



Board of Governors Meetings via Conference Calls (audio only) Jan. 8, 2018

TIME	MEETING
9:30 a.m.	Full Board meeting
10 a.m.	University Success Committee
Noon	Break
1 p.m.	Student Success Committee
2 p.m.	Governance & Leadership Committee

All times are approximate



Board of Governors Meeting

January 8, 2018



Board of Governors Meeting

Boardroom
Administration Building
Dixon University Center
2986 North Second Street
Harrisburg, PA 17110-1201

Monday, January 8, 2018
9:30 a.m.

via conference call

Call to Order and Roll Call of the Members

Public Comments

Board Action

1. Standing committees and committee assignments (ACTION)
2. Update of Board Bylaws (ACTION)

New Business

Adjournment

Executive Session - upon the discretion of the Board

Board Members: Cynthia D. Shapira (*Chair*), Senator Ryan P. Aument, Representative Matthew E. Baker, Audrey F. Bronson, Secretary Sarah E. Galbally (Governor Wolf's designee), Molly E. Gallagher, Representative Michael K. Hanna, Shaina M. Hilsey, Donald E. Houser Jr., David M. Maser (*Vice Chair*), Barbara McIlvaine Smith, Marian D. Moskowitz, Thomas S. Muller, Secretary of Education Pedro A. Rivera, Senator Judith L. Schwank, Harold C. Shields (*Vice Chair*), Samuel H. Smith, Brian H. Swatt, Neil R. Weaver, and Governor Thomas W. Wolf.

For further information, contact Randy A. Goin Jr. at (717) 720-4010.

Board of Governors Meeting

January 8, 2018

SUBJECT: Standing committees and committee assignments (ACTION)

UNIVERSITIES AFFECTED: None

BACKGROUND: In accordance with Board bylaws—and in support of efforts to advance the System Redesign—the Board’s standing committee structure will be revised as follows to better focus on the Board’s three strategic priorities: 1) ensuring student success; 2) leveraging university strengths; and 3) transforming the leadership/governance structure.

Student Success Committee

The Student Success Committee is focused on achieving the System’s number one priority: ensuring all students graduate in a timely manner with a path forward that leads to individual fulfillment and career success. The committee provides strategic leadership and policy oversight of the academic programs and related student support services provided by the System’s universities. More specifically, the committee’s scope is focused on the policies and strategies that will support the universities in enabling student access and success, including degree programs/attainment, program approval process; strategic enrollment management; student support services; and other appropriate areas.

- **CHAIR** – David M. Maser
- **VICE CHAIR** – Marian D. Moskowitz
- Senator Ryan P. Aument
- Audrey F. Bronson
- Shaina M. Hilsey
- Representative Michael K. Hanna
- Secretary of Education Pedro A. Rivera
- Cynthia D. Shapira (ex officio)

University Success Committee

The University Success Committee is focused on excellence in stewardship of our institutions. It provides strategic leadership and policy oversight to leverage university strengths that stimulate financial and operational longevity at the university and System level. The committee will foster collaboration among universities—and between universities and the System office—to provide the most efficient and effective academic/business models that prepare students for success. The committee’s scope includes allocation and alignment of resources (financial, geographic, human, and physical) to promote collaboration, innovation, efficiency, and effectiveness; with a recognition of institutional and regional differences in needs, cost, price, and affordability.

- **CHAIR** – Thomas S. Muller
- **VICE CHAIR** – Neil R. Weaver
- Representative Matthew E. Baker
- Barbara McIlvaine Smith
- Secretary of Policy and Planning Sarah E. Galbally
- Brian H. Swatt
- Cynthia D. Shapira (ex officio)

Governance and Leadership Committee

The Governance and Leadership Committee is focused on ensuring excellence and best practices in executive management of the System and its 14 universities. The committee provides strategic leadership and policy oversight regarding the effective distribution of authority, accountability, and responsibility among the Board of Governors, Councils of Trustees, the chancellor, and the presidents. The committee also reviews and recommends strategies for the recruitment, development, and retention of university presidents and oversees human resources policy on behalf of the Board of Governors.

- **CHAIR** – Harold C. Shields
- **VICE CHAIR** – Donald E. Houser Jr.
- Molly E. Gallagher
- Samuel H. Smith
- Sen. Judith L. Schwank
- David M. Maser
- Cynthia D. Shapira (ex officio)

Audit and Compliance Committee

The Audit and Compliance Committee provides strategic leadership and policy oversight to ensure that System and university operations are conducted in accordance with internally established and externally mandated compliance standards. The committee will promote a continuously improving environment to achieve the System's goals and objectives by establishing expectations for: statutory and regulatory compliance, audit and risk assessment practices, operational integrity, and functional accountability. The committee serves as the principal point of contact between the Board of Governors and external auditors/regulators.

- **CHAIR** – Samuel H. Smith
- Sen. Judith L. Schwank
- Harold C. Shields
- Cynthia D. Shapira (ex officio)

MOTION: That the Board of Governors approve the revised standing committee structure and member assignments as outlined in the agenda materials and authorizes the Board chairperson—in consultation with the committee chairperson—to modify the committee charges as deemed appropriate.

Supporting Documents Included: N/A

Other Supporting Documents Available: N/A

Reviewed by: Board Chairperson; Office of the Chancellor

Prepared by: Randy A. Goin Jr.

Telephone: (717) 720-4010

Board of Governors Meeting
January 8, 2018

SUBJECT: Update of Board Bylaws (ACTION)

UNIVERSITIES AFFECTED: None

BACKGROUND: The Board of Governors bylaws will be updated as such:

- 1) Clarifies the use of a consent agenda to make more efficient use of meeting time. The consent agenda condenses the routine business of the Board into a single motion, and may include items previously approved by a committee (or by a Committee of the Whole). If any Board member believes that any item on the consent agenda requires discussion, that Board member may remove the item from the consent agenda by requesting same. The Exempted item then moves to the regular agenda, and the Board may take action as it deems appropriate.
- 2) Clarifies the use of roll call votes during meetings in which members are attending via phone. To provide for a more efficient use of meeting time, a roll call vote will be required only if the initial voice vote is *not* unanimous.
- 3) Includes the addition of committee vice chairs and their roles/responsibilities.

MOTION: That the Board of Governors approve the revisions to its bylaws as outlined in the agenda materials.

Supporting Documents Included: Board of Governors Bylaws Policy

Other Supporting Documents Available: N/A

Reviewed by: Office of the Chancellor

Prepared by: Randy A. Goin Jr.

Telephone: (717) 720-4010



PA State System of Higher Education Board of Governors

Effective: April 26, 1983

Page 1 of 4

BYLAWS

See Also:

Adopted: April 26, 1983

Amended: Oct. 21, 1986; July 19, 1988; Oct. 17, 1991;
July 15, 1993; Oct. 20, 1994; Jan. 16, 1997; April 10, 2003; July 7, 2014; [January 8, 2018](#)

1. **Preamble:** These bylaws are established by the Board of Governors of the Pennsylvania's State System of Higher Education (Board) for the internal organization, governance, and management of the Board and to facilitate the effective discharge of its powers and duties.
2. **General Powers:**
 - 2.1 **Membership:** The composition of the membership of the Board, the terms of office, and the conditions of membership are provided in Act 188, as amended.
 - 2.2 **Exercise of Powers:** Powers vested in the Board shall be discharged by the Board. No individual Board member shall speak nor act on behalf of the Board without formal authorization by the Board.
 - 2.3 **Executive Committee:** The Executive Committee of the Board shall be authorized to act for the Board between public meetings on matters of urgency requiring immediate action. Actions taken by the Executive Committee shall be subject to ratification by the full membership of the Board at the next regular meeting of the Board.
 - 2.4 **Expenses of Members:** Board business-related and travel expenses, including lodging and meals encountered in connection with meetings of the Board or duly constituted committees thereof, shall be reimbursable at rates established by Board policy.
3. **Meetings:**
 - 3.1 **Regular Meetings:** The Board shall meet at least quarterly each year, the dates and places of such meetings to be approved for each year at the last meeting of the preceding year.
 - 3.2 **Special Meetings:** Special meetings of the Board may be called for any purpose by the chairperson, the chancellor, or upon written request from six other members of the Board. Members shall state the purpose of the requested meetings.

- 3.3 Executive Sessions:** Executive sessions of the Board may be convened in accordance with the Sunshine ~~Law~~ Act (65 Pa.C.S. § 701, et seq.).
- 3.4 Meeting Schedules:** The chancellor shall prepare an annual schedule of regular meetings, conferences, and—to the extent feasible—committee meetings, which shall be disseminated to Board members and published in accordance with the Sunshine ~~Law~~ Act. Board meetings shall normally be held at Dixon University Center in Harrisburg. A team of members of the Board shall periodically visit the campus of each university of the State System.
- 3.5 Notice:** The chancellor shall give each Board member at least seven days written notification of regularly scheduled meetings and 24 hours notification of special meetings. Notifications of special meetings may be made by any written or electronic means. Notifications of emergency meetings also may be disseminated by the same means.

The chancellor shall advertise public meetings in accordance with the Sunshine ~~Law~~ Act (65 Pa.C.S. § 701, et seq.).

- 3.6 Agendas:** The chancellor, in consultation with the Board, shall prepare written agendas for all meetings. Written agendas shall be transmitted along with notifications of regularly scheduled meetings and—to the extent feasible—shall be transmitted for special and emergency meetings as well. The chancellor shall transmit communications to Board members' official addresses. A consent agenda may be utilized at the discretion of the Board chairperson. Members may request individual items be moved from the consent agenda at any time prior to the approval of the consent agenda. Such a request does not require a motion nor the consent of the chairperson.
- 3.7 Quorum:** Eleven members ~~present~~ attending shall constitute a quorum for transaction of business at public meetings of the full Board. A majority of committee members shall constitute a quorum for transaction of business at public meetings of Board committees.
- 3.8 Voting:**
- a. Proxy voting shall not be permitted.
 - b. Votes by acclamation shall be permitted, unless otherwise requested by a Board member prior to the vote being taken.
 - c. Abstentions shall be permitted only when a member identifies a conflict of interest or a direct personal or pecuniary interest in connection with a vote on a matter before the Board.
 - d. Formal votes shall be taken on all matters requiring Board action. Voice votes or roll call votes may be used at the discretion of the chairperson, or upon the motion of a majority of Board members.
 - e. Any Board member ~~participating~~ attending telephonically or by other remote modality shall have his/her vote recorded via roll call vote in the event a voice vote is not unanimous.

3.9 Adjourned Meetings: The Board may adjourn any regular or special meeting to any date it may set. If a quorum is not present, any regular or special meeting may be adjourned by the members attending until a quorum shall be present.

3.10 Minutes: Written minutes of all public meetings shall be prepared and maintained by the chancellor in accordance with the Sunshine ~~Law~~ Act (65 Pa.C.S. § 701, et seq.). Minutes of each regular meeting and of subsequent special meetings shall be circulated for consideration of the members prior to the next regular meeting, at which time they shall be approved by the Board and attested to by the chancellor or the chancellor's designee.

3.11 Public Comment: A period of public comment shall be provided at any public meeting of the Board prior to the consideration of any item for action.

4. System Office: The System office, housing the Office of the Chancellor, shall be located at Dixon University Center, 2986 North Second Street, Harrisburg, Pennsylvania 17110-1200.

5. Committees of the Board:

In General: The Board shall create an Executive Committee, which shall have the authority to act for the Board, subject to ratification of all actions at the next regular meeting of the Board of Governors. The Executive Committee shall be composed of the officers of the Board and the chairpersons of committees ~~chairpersons established by the Board~~. The Board shall also establish other standing and special committees as necessary to carry out its functions. Annually, following the election of officers, the chairperson will make appointments to Board committees—including designation of committee chairperson and committee vice chairperson—subject to approval of the Board. The committee vice chairpersons shall perform the duties and have the powers of the committee chairperson during the absence or disability of the committee chairperson. The chairperson may make interim appointments to Board committees as necessary when vacancies arise. Interim appointments shall be subject to approval of the Board at the next public meeting of the Board.

All Board members are eligible to participate in committee deliberations, but the offering of motions and voting on committee business shall be confined to committee members. A majority of the members of a committee shall constitute a quorum for the transaction of business. The Board or the chairperson may, from time to time, authorize special committees with whatever membership is desired by the Board or the chairperson. Each standing or special committee shall report to the Board periodically or at the request of the chairperson of the Board.

The chairperson of the Board shall be an *ex officio* member of all committees with the authority to vote. The chancellor shall be an *ex officio* member of all committees without the right to vote.

6. Officers and their Duties:

6.1 Officers: The officers of the Board of Governors shall be the chairperson and two vice chairpersons. The Board may, from time to time, establish other offices needed to carry out the functions of the Board. In accordance with the provisions

of Act 188, neither the Governor, Secretary of Education, their designees, nor any member of the General Assembly may be elected to these offices.

- 6.2 Election and Term of Office:** The term of office of each officer shall commence upon election and continuing until his/her successor is chosen and assumes office. Officers shall be elected each year by the Board at the third quarterly meeting of each calendar year and may be re-elected.

Should either office of vice chairperson become vacant prior to the annual election of officers, the chairperson shall appoint a nominating committee of no fewer than three members of the Board, to report at the next regularly scheduled meeting.

- 6.3 Removal of Officers:** Officers may be removed at any time by the Board by the affirmative vote of 11 members of the Board.

- 6.4 Chairperson:** The chairperson shall preside at the meetings of the Board. The chairperson shall be an *ex officio* member of all committees with the authority to vote.

- 6.5 Vice Chairpersons:** The vice chairpersons shall perform the duties and have the powers of the chairperson during the absence or disability of the chairperson.

The chairperson shall have the authority to designate a vice chairperson to act on his/her behalf when temporarily unable to discharge his/her official duties.

In the event that the chairperson is unable to make such a designation, or if a vacancy occurs prior to the annual election of officers, the vice chairperson who is senior in service to that position shall assume the position of acting chairperson and shall appoint a nominating committee of no fewer than three members of the Board, to report at the next regularly scheduled meeting.

If both vice chairpersons were elected at the same time, the vice chairperson who has seniority in service as a member of the Board shall assume the position of acting chairperson.

If both vice chairpersons were confirmed by the Senate of Pennsylvania at the same time, they shall act as co-chairs until an election can be held.

- 7. Amendment of Bylaws:** These bylaws may be amended or repealed at any meeting by an affirmative vote of not less than 11 members of the Board.

The chancellor shall maintain a bylaws book in which all bylaws and any changes, additions, or deletions thereto shall be recorded.

- 8. Parliamentary Authority:** The rules contained in Robert's Rules of Order, most recently revised, shall govern the Board in all cases to which they are not inconsistent with the bylaws or any special rules of order of this Board.



Board of Governors University Success Committee

10 a.m., January 8, 2018



Board of Governors University Success Committee Meeting

**10 a.m. – Noon, January 8, 2018
Conference Call**

Agenda

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i. Consortium Procurement/Consortium Services Task Group	
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d. 1983-04: <i>Accounting Procedures for Student Organizations</i>	
e. 1983-08: <i>Taxation of Students by Local Agencies</i>	
f. 1989-04-A: <i>Financial Accounting</i>	

All Board members and presidents are encouraged to participate in the meeting via conference call.

University Success Committee Members: Thomas S. Muller (Chair), Neil R. Weaver (Vice Chair), Representative Matthew E. Baker, Secretary Sarah E. Galbally, Barbara McIlvaine Smith, Cynthia D. Shapira (ex officio), Brian H. Swatt, and Marcia G. Welsh (nonvoting president liaison).

For further information, contact James S. Dillon at (717) 720-4100.

University Success Committee Meeting

January 8, 2018

SUBJECT: System Redesign Update—University Success (DISCUSSION)

UNIVERSITIES AFFECTED: All

BACKGROUND: As a result of the System strategic review completed last July, the Board of Governors has embraced a System Redesign effort built upon recommendations of that review. The Board has updated its committee structure accordingly to better focus on the System's three new strategic priorities: 1) ensuring student success; 2) leveraging university strengths; and 3) transforming the leadership/governance structure.

The University Success Committee has been established with the following charge:

The University Success Committee is focused on excellence in stewardship of our institutions. It provides strategic leadership and policy oversight to leverage university strengths that stimulate financial and operational longevity at the university and System levels. The committee will foster collaboration among universities—and between universities and the System office—to provide the most efficient and effective academic/business models that prepare students for success. The committee's scope includes allocation and alignment of resources (financial, geographic, human, and physical) to promote collaboration, innovation, efficiency, and effectiveness; with a recognition of institutional and regional differences in needs, cost, price, and affordability.

Similarly, various cross-functional task groups—comprised of university and Office of the Chancellor representatives—are being created to address System Redesign initiatives. The Board's University Success Committee will be apprised of the work of the following task groups, which are most closely associated with its responsibilities.

- Consortium Procurement/Consortium Services.
- Collaborative Pricing and Regional Affordability/Collaborative Allocation of Resources.
- Policy/Procedures/Reporting Reform.

An overview of these task groups and their respective charges is attached.

Supporting Documents Included: Overview of Task Group Charges

Other Supporting Documents Available: <http://systemredesign.passhe.edu/>

Reviewed by: N/A

Prepared by: James S. Dillon

Telephone: (717) 720-4100

Overview of Task Group Charges

The Board of Governors recently established the following three key strategic priorities: (1) ensuring student success, (2) leveraging university strengths, and (3) transforming the governance/leadership structure. Several *ad hoc*, cross-functional task groups have been created and charged to develop pathways toward fulfilling these priorities. The following three task groups will support the strategic direction of the University Success Committee, as follows:

Consortium Procurement/Consortium Services Task Group

Leveraging university strengths requires the development and implementation of the most effective academic/business models at each university to prepare students for success and to meet the Commonwealth's economic/workforce needs. Expanding collaboration between and among universities through shared academic programming, student services, and administrative services is essential to fulfilling this priority.

Charge

1. Develop a collaborative approach to strategic sourcing and procurement. (Phase 1)
2. Develop regional/multiuniversity approaches to facilitate collaborative academic programming, student services, and other administrative services. (Phase 2)

Collaborative Pricing and Regional Affordability/Collaborative Allocation of Resources Task Group

Leveraging university strengths requires flexibility to recognize regional differences in the cost and price of delivery of academic programs and more collaborative funding mechanisms.

Charge

1. Develop recommendations for flexibility to align and achieve regional affordability through strategic pricing efforts. (Phase 1)
2. Develop recommendations for allocating resources (financial, geographic, human, and physical) to promote collaboration, innovation, efficiency, and effectiveness. (Phase 2)

Policy/Procedures/Reporting Reform Task Group

An expeditious review of Board of Governors policies and State System procedures/standards will provide recommended adjustments to focus the Office of the Chancellor's role less on regulation and compliance and more on policy leadership, to promote collaboration in order to better mobilize the System's collective assets, and to support the three key strategic priorities cited above.

Charge

In consultation with university leadership and stakeholder constituent groups, review and revise Board policies and System procedures/standards consistent with the System's strategic priorities.

University Success Committee Meeting
January 8, 2018

SUBJECT: Collaborative Allocation of Resources—Performance Funding (ACTION)

UNIVERSITIES AFFECTED: All

BACKGROUND: The effective allocation and alignment of System resources is essential to supporting university collaboration, innovation, efficiency, and effectiveness; and to promoting student success. The System Redesign efforts that are supported by the Collaborative Allocation of Resources Task Group will culminate in the adoption of strategic financing models that better address the varied circumstances facing the System universities and that provide incentives for collaboration over competition.

One financing model that has been effective in improving student success has been the System's performance funding program. Since its inception in 2000 and in conjunction with other policy tools, improvements across the System have been achieved in areas such as retention and graduation rates; diversity of students, faculty, and staff; and fundraising. The System's current performance-based funding program was approved by the Board of Governors in January 2011, for the ensuing five years, through 2016/17. The 2016/17 performance served as the basis for performance awards distributed in 2017/18.

In anticipation of the final year of the current program, a cross-functional work group, comprised of university and System representatives, was established to develop recommendations for a transitional performance funding program to begin with performance measured during 2017/18 (the basis for 2018/19 awards). The transitional plan builds upon the historical performance funding concepts and allows for a new, longer-term performance funding program to be developed that better aligns with the System Redesign and new System priorities.

The proposed transitional performance funding program awards performance based on five equally weighted measures. One university-specific measure will support the System's strategic priorities of ensuring student success and/or leveraging university strengths. The remaining four quantitative measures, applicable to all universities, are fundamental to student success.

MOTION: That the Board of Governors approve the attached conceptual framework for the State System's performance funding program.

Supporting Documents Included: *Performance Funding Conceptual Framework: Transitional Plan Proposal*

Other Supporting Documents Available: Board of Governors January 2011 meeting materials

Reviewed by: Council of Presidents, December 14, 2017

Prepared by: Peter H. Garland

Telephone: (717) 720-4010

Pennsylvania's State System of Higher Education Performance Funding: Two-Year Transitional Plan Proposal¹

BACKGROUND

The State System's current performance-based funding program was approved by the Board of Governors in January 2011, with a commitment to measure the performance of each university based on ten indicators for the ensuing five years, through the 2016/17 performance year. The 2016-17 performance year serves as the basis for performance awards distributed in 2017/18. In anticipation of the final year of the current program, a cross-functional work group, comprised of university and System representatives, was established to develop recommendations for a transitional plan to begin with performance measured during 2017/18 (the basis for 2018/19 awards). A transitional plan builds upon the historical performance funding concepts (see Appendix) and allows time for a new, longer-term performance funding program to be developed that better aligns with the anticipated System Redesign and new System priorities.

TRANSITIONAL PERFORMANCE FUNDING RECOMMENDATIONS

The transitional performance funding proposal provides the following recommendations for performance measured in 2017/18 and 2018/19, for which dollars will be awarded in 2018/19 and 2019/20, respectively. If necessary, the transitional period may be extended.

Major Change Proposed:

Award performance based on the following five (rather than ten) equally weighted measures.

Measures:

The proposed System transitional performance-based funding program includes five equally weighted measures, as follows:

- One university-specific measure (qualitative or quantitative), established by the chancellor in consultation with the president. This measure will support the System's strategic priorities of ensuring student success and/or leveraging university strengths.
- Four quantitative measures applicable for all universities. These measures are fundamental to both student and institutional success, have stable data sources for calculations, are more likely to demonstrate change on an annual basis, are commonly used nationally, and have been long-standing System measures.
 1. **Student diversity**—intended to evaluate the racial and ethnic diversity of the student population at each institution. (Percentage of total fall students who are nonmajority.)
 2. **Second-Year retention**—intended to measure academic progress rate. (Percentage of first-time/full-time bachelor's degree-seeking students retained to fall of second year.)
 3. **Degrees conferred per 100 FTE**—intended to evaluate the combined total of associate's and bachelor's degrees conferred during a fiscal year per 100 undergraduate FTE generated during the same academic year. (Total undergraduate degrees conferred between July 1 and June 30 per 100 undergraduate FTE students during the same year.)

¹ It is anticipated the transitional period will, at a minimum, address performance measured during 2017/18 and 2018/19; for performance funding to be awarded 2018/19 and 2019/20, respectively.

4. **Closing the first-time freshmen achievement gaps for Pell grant recipients**—intended to reduce graduation gaps that exist for low-income, first-time freshmen students. (Percentage of Pell students at entry who obtained bachelor's degrees in the System within six years compared to the percentage of Non-Pell students at entry who obtained bachelor's degrees within six years.)

As this is a transitional performance funding program, efforts were taken to limit the amount of change that would be made to measures in order to ensure consistency in understanding and methodology, and to provide for a smooth and quick implementation.

Targets:

Targets will be established for each of the four quantitative measures based on three specific metrics. The three metrics will be the university's prior-year performance, the university's prior three-year average performance, and an external comparison or other standard established in the current performance funding program. Performance funding will be awarded if the university has improved in at least one of these metrics.

Performance Funding Pool and Distribution:

Since 2011, the performance funding pool has been established annually as equal to 2.4 percent of the System's educational and general budget. For 2016/17 and 2017/18, the pool was \$39.1 million. It is suggested that the performance funding pool remain at this level for both 2018/19 and 2019/20.

The method that has been in use since 2011 for distributing the performance funding pool is still considered appropriate. The distribution methodology is outlined below.

- Performance funding will be determined for each university based upon performance on the five measures.
- Each university will have the ability to meet performance expectations on each measure for a maximum total of five points, or one point per measure. Measures may include subcomponents for individual performance.
- A university earns one point for exceeding the performance target for each measure.
- All points are totalled for each university, then weighted by the university's base appropriation funding determined by the allocation formula (exclusive of the fixed cost component), to adjust for institutional size.
- The total performance funding pool is divided by the weighted points to create a dollar-per-point value. That figure is then multiplied by the number of points the university earned to establish the allocation. The entire performance funding pool will be distributed annually.

Appendix
2011-2017 Performance Funding Program: Excerpts from the Conceptual Framework
As Approved by Board of Governors, January 2011

The Performance Funding Program must support the strategic direction of the Pennsylvania State System of Higher Education (PASSHE)

PASSHE universities must be known as places where knowledge is generated to advance understanding across all academic disciplines, improve professional practice, and enhance the quality of life in the regions served. Four primary drivers have been identified to shape the future direction of the universities and PASSHE:

1. Transforming students and the learning environment.
2. Transforming the resources.
3. Transforming university-community relations.
4. Transforming PASSHE's role in determining the Commonwealth's future.

As PASSHE and the universities transform teaching and learning, secure resources, engage their communities and regions, and provide leadership for the future, the Performance Funding Program is designed to measure the outcomes of these efforts in the **success** of our students, comprehensive **access** to opportunity, and **stewardship** of our resources and the Commonwealth's communities and regions.

Success: The primary mission of PASSHE universities is to help students achieve their educational goals successfully. To be successful in the 21st century, students must be prepared for lifelong learning, a habit of the mind that will force them to refresh their content knowledge continually. To ensure this outcome, PASSHE must lead the way in changing the manner in which students learn, faculty teach, and courses are delivered. As the Commonwealth's universities, PASSHE institutions have a special relationship with the state. PASSHE is obligated to address the strategic needs of the Commonwealth, filling an appropriate role in creating the policy and direction for the state's future.

Access: As the state-owned universities, PASSHE serves a critical role through providing access to higher education, building college aspirations and enrollment among underserved populations, and facilitating the opportunity for advancement of educational achievement from pre-baccalaureate through baccalaureate and graduate degrees and professional certifications. PASSHE must ensure that the students who learn in its universities reflect the diversity of the communities from which they come, that the faculty and staff who teach and support them do as well, and that students are well prepared to enter a global work force.

Stewardship: As stewards of public resources, PASSHE universities must be fiscally efficient and responsible. The human, financial, and physical resources necessary to create the highest quality learning opportunities for our students need to be effectively and efficiently managed. Providing adequate resources in difficult economic times will require continual rethinking of university entrepreneurship and flexibility, and a realization that new ways of thinking and conducting our operations are essential. The communities and regions in which PASSHE universities are located must be better for and enhance those institutions. This mutually beneficial relationship must be nurtured and enhanced in many ways that respect and use each other's strengths. PASSHE

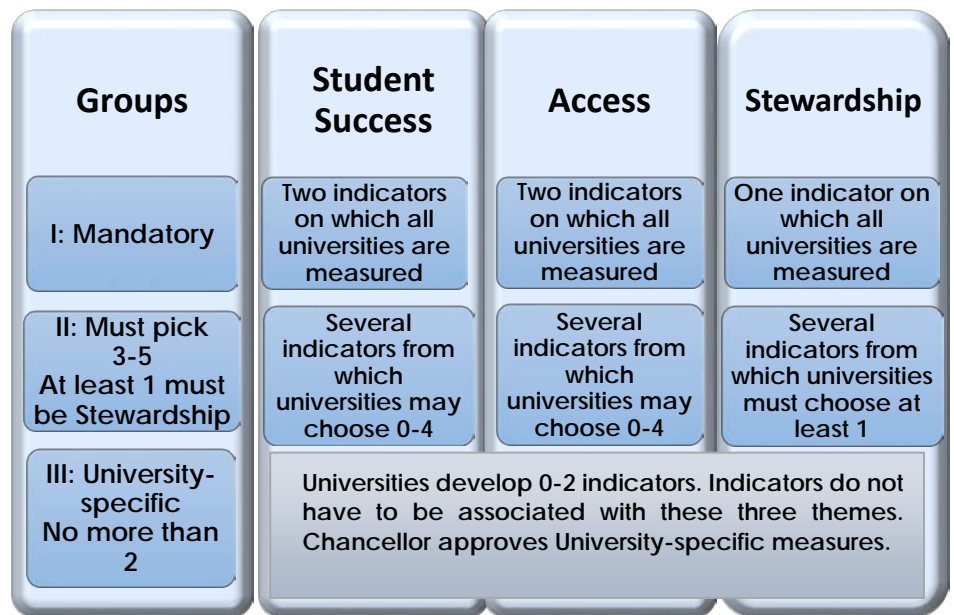
universities have an obligation to enhance the quality of life of the citizens of our communities, and help improve local and regional economic conditions.

The Performance Funding Program is designed around specific principles:

- The program will be clear, understandable, and replicable.
- The primary focus will be on results (outputs rather than inputs or throughputs).
- There will be transparency and visibility of all data.
- University efforts to distinguish themselves on programs, students, locations, and delivery methods will be possible.
- The design will reduce inter-institutional competition and will support collaboration.
- The program will align with System and university strategic directions and System policies, e.g., allocation formula.
- The program will align with national accountability efforts, including Middle States accreditation, Voluntary System of Accountability (VSA) requirements, and the EdTrust/NASH Access to Success initiative.

Selection of Performance Measures/Indicators

Each institution will commit to ten performance indicators for the next five years. The performance measures are organized into three groups. All universities will be responsible for the five performance indicators in Group I. The universities will select the remaining five performance measures from Groups II and III. Each university must select at least one measure from the



Stewardship theme in Group II. Otherwise, there are no limits on the number of performance measures selected from any theme. Group III allows the university to propose to the Chancellor a maximum of two unique performance measures not listed in Group II. Any proposed measure should be derived from the university's strategic plan, have an element of risk as well as reward, have an external comparative base, and be capable of being quantified such that it can be determined if the university meets or does not meet the goal.

Performance Measurement

For all indicators, university performance will be measured via progress toward institution-specific goals and against external comparisons or expectations. Whenever possible, external comparisons will be based upon similar universities participating in national studies. University performance will be measured either as meeting or not meeting each performance target.

Performance Funding Pool and Distribution

To maintain a reasonable performance funding pool that will continue to encourage performance, it is proposed that the performance funding pool be established as equal to approximately 2.4% of PASSHE's total E&G revenue, which is roughly equivalent to the current performance funding level. The performance funding pool will continue to be funded completely from state appropriations. Several options for the distribution of these funds were considered. The recommended distribution method is outlined below.

Distribution Method

- Performance funding will be determined for each university based upon performance on the ten indicators.
- Each university will have the ability to meet performance on each measure for a maximum total of ten points, or one point per measure. Measures will include components for individual performance and performance in relation to peers or external standards.
- Points are earned by a university for at least meeting the performance requirement. For measures that contain submeasures, each submeasure is worth the appropriate fraction of a point. For example, for an indicator with two submeasures, each submeasure is worth 0.5 point.
- All points are totaled for each university, then weighted by the university's base appropriations funding determined by the allocation formula, to adjust for institutional size.
- The weighted points are divided into the total performance funding pool to create a dollar-per-point value that is multiplied by the number of points the university earned to establish the allocation.

Performance Indicators

The mandatory and optional indicators for each theme are summarized below.

Student Success

Group I: Two measures

1. Degrees Conferred (1.0)
 - a. Number of associate, baccalaureate, and graduate degrees conferred (.50)
 - b. Baccalaureate degrees awarded per FTE undergraduate enrollment (.50)
2. Closing the Achievement Gaps (1.0)
 - a. Closing the Achievement Gap for Pell Recipients (.50)
 - b. Closing the Achievement Gap for Underrepresented Minority Students (.50)

Group II: Universities can select from the following:

1. Deep Learning Scale Results—National Survey of Student Engagement (NSSE) (1.0)
2. Senior Survey—National Survey of Student Engagement (NSSE) (1.0)
 - a. Academic challenge (.20)
 - b. Active/collaborative learning (.20)
 - c. Student/faculty interaction (.20)
 - d. Enriching educational experiences (.20)
 - e. Supportive campus environment (.20)
3. Student Persistence (1.0)
 - a. Overall percentage of students returning for a third academic year (.50)
 - b. Overall percentage of students returning for a fourth academic year (.50)
4. Value-Added—Senior CLA, CAAP, or ETS® Proficiency Profile Scores (1.0)

5. STEM Degree Recipients—Percent of degree recipients in high need programs of science, technology, engineering, and mathematics, or health care (1.0)

Access

Group I: Two measures

1. Closing the Access Gaps (1.0)
 - a. Closing the Gap for Pell Recipients (.50)
 - b. Closing the Gap for Underrepresented Minority Students (URM) (.50)
2. Faculty Diversity (1.0)
 - a. Percent of full-time tenure/tenure-track faculty who are nonmajority (.50)
 - b. Percent of full-time tenure/tenure-track faculty who are female (.50)

Group II: Universities can select from the following:

1. Faculty Career Advancement (1.0)
 - a. Percent of Associate Professors who are nonmajority (.25)
 - b. Percent of Associate Professors who are female (.25)
 - c. Percent of Professors who are nonmajority (.25)
 - d. Percent of Professors who are female (.25)
2. Employment (Nonfaculty) Diversity (1.0)
 - a. Percent of Executives who are nonmajority (.25)
 - b. Percent of Executives who are female (.25)
 - c. Percent of Professional staff who are nonmajority (.25)
 - d. Percent of Professional staff who are female (.25)
3. Student Experience with Diversity and Inclusion—Measured by average of the combined scores of seniors on applicable NSSE items (1.0)
4. Student Diversity (1.0)
 - a. Percent of total student enrollment who are federal Pell Grant recipients (.50)
 - b. Percent of total student enrollment who are nonmajority (.50)

Stewardship

Group I: One measure

1. Private Support—Three-year average of total dollars raised (1.0)

Group II: Universities must select at least one from the following:

1. Facilities Investment—Composite measure of annual stewardship, operating effectiveness, and quality of service in the physical plant arena (1.0)
2. Administrative Expenditures as Percent of Cost of Education (1.0)
3. Faculty Productivity—Student credit hours as ratio of total FTE faculty (1.0)
4. Employee Productivity—FTE student/FTE employee (faculty and staff) (1.0)

University-Specific Indicators

Group III: Universities may create no more than two Group III indicators, which have to be approved by the Chancellor for inclusion in the performance funding program. Proposals should follow the prescribed template for defining the performance indicator including the data source(s). The Accountability and Performance Funding Committee members are available to consult with universities to help develop successful indicators.

University Success Committee Meeting

January 8, 2018

SUBJECT: Collaborative Allocation of Resources—Capital Project Reprogramming, Edinboro University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: Edinboro University of Pennsylvania

BACKGROUND: The effective allocation and alignment of System capital resources is essential to supporting university innovation, efficiency, and effectiveness. As universities align institutional priorities with their distinctive role and scope in providing high-value, meaningful educational opportunities that prepare students for success, the System may need to respond with flexibility to realign resources.

Edinboro University requests approval to reprogram Commonwealth capital project funding previously approved for a partial renovation of the Porreco Center to supplement funding for its Baron-Forness Library renovation project. The planned expansion of programs envisioned at the time capital funding was requested for the Porreco Center is no longer a priority for Edinboro, as the Erie region actively plans for community college program offerings through other education providers. In addition, the university has determined that the Commonwealth capital funding allocated for the Baron-Forness Library renovation project is inadequate to cover the cost of the necessary life-cycle repairs.

Funding for the Porreco Center renovation project was approved by the Board in the fiscal year 2015-16 Capital Spending Plan for \$3.5 million. No work has started on that project, and the funds are available for reprogramming. The Baron-Forness Library renovation project was approved in the fiscal year 2017-18 Capital Spending Plan for \$12.5 million; however, recent reviews of the estimated cost indicate that \$16 million will be needed to make the necessary repairs/upgrades. Constructed in 1976, the Baron-Forness Library is a 102,000-gross-square-foot building in need of a complete life-cycle renovation to replace and upgrade mechanical, electrical, and plumbing systems; correct ADA accessibility issues; and perform exterior envelope repairs, including window replacements and masonry work. The estimated replacement cost of the building is \$31 million.

In addition to Board approval, this change will require approval from the Department of General Services and the Governor's Office of the Budget.

MOTION: That the Board of Governors approve Edinboro University's request to reprogram the funding for the Porreco Center renovation project to the Baron-Forness Library renovation project.

Supporting Documents Included: N/A

Other Supporting Documents Available: Capital project data for the Baron-Forness Library Renovation and the Porreco Center Renovation; 2015/16 and 2017/18 Capital Spending Plans

Reviewed by: Edinboro University's Council of Trustees, October 12, 2017

Prepared by: James S. Dillon

Telephone: (717) 720-4100

University Success Committee Meeting

January 8, 2018

SUBJECT: Leveraging University Flexibility—Alternative Tuition Rate Structures
(INFORMATION AND ACTION)

UNIVERSITIES AFFECTED: All

BACKGROUND: Providing for institutional and regional differences in the cost and price of delivery of academic programs and support services is essential to leveraging university strengths so they can optimally serve students.

The System's founding legislation, Act 188 of 1982, and Board of Governors Policy 1999-02-A: *Tuition*, provide the framework by which the Board annually sets tuition rate(s) each July. As a result of the Board's pricing flexibility pilot program and recognizing that pricing flexibility is an important tool for System universities to be able to offer a high-quality array of educational opportunities to Pennsylvania students at an affordable price, this policy was amended January 26, 2017, to provide greater flexibility for university-specific alternative tuition rate structures. Changes to rate structures are typically approved in January, with the understanding that the actual tuition rates will be established the following July. This timing supports university recruitment for the upcoming academic year.

Based on the success of various pricing flexibility pilots that were conducted from 2014 through 2017, five alternative tuition structures were approved by the Board in April 2017, including the continuation of Millersville University's per-credit tuition for in-state undergraduates. At its upcoming meeting, the committee will receive an update on Millersville University's per-credit tuition model, as requested by the Board at its April 2017 meeting.

The committee also will consider the following alternative tuition proposals:

- 3b. Guaranteed Tuition for New Students, East Stroudsburg University
- 3c. Reduced Tuition for Regional Campuses, Indiana University
- 3d. Adjustments to Per-Credit Tuition Pilot and Out-of-State Tuition, Mansfield University
- 3e. Out-of-State Tuition Plans for all universities

An overview of each of these pricing practices is attached. If approved, each university will provide an assessment of the alternative pricing strategy biennially, as required by policy. The assessment will address, at a minimum, enrollment, total and net revenue, student access, student affordability, and student success.

MOTION FOR ITEMS 3B, 3C, 3D, and 3E: See Attached.

Supporting Documents Included: University Proposals

Other Supporting Documents Available: Act 188 of 1982; [Policy 1999-02-A: Tuition](#); Board of Governors meeting materials, January 26, 2017 and April 2017

Reviewed by: University Councils of Trustees; Office of the Chancellor

Prepared by: James S. Dillon

Telephone: (717) 720-4100

University Success Committee Meeting

January 8, 2018

SUBJECT: Per-Credit Tuition Model Update, Millersville University of Pennsylvania
(INFORMATION)

UNIVERSITIES AFFECTED: Millersville University of Pennsylvania

BACKGROUND: In accordance with Board of Governors Policy 1999-02-A: *Tuition*, several alternative pricing structures were approved by the Board in April 2017, based on the success of their related tuition flexibility pilots that were conducted from 2014 through 2017.

One such approval was for the continuation of Millersville University's per-credit tuition for in-state undergraduates. In approving that alternative tuition structure, the Board requested an interim update on the success of Millersville's per-credit tuition model. The attached materials will be presented at the upcoming committee meeting.

Supporting Documents Included: Millersville University's Per-Credit Tuition Model Update

Other Supporting Documents Available: Act 188 of 1982; [Policy 1999-02-A: Tuition](#)

Reviewed by: Millersville University President; Office of the Chancellor

Prepared by: James S. Dillon

Telephone: (717) 720-4100

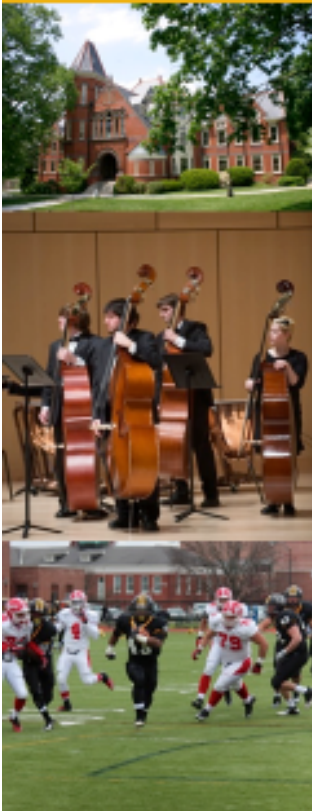


Millersville University

Per-Credit Tuition Model Update Board of Governors University Success Committee

January 8, 2018

Millersville University

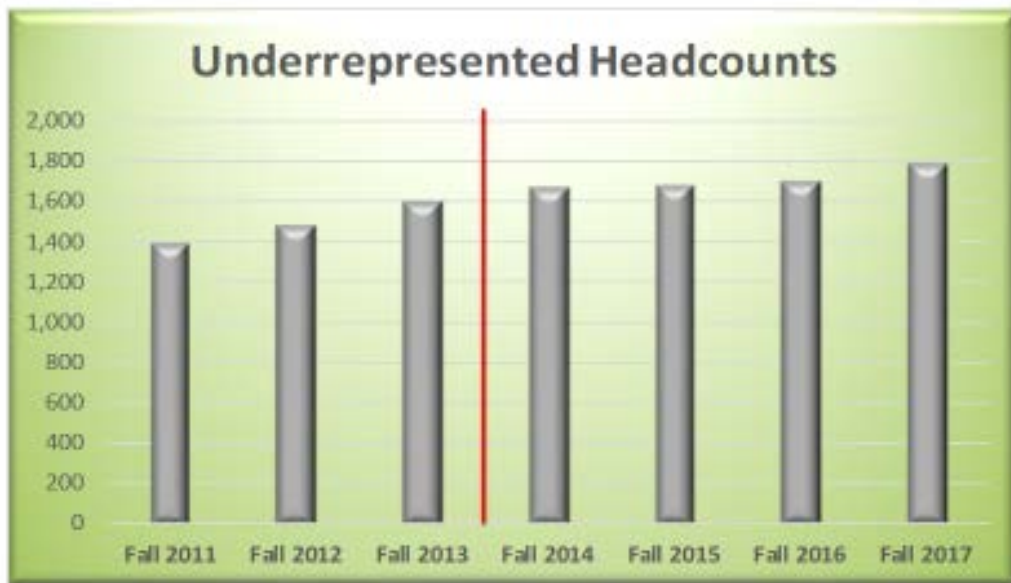


PER-CREDIT TUITION UPDATE

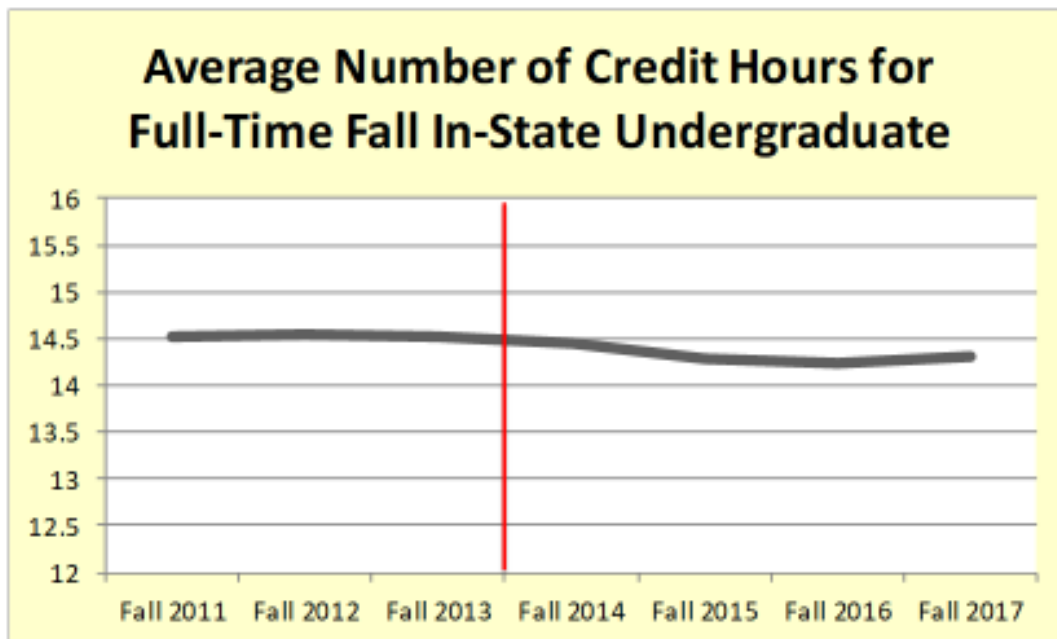
- **Applies to in-state undergraduate students only.**
- **Tuition is assessed on every credit.**
- **Replaces flat rate model.**
- **Is not revenue neutral.**

Millersville University



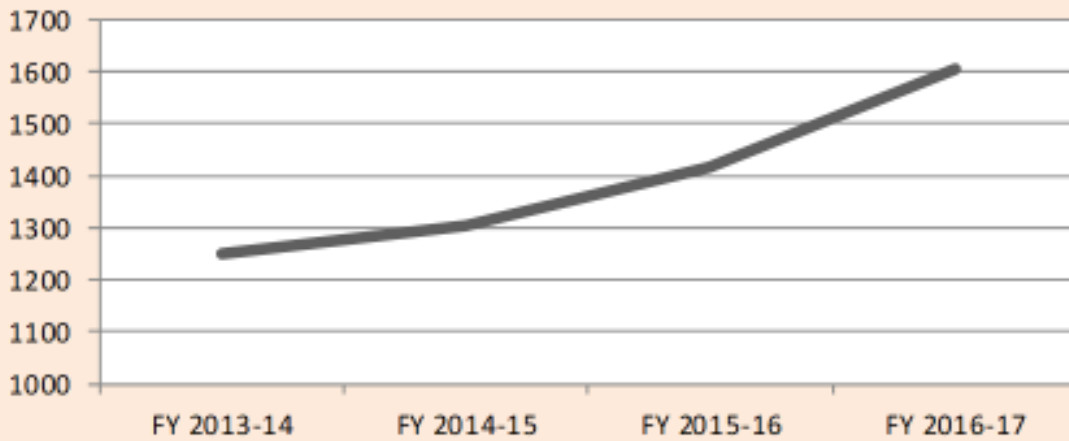


The number of underrepresented students has increased by 28.34% from Fall 2011 to Fall 2017.



Average number of credit hours dropped from 14.51 in Fall 2013 to 14.31 in Fall 2017, or 1.38%

Part-Time PA Resident Adult Learners (25 or older)

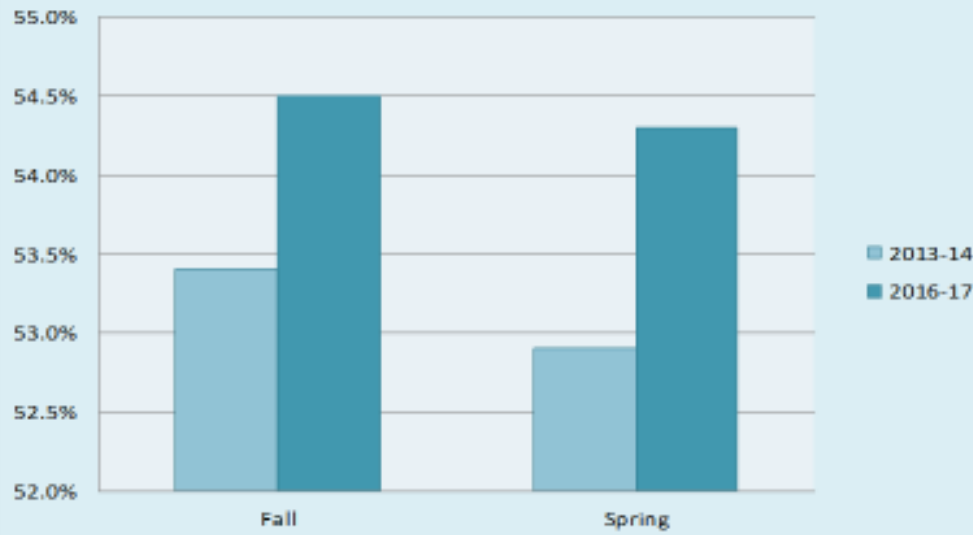


Part-Time PA resident adult learners have increased 28.12% in headcount from fiscal year 2013-14 to 2016-17.

Millersville University



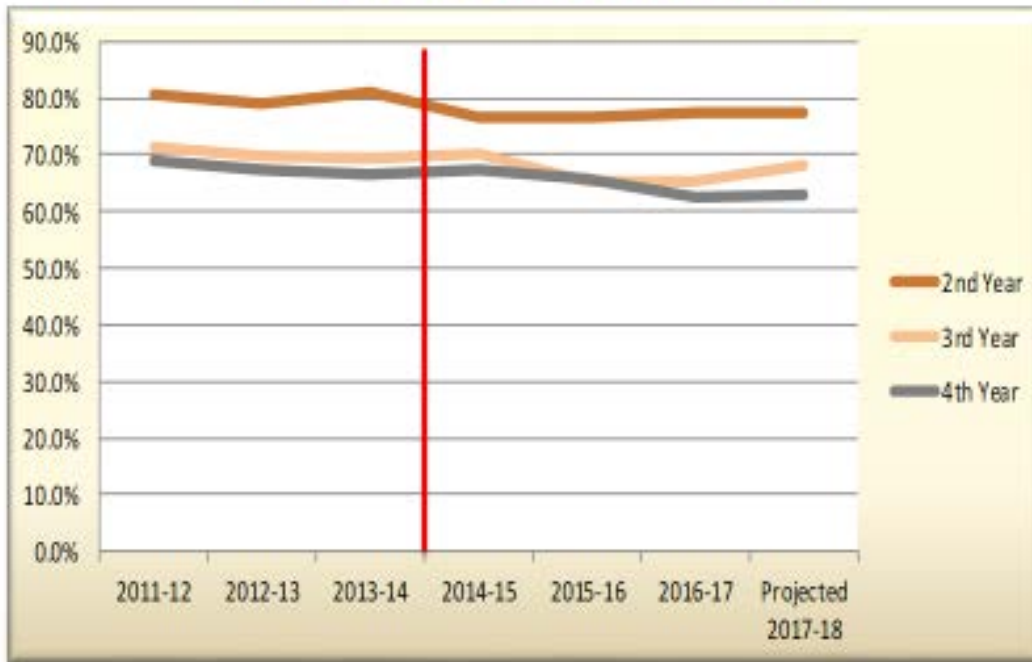
Undergraduate PA Residents (FT & PT) Term GPA at 3.0 or above



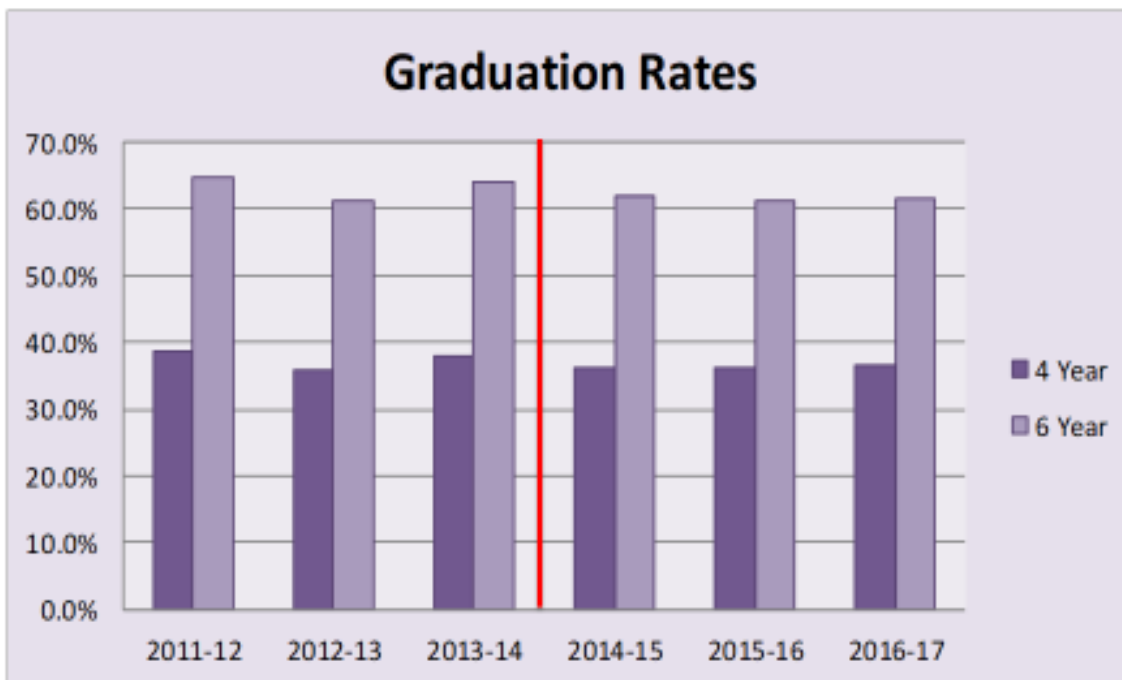
Millersville University

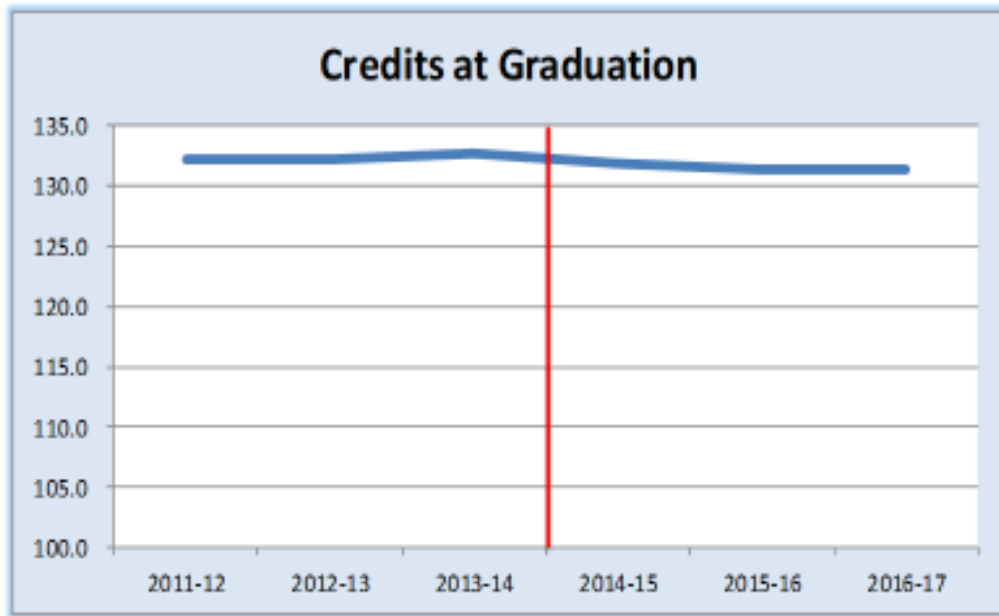


Persistence Rates

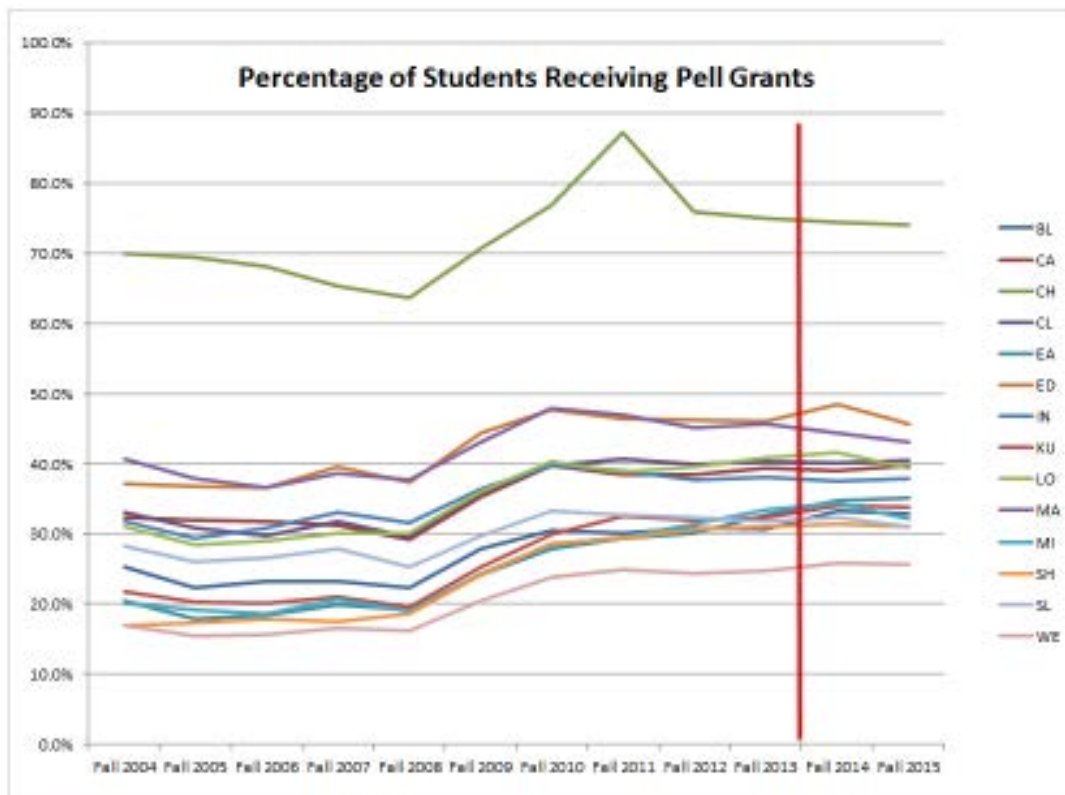


Graduation Rates





Credits include institutional credits earned and all transfer credits.



National FAFSA Applications by Income

Income	2016-17	
	January 1, 2016 - October 31, 2016	
<= \$ 10,000	3,832,321	22.69%
\$ 10,001 - \$ 20,000	2,490,757	14.75%
\$ 20,001 - \$ 30,000	2,113,878	12.52%
\$ 30,001 - \$ 40,000	1,589,052	9.41%
\$ 40,001 - \$ 50,000	1,139,451	6.75%
\$ 50,001 - \$ 60,000	878,264	5.20%
\$ 60,001 - \$ 70,000	718,150	4.25%
\$ 70,001 - \$ 80,000	614,519	3.64%
\$ 80,001 - \$ 90,000	533,565	3.16%
\$ 90,001 - \$100,000	458,033	2.71%
> \$100,000	2,522,066	14.93%
Total	16,890,056	100.00%

Millersville University



Millersville FAFSA Applications by Income

Income	FY 2016-17	
	Unduplicated Count Received	Percentage
<= \$ 10,000	1,525	12.80%
\$ 10,001 - \$ 20,000	989	8.30%
\$ 20,001 - \$ 30,000	885	7.43%
\$ 30,001 - \$ 40,000	822	6.90%
\$ 40,001 - \$ 50,000	750	6.30%
\$ 50,001 - \$ 60,000	682	5.73%
\$ 60,001 - \$ 70,000	664	5.58%
\$ 70,001 - \$ 80,000	695	5.84%
\$ 80,001 - \$ 90,000	666	5.59%
\$ 90,001 - \$100,000	617	5.18%
> \$100,000	3,615	30.35%
Total	11,910	100.00%

Millersville University



Millersville FAFSA Applications & MU Grants by Income

FY 2016-17				
Income	Unduplicated		MU Grant Count	% of Total MU Grants Awarded
	Count Received	Percentage		
<= \$ 10,000	1,525	12.80%	41	20.10%
\$ 10,001 - \$ 20,000	989	8.30%	17	8.33%
\$ 20,001 - \$ 30,000	885	7.43%	19	9.31%
\$ 30,001 - \$ 40,000	822	6.90%	20	9.80%
\$ 40,001 - \$ 50,000	750	6.30%	14	6.86%
\$ 50,001 - \$ 60,000	682	5.73%	24	11.76%
\$ 60,001 - \$ 70,000	664	5.58%	19	9.31%
\$ 70,001 - \$ 80,000	695	5.84%	18	8.82%
\$ 80,001 - \$ 90,000	666	5.59%	10	4.90%
\$ 90,001 - \$100,000	617	5.18%	9	4.41%
> \$100,000	3,615	30.35%	13	6.37%
Total	11,910	100.00%	204	100.00%

University Success Committee Meeting

January 8, 2018

SUBJECT: Alternative Tuition Rate Structure, East Stroudsburg University of Pennsylvania
(ACTION)

UNIVERSITIES AFFECTED: East Stroudsburg University of Pennsylvania

BACKGROUND: In accordance with Board of Governors Policy 1999-02-A: *Tuition*, East Stroudsburg University seeks approval of an alternative tuition strategy for both in-state and out-of-state undergraduates attending its main campus.

East Stroudsburg University is proposing a four-year tuition guarantee for new undergraduate students. Beginning with fall 2018 new students, each new entering cohort will have an established tuition rate that will remain the same for four academic years. The cohort's tuition rate will be slightly more than the System's standard tuition rate in the first three years and slightly lower than the System's standard rate in the last year of the guarantee period. Over a four-year period, the net tuition associated with each cohort under this tuition guarantee program will approximate the same amount that would have been assessed under the System's traditional tuition structure. The tuition guarantee will apply to all main campus full- and part-time undergraduates, regardless of residency.

The university's alternative tuition rate structure proposal is presented to the Board for consideration, as attached.

MOTION: That the Board of Governors approve the alternative tuition rate structure for East Stroudsburg University of Pennsylvania, providing a four-year tuition guarantee as described in the attached, effective fall 2018.

Supporting Documents Included: East Stroudsburg University of Pennsylvania Tuition Guarantee Program Proposal

Other Supporting Documents Available: Act 188 of 1982; [Policy 1999-02-A: Tuition](#)

Reviewed by: East Stroudsburg University's Council of Trustees; Office of the Chancellor

Prepared by: James S. Dillon

Telephone: (717) 720-4100

Request for Alternative Tuition Strategy East Stroudsburg University of Pennsylvania Tuition Guarantee Program Proposal

Overview of Proposed Rate Structure

East Stroudsburg University seeks to establish an undergraduate tuition rate that is guaranteed for four academic years for each entering cohort of new undergraduate students. Under this proposal, the Board of Governors will annually set the tuition rate that will be used for each new cohort for the ensuing four-year period. For each cohort, its tuition rate typically will be slightly more than the System's standard tuition rate in the first three years and slightly lower than the System's standard rate in the last year of the guarantee period. To maintain access, the authorized tuition rate will include an additional 1 percent increase dedicated for institutional-based financial aid. Over a four-year period, the net tuition charged to students within each cohort under this tuition guarantee program will approximate the same amount that would have been assessed under the traditional tuition structure. The tuition guarantee would apply to all main campus full- and part-time undergraduates, regardless of residency.

Rationale for Rate Structure

The current deadlines in the recruitment process require students to commit to a specific higher education institution well before knowing the tuition rate they will be charged. The decision to enroll typically is not swayed by the difference of a few hundred dollars in price. For most students and their families, college selection involves a variety of factors. A guaranteed tuition eliminates the major factor of financial uncertainty; parents and students will know the tuition rate will not increase. A university that provides the assurance that tuition will stay the same for four years has distinguished itself.

Guaranteed tuition rate programs are not novel, new, or unique. Such programs exist at over 60 colleges and universities in 21 states and the District of Columbia. These programs are found at public, private, and proprietary institutions. Some, including those in Illinois, Texas, and North Carolina, have been established by state legislation. Such programs exist and are expanding for many reasons, including:

- They address the public's desire for pricing predictability and transparency.
- They provide a degree of affordability with the certainty that tuition will not rise.
- They reduce financial obstacles to student progression and graduation, helping students succeed.
- They provide students and their families greater ability for financial planning.
- They enable universities to improve the accuracy of long-term revenue forecasts.

The System review outlined several challenges that each System university is facing, including a hyper-competitive market, a shrinking pool of high school graduates, long-term decreasing state support, and limited student ability to pay. This tuition guarantee program is responsive to these challenges, while fulfilling the principles of providing a high-quality, affordable education within the East Stroudsburg region.

Cost Benefit Analysis

East Stroudsburg University's tuition guarantee program is not designed to increase the university's revenue, but is designed to be revenue-neutral net of financial aid. There is some financial risk in locking in tuition rates for a four-year period. For the university, this risk is outweighed by the certainty that is given to students and families about their educational cost.

The university believes that the positive factors, such as improved long-term financial planning for students and the university, and increased student success through graduation, will distinguish East Stroudsburg University and have a positive impact on enrollment demand.

Each new cohort's tuition rate will be established by the Board of Governors and set for four years. The 2018/19 new cohort's four-year guaranteed tuition rate will be set based on the System's standard tuition rate, projections for the following three years based on the most current five-year average change in the System's standard tuition rate, plus an additional annual adjustment of 1 percent for institutional financial aid. These calculated rates will be averaged together for one annual tuition rate to be paid for the next four years. Based on this calculation, the fall 2018 cohort rate would be set at 7.4 percent above the System's 2018/19 standard rate. The tuition rate for all future cohorts will change by the same percentage change approved for the System's standard undergraduate in-state tuition rate for that upcoming year. Below is an example of how the cohort tuition would be calculated. For the example, an illustrative assumption of an annual increase in the System's standard tuition rate of 3.1 percent is used.

Cohort Year	Standard Tuition Rate (Assumes a 3.1% Rate Increase Each Year)	Proposed Guaranteed Tuition Rate Table									
		2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
2017/18	\$7,492										
2018/19	\$7,724		\$8,292	\$8,292	\$8,292	\$8,292					
2019/20	\$7,964			\$8,550	\$8,550	\$8,550	\$8,550				
2020/21	\$8,212				\$8,816	\$8,816	\$8,816	\$8,816			
2021/22	\$8,468					\$9,090	\$9,090	\$9,090	\$9,090		
2022/23	\$8,732						\$9,372	\$9,372	\$9,372	\$9,372	
2023/24	\$9,004							\$9,664	\$9,664	\$9,664	\$9,664
2024/25	\$9,284								\$9,964	\$9,964	\$9,964
2025/26	\$9,572									\$10,274	\$10,274
2026/27	\$9,870										\$10,592

Assessment Expectations

Enrollment—Over time, it is anticipated that this program will help enhance earlier recruitment of new students and lead to improved retention rates.

Commitment to Access—The university remains committed to providing access to all students. Any excess funding generated under this program will be dedicated to providing institutional-based aid to enhance access and retention.

Tuition Revenue—The guaranteed tuition program will generate additional revenue in the first two years of each cohort and reduced revenue in the last two years. The additional revenue generated in the earlier years will be set aside to make up for the reduced revenue in the latter years. Over time, the program's net tuition (tuition net of institutional financial aid), is expected to be revenue neutral. However, if it is successful in improving enrollment demand and retention, the university will generate additional revenue.

Program Viability

If the program is determined to be unsuccessful at the end of the two-year assessment period, the university will be able to discontinue the program for future cohorts and phase out the program as existing students graduate or reach the end of their four-year guarantee period.

Effective

Fall 2018.

University Success Committee Meeting

January 8, 2018

SUBJECT: Alternative Tuition Rate Structure, Indiana University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: Indiana University of Pennsylvania

BACKGROUND: In accordance with Board of Governors Policy 1999-02-A: *Tuition*, Indiana University of Pennsylvania (IUP) seeks approval of an alternative tuition strategy for in-state undergraduates attending its regional campuses.

The university is proposing to reduce the tuition rate for in-state students attending its regional campuses. The tuition strategy would apply to full- and part-time in-state freshmen and sophomores attending the Northpointe and Punxsutawney regional campuses. Students attending all other off-site teaching locations will be assessed the same tuition as main campus students.

The university's alternative tuition rate structure proposal is presented to the Board for consideration, as attached.

MOTION: That the Board of Governors approve the alternative tuition rate structure for in-state freshmen and sophomores enrolled at Indiana University of Pennsylvania's regional campuses, as described in the attached, effective fall 2018.

Supporting Documents Included: Indiana University of Pennsylvania Regional Campus Proposal

Other Supporting Documents Available: Act 188 of 1982; [Policy 1999-02-A: Tuition](#)

Reviewed by: Indiana University's Council of Trustees; Office of the Chancellor

Prepared by: James S. Dillon

Telephone: (717) 720-4100

Request for Alternative Tuition Strategy Indiana University of Pennsylvania Regional Campus Tuition Proposal

Overview of Proposed Rate Structure

Indiana University of Pennsylvania (IUP) seeks to reduce the per-credit tuition rate for in-state freshmen and sophomores attending its regional campuses. This proposal reduces the in-state per-credit undergraduate tuition rate at IUP's Northpointe and Punxsutawney regional campuses to 80 percent of the per-credit tuition rate of in-state undergraduates on IUP's main campus.

This new pricing structure would be available to in-state, lower division students (freshmen and sophomores) who are specifically admitted to the Northpointe or Punxsutawney campus. Any upper division students at either of the regional campuses will pay the university's standard per-credit tuition rate. Students admitted to IUP's main campus are not eligible, even if taking courses at either of the regional campuses. Additionally, this reduced tuition rate does not apply to any other instructional locations.

Rationale for Rate Structure

Between fall 2014 and fall 2017, new student enrollment (freshmen and transfers) at the IUP regional campuses declined 86 percent. This has been due, in part, to a university decision to move some students from the Punxsutawney campus to IUP's main campus in order to enable them to have access to additional academic support. However, even prior to this decision, between fall 2014 and fall 2016, the Punxsutawney campus experienced a 36 percent reduction in new freshmen and transfer students. Similarly, the Northpointe campus has seen a steady enrollment decline, even without the paradigm shift that occurred at Punxsutawney. The enrollment of freshmen and transfers on the Northpointe campus declined 67 percent between fall 2014 and fall 2017.

In an effort to serve the regions surrounding both of these campuses by providing an option for a university education versus a community college education at a comparable price, this proposal reduces the in-state per-credit undergraduate tuition rate at IUP's regional (Northpointe and Punxsutawney) campuses to 80 percent of the in-state per-credit undergraduate tuition rate on IUP's main campus. Based on current pricing, this would reduce the regional campus tuition from \$309 per credit to \$247 per credit.

Cost Benefit Analysis

In developing this proposal, IUP compared its tuition to that of the closest community college.

- In fall 2017, the average credit load for freshmen and sophomore students at the Northpointe campus was 12.9 credits. With today's pricing, this proposed change would reduce tuition for the typical full-time Northpointe student to \$3,433 per semester, resulting in a tuition savings of approximately \$683 per semester.
- In fall 2017, the average credit load for freshmen and sophomore students at the Punxsutawney campus was 14.3 credits. With today's pricing, this change would reduce tuition for the typical full-time Punxsutawney student to \$3,507 per semester, resulting in a tuition savings of approximately \$753 per semester. At Butler County Community College (BCCC), the tuition and fee charge for Butler County students enrolled in 15 credits is currently \$1,620 per semester. For those students attending from outside of Butler County, the semester cost is \$3,120. Students in Armstrong County often take

classes at BCCC due to the lack of a community college in their county. In addition to the tuition, students also pay \$52 per credit for a comprehensive fee.

It is anticipated that this proposed regional campus pricing strategy will increase demand at the Northpointe and Punxsutawney campuses in the future. Fall 2017 combined freshman and sophomore enrollment at the regional campuses was 49 full-time equivalent (FTE) students, with an average credit load of 13.6 credits, generating \$200,100 in annual tuition revenue. To be revenue neutral, the regional campus enrollment will need to increase by 10 FTE students.

Assessment Expectations

Enrollment—Over time, it is anticipated that this program will lead to increased enrollment, retention, and regional campus viability. As a result, it is also anticipated that there will be an increase in transition to IUP's main campus for completion of associate's or bachelor's degrees once students complete the first year or two of their studies at a regional campus.

Commitment to Access—The university remains committed to providing access to all students, including on the regional campuses.

Tuition Revenue—The reduced rate may be more competitive with other options that students in the regional campus recruiting area currently have available. As a result, increasing enrollment by 10 FTE students will allow this plan to be revenue neutral.

Program Viability

Assessment of this pricing plan for regional campuses will be conducted on a regular basis.

Effective

Fall 2018.

University Success Committee Meeting

January 8, 2018

SUBJECT: Alternative Tuition Rate Structure, Mansfield University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: Mansfield University of Pennsylvania

BACKGROUND: In July 2014, the Board of Governors approved a tuition pilot for out-of-state tuition for Mansfield University that established various tuition rates based on the academic achievement of each student. In October 2015, the Board also approved a tuition pilot that eliminated a full-time tuition rate so that all students were charged tuition on a per-credit basis, and established a four-year tuition rate guarantee. The second pilot applies to in-state and out-of-state undergraduates. The combined impact of these two pricing strategies working in tandem is a 2017/18 tuition schedule with 27 distinct rates for undergraduates. As a new cohort is added next year, the tuition schedule will increase to 34 rates.

The combination of these two pilots has resulted in a pricing strategy that is confusing to students and families, and is difficult to administer. The university has determined that both pilots are unsustainable and is in the process of working with an external consultant to determine how to replace this pricing conundrum with a strategy that will help both students and the university to be successful.

In accordance with Board of Governors Policy 1999-02-A: *Tuition*, Mansfield University seeks changes to its alternative tuition strategies for both in-state and out-of-state undergraduates. However, as outlined in the attached, the university is expecting to finalize a transitional pricing strategy in February 2018. Given the necessity to market a new strategy in time to effect fall 2018 enrollment decisions, it is proposed that the Board delegate the approval of Mansfield's transitional 2018/19 tuition rate structure to the chancellor, in consultation with the chair of the University Success Committee and the chair of the Board of Governors.

An overview of Mansfield's alternative tuition rate structure and current assessment expectations is presented in the attached.

MOTION: That the Board of Governors delegate to the chancellor in consultation with the chair of the University Success Committee and the chair of the Board of Governors, the authority to approve an alternative tuition rate structure for Mansfield University of Pennsylvania, in accordance with the parameters outlined in the attached, effective fall 2018.

Supporting Documents Included: Mansfield University of Pennsylvania's In-State and Out-of-State Undergraduate Tuition Proposal

Other Supporting Documents Available: [Policy 1999-02-A: Tuition](#); Board of Governors meeting materials, July 8, 2014, January 22, 2015, January 26, 2017, April 6, 2017

Reviewed by: Mansfield University's Council of Trustees; Office of the Chancellor

**Request for Alternative Tuition Strategy
Mansfield University of Pennsylvania
In-state and Out-of-state Undergraduate Tuition Proposal**

Overview of Current Rate Structure

Mansfield University of Pennsylvania has been operating two alternative pricing strategies that were approved as tuition pilots in 2014 and 2015. Below is a brief explanation of each. The combined impact of these two pricing strategies working in tandem is a 2017/18 tuition schedule with 27 distinct rates for undergraduates.

Out-of-state Tuition:

In July 2014, the Board of Governors approved Mansfield’s tuition pilot for meritorious out-of-state students, known on campus as TEAM. It had three major goals: 1) to increase out-of-state enrollment, 2) to increase retention, persistence, and four-year graduation rates of out-of-state students, and 3) to further enhance Mansfield’s strong academic profile. TEAM is a tuition incentive program that is based on admission data—high school grade-point average (GPA) or college transfer GPA and total SAT score. TEAM is structured into four tiers, each with an associated out-of-state tuition rate. Students in each tier must meet an incoming academic profile and required academic benchmarks to stay in the program. Mansfield evaluates each student’s academic performance and continuation in TEAM at the end of the spring semester each year.

Tier	High School GPA/SAT	Mansfield GPA at 30 credits	Mansfield GPA at 60 and 90 Credits	Tuition Rate as % of In-State Tuition
Tier 1	3.70 1270	3.25	3.70	105%
Tier 2	3.50 1220	3.25	3.50	120%
Tier 3	3.35 1130	3.25	3.35	135%
Tier 4	3.25 1080	3.25	3.25	150%
All Other Out-of-State Students				165% or 200%

This pilot was effective fall 2015 through summer 2017. Last spring, the university attested the pilot was fulfilling its intended purpose and requested its continuation beyond the pilot period, which was granted by the Board in April 2017 for the current academic year. In October 2017, the university submitted the final assessment report (Appendix 1) of the pilot and determined the pricing strategy is unsustainable in conjunction with its per-credit tuition strategy.

Per-credit Tuition:

In July 2015, the Board of Governors approved Mansfield’s tuition pilot to charge undergraduate tuition on a per-credit basis with a rate frozen for up to eight semesters (fall and spring only) for each cohort. The frozen rate is applicable over five years, or until the first degree is conferred, whichever occurs first. All incoming undergraduate students form a cohort and pay tuition at a per-credit undergraduate tuition rate that is one percent above the System’s standard per-credit rate. This pilot is effective fall 2016–

spring 2019; per-credit rates were also established for returning students who were not part of a new student cohort.

In October, the university submitted its current assessment report of this pilot (Appendix 2), and determined that it is not viable.

Rationale for a New Rate Structure

The current rate structure applies to in-state and out-of-state students. As this pilot is combined with the out-of-state pricing tiers, each year seven new price points are established for new cohorts. Neither pricing strategy met the anticipated goals for enrollment and revenue; both have resulted in confusion and significant administrative challenges.

Assessment Results (See Appendix 2)

Enrollment—It was anticipated that enrollment would increase with the implementation of both pilots. University enrollment has continued to decline since both pilots began.

Commitment to Access—The university is committed to providing access to all students. Access was measured as maintaining at least a similar profile of Pell grant recipients and underrepresented minority students. Both the percent of the student body that are Pell recipients and the percent that are nonmajority increased during the pilot period.

Tuition Revenue—It was anticipated that out-of-state tuition revenue would increase with the additional out-of-state enrollment that would be attracted by the TEAM pricing strategy. In regard to the per-credit tuition pilot, it was anticipated tuition revenue net of financial aid would increase \$3.1 million in the first year of implementation and continue to increase each year thereafter. In 2016/17, the first year of the per-credit tuition pilot, tuition revenue net of institutional financial aid increased \$1.2 million; 2017/18 net tuition revenue is anticipated to be \$0.5 million less than received in 2015/16.

The university believes continuing these pricing models is harmful to the university and not in the best interest of students. However, to return to the previous pricing practices would result in an unsustainable reduction in revenue to the university. Therefore, the university is working with a consultant and other experts to determine the most appropriate short-term and long-term pricing strategies, based on the university's regional enrollment demographics and pricing sensitivity, and national best practices for net price.

Proposed New Strategy

It is anticipated the short-term recommendations will be available by the end of February 2018. Given that prospective students will be committing to universities early this spring for fall 2018 enrollment, Mansfield will seek approval of a temporary, transitional rate structure near the end of February 2018. In order to expedite this process, it is proposed that the Board of Governors delegates the approval of Mansfield's transitional 2018/19 tuition rate structure to the chancellor, in consultation with the chair of the University Success Committee and the chair of the Board of Governors.

Appendix 1

Mansfield University of Pennsylvania Pricing Flexibility Pilot for Reduced Tuition

Brief Synopsis of Pilot, as Approved by Board of Governors:

Charge 105% - 150% of the in-state tuition rate to new out-of-state, full-time meritorious students in undergraduate degree programs that have enrollment capacity beyond existing enrollment (currently, music, nursing, radiology, respiratory therapy, and all online programs are excluded). University will set merit eligibility criteria applicable for specific tuition rates within this range, including eligibility for rate renewal. Effective fall 2015 through summer 2017.

Changes Made to Pilot since its Approval and/or Future Expectations for Pilot:

All degree programs have been included in this program.

	Tier	I	II	III	IV	All Other
Tuition Rate	105%	120%		135%	150%	165%/200%
Minimum GPA	3.70	3.50		3.35	3.25	
Minimum SAT/ACT Score	1270/26	1150/25		1050/23	1000/21	

The university will continue to offer this pricing structure as approved by the Board of Governors, April 2017.

Assessment Criteria:	Base Year:	Prior Year:	Prior Year:	Current Year:	Difference	
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2017 – Fall 2016	Fall 2017 – Base Year
Cohort Access						
Headcount Pell Recipients	35.00	30.00	49.00	54.00	5.00	19.00
Percent Pell Recipients	38.9%	42.9%	36.6%	37.2%		
Headcount Nonmajority Students	8.00	8.00	15.00	25.00	10.00	17.00
Percent Nonmajority	9.3%	11.4%	11.2%	17.2%		
Average entering GPA--All Out-of-State	2.56	3.70	3.64	3.68	0.04	1.12
Average SAT--All Out-of-State (Old SAT)	995.00	1,031.00	1,031.00	1,061.80	30.80	66.80
Average SAT--All Out-of-State (New SAT)				1,086.15		
Cohort Enrollment (New Out-of-State Students Each Fall)						
Fall Out of State FTE Students	129.67	125.13	155.51	93.60	(61.91)	(36.07)
Fall Headcount Students--Out-of-State	131.00	129.00	157.00	98.00	(59.00)	(33.00)
Tier 1	39.00	43.00	57.00	28.00	(29.00)	(11.00)
Tier 2	11.00	14.00	15.00	6.00	(9.00)	(5.00)
Tier 3	11.00	8.00	14.00	9.00	(5.00)	(2.00)
Tier 4	9.00	5.00	22.00	11.00	(11.00)	2.00
All Other	61.00	59.00	49.00	44.00	(5.00)	(17.00)
Annualized FTE Students (fall + sp / 30)	122.33	110.90	141.07	85.39	(55.68)	(36.94)
Total Out-of-State Enrollment						
Fall Out of State FTE Students	433.47	363.13	365.04	296.67	(68.37)	(136.80)
Fall Headcount Students--Out-of-State	448.00	376.00	381.00	316.00	(65.00)	(132.00)
Tier 1	39.00	43.00	77.00	87.00	10.00	48.00
Tier 2	11.00	14.00	19.00	17.00	(2.00)	6.00
Tier 3	11.00	8.00	15.00	16.00	1.00	5.00
Tier 4	9.00	5.00	23.00	25.00	2.00	16.00
All Other	378.00	306.00	247.00	171.00	(76.00)	(207.00)
Annualized FTE Students (fall + spring / 30)	397.13	331.50	336.60	272.06	(64.54)	(125.07)
Fall Out of State Average Credits Students	14.80	14.50	14.40	14.10	(0.30)	(0.70)
Tier 1	15.60	15.50	15.30	15.20	(0.10)	(0.40)
Tier 2	14.40	14.60	14.30	14.80	0.50	0.40
Tier 3	16.00	13.80	15.30	14.20	(1.10)	(1.80)
Tier 4	14.20	15.20	15.30	15.60	0.30	1.40
All Other	14.30	14.30	13.90	13.20	(0.70)	(1.10)
Retention and Persistence (new freshman cohort per fall)						
2nd Year Retention, Out-of-State in Tiers 1-4	74.1%	59.6%				
2nd Year Retention, All Out-of-State (Tiers+NonTiers)	72.6%	54.9%				
2nd Year Retention, All Undergraduates (federal cohort)	67.4%	61.1%				
3rd Year Persistence, Out-of-State in Tiers 1-4	58.6%	n/a	n/a			
3rd Year Persistence, All Out-of-State	58.1%	n/a	n/a			
3rd Year Persistence, All Undergraduates (federal cohort)	56.6%	n/a	n/a			
Annual Revenue Associated with Cohort						
	2014/15	2015/16	2016/17	2017/18		
	Annual	Annual	Annual	Annual		
Tuition Revenue	\$694,617	\$582,450	\$1,039,241	\$1,200,000	\$160,759	\$505,383
E&G Fee Revenue	136,980	109,584	195,526	215,000	19,474	78,020
Auxiliary Fee Revenue	867,668	694,134	1,238,513	100,000	(1,138,513)	(767,668)
Institutional Financial Aid (negative number)		(362,175)	(956,322)	(888,757)	67,565	(888,757)
Net Revenue	\$1,699,265	\$1,023,993	\$1,516,958	\$626,243	(\$890,715)	(\$1,073,022)
Revenue Increase due to Normal Rate Changes		\$42,462	\$79,146		(\$79,146)	\$0

Observations:

2017 Fall Annualized FTE is estimated based on the average Annualized FTE of Fall 2014, 2015, 2016

Appendix 2

Mansfield University of Pennsylvania Pricing Flexibility Pilot for Per-Credit Tuition

Brief Synopsis of Pilot, as Approved by Board of Governors:

Charge tuition on a per-credit basis to all undergraduate students with a rate frozen for up to eight semesters (fall and spring only) over five years, or until the first degree is conferred, whichever occurs first. All incoming and returning undergraduate students (with less than 90 credits earned) will form a single cohort and pay tuition at one percent above the applicable per-credit undergraduate tuition rate. For fall 2017 incoming students, a new cohort will be formed, those students will pay tuition at one percent above the System's 2017/18 per-credit tuition rate as approved by the Board of Governors in July 2017. The cohort will continue to pay this same per-credit tuition rate for up to eight semesters (fall and spring only), over five years, or until the first degree is conferred, whichever occurs first. Effective fall 2016 through spring 2019.

Changes Made to Pilot since its Approval and/or Future Expectations for Pilot:

All current undergraduate students returning with less than 90 credits will form a single cohort and pay tuition at one percent above the System's 2015/16 per-credit undergraduate tuition rate. Current students returning with 90 or more credits will have the option either to pay the System's 2015/16 per-credit tuition rate for one year or participate in Mansfield's returning student cohort frozen tuition rate.

Assessment Criteria:	Base Year: Fall 2015	Prior Year: Fall 2016	Current Year: Fall 2017	Difference	
				Fall 2017 – Fall 2016	Fall 2017 – Base Year
Cohort Access					
Headcount Pell Recipients	924.00	773.00	735.00	(38.00)	(189.00)
Percent Pell Recipients	43.9%	46.0%	44.9%		
Average Number of Credit Hours Enrolled	14.8%	14.6%	14.7%	0.00	(0.00)
Headcount Nonmajority Students	242.00	331.00	330.00	(1.00)	88.00
Percent Nonmajority	11.5%	19.7%	20.2%		
Average Number of Credit Hours Enrolled	14.90	14.60	14.40	(0.20)	(0.50)
Headcount Majority Students/NonPell	1,042.00	810.00	834.00	24.00	(208.00)
Percent of Total	49.5%	48.1%	50.9%		
Average Number of Credit Hours Enrolled	14.80	14.90	14.70	(0.20)	(0.10)
Average Student Credit Hours Taken (12+ credits)	15.20	15.00	14.90	(0.10)	(0.30)
Average Student Credit Hours Taken (<12 credits)	6.40	7.50	7.20	(0.30)	0.80
Average Student Credit Hours Taken (all undergraduates)	14.80	14.80	14.65	(0.15)	(0.15)
Comparison of Breakdown of Number of Credits Taken by Students					
Number of Students Taking More Than 13 Credits Who Filed a FAFSA and Had Unmet Need	1,170.00	897.00	873.00	(24.00)	(297.00)
Number of Students Taking More Than 15 Credits Who Filed a FAFSA and Had Unmet Need	986.00	704.00	678.00	(26.00)	(308.00)
Number of Students Offered Institutional Aid	276.00	1,106.00	875.00	(231.00)	599.00
Average Institutional Aid Award (fall + spring)	\$4,416	\$1,537	\$2,476	\$939	(\$1,940)
Other:					
Headcount FAFSA Filers	1,943.00	1,539.00	1,483.00	(56.00)	(460.00)
Total Institutional Aid Awarded (fall + spring)	\$1,209,978	\$1,700,454	\$1,994,920	\$294,466	\$784,942
Cohort Enrollment (All Undergraduates)					
Fall FTE Students	2,081.60	1,659.38	1,600.00	(59.38)	(481.60)
Fall Headcount Students	2,104.00	1,683.00	1,638.00	(45.00)	(466.00)
Part-time Headcount	82.00	49.00	58.00	9.00	(24.00)
Annualized FTE Students (fall + spring / 30)	1,928	1,548	1,487	(61.33)	(441.07)
Persistence and Graduation, most current ratios as reported in most recent action plan.					
Second Year Retention	76%	72%			
Third Year Persistence	63%	68%			
Fourth Year Persistence	60%	58%			
Four-Year Graduation Rate	40%	37%			
Transcripted Credits at Graduation (earned and transferred)	133.40	132.20			
Annual Revenue Associated with Cohort					
	2015/16 Annual	2016/17 Annual	2017/18 Annual		
Tuition Revenue	\$16,935,310	\$19,022,104	\$17,326,382	(\$1,695,722)	\$391,072
E&G Fee Revenue	3,442,614	3,071,785	3,201,000	129,215	(241,614)
Auxiliary Fee Revenue	13,624,756	12,919,003	10,352,298	(2,566,705)	(3,272,458)
Institutional Financial Aid (negative number)	(865,343)	(1,722,591)	(1,730,000)	(7,409)	(864,657)
Net Revenue	\$33,137,337	\$33,290,301	\$29,149,680	(\$4,140,621)	(\$3,987,657)
Revenue Increase due to Normal Rate Changes		\$1,069,880	\$250,000	(\$819,880)	\$250,000

Observations:

2017 Fall Annualized FTE is estimated based on the average Annualized FTE of Fall 2015 and 2016

University Success Committee Meeting

January 8, 2018

SUBJECT: Out-of-State Tuition Plans (ACTION)

UNIVERSITIES AFFECTED: All

BACKGROUND: Board of Governors Policy 1999-02-A: *Tuition*, allows universities with institutional capacity to develop out-of-state tuition plans to create targeted marketing groups of out-of-state undergraduate students who may be charged an alternative out-of-state tuition rate from the base rate established by the Board of Governors. Targeted student groups are based upon geography, academic program, and/or student achievement.

To assist the universities with marketing efforts and to provide potential students with more accurate information concerning their cost of attending college, it is proposed that the Board of Governors approves the structure of out-of-state tuition plans for 2018/19, recognizing that the actual rates to be charged will be determined when the Board sets tuition at its July 2018 meeting. The 2018/19 plans are provided for consideration in Attachment 1; changes in pricing practices are reflected in bold. For comparison, the 2017/18 out-of-state tuition plans are provided in Attachment 2.

The proposed schedule reflects the following changes in practice.

- Cheyney University of Pennsylvania proposes a change from the current rate structure to a plan based on student achievement.
- Indiana University of Pennsylvania (IUP) proposes a change from the current out-of-state tuition rate structure to be consistent with its in-state practice of charging tuition on a per-credit basis. The university also proposes to establish a tuition range for international students. This would provide parameters by which the president would establish specific per-credit tuition rate(s) with various international entities as needed to meet IUP's strategic goals for international enrollment.
- Millersville University of Pennsylvania proposes changing the current rate structure to include new rates for newly entering freshmen and transfer students.
- Shippensburg University of Pennsylvania proposes changes to its definition and rate for new high-achieving freshmen and transfer students.

Please note that the pricing flexibility pilots approved by the Board of Governors over the last four years may result in 2018/19 tuition rates for out-of-state students that differ from those listed on the attached schedule.

MOTION: That the Board of Governors approve the attached undergraduate out-of-state tuition plans for 2018/19.

Supporting Documents Included: 2018/19 Undergraduate Out-of-State Tuition Plans (Attachment 1) and 2017/18 Undergraduate Out-of-State Tuition Plans (Attachment 2)

Other Supporting Documents Available: [Policy 1999-02-A: Tuition](#)

Reviewed by: Office of the Chancellor

Prepared by: James S. Dillon

Telephone: (717) 720-4100

Pennsylvania's State System of Higher Education
2018/19 Undergraduate Out-of-State Tuition Plans
For Consideration by the Board of Governors, January 24–25, 2018
Excludes Rates for Board-Approved Tuition Flexibility Pilots

Rate as Percent of In-State Tuition*	Criteria
Bloomsburg University of Pennsylvania	
150%	International students who participate in the Bloomsburg University/Financial University (Russia) double-degree program.
250%	All other out-of-state students.
California University of Pennsylvania	
150%	All domestic out-of-state students.
195%	All international students.
Cheyney University of Pennsylvania	
150%	High school graduates with a high school GPA of at least 2.75 and a combined Math and Critical Reading score on the SAT of at least 950 (ACT of 20) or transfer students with a cumulative GPA of at least 2.75. A student who leaves Cheyney and returns at a later date must have a GPA of at least a 2.75 to qualify for this rate. Students must maintain good academic standing to retain the rate.
165%	All other out-of-state students.
Clarion University of Pennsylvania	
150%	All out-of-state students.
East Stroudsburg University of Pennsylvania	
150%	First-time freshmen with a high school GPA of at least 3.0 out of 4.0. A minimum 3.0 GPA must be maintained, and a minimum of 30 credits must be successfully completed each year.
	Current students with a minimum cumulative GPA of at least 3.0 and a minimum of 30 credits successfully completed in the prior year. A minimum of 30 credits must be successfully completed each year.
	Transferring students with a minimum of 24 transferrable credits and a cumulative GPA of at least 3.0 from higher education institutions attended. A minimum 3.0 GPA must be maintained, and a minimum of 30 credits must be successfully completed each year.
200%	All other out-of-state students.
Edinboro University of Pennsylvania	
105%	Grandfathered students admitted fall 2015 through summer 2017 under the tuition pricing pilot. Rate will be in effect as long as student is continuously enrolled, through the completion of their program.
150%	All domestic out-of-state and international students enrolled prior to fall 2014.
170%	All new international students enrolled fall 2014 or later.

Indiana University of Pennsylvania	
145% of university's in-state per-credit rate	All domestic out-of-state students will be charged tuition on a per-credit basis, effective fall 2018.
145–250% of university's in-state per-credit rate	The president will establish the per-credit out-of-state tuition rate for international students within this range in accordance with current and future international strategic partnership agreements. This change will be phased-in as appropriate for existing agreements with international entities.
Kutztown University of Pennsylvania	
150%	Domestic out-of-state students with a high school GPA of at least 3.0 out of 4.0 and a combined Math and Critical Reading score on the SAT of at least 1,000. A minimum cumulative GPA of 3.0 must be maintained, and a minimum of 24 credits must be successfully completed each year. Reduced rate remains in effect for four years as long as 24 credits are successfully completed each year and a minimum cumulative GPA is maintained.
	Transferring students with at least 24 transferrable credits and a cumulative GPA of 3.0 out of 4.0 from higher education institutions attended. A minimum cumulative GPA must be maintained, and a minimum of 24 credits must be successfully completed each year. Reduced rate is prorated based on the number of transferrable credits (but not longer than three years).
250%	All other out-of-state students.
Lock Haven University of Pennsylvania	
200%	Domestic out-of-state students with a high school GPA of at least 3.25 out of 4.0.
\$2,000 less than university's maximum rate of 250%	All other domestic out-of-state students are charged \$2,000 less than 250% of the in-state rate.
250%	All international students.
Mansfield University of Pennsylvania	
<i>Note: The university has a significant tuition flexibility pilot for students that alters the tuition rate charged for certain students.</i>	
105%	Out-of-state, full-time students with a high school GPA of at least 3.70 out of 4.0, or a combined Math and Critical Reading score of at least 1270 on the SAT (26 on ACT). Renewal is based upon performance.
120%	Out-of-state, full-time students with a high school GPA of at least 3.5 out of 4.0, or a combined Math and Critical Reading score of at least 1150 on the SAT (25 on ACT). Renewal is based upon performance.
135%	Out-of-state, full-time students with a high school GPA of at least 3.35 out of 4.0, or a combined Math and Critical Reading score of at least 1050 on the SAT (23 on ACT). Renewal is based upon performance.
150%	Out-of-state, full-time students with a high school GPA of at least 3.25 out of 4.0, or a combined Math and Critical Reading score of at least 1000 on the SAT (21 on ACT). Renewal is based upon performance.
165%	Out-of-state students with a high school GPA of at least 2.75 out of 4.0, or a combined Math and Critical Reading score of at least 950 on the SAT (20 on ACT); or returning students with a GPA of at least a 2.5 out of 4.0. Students must maintain a cumulative GPA of at least 2.5 out of 4.0. Students from New York and New Jersey will continue to pay this rate through summer 2017 as part of the "good neighbor" policy;

	students entering based on the “good neighbor” rate will be grandfathered for up to eight semesters.
	Transfer students with a cumulative GPA of at least 2.5 out of 4.0. Students must maintain a cumulative GPA of at least 2.5 out of 4.0. Students from New York and New Jersey will continue to pay this rate through summer 2017 as part of the “good neighbor” policy; students entering based on the “good neighbor” rate will be grandfathered for up to eight semesters.
200%	All other out-of-state students.
Millersville University of Pennsylvania	
\$6,000 less than university’s maximum rate of 250%	All new domestic out-of-state freshmen are charged \$6,000 less than 250% of the in-state rate, effective fall 2018.
\$4,000 less than university’s maximum rate of 250%	All new domestic out-of-state transfer students with at least 24 credits are charged \$4,000 less than 250% of the in-state rate, effective fall 2018.
175%	Out-of-state students enrolled prior to fall 2018 with a combined Math and Critical Reading score of at least 1,200 on the SAT or a score of at least 26 on the ACT, or a GPA of at least 3.75 out of 4.0. Students must maintain good academic standing. Reduced rate remains in effect for eight semesters.
200%	Out-of-state students enrolled prior to fall 2018 with a combined Math and Critical Reading score of at least 1,000 on the SAT or a score of at least 21 on the ACT, or a GPA of at least 3.5 out of 4.0. Students must maintain good academic standing. Reduced rate remains in effect for eight semesters. Transfer students enrolled prior to fall 2018 with at least 12 transferrable credits. Students must enter university with an overall GPA of at least 3.5 out of 4.0 from their most recently attended institution. Students must maintain good academic standing. Reduced rate remains in effect for six semesters (prorated for the first semester for students transferring in spring semester).
250%	All other out-of-state students enrolled prior to fall 2018. All international students enrolling fall 2018 and beyond.
Shippensburg University of Pennsylvania	
150%	Transfer students from five neighboring Maryland community colleges with dual admission agreements. Effective fall 2018, new high performing out-of-state students with a combined Math and Critical Reading score on the SAT of at least 1,100 (ACT of 22); or ranked in the top 30% of their class; or with a GPA of at least 3.25. Renewal is available for 8 semesters. Recipients are automatically renewed if, with fewer than 30 credits earned, they maintain at least a 2.5 cumulative GPA, or with 30 or more credits, a 2.8 GPA.
175%	High performing students enrolled prior to fall 2018 who earn a combined Math and Critical Reading score on the SAT of at least 1,200; or graduate in the top 10% of their class. Renewal is based upon performance. Students selecting a STEM or STEM education major. Reduced rate remains in effect as long as student remains in selected major. Effective fall 2018, new high performing STEM majors may qualify for the 150% rate.

	Effective fall 2018, new transfer students, from other than the five neighboring Maryland community colleges, with GPA of at least 3.0 and 30 credits.
225%	All other domestic out-of-state and international students.
Slippery Rock University of Pennsylvania	
150%	Freshmen with a high school GPA of at least 3.0 out of 4.0.
	Transferring students with a cumulative GPA of at least 3.0 out of 4.0 on all postsecondary coursework.
	Returning students with a GPA of at least 2.5 out of 4.0.
200%	All other out-of-state students.
West Chester University of Pennsylvania	
250%	All out-of-state students.
Chincoteague Bay Field Station	
110%	All out-of-state students.

Note: Bold text designates changes from 2017/18 Out-of-State Tuition Plans.

**Rate is expressed as a percentage of the undergraduate in-state tuition rate. Actual rates will be set in accordance with Board action in July 2018.*

**Pennsylvania's State System of Higher Education
2017/18 Undergraduate Out-of-State Tuition Plans**
As Approved by the Board of Governors, January 26, 2017
Excludes Rates for Board-Approved Tuition Flexibility Pilots

Rate as Percent of In-State Tuition*	Criteria
Bloomsburg University of Pennsylvania	
150%	International students who participate in the Bloomsburg University/Financial University (Russia) double degree program.
250%	All other out-of-state students.
California University of Pennsylvania	
150%	All domestic out-of-state students.
195%	All international students.
Cheyney University of Pennsylvania	
165%	All out-of-state students.
Clarion University of Pennsylvania	
150%	All out-of-state students.
East Stroudsburg University of Pennsylvania	
150%	First-time freshmen with a high school GPA of at least 3.0 out of 4.0. A minimum 3.0 GPA must be maintained, and a minimum of 30 credits must be successfully completed each year.
	Current students with a minimum cumulative GPA of at least 3.0 and a minimum of 30 credits successfully completed in the prior year. A minimum of 30 credits must be successfully completed each year.
	Transferring students with a minimum of 24 transferrable credits and a cumulative GPA of at least 3.0 from higher education institutions attended. A minimum 3.0 GPA must be maintained, and a minimum of 30 credits must be successfully completed each year.
200%	All other out-of-state students.
Edinboro University of Pennsylvania	
105%	Grandfathered students admitted fall 2015 through summer 2017 under the tuition pricing pilot. Rate will be in effect as long as student is continuously enrolled, through the completion of their program.
150%	All domestic out-of-state and international students enrolled prior to fall 2014.
170%	All new international students, enrolled fall 2014 or later.
Indiana University of Pennsylvania	
150%	Students in the Southwestern University of Finance and Economics (China) partnership.

170%	First-time freshmen and transfer students admitted to main campus from Indiana, Maryland, Michigan, New Jersey, New York, Ohio, Virginia, and West Virginia. Current undergraduate students will be charged rate in place when they entered.
	First-time freshmen with a high school GPA of at least 3.0 out of 4.0. Current undergraduate students will be charged rate in place when they entered.
	Transferring students with a cumulative GPA of at least 3.0 out of 4.0. Current undergraduate students will be charged rate in place when they entered.
	International students admitted fall 2013 or later, entering under the terms of an established academic agreement.
250%	All other domestic out-of-state and international students.
Kutztown University of Pennsylvania	
150%	Domestic out-of-state students with a high school GPA of at least 3.0 out of 4.0 and a combined Math and Critical Reading score on the SAT of at least 1,000. A minimum cumulative GPA of 3.0 must be maintained, and a minimum of 24 credits must be successfully completed each year. Reduced rate remains in effect for four years as long as 24 credits are successfully completed each year and a minimum cumulative GPA is maintained.
	Transferring students with at least 24 transferrable credits and a cumulative GPA of 3.0 out of 4.0 from higher education institutions attended. A minimum cumulative GPA must be maintained, and a minimum of 24 credits must be successfully completed each year. Reduced rate is prorated based on the number of transferrable credits (but not longer than three years).
250%	All other out-of-state students.
Lock Haven University of Pennsylvania	
200%	Domestic out-of-state students with a high school GPA of at least 3.25 out of 4.0.
N/A	All other domestic out-of-state students are charged \$2,000 less than 250% of the in-state rate.
250%	All international students.
Mansfield University of Pennsylvania**	
165%	Out-of-state students with a high school GPA of at least 2.75 out of 4.0, or a combined Math and Critical Reading score of at least 950 on the SAT or a score of at least 20 on the ACT; or returning students with a GPA of at least a 2.5 out of 4.0. Students must maintain a cumulative GPA of at least 2.5 out of 4.0. Students from New York and New Jersey will continue to pay this rate through summer 2017 as part of the "good neighbor" policy; students entering based on the "good neighbor" rate will be grandfathered for up to eight semesters.
	Transfer students with a cumulative GPA of at least 2.5 out of 4.0. Students must maintain a cumulative GPA of at least 2.5 out of 4.0. Students from New York and New Jersey will continue to pay this rate through summer 2017 as part of the "good neighbor" policy; students entering based on the "good neighbor" rate will be grandfathered for up to eight semesters.
200%	All other out-of-state students.
Millersville University of Pennsylvania	
175%	Out-of-state students with a combined Math and Critical Reading score of at least 1,200 on the SAT or a score of at least 26 on the ACT, or a GPA of at least 3.75 out of 4.0. Students must maintain good academic standing. Reduced rate remains in effect for eight semesters.

200%	Out-of-state students with a combined Math and Critical Reading score of at least 1,000 on the SAT or a score of at least 21 on the ACT, or a GPA of at least 3.5 out of 4.0. Students must maintain good academic standing. Reduced rate remains in effect for eight semesters.
	Incoming transfer students with at least 12 transferrable credits. Students must enter university with an overall GPA of at least 3.5 out of 4.0 from their most recently attended institution. Students must maintain good academic standing. Reduced rate remains in effect for six semesters (prorated for the first semester for students transferring in the spring semester).
250%	All other out-of-state students.
Shippensburg University of Pennsylvania	
150%	Transfer students from five neighboring Maryland community colleges with dual admission agreements.
175%	High performing students who earn a combined Math and Critical Reading score on the SAT of at least 1,200; or graduate in the top 10% of their class. Renewal is based upon performance.
	Students selecting a STEM or STEM education major. Reduced rate remains in effect as long as student remains in selected major.
225%	All other out-of-state students.
Slippery Rock University of Pennsylvania	
150%	Freshmen with a high school GPA of at least 3.0 out of 4.0.
	Transferring students with a cumulative GPA of at least 3.0 out of 4.0 on all postsecondary coursework.
	Returning students with a GPA of at least 2.5 out of 4.0.
200%	All other out-of-state students.
West Chester University of Pennsylvania	
250%	All out-of-state students.
Chincoteague Bay Field Station	
110%	All out-of-state students.

**Rate is expressed as a percentage of the undergraduate in-state tuition rate. Actual rates will be set in accordance with Board action in July 2017.*

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

University Success Committee Meeting

January 8, 2018

SUBJECT: Policy Reform for System Redesign—Rescissions (ACTION)

UNIVERSITIES AFFECTED: All

BACKGROUND: As part of the System Redesign efforts, a review of Board of Governors policies is underway that will focus the Office of the Chancellor's role less on regulation and compliance and more on policy leadership, provide greater flexibility and efficiency for universities, and better align policies with the System's strategic priorities.

The first phase of this review identified the following Board policies as redundant or no longer necessary; they are recommended for rescission:

- a. 1983-12: *Law Enforcement.*
- b. 1990-01-A: *Facilities Resource Planning and Budgeting.*
- c. 2002-01: *Energy Management and Conservation.*
- d. 1983-04: *Accounting Procedures for Student Organizations.*
- e. 1983-08: *Taxation of Students by Local Agencies.*
- f. 1989-04-A: *Financial Accounting.*

The attached overview provides an explanation for why each policy is no longer necessary.

MOTION: That the Board of Governors rescind the following Board of Governors policies, effective immediately:

- 1983-12: *Law Enforcement.***
- 1990-01-A: *Facilities Resource Planning and Budgeting.***
- 2002-01: *Energy Management and Conservation.***
- 1983-04: *Accounting Procedures for Student Organizations.***
- 1983-08: *Taxation of Students by Local Agencies.***
- 1989-04-A: *Financial Accounting.***

Supporting Documents Included: Overview of Proposed Policy Rescissions; Board of Governors Policies 1983-12: *Law Enforcement*; 1990-01-A: *Facilities Resource Planning and Budgeting*; 2002-01: *Energy Management and Conservation*; 1983-04: *Accounting Procedures for Student Organizations*; 1983-08: *Taxation of Students by Local Agencies*; and 1989-04-A: *Financial Accounting*.

Other Supporting Documents Available: N/A

Reviewed by: Fiscal and Administrative Vice Presidents, December 6, 2017; Council of Presidents, December 14, 2017

Prepared by: James S. Dillon

Telephone: (717) 720-4100

Overview of Proposed Board of Governors Policy Rescissions

Policy 1983-12: Law Enforcement

This policy requires a university to develop and implement policies for law enforcement and to provide training of its law enforcement personnel. The policy was drafted prior to such laws as the *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act)*. The Clery Act provides very specific and complete requirements for university law enforcement policies and reporting. The process for commissioning university police officers is managed by the Pennsylvania Department of Education, and includes specific training requirements. These laws and processes adequately contain or far exceed the requirements included in the Board policy, rendering it unnecessary.

Policy 1990-01-A: Facilities Resource Planning and Budgeting

This policy includes facility operations and planning requirements that are thoroughly covered in Pennsylvania's State System of Higher Education's *Facilities Manual*. The policy was last updated in 1998; since that time, the procedures and tools available for life cycle modeling, benchmarking, and reporting have significantly improved. Current resources and operating practices make this policy unnecessary.

Policy 2002-01: Energy Management and Conservation

This policy required the System to develop and implement an Energy Strategic Plan. As required, a plan was completed and implemented in 2002. The strategies outlined in the plan have now become routine operating standards for the universities. As a result of the strategies and diligent work, the System universities have avoided an estimated \$188 million in energy costs through reduced energy consumption and an additional \$48 million through strategic procurement strategies. Given the actions taken since 2002, this policy is no longer needed.

Policy 1983-04: Accounting Procedures for Student Organizations

This policy requires student organizations that are funded from student activity fees to use adequate accounting systems. Since all student organizations are affiliated organizations, they are covered under [Policy 1985-04-A: University External Financial Support](#) and [Procedure/Standard Number 2013-15 Relationships with Affiliated Entities](#), which require that all affiliates be audited. Since an organization must have an adequate accounting system in order to receive an audit, there is no need for a separate policy that requires an adequate accounting system.

Policy 1983-08: Taxation of Students by Local Agencies

This policy directs universities not to collect municipal taxes and not to provide a list of students to local authorities for tax purposes. Pennsylvania's Act 32 of 2008 (as well as previous legislation) requires that all employers, including universities, collect local taxes on all employees, including students. Therefore, this policy is not valid.

Policy 1989-04-A: Financial Accounting

This policy states only that the State System will follow the accounting guidance promulgated by the Governmental Accounting Standards Board (GASB). [Policy 1986-01-A: Audit](#), which is a more comprehensive policy, also prescribes that the State System must adhere to GASB standards, making this policy unnecessary.



PA State System of Higher Education Board of Governors

Effective: July 1, 1983

Page 1 of 1

Policy 1983-12-R: Law Enforcement

See Also:

Adopted: June 20, 1983

Amended:

Rescinded: January xx, 2018

~~A. Policy~~

~~Subject to the approval of the council of trustees, each university shall develop and implement policies for law enforcement. These policies shall stress the special nature of security and law enforcement in an academic setting. Each university shall provide for the training of its law enforcement personnel and may utilize any agency approved by the State System according to the determination by the university as to which agency will provide the best training.~~

~~B. Effective Date~~

~~July 1, 1983~~



PA State System of Higher Education Board of Governors

Effective: April 19, 1990

Page 1 of 3

POLICY 1990-01-A-R: FACILITIES RESOURCE PLANNING AND BUDGETING

See Also:

Adopted: April 19, 1990

Amended: April 9, 1998

Rescinded: January xx, 2018

~~A. Policy~~

~~The State System of Higher Education will pursue management of its facilities through a process of planning, budgeting, and expending allocated resources on a least cost life-cycle basis.~~

~~B. Purpose~~

~~In 1990, the buildings, which comprise only a portion of all the facilities of the State System, consisted of 692 structures and encompassed over 22.5 million square feet of floor space to conduct the State System's educational mission. Those buildings were valued at \$1.6 billion; they represent a significant investment of the Commonwealth and, most important, an investment in the education of its citizens. When the investment in utility systems and infrastructure is added to the building values, the total Commonwealth investment in State System facilities is significantly larger. It is imperative that the State System facilities be properly maintained and preserved for higher education purposes now and in the future.~~

~~The routine maintenance, repair, and renovation of the State System facilities determine the quality of service these assets will provide in support of the academic programs conducted by the State System. Inadequate maintenance, repair, and untimely renovation eventually result in excessive expenditures and inadequate support of academic programs.~~

~~Life-cycle maintenance profile modeling provides a method for determining the least cost facility management program for routine maintenance, component repair or replacement, and renovation and renewal for each facility. Life-cycle maintenance is based on the principles of constructing a quality facility initially, conducting an aggressive preventive maintenance program, replacing components at the end of their~~

~~life expectancy, and renovating the facility at the end of its useful life. The results of a properly conducted life cycle facilities maintenance program most closely achieve objectives consistent with the desired quality and level of facility support for the academic programs of the State System. Such a program also best contributes to the mission of the State System of providing a “quality education at the lowest possible cost to the students.” Further, such a program would preserve these valuable and essential assets for continued future use as Commonwealth institutions of higher education.~~

~~C. Definitions~~

- ~~• **Facility** any building, structure, infrastructure, utility or improvement placed or naturally occurring in or above the real estate (land) at a State System university, branch campus, or educational center.~~
- ~~• **Facilities Planning, Budgeting and Expending Allocated Resources** the process of determining the annual resources required to properly maintain the universities’ facilities, and allocating or prioritizing expenditures of the funds allocated for the purpose of maintaining, repairing, or renovating those facilities.~~
- ~~• **Life Cycle Maintenance Profile** the profile of costs that results when the total cost of performing routine maintenance, repair, or replacement of the facility components that wear out before the end of the useful life of the facility and complete renovation of the facility at the end of its useful life are annualized on a least cost basis.~~
- ~~• **Maintenance** the minor work performed routinely on a facility to prevent premature failure of the components used to construct the facility and/or the return of failed components to useful service without complete repair or replacement of the component or a major portion thereof.~~
- ~~• **Repair** restoration or replacement of major building systems or components used in construction of the entire facility that fail or wear out before the entire facility, such as roofing systems, heating, ventilation or air conditioning systems, etc.~~
- ~~• **Renovation** rehabilitation of the entire facility, or a major portion thereof when the original facility is no longer serviceable, or reaches the end of its useful life, or is no longer usable for the intended purpose due to deterioration or excessive wear.~~

~~D. Procedure~~

~~Prior to submission of the annual Education and General and Capital Appropriations requests, the State System shall review the life cycle maintenance profiles for the~~

~~universities' facilities. Appropriations requests will include appropriate amounts for life-cycle maintenance, repair, and renovations.~~

~~Facilities maintenance shall be conducted according to the life-cycle profile as best as can be accomplished within allocated funds. Unfunded requirements will be carried forward as deferred maintenance or backlogged work awaiting future funding. The universities shall make every attempt to fund facility maintenance and repair requirements within the funds received.~~

~~**E. Effective Date**~~

~~April 19, 1990.~~



PA State System of Higher Education Board of Governors

Effective: April 11, 2002

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POLICY 2002-01-R: ENERGY MANAGEMENT AND CONSERVATION

See Also:

Adopted: April 11, 2002

Amended: **Rescinded: January xx, 2018**

A. Policy

~~The Pennsylvania State System of Higher Education will develop, implement, monitor and maintain an energy management plan as a necessary component of the System's strategic and programmatic planning to support and advance the educational mission of the System.~~

B. Purpose

~~Modern educational programs are dependent upon a reliable supply of energy—electricity, natural gas, coal and oil, as well as modern, technologically advanced buildings, and other utility services. Factors that impact obtaining and ensuring a continuous reliable supply of energy include availability; world market conditions; cost; conservation; environmental stewardship; federal, state, and local energy policies; and research, education, and communication in all aspects of energy matters to System consumers.~~

~~Obtaining and ensuring a reliable supply of energy sources is only the first key ingredient for providing a technologically advanced, comfortable, teaching and learning environment. Conversion of raw energy materials for heating and cooling requires effective conversion systems and efficient operational management. Alternative designs, technological advances, and new energy conversion systems must be managed carefully to ensure cost effective operations.~~

~~As a result of deregulation, natural gas and electrical energy are commodities that are traded on the stock exchanges. Procurement of energy in the deregulated market requires unique skills not required for other System procurement processes. Cost effective procurement of energy supplies requires a thorough understanding of the energy market, energy production and distribution, and events impacting the futures market. Centralized collaborative procurement minimizes the procurement expertise necessary to obtain energy effectively for the System, and the increased volume generally results in lower prices.~~

~~These factors require constant collaborative efforts and effective application of System-wide management techniques based on a strategic energy plan that recognizes and incorporates individual university needs.~~

~~This policy establishes the requirement for developing, implementing, monitoring, and maintaining an energy strategic plan to provide a reliable supply of energy and ensure efficient, effective use of energy to support the System's mission. Collaborative procurement of energy will be used to the extent feasible to minimize costs.~~

~~C. Definitions~~

- ~~• **Energy conservation**—continually striving to use the minimal amount of energy necessary for effective operation to meet mission requirements.~~
- ~~• **Energy conversion**—the process of changing naturally occurring substances or phenomenon or manmade products into a useable form to provide energy for heating, cooling, and operation of equipment.~~
- ~~• **Energy management**—the means and methods of controlling energy use to achieve desired results.~~
- ~~• **Energy sources**—naturally occurring substances or phenomenon or manmade products that can be used for heating, cooling, producing electricity, and/or operating equipment including coal, natural gas, purchased electricity, oil, solar, wind or chemical reactive substances.~~

~~D. Responsibilities~~

~~The chancellor, in consultation with the presidents, will develop, publish, and implement a strategic energy plan for the System. The plan will recognize and address the factors that impact reliable and continuously available sources of energy to support System operations including effective procurement and consumption of energy; compliance with environmental laws and regulations; conformance to the extent feasible with federal, state, and local energy policies; and research, education and communication to System consumers. Collaborative procurement processes will be used, whenever effective, to purchase energy at the lowest cost possible.~~



PA State System of Higher Education Board of Governors

Effective: July 1, 1983

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POLICY 1983-04-R: Accounting Procedures for Student Organizations

See Also:

Adopted: June 20, 1983

Amended:

Rescinded: January xx, 2018

~~A. Policy~~

~~The institutions shall require each student organization, which is funded wholly or in part from student activity fees, to employ an accounting system that will present a fair picture of its financial operation and conditions.~~

~~B. Effective Date~~

~~July 1, 1983~~



PA State System of Higher Education Board of Governors

Effective: July 1, 1983

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Policy 1983-08-R: *Taxation of Students by Local Agencies*

See Also:

Adopted: June 20, 1983

Amended: Rescinded: January xx, 2018

~~A. — Policy~~

~~The collection of municipal taxes is the responsibility of the local governmental body and the universities are directed not to become involved in the collection of taxes or the enforcement of tax ordinances. The universities may not furnish lists of students to local authorities for tax purposes unless such lists have been made public information.~~

~~B. — Effective Date~~

~~July 1, 1983~~



PA State System of Higher Education Board of Governors

Effective: October 19, 1989

Page ~~51~~ of ~~1~~

POLICY 1989-04-A-R: FINANCIAL ACCOUNTING

See Also:

Adopted: October 19, 1989

Amended: July 18, 1996. Rescinded: January xx, 2018

~~*NOTE: For further information, refer to the State System of Higher Education Financial Accounting Manual.*~~

~~**A. Policy**~~

~~The State System of Higher Education will adhere to the accounting standards and financial disclosure requirements for colleges and universities as promulgated by the Governmental Accounting Standards Board (GASB).~~



Board of Governors Student Success Committee

1 p.m., January 8, 2018



Board of Governors Student Success Committee

1 p.m., January 8, 2018 Conference Call

Agenda

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Committee Members: David Maser (Chair), Marian D. Moskowitz (Vice Chair), Senator Ryan P. Aument, Audrey F. Bronson, Representative Michael K. Hanna, Shaina M. Hilsey, Secretary of Education Pedro A. Rivera, Cynthia D. Shapira (ex officio), and John M. Anderson (*nonvoting presidential liaison*).

For further information, contact Kathleen M. Howley at (717) 720-4200.



Board of Governors Student Success Committee

1 p.m., January 8, 2018



System Redesign Update-**Student Success**

**Board Committee
Charge and
Expectations**

**Task Group
Charge and
Updates**



Student Success Committee Charge and Expectations

The Student Success Committee is focused on achieving the System's number one priority: ensuring all students graduate in a timely manner with a path forward that leads to individual fulfillment and career success.



Student Success Committee Charge and Expectations

The committee provides strategic leadership and policy oversight of the academic programs and related student support services provided by the System's universities.



Student Success Committee Charge and Expectations

More specifically, the committee's scope is focused on the policies and strategies that will support the universities in enabling student access and success, including degree programs/attainment, program approval process; strategic enrollment management; and student support services; and other appropriate areas.





System Redesign Update-Student Success

Board Committee
Charge and
Expectations

Task Group
Charge and
Updates



Student Success Task Group Charge Statement Highlights

Overview:

The Board of Governors recently approved three key strategic priorities: 1) **Ensuring Student Success**; 2) Leveraging University Strengths; and 3) Transforming the Leadership/Governance Structure.

*A clearly articulated **definition** of student success and the **identification of metrics** is the first step in providing clarity to what **Ensuring Student Success** really means.*



Student Success Task Group Charge Statement Highlights

Evaluation:

Acceptable definition, metrics, and outcomes statement are adopted.

Charge:

1. Recommend a definition of “Student Success” and the metrics by which to measure.
2. Recommend an “Ensuring Student Success” outcomes statement.

Deliverables:

Draft definition of Student Success; metrics by which Student Success is measured; and an Ensuring Student Success an outcome statement.



Student Success Committee

January 8, 2018

SUBJECT: Policy Reform for System Redesign: Rescissions (ACTION)

UNIVERSITIES AFFECTED: ALL

BACKGROUND: As part of the System Redesign efforts, a review of Board of Governors policies is underway that will focus the Office of the Chancellor's role less on regulation and compliance and more on policy leadership, provide greater flexibility and efficiency for universities, and better align policies with the System's strategic priorities.

The first phase of this review identified the following Board policies as redundant or no longer necessary; they are recommended for rescission:

- a. 1997-01: *Assessing Student Learning Outcomes*
- b. 1996-04: *Summer Honors Program*
- c. 1992-01: *Designation of State System Collaboratives*
- d. 1991-02: *Enrollment Management*
- e. 1986-04-A: *Administrative Procedure-Program Review*

The attached overview provides an explanation for why each policy is no longer necessary.

MOTION: That the Board of Governors rescind the following Board of Governors policies, effective immediately:

- 1997-01: *Assessing Student Learning Outcomes***
- 1996-04: *Summer Honors Program***
- 1992-01: *Designation of State System Collaboratives***
- 1991-02: *Enrollment Management***
- 1986-04-A: *Administrative Procedure-Program Review***

Supporting Documents Included: Overview of Proposed Policy Rescissions; Board of Governors Policies 1997-01: *Assessment*; 1996-04: *Summer Honors Program*; 1992-01: *Designation of State System Collaboratives*; 1991-02: *Enrollment Management*; 1986-04-A: *Administrative Procedure-Program Review*.

Other Supporting Documents Available: N/A

Reviewed by: Chief Academic Officers, Chief Student Affairs Officers, Council of Presidents

Prepared by: Kathleen M. Howley

Telephone: (717) 720-4200

Overview of Proposed Board of Governors Policy Rescissions

a. Board of Governors Policy 1997-01: *Assessing Student Learning Outcomes*

BACKGROUND: In accordance with the Middle States Commission on Higher Education accreditation standards, organized and systematic assessments (of student learning) and the criteria and metrics thereof is embedded within the entire university culture and student experiences as evidenced in the recently revised Board policies, System Standards/Procedures, and practices such as Board of Governors' Policy 1986-04-A: *Program Review and Board of Governors' Policy 1993-01-A: General Education at State System of Higher Education Universities*. In addition, a detailed plan for assessment and periodic assessment oversight is a requirement for approval of new academic programs. As such, this outdated policy is no longer relevant nor necessary.

b. Board of Governors Policy 1996-04: *Summer Honors Program*

BACKGROUND: This policy codifies practices and procedures for voluntary university participation in the Summer Honors program hosted annually at a System university and is more suited as a System procedure and standards and not a matter of policy. In addition, there is an annual Honors Convocation and Student Research Symposium held annually in the spring semester at the Dixon University Center. As such, this policy is outdated and is being replaced with an inclusive System procedure and standard.

c. Board of Governors Policy 1992-01: *Designation of State System Collaboratives*

BACKGROUND: This policy was created as a mechanism to encourage collaboration in response to the *1984 Strategic Directions Statements*. The System has since progressed beyond to include joint degrees, shared services, and multiuniversity, off-campus operations such as the State System @ Center City, none of which utilized this policy. This outdated policy includes unnecessary and burdensome criteria and associated approval process. As appropriate and is currently the approach, collaboratives will adhere to relevant applicable collective bargaining agreements and Middle States Commission of Higher Education, legal, and Commonwealth of Pennsylvania requirements. As such, this outdated policy is no longer relevant nor necessary.

d. Board of Governors' Policy 1991-02: *Enrollment Management*

BACKGROUND: With the changes to the allocation formula to align resources with enrollment; new System priorities that encourage collaboration; the performance funding program, pricing flexibility practices, and financial aid policies designed to increase access and completion, the stated purposes are no longer relevant or better tools have been developed and implemented. As such, this outdated policy is no longer relevant nor necessary.

e. Board of Governors' Policy 1986-04-A: *Administrative Procedure-Program Review*

BACKGROUND: This Administrative Procedure policy provides the operational guidelines for the Board of Governors' Policy 1986-04-A: Program Review. The latter policy was revised at the October 6, 2016, Board of Governors meeting to align with the recent changes to the Middle States Commission of Higher Education's accreditation standards as

well as best practices. Therefore, the Administrative Procedure policy is outdated and being replaced with a System procedures and standard that aligns with the revisions to the associated Board policy.



PA State System of Higher Education Board of Governors

Effective: January 16, 1997

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POLICY 1997-01:R ASSESSING STUDENT LEARNING OUTCOMES

See Also:

Adopted: January 16, 1997

Amended:

Rescinded: January xx, 2018

A. Purposes

- ~~1. To insure that State System universities design and implement appropriate strategies for assessing student learning outcomes and for using assessment findings for continuous improvement of teaching and learning.~~
- ~~2. To set forth general principles and guidelines for the implementation of learning outcomes assessment at System universities.~~
- ~~3. To provide for periodic reporting to the Office of the Chancellor, the Board of Governors, and other System constituencies on the various approaches to outcomes assessment being used at System universities, including examples of how assessment findings have led to program improvement.~~

B. Rationale

~~The State System of Higher Education has made a commitment to the principles and practices of Continuous Improvement as means of assuring institutional effectiveness and ongoing enhancement of all institutional functions. Assessing student learning the outcomes of the university's educational programs is at the heart of these efforts. Outcomes assessment is based on explicit learning goals or expectations associated with particular educational programs; it involves the systematic collection and analysis of data both qualitative and quantitative to determine how well student performance matches expectations and standards. The major purpose of outcomes assessment is to improve student learning and growth.~~

~~Both the recently adopted State System plan and the Commission on Higher Education of the Middle States Association call for comprehensive and systematic assessment of learning outcomes. While this policy requires no more than what is spelled out in the Middle States Association's "Framework for Outcomes Assessment," by adding the imprimatur of the Board of Governors, it is intended to give impetus and direction to the assessment activities already underway at System~~

~~universities. Moreover, the policy provides assurance to the State System's various constituencies that the state-owned universities are committed to the continuous improvement of their educational programs.~~

~~C. Requirements~~

~~1. System universities shall develop and implement methods for assessing the most important student learning goals or outcomes in the following areas:~~

- ~~_____ Basic Skills or Developmental Programs~~
- ~~_____ General Education~~
- ~~_____ Undergraduate Academic Majors~~
- ~~_____ Academic Minors (where no major is present)~~
- ~~_____ Graduate Programs~~
- ~~_____ Co-Curricular Programs (with student development goals)~~

~~_____ Assessment findings should be systematically analyzed and used as a basis for making changes in curriculum, instruction, advising, or other aspects of an educational program in order to strengthen student learning and development.~~

~~2. Although outcomes assessment must be an ongoing, cumulative process, reporting (for System-level purposes) normally will occur in conjunction with the five-year program review cycle, in accord with Board Policy 1986-04-A. Summaries of individual program reviews submitted to the Division of Academic and Student Affairs should list strategies that have been employed during the past five years to assess learning outcomes for that program and note changes that have been or will be implemented as a result of assessment findings.~~

~~3. Proposals for new academic programs should include the major student learning outcomes that the program expects to produce, along with some indication of how faculty plan to assess student achievement of those outcomes.~~

~~D. Principles and Guidelines~~

~~1. Assessment of academic and co-curricular programs should be designed, implemented, and interpreted by the faculty, students, and staff most directly associated with the program. Administrators should provide coordination, support, professional development opportunities, and technical assistance, as needed. Each university should establish some mechanism for monitoring the extent and effectiveness of learning outcomes assessment in its educational programs. External reviews of the assessment process should be included, as appropriate.~~

~~2. Outcomes assessment strategies provide data about student needs, progress, and achievement and about the strengths and weaknesses of educational programs. Findings from outcomes assessment are to be used to improve programs, not to evaluate the performance of individual faculty or staff members; other processes exist for that purpose.~~

- ~~3. Students must be informed early of the university's commitment to assessment and of their obligation to participate in assessment activities. Findings from formative assessments at the beginning and during the course of their studies and from course embedded assessments should be shared with students to assist them in understanding and working toward learning goals. The university may require students to participate in most assessment activities, but, ultimately, the goal is to establish a "culture of assessment," in which both faculty and students regard outcomes assessment as a critical part of teaching and learning.~~
- ~~4. Given the multifaceted, cumulative nature of learning, assessment is most effective when multiple strategies are employed. "Indicators," including what students and alumni say on surveys or in interviews, as well as many other kinds of data, provide indirect evidence of student learning and of program strengths and weaknesses. Measures of student performance—comprehensive examinations, problem solving exercises, demonstrations, observations of student behavior, research projects, analysis of student work through portfolios, for example—more directly assess students' learning in relation to particular program goals. Indicator data are often more easily obtained and can be very useful, but direct measures of student learning also must be developed for and integrated into each educational program.~~
- ~~5. Direct assessments of student learning generally are linked to particular learning goals or desired outcomes in terms of acquisition of knowledge, skills, behaviors, and values. Such goals need not be regarded as unchangeable; rather, they are likely to evolve and change as increasing amounts of data become available on actual learning outcomes and on the expectations of employers, graduate programs, and, indeed, students themselves. To be most effective, assessment should focus on learning outcomes that are regarded as important by the faculty, staff, and the students involved.~~
- ~~6. Although extra time for planning and professional development may be required when assessment is initiated, both formative (including classroom assessment) and summative assessment strategies must be incorporated into the regular instructional and scholarly activities of an academic department or other unit; development and testing of new assessment strategies and analysis of assessment findings and their implications for continuous improvement are essential scholarly activities, for which faculty most involved should be recognized and rewarded.~~
- ~~7. Given the differences in programs for student preparation and in assessment strategies used within and across universities, assessment findings cannot be used for comparative purposes; however, the quality, comprehensiveness, and effectiveness of a department's or an institution's overall assessment program in promoting improvement are important indicators of organizational performance.~~

~~E. Implementation~~

~~Implementation of the expectations enunciated in this policy already is under way at State System universities. Summaries of assessment activities undertaken by individual academic and student affairs units are to be submitted, along with the summary of the unit's five year program review, to the Division of Academic and Student Affairs by the annual July 31 deadline.~~

~~In addition, university presidents should submit general plans for assessing the outcomes of basic skills programs, General Education, co-curricular programs, and graduate programs, along with a description of the institution's mechanisms for monitoring and evaluating the overall outcomes assessment effort, by a deadline to be assigned by the chancellor. The vice chancellor for academic and student affairs will report progress to the Board of Governors in January of 1998 and will issue written summaries periodically of how assessment is being used to continuously improve State System educational programs.~~



PA State System of Higher Education Board of Governors

Effective: July 18, 1996

Page 1 of 2

POLICY 1996-04:R SUMMER HONORS PROGRAM

See Also:

Adopted: July 18, 1996

Amended:

Rescinded: January xx, 2018

A. ~~Background~~

~~The purpose of the Summer Honors Program is to provide an opportunity for two honors students from each State System university to attend a special credit-bearing summer experience hosted by one of the 14 universities of the State System of Higher Education. In existence since 1985, this program has been the peak undergraduate experience for many of the System's most able students.~~

B. ~~Purpose~~

~~To provide policy and to codify existing practices concerning the operation of the Summer Honors Program.~~

C. ~~Funding~~

~~Each university is assessed an annual fee to cover the costs associated with the operation of this program. The fee may be increased upon the approval of the chancellor.~~

D. ~~Student Participation~~

~~Each university is invited to select two academically outstanding students each summer to participate in this experience. The host university may, on a space available basis, select additional students to participate. Grades earned by students may be transferred back to the home institution under Board of Governors' Policy 1991-03: *Visiting Student Program*.~~

E. ~~Host Institution~~

~~A university desiring to serve as a host institution shall present a proposal to the chancellor. The proposal and selection process shall begin 18 months in advance of the summer in which the program is to be offered.~~

~~The chancellor shall select the host institution. Notwithstanding Board of Governors' Policy 1996-01: Sources of Funding for University Scholarships, it is understood that for the purpose of this program, the host institution shall be authorized to use the assessed funds for tuition, room and board, travel, and other Summer Honors Program costs.~~



PA State System of Higher Education Board of Governors

Effective: October 15, 1992

Page 1 of 3

POLICY 1992-01:R DESIGNATION OF STATE SYSTEM COLLABORATIVES

See Also:

Adopted: October 15, 1992

Amended:

Rescinded: January XX, 2018

A. Background

~~In *Priorities for Pennsylvania's State System of Higher Education during the 1990s*, the State System Planning Commission devoted an entire section to "Increasing the Benefits of State System Linkage for Faculty, Staff, and Students." Noting that the 1984 Strategic Direction Statements contained a similar emphasis and that a number of significant initiatives have been taken to increase collaboration within the State System, the Commission observed that "Much has been done. Still, the potential for creative sharing and interaction, as well as cost savings, is so great that this priority merits reiteration and expansion with an emphasis on enabling students, faculty, administrators, and others to benefit more fully from the resources available within the State System."~~

~~Several more specific recommendations follow, one of which calls for the chancellor to "solicit and approve proposals for State System centers and institutes," which are collaborative.~~

B. Purpose

~~To provide policy and criteria for implementation of the State System priority calling for establishment of "System-wide programs, centers, and institutes that serve and involve faculty and students from sister universities." Such collaboratives do not necessarily depend on, nor do they establish, preeminence of the host university in a particular field. Their purpose, rather, is to facilitate collaboration among universities and, thus, to increase the benefits of State System linkage.~~

C. Definition

~~A State System Collaborative is an entity hosted and housed by one or more State System universities, but designed to involve faculty and staff from sister universities~~

in planning and advisory capacities and to utilize faculty and staff, and, in some instances, student resources from sister universities in fulfilling its mission. Any of three types of missions (or a combination) would be appropriate for such a collaborative:

- ~~1. Providing resources, educational or professional development programs, and services in a particular area primarily to benefit internal constituencies, i.e., faculty, staff, and/or students across the State System.~~
- ~~2. Providing faculty development and professional service through applied research, integration, and dissemination of knowledge in a particular disciplinary, interdisciplinary, or professional field in which substantial interest and expertise exist within the State System.~~
- ~~3. Providing service, consultation, and applied research in a particular field of specialization primarily for external constituencies.~~

~~Designation as a State System Collaborative does not imply that State System funds will be allocated to support the program. The host university(ies) will be responsible for securing appropriate funding.~~

~~D. Criteria for Designation as a State System Collaborative~~

~~The Office of the Chancellor may solicit proposals for a State System Collaborative with a particular focus, or universities may initiate proposals. Following review and recommendations by a panel of internal and external reviewers appropriate to given proposals, the chancellor will determine designation as a State System Collaborative on the basis of the following criteria:~~

- ~~• Rationale for establishing a State System Collaborative, rather than a regional or local program for the intended purpose;~~
- ~~• Significance of the mission and focus of the proposed collaborative;~~
- ~~• Need for, and potential value of, the intended programs and services to the collaborative's primary clientele(s);~~
- ~~• Degree of potential impact of the proposed program;~~
- ~~• Extent of interest expressed by sister universities and potential for productive involvement of faculty, staff, and possibly, students from other State System universities;~~
- ~~• Availability of appropriate expertise at both the host university and other institutions interested in participating;~~
- ~~• Feasibility of the plan provided in the proposal;~~
- ~~• Plans for ongoing evaluation of the collaborative's activities and outcomes;~~

- ~~• Reasonableness of total funding requirements; and~~
- ~~• Attractiveness to potential sources of funding.~~

~~E. Review~~

~~At the end of the first three years, and then at a minimum of every five years, State System collaboratives should undergo formal review by an appropriate review team, including representatives from within and outside of State System universities. The team should make recommendations to the chancellor concerning continuation of the particular State System Collaborative.~~



PA State System of Higher Education Board of Governors

Effective: July 18, 1991

Page 1 of 2

POLICY 1991-02:R ENROLLMENT MANAGEMENT

See Also:

Adopted: July 18, 1991

Amended:

Rescinded: January xx, 2018

A. Purposes

- ~~1. To align enrollment with resources, unless or until resources significantly increase, or demand declines.~~
- ~~2. To assure that resources do not flow from one university to another, without planned State System reallocation.~~
- ~~3. To better meet the access needs of Pennsylvania residents.~~

B. Definitions

- ~~• Academic Year the combined fall and spring semesters, exclusive of all intersessions and summer sessions.~~
- ~~• Annualized Academic Year Enrollment the FTE enrollment for fall and spring semesters, exclusive of all intersessions and summer sessions.~~
- ~~• Annualized Enrollment the FTE enrollment for a calendar year, from one summer to the next.~~
- ~~• Enrollment the aggregate number of students enrolled at the institution on the authorized data freeze date.~~
- ~~• Full-Time Equivalent (FTE) Enrollment the total credit hours generated, divided by 30 for undergraduate, and 24 for graduate students.~~
- ~~• Headcount (HC) Enrollment the number of individual enrollees.~~

~~C. Policy Assumptions~~

- ~~1. That the instructional and academic support costs of undergraduate summer instruction, non-degree credit, and non-credit instruction are ordinarily recovered from tuition and instructional fees.~~
- ~~2. That all instruction supported by state appropriations occurs within the Commonwealth of Pennsylvania, or at a research site integral to the course (e.g., Wallops Island, an anthropological dig site, semester abroad), to which regular students travel for that purpose. Hence, all programs offered elsewhere to serve other clients, (e.g., a state without the program) shall be fully self-supporting.~~
- ~~3. That, unless granted a waiver by the chancellor, in recognition of need to serve non-residents in order to better utilize facilities and resources, no university's undergraduate headcount enrollment of students from other U.S. states shall exceed 10%.~~
~~(NOTE: Dependents of U. S. military personnel serving abroad may be defined as Pennsylvania residents.)~~
- ~~4. Because resource needs for graduate and undergraduate programs differ:
 - ~~a. separate undergraduate and graduate enrollment bands shall be set; and~~
 - ~~b. whereas the undergraduate band will specify annualized academic year enrollment, the graduate band will specify annualized enrollment, regardless of semester or session.~~~~
- ~~5. Resident tuition for enrollment above either band¹ shall be contributed to the System Reserve.~~
- ~~6. Enrollment below either band¹ shall result in negotiation of appropriate allocation adjustments.~~

~~D. Policy Administration~~

- ~~1. After consultation with the university presidents, the chancellor shall establish the respective enrollment bands for each university. Current enrollment shall fall within the initial band; in no case shall either end of the initial band come within 2% of the current enrollment, or the bandwidth be less than 8% of current enrollment.¹~~
~~To implement Assumption 3, the university may phase down non resident undergraduate enrollment, by admitting no more than 10% non-resident new students per year.~~

¹For undergraduates, the “enrollment” is the academic year FTE enrollment; for graduate students, the annualized academic year enrollment.



PA State System of Higher Education Administrative Procedure

Page 1 of 3

ADMINISTRATIVE PROCEDURE FOR BOARD OF GOVERNORS' POLICY 1986-04-A-R: PROGRAM REVIEW

Approved: October 9, 2003
Revised: January 12, 2004
Rescinded: January xx, 2018

~~**Background:** Periodic program review is a best practice in American higher education that involves stakeholders in the continuous improvement of existing academic and academic and student support programs. Such review includes an analysis of past performance that is used to inform present and future directions and decision-making. The review process must be integrated with strategic planning and budgeting processes, with regional and specialized accreditation processes, and with student learning outcomes assessment.~~

~~A. Guidelines for Program Review~~

~~1. **Cycle.** All University programs not subject to specialized accreditation shall be evaluated at least once every five years; when deemed necessary, the University president may require a shorter review interval for any programs. Reviews of programs that are subject to specialized accreditation shall be due within 30 days of receipt of the final letter and report from the accreditor. At least once every 10 years, each program not subject to specialized accreditation shall be reviewed by an appropriate external evaluator.~~

~~2. **Types of Reviews.** The full review is for programs not subject to specialized accreditation and requires external consultation. The President or designee may designate a program subject to specialized accreditation for a full program review.~~

~~The modified review is for programs subject to specialized accreditation. The modified review must include the accreditor's recommendations/suggestions and rejoinder, when appropriate.~~

~~3. **Criteria for Full Review of Academic Programs.** A self study shall be conducted for all academic programs scheduled for review. Reviews of academic programs shall include analyses of data pertaining to the following criteria:~~

~~a. *Goals set during last review and progress in meeting those goals~~

~~b. *Mission centrality~~

~~c. *Environmental scan (covering topics such as changing student characteristics, impact of technology on services, evolving student expectations, and federal and state statutes as well as policies and legal decisions affecting programs, continuing need for the program and currency of curriculum)~~

~~*Demand~~

~~*Enrollment trends~~

~~Student credit hour generation~~

~~Course enrollments~~

~~*Program Organization~~

~~Structure—Include collaborations if appropriate.~~

~~*Faculty credentials and diversity~~

~~*Student diversity~~

~~*Resources—Include items such as the following:~~

~~Staffing levels, facilities, and budget, or actual costs~~

~~*Library and other learning resources~~

~~*Academic policies, standards, and grading practices~~

~~f. Program and Student Learning Outcomes~~

~~*Faculty achievements (e.g., grants, presentations, publications awards)~~

~~*Student achievements (e.g., awards, presentations, publications, research)~~

~~*Program outcomes—Include, as appropriate, items such as the following:~~

~~Test scores,~~

~~Retention data,~~

~~4- and 6-year graduation rates,~~

~~Graduate and professional school acceptance,~~

~~Employment rates,~~

~~Employer assessments, and~~

~~Economic or community development.~~

~~*Student Learning Outcomes—describe the knowledge and skill outcomes and how they are assessed.~~

~~g. Unique/special program features~~

~~h. *Post review implementation plan—Faculty/staff in each program must develop an implementation plan for continuous enhancement by building upon strengths and addressing challenges. The implementation plan, which must also include goals and action items to be accomplished by the next review period, will become final only after it has been approved by the president or designee.~~

~~Other categories of information may be added at the University's discretion. The Office of the Chancellor, in consultation with State System universities, shall establish and review criteria for the academic program reviews.~~

~~4. Criteria for Full Review of Academic and Student Support Programs. A self study shall be conducted for all academic and student support programs or services scheduled for review. At minimum, the following academic and student support programs shall be reviewed: library, student life, enrollment services (e.g., admissions, bursar, registrar), public safety, judicial affairs, financial aid, counseling, athletics, residence life, career services, academic support services, and disability services. Reviews of academic and student support programs shall include analyses of data pertaining to the following criteria:~~

~~a. *Goals set during last review and progress in meeting those goals~~

~~b. *Mission centrality~~

~~c. *Environmental scan (covering topics such as changing student characteristics, impact of technology on services, evolving student expectations, and federal and state statutes as well as policies and legal decisions affecting services)~~

~~d. *Demand~~

~~*Number of students served~~

~~*Characteristics of clientele served, when appropriate~~

~~Relationship to mandates and/or system requirements, when appropriate~~

~~e. *Program Organization~~

~~Structure—Emphasis on how structure facilitates attainment of goals and objectives~~

~~*Cooperation/interaction/collaboration with other University departments, with other State System Universities, and with appropriate external groups~~

~~*Faculty/staff credentials and diversity~~

- *Student-employee diversity
- *Resources—Analysis of the following:
 - Use of technology, when appropriate
 - Appropriateness of staffing to university and program goals
- Fiscal, human-physical and other resources as appropriate
- Facilities and equipment

- f. —Currency of departmental policies (development/revisions, reasons, impact, etc.)
- g. —Accreditation/approval, when appropriate
- h. —Program and Student Learning Outcomes

- Faculty/staff achievements
- *Creative/innovative strategies
- *Student engagement/leadership/involvement in program development, policy development, employment searches, etc.
- *Student learning outcomes
- *Student satisfaction (e.g., Noel Levitz, ACT, CIRP, etc.)
- *Effectiveness in serving minorities and other underrepresented groups
- *Effectiveness in serving special needs students, when appropriate

- i. —Unique/special program features
- j. —*Post-review implementation plan — Faculty/staff in each program must develop an implementation plan for continuous enhancement by building upon strengths and addressing challenges. The implementation plan, which must also include goals and action items to be accomplished by the next review period, will become final only after it has been approved by the president or designee.

Other categories of information may be added at the University's discretion. The Office of the Chancellor, in consultation with State System universities, shall establish and review criteria for the academic and student support programs reviews.

*Required items

B. —Evaluation

1. —Internal Evaluators: Committees appointed or designated to review self study documents and make recommendations about the program in question should include at least two people not directly responsible for the program; these may include faculty or administrators from other units, students, and/or alumni.
2. —External Evaluators: External review of existing academic, and academic and student support programs is a standard practice in higher education. The purpose of external review is to garner additional perspectives on program strengths and weaknesses from individuals in the field or a closely related field who are affiliated with other institutions. Except under special circumstances, external evaluations are to be from outside the Pennsylvania State System of Higher Education.

C. —Reporting

1. —The president or designee shall keep the council of trustees apprised of program reviews and their outcomes.
2. —By August 15, each University president or designee shall submit to the State System Office of Academic and Student Affairs a Program Review Summary Form for each program review completed during the year. For an accreditation review, however, a report shall be submitted by 30 days after the receipt of an external accreditation report. Such summaries should include the major findings and recommendations emanating from the review and note the planned timetable for implementing the recommendations. In specific instances, follow up reports or information may be requested.
3. —The Office of Academic and Student Affairs will develop an appropriate procedure and timeline for periodic reporting to the Board of Governors.

Student Success Committee

January 8, 2018

SUBJECT: Revisions to Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs* (DISCUSSION)

UNIVERSITIES AFFECTED: ALL

BACKGROUND: As part of the System Redesign efforts to ensure that universities are responsive to student and market demands in their region and beyond and to ensure that the Board of Governors and the Office of the Chancellor is responsive to the universities, it is recommended that the Board of Governors delegate its authority to the Chancellor as set forth in 24 PS 20-2006-A(a)(5) for the approval of new undergraduate and graduate degree programs.

MOTION: That the Board of Governors approve the proposed revisions to the Board of Governor's Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs*.

Supporting Documents Included: PowerPoint slides, Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Programs*

Other Supporting Documents Available: N/A

Reviewed by: Chief Academic Officers, Council of Presidents, APSCUF State Meet and Discuss

Prepared by: Kathleen M. Howley

Telephone: (717) 720-4200



Current Review and Approval Process



Proposed Review and Approval Process



Strategic Actions

Streamlined Office of the Chancellor review process effective January 29th!

- Process reduced from two steps to one step
- Proposal template redesigned to focus on Key Questions
- Total response time reduced from 50-60 business days to 25-30 days

Request Board to delegate its authority to the Chancellor for approval of new undergraduate and graduate degree programs






CALU

CLARION
UNIVERSITY

Key Questions: New Academic Program Review

- 
- Is the program appropriate to the role and scope of the university and the State System?
 - Is there evidence-based need for the program (tied primarily to Commonwealth)?
 - Is there documented academic integrity?
 - What collaboration and coordination with others have occurred?
 - Has the university identified and committed the necessary resources?
 - Does the budget accurately reflect the necessary resource expenses and projected revenue?



Collaborative Review Process

New Academic Programs undergo an inclusive peer review and feedback process to include reviews by:

Universities

- Faculty and academic leaders

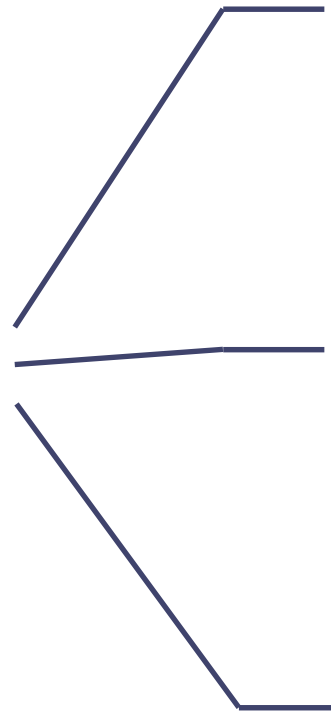
System Office

- Administration and Finance
- Office of Educational Intelligence



Academic and Student Affairs System Leadership

Includes peer reviewed feedback in the official response to the university



Ensures academic program offerings are current and relevant

Ensures academic program offerings are responsive to both student and employer demands

Ensures academic program offerings are tied primarily to Commonwealth needs



PA State System of Higher Education Board of Governors

Effective: March 19, 1985

Page 1 of 3

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

See Also:

Adopted: March 19, 1985

Amended: October 9, 2003, January 19, 2012, April 10, 2014, October 8, 2015

A. Purpose

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

To delegate to the Chancellor the Board of Governors' authority as set forth in 24 PS 20-2006-A(a)(5) for the approval of new undergraduate and graduate degree programs.

B. Definitions

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

Academic Minor: An organized program of study that comprises the fundamental requirements of an academic major (core and cognate courses) equivalent to a minimum of 18 semester credit hours. As a secondary field of study, the academic minor should reflect a minimum of six credits of advanced standing coursework. Exceptions to the advanced standing requirements may be granted on a case-by-case basis per request to the chancellor.

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

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

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

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

Degree Designation: Specific degree type, including but not limited to bachelor of arts, bachelor of science, bachelor of applied science, master of arts, master of science, master of education, doctor of education, and doctor of philosophy.

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

Moratorium: A program placed into moratorium means that students will no longer be admitted during the period of moratorium. Students currently enrolled or admitted will be allowed to complete the program. The university will assess the program's potential and either reinstate, reorganize or discontinue the program. A program shall not be in moratorium more than five years unless approved by the Office of the Chancellor.

Program Change: A change in the academic program (i.e., degree designation or award type, academic major, academic minor, concentration, track, specialization, emphasis); academic minor; or certificate.

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

C. Process

The Office of the Chancellor shall, in consultation with State System universities, establish and review criteria for the initiation or change of credit-based academic programs as part of the System Standards and Procedures. **The System Standards and Procedures are designed to further define or explain the policy to include procedures that ensure a consistent, fair, and timely review process to determine the need and**

appropriateness to the university and the State System.

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

- a. ~~Board of Governors'~~ Action

New academic program, i.e., associate, bachelor, master, doctoral degree.

- b. ~~Office of the Chancellor Action~~

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

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

- b. ~~Office of the Chancellor~~ Notification

New concentration, track, specialization, or emphasis

New academic minor

New certificate

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

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

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

No new minor or certificate shall be announced or implemented without confirmation of receipt of notification from the chancellor.

- ~~3. All previously approved programs must be in compliance by August 1, 2016.~~

D. Communications

The Chancellor will provide a periodic updates to the Board of Governors of all program Actions and notifications.



Board of Governors Governance and Leadership Committee

2 p.m., January 8, 2018



Board of Governors Governance and Leadership Committee Meeting

2 p.m. – 3 p.m., January 8, 2018
Conference Call

Agenda

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b. Committee Scope of Work	
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a. Policy and System Procedures/Standards Task Group	
b. Effective Governance Task Group	

Committee Members: Harold C. Shields (Chair), Donald E. Houser Jr. (Vice Chair), Molly E. Gallagher, Samuel H. Smith, Senator Judith L. Schwank, David M. Maser, and Cynthia D. Shapira (ex officio)

For further information, contact Peter H. Garland at (717) 720-4010.

Governance and Leadership Committee Meeting
January 8, 2018

SUBJECT: System Redesign Update—Governance and Leadership (DISCUSSION)

UNIVERSITIES AFFECTED: All

BACKGROUND: As a result of the System strategic review completed last July, the Board of Governors has embraced a System Redesign effort built upon recommendations of that review. The Board has updated its committee structure accordingly to better focus on the System's three strategic priorities: 1) ensuring student success; 2) leveraging university strengths; and 3) transforming the leadership/governance structure.

The Governance and Leadership Committee has been established with the following charge:

The Governance and Leadership Committee is focused on ensuring excellence and best practices in executive management of the System and its 14 universities. The committee provides strategic leadership and policy oversight regarding the effective distribution of authority, accountability, and responsibility among the Board of Governors, Councils of Trustees, the chancellor, and the presidents. The committee also reviews and recommends strategies for the recruitment, development, and retention of university presidents and oversees human resources policy on behalf of the Board of Governors.

The charge statement for the Governance and Leadership Committee (attached) also provides a suggested scope of work for the committee.

Supporting Documents Included: Governance and Leadership Committee Charge Statement

Other Supporting Documents Available: <http://systemredesign.passhe.edu/>

Reviewed by: N/A

Prepared by: Peter H. Garland

Telephone: (717) 720-4010

Governance and Leadership Committee Charge Statement

Overview

A number of challenges to effective governance and leadership of the State System and its universities were identified in the National Center for Higher Education Management Systems (NCHEMS) review. These included (1) the distribution of authority and responsibility among the board, trustees, university presidents, and the chancellor; (2) the role of faculty in shared governance at the university and system level; and (3) the capacity for sustainable university leadership. As a result, the Board adopted as one of its priorities the transformation of governance/leadership to better support student and university success.

Charge

The Governance and Leadership Committee is focused on ensuring excellence and best practices in executive management of the System and its 14 universities. The committee provides strategic leadership and policy oversight regarding the effective distribution of authority, accountability, and responsibility among the Board of Governors, Councils of Trustees, the chancellor, and the presidents. The committee also reviews and recommends strategies for the recruitment, development, and retention of university presidents and oversees human resources policy on behalf of the Board of Governors.

Scope

Within the broad charge of the committee, the scope of its work will include:

1. Reviewing the distribution of authority, accountability, and responsibility among the Board of Governors, university trustees, the chancellor, and university presidents; and (1) recommend changes in statute, policy, and practices to the Board; and (2) develop an education/information strategy to enable all parties to have a more thorough and consistent understanding of the distribution of authority.
2. Promoting a more robust and inclusive process for shared governance at the university and System level.
3. Identifying and recommending changes in policy and practice designed to support healthy presidencies including:
 - (1) market-based compensation; and
 - (2) onboarding, mentoring, professional development, and transition support.
4. Addressing senior professional talent development across the System.
5. Reviewing and revising human resources policies and practices.
6. Providing oversight of collective bargaining strategy to ensure that it promotes student success, leverages university strengths, and transforms governance and leadership.
7. Continuing to define and refine the definition of shared governance within the State System and to educate constituents on its application and impact on the business of higher education.

Governance and Leadership Committee Meeting

January 8, 2018

SUBJECT: System Redesign Update—Task Groups (DISCUSSION)

UNIVERSITIES AFFECTED: All

BACKGROUND: As a result of the System strategic review completed last July, the Board of Governors has embraced a System Redesign effort built upon recommendations of that review. The Board has updated its committee structure accordingly to better focus on the System's three strategic priorities: 1) ensuring student success; 2) leveraging university strengths; and 3) transforming the leadership/governance structure.

Similarly, various cross-functional task groups—comprised of university and Office of the Chancellor representatives—are being created to address System Redesign initiatives. The Board's Governance and Leadership Committee will be apprised of the work of the Policy and System Procedures/Standards Review Task Group and the Effective Governance Task Group.

An overview of the task groups is attached.

Supporting Documents Included: Overview of Task Groups**Other Supporting Documents Available:** <http://systemredesign.passhe.edu/>**Reviewed by:** N/A**Prepared by:** Peter H. Garland**Telephone:** (717) 720-4010

Overview of Task Groups Related to the Governance and Leadership Committee

Policies and System Procedures/Standards Review Task Group

Overview

An expedited review of Board of Governors' (Board) policies and the Pennsylvania's State System of Higher Education's (System's) procedures/standards is intended to address NCHEMS' recommended "(a) adjustments to focus the Office of the Chancellor's role less on regulation and compliance to focus more on policy leadership, especially for promoting collaboration in order to better mobilize the (S)ystem's collective assets," and to support the three strategic priorities recently established by the Board of: 1) ensuring student success; 2) leveraging university strengths; and 3) transforming the leadership/governance structure.

Charge

In consultation with university leadership and stakeholder constituent groups, review and revise Board policies and System procedures/standards consistent with the System's strategic priorities.

Update of Activities

During the months of November and December staff from the Office of the Chancellor compiled an inventory of all current Board policies and System procedures/standards and solicited comments from key constituent groups, including university presidents, chief academic officers, chief financial officers, and chief facilities and human resources officers. A compilation of the progress to date was provided to the task group for its meeting on Friday, January 5, 2018.

Effective Governance Task Group

The charge and membership of the Effective Governance Task Group is currently being developed. Once established, it is anticipated this cross-functional task group will gather stakeholder input and provide recommendations concerning a more robust and inclusive shared governance process and the distribution of authority, accountability, and responsibility within the System. It is anticipated progress from this task group will begin to inform the work of this committee by April 2018.