

# Board of Governors Meeting

April 2024



Pennsylvania's  
**STATE SYSTEM**  
of Higher Education



Pennsylvania's  
**STATE SYSTEM**  
of Higher Education

# Board of Governors Meeting

April 11, 2024

Alexander Grass Campus for Jewish Life  
2986 N. Second Street, Harrisburg, PA 17110

9:00 a.m.

## Public Meeting

1. Roll call
2. Pledge of allegiance
3. Remarks by the Chair
4. Public comment
5. Remarks by union leaders
6. Remarks on behalf of PACT
7. Consent agenda  
(These items will be considered in one motion unless a member requests an item be removed for individual consideration)
  - a. Meeting minutes (pg. 5)
  - b. Authorization to Issue Refunding Bonds in FY 2024/25 (pg. 9)
8. Special Recognition: Ali-Zaidi Award (pg. 12)
9. Remarks by the Chancellor and staff
10. Governance & Leadership Committee
  - a. Student trustee appointments (pg. 16)
  - b. Student Board member appointment (pg. 47)
11. Student Success Committee
  - a. Update to Policy 1990-06-A: *Academic Degrees* (pg. 53)
  - b. Update to Policy 1986-04-A: *Program Review* (pg. 61)
12. Board consideration
  - a. Committee recommendations
  - b. Policy updates from DEI review (pg. 66)
  - c. Financial sustainability (pg. 74a)
  - d. Ratification of collective bargaining agreements (pg. 75)
  - e. Non-represented employees' merit pool (pg. 89)
13. Other business
14. Adjournment

Executive Session may be called as needed;  
sequence of agenda items may change

# CONSENT AGENDA



Pennsylvania's  
**STATE SYSTEM**  
of Higher Education

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

### Meeting Minutes

### Draft for Approval

302nd Meeting  
Thursday, February 8, 2024  
9:00 a.m.  
Alexander Grass Campus for Jewish Life  
Harrisburg, PA

#### ATTENDING

##### Board of Governors:

Senator David Argall  
Representative Tim Briggs  
William Gindlesperger  
Abigail Hancox  
Katie Merritt, Designee for Secretary Akbar Hossain  
David M. Maser (Vice Chair)  
Dr. Kate Shaw, Designee for Secretary of Education, Dr. Khalid N. Mumin  
Representative Brad Roae  
Senator Judith Schwank  
Dr. Cynthia D. Shapira (Chair)  
Larry C. Skinner  
Samuel H. Smith (Vice Chair)  
Skylar Walder  
Secretary Neil R. Weaver  
Janet L. Yeomans

Also, in attendance was Faculty Liaison, Dr. Tina Chiarelli-Helminiak.

Chair Cindy Shapira called the meeting to order at 9:02 a.m.

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

##### **CHAIR'S REMARKS** (Full remarks in video archive)

Chair Shapira welcomed all in attendance and extended appreciation to the staff at the Alexander Grass Campus for hosting us.

##### **REMARKS BY UNION LEADERS** (Full remarks in video archive)

- Dr. Ken Mash, President, APSCUF, provided brief remarks.
- Dr. Todd Spaulding, Vice President, SCUPA, provided brief remarks.

**REMARKS ON BEHALF OF PACT** (Full remarks in video archive)

- Dr. Rich Frerichs, President, PACT, provided brief remarks.

**PUBLIC COMMENT** (Full remarks in video archive)

- Kellie Schroat, Member, PA Joint Board, provided brief remarks.
- Patti Hurta, Member, PA Joint Board, provided brief remarks.

**CONSENT AGENDA**

Chair Shapira moved that the Consent Agenda be approved as presented:

- Meeting Minutes – October 19, 2023
- Meeting Minutes – December 20, 2023
- Meeting calendar
- Student member re-appointment

Voice vote. No opposition. The motion passed.

**REMARKS BY CHANCELLOR AND STAFF** (Full remarks in video archive)

- Chancellor Greenstein reflected on the state system history.

**UNIVERSITY SUCCESS COMMITTEE** (Full remarks in video archive)

Roll call was conducted at the request of Committee Chair Skinner, and the following members were present: Secretary Neil Weaver, William Gindlesperger, Katie Merritt, Representative Brad Roae, Skylar Walder, Janet Yeomans, Cynthia Shapira (ex-officio), and Charles Patterson (non-voting liaison).

Committee Chair Skinner reviewed the committee items as presented in the meeting materials. Molly Mercer, Chief Financial Officer, provided an overview of the fiscal year 2023-24 capital spending plan and capital budget.

**MOTION: COMMITTEE CHAIR SKINNER MOVED THAT THE BOARD APPROVES THE FISCAL YEAR 2023-24 CAPITAL SPENDING PLAN, AS REFLECTED IN ATTACHMENT 1.**

Voice vote of the committee. No opposition. The motion passed.

Molly Mercer, Chief Financial Officer, provided an overview of the Venango property disposition.

**MOTION: COMMITTEE CHAIR SKINNER MOVED THAT THE BOARD APPROVES THE PENNWEST REQUEST TO PROCEED WITH THE DISPOSITION OF THE VENANGO PROPERTY.**

Voice vote of the committee. No opposition. The motion passed.

Molly Mercer, Chief Financial Officer, provided an overview of the Phillipsburg property disposition.

**MOTION: COMMITTEE CHAIR SKINNER MOVED THAT THE BOARD APPROVES THE PENNWEST REQUEST TO PROCEED WITH THE DISPOSITION OF THE PHILLIPSBURG PROPERTY.**

Voice vote of the committee. No opposition. The motion passed.

**GOVERNANCE AND LEADERSHIP COMMITTEE** (Full remarks in video archive)

Roll call was conducted at the request of Committee Chair Smith, and the following members were present: David Maser, Abigail Hancox, Senator Judith Schwank, Cynthia Shapira (ex-officio), and Kenneth Long.

Committee Chair Smith reviewed the committee items as presented in the meeting materials. Chair Smith presented a brief overview of the student trustee selection process and President Hanna presented a brief introduction of Marvins Ravix for consideration of the position of student trustee.

**MOTION: COMMITTEE CHAIR SMITH MOVED THAT THE BOARD APPOINTS MARVINS RAVIX TO THE COMMONWEALTH UNIVERSITY COUNCIL OF TRUSTEES.**

Voice vote of the committee. No opposition. The motion passed.

Dr. Randy Goin, Deputy Chancellor, presented an overview of Policy 2009-01: *Criminal Background Investigations*.

**MOTION: COMMITTEE CHAIR SMITH MOVED THAT THE BOARD APPROVES THE CHANGES TO POLICY 2009-01 AS PRESENTED IN THE BOARD MATERIALS.**

Voice vote of the committee. No opposition. The motion passed.

**BOARD CONSIDERATION** (Full remarks in video archive)

**CHAIR SHAPIRA MOVED THAT THE BOARD APPROVES THE UNIVERSITY SUCCESS COMMITTEE AND GOVERNANCE AND LEADERSHIP COMMITTEE ACTIONS AS PRESENTED:**

- o Capital spending plan and capital budget authorization request
- o Venango and Phillipsburg property dispositions
- o Student trustee appointment
- o Updates to Policy 2009-01

Voice vote. No opposition. The motion passed.

**MOTION: CHAIR SHAPIRA MOVED THAT THE BOARD APPROVES THE RATIFICATION OF THE SCUPA COLLECTIVE BARGAINING AGREEMENT.**

Voice vote. No opposition. The motion passed.

**PASSHE FOUNDATION UPDATE** (Full remarks in video archive)

Dr. Shelley Schearer, president and CEO of the PASSHE Foundation, presented an update.

**SERVICE RESOLUTIONS** (Full Remarks in video archive)

Chair Shapira presented a service resolution to Bishop Audrey Bronson, former Board of Governors, honoring her contributions and service to the State System:

**MOTION: CHAIR SHAPIRA MOVED THAT THE BOARD APPROVES THE FOLLOWING RESOLUTION:**

WHEREAS: Dr. Audrey Bronson led a life to service to others, beginning at the age of 14 when she began preaching and continuing into adulthood when she founded The Sanctuary of the Open Door in West Philadelphia almost fifty years ago.

WHEREAS she served our students as a professor of psychology at Cheyney University and later as a trustee of that university, and

WHEREAS she served the entire state system and the people of the Commonwealth as a member of the Board of Governors;

THEREFOR BE IT RESOLVED that the Board of Governors honors the life and memory of Bishop Audrey Bronson and recognizes her lifelong commitment of service to the people of the Commonwealth.

Resolution approved by acclamation.

**ADJOURNMENT**

For the record, Chair Shapira noted that the Board met in executive session on January 10, 2024 at 8:30 a.m. – 9:30, January 24, 2024 at 8:30 a.m. – 9:30, and February 7, 2023 at 1:30 p.m. to 2:15 to discuss contractual and legal matters.

Faculty Liaison, Dr. Tina Chiarelli-Helminiak presented a final matter before the board regarding burnout among workers.

The meeting was adjourned at 10:42 a.m.

**ATTEST:**

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Randy A. Goin, Ph.D.  
Deputy Chancellor

Meeting webcast is available here: [BOG Minutes - February 2024 - YouTube](#)



**Board of Governors Meeting**  
April 11, 2024

**SUBJECT:** Authorization to issue refunding bonds in FY 2024/25

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**UNIVERSITIES AFFECTED:** All

**BACKGROUND:** Opportunities may arise during the year to refund all or part of certain State System bond issues. The window of opportunity often opens and closes in a matter of days or weeks, and missing the window could cost the System millions of dollars in lost debt service savings. The Treasury staff monitors these market conditions and alerts the Board of Governors when the environment may provide debt service savings. The Internal Revenue Service requires the governing board to pass a resolution authorizing issuance of bonds. It is prudent management for the Board to authorize the chancellor to direct issuance of refunding bonds only when market conditions provide significant savings. It is common for this type of resolution to contain minimum savings limits and an expiration date so control of the bond issuance process is maintained. This Board action will authorize the Office of the Chancellor to issue refunding bonds during fiscal year 2024/25 based upon market conditions to maximize present value savings, provided that the net present value savings equal or exceed four (4) percent and will establish an expiration date for this authorization of June 30, 2025.

In keeping with the State System's practice of minimizing expense and risk, the bond issue will be competitively bid. Since the System does not possess statutory bonding authority, the bonds will be issued through the Pennsylvania Higher Educational Facilities Authority. The bonds will be a general obligation of the System.

**MOTION:** That the Board adopts the attached resolution to authorize future issuance of refunding bonds when market conditions permit and after the executive vice chancellor consults with the chair of the University Success Committee.

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**Supporting Documents Included:** Resolution Authorizing Issuance of Refunding Bonds by the Pennsylvania Higher Education Facilities Authority

**Other Supporting Documents Available:** N/A

**Reviewed by:** N/A

**Prepared by:** Molly M. Mercer

**Email:** mmercercer@passhe.edu

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

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

WHEREAS, the Board of Governors of the System (the “Board”) has determined that it is desirable to authorize the chancellor to proceed with the issuance of the Refunding Bonds when market conditions permit, as long as the net present value savings on the Refunding Bonds equal or exceed four (4) percent, and that this authorization will expire June 30, 2025; and

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

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

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

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

NOW, THEREFORE, BE IT RESOLVED, that the Board hereby authorize the chancellor to proceed with issuance of the Refunding Bonds by the Authority when market conditions permit, provided that the net present value savings on the Refunding Bonds equal or exceed four (4) percent, and that this authorization will expire June 30, 2025; and be it

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

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

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

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

\_\_\_\_\_  
Secretary to the Board

\_\_\_\_\_  
Chair of the Board

\_\_\_\_\_  
Date

**Board of Governors Meeting**

April 11, 2024

**SUBJECT:** Annual Syed R. Ali-Zaidi Award for Academic Excellence

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**UNIVERSITIES AFFECTED:** All

**BACKGROUND:** Created in 2000 by the State System Foundation, the Syed R. Ali-Zaidi Award for Academic Excellence is conferred upon a graduating senior from one of the State System universities. This award was founded by Dr. Syed R. Ali-Zaidi, a charter member of the Board of Governors. Funding for this academic excellence award was made possible through gifts from Dr. Ali-Zaidi, Highmark Inc., and the State System Foundation, Inc. Dr. Ali-Zaidi wished to inspire and honor State System students who exhibit excellence in their pursuit of knowledge.

Candidates for the 2024 award were recommended by their university president at the conclusion of a campus application and selection process that was open to all graduating seniors. Selection criteria included outstanding academic scholarship, including prizes, honors, and honorary societies; participation in extra/co-curricular activities; and a two-page essay by the nominee addressing how the university has prepared him or her for the next career step.

This year, a review panel appointed by the chancellor considered 10 nominees in accordance with the criteria outlined above. Rukayat Sulaiman, a student at Cheyney University of Pennsylvania, was selected as the recipient of the 2024 Syed R. Ali-Zaidi Award for Academic Excellence and will receive a check for \$2,500.

These students are truly representative of the talent and motivation of our students, and as such the 9 finalists will each receive a 2024 Syed R. Ali-Zaidi Award for Academic Excellence Finalist Certificate signed by the chancellor and chair of the Student Success Committee of the Board, as well as a monetary award from the Foundation.

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**Supporting Documents Included:** Cheyney President Nomination Letter and Student Resume

**Other Supporting Documents Available:** N/A

**Reviewed by:** David Maser, Chair of Student Success Committee

**Prepared by:** Donna Wilson

**Email:** DWilson@passhe.edu



Cheyney University of Pennsylvania  
1837 University Circle  
P.O. Box 200  
Cheyney, PA 19319-0200  
Office (610) 399-2220  
Fax (610) 399-2415

Office of the President

January 22, 2024

Pennsylvania State System of Higher Education  
2300 Vartan Way  
Harrisburg, PA 17110

To Whom It May Concern:

I highly recommend Rukayat Sulaiman as a candidate for the Syed R Ali-Zaidi Academic Excellence Award. In my capacity as university President, I have observed her positive attitude, dedication to academic excellence, service orientation, and continuous personal, and professional growth. While a student, Ms. Sulaiman has maintained a perfect 4.0 GPA. Rukayat, is a double major in Social Relations with a Political Science concentration and Liberal Studies with a Business concentration.

Rukayat was born in Nigeria and moved to the United States when she was 12 years old. In Nigeria, when Rukayat was 8 years old, an accident involving her mother resulted in the family taking on medical expenses that were both unexpected and overwhelming. When the family pursued legal action against the responsible parties, the family was unsuccessful. Rukayat talks about the difficult lesson she learned from this experience, namely, that sometimes unjust things happen. Experiencing injustice first-hand has reoriented Rukayat's thinking about her future and pursuing a Law degree is the immediate next step she intends to pursue after graduation. Rukayat's drive, leadership qualities, level of engagement, personal organization, and capacity to multi- task are commendable.

Rukayat is a founding member of the Cheyney University Pre-Law Society – she currently serves as the Society's President. Members of the Pre-Law Society attended the Pitt Law Student of Color Visitation Day where Rukayat was awarded the McGuireWoods - Kaplan LSAT Prep Scholarship.

In addition to her direct interests in Law, Rukayat is the chapter President of her sorority (Delta Sigma Theta, Inc.), a White House HBCU Scholar, a member of the Cheyney University Honors Academy – currently serving on the Honors Council, she is the Vice-President of the Cheyney Chapter of the National Council of Negro Women, as well as a student member of the Pennsylvania State System of Higher Education (PASSHE) Conduct Board.

Rukayat is a living example of the university's values which are Scholarship, Diversity, Respect, Integrity, and Service and I fully recommend her for this academic excellence award.

Sincerely,

Aaron A. Walton  
President



# Rukayat A. Sulaiman

## EDUCATION

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**Cheyney University of Pennsylvania**, Expected May 2024 Cheyney, PA  
Bachelor of Arts in Social Relations (Political Science) and Liberal Studies (Business); 4.0/4.0 GPA

**Relevant Coursework:** Intro to Political Science, State and Local Government, Honors-Speech & Critical Thinking, International Business, Business Communication

## SKILLS AND SOFTWARE PROFICIENCIES

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Microsoft Office • Project Management • Corporate Communication • Social Media Management • Time management • Problem solving • Fluent in English, Yoruba, Creole, and Proficient in French • Microsoft Excel

## WORK & LEADERSHIP EXPERIENCE

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May 2022 - Present **The Law Offices of Jacob Emrani** Los Angeles, CA  
**Legal Assistant**

An entry position working collaboratively with legal staff to oversee the progress of cases, initiate interviews with clients to gather information, evidence and supporting documents to review cases and prepare them for litigation.

- Assisted Case Managers with resolving Property damage claims with Insurance Adjusters.

Fall 2021 **Public Defender’s Office (Delaware County)** Media, PA  
**Intern**

A Fall internship spent assisting legal staff to oversee office communications, initiate interviews with clients to gather information, and gather evidence to establish a pattern of abuse in the local jail.

- Recommended an effective system to keep track of complaints.
- Created an effective system to request archived documents from the courthouse.

August 2021 – Present **Cheyney University of Pennsylvania** Cheyney, PA  
**Resident Advisor**

A full- time student leadership position responsible for creating a sense of emotional and physical security in residential communities and creating activities that encourage academic and environmental excellence.

- Created a “safe space” environment that increased the level of emotional security amongst residential students.
- Create events that promotes the use of Success life coaches to all students.

## ACTIVITIES & HONORS

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- White House HBCU Scholar
- Cheyney University Honors Academy (Vice President)
- Cheyney University Pre-Law Society (President)
- McGuireWoods LLP-Kaplan Scholarship Recipient
- Pennsylvania State System of Higher Education (PASSHE) Conduct Board, Student Member
- Member of Delta Sigma Theta Sorority, Inc (Chapter President)
- National Council of Negro Women (NCNW) CU Chapter, 2<sup>nd</sup> Vice President
- Middle States Commission of Higher Education (MSCHE), Student Member
- International Cultures Committee, (Vice Chair)

# GOVERNANCE & LEADERSHIP COMMITTEE



Pennsylvania's  
**STATE SYSTEM**  
of Higher Education

**Board of Governors Meeting  
Governance and Leadership Committee**  
April 11, 2024

**SUBJECT:** Student trustee appointments

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**UNIVERSITIES AFFECTED:** Millersville, PennWest, Shippensburg, Slippery Rock, and West Chester

**BACKGROUND:** Act 50 of 2020 empowers the Board of Governors to make the appointment of students to serve on the Councils of Trustees for universities with the State System. The universities utilize a thorough and inclusive recruiting process to identify and vet potential candidates to make a recommendation for student trustee appointments.

Based on input from the University Presidents and the Office of the Chancellor, the Committee recommends the following action.

**MOTION:** That the Board hereby appoints Bridget Lau to the Millersville University Council of Trustees, Tyrique Whitson to the PennWest University Council of Trustees, Colin Arnold to the Shippensburg University Council of Trustees, Charli Sevro to the Slippery Rock University Council of Trustees, and Chris Needham to the West Chester University Council of Trustees.

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**Supporting Documents Included:** Resumes of candidate

**Other Supporting Documents Available:** [Statutes](#) providing Board authority

**Reviewed by:** University Presidents; Office of the Chancellor

**Prepared by:** Randy A. Goin Jr.

**Contact:** [rgoin@passhe.edu](mailto:rgoin@passhe.edu)





March 6, 2024

Chancellor Daniel Greenstein  
PA State System of Higher Education  
2300 Vartan Way, Suite 207  
Harrisburg, PA 17110

Dear Chancellor Greenstein:

It is my pleasure to present the application of Ms. Bridget Lau, Millersville University's student trustee nominee, for submission to the Board of Governors. The enclosed file contains her application, letters of reference, and degree audit.

As evidenced in the enclosed materials, the committee members are unanimous in their support of Bridget's candidacy.

Please feel free to contact me should you have any questions concerning the application file or the selection process.

Sincerely,

Daniel A. Wubah, Ph.D.  
University President

Enclosures

/jlh 0007.24

c: Dr. Mary Beth Williams, Vice President for Student Affairs  
Mr. Michael Warfel, Chairman, Council of Trustees

APPLICATION

STUDENT MEMBER OF A PENNSYLVANIA STATE SYSTEM OF HIGHER  
EDUCATION  
UNIVERSITY COUNCIL OF TRUSTEES

Name Bridget M. Lau

M Number [REDACTED]

Local Address [REDACTED]

Home Address [REDACTED]

Preferred Telephone Number [REDACTED]

Millersville University E-mail [REDACTED]

Number of Credit Hours Earned (include current semester hours). Please attach a copy of your  
academic record – can be downloaded from MAX. 54

Expected Graduation Date 05/2026 Current Cumulative GPA [REDACTED]

Academic Major Special Education Academic Minor Not Applicable

Date of High School Graduation 06/11/2022

Name of High School Archbishop John Carroll

Town, State, Zip [REDACTED]

Bridget Lau

## Student Trustee Application Questions and Answers

1. List at least three co-curricular and extra-curricular activities that you have been involved with at Millersville University. Also, list any awards/scholarships you have received.

As I have spent most of my time at Millersville securing two positions in Housing (Desk Attendant and now Resident Assistant), I am finally getting a chance to join several organizations that Millersville has to offer. I was previously a member of a newer organization, Model United Nations, but have since moved my attention to different organizations. I have recently become a member of Letters of Love and am thrilled to finally join after attending several meetings. Additionally, I have inquired into two other organizations and am patiently awaiting membership. One of the two organizations is CHAARG. Health and wellness is a topic that is very close to my heart as an RA. All I can hope for is that my residents are happy and healthy. I am excited to get started in an organization that focuses on positivity and making a change. Finally, I have reached out to ECHO. I previously thought the Early Childhood Organization was reserved only for Early Childhood Education majors. However, I am happy to learn that Special Education majors can be in the organization! I plan to become more involved as I look towards another two years at Millersville. I am excited about the new opportunities that await me!

Upon acceptance to Millersville University, I received two scholarships. I have been awarded the MU Presidential Scholarship and the MU Presidential Fellow Scholarship. Each scholarship is for \$3,000. I am so fortunate in this as it has enabled me to attend this excellent University.

2. State how you are committed to promoting Millersville University. Please list at least five ways in which you are promoting Millersville University.

I have been promoting Millersville University since the moment I was accepted. I was fortunate to know several students who had attended this University before my education here. I wore Millersville University sweatshirts long before I moved into the residence halls. I wear Millersville University gear when I attend events at the high school I attended and at the high school my sister currently attends. Millersville merch makes the best Christmas gifts for family and friends. Many of my family members, as do I, now have Millersville University magnets on their cars. Millersville University sweatshirts are my family's go-to these days! It is so wonderful that they love to promote the University because they are proud that I am a part of such a highly esteemed program.

Part of the Resident Assistant position requires me to provide programs for my residents to help build a sense of community. I enjoy planning these events and collaborating with different organizations. In our building program last spring, Sex and Chocolate, we were in direct contact with CHEP and worked with them to educate our students on practices of safe sex. We let them enjoy some sweet chocolate while learning, too! With the time being right around Valentine's Day, we wanted to focus on the topics of STD/STI prevention, consent, and overall safe sex practices. It was a very successful event where we had over 100 residents from West Village A attend and receive condoms, chocolate, and safe sex pamphlets! I have attended a few meetings for Letters of Love and even helped facilitate a program with them, most recently in the fall. We partnered with a Line Dancing Group of students from Millersville & of course, DJ Bonez! We hosted Letters and Line Dancing, where we invited students to come out and learn how to do

some popular line dances while making letters for sick children to help show them love and support throughout the holiday season.

In addition to sporting marauder gear and promoting events and clubs to residents and their friends, I also like to use my social media platforms to repost Millersville University's various accounts. When a fun activity happens at the SMC, I will surely share that information with my friends on social media. I also spend much time with my sister, a high school senior at Bishop Shanahan School. They love to ask questions about college life and our school in general. I encourage them to apply here as I had a positive experience at Millersville University.

Finally, I embody the EPPIIC values of Millersville University. I have always been told that I represent the school I attend. I push myself to explore new worlds and ideas. As an RA, I am dedicated to the public mission. As a future educator, professionalism and inclusion are constantly at the forefront of my mind. I choose always to have integrity as I have a well-developed moral compass. Finally, I am very compassionate. I will always stop to lend a helping hand to whoever may need it. I do not do this to make a show of myself but rather to do what is right in my heart. These are the ways I choose to promote Millersville University.

3. Describe the role and importance of a Student Trustee. Please state your reason(s) for seeking this position and the contributions you believe you can make in this role.

A Student Trustee holds a crucial position on the Board of Governors. Aside from the SGA representatives, the Student Trustee represents the student body. This role is critical in the most essential point of Higher Education: success. As I understand it, this role requires critical thinking, problem-solving, and collaboration to continue a sustainable approach to Millersville University. This can be a role that also promotes financial responsibility for the University. I

could bring a thoughtful perspective from the student body to this team of Trustees. I am calm and collected, but I will always choose to do what suits the University. I am creative and spend much of my time trying to think outside the box when it comes to problem-solving. I am passionate and trustworthy. I will do whatever I can to make this world a better place than I found it. This would be an excellent opportunity to help do so.

4. Describe what you think will be the three most important issues the University will face in the next five years. Explain the significance of each.

As a Housing staff member, I have seen the direct impact of losing Reighard Hall. This was a difficult switch to make as we lost so many rooms. This caused a crisis at the beginning of the Fall 2023 semester. The number of incoming students will grow with the University moving to a flat rate in Fall 2024. I am concerned by the loss of housing space as we should soon see this influx of students attending Millersville University.

The University faces difficulty creating a community that includes commuter students. Many of the events we have held or plan on hosting soon are when students cannot attend if they are commuters. I would love it if we could be more inclusive and host activities outside regular class hours but not too late into the evening. My commuter friends have expressed their lack of involvement with the University, but this is not for lack of trying. I want to discuss with some commuter students what we can do to build a better, stronger community.

The third most important issue I believe the University will face is mental health awareness. As we have tragically lost a few students in the last few years, I feel very strongly that we need to invest more of our time into creating mental health seminars. Although discussing mental health has become less taboo in recent years, I still believe we face a stigma when it comes to seeking

help from therapists and counselors. I would love it if we could better promote acceptance of addressing mental health issues within our University. This could be through events or even just positive messages in the form of flyers. Ultimately, I would love to see a mental health professional advocate the importance of seeking help to an audience. We have the resources, but many are still too scared to reach out and ask.

5. State your concerns for the welfare of Millersville University and the future for incoming students?

The students entering their Freshman year this upcoming fall were likely still in elementary school when COVID-19 struck. Through my younger sister, I can see the profound impact this has had in their crucial high school years. So much was missed by everyone; however, these students missed the most. I wish them to become involved right when they step into our school. This will be a great way to promote the meeting of friends and peers. I am concerned for every student of this University, which is why I am a Resident Assistant. I like to assist students in any way I can. I plan to encourage incoming students to attend the Get Involved fairs and join as many activities as they desire.

6. Describe the most important accomplishment of your college career and why it was important.

As I am only a second-semester sophomore, my most crucial college career accomplishment thus far has been my student teaching last semester. I was thrilled with my placement and learning how much I love teaching in a classroom. Foundations Bloc placement is designed to push us the hardest so that we may know what we are getting ourselves into. I have

pushed right back and had such a positive experience. I cannot wait for my student teaching again next semester!

7. Describe two of your strengths and how they could benefit your performance in a leadership position.

I am a very patient person. I take the time to listen and understand what someone is saying, and I am fearless in doing my homework to understand a situation or concept better. I pride myself on staying focused and adapting when in stressful scenarios. To be a strong leader, one must be willing to listen and learn so they can fully immerse themselves in a topic of discussion. In addition to patience, I am highly capable of collaborating with others. Yes, I take the lead when asked to or am when presented with the opportunity, but I also see great value in listening to the opinions of my peers. I do my best to ensure everyone's voice is heard, and I will not allow anyone to be silenced by another in a group setting.

8. If you had the opportunity to meet with the University President on a monthly basis, what would your agenda items consist of?

I would love this opportunity to discuss the student body and their needs and whether or not they are being met. One such topic may be dining and the student's satisfaction with their food. Another could be work-study opportunities and how to advertise them better. Additionally, study abroad options for our students. I have had several of my friends attempt to join study abroad programs only to be let down because the information they had received was not presented in a timely manner. I would love to brainstorm ideas for getting students more involved in our outdoor activities. I worry that our students spend too much of their time inside.



It would be lovely if we held an annual picnic where we provided games and live music entertainment for an afternoon on the quad.

Additionally, I recently noticed the removal of an art sculpture in front of the McComsey building. I would love to have our students create more sculptural artwork to be displayed throughout campus. There is a large concentration of sculptures around the McNairy Library and Learning Forum, which is a hit with the students. We could provide additional seating in that area so students can spend more time outside but still have close access to all the support that the McNairy Library and Learning Forum delivers. The students deserve every opportunity available to contribute to their success. Dr. Wubah is the only person to discuss these opportunities with. Opportunities come and go, so this will be an ever-changing subject worth discussing with him.

OFFICE OF THE PRESIDENT

February 27, 2024

Chancellor Daniel Greenstein  
Pennsylvania's State System of Higher Education  
2300 Vartan Way, Suite 207  
Harrisburg, PA 17110

Dear Chancellor Greenstein:

It is a pleasure to inform you that the PennWest University's Student Trustee Selection Committee, chaired by PennWest California Student Trustee Sarah Seader, recommends Tyrique Whitson to fill the vacancy on the PennWest University Council of Trustees created by Sarah's pending graduation this May.

Tyrique is a sophomore dual majoring in Sociology and Political Science. A review of his credentials reveals a strong record of academic success, complemented by significant campus involvement. Tyrique is deeply committed to ensuring the university supports all its students. Drawing from his experiences as a Residence Life Community Assistant and member of the Rainbow Alliance, he brings valuable insight to his role a member of the Student Government Association and Student Association, Incorporated (SAI) Board of Directors. His application materials have been provided for your review.

You may reach him at the information below to arrange for personal interview:



As the Interim President, I endorse the Selection Committee's recommendation, and I am confident that you will find Tyrique to be exemplary representative of the University's student body. If I can provide additional information, please do not hesitate to contact me.

Respectfully,

A handwritten signature in black ink, appearing to read "R. Lorraine Bernotsky".

R. Lorraine Bernotsky, DPhil  
Interim President



Tyrique Whitson  
Pennsylvania Western University, California



Student Trustee Cover Letter  
2/12/2024

To Whom it May Concern,

I am writing to express my interest in the PennWest California Student Trustee position. I have had many e+xperiences in representing my peers not only during my time here at PennWest California, but during my time at Pittsburgh Science and Technology academy as well. I believe that I have what it takes to join the Council of Trustees and add my experience as well as peer experience from my campus.

I am interested in the position because I do notice that a lot of student's on my campus have lots of concerns. My peers want and need someone who will state their concerns and be willing to put personal interests aside, which I have done many times before. I also do see that PennWest can be a successful university and that we could do much more as a university to ensure that it is supporting all students, not just some. I represent many different groups including the LGBTQIA+ community as well as the Black community and I use experiences seen from these communities to guide me in the work that I do.

For me, advocacy work is important and is needed for people who may not be able to speak for themselves. I have been involved in this style of work since my sophomore year of high school. Beginning in my school district's (Pittsburgh Public Schools) Superintendent's Student Advisory Council, where I as well as other student leaders advised our principals, assistant superintendents, and the district Superintendent on issues pressing students at that time. Working on many subcommittees including Mental Health, Covid-19 (how to adjust to the time with classes and school), and creating the districts inaugural Student Voice Conference. From here I came to Pennwest California where I immediately joined Student Government during my first week of freshman year, bringing an impact in meetings and committees including: Rules and Internal Affairs and the Club and Budget committee. During my sophomore year, I became a committee chair for the Student Affairs Committee where my committee and I formed a survey and received 221 responses full of concerns. I also was voted into the SAI Board of Directors where I serve as the secretary and on the committee for a new PennWest Student Activity Fee.

With that said, I do not believe my work stops here, as I aspire to continue to represent all students on my campus. I like to assert my voice as well as my peers, and speak the truth when it comes to issues facing our university, and I will continue to do so if I become the Student Trustee of California's campus. Thank you for the consideration, [REDACTED]

Sincerely,  
Tyrique Whitson  
Pennwest California

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# TYRIQUE WHITSON

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## Education

### **Pittsburgh Science and Technology Academy (SciTech)**

Graduation Date- June 2022

- [REDACTED]
- Award for Student Excellence – Rep. Jake Wheatley
- Superintendents Achievement Award
- SciTech Student of the Year

### **Pennsylvania Western University: California Campus**

Expected Graduation date- May 2026

- Sociology & Political Science (Dual Major)
- [REDACTED]

## Extracurricular Activities

- **Superintendent's Student Advisory Council** June 2019- June 2022
  - Advocate to create better standards in online and in person schooling
  - Meet with school district staff and the Superintendent's cabinet.
  - Plan and Achieved the First Annual Student Voice Conference (June 2022)
- **Student Government Senator** September 2022- Present
  - Rules and Internal Affairs Committee member (Freshman Year)
  - PennWest Strategic Planning Oversight Team
  - Student Affairs Committee Chair (September 2023 - Present)
- **Rainbow Alliance Treasurer** February 2024 - Present
  - Plan Events
  - Advocate for the LGBTQ+ Community on Campus
  - Fundraise
- **Student Association, Incorporated (SAI)** Fall 2023 - Present
  - Board Member
    - Secretary
  - Pennwest Student Activity Fee Committee (November 2023-present)
- **PennWest Leadership Academy** September 2023-Present
  - Attend sessions to develop leadership skills

## Work Experience

- **Community Assistant (PennWest California)** January 2023-Present
  - Build Community in Residence Hall E
  - Maintain a peaceful environment
- **Waterworks Cinemas** July 2021-Present
- **Pittsburgh Promise Scholarship Ambassador** June 2020- June 2022
  - Assist seniors in applying for the scholarship.

## Volunteer Experience

- Charlie Batch's Batch a Toys
- Special Olympics Pittsburgh Polar Plunge
- Greater Pittsburgh Food Bank
- Big Event 2023
  - Community Service Project around California, PA

## Special Skills

- Leadership
- Communication
- Decisiveness



March 6, 2024

Dr. Daniel Greenstein, Chancellor  
PA State System of Higher Education

Dear Dr. Greenstein:

As you know, our current student trustee, Rangeline DeJesus, will transition out of the role on at the conclusion of the spring 2024 semester, May 11, 2024. Rangie has successfully chaired the search committee, which has identified and recommended Colin Arnold as the final applicant to fill the student trustee vacancy at Shippensburg University. His resume and all other pertinent information are enclosed.

After my own interview with Colin, it is my pleasure to further endorse Colin Arnold's candidacy and further recommend him as the next student trustee appointee for Shippensburg University beginning May 11, 2024.

Thank you for your attention in this matter.

Regards,

Dr. Charles E. Patterson  
President

Enclosures



**Student Member of the Council of Trustees  
APPLICATION FORM  
Shippensburg University**

**Selection Criteria:**

- Applicants must be in good academic standing as of the 2023 fall semester.
- Applicants must currently be in their third or fourth semester (first or second semester sophomores) at Shippensburg University and have a minimum of 45 credits at the beginning of the fall 2023 semester.
- Applicant must be currently enrolled for at least 12 credits hours and will continue to be enrolled each semester for at least 12 credit hours.

**Selection Process:**

- Complete the "Application Form for Student Member of the Council of Trustees."
- Submit completed PDF forms electronically to Deanstu@ship.edu @ship.edu by January 31, 2024 @ 4PM In the subject line please enter: Student Trustee Search.

**Required Attachments:**

1. Resume
2. Unofficial Transcript

Name:

Colin Arnold

Local/Campus Address:

Home/Permanent Address:

Ship Email Address:

Telephone Number:

Name of High School:

Gettysburg Area High School

Address of High School (City, State):

Date of High School Graduation:

May 26, 2022

College Major:

History

College Minor:

Political Science, Military Science

Total Number of Earned Credit Hours (include current semester in total):

84

Current GPA:

Expected Graduation Date:

May 2026

Please submit the name, title, phone number, and email address of 2 references.  
At least one must be from a Shippensburg University faculty or staff member.

Reference 1	Reference 2
Name: Nicole Jepsen	Steven Burg
Title: Lieutenant Colonel, Professor of Military Science	History Professor
Telephone Number: [REDACTED]	[REDACTED]
Email Address: [REDACTED]	[REDACTED]

List any University activities you are or were involved with (include any offices held), awards, scholarships.  
Ship ROTC, Radio Show WSXC 88.7, SGA Constitutional Review Committee, recipient of National Army ROTC Scholarship

Please answer the following questions in narrative rather than single sentence form:

What are your strengths? I am passionate about service and from starting my own fundraiser, being active at my church, and being a ROTC cadet I have been able to gain and develop many strong attributes including communication skills, a positive work ethic, team work, and leadership skills.

What are your weaknesses? I sometimes struggle to say no which has led to struggling to maintain a healthy work-life balance. From this weakness though I have learned to do better by knowing my limits of when to say no and creating an organized schedule to better balance work and life.

What do you perceive as your single greatest accomplishment during your collegiate years? Why? Since starting college I think my greatest accomplishment was contacting into the United States Army through the Shippensburg ROTC program. It represents a proud moment of joining a long line of service to this country and people.

Reason for seeking position of Student Trustee. I am seeking the position of Student Trustee because it is an amazing opportunity to serve others, in the way of advocating for the hard working students of this university. My unique and experienced background inspires me to want to take on this amazing opportunity.

What do you view as the role of a trustee? I believe the role of the trustee is to honestly, ethically, and openly represent the students of this university and make decisions, based on that, that positively effect students and help them obtain their degree and become productive citizens.

What three issues will confront the University during the next two years (Define each and explain their importance)? I think the biggest three issues facing the University over the next two years are financial pressures, declining enrollment numbers, and adjusting to the effects of technology on careers and a shifting job market. With the state cutting financial support we face more financial pressures, but with that we must find ~~creative~~ responsible ways to make tuition affordable. We must find creative ways to ~~responsible~~ responsible combat against diminishing enrollment numbers by targeting essential groups and applicants. As a university we must understand the changing job market and focus on adapting programs to meet the demands of our time in order to stay relevant.



What would you like to accomplish during your time as a Student Trustee? *I wish to make my tenure as student trustee as transparent as possible making it a necessity to hold meetings listening to student concerns and being able to bring these to the other trustees. I want to work to get Shippensburg University with the appropriate strategies, understandings, and financial means to be successful in the future.*

Applications are due **electronically** to deanstu@ship.edu by January 31, 2024 @ 4PM In the subject line please enter: Student Trustee Search.

*Ali D. Ahmad*

Signature

*31 Jan 2024*

Date

**Colin David Arnold,** [REDACTED]  
[REDACTED]

**Education**

2023-Present      Shippensburg University; [REDACTED]  
2022-2023        Mount St. Mary’s University; [REDACTED]  
2022 Graduate    Gettysburg Area High School (GAHS); [REDACTED]  
2021-2022        Harrisburg Area Community College (HACC); [REDACTED]

**Academic Achievements**

2023 (Fall)        Dean’s List at Shippensburg University  
2022 (Fall)        Dean’s List at Mount St. Mary’s University  
2022                Recipient of National Army ROTC Scholarship  
2021-2022        National Honor Society President at GAHS  
2022 (Spring)    Received 4 on the AP World History Exam  
2021 (Spring)    Received 5 on the AP Government and Politics Exam  
2020 (Spring)    Received 4 on the AP United States History Exam  
2018-2022        Academic Distinguished Honor Roll-2 semesters  
2018-2022        Academic Honor Roll-5 semesters

**Athletic Achievement**

2023-Present    Shippensburg University ROTC Ranger Challenge Team Member  
2023                Norwegian Ruck-Bronze Covered Military Marching Badge  
2018-2022        Tri-Sport Varsity Athlete; Cross Country (4 years), Swim (4 years), Track & Field (4 years)

**Leadership Achievements**

2024                Selected for U.S. Army Judge Advocate General Corps Internship  
2023-Present    WSYC 88.7 Shippensburg University-Radio Show Host  
2023-Present    Shippensburg University Student Government Constitution Review Committee member  
2022-2023        Mount St. Mary’s University Freshmen Class President  
2022 (Summer)   Guest Page at Pennsylvania State Capitol for State Rep. Dan Moul  
2022                Recipient of ‘Witness Award’ for Civic Leadership  
2021                Civic Duty & Leadership Award from VFW Post 15 Auxiliary  
2021                The Military Officers Association of America JROTC Award for demonstrating exceptional potential for military leadership.

2021-2022 Raised \$15,000 for Pennsylvania Wounded Warriors Inc. through Flags Across Adams County

2021-2022 JROTC Gettysburg Battalion Service-Learning Officer

2021-2022 Gettysburg Swim Team Captain

2020-2022 Gettysburg Cross Country Team Captain

2020-2022 Vice-President of St. Paul's Lutheran Church Council

**Club/Extra-Curricular, Community Service & Awards**

2023-Present Member of Shippensburg University ROTC Color Guard

2023-Present Member of Shippensburg University ROTC Cannon Crew

2023-Present Member of Shippensburg University ROTC Fundraising Committee

2023-Present Social Member at Harney Volunteer Fire Department

2023 (Summer) Guest Relations Team for Gettysburg Foundation at Gettysburg National Military Park Visitor Center & Museum

2022-2023 Member of Mount St. Mary's ROTC Color Guard

2022 St. Paul's Lutheran Church 'Good Shepherd' Volunteer of the Year Award

2021-2022 Founder & Coordinator of Flags Across Adams County-Raised \$15,000 for Pennsylvania Wounded Warriors Inc.

2021 Fund-Raising Chair for St. Paul's Lutheran Church Building Fund

2019-2022 Benevolence & World Hunger Secretary at St. Paul's Lutheran Church

2019-Present Adams County Historical Society Member

2019-Present Veterans Day Ceremony Coordinator for St. Paul's Lutheran Church

2019-Present Lay Reader & acolyte at St. Paul's Lutheran Church

2019-Present Welder at Barlow Road Repairs

2018-Present Grounds Crew at St. Paul's Lutheran Church

2017-Present Farmhand on Family Farm

March 28, 2024

Charli Severo  
24 Cliff Street  
Albion, PA 16401

Dear Charli,

It was a pleasure meeting with you and learning of your interest in serving as the next student trustee at Slippery Rock University. I am pleased to inform you, in line with the recommendation of the Student Trustee Selection Committee, that your nomination was forwarded to the Chancellor's Office of the Pennsylvania State System of Higher Education for approval. Congratulations!

Before your appointment is finalized, there are a few steps to be completed. Chancellor Daniel Greenstein will review your application materials. Please also be aware the Chancellor's Office will complete a social media check. Once the review at the System is completed and everything is in order, the Chancellor's Office will submit your materials to the Governor's Office for appointment. As a student trustee, you do not have to receive Senate confirmation, so the process tends to move quickly.

The next Council of Trustees meeting is scheduled June 13-14, 2024, and it is anticipated your appointment will be finalized for this meeting. I would encourage you to attend the sessions you are able and observe the meetings in advance of your appointment. Tina Moser, chief of staff/administrative liaison to the Council of Trustees, will brief you on protocols about the position and meeting activities.

Charli, this is an exciting leadership opportunity and I know you will represent Slippery Rock University well. In the meantime, should you have questions about this appointment, please contact me.

Sincerely,



Karen Riley, Ph.D.  
President

TLM

cc: Mr. Domenic Ionta, chair, Slippery Rock University Council of Trustees



Karen S. Riley  
President  
300 Old Main  
Slippery Rock, PA 16057-1326  
724.738.2000  
724.738.2169 FAX  
[karen.riley@sru.edu](mailto:karen.riley@sru.edu)

**Office of the President**

**MEMORANDUM**

**TO:** Student Trustee Selection Committee  
Ms. Cierra Mitchell, chair  
Dr. Butch Angelucci  
Dr. Michelle Amodei  
Ms. Josette Skobieranda Dau  
Ms. Haley Bradeis  
Ms. Tina Moser  
Ms. Lu Ann Znosko

A handwritten signature in cursive script that reads "Karen Riley".

**FROM:** \_\_\_\_\_  
Karen Riley, Ph.D.  
President

**DATE:** March 28, 2024

**RE: Student Trustee Selection Committee**

I have reviewed the report of the committee and have accepted your recommendation to nominate Charli Severo as student trustee for Slippery Rock University. I will send Charli's application materials to the Chancellor's Office for review and final approval.

Thank you for serving on the Student Trustee Selection Committee.

TLM

## View results

Respondent

6

Charli Severo

22:13

Time to complete

1. First Name \*

Charli

2. Last Name \*

Severo

3. Campus Address \*

[REDACTED]

4. Home Address \*

Please utilize your SRU email.

[REDACTED]

5. Campus Telephone Number

\*

6. Home Telephone Number

\*

7. Date of Birth \*

8. Date of High School Graduation \*

9. Name of High School \*

10. City, State \*

11. Class Status (Current Semester) \*

12. Expected Graduation Date \*

13. Current GPA \*

14. Major \*

15. Minor \*

16. Degree Expected \*

17. List University Activities (any office held), Awards/Scholarships Received: \*

I am currently the president of Debate Society and the president of Law Society. I am a FYRST Seminar peer leader for Dr. Frederick. I was vice president of Building D's house council from October 2022 until May 2023. I am also a member of the National Society for Leadership and Success. I have received Dean's List honors for freshman semesters one and two, as well as sophomore semester one. I have received the Peter J. Osterling Scholarship for the fall semester of 2024.

## Narrative Portion

Please answer the following questions in narrative rather than single-sentence form.

18. Your reason(s) for seeking the position of student trustee: \*

I am seeking the role of student trustee because I am deeply committed to representing the interests and concerns of my peers and of the community. I am someone who is deeply engaged with my academics and with organizations outside of the classroom. I am passionate about making people feel welcomed and involved and I have had the pleasure of knowing so many of my peers. I believe that a student trustee is someone who is well connected with their peers and community and will try their best to advocate for them. I believe that I hold these capabilities.



19. What do you view as the role of a Slippery Rock University trustee? \*

I perceive the role of a Slippery Rock University trustee as someone who creates a strong link between the student body and the community and uses their voice to advocate for ideas in decision-making processes. The role of student trustee also involves being connected with the student body and the organizations created by them. A student trustee fosters open communication and collaboration between students, faculty, and board members. The main goal of a student trustee is to ensure that student perspectives, concerns, and needs are fully considered when decision-making is involved.

20. What are your strengths? \*

My main strengths are that I am hard working and try to maintain inclusivity in all situations. No matter what situation I find myself in, I always strive to put in my full effort and to be diligent in my work. At the same time, I make it a priority to create an inclusive environment wherever I go. I go out of my way to make others feel welcomed, valued, and part of the environment. Being hardworking while also bringing people together allows me to achieve success while uplifting those around me.

21. What are your weaknesses? \*

Two of my main weaknesses are that I am overly detail oriented and lack confidence at times. Being detail oriented can sometimes lead to a tendency to become overly focused on small details. This occasionally causes me to lose sight of the bigger picture. Additionally, I sometimes experience moments of self-doubt, which can impact my confidence. However, I recognize these areas for growth and actively work towards finding a balance between thoroughness and efficiency. I plan to transform my weaknesses into opportunities for personal development and improvement.

22. What three issues will confront the University during the next two years? (Define each and explain their importance.) \*

Three issues that will confront the University during the next two years are increased feelings of isolation among students, financial instability, and lack of diversity inclusion efforts. The feelings of isolation are something I feel will affect the University during the next two years because of the post-pandemic world we are living in. After the pandemic, many students have found it hard to adjust to the world and create fruitful relationships with their peers. I believe this issue will make it hard for students to focus on their education and create much needed meaningful relationships that will make them feel included. The issue of financial instability will affect the University. I believe this because of how inflation has been affecting even the smallest things in our lives. Inflation on top of paying tuition will make it hard for many students to be focused on school as much as they should be if they have to work to pay for their education. As well, the last issue that I believe will affect the University during the next two years is a lack of diversity and inclusion efforts. The previous director of the Gender Studies Department, Cindy LaCom, retired last spring, which left the Department in an uncomfortable position. Since their retirement, students have recognized a lack of awareness for the Department as a whole. Diversity and inclusion efforts should always remain a top priority for both students and faculty.

23. What do you perceive as your single greatest accomplishment during your collegiate years? Why? \*

My single greatest accomplishment is the amount of meaningful friendships I have created with my new friends, classmates, and professors. The relationships represent more than just connections; they embody trust, support, and mutual respect. Building these fruitful relationships has been important in creating a sense of belonging and community within my environment. These friendships have provided me with support during challenging times, encouragement to pursue my goals, and opportunities for collaboration and growth.

24. What would you want to accomplish as a member of the Council of Trustees? \*

As a member of the Council of Trustees, my primary objective is to serve as a dedicated advocate for the student body, ensuring that their voices are heard and their interests are represented in all decision-making processes. I aspire to foster open communication and collaboration between students, faculty, and fellow trustees, working toward a shared goal of student success and well-being. As well, I aspire to make sure that this University and the community of Slippery Rock are connected and supportive of each other.

25. Please attach **your resume** and **three letters** of recommendation here: \*



[Resume Year 2 \(1\)\\_Charli Severo.pdf](#)



[RECCharliSeveroCOT\\_Charli Severo.pdf](#)



[Dr F ST Letter of Rec Image\\_Charli Severo.pdf](#)

# CHARLI SEVERO

My objective is to become Slippery Rock University's student trustee to represent the interests of the Slippery Rock community as well as represent student's perspectives on essential topics.

## **Education**

### ***Northwestern High School – June 2021***

I graduated with Summa Cum Laude Honors and was highly involved with Student Council.

### ***Erie County Technical School – June 2021***

I graduated top of my Cosmetology class and was awarded the highest honors one can receive in Cosmetology.

## **Experience**

### ***President of Debate Society - April 2023 - Currently***

I am an active member of SRU's Debate Society, and I work closely with fellow peers to represent Slippery Rock at debate competitions which are held in neighboring states. Every event that I have attended, I have placed first or second as a rapid-fire debater. As well, this society allows me to think critically about cases and develop strong problem-solving skills.

### ***President of Law Society - August 2023 - Currently***

I am an active member of SRU's Law Society, as president I ensure students can gain perspectives on what law school is like. I have hosted an attorney to speak to SRU's Law Society to ensure that students are enlightened about the steps toward gaining admission into law schools and how they can thrive while they are there.

### ***FYRST Seminar Peer Leader - August 2023 - Currently***

As a peer leader I help to guide new students attending Slippery Rock University. I meet with students so that they feel comfortable and included in such a new environment. I give advice and lead through the experiences that I have cultivated while attending Slippery Rock University.

### ***Vice President of Building D's House Council - October 2022 - May 2023***

As Vice President of Building D's House Council, I worked to make sure the residents of Building D had their needs met. I budgeted the social and damage funds of the building so that anything that was needed by the residents could be inquired about. I held events to celebrate the residents and to celebrate upcoming holidays, so they felt safe and included while attending SRU.

## **Awards & Acknowledgments**

- I was awarded the Peter J. Osterling Scholarship for the fall semester of 2024. This is awarded to Political Science majors in the pre-law advisement program.
- I have received a Dean's List honor for every semester I have attended at SRU. [REDACTED]



Office of the President

West Chester University | West Chester, Pennsylvania 19383 | 610-436-2471 | www.wcupa.edu

March 6, 2024

Dr. Daniel Greenstein, Chancellor  
Pennsylvania State System of Higher Education  
2300 Vartan Way, Suite 207  
Harrisburg, PA 17110

Dear Chancellor Greenstein:

It is my privilege to nominate Christopher Needham as West Chester University's recommendation as the next student member of our Council of Trustees. Chris is a second-year biomedical engineering major with a [REDACTED] and plans to graduate in spring 2026. The current student trustee, Julie Ward, will graduate this May and intends to assist with onboarding Chris, if approved, so he will be ready to fill the role upon Julie's graduation.

Chris was the unanimous choice of the committee, who were instantly won over by his engaging and genuine personality and sweet nature. Of the students interviewed, Chris had done the most research about the student trustee position and understood the spirit of the role. Specifically, he talked about being a bridge between the student body and the council of trustees and the importance of recognizing the diversity of student experiences. The university should be a "good place for everyone," he told the committee. Chris also showed great maturity in acknowledging that this position should not be governed by his own personal biases or opinions; rather, he needs to keep an open mind and reflect what he's hearing from his peers. He expressed a desire to promote a safe and accessible university atmosphere and sees the cost of attendance, student housing, and the promotion of equity as key issues that the COT should address. Chris also hopes to improve his own awareness of educational systems.

Chris is a member of the Honors College, which has taught him the importance of focusing on social change and making a difference in the world. He sees the student trustee role as a step in that direction and hopes to propose ideas that will lead to institutional improvement. Chris volunteers in the Honors College peer leadership program where he mentors fellow biomedical engineering majors and helps set them on a path to success. In reflecting on this role, he emphasized the importance of building connections with people, a skill that will serve him well as student trustee. Chris also spoke passionately about his "lifechanging" Honors College trip to South Africa, where he studied apartheid, social change, and South African culture and history. Chris lights up when describing this experience and gives us a glimpse of the passion and enthusiasm he might bring to the council of trustees.

Chris described himself as having a "bubbly personality" and he likes to laugh and joke around. However, he is also constantly thinking critically about what he is learning and reflecting on how he can apply that learning to the world around him. He said he is an active contributor in his classes. Indeed, the committee found Chris to be a strong communicator through both his interview and written application. Chris also highlighted how his experience as a tutor with the LARC (Learning Assistance & Resource Center) and a discussion leader for an honors course helped him hone his communication skills.

In closing, Christopher Needham is an outstanding student with a strong understanding of the student trustee role and how he can most effectively serve both his fellow students and university. He demonstrated the ability to form fast connections with students, faculty, and administrators alike through his strong communication and interpersonal skills. He is a sincere, passionate, and engaging student who I believe could interact confidently with the current COT members and get to work.

Sincerely,

A handwritten signature in black ink that reads "Christopher Fiorentino". The signature is written in a cursive, flowing style.

Dr. Christopher Fiorentino, President  
West Chester University

Chris Needham

February 27<sup>th</sup>, 2024

### **Letter of Intent for the Student Trustee Position at WCU**

I am seeking the role of the student trustee purely out of the desire to make a difference in the spaces that I am already moving through in life. I always want to instill positive change in every part of my life, whether it be at work in the future or even back when I was in high school. I desire to promote equity, safe spaces, and upliftment to minority groups in our world; however, I also have a passion for biomedical engineering and my professional career path. Through the honors college, I got the privilege throughout my education to study leaders who dedicated their whole life to working for change that I also want to see, but not everyone is capable or built to be the figurehead of a movement. Besides, I love what I am studying here at West Chester, and I am very hopeful about the future of my career. Yet still, I yearn to be right behind the movements that are changing and shaping our society into a more loving, empathetic, and embracing dynamic. So, I decided for myself that I can do both. As I move through life and the various stages, jobs, places, and steps, I will always try to bring change alongside myself and promote the values I believe in. All the while I will get to do the science and engineering that I spend so much time studying for. The student trustee role appealed to me as a perfect way to channel my ‘I can do both’ mentality through. I haven’t entirely been satisfied with how much I’ve done at West Chester University so far with respect to that mentality, and I see the student trustee role as a great way to do more. Although my primary purpose at West Chester University is to study my major, I can still be part of the drive for a better institution through the role of the student trustee. Not only will I get the fulfillment of being able to form so many great relationships through this position, but I will have a space where my voice can be heard on behalf of the student body experience. I will be able to exercise my communication skills for the representation and flourishing of our student body. I desire to dedicate time during my undergraduate studies to the university on behalf of my fellow students. All in all, the student trustee role would be a position I take seriously not because of the title, but because it means a lot to who I am as a person to be an advocate.

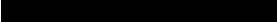
# Christopher Needham



## Education

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**West Chester University of Pennsylvania** Anticipated Graduation - Spring 2026

- **Biomedical Engineering B.S.**, currently enrolled Second Year, Pre-Medicine Track
- **Honors College**, Honors College Dean’s List (Fall 2022- Fall 2023)
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## Honors and Awards

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**CRLA Level 1 Tutor Certification** Spring 2023

**College of Science and Mathematics Dean’s List** Fall 2022-Fall 2023

**West Pharmaceutical Services Biomedical Engineering Scholarship** Fall 2022

**Academic Excellence Scholarship – West Chester University** Fall 2021

## Leadership and Engagement

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**WCU Honors College South Africa Study Abroad** May 18<sup>th</sup>-May 31<sup>st</sup>, 2023  
An exploration of apartheid in South Africa as well as South African history and culture. The values of the trip aimed to teach students lessons from South Africa and its leaders, centralized around the dismantlement of systems of oppression.

**Peer Leadership Program (PLP)** Fall 2023-Spring 2024  
I volunteered to act as a mentor for the current incoming students majoring in Biomedical Engineering that are also members of the Honors College. We meet biweekly to check in, plan for following semesters, and ensure students are on the path to success.

**Course Discussion Leader (HON 110: Leadership through Film)** Fall 2023  
I volunteered in the discussion leader role which included communicating with groups of students and encouraging critical thinking in discussion on leadership.

**Honors Student Association (H.S.A.)** Fall 2022 - Current  
Participating in the fundraising and community service uplifted through the club itself, including fundraising for the PEACE initiative and volunteering for various local organizations’ causes.

**Biomedical Engineering Student Society (BMES)** Fall 2022 - Current  
Member, participate in club activities supporting biomedical engineering and learning from guest speakers in the field.

## Work Experience

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**Tutor in Calculus I and II** Spring 2023 – Fall 2023  
Employed through the Learning Assistance & Resource Center at West Chester University  
Aid in students learning strategies for Calculus I and Calculus II, attend training sessions.

*References Available Upon Request*

**Board of Governors Meeting**  
**Governance and Leadership Committee**  
April 11, 2024

**SUBJECT:** Student governor appointment

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**UNIVERSITIES AFFECTED:** All

**BACKGROUND:** The State System’s enabling legislation—Act 188 of 1982, as modified by Act 50 of 2020—empowers the Board of Governors to make appointments of students to serve on the Board of Governors. Prior to this law being enacted, the appointment was made by the Governor. The law now states that:

*Three (3) of the members shall be students appointed by the board under section 2006-A(a)(17). The student members shall be selected with the advice and consent of institution presidents. A student's term shall expire upon graduation, separation or failure to maintain good academic standing at the institution in which the student is enrolled. (8) added July 1, 2020, P.L.558, No.50)*

In accordance with Board Policy [1983-25A: Student Governor Selection](#) and procedures set forth by the System office, the university presidents were invited to nominate students for a pool of candidates that the Board used to fill one empty seat that will be vacated when Gov. Skylar Walder graduates in May 2024. Members of the Governance and Leadership Committee reviewed the nominations, conducted interviews, and hereby submit for Board consideration the appointment of Ali Sina Sharifi from Shippensburg University to fill the student member seat to be vacated by Gov. Walder.

**MOTION:** That the Board appoints Ali Sina Sharifi of Shippensburg University as a member of the Board of Governors in accordance with the State System’s enabling legislation, as amended.

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**Supporting Documents Included:** Ali Sina Sharifi resume

**Other Supporting Documents Available:** Board Policy [1983-25A: Student Governor Selection](#)

**Reviewed by:** Office of the Chancellor

**Prepared by:** Randy A. Goin Jr.

**Contact:** [rgoin@passhe.edu](mailto:rgoin@passhe.edu)

March 5, 2024

Dan Greenstein, Ph.D., Chancellor  
PA's State System of Higher Education

Dear Chancellor Greenstein:

I am very proud to nominate Mr. Ali Sina Sharifi (Sina) as a student nominee to the Board of Governors. Sina is a second semester sophomore at Shippensburg University, majoring in Policial Science with an international concentration [REDACTED]. His background as well as his commitment to creating and sustaining a campus that is welcoming to all set him apart and make him a wonderful candidate to represent all PASSHE students on the Board of Governors.

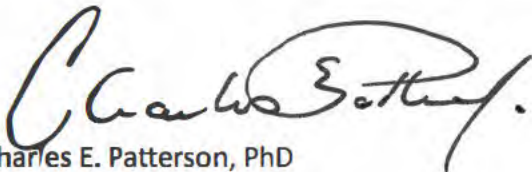
Sina is highly involved at Shippensburg University, both academically and outside of the classroom. He was a research intern at the U.S. Army War college during the summer after his first year of college and is highly involved with the political science department serving on multiple committees and panels bringing a different view to the campus.

During his two years at Shippensburg so far, he has been a representative on the Student Government Association, currently as senator for the class of 2026 and previously senator for international students. He has also served two years on the University Forum representing student voices on this shared governance forum. One thing that sets Sina apart, no matter what area he is serving, is his excellence at reaching out and soliciting feedback to be able to share on behalf of his constituents. Additionally, Sina is currently a resident assistant connecting with students living in our residence halls.

Sina's time management skills are remarkable. Not only is he academic focused, a leader on campus, but his previous work in Afghanistan allows Sina to bring a wealth of knowledge to the Board of Governors.

Thank you for your consideration. We have attached Sina's nomination packet. If you have further questions, feel free to contact me.

Sincerely,



Charles E. Patterson, PhD  
President



Ali Sina Sharifi

[REDACTED]

February 6, 2024

Dr. Charles E. Patterson  
President  
Shippensburg University  
1871 Old Main Drive  
Shippensburg, PA 17257

Dear Mr. President:

With reference to the administration's previous notification regarding the Pennsylvania's State System of Higher Education (PASSHE) Board of Governors application, I wish to express my interest in being appointed to this board. I am now completing my sophomore year majoring in Political Science (International Concentration) at Shippensburg University's Wood Honors College. I have been on the Dean's List [REDACTED] since I started my university studies and Lorie Davis, Vice President of Student Affairs and Dean of Students, recommended that I apply for this position.

Recalling my life in Afghanistan, the Taliban's takeover of Kabul on August 15, 2021, brought an end to the dreams of education for millions of students. At the age of 17, I was forced to escape the country with my 15-year-old sister, who had been thrown out of her school by the Taliban. We had to leave our parents and 8-year-old brother behind. My sister and I were evacuated by the U.S. government and spent months in refugee camps in Qatar and New Jersey, arriving in Pennsylvania in January 2022. Only two days after leaving the refugee camp, I registered at Shippensburg University and for the first time was exposed to the American system of education. It was a welcome challenge for me and at the end of my freshman year, I was selected as the Outstanding First-Year Student.

As a student in Kabul, I had worked as a journalist (reporter and presenter) for the Kabul-based Sound of Afghanistan TV, which was supported by the U.S. National Endowment for Democracy. I was an advocate for democracy within the civil society of Afghanistan. I also led a team of young Afghan activists to develop an educational reform proposal for the government through a series of national summits between 2017 and 2018. At Shippensburg University, I have been twice elected as Senator to the Student Government Association and am a Resident Assistant, as well as a member of the University Forum and multiple academic clubs on campus. This brings me into contact with a wide range of students and university staff. If selected as student-member of the PASSHE Board of Governors, I will do my best to serve the students and staff of the Pennsylvania university system. I watched the educational system in Afghanistan collapse and destroy the dreams of my whole generation and I know this will have a serious impact on the future of that country. I now live in

Pennsylvania, and this is why I will take my duties on the PASSHE Board of Governors very seriously.

I would be happy to schedule an in-person or virtual meeting regarding this position. My resume and unofficial transcript have been included with this letter. Should you need any additional information, please do not hesitate to contact me [REDACTED].

Sincerely,

  
Ali Sina Sharifi

# Ali Sina Sharifi

## Education

### Shippensburg University

B.A. in Political Science (International Concentration)

Shippensburg, PA

Expected 2026

## Professional Experience

### U.S. Army War College (USAWC)

Research Intern at the Strategic Studies Institute

- Conducted independent research on the Study of Internal Conflict/SOIC, one of the longest-running USAWC research projects.

Carlisle, PA

May-Aug 2023

### Sound of Afghanistan TV (SA TV) and Marefat Civil Capacity Building Organization

Presenter and Reporter

- Hosted the one-hour daily “Borna” (meaning “youth”) TV show through satellite TV.
- Recorded and aired more than 100 episodes in two seasons of the “Borna” program.
- Conducted interviews with Afghans on human rights, civic education, and democracy.

Kabul, Afghanistan

2020-2021

## International Leadership and Volunteer Experience

### Shippensburg University

Resident Assistant

Student Government Association

Senator for Class of 2026

Senator for International Students

University Forum (Executive Committee)

Student Representative in the Shippensburg University governance system

The Slate (Newspaper)

News and Opinion Writer

Shippensburg, PA

2023-2024

2023-2024

2022-2023

2023-Present

2023-Present

### Peace on Earth by 2030 Game (POE2030) and U.S.-Based Empowerment Institute

Team Leader - Zone Leader

- Received the first Peace on Earth Award in 2020 from the Empowerment Institute.
- Established and strategized the Kabul Zone of Peace on Earth.
- Conducted civic education, capacity building, and leadership workshops.
- Conducted weekly POE2030 meetings with hundreds of Afghans attending.
- Campaigned for compliance with health and safety measures during the Covid-19 pandemic.

Kabul, Afghanistan

2019-2021

### Pamir International Model United Nations

Representative of Mauritania at the UN Office of Drugs and Crime

Representative of Mexico at the UN Human Rights Commission

Kabul, Afghanistan

Sept 2019

Sept 2018

### UNICEF and the Center for Business Administration

Moderator of the World Children’s Day

- Moderated the UNICEF World Children’s Day at Radio TV Afghanistan (RTA).
- Featured in the 2018 *Activate Talks* publication as a young leader.

Kabul, Afghanistan

Nov 2018

### Voice of Peace (VOP)

Volunteer Team Leader of Educational Reform Proposal in VOP’s national summits

- Developed an educational reform proposal for the Afghan government.

Kabul, Afghanistan

2017-2018

### Bhavan Vidyalaya Chandigarh Model United Nations

Representative of Somalia at the United Nations General Assembly

Chandigarh, India

Aug 2017

## Additional Skills

### Afghan International Taekwondo Federation

National Taekwondo team member and medal winner

Bronze Medal Winner, Asia Open-cup (2018)

Kabul, Afghanistan

2008-2021

Almaty, Kazakhstan

### Languages

**Arabic** (Elementary), **Dari** (Native/Bilingual), **English** (Full professional proficiency), **Pashto** (Full professional proficiency), **Persian** (Native/Bilingual)

# STUDENT SUCCESS COMMITTEE



Pennsylvania's  
**STATE SYSTEM**  
of Higher Education

**Board of Governors**  
**Student Success Committee**  
April 11, 2024

**SUBJECT:** Revisions to Policy 1990-06-A: *Academic Degrees*

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**UNIVERSITIES AFFECTED:** All

**BACKGROUND:**

Policy 1990-06-A: *Academic Degrees* establishes broad educational policy governing criteria and definitions for earned academic degrees. The policy covers not only degree designations, but also stipulations about components of the degree, such as general education, advanced coursework, and electives. The proposed revision adds stipulations about another component – developmental education. Specifically, the proposed revision terminates pre-requisite developmental education (with one exception) by July 1, 2026, and requires that all developmental education be conducted as co-requisite student supports. The policy revision further requires universities to make progress implementing evidence-based developmental education reforms associated with co-requisite student supports.

**RATIONALE:**

Development education refers to courses or structured student supports designed to develop the reading, writing or math skills of students who are assessed as underprepared for the foundational college-level math or English composition course. Under a long-standing model, students were placed into developmental coursework using a single exam and were required to pass the developmental course before moving on to college-level coursework. More than a decade of research has shown that the pre-requisite approach presents a serious barrier to student success; students assigned to such courses are far less likely to complete the foundational college-level math course or to complete their degree. The barrier is more pronounced for low-income and underrepresented minority students, who are disproportionately placed in developmental courses. The co-requisite approach places students needing developmental education directly into foundational college-level coursework with concurrent academic support, credit-bearing or not. Studies have shown that students placed into co-requisite developmental education are more likely to complete the foundational college-level course, at a lower cost, and to complete the degree.

In 2019, PASSHE's System Redesign launched a collective effort to reform developmental education and, specifically, to study and pilot co-requisite models. A Strong Start to Finish Grant in 2020-2021 supported faculty-driven development and publication of System Guidelines for co-requisite math. At the same time, faculty teaching developmental English composition at several System universities piloted and implemented similar co-requisite approaches.

The policy revisions are consistent with the 2021 guidelines, with the best practices already in use across many State System universities, and with national research. A policy requiring a co-requisite approach to developmental education will establish a consistent and evidence-based system-wide framework and standard to this critical component of the undergraduate degree.

**MOTION:** That the Board approves revisions to Policy 1990-06-A: *Academic Degrees* as shown in the Board materials.

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**Supporting Documents Included:** Board of Governors Policy 1990-06-A: *Academic Degrees* with mark-up

**Other Supporting Documents Available:** N/A

**Reviewed by:** Student Success Committee Chair; Presidents; Chancellor's Office

**Prepared by:** Donna Wilson

**Contact:** DWilson@passhe.edu



# PA State System of Higher Education Board of Governors

Effective: October 18, 1990

Page 1 of 6

## Policy 1990-06-A: *Academic Degrees*

See Also:

Adopted: October 18, 1990

Amended: July 18, 1991, April 11,

2002, July 22, 2010, January 19, 2012, July 12, 2018, and April 11, 2024

### A. Purpose

To establish broad educational policy for the respective councils of trustees, administrators, and faculty of the universities of the State System of Higher Education, governing criteria and definitions for earned academic degrees. (The policy does not address professional certification standards or definitions, except as they may coincide with degrees.)

### B. Definitions

1. **Co-Requisite.** In the context of developmental education, the linking of learning support experiences and/or a course with a required foundational college-level course so that the student is enrolled concurrently in both learning support and appropriate college-level courses.
2. **Developmental Education.** Courses and/or structured student supports designed to develop the reading, writing or math skills of students who are assessed as underprepared for the foundational college-level course.
3. **Directed Self-Placement.** Strategies for placement in developmental or foundational college-level courses in which students take an active role in helping to assess their own readiness for college-level coursework.
4. **Math Pathways.** Courses of study in which required foundational college-level math courses are aligned with majors or meta-majors.
5. **Multiple Measures (placement).** Placement into developmental or foundational college-level courses using a combination of indicators to determine students' readiness for college-level courses, including but not limited to high school GPA, level of high school math completed, SAT or ACT scores, placement tests (such as Aleks, Accuplacer, etc.), directed self-placement, and non-cognitive assessments.
6. **Pre-Requisite.** In the context of developmental education, a course or test that must be completed successfully prior to enrolling in a foundational reading, writing, or math college-level course.

### C. Developmental Education in the State System

1. **Co-requisite student support.** Effective July 1, 2026, all developmental education in the State System will take the form of co-requisite student support courses, and pre-requisite developmental education courses will not be permitted.
  - a. If co-requisite student support is credit-bearing, credits per developmental course may not exceed 3 credits;

- b. Credits earned for co-requisite developmental education courses must count toward graduation;
  - c. An exception to the co-requisite requirement is allowed for summer bridge programs serving students who do not qualify for admission to the university, and whose admission is contingent on demonstrating readiness for college-level work during a bridge program, such as Act 101 and TRIO SSS programs.
2. By July 1, 2026 universities shall demonstrate progress toward implementing best practices in developmental education associated with co-requisite student supports (e.g., Math Pathways and Multiple Measures and/or Self-directed Placement) as set forth in System Procedure & Standard 2012-13 Academic Degrees.

#### **D. Degree Designations**

An academic degree is an earned degree. Degree designations used within the State System of Higher Education may include the following:

1. Associate Degrees: Associate degrees indicate that the holder has developed proficiencies sufficient to prepare for advanced collegiate work or to enter directly into a specific occupation. Associate degrees are awarded only for completion of a coherent program of study designed for a specific purpose. They reflect satisfactory achievement of a minimum of 60 semester hours of credit, in two parts: a general education component, and an area of concentration or major component. General education requirements should be consistent with the Statewide Transfer Credit Framework.
  - a. Associate in Arts (A.A.): An Associate in Arts degree program is designed primarily for transfer into baccalaureate degree programs in the arts, humanities, social or behavioral science fields, or in professional fields based upon these disciplines. The general education component of Associate in Arts degrees comprises at least 30 semester credit hours.
  - b. Associate in Science (A.S.): An Associate in Science degree program is designed primarily for transfer into baccalaureate degree programs in one of the mathematical, biological, or physical sciences, or into one of the professional fields with these disciplines as its base. The general education



component for Associate in Science degrees comprises no less than 24 semester credit hours.

- c. Associate in Applied Science (A.A.S.): An Associate in Applied Science Degree program is primarily designed to prepare students for immediate employment or career entry. The general education component for Associate in Applied Science degrees includes no less than 21 semester credit hours.
  - d. Other Associate Degrees: Specialized associate degrees may be authorized within certain professions; some are career entry, and others lead to transfer. Examples include the Associate in Science of Nursing (A.S.N.), and Associate in Engineering Technology (A.E.T.). The general education component for these degrees should include no less than 21 semester credit hours.
2. Baccalaureate Degrees: Baccalaureate degrees require 120 semester credit hours unless (1) otherwise required by statute, regulation, or accreditation, and (2) approval by the chancellor. Baccalaureate degrees consist of two principal components, general education and study in depth in a major, which taken together, are designed to prepare the student for a productive career, involved citizenship, and continuous growth:
- a. General education consists of a broad program of study in the liberal arts and sciences, such that at least 40 semester credit hours are focused on competencies consistent with the liberal education learning outcomes as defined in Policy 1993-01: *General Education at State System of Higher Education Universities*. These competencies are typically met through study in the areas of humanities, fine arts, communication, social and behavioral sciences, mathematics, and the natural/physical sciences. In addition, general education requirements should be consistent with distribution requirements of the statewide Transfer Credit Framework. Transfer credits up to 30 semester hours will be applied to the general education requirement assuming the courses meet the standards of the Transfer Credit Framework and are designated as equivalent through identification of comparable competencies attained by students. Certain majors have specific requirements prescribed by external agencies that may pertain to general education requirements.
  - b. The program for the major consists of at least 30 semester credit hours and provides depth of knowledge in an academic disciplinary or interdisciplinary program.
  - c. The remainder of the curriculum may consist of coursework related to the major, advanced coursework (see endnote) in the liberal arts and sciences, or electives. At least 42 semester credit hours must consist of advanced coursework.

**Note:** Definitions of advanced coursework are institutional, and may or may not be inherent in course numbers. The object is to ensure that a significant portion of a student's studies prepare the student to develop advanced competencies requiring depth of knowledge of the discipline. During program review, the program unit is expected to review its curriculum against this general standard. Programs that have articulation agreements with community colleges or other entities must demonstrate that articulated courses approved to meet this standard address the acquisition of advanced competencies with adequate depth and academic rigor; and if so, these courses can be applied toward this requirement.

- (1.) Bachelor of Arts (B.A.): The Bachelor of Arts degree is the common degree in the arts and humanities, typically offered through the liberal arts and sciences. Bachelor of Arts degrees emphasize breadth and depth of study, and encourage aesthetic, ethical, and intercultural inquiry. The major program should not exceed 42 semester credit hours, including required cognate courses, unless approved by the chancellor. Cognate courses are those courses in related disciplines required for the major. For example, a major in sociology might require a cognate course in social psychology taught through Psychology.
- (2.) Bachelor of Science (B.S.): The Bachelor of Science degree is the common degree in mathematics, the natural sciences, and many of the behavioral and social sciences. The Bachelor of Science degree generally represents a more structured major program, and more direct orientation toward professional preparation than the Bachelor of Arts degree. The courses required by the major, including required cognate courses in related disciplines, must comprise at least 40 semester credit hours but no more than 60 semester credit hours, unless approved by the chancellor. Cognate courses are those courses in related disciplines required for the major. For example, a major in biology might require a cognate course in biochemistry taught through Chemistry.
- (3.) Professional Baccalaureate Degrees: Professional degrees may be approved and granted in certain professional fields, and may reflect standards of professional societies or accrediting agencies as well as requirements of the university. The general education component may be specifically adapted to the profession, but must be consistent with the competencies appropriate for all students at the institution.

Only a limited number of professional baccalaureate degrees will be recognized. These include Bachelor of Fine Arts (B.F.A.), Bachelor of Music (B.Mus. or B.M.), Bachelor of Science in Nursing (B.S.N.), Bachelor of Social Work (B.S.W.), Bachelor of Science in Business Administration (B.S.B.A) and the Bachelor of Science in Education (B.S.Ed.). No other degree designations may be used unless approved by the chancellor.

3. **Master's Degrees:** Master's degrees represent advanced study beyond the baccalaureate degree and signify mastery in a discipline or professional field. A master's program requires a minimum of 30 semester credit hours and usually includes three basic components: (a) a common core of courses related to the discipline or field of study; (b) a concentration or specialization in a focused area of the discipline; and (c) cognate courses which broaden perspective or mastery, or provide special skills such as statistics or foreign language. Master's degree programs will also be required to demonstrate that all students have participated in a culminating experience. This requirement may be met through a thesis, research project, or comprehensive examination, or in some cases this requirement can be met through integrative experiences, such as practica, internships, and other field work that synthesize theory and practice. At least 50 percent of coursework (excluding thesis, research or internship hours) to complete a master's degree must be identified as primarily directed at graduate students with the majority of students in the course obtaining graduate credits.

Master's degrees include:

Master of Arts (M.A.)

Master of Liberal Arts (M.L.A.)

Master of Science (M.S.)

Master of Business Administration (M.B.A.)

Master of Fine Arts (M.F.A.)

Master of Physical Therapy (M.P.T.)

Master of Public Administration (M.P.A.)

Master of Science in Library Science (M.S.L.S.)

Master of Science in Nursing (M.S.N.)

Master of Social Work (M.S.W.)

Professional Science Masters (P.S.M.)

Master of Education (M.Ed.), or Master of Science in Education (M.S.Ed.)

The Master of Education (M.Ed.) degree is intended for the person who has been working within the preK-12 environment and desires to acquire advanced or updated knowledge within the discipline, human development, assessment and/or pedagogy.

Master of Arts in Teaching (M.A.T.)

The Master of Arts in Teaching (M.A.T.) degree is intended for the person with expertise in a discipline (e.g., chemistry or history or music) who needs to develop the skills and strategies to convey an understanding of the discipline to children and adolescents within the preK-12 context.

4. **Educational Specialist (Ed.S.):** The Educational Specialist degree is intended for the person who requires advanced knowledge of research and practice in selected specialty fields in education and such programs are grounded in extensive field work to develop the appropriate level of clinical practice. The educational specialist degree provides focused study beyond the master's level and is designed to develop skills in special areas of professional practice. For certain areas it may be considered a terminal professional practice degree and

not all Ed.S. coursework is compatible with doctoral study. As this degree typically represents advanced study, all of the coursework should be designed for graduate students with backgrounds in related areas of study.

5. **Doctoral Degrees:** The doctorate is the highest academic degree awarded in American higher education and is of two general types: the Doctor of Philosophy (Ph.D.) and the Professional Doctorate. Though the primary distinction is that the Ph.D. is a research degree and professional degrees are applied degrees, most doctoral programs include both research and applied studies. The doctoral program usually follows completion of a master's degree, except in some fields where admission after the baccalaureate degree is permitted or encouraged. The common components of a doctoral program include a core of increasingly advanced subject-area studies, culminating in seminars involving research. Research skills necessary for such studies, e.g., foreign languages, statistics, or computing, and/or internships or practica in applied fields should be required. Culminating experiences such as comprehensive examinations and a dissertation are required.

The Doctor of Philosophy is offered only through Indiana University of Pennsylvania (IUP); jointly in cooperation with IUP; or jointly with another institution approved to offer Ph.D. degrees assuming approval by the chancellor. The number of hours beyond the baccalaureate degree (including dissertation hours) required for the Doctor of Philosophy degree must meet the typical expectations of the discipline unless approved by the chancellor.

## E. Implementation

All new degree programs submitted for approval after August 10, 2010, must comply with the above definitions, and all previously approved programs must be in such compliance by conclusion of the next program review cycle after July 1, 2012, with all programs in compliance by August 1, 2015. [Universities must comply with the above provisions on co-requisite supports for developmental education by July 1, 2026.](#) The chancellor has the responsibility to take action to ensure compliance with this document.

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- 1 Advanced coursework in this context usually refers to courses with advanced depth of content knowledge in the field and carry the expectation of more complex competencies identified in the expected student learning outcomes. These courses often have prerequisites and are usually beyond the "Introduction to..." level. Most courses with at least two prerequisites will be "advanced." The complexity of competencies is often reflected in the higher levels of understanding, analysis, synthesis and application of content to novel situations (see various models rooted in concepts similar to Bloom's taxonomy). Thus, whereas an introductory or foundational knowledge course might use learning outcomes framed as "demonstrate familiarity with" or "demonstrate knowledge of"; advanced level courses might use: "demonstrate ability to critically analyze and synthesize" or "ability to apply content knowledge to novel situations." Some disciplines use the model of three levels of "introductory," "intermediate" and "advanced." In this case, courses labeled as "intermediate" as a second of a two course sequence providing basic or foundational content knowledge in a discipline would likely not meet the definition of "advanced" as used here but that is to be determined on a course by course basis.

**Board of Governors**  
**Student Success Committee**  
April 11, 2024

**SUBJECT:** Revisions to Board of Governors Policy 1986-04-A: *Program Review*

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**UNIVERSITIES AFFECTED:** All

**BACKGROUND:**

The purpose of individual program review is to assure quality through a culture of assessment and continuous improvement and to inform planning and decision making. Five-year review of academic programs is required by the Pennsylvania Code (22 Pa. Code § 31.51 Academic Program Audit) and it supports the Middle States institutional accreditation process. The board approved reinstatement of the program review policy in July 2023, after a period of temporary suspension and evaluation, with a view to establishing common quality assurance standards and streamlining the process.

The proposed revisions result from a collaborative process to establish program standards that all universities will be expected to use, which are set out in an associated procedure and standard. The revised policy emphasizes quality assurance for individual programs and provides a transparent link between student and workforce demand for the individual program and financial sustainability of the program array, as reported in the Comprehensive Planning Process (CPP). The proposed revisions also add an assessment component to the five-year review process and delete a mandatory five-year review for enrollment management operations (a process that will be governed in a separate procedure and standard).

**MOTION:** That the Board approves revisions to Policy 1986-04-A: *Program Review* as shown in the Board materials.

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**Supporting Documents Included:** Board of Governors Policy 1986-04-A: *Program Review* with mark-up

**Other Supporting Documents Available:** N/A

**Reviewed by:** Student Success Committee Chair, Presidents, Office of the Chancellor

**Prepared by:** Donna Wilson

**Contact:** DWilson@passhe.edu



# PA State System of Higher Education Board of Governors

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## Policy 1986-04-A: *Program Review*

**Adopted:** July 15, 1986

**Effective:** July 16, 1986

**Amended:** October 17, 1991, October 9, 2003, October 6, 2016, July 20, 2023, and April 11, 2024

**Background:** Periodic program review is a best practice in American higher education that involves stakeholders in the continuous improvement of existing academic programs and programs in support of the student experience. Such review includes evidence that the program meets quality-assurance standards and an analysis of past performance and projected demand and industry direction that is used to inform ~~present and future~~ decision-making. The review process must be ~~integrated~~ aligned with strategic-planning and budgeting, program array management and sustainability, ~~with~~ institutional and specialized accreditation processes, and ~~with~~ student outcomes assessment. Criteria for the implementation of this policy can be found in the System Procedure/Standard for review of academic programs and programs in support of the student experience.

### A. Definitions

- 1. Academic Programs.** ~~All programs defined in Board of Governor's Policy 1985-01-A: Requirements for Initiation or Change of Credit-Based Academic Programs. This includes a~~ All academic degree programs (academic majors) ~~along with any~~ and associated tracks/concentrations), ~~academic minors, certificates,~~ and the general education program.
- 2. Programs in Support of the Student Experience.** A broad network of programs and services delivered either in-person or virtually that directly contribute to students' educational experience and foster student success. Examples include, and are not limited to, academic advising processes, library, student and residence life, tutoring, enrollment services (e.g., undergraduate admissions, graduate admissions, financial aid, bursar, and registrar), public safety, athletics, career services, disability services, wellness services, and diversity equity and inclusion (DEI).
- 3. Modified Review.** Academic departments with programs subject to specialized accreditation may request to submit the most recent program accreditation report as a primary document for the five-year academic program review. Requests must be made in writing and are at the discretion of the President (or designee). Approval may be contingent upon the amount of time elapsed since the tendering of the most recent program accreditation report. The submission for modified review shall include the complete accreditation report and accreditor's recommendations/suggestions. Additional criteria and information, including centrality to university mission and

contribution to university program array metrics not addressed in the accreditation review process, may be required at the discretion of the President (or designee) on a case-by-case basis. ~~Guidance on modified review will be detailed in the System Procedure/Standard for review of academic programs and programs in support of the student experience.~~

## B. Purposes of Program Review

1. To assure deliberate and continuous attention to enhancement of the quality and to assess mission centrality of academic programs and programs in support of the student experience within State System universities.
2. To ~~ensure~~ support compliance with institutional accreditation standards related to design and delivery of the student learning experience, educational effectiveness, and supporting the student experience.
3. To analyze and employ quantitative and qualitative data in the review of individual academic programs and programs in support of the student experience, ~~including student outcomes, enrollment, cost, workforce demand and outcomes, contribution to university program array, and program effectiveness, which are aligned with university and State System goals and priorities and contribute to university and State System planning and sustainability~~ with a view to continual improvement and university sustainability.
4. To provide the ~~Chancellor and Board of Governors, each university, as well as~~ councils of trustees ~~of each university, and other system stakeholders~~ with assurance that university programs and student services are being assessed in a systematic fashion and that plans for making continuous improvements are developed, implemented, and communicated.

## C. ~~Guidelines for Program Review~~ Policy

1. Process. Each university shall establish a local 5-year review process for review of academic programs and programs in support of the student experience.
2. Cycle. All university academic degree programs ~~and all enrollment management units (including minimally marketing and recruitment, admissions, financial aid, and institutional aid processes)~~ (and non-degree programs designated for review by the university president or designee), including general education, shall be evaluated at least once every five years; when deemed necessary, the university president (or designee) ~~or Chancellor (or designee)~~ may require a shorter review interval for given programs. ~~Additional~~ pPrograms in support of the student experience may be designated by the President (or designee) ~~or Chancellor (or designee)~~ for regular five-year review or *ad hoc* review. At least once every 10 years (or more frequently at the University's discretion), each program ~~shall be reviewed~~ review shall include review by an appropriate external evaluator.
3. Criteria. ~~In consultation with State System universities, the Office of the Chancellor shall establish standards-based criteria for academic program reviews and reviews of programs in support of the student experience. Moreover, in consultation with State System universities, the Office of the Chancellor will establish quantitative thresholds for academic programs; programs not meeting those thresholds may be subject to additional~~

~~scrutiny and termination.~~ Universities are expected to use standards-based criteria, developed in consultation with State System universities, for academic program review and review of programs in support of the student experience. These criteria are detailed in the System Procedure/Standard for review of academic programs and programs in support of the student experience. Universities may also develop additional standards at the discretion of the president (or designee).

4. Data. Universities shall include in their review process clear evidence expectations about the kinds of data and information academic programs and programs in support of the student experience must collect and analyze as part of their reflective process and to document that they meet the standards and engage in continual improvement. Individual academic program reviews and decision-making must, further, be informed by program array metrics and targets as reported in the Comprehensive Planning Process (CPP).

#### **D. Reporting**

1. ~~Academic program reviews and program accreditation reports and reviews of enrollment management units are to be submitted to the Office of Academic and Student Affairs in the Office of the Chancellor by the university provost or another responsible vice-president.~~ Universities will use the program review to provide feedback to program faculty and staff and inform discussion with the program about its future.
2. ~~The Office of Academic and Student Affairs within the Office of the Chancellor will develop an appropriate procedure and timeline for periodic reporting to the Board of Governors.~~ Universities shall submit to the Office of Academic and Student Affairs in the Office of the Chancellor an annual report of academic programs and programs in support of the student experience that were reviewed that year, together with an executive summary of the review, using the template provided in the associated procedure and standard.
3. The President or designee shall keep the council of trustees apprised of program reviews and their outcomes.

#### **E. Assessment**

Every five years, Academic and Student Affairs in the Office of the Chancellor shall review the Program Review Policy and Procedure & Standard to assess the program's effectiveness in achieving its stated goals and assuring continual improvement.

#### **F. Implementation**

This policy is effective for five-year program reviews due in summer of 2025.



# BOARD CONSIDERATION



Pennsylvania's  
**STATE SYSTEM**  
of Higher Education

**Board of Governors Meeting**  
April 11, 2024

**SUBJECT:** Policy updates from DEI review

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**UNIVERSITIES AFFECTED:** All

**BACKGROUND:** The Office of Diversity, Equity, and Inclusion (DEI) has undertaken a formal process of reviewing all Board policies to support the development and maintenance of an equitable State System through its policies, standards, and procedures. A representative group of faculty and staff comprises a Policy Review Committee (PRC) that has been charged to review all System-level policies and provide recommendations where the PRC deemed appropriate.

As part of that ongoing process, the following policy revisions are being presented to the Board for consideration, following completion of the review process that included review by the PRC and policy custodians and consultation with university stakeholders, as appropriate, for each policy.

- 1989-01: *University Diplomas*
- 2013-02-A: *Evaluating the Chancellor*
- 1988-03: *Data Collection and Reporting*

**MOTION:** The the Board approves amendments to policies 1989-01, 2013-02-A, and 1988-03 as shown in the Board materials.

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**Supporting Documents Included:** Policy revisions

**Other Supporting Documents Available:** [Board Statement of Affirmation](#)

**Reviewed by:** Executive Leadership Group

**Prepared by:** Denise Pearson

**Contact:** [dpearson@passhe.edu](mailto:dpearson@passhe.edu)



## PA State System of Higher Education Board of Governors

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**Effective:** December 1, 1989

Page 1 of 2

### **Policy1989-01-A: *University Diplomas***

**See Also:**

**Adopted:** April 20, 1989  
**Amended:** April 9, 2015; July 13, 2017;  
July 12, 2018, and March 2, 2022

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#### **A. Purpose**

To specify the respective State System and university information to be included on student diplomas, in order to properly represent the respective degree granting authorities.

#### **B. Definitions**

##### University Diploma

The diploma is the ceremonial document that reflects the appropriate degree designation(s) earned by the student.

##### Academic Transcript

The transcript generally is considered to be the official and legal academic history of coursework and, if applicable, degree(s) earned.

##### Legal Name

The legal name is the name that identifies a person for legal, administrative, and other official purposes. A person's legal first name generally is the name that was given to the person for the purpose of registration of his/her birth and which then appears on a birth certificate, but may change subsequently.

##### Preferred Name

A preferred name is a name a person commonly uses that is different from the person's legal name. Examples: a transgendered student has the legal first name "Susan," but prefers to be called "Steve"; a student has always used his/her middle name and prefers that name to his/her first name.

### C. Policy

The president and council of trustees of each university shall present a diploma design for approval. The university may use a single design for all university diplomas, or have various designs for different degree levels, schools, programs, degree designations, or certifications. The chancellor, on behalf of the Board of Governors, shall approve such designs, in accord with the established standards and may grant exceptions to the standards.

### D. Standards

1. Each university shall develop ~~its own~~ policy ~~as to whether the diploma bears allowing students to choose~~ either their full legal name or preferred name ~~to appear on the diploma of the graduate~~. Any preferred name policy and associated procedures must be consistent within the university.
  - a. University academic transcripts are legal documents and, as such, must bear the full legal name of the graduate.
2. The diploma shall identify the appropriate degree designation(s) approved for the major program(s) completed by the student. These include: Associate in Arts; Associate in Science; Associate in Applied Science; Bachelor of Arts; Bachelor of Science; Bachelor of Applied Science; Master of Arts; Master of Science; Master of Education; Doctor of Philosophy; Doctor of Education; and other such special or professional degree designations as may be approved by the Board.
3. The diploma may identify the major field of study completed by the student.
4. The diploma shall bear Latin Honors, as appropriate (i.e., Cum Laude; Magna Cum Laude; Summa Cum Laude) at the baccalaureate level.
5. The diploma size is generally 8½ inches by 11 inches for undergraduate diplomas and either 8½ inches by 11 inches or 11 inches by 14 inches for graduate diplomas.
6. The diploma shall appropriately reflect the full statutory title of the university and of the State System of Higher Education.
7. The diploma shall bear the name, title, and signature of the following, and of no others:
  - a. Chair, Board of Governors
  - b. Chancellor
  - c. Chair, Council of Trustees
  - d. University president

### E. Implementation Date: Effective immediately



# PA State System of Higher Education Board of Governors

**Effective:** January 24, 2013

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## **Policy 2013-02-A: *Evaluating the Chancellor***

**See Also:** 24 P.S. §§ 20-2001A, et seq.;  
Board of Governors' Policy 2002-02  
Resolution 2023-02

**Adopted:** January 24, 2013  
**Amended:** July 20, 2023

### **A. Purpose**

In order to promote a systematic analysis for improvement of the Pennsylvania State System of Higher Education (PASSHE) and to meet performance expectations and requirements of the Board of Governors (hereinafter Board), an evaluation system for the assessment of a Chancellor's leadership, performance and development is established.

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

#### **1. Annual evaluation of performance promotes accountability**

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

#### **2. Annual evaluation provides an objective context for assessing performance**

The various roles of the Chancellor are part of a much larger framework, thus they are embedded within PASSHE. Actions taken by the Chancellor have important and long-term impact as to how the System operates and affects constituencies.

#### **3. Annual evaluation promotes and strengthens effective leadership**

Leadership should be based on demonstrated results. Annual evaluation, when conducted, increases understanding and appreciation for the Chancellor's tasks and accountability for the outcomes.

**4. Annual evaluation provides systematic evidence of effectiveness**

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

**5. Annual evaluation provides a means for determining PASSHE goal achievement**

Development of PASSHE requires effective leaders who embrace and promote its vision, mission and goals. By focusing at least in part on performance outcomes, the evaluation process requires that System goals be periodically reviewed and progress toward those goals be detailed.

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

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

**B. Evaluation Process**

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

- 1. Annual Evaluation** - This evaluation is conducted every year by the Board's Chancellor Evaluation Committee consisting of at least three members of the Board, including the Chair of the Governance and Leadership Committee, appointed annually by the Chairperson of the Board. The Chancellor Evaluation Committee will be supported by the staff of the Office of the Chancellor. The results of this evaluation are to be submitted to the Executive Committee, along with the Chancellor's self-assessment, for consideration and action by the Board. At the conclusion of the evaluation process, the Chancellor shall receive the annual evaluation in writing from the Chairperson of the Board. The Chairperson will have the responsibility of disseminating the outcome of the evaluation process to constituents.
- 2. Comprehensive Evaluation** - This process differs from the Annual Evaluation in that it is completed no less than 12 months prior to the end of the chancellor's employment agreement and is supported by an external consultant from a list of approved experts maintained by the Office of the Chancellor. The Board's Chancellor Evaluation Committee chair selects the consultant from this approved list to work in collaboration with the committee in conducting the Chancellor evaluation.

### **C. Roles and Responsibilities**

**Board Chairperson** – The Chairperson of the Board is responsible for appointing the Chancellor’s Evaluation Committee, assuring the policy of the Board and all legal requirements are followed and the results are communicated to the Chancellor and appropriate constituents.

**Chancellor** – The Chancellor shall prepare a written self-evaluation of performance for the evaluation period. This self-evaluation shall report on achievement of, or progress toward achieving, the mission, goals and strategies that were agreed upon by the Chancellor, the Chairperson of the Board and the Executive Committee at the beginning of the evaluation period.

**Chancellor Evaluation Committee** – The Chancellor Evaluation Committee, consisting of at least three members of the Board appointed annually by the Chairperson of the Board shall, be responsible for conducting the annual evaluation of the Chancellor and the triennial evaluation of the Chancellor in conjunction with a consultant.

**Consultant** – The Board’s Chancellor Evaluation Committee chair will identify an experienced consultant to assist in the comprehensive evaluation process. The consultant’s role is to work with the Chairperson of the Board and the Chancellor Evaluation Committee in preparing an objective and thorough process based on this policy. In addition to supporting the performance evaluation process, the consultant may be asked to provide professional development and mentoring support to the Chancellor and/or Board.

**Office of the Chancellor’s Liaison** - A Chancellor’s Liaison will be appointed by the Board Chairperson to work with the Evaluation Committee. The Liaison will assist the committee in the performance review process, including the identification of constituents to engage in the process and participation as appropriate in the activities of the Committee.

### **D. Performance Goals and Indicators**

At the beginning of each annual and evaluation period, the Board Chairperson will outline individual and System performance goals with specific performance indicators reflective of PASSHE’s long-term strategic plan and goals. This will occur in consultation with the Board Chairperson and Executive Committee. This information will subsequently serve as a key element of the performance evaluation of the Chancellor. During the evaluation period, the Chancellor is responsible for informing the Board Chairperson and the Executive Committee of his or her progress, any major changes as well as any operational or other issues that may impact the Chancellor’s ability to achieve the agreed upon goals. Prior to the end of the performance evaluation period, the Chancellor will complete a self-evaluation of his or her performance detailing individual, leadership team, and PASSHE accomplishments and current PASSHE performance data. Performance against goals shall be considered by the Executive Committee of the Board in setting compensation.

### **E. Board of Governors’ Evaluation Committee Report**

The Chancellor Evaluation Committee will provide a summary report using performance data from the system research office, the results of the PASSHE evaluation process, verbatim compilation of constituent feedback (for comprehensive evaluations), and any additional evaluation data that may be available for the committee's review. This written report will be submitted to the Board in accordance with a schedule approved by the Board Chairperson.

## **F. Evaluation Summary Prepared for Board of Governors Review**

A complete evaluation summary will include:

- Annual PASSHE performance outcomes (system accountability reports);
- Board's assessment of the Chancellor's performance;
- The Chancellor Evaluation Committee's compilation of constituent feedback (for comprehensive evaluations) and evaluation of the Chancellor's performance; and the Chancellor's self-assessment.

The Board Executive Committee will review the completed evaluation of the Chancellor in making its decisions regarding the extension of the Chancellor's contract and determining compensation.

## **G. Professional Development Plan**

A key focus of the performance evaluation process is the continuing professional and leadership development of each Chancellor. In order to achieve this goal, the Board Chairperson, Committee Chair and mentor (as appropriate) will create a confidential professional development plan with the Chancellor.

## **H. Chancellor Evaluation Review**

Based on a timeline provided by the Board Chairperson, the Executive Committee will meet with the Chancellor to plan for the upcoming performance year and review the results of the current year's performance evaluation.

## **I. Effective Date**

This Policy is effective immediately.





# PA State System of Higher Education Board of Governors

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Effective: July 19, 1988

Page 1 of 2

## Policy 1988-03-A: *Data Collection and Reporting*

See Also: Policy 1988-03-A: Administrative Directive

Adopted: July 19, 1988  
Amended: January 9, 2003

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### A. Policy

The Pennsylvania State System of Higher Education will develop, implement, maintain, and update a System-wide data repository and associated data warehouse that will include official System data from each university as well as other relevant internal and external data.

The data warehouse and related data management and analysis tools will be used to support strategic planning, assessment, and evaluation, and provide information about the State System and the universities, including data about students, instructional offerings, personnel, facilities, and finances.

### B. Purpose

To provide for the Board of Governors general criteria and procedures to establish a System-wide data repository and associated data warehouse, and to provide data collection and data analysis tools in accordance with section 2005-A (9) of Act 188 ("The chancellor shall have the right to require of the presidents any and all information necessary for the performance of his duties.").

### C. Definitions

**Data repository** - One or more databases that contain data submitted by the universities or obtained from other sources. Elements in the database originate in one or more transaction or external databases. The data are verified and formatted for the repository.

**Data warehouse** - A data structure built to support information access to multiple databases. Elements in the data warehouse originate in one or more transactional or external databases. Most often, the data warehouse receives data from the data repository. The data are structured to answer queries and support summary reporting and analyses.

## D. Responsibilities

1. The Office of the Chancellor is charged to establish a System-wide data repository and associated data warehouse, and to provide data collection and data analysis tools to ensure, for current and future needs, accurate and sufficient data for use by the Office of the Chancellor, the System universities, and related entities for purposes of supporting [student success](#), budget development, allocation formula implementation, State System planning, fact books and publications, research, and mandated federal and state reporting.

Information requests from external agencies such as the National Center for Educational Statistics, the U.S. Census Bureau, the Office for Civil Rights, and the Pennsylvania Department of Education are forwarded to State System universities through the Office of the Chancellor. Responses to such information requests are prepared, to the extent possible, from the System-wide data warehouse and other data management applications.

2. The Office of the Chancellor shall:
  - a. establish common standards and definitions regarding the reporting of universities activities;
  - b. integrate various sources of data for use in reporting and analysis at complex levels;
  - c. coordinate data collection efforts to minimize and prevent unnecessary duplication of efforts between the State System Office and the universities;
  - d. facilitate training and technical assistance as necessary for the successful operation and maintenance of the centralized data base; and
  - e. provide appropriate audit procedures for data submitted by the universities.

## E. Procedures

The Office of the Chancellor will prepare a Pennsylvania State System of Higher Education Annual Data Plan. The plan, disseminated to the universities in July of each year, will provide:

- a listing of data collection requirements for the next 12 months;
- instructions and technical specifications for submission of data;
- due dates for required data;
- common standards and definitions;
- responsibility for verification of data; and
- procedures for unanticipated data requests.

**Board of Governors Meeting**  
April 11, 2024

**SUBJECT:** Financial Sustainability

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**UNIVERSITIES AFFECTED:** All

**BACKGROUND:**

Since 2015 Cheyney University (University) has been under the U.S Department of Education's (Department) Heightened Cash Monitoring (HCM2). This status means that the University does not receive federal student financial aid funds in advance but must use its own cash to grant federal financial aid to its students and then request reimbursement from the Department. Due to both the supporting information requirements and the Department's analysis of that information and follow-up requests for additional information, the time from submission to receipt of funds is variable and is at times delayed.

In addition to the University's ongoing compliance activities over the past several years, the University has implemented several recent changes to improve internal processing time and submission accuracy and to reduce the analysis time between the Department and the University. These changes include technology improvements, policy and procedure changes, and associated training, and outsourcing of certain financial aid processing activities. Only one HCM2 submission can be under review by the Department at one time, and due to the lag time occurring with the FY 2022-23 receipt of funds (final submission pending Department approval), the University has not been able to submit FY 2023-24 funds for reimbursement thus impacting cash flow for this fiscal year. In accordance with Policy 1986-02-A: Investment which allows for appropriation advance notes, the System has completed a FY 24/25 appropriation advance of \$3.0 million. However, the University, depending upon the timing of submission and receipt of HCM2 funds, may need a loan up to \$6 million to be drawn as needed to address cash flow needs through fiscal year end.

**MOTION:** That the Board of Governors approve a loan for Cheyney University of Pennsylvania of up to \$6.0 million if needed, with the following payment terms and loan covenants.

- The Borrower agrees that the principal and any and all accrued interest will be paid by a transfer out of its operating account in accordance with schedule(s) described in the draft promissory note, attached. The Borrower also agrees to record a "note payable" on its financial statements on the effective date of each draw.
- In accordance with System Procedure/Standard 2019-40: *University Financial Sustainability*, the Borrower must:
  - Provide updates and allow for Office of the Chancellor staff to monitor the implementation activities associated with the financial aid outsourcing vendor to assess status against objectives.
  - Provide weekly cashflow updates, as prescribed by the Office of the Chancellor, reflecting anticipated revenues, expenditures, and aging payables.
  - Provide actual headcount and full-time equivalent enrollment each semester; and updated enrollment projections for each upcoming term.

- Provide quarterly progress against the sustainability plan, which must include at a minimum attainment of workforce and operating goals, as described in the approved sustainability plan,
- Comply with other such actions as the Board of Governors directs to achieve financial sustainability.

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**Supporting Documents Included:** Draft Promissory Note, Cheyney University of Pennsylvania

**Other Supporting Documents Available:** N/A

**Reviewed by:** Legal Counsel

**Prepared by:** Molly Mercer

**Email:** [mmercerc@passhe.edu](mailto:mmercerc@passhe.edu)

**Promissory Note**  
**Cheyney University of Pennsylvania**  
**Investment Fund/University Loan Program**

THIS Promissory Note, made and entered into this XXth day of April 2024, between the Pennsylvania State System of Higher Education (State System) as lender, hereinafter referred to as the Lender, and Cheyney University of Pennsylvania as borrower, hereinafter referred to as the Borrower.

WHEREAS, the Borrower desires to borrow up to \$6,000,000 from the Lender's Short-Term Investment Fund, to be drawn upon in any or all amount, as needed by the Borrower, to be repaid upon Borrower's receipt of federal financial aid (HCM2) at an initial interest rate of 5% (rate per annum), in accordance with established Policy. If the federal HCM2 reimbursements associated with submissions for FY 2022-23 and FY 2023-24 are insufficient to cover the total drawdowns and interest, the Borrower's appropriation will be reduced by the amount necessary to cover repayment with that appropriation reduction occurring no later than June 30, 2025. In consultation with the Borrower, payment may be requested by the Lender at an earlier date, with interest calculated as described above, and

WHEREAS, the Borrower's request has been duly approved by Board of Governors of the State System (see Appendix I),

NOW, THEREFORE, for and in consideration of the foregoing, the Borrower makes the following covenants:

- The Borrower agrees that the principal and any and all accrued interest will be paid upon receipt of federal financial aid (HCM2) by a transfer out of its operating account in a timely manner as HCM2 receipts occur. If federal HCM2 reimbursements are insufficient to cover total drawdowns, the Borrower's appropriation will be reduced by the amount necessary to cover the amount outstanding. The Borrower also agrees to record a "note payable" on its financial statements on the effective date of each draw.
- In accordance with System Procedure/Standard 2019-40: *University Financial Sustainability*, the Borrower must:
  - Provide updates and allow for Office of the Chancellor staff to monitor the implementation activities associated with the financial aid outsourcing vendor to assess status against objectives.
  - Provide weekly cashflow updates, as prescribed by the Office of the Chancellor, reflecting anticipated revenues, expenditures, and aging payables.
  - Provide actual headcount and full-time equivalent enrollment each semester; and updated enrollment projections for each upcoming term.
  - Provide quarterly progress against the sustainability plan, which must include at a minimum attainment of workforce and operating goals, as described in the approved sustainability plan. And,

- Comply with other such actions as the Board of Governors directs to achieve financial sustainability.

IN WITNESS WHEREOF, the signatories hereto have caused this Promissory Note, as amended per Appendix III, to be executed the date first above-written.

By: \_\_\_\_\_  
Sharon P. Minnich  
Executive Vice Chancellor  
Pennsylvania State System of Higher Education

By: \_\_\_\_\_  
Mr. Aaron A. Walton  
President  
Cheyney University of Pennsylvania

## Board of Governors' Meeting

April 11, 2024

**SUBJECT:** Ratify collective bargaining agreements (APSCUF faculty\*, OPEIU and APSCUF non-faculty coaches\*\*)

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**UNIVERSITIES AFFECTED:** All

**BACKGROUND:**

Two of our unions have recently ratified their respective collective bargaining agreements. Those unions are the Association of Pennsylvania State College and University Faculties (representing APSCUF Faculty and Non-Faculty Coaches) and the Office and Professional Employees International Union Healthcare Pennsylvania (OPEIU). Implementation of those agreements is dependent upon the Board of Governors approving each collective bargaining agreement. The terms of the APSCUF Faculty, OPEIU Agreement, and APSCUF Non-Faculty Coaches collective bargaining agreements were achieved through individual negotiations between the State System and the unions.

Additionally, the State System has concluded meet and discuss concerning the successor memoranda of understanding with OPEIU.

Implementation of the agreements and memoranda of understanding is dependent upon the Board of Governors approving each collective bargaining agreement and the memorandum of understanding.

**MOTION:** That the Board ratifies:

- (1) the collective bargaining agreement with the Association of Pennsylvania State College and University Faculties (APSCUF Faculty);
- (2) the collective bargaining agreement and the Memorandum of Understanding with the Office and Professional Employees International Union Healthcare Pennsylvania;
- (3) the collective bargaining agreement with the Association of Pennsylvania State College and University Faculties (APSCUF Non-Faculty Coaches); and
- (4) authorize the chancellor and the chair of the Board to execute the appropriate documents.

\* APSCUF faculty ratification

\*\* Pending APSCUF non-faculty coaches ratification

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**Supporting Documents Included:** (1) APSCUF (Faculty) Tentative Agreement Summary; (2) OPEIU Tentative Agreement Summary; (3) OPEIU Memorandum of Understanding Summary; and (4) APSCUF (Non-Faculty Coaches) Tentative Agreement Summary

**Other Supporting Documents Available:** N/A

**Prepared by:** Cathleen A. McCormack

**Contact:** [cmccormack@passhe.edu](mailto:cmccormack@passhe.edu)

**Summary of the Major Provisions of the  
Tentative Faculty Collective Bargaining Agreement  
Between Pennsylvania’s State System of Higher Education and  
the Association of Pennsylvania State College and University Faculties (APSCUF)  
July 1, 2023 to June 30, 2027**

**Term**

The agreement will be effective July 1, 2023 and expire June 30, 2027.

**Purpose Article**

Updated to reflect changes in definitions of University and Campus as a result of consolidation for purposes of implementation of the CBA.

**Salary Increases**

**Fiscal Year 2023-2024**

- 4.0% general pay increase<sup>1</sup> effective at the start of the fall 2023 semester.
- Step increase<sup>2</sup> effective in the spring 2024 semester. Faculty at the top of the pay scale will receive a one-time cash payment of 2.5%.

**Fiscal Year 2024-2025**

- 2.0% general pay increase effective at the start of the spring 2025 semester.
- Step Increase effective in the spring 2025 semester. Faculty at the top of the pay scale will receive a one-time cash payment of 2.5%.

**Fiscal Year 2025-2026**

- 1.25% general pay increase effective at the start of the spring 2026 semester.
- Step Increase effective in the spring 2026 semester. Faculty at the top of the pay scale will receive a one-time cash payment of 2.5%.
- One-time payment for Athletic Director of \$1,600 and Assistant/Associate Athletic Director of \$1,100 in Fall 2025 semester.

**Fiscal Year 2026-2027**

- 3.0% general pay increase effective at the start of the spring 2027 semester.
- Step Increase effective in the spring 2027 semester. Faculty at the top of the pay scale will receive a one-time cash payment of 2.5%.
- One-time payment for Athletic Director of \$1,600 and Assistant/Associate Athletic Director of \$1,100 in fall 2026 semester.

**Distance Education**

- Updated definitions of different types of Distance Education instruction.
- Technical and instructional support can be provided at the University or State System level.

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<sup>1</sup> A general pay increase represents a percentage change applied to the entire salary schedule.

<sup>2</sup> A step increase is movement one-step up on the 13-step salary schedule. Moving up from Steps 1 through 4 will be a 5% increase. Moving up from Steps 5 through 12 will be a 2.5% increase.



- Teaching more than 2 modalities will be voluntary for Faculty Members.
- Faculty that teach a Simultaneous modality or Hyflex course will receive a flat payment of \$700 for the academic year.
- Phase out of compensation per student
  - Fiscal Year 2023-2024 - No Change (currently \$15 per student)
  - Fiscal Year 2024-2025 - \$10 per student
  - Fiscal Year 2025-2026 - No payment per student

### **Professional Development**

- The following is provided to the Professional Development Council: \$375,000 for each fiscal year of the CBA.

### **Leaves of Absence**

- Faculty will receive regular pay for up to 30 consecutive days of FMLA leave for parental reasons.

### **Sick and Personal Leave**

- Faculty whose primary duties lie outside of the classroom may take sick and personal leave in one hour increments for a partial day.
- If faculty whose primary duties lie outside of the classroom are assigned to cover classes without a reduction in their duties, they shall receive overload payment.

### **Bereavement Leave**

- Added step-parent, step-child, grandparent, step-grandparent, grandchild, step-grandchild, step-sibling, child-in-law, sibling-in-law, grandparent-in-law, sibling of parent, foster child, child of sibling.
- Added up to an additional two days of sick leave usage for this purpose may be requested.

### **Advising**

- Added language and clarity that holistic advising goes beyond academic advising and that other personnel outside the faculty bargaining unit may be assigned those duties.
- Added language that personnel support academic advising will keep the faculty advisor of record informed.
- Management will ensure training and professional development for faculty advisors.

### **Individualized Instruction and Independent Study**

- Effective fall 2025 an increased payment from \$200 to \$225 per workload hour.

### **Performance Review and Evaluation of Faculty**

- Included provisions that those evaluating faculty should avoid bias and personal attributes unrelated to performance of the faculty member. Additionally, language was also included to ensure that those evaluating faculty must recognize that different categories of faculty have alternative paths for completing the requirements of teaching and professional responsibilities, service, scholarly growth and professional development.
- Created a standing joint Labor/Management committee to develop a new systemwide student feedback instrument. Faculty members, administrators and student government leaders may propose questions for consideration.

- Updated Service category of performance review and evaluation to include activities that benefit the University Community, advising student clubs, contributing to student recruitment and retention, attendance and participation in student-run activities and activities towards underrepresented and at-risk members of the university community.
- University Presidents may offer an annual award to recognize faculty members for exceptional levels of service for activities towards underrepresented and at-risk members of the university community. The award may be either a monetary award, professional development, or a workload equivalent release for the next semester/summer term. The decision about the number and nature of awards is not grievable.

### **Department Chairperson**

- Beginning with fall 2024 semester departments of 30 or more faculty will receive a minimum of one Assistant Chairperson. A department with 60 or more will receive a minimum of two Assistant Chairpersons.
- Beginning with the fall 2024 semester the following factors are recognized to support appointment of the additional Assistant Chairpersons at the discretion of the President:
  - Department advisee/faculty ratios of more than 25
  - Coordination of graduate programs
  - Program requiring coordination of clinical experiences, internships, field experiences or practicum loads
  - Overseeing program accreditation processes
  - Complex programs or facilities such as labs, studies, equipment
  - For Consolidated universities a campus with at least 4 faculty members or more than one major/discipline with at least 3 faculty members.
- Assistant Chairperson stipend increase by 20% to \$1,800.
- Increased release time for departments with 31 or more faculty by 3 workload hours.
- Chairperson Stipend increases by 20%:

### **Teaching Departments**

DEPT. SIZE	STIPEND
1-5	\$ 1,800.00
6-10	\$ 2,520.00
11-15	\$ 3,240.00
16-20	\$ 4,320.00
21-25	\$ 5,040.00
26 or more	\$ 5,760.00

### **Departments with duties outside the classroom**

DEPT. SIZE	STIPEND	
	9 Month	12 Month
1-5	\$ 5,250.00	\$ 6,826.00
6-10	\$ 6,000.00	\$ 7,800.00
11-15	\$ 6,750.00	\$ 8,776.00
16-or more	\$ 7,500.00	\$ 9,750.00

### Library Department

DEPT. SIZE	STIPEND
1-5	\$ 750.00
6-10	\$ 1,050.00
11-15	\$ 1,350.00
16-20	\$ 1,800.00
21-25	\$ 2,100.00
26 or more	\$ 2,400.00

- Created meeting among Department Chairs, Provost and Local APSCUF President to discuss issues related to Chairpersons/Assistant Chairpersons

### Tenure

- Granting of tenure to Provosts and Academic Deans will require notice to the union.
- Library Deans may be granted Tenure by the President.
- If a probationary faculty member is on a full leave for 3 or more days in a semester they can elect to have that semester count towards their probationary period if they can complete the necessary deadlines for evaluation and requirements for tenure/renewal. Otherwise, the semester does not count towards the required probationary period.

### Retrenchment

- Parties updated the retrenchment article significantly to provide more clarity on the process including how faculty are evaluated when they are recalled. Additional opportunities for meet and discuss earlier in the process to explore alternatives to retrenchment was also included.
- Moving expenses and existing tuition waiver benefits are provided to faculty that are preferentially hired at another university.

### Consolidation Article

A new article was created for consolidated universities to provide provisions for:

- Assignment of home campus and how that may change from one campus to another.
- Creation of new positions assigned to multiple campuses.
- Faculty appointed to work at more than one campus shall receive incentive payments of cash or professional development.
- Outline the process for retrenchment at a consolidated university.

### Continuing Education

- Parties included definitions of credit and non-credit continuing education into the CBA.

### Workload

- Universities will provide a report to APSCUF once a year of faculty that are teaching graduate and undergraduate course as part of their workload.
- Universities will provide a report of athletic funds raised to Athletic Directors.
- Beginning in Fall 2024 the parties established a standard for 40 hours a week for Athletic Trainers. Any hours beyond that must be preapproved and are tracked and the cumulative is paid as overload if applicable in the next term. Beginning with the fall 2026 semester Athletic Trainers will be scheduled for not more the 45 hours per week.
- Office hours rename to student consultation hours and they may be conducted virtually or in person based upon the needs of the student.
- Student teacher supervisors will not be required to travel more than 50 miles or 1 hour of drive time each way from their worksite or home.

### **Holidays**

- Added Juneteenth and renamed Columbus Day to Indigenous Peoples' Day.

### **Reappointment of Temporary Faculty**

- If a reappointed temporary faculty member's assigned workload is canceled with fewer than 7 days before the start of the semester, the university will pay into a professional development fund \$1,000 per faculty member whose workload was reduced. These professional development funds are only available to be used by temporary faculty.

### **Bargaining Unit Work**

- If it is determined that there is a bargaining unit work violation professional development funds in the equivalent of the rank of Professor at pay step 1 of the salary scale (per workload hour) will be made available to the department.
- For faculty approved to teach part time in another department, that approval will sunset after 5 consecutive academic years unless renewed through the CBA process.

### **Side Letters**

- Provided a mechanism for universities to supplement after hours counseling services with contracted third-party providers of mental health services for the term of the existing CBA.
- Extended the Interim Side Letter for Consolidated Universities that included provisions for Assistant Chairpersons to perform some duties of the Department Chairperson.
- Remove references to "domestic partners" within the collective bargaining agreement. The contractual provisions regarding "domestic partners" will be reinstated if the supreme court decision declaring laws prohibiting same-sex marriage as unconstitutional is overruled.
- Provided a mechanism for existing student feedback instruments to be used until new systemwide student feedback instruments are created.

**Summary of Changes  
Pennsylvania's State System of Higher Education  
and OPEIU Local 153 (OPEIU)  
July 1, 2023 – June 30, 2027**

**Change OPEIU Healthcare Pennsylvania 112 to OPEIU Local 153**

**Article 7 Holidays**

Section 1. Add Holiday Juneteenth, day celebrated June 19.

Section 2. Delete Columbus Day and add Indigenous Peoples' Day.

**Article 17 Overtime**

Add Section 5. University management will attempt to equalize overtime between employees within the same job classification in the same functional unit at a university. All integrated Universities shall have their equalization units defined by the specific campus. University management shall first seek to obtain volunteers for the performance of overtime work. In the event that sufficient volunteers are not available, University management shall have the right to assign such work on a non-volunteer basis. Nothing in this section shall require University management to accept as a volunteer or to assign overtime to an employee where the employee would be entitled to double time for such overtime work. This paragraph shall be superseded by any existing or subsequent procedure mutually agreed upon in writing by the Union and University level management. (This was from the integrated university side letter)

**Article 16 (Salaries and Wages)**

*Provide for wage increases as noted below and certification payments will increase from \$650 to \$700 in each contract year.*

- Start of 2023 Fall Semester — 4% GPI
- First full pay of Jan. 2024 — Step Increment or Lump Sum (if top of range 2.25%)
- First full pay of Jan. 2025 — 2% GPI and Step Increment or Lump Sum (if top of range 2.25%)
- First full pay of Jan. 2026 — 1.25% GPI and Step Increment or Lump Sum (if top of range 2.25%)
- First full pay of Jan. 2027 — 4% GPI and Step Increment or Lump Sum (if top of range 2.25%)

Employees shall qualify for the above-referenced Step Increments by being continuously employed for the prior year.

A. Employees covered by this Agreement who separated employment prior to the effective date of ratification by this Agreement by the Board of Governors will not be eligible for the retroactive salary increases.

B. Employees must be in the OPEIU bargaining unit on the effective date of the ratification of this Agreement by the Board of Governors in order to be eligible for retroactive increases.

## **Article 25 Seniority**

Section 1. Unless otherwise stated herein, the seniority unit shall consist of that group of employees in a University within which seniority preference is exercised. All integrated Universities shall have their seniority units defined by the specific campus.

## **Article 45 Termination**

### **Change:**

This Agreement shall be effective July 1, 2023 except where specifically provided that a particular provision will be effective on another date and shall continue in full force and effect up to and including June 30, 2027. It shall automatically be renewed from year to year thereafter unless either party shall notify the other in writing by such time as would permit the parties to comply with the collective bargaining scheduled established under the Public Employe Relations Act.

## **Appendix E**

Add: American Academy of HIV Medicine: HIV Specialist <https://aahivm.org>

## Pilot Program

Whereas the State System has a desire to improve the frequency, quality, and availability of psychiatric services available to students of various universities of the State System through the Health & Wellness Center by maintaining a Psychiatric Nurse Practitioner (PNP) on staff; and

Whereas, the OPEIU currently represents nurses on the various State System campuses and governs compensation for certifications under Article 16, Section 11, and Appendix E of the collective bargaining agreement; and

Whereas, the State System recognizes the expense and commitment to obtain and maintain a Psychiatric Nurse Practitioner certification (not listed in Appendix E), as well as the value such certification brings to the holder, makes the compensation identified above inadequate to retain said PNP;

The parties therefore agree to the following:

1. In universities that wish to participate in this pilot program, volunteers will be solicited from existing nursing staff to become a certified Psychiatric Nurse Practitioner. One individual will be selected by management based on qualifications to enroll in an 18-month program to become a certified Psychiatric Nurse Practitioner. The tuition and expenses for the program will be reimbursed by the perspective university provided the candidate maintains passing grades and progress toward certification. In exchange for tuition and expenses, the successful candidate commits to remain employed at the perspective university for two years following successful completion. Failure to remain at the perspective university will result in the candidate having to repay a pro-rated amount of tuition and expenses back to the perspective university for each month short of the 24-month commitment.
2. Upon request from the union, management agrees to meet and discuss the reason(s) as to why the employee with the most seniority was not selected.
3. Appendix E will add the Psychiatric Nurse Practitioner certification, however, that certification will be exempt from Article 16, Section 11. The holder of the PNP will receive a \$1500 certification stipend at the end of each quarter for which they are employed a minimum of 50% in active pay status. This stipend will be in lieu of the \$700 annual payment.

**Summary of Changes in the MOU Between  
Pennsylvania’s State System of Higher Education  
and OPEIU Local 153 (OPEIU)  
July 1, 2023 – June 30, 2027**

**Preamble**

Change OPEIU Healthcare Pennsylvania 112 to OPEIU Local 153

**Recommendation 7 Holidays**

Add Juneteenth as a major holiday.

Rename Columbus Day to Indigenous Peoples’ Day.

**Recommendation 17 Overtime**

Add Section 5. University management will attempt to equalize overtime between employees within the same job classification in the same functional unit at a university. All integrated Universities shall have their equalization units defined by the specific campus. University management shall first seek to obtain volunteers for the performance of overtime work. In the event that sufficient volunteers are not available, University management shall have the right to assign such work on a non-volunteer basis. Nothing in this section shall require University management to accept as a volunteer or to assign overtime to an employee where the employee would be entitled to double time for such overtime work. This paragraph shall be superseded by any existing or subsequent procedure mutually agreed upon in writing by the Union and University level management. (This was from the integrated university sideletter)

**Recommendation 16 (Salaries and Wages)**

- Beginning of the Fall Semester 2023 — 4.0% General Pay Increase<sup>3</sup>
- First full pay period Jan. 2024 — Step Increment<sup>4</sup>
- First full pay period Jan. 2025 — 2.0% General Pay Increase and Step Increment
- First full pay period Jan. 2026 — 1.25% General Pay Increase and Step Increment
- First full pay period Jan. 2027 — 4.0% General Pay Increase and Step Increment

Increase payments for certifications in agreed upon and appropriate specializations from \$650 to \$700 in each contract year.

Employees shall qualify for the above-referenced Step Increments by being continuously employed for the prior year.

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<sup>3</sup> A General Pay Increase (GPI) represents a percentage change applied to the entire salary schedule.

<sup>4</sup> A Step Increment is movement one step (average value of 2.25%) up on the 20-Step salary schedule.



A. Employees covered by this Agreement who separated employment prior to the effective date of ratification by this Agreement by the Board of Governors will not be eligible for the retroactive salary increases.

B. Employees must be in the OPEIU bargaining unit on the effective date of the ratification of this Agreement by the Board of Governors in order to be eligible for retroactive increases.

### **Recommendation 25 Seniority**

Address that seniority units are defined as campus due to impact of university consolidation.

### **Appendix E**

Add American Academy of HIV Medicine: HIV Specialist as certification eligible for payment.

**Summary of the Major Provisions of the Tentative Agreement Between  
Pennsylvania’s State System of Higher Education and  
the Association of Pennsylvania State College and University Faculties  
Non-Faculty Coaches  
July 1, 2023 to June 30, 2027**

**Term**

The agreement will be effective July 1, 2023 through June 30, 2027.

**Compensation**

**Fiscal Year 2023-2024**

- 4.0% Annual Salary Adjustment<sup>5</sup> effective July 1, 2023
- Effective January 1, 2024
  - Minimum Salary for full-time head COACH shall be \$45,000
  - Minimum Salary for full-time assistant COACH shall be \$40,000
  - Minimum salary for part-time head and assistant COACH shall be a percentage of \$37,500 for head COACH and \$32,500 for assistant COACH
- 2.5% Annual Salary Adjustment effective April 1, 2024

**Fiscal Year 2024-2025**

- 2.0% Annual Salary Adjustment effective January 1, 2025
- 2.5% Annual Salary Adjustment effective April 1, 2025

**Fiscal Year 2025-2026**

- \$450 one-time cash payment for Regular Full-Time and Regular Part-Time COACHES with 2 years of service effective July 1, 2025
- 2.0% Annual Salary Adjustment effective January 1, 2026
- 2.5% Merit Pool<sup>6</sup> effective April 1, 2026

**Fiscal Year 2026-2027**

- \$450 one-time cash payment for Regular Full-Time and Regular Part-Time COACHES with 2 years of service effective July 1, 2026
- 2.25% Annual Salary Adjustment effective January 1, 2027
- Effective January 1, 2027
  - Minimum Salary for full-time head COACH shall be \$47,500

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<sup>5</sup> Increase in base salary for all coaches as coaches do not have a salary schedule.

<sup>6</sup> Merit pay adjustments are distributed based on a coach’s individual performance level.

- Minimum Salary for full-time assistant COACH shall be \$42,500
- Minimum salary for part-time head and assistant COACH shall be a percentage of \$42,500 for head COACH and \$37,500 for assistant COACH
- 2.5% Merit Pool effective April 1, 2027

All COACHES are required to sign up for direct deposit of paychecks and authorized expense reimbursements.

**Contracts of Employment**

At the recommendation of the head COACH, a Regular Full-Time or Regular Part-Time Assistant COACH may be given the title “Associate Head Coach.” This title confers no additional duties, compensation, or benefits.

The president/designee may grant rollover contracts and annual extensions for a combined total of between three (3) and six (6) years for Regular Full-Time Head COACHES and two (2) and (4) years for Regular Full-Time Assistant COACHES.

Part-Time COACHES hired as Regular Full-Time COACHES at the university shall have up to three (3) years of time spent as a Part-Time COACH counted towards the requirement to complete (5) full consecutive years of employment at the university before attaining a rollover contract of employment.

Regular Full-Time Assistant COACHES (from same or other university) hired as Regular Full-Time Head COACHES during their first five (5) consecutive years of employment shall have up to three (3) years of time spent as an assistant coach counted toward the requirement to complete (5) full consecutive years of employment at the university before attaining a rollover contract of employment as a Head COACH.

Regular Full-Time Assistant COACHES (from same or other university) hired as Regular Full-Time Head COACHES after attaining a rollover contract of employment must complete one (1) full year of employment at the university before attaining a rollover contract of employment as a Head COACH.

**Duties, Responsibilities and Workload**

Universities will provide quarterly reports to COACHES regarding the funds raised and expenditures from their fundraising accounts beginning with the fall 2024 semester.

**Leaves of Absences**

- Foster child added to the list of relatives for which up to five (5) days of sick leave may be taken due to the relative’s illness causing an absence from work.
- Foster child added to the list of relatives for which up to five (5) days of sick leave may be taken due to the death of relative.
- Increase from three (3) to four (4) days the amount of sick leave that may be taken for the death of certain other relatives and add to that list the death of a step-brother, step-sister, child of a sibling, or any person with whom the COACH has made their home.

- The first thirty (30) full, consecutive days of FMLA leave taken for parental reasons shall be paid at a COACH's regular salary.

### **Holidays**

- Add Juneteenth as a recognized major holiday
- Rename Columbus Day to Indigenous Peoples' Day

### **Evaluations**

- The parties revised the COACHES' evaluation document and created standard evaluation forms for student feedback and peer evaluations.
- The parties' created standard procedure by which student feedback will be obtained.
- The parties clarified when a COACH may bring a union representative to meetings concerning their evaluation.

### **Meet and Discuss**

- The parties clarified the manner in which meet and discuss may be held at the consolidated universities.

### **Side Letters**

- Remove references to "domestic partners" within the collective bargaining agreement. The contractual provisions regarding "domestic partners" will be reinstated if the supreme court decision declaring laws prohibiting same-sex marriage as unconstitutional is overruled.

**Board of Governors Meeting**  
April 11, 2024

**SUBJECT:** Nonrepresented employees' merit pool

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**UNIVERSITIES AFFECTED:** All

**BACKGROUND:** Historically, the State System has granted universities and the System Office authority to provide compensation adjustments for its nonrepresented employees similar to those approved for union-represented employees.

This action seeks to extend Board approval for merit pools through the end of fiscal year 2026-27. This will allow for operational efficiency and greater clarity regarding multi-year budget planning.

The Board's action would grant authority to the university presidents and chancellor to provide compensation adjustments, though the action does not mandate salary adjustments. Per policy, the university presidents and chancellor may distribute merit increases to eligible employees in each respective performance year and in accordance with guidelines promulgated by the chancellor.

**MOTION:** That the Board authorizes the creation of merit pools for fiscal years 2023-24, 2024-25, 2025-26, and 2026-27 for nonrepresented employees with annual percentage increases not to exceed those provided to the largest bargaining unit within PASSHE.

Any salary adjustments should be based on the employee's performance as documented through evaluations for the given performance periods, pursuant to all applicable Board of Governors' policies, and in accordance with guidelines promulgated by the chancellor.

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**Supporting Documents Included:** N/A

**Other Supporting Documents Available:** None

**Reviewed by:** Office of the Chancellor

**Prepared by:** Randy A. Goin Jr.

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