor		<p>The obvious scourge on the system is Cheney. It needs to be closed and liquidated. It is not able to support itself and you are punishing all the other schools in order to keep that substandard school open. Open your eyes and make the difficult decision, you cannot continue to take revenue off the top of the other schools to support a school that historically does not perform and does not come close to having the enrollment to support itself.</p>	
6/17/2021 10:51	West Plan	Alumni/ Donor, Other (please specify)	PA taxpayer	<p>One should count the number of new buildings on these proposed integrated campuses and take into consideration the taxpayer dollars wasted (General Services funds) on these multi-million dollar projects. And these buildings unless torn down will need millions of dollars in maintenance costs for years to come.</p> <p>With this new transparency, PA Taxpayers should hold PASSHE Chancellor, Board of Governors, Council of Trustees, University Presidents, and PA Legislature accountable for wasting taxpayer dollars on new campus buildings.</p> <p>IUP has lost 30% of its student enrollment in the past 10 years and this decline continues. The current 90 plus million dollars IUP New Science building project should never have been approved by PASSHE Board of Governors or PA Legislature. IUP student enrollment cannot justify this extravagance. Critics were silenced or ignored. The current science building should have been renovated for a fifth of the cost.</p> <p>Continued waste of, and disregard for PA taxpayer dollars.</p>	
6/17/2021 11:18	West Plan	Alumni/ Donor		<p>I was very disheartened to learn that Cal U is proposing to end the BFA in fine arts if the merger goes through. As a graduate of the state system, I can say that having the degree I wanted, at the regional campus near me, was why I chose to attend the school. If the degree was not offered, I would not have selected another state school. The reason being, I could not have afforded it.</p> <p>The elitist idea that a student can take on even MORE debt by relocated to the 'campus that has the degree' goes against everything that has come out about saving the students money. How can limiting degree options save anyone money when they are forced to move to another campus (those campuses cannot be reasonably commuted to, I looked at the mileage).</p> <p>Elimination of the BFA degree goes against everything that the chancellor just said "</p> <p>Enabling all our institutions including our smaller schools to offer the comprehensive breadth of academic programs that their students and their communities demand and deserve while maintaining their historic names, identifies, and reputations;</p> <p>Retaining on-campus, in-person education at all of our universities (no institutions will be closed in this process), thereby enabling students to enjoy the benefits of a residential educational experience and to take most of their classes in person without travel between campuses"</p> <p>This is placing an undo burden on low-income families, and going against everything the state higher education system stands for.</p>	
6/17/2021 11:44	West Plan	Student, Faculty, Staff, Alumni/ Donor		<p>Cal U of PA</p> <p>I believe that all students deserve to have the option of earning a BFA without having to relocate and move away from family. The additional debt should not fall on the students that have always had the art program available at their regional school.</p>	Sharon Nagelski

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/17/2021 11:47	West Plan	Staff, Alumni/ Donor		<p>Thank you for considering all of the feedback from faculty, staff, students and the public.</p> <p>To fully vet if integration is the best option to sustain financial viability for certain Universities, it would be beneficial if the following alternatives were reviewed as well:</p> <ol style="list-style-type: none"> 1.What is precluding the State from funding each University in order to maintain the public good that these educational facilities provide? It would be beneficial to hear from legislators and the Governor on this topic. 2.Part of the due diligence process to see if integration is the right decision would be to review the dissolution of the PASSHE system and return each University to its status as a state school as it was the case prior to July 1, 1983. Overhead could be removed; financially-stable universities would receive less funding than financially-unstable schools. This will also save millions of dollars by ceasing the project to create one student information system for all 14 schools (the so called OneSIS project). <p>Part of this review should consider the removal of funding from the state-related Universities (Penn State, Pitt, Lincoln and Temple) and redirect this funding to the state schools whose mission is to provide a quality, affordable education to PA citizens. Many of these state-related institutions have much larger endowments and reserves than the traditional state schools.</p> <ol style="list-style-type: none"> 3.As a last resort, integrate only 3 smaller institutions (rather than all 6) first to see how successful integration works. <p>If integration is deemed the best option, then the implementation time frame needs to be adjusted to produce the most successful outcome possible. Anything less will result in a black eye to all six institutions from which they may never recover.</p> <ol style="list-style-type: none"> 1.Particularly concerning is the merging of information systems to support each integration. Students and families are accustomed to workable IT applications. If these systems are not in place or not fully functional, students will transfer to other institutions. It usually takes approximately 18 months to implement a new student information system. The current timeline of 1 year (even less to implement an Admissions module) is a risk. 2.Also concerning is the amount of pressure being placed on employees involved in integration. These employees have full-time positions; the added load of integration will cause employees to make choices as to which responsibility receives their full attention. The plan calls for back-filling to help alleviate this pressure; however, most of these positions involved in integration are of a much higher skill set and backfill will be difficult to accomplish successfully. A third choice employees themselves may make is to resign from a sinking ship which endangers a successful launch. <p>The integration plan needs to specifically outline what the enhanced opportunities are for students that are brought about by integration. Please include a detailed list. While this phrase is often included in integration messaging, it need to be specific (and less of a sales/marketing pitch) in order to gain student/public buy-in.</p>	
				<p>While it is noted that all six institutions are to be equal partners and maintain their unique indentifications, what is transpiring on paper is the opposite. The use of CalU's OPEID code for Financial Aid and their (most recent) accreditation for Middle States situates CalU as the institution and Edinboro and Clarion as campuses or sites. That is not (in an official capacity) an equal partnership; it is more like an acquisition. I assume this same is true of Bloomsburg and the NE Integration. If we are creating 2 new institutions, then a new institution needs to be created officially on paper as well as in word/deed. This needs incorporated into the plan.</p>	
6/17/2021 12:59	West Plan	Other (please specify)	Regional resident	<p>Students within southwest Pennsylvania deserve to have all educational opportunities available to them at their regional school, including earning a BFA degree in art.</p> <p>No student should have to take on additional debt by relocating in order to earn a degree that has always been available at their regional school. Eliminating our local BFA program removes opportunities for our diverse, underserved populations to attend affordable, local courses.</p> <p>Cal U serves a large region of southwest PA, its art program not only offers opportunities for students, but is a cultural center to the region, with art shows, lectures, workshops, and learning and training opportunities for public school art teachers. This impacts the equity and inclusion opportunities for local high school students, as well.</p>	Bess Forst
6/17/2021 13:07	West Plan	Other (please specify)	concerned citizen with an eye for accessible education	<p>I feel that students in SW Pa deserve to have all educational opportunities at their regional school. Being forced to relocate for a BFA degree in Art only adds to their debt burden and stress.</p> <p>Not only does Cal U serve a large region of SW Pa, but it is a cultural center for the region with shows, lectures, and learning opportunities. The more difficult you make it for people, especially people with fewer means, to have access to culture, the less cultured your society will be.</p>	Todd Thyberg
6/17/2021 13:10	West Plan	Alumni/ Donor		<p>This is the worst plan ever. Stop funding PSU, Pitt, Temple and Lincoln and invest in state schools that are accountable to the taxpayers. As an alumnus I will have no connection to this new entity</p> <p>If you were really serious about saving the state system you would create a SUNY-like system that integrates ALL of the state universities. This plan is horribly short sighted and I suspect will have devastating effects on the towns where these schools reside.</p>	Richard Hrivnak

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/17/2021 13:35	Northeast Plan	Alumni/Donor		<p>First, thank you for the opportunity to comment on the Northeast Plan. As an alumni of the Recreation program at Lock Haven University, I must say it would be a complete disservice to the state and communities of PA if you were to combine these schools and rid of the Recreation Program at Lock Haven University. All of the students are required to have two internships and volunteer time in the community or other communities to gain knowledge and practice skill before working in their chosen field. Many of which I know have gone on to be placed at these jobs. Community centers, hotels, outdoor recreation entrepreneurs all benefit from this program. Not only that but the community in Lock Haven benefits, the YMCA, Downtown Lock Haven Inc, the City of Lock Haven, youth programs, education programs, all utilize our students.</p> <p>The small class sizes are of importance, the professors all know their students and that is incredibly awesome. You aren't just a number and you aren't just paying to be a number. The education is what matters, to be seen and heard, and understood. Wellness, leisure, tourism, travel, community events, recreation as a whole, isn't going anywhere. We need to train the next generation of recreation professionals, this program has the chutzpah to do so. The professors care, they keep in touch with their alumni and guide them if needed. They give you the tools to be a life long learner. I am proud to be a Lock Haven University Alumni and a recreation professional. Because of the program, I experienced a plethora of opportunities in my given field and landed my dream job.</p> <p>I have worked at/in challenge courses, community centers, private gyms, events and exclusive guest ranches.</p> <p>I work for Arthur M. Blank, who owns the NFL football team the Atlanta Falcons, the MLS team, Atlanta United, PGA Tour Superstores, Mountain Sky Guest Ranch and West Creek Ranch. I work for the latter of the two businesses. A motto that we lived by in the Recreation Department was and probably still is, " Challenge Yourself".</p> <p>I wouldn't have had the audacity to apply and land a director position at an elite guest ranch a year after graduating if it weren't for this program. They set me up for success, they gave me the confidence and it will be a detriment to many if this program is shut down.</p> <p>Please remember and take in to consideration, Recreation is important. How many of you recreate? How many of you need instructors, coaches, program directors, camp counselors, challenge course operators, aquatics teams, hiking, fishing, hunting guides, park rangers, FWP officers, event coordinators, local business entrepreneurs, general managers, sports team executives, urban park designers? Mind you the list goes on.</p> <p>How many of you have studied leisure/wellness and the importance of recreation to our society, to our health? The importance of play? Local tourism depends on recreation professionals. Communities need us, play is important for all ages. Recreation as a whole brings us together. Our society needs it, us. Please reconsider.</p> <p>I am truly grateful for this program. Please give others the opportunity to feel grateful for it, too.</p>	Katie Eichhorn
6/17/2021 15:30	West Plan	Alumni/Donor		<p>Hello, My name is Rebecca Hersan and I am an alumna of California University of Pennsylvania. Currently, I am on my eighth year of teaching children Art. I absolutely love what I do and credit my Professors from CalU for giving me the knowledge to be confident and successful at my job. I have written grants, fundraised for field trips and social causes, started the first Art Club at my district, received the honor from Pennsylvania Art Education Association for having the Art Room of the Month, and presented at several conferences. If I did not have the foundation that the Professors at CalU gave to me, I know I would not be where I am today. We are living in an age where value is placed on imagination, innovation, and thinking outside of the box. These are traits that employers, like Google, are looking for. Yes, not everyone will grow up and be an artist, but having a good art program WILL teach students these traits and so much more. Recently, I was made aware that the Art department may be eliminated due to a merger with other colleges and I cannot explain how disheartening this is. Students in the Southwestern region, as well as commuters from further away (I was one), will be missing out on attaining a BFA in Art and be forced to attain their degree elsewhere. On top of that, the Art department frequently hosts workshops, demonstrations, and other learning experiences for any student, artist, and public teacher wanting to either gain that outside of the box mindset or gain meaningful professional development. I truly appreciate being able to come back to my college and continue my education. I urge you to reconsider this merger. CalU has a phenomenal Art department and the students in the area need this program. I want to end with this- perhaps the most impactful moment I recently had concerning the arts was during the pandemic. A colleague shared with me a photo of a craft store completely sold out of items. That told me that, just like the shelves at the store, people were craving the arts for nourishment. When the world shut down, the arts proved to be necessary for our humanity. Please do the right thing and keep the Art department at CalU.</p>	Rebecca Hersan
6/17/2021 19:01	West Plan	Faculty		<p>I know that these plans have gone so far that you feel you must provide some kind of deliverable about consolidation or you will look silly. Make no mistake: you already do!</p> <p>Here is a plan:</p> <ol style="list-style-type: none"> 1. The vast bulk of the comments so far have been negative toward consolidation. Acknowledge and act on this by: 2. Making all online and remote courses and programs at all 14 universities available to all our PASSHE students. <p>Everyone will love you.</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/18/2021				<p>I attended all four public comment sessions (and the BOG meeting) and was planning on speaking at the final meeting. However, after the queue got erased towards the end, I was unable to stay longer to get back on the queue. Below are the comments I would have liked to express.</p> <p>I'm an associate professor at Bloomsburg University. At the BOG meeting in April where most of you voted to open public comment on the consolidation plan, the Chancellor said something to the effect that there's a lot of fear that is probably driving opposition to the plan. And I would agree that there is certainly a level of fear around a change as big as this. However, I hope you are truly listening to and understanding that the voices you've been hearing from over the last two days are not simply based on fear, but on very specific concerns regarding how the consolidation plan lacks the goals of the PASSHE system and fails to protect its faculty, students, and communities...especially the more marginalized communities. In addition, I would like to add to the cacophony of voices opposed to this plan with specific concerns.</p> <p>Throughout my time at Bloomsburg, I have worked on curriculum committees both in my department and on the college level where I have seen first-hand the amount of time and effort it takes to develop new classes and new degree programs. Within my own department, we have been working on a new degree program that from start to finish has taken over two years to develop, get necessary approvals, and achieve accreditation (all of which are threatened under this new plan).</p> <p>In contrast, faculty at Bloomsburg, and I assume at other PASSHE schools under this consolidation plan, were asked to volunteer to work on program arrays at the end of November. During a pandemic. The contrast of two years just to develop one new degree program compared to less than 5 months under one of the most stressful times to consolidate curriculum among three institutions with varying levels of faculty, resources, and facilities is nothing but complete negligence. While I am curious how we could effectively work towards some sort of consolidation, I am completely opposed to the haste at which this plan has been presented and compiled.</p> <p>The Chancellor also advocated for a vote at the BOG meeting because he said that it would honor the work of the 1000s of faculty and staff who have been working on this consolidation. The way he phrased it made it seem like all the people who worked on these programs had supported this effort. While I did not work on these program arrays directly, my sense was that there was definite pressure from management to have faculty work on this. It's also not surprising that when there's the threat that your whole curriculum might be upended that you may want a voice in the matter.</p>	Dave Kube
				<p>There is certainly a lot of work that went into this consolidation plan. But it is the tip of the iceberg of the work and time that needs to be taken for such a fundamental shift in our institutions. I'm sure you have heard from a number of people over the last two days who have worked tirelessly on these program arrays. And I hope you are getting the true sense that despite their hard work and best efforts they are not in support of this consolidation because they understand how this plan falls short of providing enough details and time to really make this successful. Thank you so much for your time.</p>	
6/18/2021	Northeast			<p>With more online education has it really been wise to continue spending money like a drunk sailor over the past, now that you have overspent you're grasping at straws on how to recover. Perhaps a change of leadership at the top is now in order but that probably won't happen. So the students and tax payers will end up bailing out the system.</p> <p>Now that I've vented, my opinion is keep the schools separate.</p> <p>Dennis Sholl</p>	Dennis Sholl
6/18/2021 7:23	Northeast Plan	Alumni/Donor, Other (please specify)	parent of a current student	<p>If the state is to govern a system of universities, then it should do its due diligence in supporting those universities with appropriations that allow our in-state students to have upward mobility at an affordable price. Right now, that is not the case, and has not been the case for several decades.</p> <p>My diploma says "Bloomsburg University of Pennsylvania State System of Higher Education hereby confers..." We are ALREADY integrated. Now, however, you are trying to force 6 universities to take on the logistics of sharing programming that should be available to every student in the system, as well as a financial burden that should be shared by all 14 universities.</p> <p>We are told that integration is simply a way to consolidate administration and processes. Why is that not being done from the Chancellor's office rather than dragging faculty, staff, students, parents and alumni through this process that supposedly won't close buildings, won't result in higher class sizes, and won't see the loss of sports teams? Where are the changes besides availability of programming and consolidation of back-end processes and platforms that should be/should have been a part of the ENTIRE system anyway? If we aren't already integrated as part of PASSHE, WHY should Bloomsburg University be beholden to cooperate with such a plan? Why should any of the six?</p> <p>Furthermore, my student and I now have to worry about whether or not employers are going to recognize a new university brand/entity as the same institution that boasts a 180+ year history. They chose (and I sent them) to Bloomsburg University because of the positive experience I had as a student with faculty, staff, and relatively low student loan debt. I see this integration as a threat to Bloomsburg and a threat to my student's future employment and upward mobility.</p> <p>If the state does not want to adequately contribute to the costs of running a system, then it shouldn't be allowed to run that system. How much money is being spent on time and material of lawmakers, bureaucrats, faculty and staff at these six institutions that could have gone toward streamlining the entire system to be more cost effective to students?</p> <p>Ironically, you are further crippling retention and recruitment efforts of these 6 universities by creating uncertainty and confusion in prospective students and their parents at a time where you cite falling enrollment and retention as reasons to implement this scheme.</p> <p>Stop playing politics with our kids' education and support the system adequately. Consolidate back-end processes and expand course availability across the ENTIRE system and spare us the circus act.</p>	Bloomsburg University alum and parent.

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/18/2021 9:16	West Plan	Faculty		<p>The integration plan fails to do exactly what it claims under the recent announcement: "Enabling all our institutionsâ€”including our smaller schoolsâ€”to offer the comprehensive breadth of academic programs that their students and their communities demand and deserve while maintaining their historic names, identities, and reputations;</p> <p>Retaining on-campus, in-person education at all of our universities (no institutions will be closed in this process), thereby enabling students to enjoy the benefits of a residential educational experience and to take most of their classes in personâ€”without travel between campuses"</p> <p>Recent news declares that Calu will not offer some degree programs, such as the BFA in art, and students will only have the choice of attending Edinboro for an art degree. The majority of art studio classes must be taught face-to-face. They require equipment and oversight and safe practices such as always have another person present while operating equipment.</p> <p>By forcing students to relocate, additional costs of moving and renting will only make earning a degree more expensive, adversely affecting low-income students. Relocation also places students away from their support networks of family and friends. Many of our students have declared that they would not have attended any university, if not for their regional campus.</p> <p>By not offering all current degrees, traditional university degrees that should be part of every university, we are punishing students who do not have the financial means to relocate. This goes against the very foundation fo the state system and the stated goal to "offer the comprehensive breadth of academic programs."</p> <p>The BFA is essential to the development of critical thinking and has been responsible for the careers of many of our students. Cal U has graduated award winning artists and has a solid reputation for being the preferred program over many of our regional private universities as well as state schools.</p> <p>In order to fulfill the integration goals, the BFA has to be part of the program offerings at Cal U.</p>	
6/18/2021 13:43	West Plan	Student, Alumni/ Donor		<p>As a former student at Calu with a passion in the arts, I'm disheartened to learn about the option to receive a BFA in the Fayette county region is being considered for removal. I understand that there have been promises to expand programs for all students, all except for the fine arts, why?</p> <p>Students within southwest Pennsylvania deserve to have all educational opportunities available to them at their regional school, including earning a BFA degree in art.</p> <p>No student should have to take on additional debt by relocating in order to earn a degree that has always been available at their regional school.</p> <p>Cal U serves a large region of southwest PA, its art program not only offers opportunities for students, but is a cultural center to the region, with art shows, lectures, workshops, and learning and training opportunities for public school art teachers.</p> <p>I can only hope that you reconsider to support the art program and recognize all that it has to offer. I'm passionately working toward receiving my license in art therapy and would have never had that opportunity had I not come across the art professors and classes I was lucky enough to take at Calu. Many of my old classmates graduated with their BFA and have found success following their passions.</p> <p>Again, I hope that you reconsider investing more into your future students to make the most of our small community.</p> <p>Thank you for your time.</p>	Jenn Polando
6/19/2021 9:25	Northeast Plan	Faculty		<p>Those of us who have read the plan--and yes, we have read it and understand it--are suspicious of it for two main reasons. 1. The details that will determine whether either plan is worthwhile are being withheld. We don't know what programs will be closed or combined, what programs will become all- or mainly-online, what departments will be closed, what faculty will be fired or required to hunt for a position in another System site. Also, those of us who teach on campuses where departments or colleges have been consolidated know that such structural changes mean changes in governance, in who has a voice, in how democratic and open and equal the consolidated unit may be-- and the results of such consolidations have often been negative for faculty and students who should have a voice in program decisions. The devil's in the details, and you aren't providing the details. 2. The consolidation will achieve its purpose--to save money--mainly if it does what System and Chancellor comments suggest it won't do, which is to reduce student choices, close or hobble programs, close buildings and facilities, reduce the number of tenureable faculty, and further decimate program quality by eliminating the teacher-scholar model and eliminating funding for research (it's research funding that keeps the "scholar" in the teacher-scholar model). If changes have to be made, give us the details, let us know straightforwardly what the cuts will be, and let us debate the details and the cuts and the absolute need for consolidation as the only means toward more economical operation.</p>	William Lalicker
6/19/2021 9:27	West Plan	Faculty		<p>Those of us who have read the plan--and yes, we have read it and understand it--are suspicious of it for two main reasons. 1. The details that will determine whether either plan is worthwhile are being withheld. We don't know what programs will be closed or combined, what programs will become all- or mainly-online, what departments will be closed, what faculty will be fired or required to hunt for a position in another System site. Also, those of us who teach on campuses where departments or colleges have been consolidated know that such structural changes mean changes in governance, in who has a voice, in how democratic and open and equal the consolidated unit may be-- and the results of such consolidations have often been negative for faculty and students who should have a voice in program decisions. The devil's in the details, and you aren't providing the details. 2. The consolidation will achieve its purpose--to save money--mainly if it does what System and Chancellor comments suggest it won't do, which is to reduce student choices, close or hobble programs, close buildings and facilities, reduce the number of tenureable faculty, and further decimate program quality by eliminating the teacher-scholar model and eliminating funding for research (it's research funding that keeps the "scholar" in the teacher-scholar model). If changes have to be made, give us the details, let us know straightforwardly what the cuts will be, and let us debate the details and the cuts and the absolute need for consolidation as the only means toward more economical operation.</p>	William Lalicker

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/19/2021 12:06	West Plan	Student, Faculty		<p>Art and learning Involvement in the Arts is associated with gain in Math, reading, cognitive ability, critical thinking, plus Verbal skills, motivation, The offer of a BFA in Art should be available in all our schools of higher education. No student should be required to relocate to earn this degree. I would never consider sending my child to a University that requires them to take classes at different locations. Please consider keeping this program in all the Universities especially Cal State that offers an exceptional program</p>	Janet Borchert
6/19/2021 20:04	Northeast Plan	Alumni/ Donor		<p>I am a graduate of Lock Haven University's Recreation Management program, Outdoor Track. Immediately after graduating in spring of 2016, I was fortunate enough to land a position as an Environmental Interpretive Technician at Reeds Gap State Park with DCNR. The degree was 100% perfect for this position. The interview questions seemed directly out of one of our textbooks, I became a Certified Interpretive Guide with DCNR and created 80 new programs at Reeds Gap before the end of my first season. I doubled that year's Fall Festival vendors and attendees. All these skills were because of the Outdoor Rec program. The program gives you the skills to translate technical information and communicate it with the public. In fact, one of the textbooks used in our Interpreting the Environment class was used as a lesson to read out of for the Certified Interpretive Guide class conducted by DCNR.</p> <p>There were many environmental educators, park managers, and park rangers from LHU's Outdoor rec program. All the alumni agreed that when compared to Penn State's equivalent degree, it was better. You get a more intimate classroom experience because it is smaller, more time to talk with your professors/advisors, and much more cost effective.</p> <p>Before that I worked three seasons with Dauphin County Parks and Recreation. Senior year internship with Fort Hunter Park, summer in between working park maintenance, and a Sophomore year internship at Wildwood Park. The two mandatory internships through this program are essential to building a resume and getting field experience. It was also nice because you get college credits simultaneously. This program is great because you don't need a master's in it to actually get out and make a living. It's an all around affordable and realistic degree, without succumbing to a crippling debt like in the law and medical fields. And it's a nice feeling to know that you can get a good starting job in the field without getting a Master's degree first.</p> <p>I am currently in the Research and Education Division for the PA Game Commission as a Clerk Typist 3, where I assist with managing our nearly 2,000 Hunter Education Instructors and the statewide mandatory classes. I also assist with other events like operating the National Archery in the Schools Program events trailer, and the LaserShot hunting simulator trailer. The education and outreach skills gained through the Outdoor Rec program were an essential part to this job. The Outdoor Rec program teaches you how to teach, whereas most college degrees just teach you the technical information without any means of being able to deliver it to others. The program gave me the confidence to instruct formal classes like Hunter-Trapper Education, Bowhunter Education and Remedial Hunter Education classes.</p> <p>The program illustrates a systematic method to create public programs and events. It teaches you to be adaptable, and be ready to switch up your teaching styles depending on your audience. Most programs are very specific, but this program is well-rounded and all encompassing. The Outdoor Rec program molded my way of thinking, and fostered a time-management skill. The curriculum carried over into my personal life, and I can't imagine my life without it. It put me exactly where I wanted to be with State employment: in the education field for a conservation agency.</p> <p>Please do not remove this program, it will do a disservice to not only State employment, but for the conservation field entirely. If you have any questions, please do not hesitate to contact me directly: James Harbert (717) 320-2623, jamesharbert4673@gmail.com</p>	James Harbert
6/20/2021 9:49	Northeast Plan	Alumni/ Donor		<p>To whom it may concern,</p> <p>I am proud graduate of Lock Haven University where I earned a B.S. in Recreation Management Outdoor Track in 2012. It saddens me to learn of the proposed elimination of the Recreation Management Department and affiliated degree program as it provided me with an essential theoretical foundation as well as professional experience in the field of Recreation Management and Natural Resources Management. This broad field was successfully captured through the interdisciplinary coursework provided by the dedicated faculty of the Recreation Management Department.</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
				<p>When I entered my freshman year as an undergraduate student at Lock Haven University, I was not sure where to house my interests which spanned: environmental conservation, biological and environmental sciences, outdoor recreation, public service, and environmental education. The Recreation Management Department Outdoor Track provided me with an opportunity to hone my interdisciplinary interests through the core curriculum and associated internship, study abroad, and service opportunities. Furthermore, these opportunities provided me with the flexibility and freedom to understand how to apply these interests into an impactful career within the recreation management of water resources.</p> <p>My initial interest in the field of water resources stemmed from recreation white water rafting, canoeing, swimming, etc. This in turn caused me to think of the recreation management of this vital resource as an undergraduate student, which influenced my decision to conduct my senior internship and capstone project within this field. For the internship opportunity, I served as a Pathways GS4 River Ranger under the Bureau of Land Management in southcentral Alaska. As a GS4 River Ranger, I assisted with the recreation management and scientific monitoring of the Gulkana and Delta National Wild and Scenic River(s). My capstone project titled, Invasive and Noxious Plant Survey Along the Gulkana and Delta National Wild and Scenic River(s), Alaska, was completed during this internship opportunity.</p> <p>Since graduation, I continued to explore the field of water resources through a variety positions within the United States and abroad. These experiences expanded my understanding of the scientific monitoring and management of water resources and directly influenced my desire to return to school and pursue a graduate degree in this interdisciplinary field. I graduated from the University of Idaho Water Resources Graduate Program in 2020 with a Ph.D. in Water Resources - Science and Management. I am now an ORISE Postdoctoral Research Fellow at the Environmental Protection Agency where I assist with a variety of research studies within the field(s) of Water Resources and Public Health under the Office of Research and Development.</p> <p>I would not be where I am today without the foundation provided by the Recreation Management Department. This degree program should be included within the merger as it provides an essential space for the interdisciplinary minded student who may not fit into the traditional disciplinary degree track. Interdisciplinary education is a growing and necessary trend in academia and is becoming a common requirement for most fields. As for the environmental field, it is essential to not only gain disciplinary expertise but also interdisciplinary training to best address the complex environmental issues we are facing today. The Recreation Management Department provides such training and should be available for all future students.</p>	
6/20/2021 17:37	West Plan	Other (please specify)	Concerned citizen	<p>I have concerns about this plan in a couple of areas.</p> <p>As someone with science degrees, I understand the need for art programs to provide a well rounded education.</p> <p>Art programs should be available to students on all campuses.</p> <p>I will not send my child to a campus that does not an available art program.</p> <p>I am also concerned that this plan will cause hardship for students. If this plan is implemented, students seeking a BFA would have to transfer from the Cal U of PA campus. This is not an acceptable solution.</p> <p>My suggestion is to keep an art program available at each campus. Art classes can be integrated into many degree tracts as humanities credits. We need to use our right and left brain to enhance creativity and productivity in STEM programs as well. Class sizes can be increased and the BFA students will not be displaced.</p>	Jennifer Gee

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/21/2021				<p>To the governing members of PASSHE,</p> <p>I am writing this email on behalf of myself and my immediate family. We are all proud graduates of Pennsylvania's state owned universities and hope that all 14 can continue to operate. With that in mind, here are my thoughts and ideas regarding our schools.</p> <p>- First and foremost, please take plenty of time before any action is made to close or make any major changes to any of them. Hasty decisions mostly end in hasty errors.</p> <p>- As you all know, all of the schools began as teachers' colleges. It is vital that they continue to provide education to teachers in training, especially since there are big shortages of permanent and substitute teachers in our state. And the pandemic has (hopefully) shown to many people just how important teachers really are and that they shouldn't be taken for granted. The public needs to know of this history as well as the current needs for teachers. I have many relatives who were or are teachers, and I am fully supportive of them and the work they pour their hearts into which many people really couldn't handle.</p> <p>- For decades, many of the 14 universities have individual specialty fields (besides teacher education) that they are known for. I attended Kutztown State College [now University] for its Art Education program, which is the finest in the state. Why not narrow down the majors offered at each school while still keeping them all open? Sadly, this may result in staff reductions (which we don't really want to see), but as an alternate staff can instead be transferred (between schools). A large study would also need to be done to see what campuses would have which specific majors.</p> <p>- I would like to see all 14 campuses remain open, especially those in rural areas reaching potential students there. All of these schools are much more affordable than all the other Pennsylvania colleges and this needs to be stressed more to the public. We wish that Pennsylvania would reduce the funding to Penn State University, Temple University, Lincoln University and the University of Pittsburgh so more money could be put towards the real state universities of Pennsylvania. Those other schools don't need the money as much as the 14 state universities because they have plenty of financial support from other sources, such as more out of state students and wealthy alumni. But as regular residents of Pennsylvania, we have no say at all in that funding. So, instead, I wish some of the money that is actually currently funded to the 14 universities could be applied to student recruitment and advertising of the state universities, including the biggest fact that the costs are so much lower at the state universities than at those "public" colleges.</p> <p>- Perhaps there could be a better way of reaching out to potential students to help them find ways of financing their education? There are lots of ways of finding scholarship money online and locally (including many obscure scholarships for both) but it takes time and perseverance to do so. Maybe there could be staffing on the state level to assist all the campuses with this?</p> <p>- I believe that first year college students should be required to live on campus to acclimate to college life. However, requiring students beyond that year to live on campus is more costly these days (off campus apartments are now cheaper than on campus living, versus when I attended college and the off campus apartment choices were terrible and cost more than living on campus). I hope the universities review their residency requirements for other solutions.</p> <p>- Another idea would be reaching out directly to graduates (through email or even phone calls) for their opinions regarding this matter, stressing at the time that it is not a request for money. It cannot hurt to ask for opinions other than through general media requests. Some may even volunteer to help knowing it could potentially save their alma maters. I myself would help to do research to the best of my ability if I was asked.</p> <p>- If they aren't already doing this, perhaps all of the campuses can have recruitment agreements with the community colleges closest to them. Pennsylvania's community colleges are an excellent source of such as that helps the finances of potential students.</p> <p>Our 14 universities are great schools and should be shown as such to our whole state and to our country, too. Please don't close any of them. Our Old Main buildings on the campuses should continue on as places of learning! We need to keep discussing our state schools with students, faculty, alumni and the public and come up with an alternate solution to layoffs and closings - we can find solutions but only if we search for them.</p> <p>These universities are all a part of our family and made us who we are today, along with thousands of others who attended them. Don't give up on the 14 schools as that could be seen as giving up on us as proud graduates. My family members may have flown away from our original university nests, but we shall never forget them and what they've done for us.</p> <p>Thank you very much for hearing me out. Susan Tallmadge Naughton</p> <p>I am a Pennsylvania resident who graduated in 1981 from then Kutztown State College (now University) and also attended Bloomsburg State College (now University) for two years prior to transferring to Kutztown. I also wrote this as a representative of my husband Kenneth Joseph Naughton, a 1985 graduate of then West Chester State College (now University) and my son Joseph Parker Naughton, a 2018 graduate of Shippensburg University.</p>	Susan Tallmadge Naughton
6/21/2021 7:09	West Plan	Staff		<p>IF this is approved in July, there is not enough time to implement all of the Phase 1 items needed. There are so many major things that need done.</p> <p>IF you approve this. PLEASE PLEASE PLEASE delay the implementation atleast a year. You can start doing things like 1 leadership team, etc and some of the low hanging fruit immediately. But, lets take time to do this right.</p> <p>Good project management looks at all the tasks that need done and sets timeframes for them. It doesn't just arbitrarily set a date without knowing all the details.</p> <p>I want this to be successful, and that means taking more time to do it right.</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/21/2021 9:36	West Plan	Alumni/ Donor		To whom it may concern, Though presented as necessary to create fiscal efficiencies, there has been little evidence that significant cost savings will result from this plan. In fact, negative impacts on student enrollment because of the emphasis on incorporating distance learning will likely have the opposite effect than intended by the plan. Students have a variety of problems with distance learning and, in general, don't really like it. They want to be in a classroom with a professor and their peers. The fact that higher education is so dismally funded in Pennsylvania is the true problem facing the State System. There are not enough efficiencies to be had to make up for the lack of resources due to inadequate funding. Let's deal with the real problem.	Michael Bucell
6/21/2021 9:44	Northeast Plan	Alumni/ Donor		I am an alumni of the Recreation Management Department at Lock Haven University. The foundation of my skills were developed in this program. More importantly, this program allowed very close relationships to be built with fellow classmates and taught me life lessons beyond the textbooks. I am forever grateful for the opportunities I had in this program and believe it set me on my way to my current career as a research scientist at the Rockefeller Neuroscience Institute at West Virginia University following the completion of my doctoral studies. While recreation and fitness may seem less valuable than some traditional programs, the students in these programs can prosper and provide unmeasurable benefits to those they work with in the future. Recreation and fitness improve the overall health and wellbeing of individuals while also creating a sense of community. It is important that we continue to develop young adults capable of providing these services for the better of mankind. Thank you for considering my comment. Take care, Dr. Justin Merrigan	Justin Merrigan
6/21/2021 11:46	West Plan	Other (please specify)	Citizen	Decrease the costs on sports - each campus does NOT need to have a football team!!! Focus on delivering STELLAR EDUCATION. The best way to do that is to SUPPORT FACULTY in their work to PASS ON KNOWLEDGE to the students and help the students learn CRITICAL THINKING. THE Chancellor, Board of Trustees, Presidents, Provosts and other professional staff should all be paid less than they receive now. There are way too many layers of UPPER ADMINISTRATION. The number of these positions should be half. The taxpayers' and students' money should be PUT WHERE THE SERVICE IS - invested in the FACULTY and the staff that support them. ALL universities should be student and faculty focused, period.	
6/21/2021 11:55	West Plan	Staff, Other (please specify)	Clarion University Foundation, Inc.	Based on my understanding of the facts, status quo is no longer viable for Clarion University. It appears that the proposed Western Integration will provide financial stability while maintaining the campus' identities. While remaining somewhat apprehensive, I do support the Western Integration as a means for necessary change to best support our students and our local institution.	Max Smith
6/21/2021 12:05	Northeast Plan	Alumni/ Donor		I don't think it's a good idea to change Mansfield or Lock Haven in any way. They are small rural universities that serve the area around them. It would be silly to have to go far away for what you want to major in or spend all your time in online classes. Each is unique to its area and provides a great service to those rural communities. I was accepted at Rutgers and Penn State but chose Mansfield because of its small campus and town that were within reasonable walking distance. I earned my bachelor's and master's degrees at Mansfield. I taught at Lock Haven University during the summers for the Upward Bound and ESL programs for many summers. Each school has its own unique flavor for a wide variety of students. Each small town depends on the university's existence as they are now. The state shouldn't dismantle the system to supposedly save a few bucks when in reality it will slowly kill attendance at each one. Each campus needs a dean to run and interact with each campus and town. These beautiful campuses provide much more than an education due to their unique nature and opportunities the surrounding areas can give to the students. I know that both campuses interact with the communities that surround them. As alumni, we have gone to these great universities and have taken courses outside our majors to broaden our education and experience to prepare us for the future. In my case, many of my students have benefited from my ability to have taken a variety of classes outside my major. Now that the pandemic is winding down, I know I'm sick of online meetings and the technical problems that went along with them. I also know that when I needed further information or clarification about a matter, I could walk to the place I needed to go and get my answer. Please don't rip crucial parts of each campus to save a few dollars and then watch what's left slowly die. Bigger is not better. As I stated before, I could have gone to any large university but I chose Mansfield for my college career. I grew up in a small city and spent every summer in Philadelphia. I wanted something different than what I already knew. I wanted small and I got an excellent education because it offered what I needed and wanted, It was all in one place and in a setting geared to my needs. We are not all Stepford students being herded into a huge impersonal place or online with a herd of others. We are each individuals who should be able to go where we want within the system to get what we need at a reasonable cost. Don't fix that which isn't broken.	Diahann G. Heverly (proud Mansfieldian)
6/21/2021 13:46	West Plan	Staff, Alumni/ Donor		There are way too many upper level positions at the PASSHE institutions. Why are so many higher ups needed to do similar duties? If you are going to have this many, at least follow a corporate model and put them on a 5-year contract with that RIDICULOUSLY high salary and make them meet metrics. If they don't produce, out they go! So much money is being wasted on them.	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/21/2021 15:19	Northeast Plan	Alumni/Donor, Other (please specify)	Recreation Professional	<p>As a Lock Haven University Alumni and a Parks and Recreation Professional I believe eliminating the Recreation Management curriculums from Cal U and Lock Haven U would be a huge disservice to our state. The state of Pennsylvania has such great recreational services on both the local and state level. Why would our State System of Higher Education even consider this as an option? Our state parks were recognized nationally in 2009. This is not an accomplishment to be taken lightly. I'm sure without true recreational professionals that would have never happened.</p> <p>People need parks now more than ever. We are the professionals offering community-based summer camps, fitness programs, multi-cultural programs and so much more. Why would anyone think it's ok to cut this program out of the schools? This will force students to go out of state to receive a recreation degree- possibly losing that resident forever.</p> <p>With such a strong presence of parks & recreation in our state I feel that the elimination of these curriculums would ruin the future of our profession, destroy the sense of community we have fought hard to create and eliminate affordable options for our state residents.</p> <p>Please reconsider this option and don't eliminate Recreation Management from Cal U and/or Lock Haven U.</p>	Joanna Sharapan (Rizzuto)
6/21/2021 17:22	West Plan	Faculty		State schools provide affordable 4 year education. Education provides social change and opportunity. Private 4 year colleges are unaffordable to most people or create significant debt for students that may last a lifetime.	
6/22/2021 5:51	West Plan	Faculty		Here is the best way to enhance the plans for system redesign: abandon them. These plans have raised way too many questions for which there are currently no answers, with no clear goal besides merger for merger's sake. Is it for financial reasons? Not according to the chancellor, who is on record for saying that the merger is not about saving money. Is it for systemic efficiencies? If so, none have been adequately explained, as the programs and services that each of these campuses would offer are still unclear. Is it for the benefit of students? Certainly not, as the merger would directly lead to fewer classes and more students taking more classes remotely, which we've learned from this past academic year is often not a satisfactory substitute for in-class instruction. The chancellor spends a remarkable amount of time and energy promoting the system redesign without providing answers to these questions. Even state representatives are asking what is the rush to implement these changes? It is clear to the faculty that this system-imposed rush is based on the premise that one should never let a good emergency in this case, the COVID-19 pandemic go to waste. A much more substantial and sincere dialogue between all stakeholders needs to occur before we can adequately surmise whether the proposed system redesign has any merits for the long-term health of all PASSHE institutions. This can only be achieved with time, and a much slower pace. These are the stubborn facts.	
6/22/2021 10:33	West Plan	Faculty		I am an Assistant Professor at Clarion, entering my Tenure year. I am not a Pennsylvania native, but I chose to accept a job at Clarion because of my desire to continue my career at a student-focused, state comprehensive university, and the opportunities this position offered to form collaborative working relationships with colleagues in my department and university-wide. In my first semester at Clarion, I was impressed by the collegial relationships that exist between schools in the PASSHE system, and the dedication to providing exceptional teaching and student support to students in our campus communities and across the state. I began taking classes at IUP in 2018, and I have never had a bad experience with faculty or staff in my program, or across campus. Faculty and staff at PASSHE institutions are some of the best professionals I have had the privilege to interact with across my time as a student at Big Ten universities and in my ten years working at state comprehensive universities in Pennsylvania and beyond. Evidence of this dedication to student success can be seen in the shift to online teaching and learning we all experienced in the spring of 2020, the impacts of which we continue to grapple with, even as we are being asked to accept a plan for drastic changes to our institutions. Faculty and staff put in the work to transition course delivery online so we could continue to provide quality education to our students, Clarion and other PASSHE schools refunded thousands of dollars to students forced to move online, even when it was apparent that this would be a significant blow to operating budgets, because it was the right thing to do. I have served on several working group sub-groups, and am currently engaged in ongoing planning and recommendations for the proposed consolidation, which would have major impact on my department and our work prior to the Fall 2022 semester. While my participation on these committees has been voluntary, I will echo many of my colleagues in saying that the alternative presented was that decisions would be made with or without my input, and being kept in the dark about substantive changes to my university, my department and my work with students seemed a poor second choice. Hundreds of hours of faculty and staff time have already been invested in this process, and many recommendations were forwarded to group leads without the benefit of all the information necessary to make detailed recommendations, because that information was not available due to the parallel decision making of various groups and subgroups that had to happen to reach the initial plan deadline of April 2021. The plan presented to the BOG has been structured without the benefit of details or a clear picture of short or long-term impact to department structures, course offerings or course delivery guidelines, and leaves many faculty and staff with questions that no one can give answers to. If the current Board of Governors of the Pennsylvania State System of Higher Education can approve the plan as presented, this Board cannot honestly say that they have the best interests of students, faculty or staff of these schools in mind. If consolidation is truly the best path forward for these six schools and the State System, more time must be provided to flesh out these plans before they can be approved, to test the feasibility of proposed program arrays, and for shared-governance negotiations to draft appropriate changes to contracts and policies that will impact faculty at all State System institutions. To do otherwise demonstrates a dereliction of duty to the students this system purports to serve, and blatant dismissal of the hours of public testimony and hundreds of pages of written responses provided during this public comment period.	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/22/2021 10:57	West Plan	Faculty, Alumni/ Donor		<p>Given my consultant background, I would love to provide an analysis of the financial impact of delayed implementation in nursing due to the lengthy approval process. However, in the public data provided, I am unable to locate any detail that breaks the savings down by departments. Suffice it to say, any planned savings in the area of Nursing, and other similar disciplines, will likely be delayed 6-8 years. This is because the state requires students to complete the originally approved program they entered as a freshman. (Those entering a 4-year BSN program in Fall 2023, prior to approval will proceed under the original university program through May of 2027.) This will require two parallel programs to run simultaneously, at the 3 original universities. Therefore, everyone needs to be prepared for additional costs versus any proposed saving for the next several years. Please, do not be fooled by the claims of saving millions in the PASSHE system in the next year or two, as a result of integration. I encourage you to read the fine print and ask the tough questions about disciplines that will have delayed implementation processes due to state regulators and accrediting agencies. The reality is, the gargantuan deficit we are in did not happen overnight, and it will not be fixed in 1-2 years. Anyone who believes otherwise is not looking at the real data. Furthermore, I encourage you to ask the Chancellor how delays in implementation for programs such as Nursing, Education and Health Sciences have been accounted for on the proposed savings spreadsheet.</p> <p>I implore all lawmakers to stop, listen and at minimum reconsider the unrealistic aggressive timeline associated with momentous task of redesigning and consolidating PASSHE Universities. If the PA SBON takes nearly 2 years to review/approve a program how is it remotely reasonable to expect an entire new university to be up and running one year from July? Please do not ignore the lack of detailed planning and extensive work required to make a massive integration remotely successful. PASSHE universities under the scrutiny for integration are already experiencing a decrease in enrollment for fall 2021, simply with the threat of integration. I can only imagine what will happen if we begin to roll out a half-baked New University. If however, the real plan is to expedite the demise of the Eastern and Western PA New Universities then carry on with the current sure to fail- timeline.</p> <p>Respectfully, Viki Hedderick, D.Ed., MSN, RN</p>	Dr. Viki Hedderick
6/22/2021 13:58	Northeast Plan	Faculty		<p>I am writing to encourage you to STOP or DELAY the integration of Lock Haven, Bloomsburg, and Mansfield. I believe, as does every faculty member I know, that this integration is going to ruin LHU. The ramifications for the students, not to mention the employees and the communities, are frightening.</p> <p>The main strategy for integration seems to be to get rid of faculty and staff. As faculty leave, through retrenchment or fear of going down on a sinking ship, those that remain will not be able to teach all of the required courses for a major; students will then HAVE to take courses remotely from another campus. I have taught for 31 years at LHU, and I can assure you that students DO NOT learn as well online. Ask them.</p> <p>My own department is good example. In the Spring of 2020, we had 12 faculty members. By the Spring of 2023 (first year of New U), there will likely be 7 members due to retrenchments, finding work elsewhere, and retirements. (See "sinking ship" idea above.). These 7 will not have expertise in some of the most essential areas of the major, so students will HAVE to take multiple major courses remotely. They are going to hate it. Our exit surveys demonstrate that students value the connection they feel with the faculty in my area; they aren't going to have that connection through online learning on other campuses.</p> <p>In one of the public meetings on this topic, someone suggested doing a strongly truncated integration as an experiment. Take one major and "integrate" it across 3 schools. See what happens. As educators, we are supposed to be scholars. Let's try an approach that is based on some evidence, not just an idea.</p> <p>We are not game pieces on a chess board. Failure would be a disaster.</p>	
6/22/2021 15:46	West Plan	Student, Alumni/ Donor		<p>Students within southwest Pennsylvania deserve to have all educational opportunities available to them at their regional school, including earning a degree in art. The high schools in Southwestern Pennsylvania have stepped up their game to bring quality art education to secondary students. And the amazing talent that I see can sometimes not be surpassed. I do not believe these quality students should be penalized geographically by not having a local art degree college to attend. Additionally, California University of PA is located just across the Monongahela River and a short 20 minute drive for students in economically depressed Fayette County. Please do not take that art program away from them.</p> <p>No student should have to take on additional debt by relocating in order to earn a degree that has always been available at their regional school.</p> <p>Cal U serves a large region of southwest PA, its art program not only offers opportunities for students, but is a cultural center to the region, with art shows, lectures, workshops, and learning and training opportunities for public school art teachers. I personally have attended many student art shows, purchased student art. enjoyed plays and musicals, lectures and have taken art classes myself. Personally you are denying me the opportunity to be the next Grand Moses, as I am only 67 credits away from my degree in Art at California University of PA. I am quite sad. And at the risk of being redundant, please do not take the Art program away from California University.</p>	Mary Lenora Hajduk
6/22/2021 20:04	Northeast Plan	Staff		<p>At Bloomsburg, the garbage is literally piling up because we do not have the custodial staff to dispose of it. Can't wait to see what it's like with additional cuts if the integration continues.</p>	
6/22/2021 21:25	West Plan	Alumni/ Donor		<p>I oppose the integration plan for Edinboro / Clarion/ California.</p> <p>I feel it will negatively affect the small rural communities and poorer students in majors such as the arts when the universities nearest them no longer offer classes they want, forcing them to incur the added costs of moving away from their home areas.</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/23/2021 8:00	West Plan	Faculty		Now that the PASSHE APSCUF (faculty union) Collective Bargaining Agreement (CBA) is to be made public prior to its final approval, the PA Legislature, PASSHE Chancellor and Board of Governors, APSCUF should work together to address personnel issues in the CBA Articles. Having the CBA made public will now permit non-union faculty to read the previously secret CBA contents before it is being voted upon by unionized APSCUF faculty members only.	
6/23/2021 8:07	West Plan	Faculty		An actionable item applicable to PASSHE DEI Initiative and System Redesign: There is documented racism and sexism at student level towards minority female teaching faculty. Address the process and instrument used for student evaluation of faculty. These student evaluation instruments are outdated and do not take into consideration the disparities experienced by minority female faculty. These evaluation instruments when used by non-minority male (majority of PASSHE faculty population) faculty as the "main" source for minority female faculty performance evaluations negatively impact minority female faculty professional development and add to overall discriminatory and retaliatory experiences at PASSHE universities.	
6/23/2021 8:29	West Plan	Faculty, Alumni/ Donor, Other (please specify)	PA Taxpayer	Actionable plans that apply to student success- Have term limits to (re)hiring temporary faculty. Five years should be max. and then temporary faculty should not be rehired nor allowed to convert to permanent tenure track faculty status. Their service and research contribution during their temporary positions is negligible and after their conversion to tenure-track faculty, the level of research and service contribution continues to be minimal. Decrease salaries of temporary faculty. Regardless of what is stated, they are hired only for teaching, so their compensation should be based on the national average for per workload hour of teaching. Decrease the number of temporary faculty hires. If there is a need for teaching and tenure track faculty, do not support APSCUF conversion of temporary to tenure track status. Instead follow EEOC laws and advertise tenure track positions to attract diverse groups of applicants that would complement the PASSHE DEI initiative and benefit underrepresented minority students. Instead of temporary faculty hiring, provide Teaching Assistantships to qualified graduate students. Also provide medical insurance to teaching assistants. This would decrease the PASSHE student debt and provide students with teaching experience and much needed health care.	
6/23/2021 8:36	West Plan	Faculty		PASSHE Chancellor and Board of Governors need to take accountability for consistently failed leadership of presidents, provosts, deans, other administrators at many PASSHE universities. Before it is beyond repair, replace these weak leaders with diverse, effective, honest, transparent leadership. If not, we will continue to see the damage done by ineffective PASSHE university leadership.	
6/23/2021 11:04	West Plan	Faculty		For all PASSHE Universities: APSCUF PASSHE CBA Article 42: Revisit how university leadership handles faculty complaints by students. This process stinks of administrative abuse of individual human rights, is secretive, and used as an administrative tool for retaliation against faculty.	
6/23/2021 11:19	West Plan	Other (please specify)	Retired Dean, IUP	The System's proposed initiative to create a world class online program for delivery by the merged western PA trio is a mistake. There's a better strategy for the System as a whole. The Pennsylvania Legislature has provided the System with the authority to reorganize. The envisioned reorganization includes designation of the merged trio (California University, Clarion University and Edinboro University) to develop a world class Pennsylvania online academic program to add to their on-campus offerings. On the surface this makes sense, but it's timely success is highly unlikely for the reasons outlined below:	Robert C. Camp

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
				<p>The first challenge will be pricing. There are large numbers of brand name universities already in this market. Those with a lesser brand name are competing on the basis of price. Their program prices are dramatically lower than the tuition rates presently charged within PASSHE. Given the Systems strategic decision to create a world class online program, it won't be a problem getting approval for a lower tuition rate. Having a lower price, however, won't assure success in an already crowded market.</p> <p>Successful institutions in the online market are investing an enormous amount of money in marketing. Many of them have online partners who are investing their own capital in both marketing and student support related to recruitment and retention through to graduation of non-traditional students. The marketability of individual online programs is determined by the fit between program characteristics and the interests of prospective students. As an example, to be competitive, online MBA programs need to be accredited, price competitive, and offer concentrations that match student employment interests. A general MBA won't do. These programs have a common core, but the availability of nine to twelve-hour concentrations allow them to scale up.</p> <p>The quality of the course content is important. The content cannot be simply publishers PowerPoints, videos, exercises, and tests. Even a few courses with a weak content will diminish a programs marketability.</p> <p>Online delivery support companies have extensive experience in dealing with the specific needs of nontraditional students. Student hand holding contributes significantly to student retention and graduation rates. High graduation rates, of course, help sell the program. PASSHE schools do not yet have the trained and experienced personnel who can deliver the high-quality hand holding support needed in this market. Successful online programming generally doesn't follow the regular college fall/spring schedule. Most online schedules are based on a year-round six-week carousel. The academic rules related to admission, registration, tuition collection, probation, dismissal, and removal of incompletes are not always consistent with regular practice regarding these matters. Numerous academic rules have to be thoughtfully revised, approved, and successfully implanted.</p> <p>Best practice training of both faculty and student support personnel is imperative. If marketing and program delivery is not successful, it's possible to wind up with only a few students in a class connected to a publicized program commitment, which will force courses to be delivered at a financial loss.</p> <p>Prospective student characteristics will differ significantly from program to program (examples include graduate degrees in business, nursing, education, information technology, etc.). Catering to these differences can be a challenge.</p> <p>Utilizing faculty who teach in regular semesters to teach online has its own complications.</p> <p>Successfully delivering online undergraduate degrees is even more challenging. Schools that do this employ extreme flexibility in accepting previous credits from other schools and even granting credit for work experience.</p> <p>Finally, achieving and maintaining high quality program content will require the type of intrusive evaluation which is not currently possible under the existing contract between APSCUF and the System.</p>	
				<p>The bottom line is that PASSHE institutions are about two decades behind in the development, marketing, and delivery of world-class online programming. System Processes are essentially archaic. The proposed initiative would likely take up to three years to become fully implemented and this just means three more years behind. The number of institutions entering this market is becoming more crowded by the day.</p> <p>The System's proposal related to creation of a world class online program does not provide clarification regarding the status of online programming offered by other PASSHE schools. Some of these schools have clear cut advantages related to ongoing online initiatives and the potential for further development of niche programming that might, in fact, be more marketable than the existing programs offered by California, Clarion, and Edinboro. In fact, the merged entity, the trio institutions, would likely do better developing online niche programming for their relatively unique programs, rather than initiating an effort to become a world class operation with the type of programming breadth and depth offered by Phoenix, Southern New Hampshire University, Penn State, etc.</p> <p>The System would be better off encouraging and supporting the various institutions which have accredited programming to partner with private companies which have a successful history of providing marketing and student support services. The successful online support companies have invested ample funds in researching the online market and are willing to invest their own capital in marketing well-defined programming. Furthermore, once contracts are signed with these companies, promotion and course delivery can commence within a year. The initiative envisioned for the merged entity in western Pennsylvania would likely take a minimum of three years for successful implementation. Even then, financial success is not assured.</p>	
6/23/2021 12:19	Northeast Plan	Faculty, Alumni/ Donor		<p>I urge the board to vote AGAINST the consolidation of the 6 universities. No evidence has been presented as to the economic benefits nor student success that would result from such an integration. In fact, all evidence suggests that consolidating the universities will lead to a decrease in overall enrollment due to an increase in online courses and a significant economic decline in the local communities surrounding the institutions. Further, the financial impacts to the universities have not been sufficiently explored. For example, an instrument scheduling software that we have purchased at Bloomsburg University costs \$1,000 for a single campus, but \$15,000 for a multi-site license. What other software and licenses must be repurchased at much higher costs to support 3 individual campuses? If this plan is truly meant to help our state system succeed, it MUST result in a lower cost of operation. There is a significant amount of work that still has to be performed in order to determine ALL of the consequences.</p> <p>Finally, I examined the first "batch" of responses from this public comment period that were released earlier this month. Of the comments that had an opinion on consolidation, 15% were in support of consolidation, 5% were neutral, 17% considered the process too rushed and/or wanted a delay in the vote, and 68% WERE CLEARLY OPPOSED TO CONSOLIDATION. This is a strong indication that this consolidation plan is NOT conducive to an improved PASSHE.</p>	
6/23/2021 14:19	Northeast Plan	Alumni/ Donor		<p>As a business owner and local resident, I'm absolutely devastated to hear that the board of governors plans to destroy our best source of income, trade, and economics, rather than give Lock Haven University even a fraction of the funding it once had.</p> <p>Funding for universities is known to pay back the government a hefty profit through increased growth and economic stimulus. Such a shortsighted plan belies a complete lack of competency.</p> <p>The absolute lack of detail in this plan is so laughable that it would not pass through a first-year business class, much less the harsh critic of reality. You will bankrupt our local businesses with this absurd failure.</p> <p>I vote NO on the Lock Haven University consolidation.</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/23/2021 16:17	Northeast Plan	Alumni/Donor		<p>I entered Lock Haven University in Fall 2010 as an Elementary Education major with a concentration in science. I've always enjoyed learning about the natural world and wanted to instill an interest in children. When I started coursework my first semester, I didn't quite enjoy the major as I had expected. I wanted to work with children and teach about the environment, but I wasn't truly enjoying the program or classroom atmosphere.</p> <p>I began researching other majors at LHU and found Recreation Management, a major I was completely unfamiliar with. I met with the Department Chair and an Outdoor Recreation Advisor and Professor to better understand the major, coursework, potential career paths, etc. - and I immediately switched majors.</p> <p>Participating in the Recreation Management program at LHU was one of the best experiences of my life; the professors, coursework, internship/volunteer requirements, fellow students, etc. have helped shape me into the person and park professional I am today. Since graduation, I've been the Director of Public Programs at a nature center in Southeastern Pennsylvania. I'm responsible for developing and implementing onsite and outreach programs for all ages, conducting curriculum-based lessons in local elementary school classrooms, managing our Summer Camp program, and more - but, most of all: inspiring people to explore and protect the natural world.</p> <p>I've witnessed children learning, growing, and developing skills through nature play. I've witnessed children at first uncomfortable in the outdoors to then view it as their second home. I've received letters, notes, and even pictures of children participating in my programs from their teachers and family members thanking me for the experience and explaining how it's changed their lives.</p> <p>I'm sure there are many factors to consider when making this decision, but consider the impact that removing this program will have on our future generations and, in turn, the environment we live in.</p>	Melissa Eldridge
6/23/2021 19:21	Northeast Plan	Alumni/Donor		<p>There is no good reason to follow through with this plan. The baseless claims that these state Universities draw more money than they should are not founded in truth, when all economic factors are considered.</p> <p>Conversely, there are a myriad of reasons to leave the state Universities as they are. While I am not able to delve deeply into each reason now, I will list a limited number of them here.</p> <ol style="list-style-type: none"> 1. Access to affordable education is only possible and feasible for many students through PASSHE, as it is. 2. Reducing access to these universities will lead to lower enrollment, and will eventually cripple the whole state education system. 3. Many communities rely deeply on the universities they surround, and the plans to reduce these schools to mere imprints of what they were will crush local economies. 4. In order to feed the future work force of our state and country, we need strong state university systems. <p>Leave these state Universities alone, and allow them to support and develop students, as they have done for years.</p>	Assunta DeSanto
6/24/2021 6:36	West Plan	Alumni/Donor, Other (please specify)	Former teaching associate and temp faculty.	<p>I graduated from IUP's English - Comp & TESOL program ten years ago. I relocated my family from the Midwest to Pennsylvania in order to do that because of the program and it's faculty. I could have gone elsewhere.</p> <p>Going elsewhere was not the inclination nor option for many of the undergraduate students I taught while at IUP. The vast majority were commuter students or students who stayed on campus but whose families lived in Pennsylvania. Consolidating campuses and offering fewer in-person courses would give thousands of current and prospective undergrads nowhere to go but out of state. The students I taught could not afford out-of-state options.</p> <p>Research shows that hybrid learning environments are not optimal. They do not serve ALL students. I won't belabor the point, as I'm talking to an audience who can easily pull up the scholarship on the topic. In-person learning among diverse students is the best for both academic success and personal growth and development.</p> <p>Pennsylvania's education budget has taken hit after hit in the last decade, which is why it's still in the bottom 3 of the 50 states. Students and faculty have bore that burden. I lost my position with the defunding of schools around 2010. My kids attended Pittsburgh schools, and several of their teachers and support staff lost their jobs. The cuts led to the dissolution of tens of thousands of educators jobs across the state - and those jobs never came back. I ultimately left teaching, a service and career I loved and executed for 21 years, because it was no longer sustainable. Yet the new chancellor who came during my time at a Pennsylvania university left after three (or maybe five) short years and took a \$500,000 bonus when he left. Want to save money? Cut administrative lines and reduce their salaries. Bring back the real educators who make a difference in students lives, pay them more than \$15 an hour, and do away with the three-tier system. The state's education budget needs an overhaul - not more cuts that just get passed on to students and their families and deny educators a living wage. Consolidating schools will hurt students who cannot afford to go elsewhere, lead to further job loss for educators, and create more financial hardships for families. These small communities can't afford an exodus of professors and staff. Anyone who has driven through the towns of the smaller campuses knows this. In some, the local university or the local Walmart or hospital, if any, are the major employers.</p> <p>Lastly, PASSHE is letting a man (and his like-minded crew) with no real connection to or empathy or concern for Pennsylvania students and families. If successful, I have no doubt he'll get a nice bonus and leave within a few years because that's what others have done - not just in Pennsylvania but elsewhere. Yet there will still be families who cannot afford out of state tuition or another tuition hike for fewer services and educational opportunities. And it's unethical to ask them to.</p>	Dawn Fels, Ph.D. IUP Alum
				Consolidation is a terrible idea. A recent poll showed that 2/3 of students asked said they don't want it. They will leave. Listen to them.	
6/24/2021 7:10	Northeast Plan	Student, Staff, Alumni/Donor		I as that the Board of Governors postpone their vote until the many questions about the plan are addressed. We really need to know how these changes are going to impact our small communities. We need our universities in our communities in order to keep our communities healthy!	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/24/2021 7:22	Northeast Plan	Faculty		I strongly urge the Chancellor and Board to consider at least postponing a vote for this until more details have been figured out. How can we have all of the necessary pieces in place for a fall 2022 cohort? The amount of work that needs done is unlikely to be able to be completed in that time.	
6/24/2021 7:25	Northeast Plan	Staff		<p>I have responded to this survey and I don't see my comments in the "batch" shared comments document shared online (last updated 5/27). This is not acceptable or transparent. It does not include any of the comments received since the public comment hearings on 6/9-6/10.</p> <p>I noted in my response that the Public Comments page is not user-friendly. The header looks like a link to the form to fill out comments, but is not a live link to the form - that does not occur until much further down the page. This design of the web page does not lend itself to public comment - students, faculty, staff, and communities have to scroll through a long page of information before getting to the form. The page was updated with the recordings from the public hearings, but the public comments received in the form have not been updated since 5/27. While reviewing all 73 pages of the current information is helpful, I think there should be tallies to inform the public of 1) how many comments received 2) how many comments agree or disagree with consolidation plan 3) a running document with idea that the board is looking into that were good suggestions to improve the plan. This information should be readily available if the board is really looking at the comments as they have suggested they are.</p>	
6/24/2021 7:29	Northeast Plan	Staff		<p>As a first generation college graduate, with Masters and Doctoral degrees, I recommend that the BOG and Chancellor focus attention on making a strong case to the PA Legislature for the state system to be fully funded and to pass real savings onto students. The time, energy caused by the incomplete and rush integrations would be better spent on renewed and sustained efforts on enrollment and bolstering programs to attract the current cohort of potential students.</p> <p>In contrast, our university admission and admin seem to have decided Fall 2021 enrollment is doomed to be substantially lower and effort is not being expended to try to bolster the upcoming term enrollment. Truthfully, everyone (faculty and staff) are burned out after such a difficult year and a half. This integration plan is hitting at a time when faculty, staff and students cannot fully investigate the cost.</p> <p>Time spent on integration should have been spent on targeted, creative campaigns to reach students who have suffered through a virtual pandemic year. Adequately funding the system should be priority one and it seems the BOG and Chancellor have given up that fight in favor of an incomplete plan that does not address serious concerns expressed by students, faculty, staff, and the communities PASSHE serves.</p> <p>I urge the BOG to double-down on efforts to seek funding from the state and to pass real cost savings to students. I urge the BOG and Chancellor to consider pausing the vote on this plan until more answers can be shared and concerns are fully addressed.</p> <p>Finally, I am concerned that the public comment period coincides with the summer when most students and faculty are not on campus.</p>	
6/24/2021 7:31	West Plan	Faculty, Alumni/Donor, Other (please specify)	PA parent and taxpayer	<p>Actionable suggestions for increasing financial sustainability and decreasing student tuition and debt across all PASSHE including at proposed integrated universities would be-</p> <ol style="list-style-type: none"> 1. Adjust salaries based on cost-of-living expenses. To be fair and competitive, faculty employed at PASSHE universities in rural counties should be paid less compared to faculty employed at PASSHE universities in cities and suburbs. 2. Eliminate extra salaries for summer and winter teaching. Include summer and winter teaching as part of the 24 hour/year teaching workload. If faculty want to split their teaching workload and would like to teach in summer and winter, they should be allowed to teach less to focus more on research and service during the regular semesters. 3. Schedule courses efficiently (maximize seats, use Systemness to advertise general education courses that can be taught online at a handful of [and not all] PASSHE universities) to eliminate overload teaching (more than 24 hours) pay during regular semesters. 4. Faculty teaching general education courses should be paid less than those teaching upper-level majors or graduate level courses. 5. All PASSHE faculty have very well-compensated salary structures. Eliminate extra pay for internships, chair bonus, independent study, thesis research, overload, DE compensation, and many other salary bonus perks that students and PA taxpayers are unaware of. 6. Have all faculty teach 24 workload hours. Eliminate dean associates, provost associates, GenEd/liberal studies coordinators, graduate coordinators, and other faculty positions that do not require these faculty to teach their full 24 workload hours for 2 academic semesters. This also applies to APSCUF faculty leadership who do not teach their full workload. 7. Eliminate all summer and winter pay contracts. Eliminate summer pay for GenEd coordinators and dean or provost associates. Eliminate summer pay for chairs and assistant chairs. All the above do not teach a full teaching load during Fall and Spring semesters. To not teach a full load is generous compensation by itself. Plus, these faculty get additional extremely generous salary contracts for 3 summer months. To add to that, nothing stops these faculty from signing up for extra pay summer and winter teaching contracts. Start with eliminating these additional generous summer salary contracts as there is negligible work done during summer months. 8. Chairs and assistant chairs should have term limits-2 terms of 3 years max. Embedded department leadership with no term limits have the potential to create status quo, or worse, quid pro quo abuses and retaliations. 9. Add a provision in CBA that faculty who want to volunteer their hours to be used toward a dollar-for-dollar match in a state or federal research grant proposal are allowed to do so. This will make our faculty competitive for research grants. 	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
				Implementing these changes into the CBA would be a good start. Apply the same level of scrutiny and change at PASSHE level for administrative hiring, evaluations, salaries, perks, etc.	
6/24/2021 7:46	West Plan	Faculty		<p>This consolidation plan does not have the detail necessary to warrant approval.</p> <p>I serve on a working group integrating academic programs, and I very concerned about the top-down dictates the committee received to shoe-horn unique professional specialties across three campuses into one program. I feel we will lose academic rigor, since the bottom-up planning of academic programs that is typically conducted requires vetting necessary resources (personnel/facilities), planning for program sustainability (community buy-in and marketing), and proper academic evaluation for high-quality student outcomes (department review, curriculum committee review, administrative review, a 1-2 year long process). This consolidation plan lacks any of the detailed planning required for proper curriculum and academic program review, and all three campuses could suffer by not including and bypassing these program evaluation tools and processes. It is disingenuous to state that these program changes will be possible if this consolidation is approved in the timeline provided.</p> <p>I am very concerned that high quality staff and faculty will be lost, or be unable to be recruited due to the incomplete plan, if approved.</p> <p>I am new faculty at Cal U (came here from across the country in 2019). I specifically CHOSE to apply to Cal U because I BELIEVE in public Universities, and found the quality of the department to be outstanding. I fear I would not make the same decision to join this local community South of Pittsburgh, if this ominous restructuring plan was looming at the time of my application and recruitment. PASSHE is already losing high quality students, faculty, and staff, which will set back needed changes to the system by YEARS due to this rushed 'plan' during a pandemic.</p> <p>Please do not create these roadblocks to high quality instruction by approving this plan in its current form.</p>	Jesse Eiben, PhD - Entomology
6/24/2021 7:51	West Plan	Faculty		To increase student enrollment and build collaborations at proposed (and other) PASSHE universities, PASSHE is taking steps to incentivize dual enrollment (with local and regional high schools) and transfer credits (with community colleges). Similarly, PASSHE should reach out to international universities/programs for PASSHE DE course offerings (a plus for West Plan and others who have DE courses) that could be counted towards their degree program. This collaborative start could be a stepping-stone to then encourage international students to transfer to a PASSHE university to continue with their undergraduate degree or a future graduate degree program.	

June 7, 2021

To the Chancellor and decision makers regarding the proposed Northeast Integration Plan:

I am a professor at Lock Haven University beginning my 36th year this fall. After reviewing the Northeast Proposed Implementation Plan Report and the associated financial spreadsheet, Northeast CPP-22.xlsx, I have serious doubts concerning the viability of the plan in meeting the challenges facing many of our system universities. I outline four specific problems with the plan, and I provide alternative solutions to integration.

1. The plan does not directly or effectively tackle the lack of an affordability advantage.

The integration plan does not address the biggest problem facing rural system schools like Lock Haven – a diminished affordability advantage. That is so despite the statement in the report “Only the integration plan, through its deliberate focus on low-cost degree pathways, addresses student affordability issues” (p. 31). How that dubious claim is realized is never fully elaborated in the report. In 2009/10, choosing state-related universities over PASSHE cost a student \$6,500 more per year - \$26,000 more for four years. The current high-cost and small gap with competitors is a major contributor to lower enrollments for universities like LHU. Collectively, we have failed to maintain our PASSHE mission of providing an affordable high-quality public higher education. The integration plan highlights the problem, but the plan fails to create an affordability advantage in a meaningful way.

Eight years ago, the State System office conducted the Maguire Elasticity & Branding study and found Lock Haven and Mansfield had no elasticity in raising tuition cost. Sadly, that finding was never truly addressed by the State System office. Subsequently, schools like LHU exceeded this tuition and fee cost threshold which was then worsened by adding luxury student housing and poor enrollment management leadership. These are the real factors that led to our precipitous drop in enrollment. It was not the poor array of program options. See the Chancellor’s concluding slide below in describing why integration is the right course for Lock Haven. It is noteworthy the slide says nothing about integration lowering the cost of obtaining a degree.



Integration is a long-term solution

- Expanding program breadth while maintaining essential residential character
- Capitalizing/doubling down on LHU's existing strengths (and those at sister institutions)
- Investing in new areas to serve new students who need our help, growing enrollment, driving regional economic development
- Re-tooling and strengthening supports for all students
- Reducing administrative costs investing savings in student success



a. The goal of reducing the cost of degree attainment by 25% is hyperbole.

The plan includes this goal in the narrative. However, the Chancellor has publicly stated the objective of the plan is NOT to save money. How then is this goal to be achieved by the 13,000 students in the Northeast Integrated University (IU)? This is only indirectly addressed in the plan. In my view, this claim is the biggest falsehood of the plan. Without lowering the cost, the plan is assured to fail addressing the affordability gap.

First, what exactly is the “cost of degree attainment”? In Appendix N, p. 142, the value is \$21,781 per year. Does “cost of degree attainment” include room and board? If not, then the value of just tuition and fees is \$10,832 per year. For 13,000 students, a 25% reduction in that cost amounts to \$35M in lost revenue each year. The integration plan does not even remotely obtain that level of savings.

On p. 18 the plan suggests “by lower student fees” as one mechanism to lower cost of degree attainment. Yet the fees, like tuition are not reduced. During the four-year course of the plan, both increase by 1% each year of the plan.

On p. 18 the plan suggests “expanded program availability” as another mechanism. How does having more programs available make the cost any less expensive for a student? Currently, Lock Haven does not have the option of a major in Philosophy. The integration plan makes that major available to Lock Haven students through a “blended face-to-face and online” delivery. There is no reduction in cost for the Lock Haven student in completing the Philosophy major that I can imagine.

On p. 18 the plan suggests “high school dual enrollment” as another mechanism. Getting college credit for classes taken at high school surely helps those students who choose that path. That option is available at most of our individual universities and has nothing to do with integration. All universities could improve in this domain. However, this is not a panacea. How many classes can a student take? Perhaps, at most three given the other high school responsibilities. That represents $\frac{3}{4}$ of one semester. Even with improvements in the program, the majority of students will not be taking college classes in high school.

On p. 62 the plan suggests “increases in retention” as another mechanism. Currently, all three Northeast Integration universities are above the average in the State System in 6-year graduation rates. The biggest factor in predicting retention is the initial abilities of the incoming students. The more selective system schools begin with students with higher likelihoods of being retained. Of course, there is still much that a university can and should do to retain more students. This has been an emphasis at all of our schools for decades. That emphasis over the years has clearly revealed that increases in retention are very hard to reliably move upward. We should always work to improve retention. But large changes are very unlikely given the rural base of our three schools.

On p. 62 the plan suggests “accelerated programming” as another mechanism. The number of students who would be eligible for such programs is small considering the academic demands of the acceleration and the need for most of our students to work to pay for school. Clearly, we should provide more of such opportunities. My department just approved two new accelerated options in psychology at Lock Haven. Note, this option does not require integration.

All of these mechanisms above do not in any way add up to 25% reduction in the cost of attaining a degree for the whole student body which is what is implied in the statement. Certainly, some students will have their cost of attendance reduced by the fact they don’t spend an extra year taking classes. Importantly, none of these suggestions require an integrated university with the exception of expanded programming, one of the more dubious suggestions on how to save cost of attaining a degree.

b. Alternative #1 to close affordability gap – Nellie Bly Scholarship program.

A more effective approach addressing affordability would have the State System actively promoting the governor’s [Nellie Bly Scholarship program](#). That program would provide need-based financial assistance for 44,000 students at State System schools. This solution requires no new dollars. It would be funded by repurposing \$199 million in slot machine revenue that is directed to the Pennsylvania Racehorse Development Trust Fund. Solutions like this creatively and directly address the fundamental challenge facing the State System.

c. Alternative #2 to close affordability gap – Pennsylvania Promise legislation.

A more effective approach addressing affordability would have the State System actively promoting legislation like the [Pennsylvania Promise Act](#). Many states, like New York and Tennessee have adopted such programs to lower the cost of public higher education.

d. Alternative #3 to close affordability gap – re-prioritize funding of higher education entities in Pennsylvania.

Although in the near term we are unlikely to change Pennsylvania’s 48th rank in higher education dollars invested/per capita, but how we distribute higher education state support could be changed. The dollars allocated among PHEAA, State-related universities, and the State System could be distributed in a way that most efficiently provides accountable, affordable, public higher education opportunities.

Just to illustrate, Penn State has an annual budget of \$7 billion. It receives a state appropriation that equals about 5% of their budget. If we asked Penn State to take a 5% cut and transferred those higher education dollars to the state system schools, tuition and fee costs for students at LHU and our sister schools would be CUT IN HALF!

Why should Penn State have to absorb a 5% cut in revenue? Forty percent of their students are NOT Pennsylvania residents and 50% of their graduates take their degree and live outside of Pennsylvania! Is that a good investment of state dollars?

Compare those values with LHU where 90% of our students live in Pennsylvania and 80% of our graduates remain in the state. Invest state dollars where they can do the most good and fulfill our mission of AFFORDABLE, quality public higher-education.

2. Lock Haven University does NOT need to be “saved” by integration.

Last fall, the State System office had consultants examine the financial viability of various universities and how they fared individually and when integrated. The image on the next page is from their analysis. Note that Lock Haven is ALL GREEN when considered by itself. It is the ONLY university in the analysis that fared so well by itself. The Chancellor told all LHU faculty and staff in March that “LHU is burning through \$15-18 million per year and will be insolvent in a couple of years.” That is demonstrably false. In fact, we have the highest Primary Reserve Ratio in the system, and we have met all the goals of our original five-year sustainability plan to date. Also, note the option of a Bloomsburg/Mansfield pairing was never considered and might remain a viable alternative to help Mansfield.

Preliminary Institutional Viability Assessments (FY2025-26)


Institution(s)	FY23/24-FY 25/26 Total Annualized FTE Enrollment Change	FY23/24-FY 25/26 3-Year Average Operating Margin	FY23/24-FY 25/26 3-Year Average Primary Reserve Ratio
	CPP Projections	CPP Projections	CPP Projections
BL	0%	1%	25%
CA	2%	-2%	7%
CL	0%	-1%	-10%
ED	8%	1.2%	17%
SL	0%	-1%	24%
LO	3%	3%	51%
MA	1%	5%	-46%
CA/CL	1%	1%	1%
CA/CL/ED	3%	6%	11%
CA/CL/ED/SL	2%	4%	16%
ED/SL	3%	7%	29%
LO/MA	2%	7%	23%
LO/MA/BL	1%	5%	26%

Note how well LO performs on its own (with arrow pointing to LO row)

Note that a BL/MA integration was never considered in the modeling (with arrow pointing to BL/MA row)

- The CPP integration scenario is based on enrollment projections relative to historic trends.
- Individual results do not take into account the impact on universities as other universities within the System experience financial sustainability concerns.

Notes:
 1) Integration financial viability metrics based on University/OOC inputs, plus projected executive, administrative, and limited faculty savings
 2) No adjustments have been made to provide loans to meet cash needs or to address loan repayments.


 11

a. Federal COVID relief funds are noticeably absent from the financial analysis falsely supporting the need for integration.

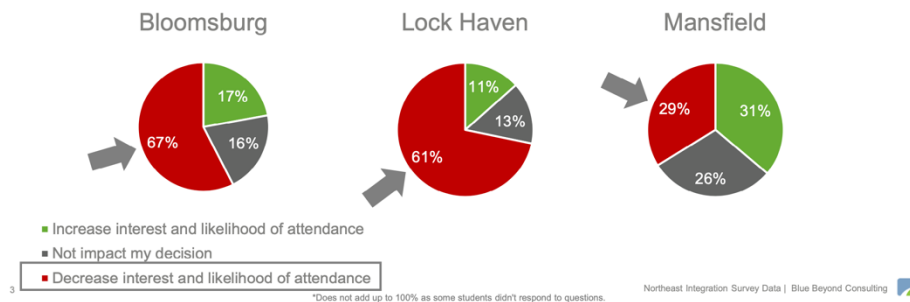
It is important to point out that the integration plan’s financial projections include no recent federal dollars received by system universities related to relief from COVID costs. That fact is acknowledged in the report. It is unclear why they could not include the December 2020 reimbursement or March 2021 reimbursement into a report crafted in May. Just looking at Lock Haven, they received ~\$8 million dollars in relief on reported COVID expenses of \$8.4 million. Those dollars affect many of the values found in the report and, just to be clear, those Lock Haven relief dollars did not exceed their total COVID expenses, hence, they provide no benefit to any purported structural deficits. However, not reporting them certainly makes the overall individual university financial situations in the report look worse than the reality which could be falsely used to support the need for integration. The report notes the federal relief dollars will be included in a September update (p. 24), after the vote on integration occurs.

b. The integration plan does NOT address cross-subsidy appropriation concerns associated with universities like Lock Haven.

The report highlights the concern that the larger universities are subsidizing the smaller universities in terms of the proportion of appropriations they receive (see Appendix Y.2., p. 196). Despite the fact that such a pattern reflects the *economies of scale* that the larger universities benefit (no good economist would recommend every university receive the same dollars per student regardless of size), the report uses this concern as a basis for the need for integration. Yet, the 1% increase in state appropriation revenue each year in the integration plan assumes no change in the appropriation funding formula to address the cross-subsidies concerns. This integration plan assumes receiving the average \$19 million subsidy in appropriations each year through FY2025/26 (see p. 30; Note the true value is probably \$15 million, the plan authors did not add Bloomsburg’s negative subsidy). Hence, this plan does not allow the State System to alter the formula to address the cross-subsidy concerns outlined in the plan for at least the next four years and little indication that the Northeast IU could absorb a \$15 million loss in revenue in any foreseeable future year.

3. State System office student survey data contradicts assumptions of student interest and enrollment.

Imagine you are a potential incoming student for Fall 2022. With the new integrated university, you would have an expanded selection of majors to choose from but may have to take some classes via distance learning. How might the new array of offered programs and majors affect your decision to attend the integrated university?



Although the plan assumes a conservative enrollment growth of 1% for FY2023-24, FY2024/25, and FY2025/26, the plan also assumes a 4% enrollment growth for the very first year (FY2022/23) which affects the base revenue for all later years. How is that 4% growth assumption defended given the more conservative estimates in future years? That is especially problematic given the results of the State System’s Northeast Integration Student survey report which I note was not included in the implementation plan report. The results of the first item from the survey suggest a possible motive. The “Decrease interest and likelihood of attendance” results above illustrate the potential impact of the integration in the decisions of potential incoming and returning students to the campus as part of the Northeast IU Fall 2022. This calls into question the veracity of the planned 4% enrollment growth for Fall 2022 as well as the purported attraction of an expanded selection of majors. This data is concerning given that the key issue facing universities like Lock Haven has been recent enrollment declines.

4. The financial budget projections revealed in the plan are incomplete and inaccurate.

A review of the Northeast Proposed Implementation Plan Report and the associated spreadsheet, Northeast CPP-22.xlsx, has led to serious doubts concerning the thoroughness and accuracy of the financial projections for the Northeast integration. On p. 157 of the Northeast Proposed Implementation Plan Report is the “Key Assumptions and Financial Impact Table.” Note the table claims a 20% reduction in Management and Administrative Support. A review of the Northeast CPP-22 Excel spreadsheet reveals that claim to be false. The actual workforce projections from the Northeast CPP-22:

Updated Comprehensive Planning Process (CPP) Projections Workbook (through FY2025-26) for Integrating Universities
 Northeastern Integrated University
 Annual Work force Requirements

FTE = Full-Time Equivalent

		Sum of FY22/23 BL, LH, & MA values		Add plan assumptions		Add plan assumptions		Add plan assumptions	
		FY 2022-23 Projections	Revised Integrated University	FY 2023-24 Projections	Revised Integrated University	FY 2024-25 Projections	Revised Integrated University	FY 2025-26 Projections	Revised Integrated University
Total Budgeted Unrestricted Employees									
Faculty									
Budgeted FTE	646.53	646.53	Add 17	663.53	Add 8	671.53	Add 7	678.53	
AFSCME (e.g., secretary, custodian)	Budgeted FTE	526.55	526.55	526.55	526.55	526.55	526.55	526.55	
Nonrepresented (i.e., Management)	Budgeted FTE	188.97 Minus 13.25	175.72	175.72	175.72	175.72	175.72	175.72	
SCUPA (Professional Support)	Budgeted FTE	101.14 Add 4	105.14	105.14	105.14	105.14	105.14	105.14	
Other (e.g., coaches, police)	Budgeted FTE	122.73	122.73	122.73	122.73	122.73	122.73	122.73	
Total Budgeted FTE Employees		1,585.92	1,576.67	1,593.67	1,601.67	1,601.67	1,608.67	1,608.67	

No change in # of employees over course of plan

*A 20% reduction in workforce for management and administrative support results in an estimated reduction of approximately 80 positions. Actual results may vary.

Note there is no workforce reductions in any unit with one exception. There is a decrease of ~13 managers in the first year. Also, there is an increase in SCUPA by four positions in the first year, which equates to 70% of their \$500,000 “targeted investment in student success” (see p. 5, and p. 157).

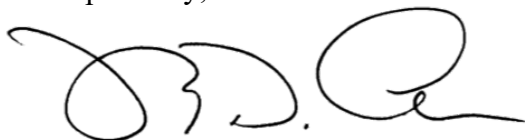
The report’s note at the bottom of the table suggests a 20% reduction in workforce for management and administrative support equates to approximately 80 positions. Actually, a 20% reduction of AFSCME, Management, and SCUPA (presumably Management and Administrative Support positions) in the Northeast IU equates to 163 positions, not 80. A review of the table above shows a net reduction of 10 support positions, not 80, and not 163. The table doesn’t define where those 80 reductions are located (other than the initial 13.25 managers). The table from the Northeast CPP-22 does not match the claim of a 20% reduction in workforce. Clearly this report is inaccurate.

Despite the minimal change in workforce seen above, the report’s budget (p. 158) shows lump sum deductions in compensation for each fiscal year for Management and AFSCME employees. In a very unconventional way, the State System office just subtracted a lump sum dollar figure from Management totals and AFSCME compensation totals in the budgets to represent the anticipated workforce financial savings. There is no reference in the document to how that dollar figure was determined or their connection to changes in personnel. The State System office needs to be transparent and share explicitly how these lump sum dollar figures were derived and match real planned personnel changes. Clearly this report is incomplete.

We need a plan that offers real solutions to the problems our institutions face. Solutions like the Nellie Bly Scholarship program creatively and directly address the fundamental challenge facing the State System. In contrast, the integration plan does not address the affordability gap and merely provides a veneer for “doing something” to address the challenges faced by our State System universities. The risk to our future ability to fulfill the system’s mission and the well-being of our local communities is not worth gambling on a poorly developed plan of integration that does not address the real challenge we face.

Thank you for taking the time to review my concerns and suggestions. I invite your feedback.

Respectfully,

A handwritten signature in black ink, appearing to read 'M.D. Cloud', with a stylized flourish at the end.

Mark D. Cloud, Ph.D.
Dr.MarkCloud@gmail.com

Office of the Chancellor
University Integrations Public Comment
Dixon University Center
2986 N. Second Street
Harrisburg, PA 17110

June 15, 2021

To Chancellor Greenstein and the Board of Governors:

I am grateful to have the opportunity to offer a brief public comment regarding the PASSHE West Integration Plan. This email highlights only one element of a more substantive submission, currently in preparation, that addresses other concerns about the Integration Plan.

A recently published study of 72 university integrations raises concerns about the realization of some key projections of the current Integration Plan (Russell, 2021).

One principle of research is that analyses based on larger sample sizes typically increase the stability of data and statistical power (i.e., the ability to detect a statistically significant finding where one actually exists). To the best of my knowledge, Russell (2021) is the only empirical analysis of the outcomes of a large number of university integrations. Therefore, it seems important to carefully consider her findings before deciding whether the current version of the Integration Plan should be subject to additional review and potential revision.

Russell (2021) entailed a retrospective analysis of the effects of 72 uncontested university mergers occurring between 2000 and 2015. Retrospective analyses have an advantage over prospective statistical modeling. Retrospective analyses identify *known outcomes* resulting from completed integrations (e.g., economies of scale, student retention, tuition, graduation rates). Given the large sample of mergers in her study, Russell's findings must be given significant weight in estimating the probable outcomes of variables central to the success of the current Integration Plan.

In contrast to a retrospective approach, the projections included in the current Integration Plan are based on estimates of variables that cannot be known, a priori, with a high level of certainty.

Russell's findings, potentially relevant to the Integration Plan, include:

- 1) The Integration Plan suggests economies of scale may enable more efficient management of fiscal resources through a variety of mechanisms.

Russell's (2021) retrospective analysis of 72 uncontested university integrations found "no significant changes in cost." She concluded that hypothetical "economies of scale" did not exist as a result of university integrations.

- 2) The Integration Plan proposes that student retention will increase.

Russell (2021) found that university integrations did not create statistically significant "changes in retention rates of full-time students," implying that students did not find the integrated universities more appealing than universities that had not been integrated.

- 3) The Integration Plan holds that it will result in an increased array of courses and focuses, potentially making the new universities more appealing to students.

Russell (2021) found there was no “change the number of unique degrees they offer as a result of the merger, so students do not have access to increased degree variety.”

- 4) Depending on which section of the Integration Plan one examines, there will either be no increase in tuition or a 1% increase per annum.

Russell (2021) found that university integrations actually increase tuition by 5-7% compared to non-merged universities in the same State and sector (public or nonprofit).

- 5) The Integration Plan implies that students will be more satisfied by their experiences in the integrated universities.

Russell (2021) concluded, “These results suggest that mergers are probably not welfare improving for the majority of full-time students [who represented 66% of the sample in Russell’s study] who do not receive institutional financial aid” (Russell, 2021, p. 89).

Thus, data from the *only* study of 72 recent university integrations challenge the ability of the current Integration Plan to attain several projected goals vital to its successful implementation. My intended public comment addresses these concerns more fully. However, given the work invested in the Integration Plan, I consider it important to share the “headlines” of this research now.

It is obvious that PASSHE requires reformation. My intent is to contribute that a sound plan for doing so. I appreciate the time and effort devoted to creating the current version of the Integration Plan.

Respectfully submitted,

William D. Pithers, Ph.D.
Professor
Fellow, American Psychological Association
Edinboro University of Pennsylvania
Edinboro, PA 16444

WPithers@edinboro.edu

Reference

Russell, L. (2021). Price effects of nonprofit college and university mergers, *The Review of Economics and Statistics*, 103, 88-101.

June 17, 2021

Office of the Chancellor
University Integrations Public Comment
Dixon University Center
2986 N. Second Street
Harrisburg, PA 17110

Dear Chancellor Greenstein:

The Columbia Montour Chamber of Commerce is very much interested in the success and sustainability of Bloomsburg University. As the largest employer in Columbia County, Bloomsburg University provides a significant economic benefit to the community and surrounding region. Additionally, students and faculty bring diversity, needed skills and valuable resources to local employers and non-profit organizations, and vibrancy to the area.

We recognize the economic and demographic issues that have led to the integration plan process and acknowledge that the Northeast Plan does provide some benefits. Each university is appropriately undertaking a right-sizing of staffing and balancing budgets. The ultimate goal of the plan is to decrease costs for students while providing expanded educational options between campuses. And, the plan includes increasing engagement with the business community local to each campus.

Within the confines of PASSE's authority provided by the Legislature, we have significant concerns about some components of the plan as currently presented, as they could threaten the viability of Bloomsburg University and the actual ability to remain connected to the local community.

- Right-sizing of staffing and balanced budgets should be completed at all three universities prior to integration.
- Operational shortfalls at individual campuses have been distributed across all of the PASSHE universities. Likewise, debt service and deferred maintenance costs should not be borne by Bloomsburg University as outlined by the Bloomsburg University Council of Trustees.
 - Mansfield:
 - System loans (past and present) (currently up to approximately \$13M) forgiven or satisfied with non-Bloomsburg resources.
 - If enrollment is not sufficient to cover the auxiliary debt service (approximately \$6.8M/yr.), non-Bloomsburg resources must be used to underwrite this ongoing expenditure.
 - The Commonwealth must agree to take over underutilized and excess real estate.

- Cost of razing of unused/unnecessary buildings to be covered by the System.

Lock Haven:

- Immediate need deferred maintenance (approximately \$30M): A Commonwealth commitment for satisfaction through one-time or multi-year allocations is needed.
- A threshold should be set by PASSHE and recommended to the Legislature for the viability of individual campuses/universities. A primary metric for this threshold should be enrollment. The threshold should be implemented within 2-3 years of the full implementation of the integration plans.
- The plan emphasizes that each campus will retain its branding, athletic teams, alumni associations, and foundations to maintain connections with alumni and their communities. However, with leadership spread across three campuses, maintaining and building local relationships is likely to be a significant challenge. While operational shared services such as purchasing, HR, etc., have less of an effect on the university's integration with the community, each campus should have dedicated leadership that can engage with appropriate stakeholders and make decisions on behalf of that campus.

Thank you for the opportunity to provide comments in this important process. The Columbia Montour Chamber of Commerce looks forward to continuing to partner with Bloomsburg University for the benefit of the institution and our entire area.

Sincerely,



Fred Gaffney
President

MARK LONGIETTI, MEMBER
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COMMONWEALTH OF PENNSYLVANIA
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June 17, 2021

Chancellor Daniel Greenstein
Pennsylvania State System of Higher Education
Dixon University Center
2986 North Second Street
Harrisburg, PA 17110-1201

Board of Governors
Pennsylvania State System of Higher Education
Dixon University Center
2986 North Second Street
Harrisburg, PA 17110-1201

Dear Chancellor Greenstein and Board of Governors:

We write to request a one-year delay in consideration of the proposed Implementation Plan for integration of California University of Pennsylvania, Clarion University and Edinboro University in western Pennsylvania and Bloomsburg University, Mansfield University and Lock Haven University in northeastern Pennsylvania. The current proposal has a goal of enrolling the first cohort of students in August 2022. We believe that movement on such an implementation plan should be paused for at least one year.

Many important components of the proposed integrations are not clear, and many questions remained unanswered. Notably, the proposed implementation plans lack a detailed Financial Impact Report regarding the host communities, and they lack a before and after organization and structure chart, and related reports, relative to faculty and staff, even though Act 50 requires these items. Further, the integration plans contemplate a hybrid model of instruction with students taking online courses, yet it is unclear how many courses students would need to take online for a particular course of study at a particular host campus; there is no guarantee of access to computers, adequate wi-fi and dedicated on-campus space for connection to online courses, and similar equity issues; and there are no projected cost savings in terms of tuition, room and board and fees for students, despite a considerable degree of instruction being delivered online. Additionally, the plans do not provide details on what it means to be a branch campus, what the impact is on students and how athletic programs will be affected. Given these issues and unanswered questions, we believe that moving forward, at this time, will negatively impact student recruitment thereby further exacerbating the economic issues experienced by these institutions. In the event that these negative impacts were to cause one of the integrated institutions to close, this could cause a lack of access to higher education in a rural part of the Commonwealth, thereby resulting in a higher education desert. In order to avoid such a situation, we believe that more student input and feedback is needed on the proposed integration plan, by way of student surveys and the sharing of survey results, and dedicated public hearings at each affected institution, held on days and at times conducive to student participation.


We understand that a delay in implementation could also mean the need for additional financial resources for PASSHE. However, we observe that PASSHE is the recipient of considerable support through the American Rescue Plan (ARP) and that these funds could be used to meet that need. Insofar as additional support may be needed, we believe that the General Assembly should provide the necessary resources to fill that gap and we are advocates for the same. We have copied the various Appropriations Chairs on this letter so that they are aware of our advocacy of any necessary additional resources, as they negotiate the FY 2021-22 state budget and the allocation of ARP funding provided to the Commonwealth.

The mission of PASSHE “to increase educational attainment in the Commonwealth; to prepare students at the undergraduate and graduate levels for professional and personal success, and to contribute to the economic, social and cultural development of Pennsylvania’s communities, the Commonwealth and the nation” remains relevant and critical. PASSHE’s purpose to provide high-quality education at the lowest possible cost to students is as necessary today as it was when the system was founded in 1983. We want to continue to partner with PASSHE to help further that mission and purpose and we share the responsibility owed to the thousands of students enrolled in the system, the prospective future enrollees, and the nearly 800,000 living alumni, as well as to the administration, faculty, staff, and host communities for these institutions. We believe that a one-year delay in consideration of the implementation plans is necessary to further these objectives.

Sincerely,



Mark Longietti, Chairman
House Education Committee
7th Legislative District



Jordan Harris
Democratic Whip
186th Legislative District



Ryan Bizzarro
PA State Representative
3rd Legislative District



Kevin J. Boyle
PA State Representative
172nd Legislative District



Frank Burns
PA State Representative
72nd Legislative District



Joseph Ciresi
PA State Representative
146th Legislative District



Mary Jo Daley
PA State Representative
148th Legislative District



Austin Davis
PA State Representative
35th Legislative District



David Dellosa
PA State Representative
162nd Legislative District



Tony DeLuca
PA State Representative
32nd Legislative District



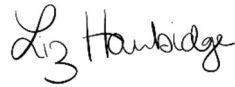
Robert L. Freeman
PA State Representative
136th Legislative District



Nancy Guent
PA State Representative
152nd Legislative District



Manuel Guzman, Jr.
PA State Representative
127th Legislative District



Liz Hanbidge
PA State Representative
61st Legislative District



Patrick Harkins
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1st Legislative District



Carol Hill-Evans
PA State Representative
95th Legislative District



Sara Innamorato
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21st Legislative District



Mary Isaacson
PA State Representative
175th Legislative District



Malcolm Kenyatta
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Emily Kinkead
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20th Legislative District



Stephen Kinsey
PA State Representative
201st Legislative District



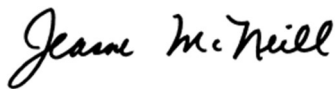
Leanne Krueger
PA State Representative
161st Legislative District



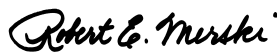
Summer Lee
PA State Representative
34th Legislative District



Maureen E. Madden
PA State Representative
115th Legislative District



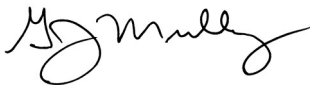
Jeanne McNeill
PA State Representative
115th Legislative District



Robert E. Merski
PA State Representative
2nd Legislative District



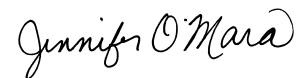
Dan Miller
PA State Representative
42nd Legislative District



Gerald Mullery
PA State Representative
119th Legislative District



Napoleon Nelson
PA State Representative
154th Legislative District



Jennifer O'Mara
PA State Representative
165th Legislative District

Danielle Friel Otten
PA State Representative
155th Legislative District

Eddie Day Pashinski
PA State Representative
121st Legislative District

Nick Pisciotto
PA State Representative
38th Legislative District

Mark Rozzi
PA State Representative
126th Legislative District

Chris Sainato
PA State Representative
9th Legislative District

Steve Samuelson
PA State Representative
135th Legislative District

Ben Sanchez
PA State Representative
153rd Legislative District

Mike Schlossberg
PA State Representative
132nd Legislative District

Brian K. Sims
PA State Representative
182nd Legislative District

Pam Snyder
PA State Representative
50th Legislative District

Perry Warren
PA State Representative
31st Legislative District

Joe Webster
PA State Representative
150th Legislative District

Dan Williams
PA State Representative
74th Legislative District

Michael Zabel
PA State Representative
163rd Legislative District

cc:

Honorable Tom Wolf, Governor
Honorable Noe Ortega, Acting Secretary, PA Department of Education
Senator Patrick Browne, Majority Chairman, Senate Appropriations Committee
Senator Vincent Hughes, Minority Chairman, Senate Appropriations Committee
Representative Stan Saylor, Majority Chairman, House Appropriations Committee
Representative Matthew Bradford, Minority Chairman, House Appropriations Committee

To: The Pennsylvania State System of Higher Education Board of Governors, Cynthia D. Shapira, David M. Maser, Samuel H. Smith, Marian D. Moskowitz, Robert W. Bogle, Neil R. Weaver, Rep. Tim Briggs, Tanya I. Garcia, Ph.D, William Gindlesperger, Allison Jones, Sen. Scott Martin, Secretary of Education Noe Ortega, Rep. Brad Roae, Sen. Judith L. Schwank, Larry C. Skinner, Stephen L. Washington, Jr., Governor Tom Wolf, and Janet L. Yeomans.

From: West Chester University of Pennsylvania Faculty

Date: June 17, 2021

**OPEN LETTER:
West Chester University Faculty Against PASSHE Consolidation**

The Pennsylvania State System of Higher Education (PASSHE) was created to provide accessible high quality university education “[at the lowest possible cost to the students](#)” of the Commonwealth. Yet the system has suffered ongoing defunding, with cuts totalling more than [30% in just over ten years](#) resulting in PA dropping to [48th in the nation in public support for higher education](#). Our students have paid the price due to this negligence.

As noted by the [State Higher Education Executive Officers Association](#) (SHEEO), decreases in state funding lead to declining enrollment and graduation rates for students, particularly for students of color and those from low income backgrounds. Additionally, PASSHE’s decline in state funding has forced students to make up the difference, with nearly [two-thirds of PA college students](#) graduating with debt. The average student borrower in the Commonwealth leaves college with over \$38,500 in student loan debt, [third highest in the nation](#). Student loan debt disproportionately impacts [women and students of color](#).

Yet instead of fighting for more funding to support our students, the System’s Chief Executive, Chancellor Dan Greenstein, is pushing for drastic cuts to [programs](#), [services](#), [faculty](#) and [staff](#), and, most dramatically, a consolidation of six of our 14 historic universities. This plan, however, does nothing to address the real problem - lack of funding from the State. The Chancellor’s own estimates project these consolidations will result in “savings” of [merely .002% of the PASSHE annual budget](#).

This failure is coupled with numerous severe consequences to the consolidation plan including:

- 1,531 jobs lost at PASSHE schools, including 809 faculty and over 600 staff, [according to a study done by the Political Economy Research Center at the University of Massachusetts Amherst](#)
- [Economic devastation](#) for the communities these universities serve
- Students forced to rely on [online learning](#) and to travel further to access/complete degrees

What’s more, this plan has been rushed and lacking in transparency, with timelines for the redesign being [cut short](#), merger plans being [retracted and changed](#), and “public” comments being hidden from view of the public. Still unclear in the consolidation plan is whether the schools under threat of merger will 1) be able to retain their [individual athletic programs](#), 2) be protected from future cuts and closures, and 3) require students to take numerous [online courses](#) to complete their programs without concern for [technological accessibility](#).

In short: there are grave substantive concerns with the consolidation effort, any of which provides reasons to oppose moving forward. While some faculty would be satisfied with simply slowing the process down to be more thorough and others oppose the concept more broadly,

the simple fact is that the Chancellor is forcing a yes/no vote that will impact all 14 of the Universities now and into the future.

While West Chester University is not part of the consolidation plan, it is imperative we understand the impact this will have on our sister schools and the system as a whole. By introducing a “solution” that only extends the last decade’s framework of cuts, the consolidation plan simply kicks the can down the road. It is only a matter of time before West Chester University and other PASSHE schools suffer the same fate.

The consolidation is proposed as a “last ditch effort” to save the system, yet we suggest additional opportunities exist to better serve the 14 Universities, their communities, future students, and alumni:

- A fully funded state system of higher education, which will [boost enrollment](#), lower debt, and move PA from the bottom 10% of states in support of higher ed
- Enactment of the [Nelly Bly Scholarship](#), which would help at least 44,000 students afford college in PASSHE schools
- Better and more transparent utilization of Federal stimulus money
- Debt relief options for System schools

This consolidation plan will only serve to disadvantage students and communities throughout the Commonwealth. The undersigned therefore agree that the consolidation plan must be *stopped* and the Chancellor and PASSHE Board of Governors should work instead to *support* the state system and restore funding.

We, the undersigned members of the West Chester University community, demand that the PASSHE Board of Governors **vote NO** on the consolidation plan and instead push for funding for PASSHE that will provide all PA residents with the opportunity to obtain an affordable and high quality education in line with its historic mission to serve the Commonwealth.

Note: All sources can be found in the digital version of this document: bit.ly/OpenLetterWCU

Casey Bohrman, Associate Professor, Graduate Social Work

Dana Morrison, Assistant Professor, Educational Foundations and Policy Studies

Jason Wozniak, Assistant Professor, Educational Foundations and Policy Studies

Tabassum Ruby, Associate Professor, Women’s and Gender Studies

Jackie Hodes, Full Professor, Educational Foundations and Policy Studies

Deanna Gabe, Instructor, Educational Foundations and Policy Studies

Meg Panichelli, Assistant Professor, Undergraduate Social Work

Joan Woolfrey, Full Professor, Philosophy/ Women and Gender Studies

Dean Johnson, Full Professor, Philosophy/ Peace and Conflict Studies

Seth Kahn, Full Professor, English
Mark Rimple, Full Professor, Music Theory, Composition and History
Curry Malott, Associate Professor, Educational Foundations and Policy Studies
Erin Hurt, Full Professor, English
Kathleen Riley, Associate Professor, Literacy
Margaret Ervin, Full Professor, English
Michael Boyle, Full Professor, Communication and Media
Martha Donkor, Full Professor, Women's and Gender Studies
Megan Corbin, Associate Professor, Languages and Cultures
Stacie Metz, Full Professor, Health
Nadine Bean, Professor Emerita, Graduate Social Work
Lisa Konigsberg, Assistant Professor, English
Roxane Petit-Rasselle, Assistant Professor, Languages and Cultures
Emily Aguilo-Perez, Assistant Professor, English
Jacqueline M. Zalewski, Full Professor, Anthropology and Sociology
Lana Iskandarani, Instructor, Languages and Cultures
Larry Udell, Associate Professor, Philosophy
Michael Malcolm, Associate Professor, Economics & Finance
Iliana Pagán-Teitelbaum, Associate, Languages and Cultures
Thomas Elmer, Instructor, Marketing
Lisa Millhous, Associate Professor, Communication and Media Studies
Deborah Dartnell, Instructor, Psychology
Travis Ingersoll, Associate Professor, Undergraduate Social Work
Megan Schraedley, Assistant Professor, Communication and Media Studies
Meg Niiler, Assistant Professor, Languages and Cultures
Lauri Hyers, Full Professor, Psychology
Ana Sanchez, Assistant Professor, Languages and Cultures
Adam Silverman, Full Professor, Music Theory, History and Composition
Page Buck, Full Professor, Graduate Social Work
David I. Backer, Associate Professor, Educational Foundations and Policy Studies
Peter L. Glidden, Professor, Mathematics
Maxine Gesualdi, Associate Professor, Communication and Media Studies
Lisa C. Huebner, Full Professor, Women's and Gender Studies
Justin Sprague, Assistant Professor, Women's and Gender Studies

Karen Schwarz, Full Professor, Earth and Space Sciences
Benjamin Brumley, Instructor, Educational Foundations and Policy Studies
Stacy Esch, Assistant Professor, English
Christina Chiarelli-Helminiak, Associate Professor, Graduate Social Work
Ashley Patriarca, Associate Professor, English
Jamie Woodlief, Assistant Professor, English
Vicki McGinley, Full Professor, Special Education
Hannah Ashley, Full Professor, English
Kuhio Walters, Associate Professor, English
Ben Kuebrich, Associate Professor, English
Christy Hicks, Associate Professor, Special Education
Kim Doan, Full Professor, Special Education
Tim R. Dougherty, Associate Professor, English
Dawn R. Patterson, Associate Professor, Special Education
Katie Solic, Associate Professor, Literacy
Doug Morris, Assistant Professor, Educational Foundations and Policy Studies
Julie Wiest, Full Professor, Anthropology and Sociology
Joshua Raclaw, Associate Professor, English
John Elmore, Full Professor, Educational Foundations and Policy Studies
Beatrice Adera, Associate Professor, Special Education
Colleen Commisso, Assistant Professor, Special Education
Jeff McLaughlin, Associate Professor, Educational Foundations and Policy Studies
Pamela Walsh, Alumna & Instructor, Kinesiology
Edward J. Lordan, Full Professor, Communication and Media Studies
Lori Klein, Instructor, Nutrition and Kinesiology
Adam Rainear, Assistant Professor, Communication and Media Studies
James McLaughlin, Full Professor, Mathematics
John Craig, Associate Professor, Educational Development Services
Jason Phillips, Full Professor, Marketing
Adam Gumble, Instructor, Music Education and Therapy
Mary Buckelew, Full Professor, English
Kristin Kondrlik, Assistant Professor, English
Elizabeth Munz, Associate Professor, Communication and Media Studies
Yvette Garner, Instructor, Biology

Peter Loedel, Full Professor, Political Science
Jacqueline Alnes, Assistant Professor, English
Cristóbal Cardemil-Krause, Associate Professor, Languages and Cultures
Mia Ocean, Assistant Professor, Graduate Social Work
Jelena Colovic-Markovic, Associate Professor, Languages and Cultures
Merry G. Perry, Associate Professor, English
Emily Bullock, Full Professor, Vocal and Keyboard
Eric Sweet, Assistant Professor, Biology
David Thomas, Assistant Professor, Educational Development Services
Andre Perkoski, Instructor, Mathematics
Melissa Cichowicz, Associate Professor, Chemistry
Cecilia Chien, Full Professor, History
Charlie DelMarcelle, Associate Professor, Theatre and Dance
Matt Snyder, Full Professor, Counselor Education
Kevin Laskey, Instructor, Music Theory, History and Composition
Angela Norkiewicz, Instructor, Accounting
Liam Oliver Lair, Assistant Professor, Women's and Gender Studies
Andrew Sargent, Full Professor, English
Deborah Dartnell, Instructor, Psychology
Tim Sestrick, Associate Professor, University Libraries
Sharon DeJoy, Associate Professor, Health
Clifford Johnston, Full Professor, Mathematics
Julian Onderdonk, Full Professor, Music History
Marc Jacoby, Full Professor, Music Education
Richard M. Busch, Full Professor, Earth and Space Sciences
John Kinslow, Full Professor, University College and Exploratory Studies
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Megan A. Infanti Mraz, Full Professor, Nursing
Neil Curtis, Associate Professor, Sports Medicine
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John Hess, Instructor, Economics and Finance
Mitch Goldfarb, Instructor, Kinesiology
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Randall Cream, Associate Professor, English
Cheryl Wanko, Full Professor, English
Erin McCourt, Instructor, English
Amy Anderson, Associate Professor, English
Eleanor Shevlin, Full Professor, English
Rachel Banner, Associate Professor, English
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