



CALU

CHEYNEY UNIVERSITY



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MANSFIELD UNIVERSITY

Millersville University



Slippery Rock University

WCU WEST CHESTER UNIVERSITY

# Board of Governors Meeting

April 2021



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



## Board of Governors Quarterly Meeting

**April 15, 2021 via Zoom**

To view the meeting online or for information  
regarding how to offer public comment, visit:  
**[www.passhe.edu/meeting](http://www.passhe.edu/meeting)**

**Thursday, April 15, 2021**

**9:00 a.m. Board of Governors Meeting**

1. Roll Call
2. Chairwoman's remarks
3. Public comment
4. Remarks by union leaders
5. Update from PACT President
6. Chancellor's report
7. Consent agenda (ACTION)  
*These items will be considered in one motion unless a member wishes to have an item removed for individual discussion*
  - a. Meeting Minutes (pg. 5)
  - b. Foundation certification (pg. 10)
8. Special recognition: Ali-Zaidi Award (pg. 15)



9. Diversity, equity and inclusion: Commission report and recommendations; Strategic framework (ACTION/INFORMATION - pg. 19)
10. #Prepared4PA – Preparing Pennsylvania’s workforce of the future (INFORMATION - pg. 20)
11. University Success Committee
  - a. Tuition and technology fee rates (ACTION - pg. 22)
  - b. Millersville University housing acquisition and bond financing (ACTION - pg. 25)
  - c. New bond issue, Series AZ (ACTION - pg. 27)
  - d. Indiana University property disposal (ACTION - pg. 30)
  - e. Financial sustainability - Mansfield University loan (ACTION - pg. 32)
12. Governance and Leadership Committee
  - a. Student trustee appointments (ACTION - pg. 37)
  - b. Policy revision 1983-13-A: *Process for Recommending Presidential Appointment* (ACTION - pg. 52)
13. Board Consideration
  - a. Consideration of committee actions
  - b. Appointment of Shippensburg University interim president
  - c. Resolution honoring Shippensburg University’s President Laurie Carter
14. New business
15. Adjournment



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# CONSENT AGENDA

Prior to the vote, Board members may request any consent agenda item to be considered separately.



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

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

**Meeting Minutes  
Draft for Approval**

280th Meeting  
Thursday, February 4, 2021

Via Zoom

9:00 a.m.

**ATTENDING**

**Board of Governors:**

Representative Timothy P. Briggs  
Nicole L. Dunlop  
Alexander H. Fefolt  
William A. Gindlesperger  
Donald E. Houser, Jr.  
Senator Scott Martin  
David M. Maser (Vice Chair)  
Marian D. Moskowitz  
Thomas S. Muller (Vice Chair)  
Acting Deputy Secretary Tanya I. Garcia

Representative Brad Roae  
Senator Judith L. Schwank  
Cynthia D. Shapira (Chair)  
Samuel Smith (Vice Chair)  
Larry C. Skinner  
Secretary Meg Snead  
Alternate Designee Allison Jones  
Stephen L. Washington, Jr.  
Neil R. Weaver  
Janet L. Yeomans

In attendance was (non-voting) Board Faculty Liaison, Jamie L. Phillips.

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

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

**EXECUTIVE SESSION NOTATION**

The Chair reported that the Board met in executive session Wednesday, February 3, 2021 from 4:00 p.m. – 4:47 p.m. to discuss items related to personnel and legal matters.

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

Chairwoman Shapira welcomed new Board of Governor members, reviewed the meeting agenda, and offered additional comments on the efforts underway to return to the campus and the start of the spring semester.

**RESOLUTIONS** (Full remarks in video archive)

A resolution was offered honoring former Pennsylvania Governor Richard Thornburgh, who recently passed away. On behalf of his father and former member of the Board of Governors, Mr. John Thornburgh offered remarks and accepted the resolution.

A resolution was offered honoring former California University of Pennsylvania President, Ms. Geraldine Jones, following her retirement. She offered remarks and accepted the resolution.

There was an acknowledgement of recent passing of former President of California University of Pennsylvania, Dr. John Pierce Watkins, who served as President from 1977-1992.

#### **PUBLIC COMMENT**

None

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

APSCUF President - Dr. Jamie Martin

#### **REMARKS BY PACT PRESIDENT** (Full remarks in video archive)

PACT President - Mr. Jack Wabby

#### **CONSENT AGENDA**

Chairwoman Shapira moved that the Consent Agenda be approved, which includes meeting minutes for October 14-15, 2020 and November 18, 2020.

Voice vote. The motion passed unanimously.

#### **CHANCELLOR GREENSTEIN REMARKS** (Full remarks in video archive)

Chancellor Greenstein offered remarks on the accountability framework and the institutional integrations.

#### **ACCOUNTABILITY FRAMEWORK UPDATE** (Full remarks in video archive)

Dr. Kate Akers provided an overview and update on the accountability framework, which also included information on the diversification of employee complement, available on the DEI dashboard for university specific information.

#### **SYSTEM REDESIGN – INSTITUTIONAL INTEGRATIONS** (Full remarks in video archive)

Chancellor Greenstein provided an update on the implementation planning to date. President Dale Elizabeth Pehrsson and President Bashar Hanna each provided updates on the implementation planning, key benefits, issues and risks, and next steps in the Western and Northeastern university integrations.

#### **COMMISSION ON DIVERSITY, EQUITY AND INCLUSION IN SYSTEM-LEVEL**

##### **GOVERNANCE UPDATE** (Full remarks in video archive)

Dr. Denise Pearson, Vice Chancellor, Chief Diversity, Equity, and Inclusion Officer, and Governor Janet Yeoman, Commission Chair, provided an update on the Commission's charges and progress report.

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### **UNIVERSITY SUCCESS COMMITTEE**

(Full remarks in video archive)

Committee Chair, Mr. Thomas Muller, reviewed the Committee items as presented in the meeting materials. Roll call was conducted and the following committee members were present for the discussion: Governors Weaver, Dunlop, Gindlesperger, Roae, Snead, and Yeomans.

Ms. Molly Mercer, Chief Financial Officer, provided a review of each of the following items for consideration:

- Authorization to issue refunding bonds in FY 2021-22
- SERS pre-funding authorization
- SERS pre-funding bond issuance
- Capital reprogramming request, Millersville University of Pennsylvania

**COMMITTEE CHAIR MULLER MOVED THAT THE BOARD APPROVES THE MOTIONS FOR SERS PRE-FUNDING AND BOND ISSUANCE AND CHARGE THE CHANCELLOR TO CONSULT WITH THE PRESIDENTS TO DEVELOP AN ACCOUNTABILITY-BASED INVESTMENT STRATEGY THAT PROVIDES A POSITIVE RETURN-ON-INVESTMENT EMPHASIZING STUDENT SUCCESS AND MITIGATES ANY ASSOCIATED FINANCIAL RISKS; NET PROCEEDS ARE NOT TO BE USED FOR GENERAL OPERATING EXPENDITURES.**

Voice Vote. The motion passed unanimously. No opposition.

**COMMITTEE CHAIR MULLER MOVED THAT THE BOARD APPROVES THE BOND REFUNDING AS PRESENTED IN THE MEETING MATERIALS.**

Voice Vote. The motion passed unanimously. No opposition.

**COMMITTEE CHAIR MULLER MOVED THAT THE BOARD APPROVES THE CAPITAL REPROGRAMMING FOR MILLERSVILLE AS PRESENTED IN THE MEETING MATERIALS.**

Voice Vote. The motion passed unanimously. No opposition.

**COMMITTEE CHAIR MULLER MOVED THAT THE BOARD ADOPT THE ATTACHED RESOLUTION AUTHORIZING THE ISSUANCE OF BONDS UP TO A MAXIMUM PROJECT CASH OF \$830 MILLION.**

Voice Vote. The motion passed unanimously. No opposition.

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**CHAIRWOMAN SHAPIRA MOVED THAT THE FULL BOARD APPROVE THE RECOMMENDATIONS OF THE UNIVERSITY SUCCESS COMMITTEE.**

Voice Vote. The motion passed unanimously. No opposition.

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## **GOVERNANCE AND LEADERSHIP COMMITTEE**

(Full remarks in video archive)

Committee Chair, Mr. Don Houser, reviewed the Committee items as presented in the meeting materials. Roll call was conducted and the following committee members were present for the discussion: Governors Fefolt, Smith, Designee Tom Grombar for Senator Schwank, Maser, Designee Terry Trego Designee for Senator Martin, and Yeomans.

Deputy Chancellor Randy Goin provided an overview of the action items presented in the meeting materials for consideration as follows:

- Approval of new policy 2021-01: *Faculty Council*
- Revision of policy 1983-26: *Student Trustee Selection*

- Revision of policy 1983-25: *Student Governor Selection*
- Appointment of Lock Haven University student trustee

**COMMITTEE CHAIR DON HOUSER MOVED THAT THE FULL BOARD APPROVE NEW POLICY, 2021-01: FACULTY COUNCIL.**

Voice Vote. The motion passed unanimously. No opposition.

**COMMITTEE CHAIR DON HOUSER MOVED THAT THE FULL BOARD APPROVE REVISIONS TO POLICY 1983-26: STUDENT TRUSTEE SELECTION AND POLICY 1983-25: STUDENT GOVERNOR SELECTION.**

Voice Vote. The motion passed unanimously. No opposition.

**COMMITTEE CHAIR DON HOUSER MOVED THAT THE FULL BOARD APPROVE THE APPOINTMENT OF LOCK HAVEN STUDENT TRUSTEE, MIA SWALES.**

Voice Vote. The motion passed unanimously. No opposition.

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

- Ratification of committee actions
- Ratification of Enhanced Sick Leave Payout agreements
- Appointment of Lock Haven University Interim President
- Extension of appointment of Cheyney University President Aaron Walton
- Resolution honoring former Governor Richard Thornburgh
- Resolution honoring President Geraldine Jones, California University

**CHAIRWOMAN SHAPIRA MOVED THAT THE BOARD APPROVE THE ACTIONS TAKEN BY THE UNIVERSITY SUCCESS AND GOVERNANCE AND LEADERSHIP COMMITTEES.**

Voice Vote. The motion passed unanimously. No opposition.

**CHAIRWOMAN SHAPIRA MOVED THAT THE BOARD OF GOVERNORS RATIFY THE SIDE LETTERS WITH APSCUF, AFSCME, OPEIU, SPFPA, SEIU 668, POA AND SCUPA REGARDING THE ENHANCED SICK LEAVE PAYOUT AND AUTHORIZES THE CHANCELLOR TO EXECUTE THE APPROPRIATE DOCUMENTS. FURTHER, THE BOARD AUTHORIZES THE CHANCELLOR AT HIS DISCRETION TO IMPLEMENT AN ENHANCED SICK LEAVE PAYOUT PROGRAM FOR NONREPRESENTED EMPLOYEES.**

Voice Vote. The motion passed unanimously. No opposition.

**GOVERNOR DON HOUSER MOVED THAT THE BOARD APPROVE THE APPOINTMENT OF DR. BASHAR HANNA, CURRENT PRESIDENT OF BLOOMSBURG UNIVERSITY, TO SERVE AS INTERIM PRESIDENT OF LOCK HAVEN UNIVERSITY, EFFECTIVE FEBRUARY 5, 2021.**

Voice Vote. The motion passed unanimously. No opposition.

**GOVERNOR SKINNER MOVED THAT THE BOARD EXTEND THE APPOINTMENT OF PRESIDENT AARON WALTON AT CHEYNEY UNIVERSITY TO JUNE 30, 2024, AND AUTHORIZE THE CHAIRWOMAN OF THE BOARD OF GOVERNORS AND CHANCELLOR TO EXECUTE THE NECESSARY DOCUMENTS.**

Voice Vote. The motion passed unanimously. No opposition.



**NEW BUSINESS**

None

**ADJOURNMENT**

The meeting adjourned at 12:34 p.m.

**ATTEST:**

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Randy A. Goin Jr., Ph.D.  
Deputy Chancellor

The meeting webcast is available here: [BOG Meeting 2/4/21 - YouTube](#)

Prior to the vote, Board members may request any consent agenda item to be considered separately.

**Board of Governors  
Meeting** April 15, 2021

**SUBJECT:** State System Foundation Recertification (**ACTION-CONSENT AGENDA**)

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**UNIVERSITIES AFFECTED:** This resolution certifies that the State System Foundation is in compliance with Board Policy 1985-05, *State System of Higher Education External Financial Support*.

**WHEREAS**, Board of Governors Policy 1985-05, State System of Higher Education External Financial Support, permits the Office of the Chancellor to establish relationships with private organizations that exist solely for the benefit of the State System;

**WHEREAS**, the Office of the Chancellor has established such a relationship with Pennsylvania’s State System of Higher Education Foundation, and a memorandum of understanding exists between the parties;

**WHEREAS**, a statement for Fiscal Year 2019-20 has been provided summarizing the direct support and contributions provided by Pennsylvania’s State System of Higher Education Foundation to the Office of the Chancellor;

**WHEREAS**, the Board of Governors certifies that, to the best of its knowledge, information, and belief, the Pennsylvania’s State System of Higher Education Foundation is in compliance with Board of Governors Policy 1985-05, in that it exists solely for the benefit of the State System and the expectations of the relationship between the Office of the Chancellor and Pennsylvania’s State System of Higher Education Foundation are recorded in a memorandum of understanding;

**NOW, THEREFORE, BE IT RESOLVED**, that this resolution is approved by action of the Board of Governors during the quarterly meeting held April 15, 2021.

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**Supporting Documents Included:** State System Foundation Statements - Fiscal Year 2019-20

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

**Reviewed by:** Legal Counsel

**Prepared by:** Randy Goin Jr.

**Email:** rgoin@passhe.edu

# Pennsylvania's State System of Higher Education Foundation

STATEMENTS of ASSETS, LIABILITIES, and NET ASSETS - Cash Basis

June 30, 2020 and 2019

	<u>2020</u>	<u>2019</u>
<b>ASSETS</b>		
Cash	\$ 1,285,590	\$ 848,929
Investments	<u>2,970,815</u>	<u>2,959,665</u>
<b>TOTAL ASSETS</b>	<b><u>4,256,405</u></b>	<b><u>3,808,594</u></b>
 <b>LIABILITIES and NET ASSETS</b>		
<b>LIABILITIES</b>	-0-	-0-
<b>NET ASSETS</b>		
Without Donor Restrictions	2,804,295	2,780,017
With Donor Restrictions	1,452,110	1,028,577
<b>Total Net Assets</b>	<b>4,256,405</b>	<b>3,808,594</b>
<b>TOTAL LIABILITIES and NET ASSETS</b>	<b>\$ 4,256,405</b>	<b>\$ 3,808,594</b>

Notes and full financial statements available upon request

**Pennsylvania's State System of Higher Education Foundation**  
 STATEMENTS of SUPPORT and REVENUE, EXPENSES, and CHANGES in NET ASSETS - Cash Basis  
 Years Ended June 30, 2020 and 2019

	<u><b>2020</b></u>			<u><b>2019</b></u>		
	Without Donor Restrictions	With Donor Restrictions	Total	Without Donor Restrictions	With Donor Restrictions	Total
Support and Revenue:						
Contributions	\$ 287,976	\$1,071,836	\$ 1,359,812	\$ 367,740	\$ 684,514	\$ 1,052,254
Grants	87,125	-0-	87,125	93,388	-0-	93,388
Program Revenue	15,882	-0-	15,882	9,100	-0-	9,100
Investment Income	66,836	3,898	70,734	66,732	2,284	69,016
Realized Gains on Investments	8,240	-0-	8,240	7,525	-0-	7,525
Net Assets Released from Restrictions	652,201	(652,201)	<u>-0-</u>	<u>765,970</u>	(765,970)	-0-
<b>Total Support and Revenue</b>	<b>1,118,260</b>	<b>423,533</b>	<b>1,541,793</b>	<b>1,310,455</b>	<b>(79,172)</b>	<b>1,231,283</b>
Functional Expenses:						
Program Services:						
Scholarships	554,745	-0-	554,745	494,617	-0-	494,617
Program Support	357,804	-0-	357,804	629,015	-0-	629,015
Support Services:						
Fundraising	81,799	-0-	81,799	83,983	-0-	83,983
Management and General	99,634	<u>-0-</u>	99,634	<u>93,620</u>	-0-	93,620
<b>Total Expenses</b>	<b><u>1,093,982</u></b>	<b>-0-</b>	<b><u>1,093,982</u></b>	<b>1,301,235</b>	<b><u>-0-</u></b>	<b>1,301,235</b>
<b>Changes in Net Assets</b>	<b>24,278</b>	<b>423,533</b>	<b>447,811</b>	<b>9,220</b>	<b>(79,172)</b>	<b>(69,952)</b>
<b>NET ASSETS</b>						
Beginning of Year	<u>2,780,017</u>	<u>1,028,577</u>	<u>3,808,594</u>	<u>2,770,797</u>	<u>1,107,749</u>	3,878,546
End of Year	<b>\$ 2,804,295</b>	<b>\$1,452,110</b>	<b>\$ 4,256,405</b>	<b>\$ 2,780,017</b>	<b>\$1,028,577</b>	<b>\$ 3,808,594</b>

# Pennsylvania's State System of Higher Education Foundation

STATEMENTS of FUNCTIONAL EXPENSES - Cash Basis

Years Ended June 30, 2020 and 2019

	<b>2020</b>					
	Program Services			Support Services		Total Program and Support Services
	Scholarships	Program Support	Total Program Services	Fundraising	Management and General	
Wages	\$ 29,811	\$ 10,899	\$ 40,710	\$ 51,957	\$ 45,421	\$ 138,088
Employee Benefits	1,956	1,956	3,912	8,803	6,848	19,563
Payroll Taxes	4,098	546	4,644	3,005	3,279	10,928
Programs	-0-	237,449	237,449	-0-	-0-	237,449
Scholarships	509,253	-0-	509,253	-0-	-0-	509,253
Grants	-0-	89,488	89,488	-0-	-0-	89,488
Professional Fees	-0-	1,625	1,625	-0-	38,997	40,622
Chancellor's Office Expense	-0-	13,834	13,834	13,834	-0-	27,668
Supplies	7,888	988	8,876	1,776	1,000	11,652
Insurance	831	111	942	-0-	664	1,606
Travel and Entertainment	908	908	1,816	1,815	-0-	3,631
Dues and Subscriptions	-0-	-0-	-0-	609	2,575	3,184
Board of Directors	-0-	-0-	-0-	-0-	850	850
<b>Total Functional Expenses</b>	<b>\$ 554,745</b>	<b>\$ 357,804</b>	<b>\$ 912,549</b>	<b>\$ 81,799</b>	<b>\$ 99,634</b>	<b>\$ 1,093,982</b>

**Pennsylvania's State System of Higher Education Foundation**

STATEMENTS of FUNCTIONAL EXPENSES - Cash Basis

(Continued)

Years Ended June 30, 2020 and 2019

**2019**

	Program Services			Support Services		Total Program and Support Services
	Scholarships	Program Support	Total Program Services	Fundraising	Management and General	
Wages	\$ 30,130	\$ 11,219	\$ 41,349	\$ 53,394	\$ 46,539	\$ 141,282
Employee Benefits	2,105	2,105	4,210	9,473	7,368	21,051
Payroll Taxes	4,272	570	4,842	3,133	3,417	11,392
Programs	-0-	499,365	499,365	-0-	-0-	499,365
Scholarships	454,414	-0-	454,414	-0-	-0-	454,414
Grants	-0-	79,433	79,433	-0-	-0-	79,433
Professional Fees	507	67	574	372	26,373	27,319
Chancellor's Office Expense	-0-	33,197	33,197	11,544	-0-	44,741
Supplies	2,016	2,115	4,131	4,029	5,616	13,776
Insurance	274	45	319	239	2,634	3,192
Travel and Entertainment	899	899	1,798	1,799	-0-	3,597
Board of Directors	-0-	-0-	-0-	-0-	1,673	1,673
<b>Total Functional Expenses</b>	<b>\$ 494,617</b>	<b>\$ 629,015</b>	<b>\$ 1,123,632</b>	<b>\$ 83,983</b>	<b>\$ 93,620</b>	<b>\$ 1,301,235</b>



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# Agenda Items



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

**Board of Governors Meeting**  
April 15, 2021

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

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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 wishes to inspire and honor State System students who exhibit excellence in their pursuit of knowledge. The State System Foundation's vision is to be a meaningful partner to the State System by providing resources to impact student success, cultivating lifelong learning opportunities, strengthening our communities, and better equipping the future workforce of the Commonwealth.

The Foundation is committed to excellence in fundraising and relationship building efforts that align with System priorities and needs. Its primary focus is on enhancing student persistence and completion rates, which describe student success.

Candidates for the 2021 award were recommended by their university president at the conclusion of a campus application and selection process that was open to all graduating seniors. Multiple 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 12 nominees in accordance with the criteria outlined above. Caelan Brooks, a student at Kutztown University of Pennsylvania, was selected as the recipient of the 2021 Syed R. Ali-Zaidi Award for Academic Excellence and will receive a check for \$1,000.

These students are truly the best of the best and as such the 11 finalists will each receive a 2021 Syed R. Ali-Zaidi Award for Academic Excellence Finalist Certificate signed by the chancellor and chair of the Student Success Committee of the Board.

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**Supporting Documents Included:** Kutztown President Nomination Letter

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

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

**Prepared by:** Donna Wilson

**Email:** DWilson@passhe.edu





January 11, 2021

Ms. Maureen Uleau  
Pennsylvania State System of Higher Education  
2986 North Second Street  
Harrisburg, PA 17110

Dear Ms. Uleau,

It is with pleasure that I highly recommend Ms. Caelan Brooks for the 2021 Syed R. Ali-Zaidi Award for Academic Excellence. Caelan is an outstanding undergraduate student at Kutztown University who will earn a BS in Physics in May 2021; her transcript indicates her cumulative GPA is 4.0. Having advanced placement credits, she will complete her degree in three years, and will also complete both a minor in Mathematics and in Spanish. Caelan is a member of the Kutztown University Honors Program and the Women's Soccer Team. While a sophomore, Caelan was recognized by the faculty in her department as the outstanding student and was awarded the Physical Sciences Faculty Prize; this award is given to just one student from all students in the Physics, Chemistry, Geology, Marine Science, and Environmental Science programs.

In the area of academic performance, Caelan has taken a wide array of courses within her major including Modern Physics I and II, Mathematical Physics I and II, Classical Mechanics I, Electronics, Electromagnetism I, Computational Physics, Research in Physics, Optics, Thermodynamics and Statistical Mechanics, Quantum Mechanics I, Selected Topics in Physics (focused on particle physics), as well as Calculus III and Differential Equations. In each of these courses, she earned an A. She has enrolled in Advanced Physics and Instrumentation in Physics for spring 2021. Caelan is working to gain as much as she can from her undergraduate education as she focuses forward on graduate school to pursue a Ph.D. in physics.

*Dr. Sudarshan Fernando, Professor of Physics at Kutztown University, wrote, "This semester, in particle physics, she has asked some questions and made extensive comments during our discussions that I would normally expect from a third- or fourth-year graduate student. In one instance, when she brought up a very tricky issue about a particularly difficult subject called renormalization in quantum theory, I had to ask how she learned about that problem. This is a topic studied only by those who are deep into high energy physics. Apparently, she had been extensively reading on her own about such topics. She does all this while maintaining a 4.0 GPA, doing some remarkable research at Kutztown and Boston, and being a star player of the Kutztown Women's Soccer team...She has a remarkable mind and an unparalleled desire to work hard and do better."*

In the area of scholarship, Caelan has shown great ability for and commitment to research; she has taken the opportunities afforded to her to a level far surpassing expectations for an undergraduate student. Dr. Kunal Das confirms that Caelan is the best undergraduate researcher of the forty or so undergraduates he has mentored in the last fifteen years. Dr. Joseph Larkin, Boston University, affirms that "in 13 years of research, Caelan is absolutely one of the very best I have worked with at any level." Kutztown University has had two students receive the Syed R. Ali-Zaidi award previously; both of these students, were physics students. The faculty believe that Caelan Brooks surpasses both of them in performance and in accomplishment. Her first undergraduate research project began at the end of her first semester freshmen year. The project examined the quantum dynamics of ultracold atoms in a superfluid state as in a Bose-Einstein condensate confined to a

one-dimensional ring-shaped lattice trap; she wrote the needed MATLAB code to follow the time-evolution of the system. That work, supported by a National Science Foundation grant, has been submitted and is under review in the prestigious journal *Physical Review A*; due to her extensive work, she is the first author on this paper. Her research with Dr. Das has continued since that time and will result in a second paper with Caelan as the first author submitted to the same journal.

*Dr. Kunal Das, Professor of Physics at Kutztown University, who serves as Caelan's research advisor, wrote, "She is continuing to work with me on two separate projects. One of them deals with understanding the spectrum and the quantum states of the Harper Hofstadter model associated with the Quantum Hall effect, but implemented with cold atoms in a ring-shaped lattice with rotation mimicking a magnetic field....The second project is on adiabatic quantum pumps, a topological effect that causes counter-intuitive flow in super lattices.....She has all the qualities needed to make a great scientific researcher—she is highly intelligent, persistent, has strong work ethics and natural curiosity, she is acutely observant and detail oriented and above all she can ask the right questions. I have mentored and taught many bright students in my career, including some prior recipients of this very award. Caelan Brooks outshines all of them and is the one student who I feel confident will be a leader in pushing the boundaries of human knowledge and remain an exemplary human being of integrity."*

In 2020, Caelan applied for and was accepted by several Research Experiences for Undergraduates (REU), one in Atomic Molecular and Optical Physics at the University of Colorado, Boulder, one in accelerator physics at Cornell University, and one in biophysics at Boston University. She chose the REU at Boston to work with Dr. Joseph Larkin. Due to the pandemic, the experience was modified and was done remotely. Her project focused on spatial distribution of bacterial cells during colony growth. While the REU ended in the summer, the research team asked Caelan to continue the work. She will be the first author on a paper submitted to another prestigious journal, *Nature Physics*.

*Dr. Larkin, Assistant Professor of Physics and Biology at Boston University, wrote, "Her CV vastly undersold her ability. Andrew and I had no idea who we had on our hands. We agreed on a few key milestones that would satisfy us after a couple months of work. Caelan surpassed those milestones within two or three days. By the end of the summer, Caelan had created a beautiful model that predicts the spatial distribution of cells within a bacterial colony as it grows. By changing parameters of cell division and cell-to-cell interactions, Caelan's model predicts different patterns that we can quantitatively compare to experimental microscope data...Her research is creating an entirely new direction for my lab, which allows us to categorize the growth of bacterial colonies under different conditions in a very powerful way."*

Caelan had an abstract accepted for the 51<sup>st</sup> Annual Meeting of the Division of Atomic, Molecular, and Optical Physics (DAMOP) of the American Physical Society, unfortunately the event was cancelled due to COVID-19. She is scheduled to present at the virtual National Conference on Undergraduate Research in April 2021 and at the virtual Conference for Undergraduate Women in Physics (CUWiP) of the American Physical Society in January 2021.

In the area of participation in extra/co-curricular activities, Caelan is a member of the nationally ranked Division II Kutztown University Women's Soccer Team and plays forward or midfield. She is an active member of the National Society of Leadership and Success, Sigma Alpha Pi, Kutztown University chapter. Serving as treasurer and a member of the executive board of the very active Society of Physics Students, Caelan has actively participated in physics demonstrations for middle and high school students and organized speaker

events on campus. Additionally, as a member of the Women in Mathematics Club and the Women in STEM Club, Caelan has become an advocate for gender equality in the STEM fields. All of these are a testament to Caelan's leadership, dedication, and commitment to others.

Caelan exemplifies the highest values of Kutztown University and the Pennsylvania State System of Higher Education. She is intelligent, curious, collaborative, observant, persistent, hard-working and involved. Caelan cares about the science and cares about others. The Syed R. Ali-Zaidi award was designed to honor students like Caelan; a student who thirsts for and excels in the pursuit of knowledge and has the commitment and passion to make a difference to others through thoughtful leadership and dedicated action. Caelan Brooks is simply exceptional.

Sincerely,



Kenneth S. Hawkinson, Ph.D.  
President

c: Dr. Kunal Das  
Dr. Sudarshan Fernando  
Dr. Joseph Larkin  
Dr. Ed Simpson  
Dr. David Beougher  
Dr. Carole Wells

**Board of Governors**

April 15, 2021

**SUBJECT:** Diversity, equity and inclusion: Commission report and recommendations; strategic framework (ACTION)

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**UNIVERSITIES AFFECTED:** All

**BACKGROUND:** The Board established a Commission on Diversity, Equity, and Inclusion (DEI) in State-Level Governance during the October 2020 meeting and subsequent meetings were held to conduct the work of the Commission through April 2021. Attached are the final report of the Commission including recommendations, a Statement of Affirmation, and a Summary Report of the Sub-Committee on Policy Review. The work of the Commission is aligned with the State System Strategic Framework developed by the Office of Chancellor – DEI that will be presented to the Board by Vice Chancellor Denise Pearson. Attached is the Framework.

**MOTION:** That the Board of Governors hereby accepts the Commission’s report, approves the DEI Statement of Affirmation, and affirms the direction of the DEI strategic framework as presented.

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**Supporting Documents Included:** Commission report and appendices; statement of affirmation; draft strategic framework

**Other Supporting Documents Available:** DEI website

**Reviewed by:** ELG; Chief Diversity Officers

**Prepared by:** Denise Pearson

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



# PASSHE Diversity, Equity, and Inclusion Strategy Framework Denise Pearson Vice Chancellor - DEI



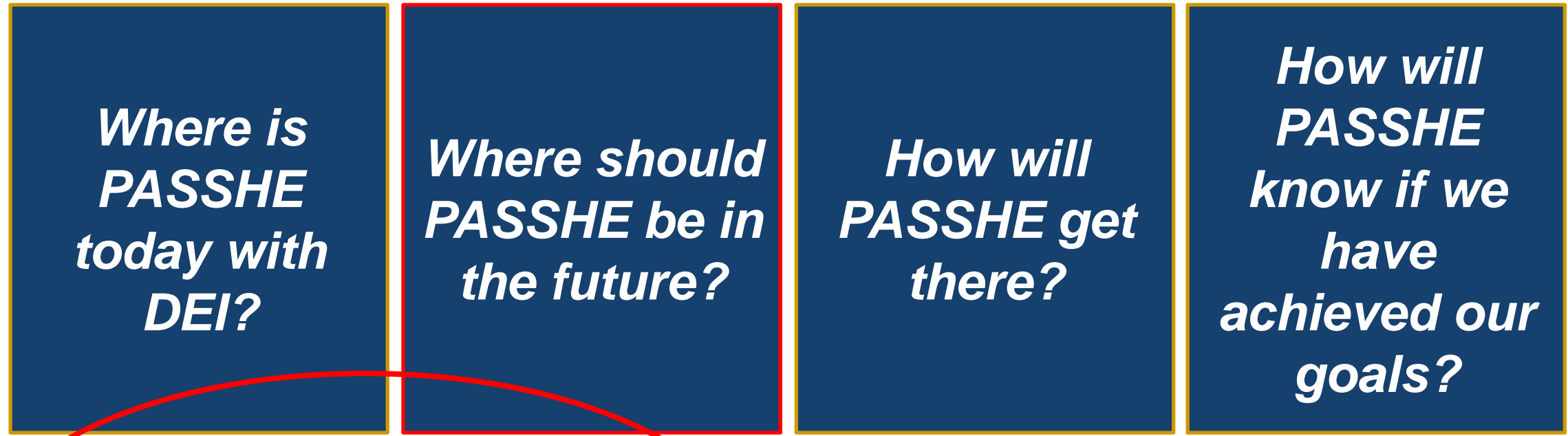
Pennsylvania's  
**STATE SYSTEM**  
of Higher Education

DRAFT



# Planning Approach

# WHERE WE ARE IN THE STRATEGY PLANNING PROCESS



# INPUTS

Developed in consultation with students, faculty, staff, governors, trustees, and key external stakeholders.

The collage includes the following elements:

- Theory of Change Transformation:** A diagram showing the flow from Process Theory to Theory of Change to Impact Theory, with associated text and a table of strategic goals.
- Current State Assessment:** A circular chart showing an average score of 2.7 across four categories: Compensation, Recruitment and Retention (2.5), Communication and Education (2.5), and Assessment (2.2). Below it is a detailed table of scores for various DEI metrics.
- Future State Assessment:** A table with columns for 'Strategic Level' and 'Operational Level (Activity/role-based group)', listing various DEI initiatives and their status.
- Stakeholder Interview Insights:** A document titled 'Overall PASSHE is in a great position to embrace change' containing sections on Strengths, Weaknesses, Key Issues, Root Causes & Impact, Opportunities, and Recommendations.
- GAP ANALYSIS:** Three reports titled 'PASSHE DEI GAP ANALYSIS (1/4)', each with columns for Focus Areas, Current State, Target Future State, and Gaps.

Current State Assessment

Future State Assessment

Stakeholder Interview Insights

Gap Analysis

BOG Commission: Fostering DEI through System Governance

## PASSHE DEI 5-Year Strategic Framework





# Board Commission: Supporting Diversity Equity and Inclusion Through System Governance

# Commission Recommendations

- Ratify Statement of Commitment and Expectations
- Review policies and associated procedures and standards through DEI lens
- Revise accountability framework to ensure DEI goals are identified and progress against them measured
- Secure and use data from systemwide climate surveys for faculty, staff, and students, and utilizes data to inform policies, standards, and procedures to achieve DEI goals.
- Organize and conduct work of BOG so
  - 1) members are fully aware of DEI challenges and opportunities
  - 2) Board actions are fully vetted with respect of potential DEI impacts – intended and unintended
  - 3) has role advising systemwide work
- Identify and allocate or reallocate resources necessary to achieve the System's DEI objectives
- Direct the Chancellor to maintain Office of DEI to assist, support, enhance execution of strategic plan including selected systemwide efforts

# Board DEI Statement of Affirmation (Amended Proposal)

The Board of Governors of Pennsylvania's State System of Higher Education affirms its steadfast commitment to ensuring the entire State System operates from a foundation of values that:

- fosters the success of all students, faculty, and staff;
- expects that our universities be places where human dignity is never compromised and every student that enrolls and employee or contractor we engage is welcomed and has access to the support they need to succeed; and
- affirms the transformative power of higher education including its ability to expand knowledge, challenge assumptions, improve lives, strengthen communities, and disrupt generational poverty.

In acting upon these values, and creating and maintaining a strong State System that meets the multi-cultural needs of students, faculty, staff, and the Commonwealth, now and into the future the Board specifically affirms its commitment to:

- Ensuring the race and ethnicity of students, employees, and appointed trustees and Board members reflect the diverse composition of this Commonwealth
- Eliminating gaps between various groups of students as measured in terms of their enrollment, affordability, and educational progress
- Advocating for student experiences - curricular and co-curricular activities - designed in part to support the university community's ability to engage with, learn about, develop appreciation, acceptance, and compassion for the wide range of perspectives that appropriately exist in a multi-cultural and diverse society.
- Fostering environments where all members of the community treat one another with the respect and dignity they deserve as fellow human beings, even as they explore, debate, discuss their different perspectives and world views. Ensuring our policies and practices are informed by evidence testifying to their potential in enabling that all members of our community are able to thrive.

As Pennsylvania's public system of higher education, we have the responsibility to be the beacon of opportunity and hope for the countless students from all corners of the state and all walks of life who turn to us to find a pathway to their brighter tomorrow. This is a responsibility that we fully uphold with the highest levels of integrity and acute focus, and pursue with solemn and singularly-focused purpose.



# DEI Mission, Vision, and Values

# PASSHE DEI MISSION STATEMENT

The PASSHE DEI Mission Statement articulates the shared purpose that guides our collective efforts and aligns the goals of the State System Office, Board of Governors, and Universities.

## Mission

PASSHE is committed to ensuring accessibility and championing the success of all members of its community regardless of one's identity.

# PASSHE OFFICE of DEI VISION STATEMENT

The PASSHE DEI Vision Statement articulates the desired condition that orients and unifies all PASSHE stakeholders, aligning all towards a common destination.

## Vision

PASSHE endeavors not only to be a national model but a global model for inclusive excellence.

# PASSHE DEI VALUES and DESCRIPTIONS

## Accountability

We, in tandem with students, faculty, and staff within the PASSHE System are accountable for advancing accessibility DEI on all PASSHE campuses.

## Respect

We are predicated on respecting and embracing, with integrity, the different backgrounds, experiences, identities, etc. we each represent.

## Transparency

We openly and honestly assess, support, and report on all DEI matters across PASSHE.

## Excellence

We strive for operational and organizational excellence, acting as innovators in all matters related to PASSHE DEI.

## Involvement

We utilize student, faculty, staff, and community involvement and active participation to determine the needs of stakeholders and accomplish DEI goals.



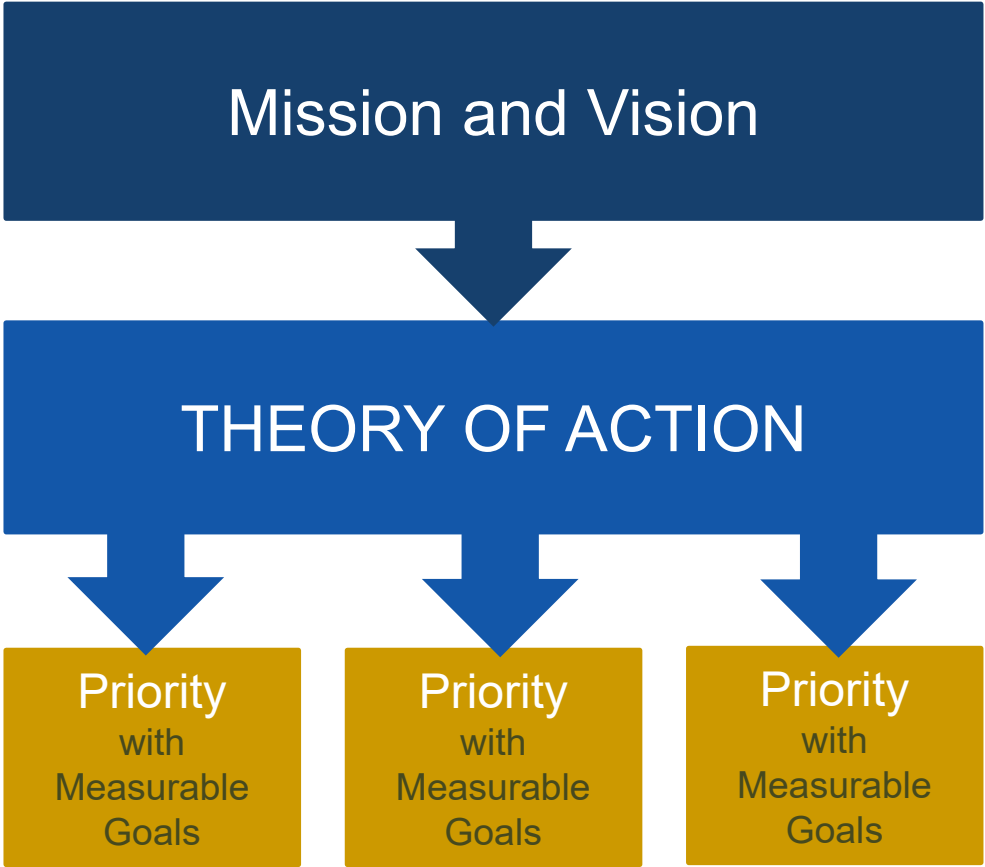
# Strategic Priorities, Goals, SMART Initiatives, and Action Steps

(SMART = Specific, Measurable, Achievable, Realistic, and Timebound)



# STRATEGY FRAMEWORK AND PRIORITIES

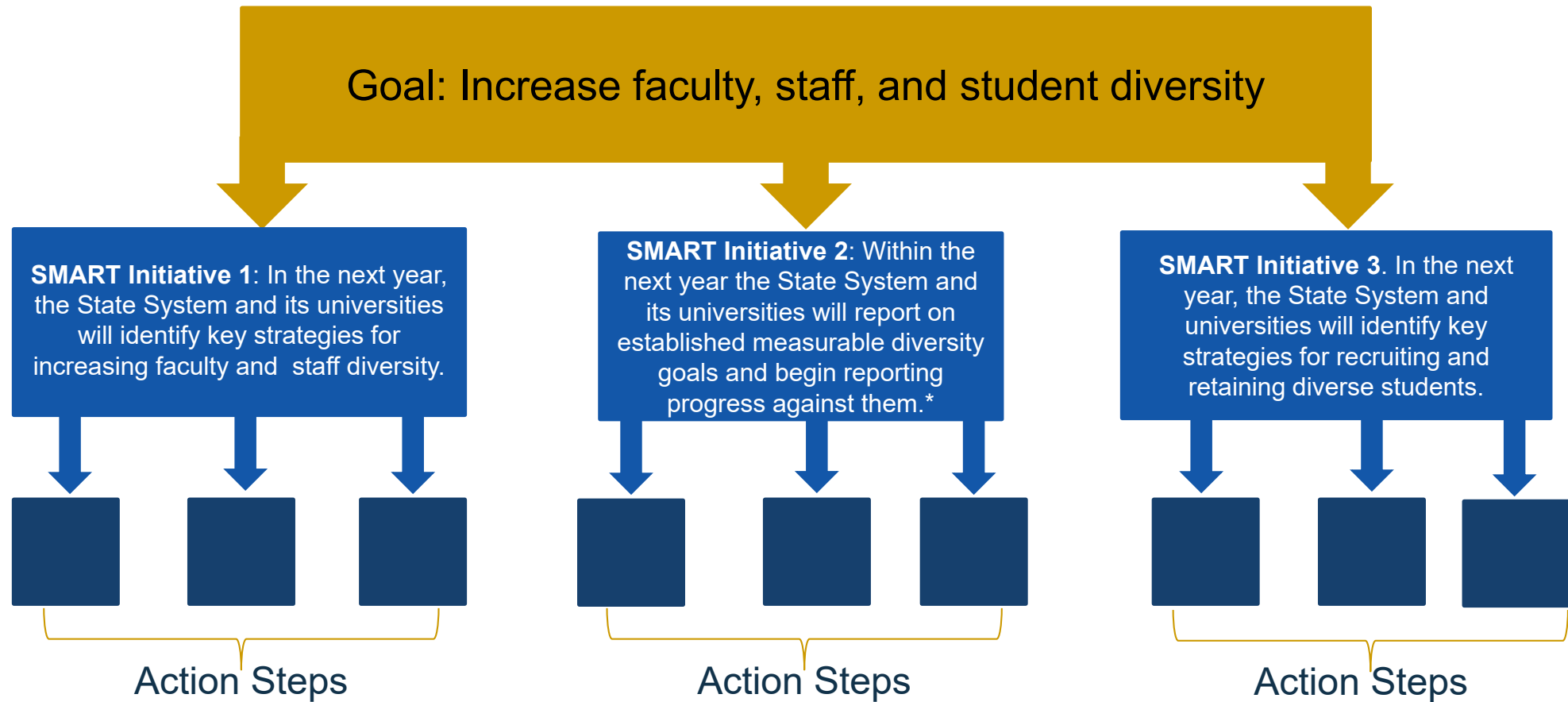
## Framework



## Priorities



# Priority 1. Faculty, Staff, and Student Diversity Overview



\*The System already maintains dynamic reporting on diversity of its faculty, staff, and students.

# Priority 1. Faculty, Staff, and Student Diversity

## Foundational Actions

### ***Board***

- Advocates with Governor's office and the Senate to ensure State-level leadership including the Board of Governors and Councils of Trustees is balanced and reflects the diverse composition of the people of the Commonwealth.

### ***Executive Leadership Group (ELG) and Universities***

- ELG charges the appropriate functional groups which includes Chief Academic Officers (CAOs), Chief Diversity Officers (CDOs), and Faculty Council in consultation with APSCUF to develop a strategy including measurable goals to increase hiring, tenure & promotion by utilizing System data to define the problem and inform the strategy for Board consideration by January 2022.
- ELG charges CDOs to partner with Human Resources directors to identify and scale best practices to increase recruitment, retention, and promotion of diverse staff throughout the system, at all levels of the organization, bringing a strategy with goals to the Board by the January 2022.
- ELG charges Chief Student Affairs Officers (CSAOs) to partner with Enrollment Managers and CDOs to develop a recruitment and retention strategy using Board approved and other metrics to increase student diversity for consideration to the Board by January 2022.

### ***Office of the Chancellor, Office of DEI***

- OOC will maintain a dynamic reporting system through a DEI dashboard with data disaggregated by target group and university and System offices.
- Acknowledge and leverage existing systemwide DEI initiatives that foster faculty, student, and staff diversity.

### ***Reporting***

- Quarterly reporting to OOC, ELG and the Board.

# Priority 2. Improve Equity Outcomes for Students

## Overview

Goal: Eliminate student attainment gaps that persist by race, region, and income while improving outcomes for all students

**SMART Initiative 1:** In the next year, the State System and universities will establish, create outcomes for, and prioritize implementation of data-informed strategies to improve persistence and graduation rates for URM students.



Action Steps

## Priority 2. Improve Equity Outcomes for Students

### Foundational Actions

#### ***Executive Leadership Group and Universities***

- ELG charges CSAOs and CDOs, working in consultation with CAOs and Faculty Council to review existing practices to improve student outcomes for possible scaling of those that demonstrate evidence of impact and progress and recommending direction to the Board by July 2021. The review should include student performance data and research literature to identify critical student loss points and evidence-based practices.
- ELG charges CSAOs and CDOs, in consultation with Faculty Council and student representatives to develop a strategy with measurable goals to improve student outcomes and close performance gaps between student populations including URMs, using Board Approved Metrics and other appropriate forms of measurement.

#### ***Office of the Chancellor, Office of DEI***

- Acknowledge, leverage, and scale existing systemwide DEI initiatives that foster improved equitable outcomes for students.
- OOC will maintain a dynamic reporting system through a DEI dashboard with data disaggregated by target group and university.

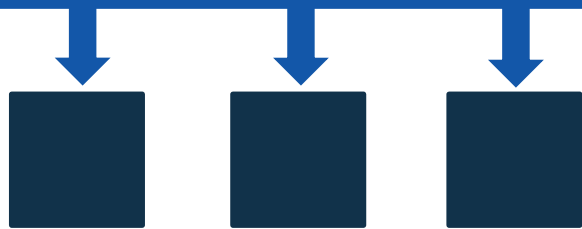
#### ***Reporting***

- Quarterly to OOC, ELG and the Board

# Priority 3. Create Inclusive Communities Overview

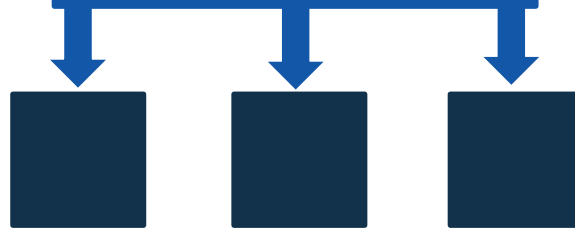
Goal: Build and maintain inclusive communities at all universities and the Office of the Chancellor

**SMART Initiative 1:** In the next year the universities and OOC will conduct a systemwide climate survey and begin utilizing survey data to develop strategy and goals to drive and measure progress toward achievement.



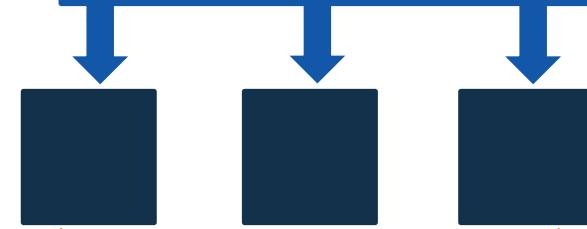
Action Steps

**SMART Initiative 2:** In the next year the State System and universities will strengthen responses to hate speech, discrimination and harassment.



Action Steps

**SMART Initiative 3:** Within the next year the State System and its universities will create measurable inclusivity goals and begin reporting progress against them.



Action Steps

# Priority 3. Create Inclusive Communities

## Foundational Actions (1 of 2)

### ***Board***

- Board asserts its commitment to elevating diversity, equity, and inclusion as a core tenet of system redesign, system excellence, and sustainability through a Statement of Affirmation.
- Advocate aggressively for the creation and maintenance of policies and practices that foster inclusive system and university communities.

### ***Executive Leadership Group and Universities***

- Charges CDOs to inventory and assess impact of practices currently being utilized to improve campus climate, sharing and potentially scaling best practices and identifying gaps that need to be filled, reporting on July 2021.
- Charges CDOs and CSAOs in consultation with CAOs and Faculty Council to recommend for scaling those practices that are demonstrably effective, reporting back to the ELG no later than August 2021 with a focus on education and awareness raising including advocacy, effective restorative justice based approaches, and training around preventing and reacting to racial harassment, speech, and aggression.
- Advocate for the OOC-DEI administration of a systemwide campus climate survey beginning January 2022 including data collection protocols and reporting.
- Advocate for the OOC-DEI development, in partnership with CDOs and CSAOs, a standardized incident reporting system including response team structure/nomenclature and training at all universities for consideration to the ELG no later than July 2021.

# Priority 3. Create Inclusive Communities

## Foundational Actions (2 of 2)

### *Office of the Chancellor, Office of DEI*

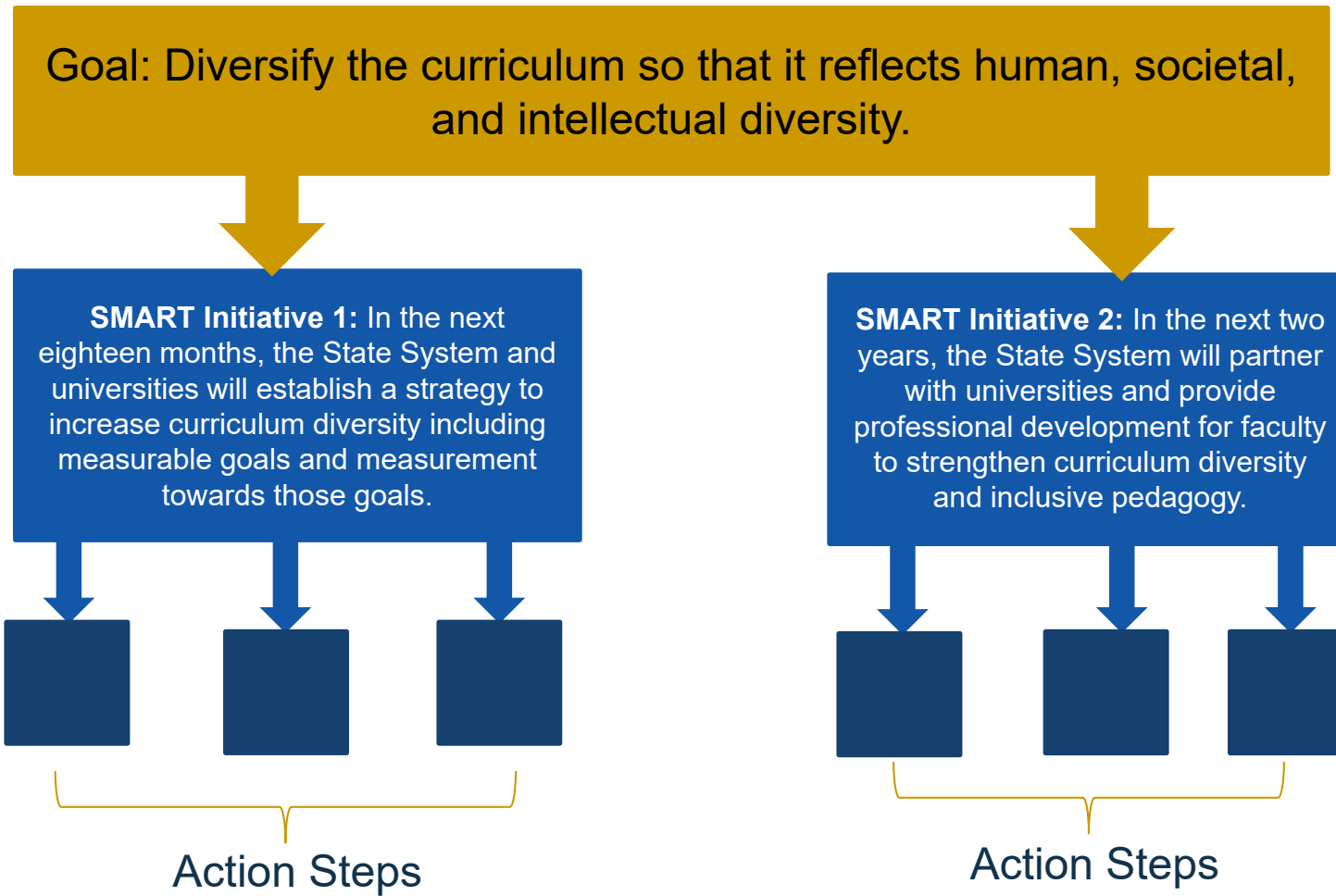
- Acknowledge, leverage, and scale existing systemwide DEI initiatives that foster inclusive communities.
- Conduct systemwide climate survey, using its data along with those from follow-on pulse surveys to (a) build strategies at the university and system level to improve climate (b) measure progress of strategy implementation and (c) guide course correction as needed. Results of survey to be available no later than the end of Fall 2022 semester.
- Convene working group input from outside experts and the Attorney General's office with a view to strengthening understanding of university existing policies and practices pertaining to the First Amendment and Title VI of the Civil Rights Act including a focus on respecting First Amendment rights and permissible responses to offender of the law and campus conduct policies who do not comply with restorative justice practices or other responses. Report results and present to the Board and ELG to examine and consider for revisions to current campus policies and practices by July 14, 2021.
- Partner with CDOs and Human Resources Directors to implement annual mandatory DEI training for all students and employees.
- Partner with campus leadership, faculty, and students to plan and host annual DEI Summit to examine best and innovative practices across PASSHE and beyond to support achievement of systemwide and university DEI goals and strategies.

### *Reporting*

- Quarterly reporting to OOC, ELG and Board



# Priority 4. Diversify the Curriculum Overview



# Priority 4. Diversify the Curriculum

## Foundational Actions

### ***Board***

- Board advocates for curriculum diversity through its Statement of Affirmation.

### ***Executive Leadership Group (ELG) and universities***

- Charge directors of teaching and learning centers to partner with institutional research and inventory university curriculum committees for existing curriculum diversity development practices, including program arrays, to inform strategy of curriculum committees.
- Charges CAOs and faculty, in consultation with APSCUF and CDOs, to continue to develop a strategy to diversify the general education curriculum that will reflect the relationship between curriculum diversity and academic and inclusive excellence. Present strategy to the Board for consideration by January 2022.

### ***Office of the Chancellor, Office of DEI***

- Acknowledge, leverage, and scale existing systemwide DEI initiatives that foster curriculum diversity.
- In consultation with CAOs and the Office of Advanced Data Analytics, conduct a DEI-focused inventory of majors, minors, certificates, and courses and report findings to ELG no later than July 2021.
- In consultation with university teaching and learning centers, create a strategy to support comprehensive curriculum diversity.
- In consultation with CAOs and Faculty Council explore with APSCUF opportunities for leveraging systemwide faculty professional development funding to advance work in this area.

### ***Reporting***

- Quarterly to OOC and the Board

# Priority 5. Build and Maintain Enabling Infrastructure

## Overview

Goal: Ensure system and universities have the resources, incentives, strategies, and accountabilities in place to ensure continued progress toward DEI goals.



# Priority 5. Build and Maintain Enabling Infrastructure

## Foundational Actions

### ***Office of the Chancellor, Office of DEI***

- Consistently reinforce State System Commitment to DEI from all levels of governance and leadership.
- Establish a framework to review policies, standards, and practices through a DEI lens and develop systems of reporting by August 2021.
- Review Board policies and Standard Procedures (existing and prospective) to ensure they support DEI strategy goals to be completed with changes recommended to the Board by January 2022.
- Collaborate with ELG, CDOs, and all other functional groups to establish plans and accountability systems to achieve System and university DEI goals.
- Organize and conduct work of Board so: members are fully aware of DEI challenges and opportunities; Board actions are fully vetted with respect of potential DEI impact – intended and unintended; Board has role advising systemwide work
- Develop and implement enterprise management tools (strategy development and goal setting, budgeting, progress reporting and related individual and institutional accountabilities) so they reference and incentivize measurable progress toward achieving university and system DEI goals including: 1) demonstrating progress with diversity and equity goals by disaggregating Board affirmed student and employee metrics; 2) extending Board approved metrics to integrate measures of inclusion; and 3) maintaining measurement dashboards that give visibility into progress meeting DEI goals by end of 2021.
- Collaborate with ELG and CDOs in consultation with Chief Finance Officers procurement officers and others to ensure commonly required resources that support work in DEI are procured where appropriate at the system level.

### ***Reporting***

Quarterly to OOC, ELG and Board

# Resourcing DEI at the System Level

## Foundational Actions

### ***Board***

In addition to university-level investments made with E&G, philanthropic, grant-funding and other dollars, resources at the system level will be required from sources such as:

- Line-item one-time or recurring investment from the General Assembly
- Off the top funding as may be approved by the Board of Governors
- Co-investment of OOC and system universities
- Funding available as a result of System prepayment of annual SERS obligations

### ***Office of the Chancellor***

- Philanthropic and grant funds raised through the DEI Office and/or PASSHE foundation including dollars raised in collaboration with universities

### ***Reporting***

- System budget requests and reporting will be done on an annual basis to the Board and the ELG at the beginning of the 3<sup>rd</sup> quarter.



# Appendices



# Appendices

- BOG DEI Commission Report
- Policy Review Sub-Committee Report
- Statement of Affirmation



# Board of Governors Commission on Diversity, Equity, and Inclusion in System-level Governance

## Draft Summary Report with Recommendations

*Prepared by Dr. Denise Pearson, Vice Chancellor and Chief Diversity, Equity, and Inclusion Officer*

### EXECUTIVE SUMMARY

Diversity, equity, and inclusion (DEI) are essential to the success and sustainability of higher education—it is a measure of excellence. DEI has therefore been centered at the core of the State System’s strategic priorities across all levels of leadership, with the Board of Governors (Board) leading in this effort. As a State System, we must become more intentional and assertive in our efforts to increase student, faculty, and staff diversity while ensuring policies and practices exist to support the success of all members of our State System communities, particularly those from historically excluded groups. Moreover, we must do more to close persistent achievement gaps, eradicate intolerance, and create campuses that are diverse and inclusive. A selection of articles and reports are cited at the end of this report to add context and depth of understanding about the magnitude of these crises facing the State System and higher education writ large.

Informed by the aforementioned and multiple Commission meetings, it is recommended that the Board affirms the mission of the State System and its universities—the public or state-owned universities of the people of this commonwealth—as being to provide affordable, career relevant postsecondary education for ALL Pennsylvanians, irrespective of their race, creed, color, gender identity, political perspective, and regional location.

In particular it recommends that the Board, through its policies, funding, and other actions establish clear expectations, accountabilities, and incentives that result in measurable progress in the following key areas:

- 1) Ensuring the race and ethnicity of students, employees, and appointed trustees and Board members reflect the diverse composition of this Commonwealth;
- 2) Eliminating gaps among various groups of students as measured in terms of their enrollment, affordability, and educational progress;
- 3) Advocating for student experiences—curricular and co-curricular activities—designed in part to support the university community’s ability to engage with, learn about, develop appreciation, acceptance, and compassion for the wide range of perspectives that exist in a multi-cultural and diverse society; and



- 4) Fostering environments where all members of the community treat one another with the respect and dignity they deserve as fellow human beings, even as they explore, debate, discuss their different perspectives and world views; ensuring our policies and practices are informed by evidence testifying to their potential in enabling that all members of our community are able to thrive.

Specifically, the Commission recommends that the Board:

- Ratifies a statement [attached] affirming its objective of achieving the aforementioned goals at each of its universities and the Office of the Chancellor, and expressing the urgency it feels with respect of the progress it expects to be made in these areas;
- Ensures its policies and associated procedures and standards (both existing and prospective) support progress in this direction;
- Secures and uses data from systemwide climate surveys of faculty, staff, and students, and utilizes data to inform policies, standards, and procedures to achieve DEI goals;
- Revises its accountability framework where necessary to ensure that university and systemwide diversity, equity and inclusion goals are clearly identified, and that progress in achieving them is routinely evaluated with common measures;
- Assists, supports, and enhances impacts of university-based efforts through selected systemwide efforts as identified in a five-year, outcomes-oriented strategic plan to be presented to the Board for its consideration in April 2021 along with a clear evaluation and progress reporting framework;
- Organizes and conducts its work so that
  - members are fully aware of the challenges and opportunities that exist with respect of achieving these objectives
  - decisions are fully vetted with respect of their potential impact—intended and unintended—on the diversity, equitability, and inclusiveness of its university communities
  - it has a role advising the systemwide work intended to advance diversity, equity, and inclusion and that such work is properly represented to the Board
- Identifies and allocates or reallocates resources necessary to achieve the above objectives.

## **BACKGROUND TO THE COMMISSION'S WORK**

“The question is not whether we want diversity or whether we should accommodate diversity, for diversity is clearly our present and our future. Rather, it is time to move beyond old questions and to ask instead how we can build diversity into the center of higher education, where it can serve as a powerful facilitator of institutional mission and societal purpose” (Smith, 2020, p.3).<sup>1</sup> Higher education remains a promising means to obtain financial security and social mobility and for those that occupy positions in state-level governance, Smith’s statement may be more compelling than ever before.

Fortunately, DEI is an increasing focus of higher education leadership, including governing boards. Policy makers acknowledge the strategic importance policies and practices that promote diverse, equitable, and inclusive campus environment. In addition to launching a new initiative on justice, diversity, equity and inclusion ([AGB Launches New Initiative on Justice, Diversity, Equity, and Inclusion](#)) The Association of Governing Boards (AGB) identified best practices to assist governing boards in their DEI efforts, some of which are shared below:

1. Work with presidents, chief diversity officers, chief financial officers, human resources directors, and others to establish a working understanding of equity in the context of your mission, goals, and environment (sets the table for institutional awareness).
2. Use equity-minded decision making to set and monitor institutional goals and progress (using disaggregated data across different demographic and stakeholder experiences).
3. In the boardroom, flip the common question about what *is* an issue of equity to consider what *is not* an issue of equity. Accept equity as an indispensable element of the fiduciary duties of care and obedience. Decisions at the level of board governance invariably hold implications for substantial groups, not just individuals, and impacts on minoritized groups should be considered at every stage to avoid unintended results.

AGB further asserts that “boards can be difference-makers in addressing, pushing for, and assuring equity in higher education. It is time for boards to intentionally enter (model and guide) the equity conversation, through an initial openness and steady commitment to learning and action.”<sup>iii</sup> The State System’s establishment of a Commission on DEI in System-level Governance reflects an emerging sense of understanding and commitment to these important issues and their impact on systemwide performance. Furthermore, the State System’s Office of Advanced Data Analytics provides insight into myriad student, faculty, and staff performance indicators that elevates the sense of urgency to position DEI as a mission-driven strategy in support of student success, system redesign and sustainability.

As a snapshot, the racial and ethnic disparities in student outcomes and the general lack of compositional diversity across the State System institutions provides guidance to the Board as it seeks to ensure that mission-driven policies exist to create a culture that supports the well-being and success of all students, faculty, and staff, especially those from historically excluded groups.

During the October 14, 2020 Board meeting, Chairwoman Cindy Shapira established the Commission on DEI in System-Level Governance (the Commission). The establishment of the Commission followed Chancellor Greenstein’s August 2020 appointment of a Vice-Chancellor and Chief DEI Officer for the State System, who served on the Commission as staff member from the Office of the Chancellor.

#### Commission Members

- Jan Yeomans: Commission Chairwoman
- Noe Ortega: Board Member-at-large and Pennsylvania’s Acting Secretary of Education
- David Maser: Board Vice Chair
- Aaron Walton: President, Cheney University
- Stephen Washington: Board member and student, Shippensburg University
- Harold Shields: Trustee, Edinboro University
- Cindy Shapira: Board Chairwoman (ex-officio)
- Dan Greenstein: Chancellor (ex-officio)
- Denise Pearson: Vice Chancellor and Chief DEI Officer

#### Commission Charge

This Commission will recommend a framework for the Board of Governor’s ongoing role in fostering DEI at the System level, which is central to the mission of the State System and critically important to achieving its strategic goals. In doing so, the Commission will:

1. Develop a statement from the Board affirming the role of DEI relative to System Redesign and overall sustainability
2. Develop a rubric for and conduct analysis of existing Board policies through DEI lens
3. Recommend a plan for the integration of DEI metrics into State System’s reporting landscape
4. Identify potential resources to advance System’s forthcoming DEI strategic plan
5. Recommend how DEI should inform and be infused within the Board structure (ex: committee, other?)
6. Provide guidance for and feedback to the DEI Advisory Group for the Development of the System level DEI strategic plan

The contents of this report are informed by three meetings of the Commission (November 11 and December 16, 2020, and January 20, and February 17, 2021) and three meetings of a Policy Audit subcommittee led by Denise Pearson. The balance of this report discusses progress made toward fulfilling the charge to the Commission followed by several recommendations and a summary.

### PROGRESS SUMMARY

The Commission made significant progress in addressing the six components of the charge as listed above. During the first meeting, the Commission recognized the need to begin its work by assessing the readiness of the Board to “engage in work to develop a framework to foster DEI at the System level.” To this end, a survey was developed and administered to help inform intentions, understandings, and assumptions, which would impact the work of the Commission. With a 100% (n=17) response rate, the Board was unanimous in its belief that “diversity, equity, and inclusion were important to the State System universities’ success and sustainability.” Ten additional survey questions sought to assess stages of readiness and understanding in multiple areas related to DEI and System level governance. Table 1 presents a summary of survey responses.

**Table 1. Summary of Board Responses to Readiness Assessment**

Question	Have not started work in this area	Plan exists and a plan has been implemented	Plan is in place and we have evidence of progress	This is part of our standard operations and we lead by example
Commitment to addressing racial, ethnic, gender and all forms of inequities throughout PASSHE	25.00%	43.75%	6.25%	25.00%
Knowledge of issues of diversity, equity, and inclusion in PASSHE and higher education writ large	31.25%	31.25%	18.75%	18.75%
Openly supportive of DEI efforts	18.75%	12.50%	43.75%	25.00%
Annual reporting includes DEI goals	53.33%	20.00%	13.33%	13.33%
Allocation of funds to support DEI goals	43.75%	31.25%	6.25%	18.75%
Participate in trainings to increase knowledge of DEI	12.50%	43.75%	37.50%	6.25%
Knowledge of components of racial equity in higher education (e.g., policy development, advocacy, data & reporting)	25.00%	37.50%	31.25%	6.25%
Structured to ensure representative, data-driven, equity-minded policy-making and practice	31.25%	37.50%	25.00%	6.25%
Committed to applying a racial equity lens to policy and practice	25.00%	25.00%	31.25%	18.75%
Understanding of the structural determinants of racial and ethnic inequalities within PASSHE	25.00%	43.75%	18.75%	12.50%

**Progress toward the six components of the charge  
are summarized in this section**

**Component 1. Statement of Affirmation**

**DRAFT STATEMENT**

*The Board of Governors of Pennsylvania’s State System of Higher Education is mission-driven and affirms its steadfast commitment to ensuring the entire State System operates from a foundation of values that foster the success of all students, faculty, and staff. Our policies will be informed by evidence-based practices that embrace our full spectrum of differences in the pursuit of knowledge and truth. State System universities will necessarily be places where human dignity is never compromised and every student that enrolls is welcomed and has access to the support they need to succeed. As the only system of public higher education in the Commonwealth of Pennsylvania, we acknowledge our responsibility to be the beacon of opportunity and hope for the students we serve. This is a responsibility that we fully uphold with the highest levels of integrity and acute focus.*

*The State System affirms the transformative power of higher education including its ability to expand knowledge, challenge assumptions, improve lives, strengthen communities, and disrupt generational poverty. To create and maintain a strong State System that meets the multi-cultural needs of students, faculty, staff, and the Commonwealth, the Board specifically affirms its commitment to:*

- *Ensuring the race and ethnicity of students, employees, and appointed trustees and Board members reflect the diverse complexion of this Commonwealth;*
- *Eliminating gaps between various groups of students as measured in terms of their enrollment, affordability, and educational progress;*
- *Ensuring the student experience as comprised of both curricular and co-curricular activities is designed in part to ensure members of the university community are able to engage with, learn about, and develop appreciation, tolerance, and compassion for the wide range of perspectives that appropriately exist in a multi-cultural and diverse society; and*
- *Ensuring all members of the community treat one another with the respect and dignity they deserve as fellow human beings, even as they explore, debate, and discuss their different perspectives and world views.*

**Component 2. Policy Analysis with DEI lens**

“Equity-mindedness is an ethical framework for framing and decision making. With respect to racial disparities and stratification in higher education, being equity-minded means taking institutional responsibility to close racial equity gaps in college access, experiences, and completion” (Dowd and Elmore, p.159).<sup>iii</sup>

With this in mind, a subcommittee was assembled to develop a rubric for and conduct analysis of existing Board policies through an equity lens; members included Harold Shields, Stephen

Washington, Denise Pearson, and Molly Harris [legal office]. In the absence of a systemwide policy on policy development and review (identified by the subcommittee as a problem statement), the subcommittee drafted and submitted the below documents, which will be presented for consideration to the full Commission. Table 2 illustrates the draft DEI Policy Review Framework.

Contents of February 2021 Report: (attached)

1. Summary of the subcommittee's efforts
2. Proposed DEI policy review process
3. Draft rubric for DEI policy review
4. Application of rubric using Social Equity (#2009-03) and Procurement of Goods, Services, Supplies, and Construction (#1998-04-A) polices as examples
5. Developing list of polices for review consideration

DEI Policy Review Framework



### **Component 3. Integration of DEI metrics into State System's**

The Office of Advanced Data Analytics provides a wide range of data sets to guide and evaluate efforts toward becoming a more diverse, equitable, and inclusive System. Board approved metrics measuring student success (enrollment and outcomes) and university success (student support, university financial strength, student affordability, and private) [[Workbook: Board-Affirmed Metrics \(passhe.edu\)](#)] will be integrated in discussions and strategic planning with DEI Dashboard Metrics (personnel by race and ethnicity, underrepresented minority students, degrees conferred, second-year persistence, and six-year graduation) [[Workbook: Diversity \(passhe.edu\)](#)]. These conversations and plans for integration are already underway and will expand as the Office of DEI works collaboratively with the Board, Chancellor Greenstein, and the Office of Advanced Data Analytics to have more holistic discussions. DEI is part of the overall System accountability structure.

### **Component 4. Resources to support forthcoming DEI strategic plan**

A dedicated budget is critical to enabling the Office of DEI to achieve its mission and goals. This funding would be shared across the universities to support and grow their unique DEI initiatives in alignment with Systemwide goals. In addition, it must be large enough to allow it to perform its

functions fully and at top quality. According to a 2016 DBP benchmarking study, the average diversity budget was \$1.1mm. More than half of the companies benchmarked allocate approximately 2-3% of their overall budget to D&I. Percentages spent on Diversity Organizations and Conference=29%; Training and Development=25%; Employee Resource Groups=20%; Community Outreach=17%; Supplier Diversity=16%; and Recruitment & Retention=13% respectively.<sup>iv</sup>

### **Component 5. Infusion of DEI within the Board structure**

Thought diversity exists among the Commission regarding how DEI should be infused within the Board structure including whether it should exist as a standing committee or be infused within other standing committees (Audit and Compliance; Executive; Governance and Leadership; Student Success; and University Success). The VC-DEI noted during the dialogue that the Commission has fully addressed its charge as described in this report.

### **Component 6. Board guidance and feedback to DEI advisory group [Board of Advisors] for the development of the System level DEI strategic plan**

The Office of DEI including its Board of Advisors benefits from the guidance and input of the Board. This support includes engagement with the strategic planning process and acknowledging the importance of outcomes-driven work with accountability measures and integrated communication structures. The importance of Board input has been affirmed.

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<sup>i</sup> Smith, D. G. (2020). *Diversity's Promise for Higher Education: Making it Work, 3<sup>rd</sup> Edition*. Baltimore: Johns Hopkins University.

<sup>ii</sup> Ball, R.M., Morgan, D.L., and Commodore, F. (2019). Responding to the Call for Equity: What Every Board Member Should Know Presented at 2019 AGB Conference on Trusteeship. Retrieved from [Responding to the Call for Equity: What Every Board Member Should Know - AGB](#)

<sup>iii</sup> Kezar, A and Posselt, J. (2020). *Higher Education Administration for Social Justice and Equity: Critical Perspectives for Leadership* (p.159). New York and London: Routledge.

<sup>iv</sup> Diversity Best Practices. (2016). Diversity and Inclusion Infrastructure Council. DBP Research Request. Retrieved from [Voya Diversity Councils and D&I budgets \(diversitybestpractices.com\)](#)

### **SUGGESTED READINGS**

Colleges and Universities Must Take a New Approach to Systemic Racism: [To defeat systemic racism, institutions must fully integrate truly diverse subject matter into required courses \(opinion\) \(insidehighered.com\)](#)

The Cost of Balancing Academia and Racism. [How Racism on College Campuses—From Microaggressions to Limited Diversity—Affects Black Students' Mental Health - The Atlantic](#)

Racial and Ethnic Achievement Gaps. [The Educational Opportunity Monitoring Project: Racial and Ethnic Achievement Gaps \(stanford.edu\)](#)

U.S. Department of Education. (2016). Advancing Diversity and Inclusion in Higher Education: Key Data Highlights Focusing on Race and Ethnicity and Promising Practices. [Advancing Diversity and Inclusion in Higher Education](#)

# Board of Governors Commission on Diversity, Equity, and Inclusion in State-Level Governance

## Policy Review Sub-Committee

### February 2021 Report

#### Board of Governors Policy Landscape

The Board of Governors (Board) has adopted 87 policies across 19 categories since 1983 through 2020 as indicated on the Board website. See *Appendix A. Board of Governors Policy List*. ([Board Policies by Category | PA State System of Higher Education \(passhe.edu\)](#))

During the October 2020 Board meeting, a Commission on Diversity, Equity, and Inclusion in State-Level Governance was established and charged in part to “develop a rubric for and conduct analysis of existing Board policies through a DEI lens.” See *Appendix B. Commission Charge*.

The purpose of having a process in place to examine policies through an equity lens is to ensure that PASSHE is developing and maintaining an equitable state system of higher education through its policies, standards, and procedures. It is a process for analyzing or diagnosing the impact of the design and implementation of policies on targeted groups, particularly historically excluded groups, and to identify and potentially eliminate barriers. The overall goal of incorporating a DEI lens is to be deliberately inclusive in policy decision making through the posing of questions that assist decision makers in a focus on equity in process and outcomes.

As noted during a meeting of the full Commission meeting on January 15, 2021, PASSHE does not have formalized system-level policy or standard processes to develop, monitor, or revise Board policies. In addition, among the five Board Standing Committees referenced on the website (Audit and Compliance; Executive; Governance and Leadership; Student Success; and University Success) oversight for policy development is not explicit. See *Appendix C. - Board Standing Committees*. ([Standing Committees | PA State System of Higher Education \(passhe.edu\)](#)). At the university level, an example of a such a policy is Edinboro University’s Policy Development Policy. The policy was developed in 2018 to “establish the authority and process for the promulgation of University policy. Policies presented in a standard format will help Edinboro University (the University) accomplish its mission, maintain accountability and provide the community with a clear explanation of how the University conducts business.”

<https://www.edinboro.edu/directory/offices-services/hr/policies/documents/C001%20Policy%20Development%20Rev.%2003.01.2018.pdf>.

As a final note, the National Association of System Heads (NASH) was queried about the existence of policy development policy and several systems shared their policies and practices including the following state systems: University of Wisconsin, University of Minnesota, Tennessee State and University of Alaska. As anticipated, there is variation in policies on policies among state systems including purpose, scope and application, oversight, and process. In total, these and other policies on policies provide valuable information the Board could reference to develop a state system policy on policy development and review. Note: NASH is the association of the chief executives of the college and university systems of public higher education in the United States. ([About | NASH \(nashonline.org\)](#)).

## DEI Policy Review Process:

**IMPORTANT NOTE:** The DEI Policy Review Process and rubric have not received input from a DEI Policy Review Committee, which will be assembled and oriented as described in the Strategic Planning Framework.

This section addresses the charge to develop a rubric for and conduct analysis of existing Board policies through a DEI lens. It includes the rubric; example of application, structure, process, etc. It begins with the definition of *diversity*, *equity*, and *inclusion*.

*DEI Defined:* Simply stated, the term *diversity* refers to identity differences among us (race, gender, ethnicity, religion, etc.); *equity* refers to the concept of fairness that is different from the notion of equality; and *inclusion* refers to actions that foster feelings of being respected, valued, and thus included. Although the terms are different in their definition, they cannot be decoupled from a systemwide or institutional strategic approach to DEI. Diversity cannot be sustained in the absence of equity and inclusion.

**Targeted Groups:** While the impact of Board policy on the performance of all students is important and needs to be monitored, the following groups are the primary affected groups/focus of the proposed DEI policy review process:

- Underrepresented minorities (American Indian or Alaska Native; Black or African American, Hispanic; or two or more races).
- LGBTQ+
- Disabled
- Veterans
- Women

**Principles of DEI-Focused Policy Review:** There are multiple ways to incorporate a DEI lens in policy development and review efforts, however there are common principles that include examination of:

- Policy titles
- Impacted persons/groups
- Driving forces of the policy (political, social, students, community, etc.)
- Disproportionate impact of policy
- Extent to which policy perpetuates or dismantles historical, legal, or other barriers of the past
- Recommendations to mitigate or eliminate disparities
- Potential disproportionate impact on those who need to understand, apply, or comply with policy

**Guiding DEI policy review questions include:**

1. What is the intent behind the policy being reviewed (revised or developed)?
2. What assumptions does the policy include?
3. Who benefits from the way things are and who is adversely impacted?
4. What actions will redress inequities in the policies?



# Appendices

APPENDIX A.....BOARD OF GOVERNORS POLICIES

APPENDIX B.....BOARD DEI COMMISSION CHARGE

APPENDIX C.....BOARD STANDING COMMITTEES

APPENDIX D.....DEI POLICY REVIEW RUBRIC

APPENDIX E..... BOARD POLICIES FOR REVIEW CONSIDERATION

## APPENDIX A. BOARD OF GOVERNORS POLICIES

Policy No.	Title
<a href="#">View</a>	2020-03 Act 50 of 2020 Implementation Policy
<a href="#">View</a>	2020-03 Act 50 Implementation
<a href="#">View</a>	2020-02 Amorous Relationships
<a href="#">View</a>	2020-01 Sexual Misconduct
<a href="#">View</a>	2019-02 Guidance on Campus Police Authority to Effect Arrests
<a href="#">View</a>	2019-01 University Financial Sustainability Policy
<a href="#">View</a>	2017-01 Students Affected by Disasters
<a href="#">View</a>	2015-01 Veterans’ In-State Tuition Benefits
<a href="#">View</a>	2014-01- Protection of Minors A
<a href="#">View</a>	2013-02 Evaluating the Chancellor
<a href="#">View</a>	2013-01- Process for Appointment of PASSHE Chancellor A
<a href="#">View</a>	2012-01 Conflict of Interest
<a href="#">View</a>	2010-01- Expenditures of Public Funds A
<a href="#">View</a>	2009-03 Social Equity
<a href="#">View</a>	2009-02 Acceptable Use of Technology
<a href="#">View</a>	2009-01 Criminal Background Investigations
<a href="#">View</a>	2002-05 Service on Public and Private Boards by Chancellor and Presidents
<a href="#">View</a>	2002-04- Academic Calendar A
<a href="#">View</a>	2002-03- Evaluating Presidents A
<a href="#">View</a>	2000-03- Conferral of Emeriti Status A
<a href="#">View</a>	2000-02- Capital Facilities Planning, Programming, and Funding A
<a href="#">View</a>	1999-02- Tuition A
<a href="#">View</a>	1999-01- The Student Transfer Policy A
<a href="#">View</a>	1998-04- Procurement of Goods, Services, Supplies, and Construction A
<a href="#">View</a>	1997-03 Naming of State System of Higher Education Facilities
<a href="#">View</a>	1996-03- Defining Auxiliary Enterprises and Establishing Financial Reporting A Requirements
<a href="#">View</a>	1995-02 Facilities Projects Contract Compliance Program
<a href="#">View</a>	1994-01- Administration of the Keystone Recreation, Park, and Conservation Fund A (Act 50 of 1993)
<a href="#">View</a>	1993-03- Budget Reporting and Review A

[View](#) 1993-01- General Education at State System of Higher Education Universities  
A

[View](#) 1991-06- State System Audit Policy  
A

[View](#) 1991-05- Delegation of Authority for State System Real Property  
A

[View](#) 1991-04- Volunteerism  
A

[View](#) 1991-03- Visiting Student Program  
A

[View](#) 1990-06- Academic Degrees  
A

[View](#) 1990-02 Placing State System Facilities on an Historic Register

[View](#) 1989-05- Student Fees  
A

[View](#) 1989-02 Drug-Free Workplace

[View](#) 1989-01- University Diplomas  
A

[View](#) 1988-04- Stipend for Cooperating Teachers  
A

[View](#) 1988-03- Data Collection and Reporting  
A

[View](#) 1988-01- Collection of Any Monies from Students  
A

[View](#) 1987-01 Degree Equivalencies in Faculty Appointment and Promotion Criteria

[View](#) 1986-07- Travel Expense Regulations  
A

[View](#) 1986-06 Management Employee Retreat Rights

[View](#) 1986-04- Program Review  
A

[View](#) 1986-02- Investment  
A

[View](#) 1986-01- Audit Policy  
A

[View](#) 1985-07- Management Performance and Reward Program  
A

[View](#) 1985-06- Faculty Professional Development Program  
A

[View](#) 1985-05 State System of Higher Education External Financial Support

[View](#) 1985-04- University External Financial Support  
A

[View](#) 1985-03 Student Domicile Regulations

[View](#) 1985-02- Operation of Motor Vehicles on State System of Higher Education  
A Facilities

[View](#) 1985-01- Requirements for Initiation or Change of Credit-Based Academic  
A Programs

- [View](#) 1984-14- Terms and Conditions of Employment of Senior Policy Executives  
A
- [View](#) 1984-13- Student Disciplinary Due Process Requirements  
A
- [View](#) 1984-12- Honorary Degrees  
A
- [View](#) 1984-07- System Reserve Allocation and Expenditure Criteria  
A
- [View](#) 1984-06- Allocation Formula  
A
- [View](#) 1984-03- Tuition Waiver  
A
- [View](#) 1983-26A Student Trustee Selection
- [View](#) 1983-25- Student Governor Selection  
A
- [View](#) 1983-24- Decentralization of the Position Classification Process in the State System  
A
- [View](#) 1983-22- Use of Facilities  
A
- [View](#) 1983-19- Refund of Tuition and Fees  
A
- [View](#) 1983-18- Waiver of Tuition and/or Fees  
A
- [View](#) 1983-16 Reimbursement of Travel Expenses for Faculty and Administrative  
Candidates
- [View](#) 1983-14- Appointing Interim and Acting Chief Executive Officers  
A
- [View](#) 1983-13- Process for Recommending Presidential Appointment  
A
- [View](#) 1983-11 Equal Opportunity
- [View](#) 1983-10 Guidelines for Student Employment
- [View](#) 1983-09- Graduate Assistant Stipends  
A
- [View](#) 1983-07 Assignment of Students and University Personnel to Privately-Owned  
Housing
- [View](#) 1983-06- Student Health Services  
A
- [View](#) 1983-03- Student Activity Fees  
A
- [View](#) 1983-01- Merit Principles  
A

## APPENDIX B. COMMISSION CHARGE

PENNSYLVANIA'S STATE SYSTEM OF HIGHER EDUCATION



### DEI Commission Charge

This Commission will recommend a framework for the Board of Governor's ongoing role in fostering DEI at the System level, which is central to the mission of the State System and critically important to achieving its strategic goals. In doing so, the Commission will:

- Develop a statement from the BOG affirming the role of DEI relative to System Redesign and overall sustainability
- **Develop a rubric for and conduct analysis of existing BOG policies through DEI lens**
- Recommend a plan for the integration of DEI metrics into State System's reporting landscape
- Identify potential resources to advance System's forthcoming DEI strategic plan
- Recommend how DEI should inform and be infused with BOG structure (ex: committee, other?)
- Provide guidance for and feedback to the DEI Advisory Group for the Development of the System level DEI strategic plan

4



## APPENDIX C. BOARD OF GOVERNORS STANDING COMMITTEES

### Audit and Compliance

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

Chair: **Samuel H. Smith**

Members: **Sen. Judith L. Schwank**

(Ex-Officio): **Cynthia D. Shapira**

### Executive

The Executive Committee shall have the authority to act for the Board, subject to ratification of all actions at the next regular meeting of the Board of Governors. The Executive Committee is composed of the officers of the Board and the chairpersons of committees established by the Board.

Chair: **Cynthia D. Shapira**

Members: **Donald E. Houser Jr.; David M. Maser; Thomas S. Muller; Samuel H. Smith**

### Governance and Leadership

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

Chair: **Donald E. Houser Jr.**

Members: **Alex Fefolt; Sen. Scott Martin; David M. Maser; Sen. Judith L. Schwank; Samuel H.**

## **Smith**

(Ex-Officio): **Cynthia D. Shapira**

## **Student Success**

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

Chair: **David M. Maser**

Members: **Rep. Tim Briggs; Stephen L. Washington, Jr. ; Acting Secretary of Education Noe Ortega; Larry C. Skinner**

(Ex-Officio): **Cynthia D. Shapira**

## **University Success**

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

Chair: **Thomas S. Muller**

Vice Chair: **Neil R. Weaver**

Members: **Nicole Dunlop; Rep. Brad Roae; Meg Snead; Janet L. Yeomans; William “Bill” Gindlesperger**

(Ex-Officio): **Cynthia D. Shapira**

**Appendix D. Policy Review Rubric (Draft)**  
**DIVERSITY, EQUITY, AND INCLUSION (DEI) REVIEW OF ADMINISTRATIVE POLICY**

**POLICY NAME AND NUMBER:**

**DATE EFFECTIVE:**

**POLICY STATEMENT:**

**REASON FOR POLICY:**

**POLICY REVIEW:**

Please consider the following questions to frame this DEI policy review:

- What decision is being made? What beliefs, values, and assumptions guide how the topic is being considered?
- Who is at the table? Who or what informs their thinking on the issue? Who is most affected by these decisions, and thus should be at the table? How can they be included?
- How is the decision being made? What participatory structures can be added to hear from more voices, to equalize participation, and elements of consensus be used?
- What is the likely impact? Does the policy, program, or decision improve, worsen, or make no change to existing disparities? Does it result in a systemic change that addresses institutional inequity?
- Does the policy, program, or decision produce any intentional benefits or unintended consequences for the affected groups? What is the real impact likely to be for different groups who are important to the organization?
- Based on the above responses, what are the possible revisions to the policy, program, or decision under review that could address inequity/promote equity?

Instructions: For each item, rate the extent to which the policy being reviewed reflects the policy review domain. Provide a rationale statement to support your rating. Propose a modification, addition or deletion to the policy related to the domain for changing, improving or enhancing the policy. Indicate whether the proposed change is a recommendation (revision needed to adequately address the domain) or a consideration (revision that would reflect best practice).

<b>Rate the extent to which the policy</b>	<b>To a large extent</b>	<b>Somewhat</b>	<b>Very little</b>	<b>Not at all</b>
Has intentional benefits for the affected groups				
Has unintentional consequences for the affected groups				
Worsen disparities for affected groups				
Improve inequities/close gaps for affected groups				



Complies with relevant legal mandates (e.g. Title IX, Title VI etc.)				
Reflects principles derived from scholarly research that will likely bring about effective outcomes for all targeted groups				
Addresses disparities in treatment between and among targeted groups (i.e. disproportionality in participation and outcomes of particular student groups)				
Include perspectives of affected group(s)				
Reflect the mission, vision, and values of PASSHE				

**Rationale/Explanation:**

**Recommendation:**

**Signature of DEI Policy Review Committee Chair:**

**Date:**

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**APPENDIX E. Additional BOG Policies for Review Consideration**

**\*Based on initial feedback from Chief Diversity Officers**

<b>Policy #</b>	<b>Policy Name</b>
1993-01 A	General Education in State System of Higher Education
1998-04 A	Procurement of Goods, Services, Supplies, and Construction
1989-01 A	University Diplomas
1983-19 A	Refund of Tuition and Fees
1997-03	Naming of State Higher Education Facilities
1988-04 A	Stipend for Cooperating Teachers
1985-06 A	Faculty Professional Development Program



**(DRAFT)**

**Board of Governors Statement  
on  
Diversity, Equity, and Inclusion**

The Board of Governors of Pennsylvania’s State System of Higher Education is mission-driven and affirms its steadfast commitment to ensuring the entire State System operates from a foundation of values that foster the success of all students, faculty, and staff. Our policies will be informed by evidence-based practices that embrace our full spectrum of differences in the pursuit of knowledge and truth. State System universities will necessarily be places where human dignity is never compromised and every student that enrolls is welcomed and has access to the support they need to succeed. As the only system of public higher education in the Commonwealth of Pennsylvania, we acknowledge our responsibility to be the beacon of opportunity and hope for the students we serve. This is a responsibility that we fully uphold with the highest levels of integrity and acute focus.

The State System affirms the transformative power of higher education including its ability to expand knowledge, challenge assumptions, improve lives, strengthen communities, and disrupt generational poverty. To create and maintain a strong State System that meets the multi-cultural needs of students, faculty, staff, and the Commonwealth, the Board specifically affirms its commitment to:

- Ensuring the race and ethnicity of students, employees, and appointed trustees and Board members reflect the diverse composition of this Commonwealth;
- Eliminating gaps between various groups of students as measured in terms of their enrollment, affordability, and educational progress;
- Advocating for student experiences - curricular and co-curricular activities - designed in part to support the university community’s ability to engage with, learn about, develop appreciation, acceptance, and compassion for the wide range of perspectives that appropriately exist in a multi-cultural and diverse society; and
- Fostering environments where all members of the community treat one another with the respect and dignity they deserve as fellow human beings, even as they explore, debate, discuss their different perspectives and world views. Ensuring our policies and practices are informed by evidence testifying to their potential in enabling that all members of our community are able to thrive.

**Board of Governors Meeting**

April 15, 2021

**SUBJECT:** #Prepared4PA – Preparing Pennsylvania’s Workforce of the Future

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**UNIVERSITIES AFFECTED:** All

**BACKGROUND:** The State System of Higher Education #Prepared4PA project is made possible by financial support from The Lumina Foundation and The Strada Education Network. Through this process the State System universities are committed to preparing the talent that powers our economy, and we are bringing together dedicated thought-partners to help all Pennsylvanians gain access to work-relevant learning pathways.

Pennsylvania is a very diverse economy and society. A new economy that is more automated and connected is emerging and the Commonwealth has a great opportunity to develop a 21<sup>st</sup> century strategy that better connects higher education and industry at different levels.

Through the #Prepared4PA initiative we are re-designing education to meet the upskilling and reskilling needs of learners, by creating education pathways, that meet learners where they are at in their competency and skill set attainment.

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**Supporting Documents Included:** N/A

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

**Reviewed by:** N/A

**Prepared by:** Hope Lineman

**Email:** hlineman@clarion.edu

PENNSYLVANIA'S STATE SYSTEM OF HIGHER EDUCATION



CALU

CHEYNEY UNIVERSITY



ITUP



MANSFIELD UNIVERSITY

Millersville University



Slippery Rock University

WCU WEST CHESTER UNIVERSITY

# UNIVERSITY SUCCESS COMMITTEE



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

**University Success Committee Meeting**

April 15, 2021

**SUBJECT:** 2021-22 and Tentative 2022-23 Basic Tuition and Technology Tuition Fee Rates  
(ACTION)

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**UNIVERSITIES AFFECTED:** All

**BACKGROUND:** State System universities provide high quality educational experiences while continuing to be among the most affordable four-year institutions in Pennsylvania—striving to provide every student the opportunity to achieve success and upward mobility. It is critical to both student and university success that the System universities control costs and use tuition and institutional aid strategically to keep tuition as low as possible for those with the greatest financial challenges.

At its April 2019 regular meeting, the Board of Governors approved changes to Board of Governors' Policy 1999-02-A: *Tuition*, such that tuition rates will be set annually no later than April 30 for the upcoming two academic years, where the tuition rate for the second year is based on the most current three-year average increase in the State System's basic tuition rate.

In an effort to improve student affordability and access to high quality educational opportunities, the Board of Governors is considering an adjustment in tuition of XX% for 2021-22 and XX% 2022-23.

**MOTION:** That the Board of Governors approve the 2021-22 and Tentative 2022-23 Tuition Schedule (Attachment 1) and the 2021-22 and Tentative 2022-23 Technology Tuition Fee Schedule (Attachment 2).

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**Supporting Documents Included:** 2021-22 and Tentative 2022-23 Tuition Schedule (Attachment 1) and 2021-22 and Tentative 2022-23 Technology Tuition Fee Schedule (Attachment 2)

**Other Supporting Documents Available:** Board of Governors' Policy 1999-02-A: *Tuition*

**Reviewed by:** N/A

**Prepared by:** Molly Mercer

**Email:** mmercercer@passhe.edu

**Pennsylvania's State System of Higher Education**  
**Approved 2021-22 and Tentative 2022-23 Tuition Rate Schedule**  
*Summary for Typical System Student*  
*Excludes Rates for Board-Approved Alternative Tuition Pricing*

Student Classification	Approved 2020-21 Rates			Approved 2021-22 Rates					Tentative 2022-23 Rates				
	Per Credit <sup>1</sup>	Full-Time Rates		Per Credit <sup>1</sup>	Full-Time Rates		Change		Per Credit <sup>1</sup>	Full-Time Rates		Change	
		Per Semester	Academic Year		Per Semester	Academic Year	\$	%		Per Semester	Academic Year	\$	%
<b>Typical Undergraduate In-State Rate</b>													
In-State	\$322	\$3,858	\$7,716										
<b>Typical Graduate In-State Rate</b>	\$516	n/a	n/a										
<b>Technology Tuition Rate</b>													
Undergraduate In-State	\$20	\$239	\$478										
Undergraduate Out-of-State	\$30	\$364	\$728										
Graduate In-State	\$28	n/a	n/a										
Graduate Out-of-State	\$40	n/a	n/a										

Note: Final 2021-22 tuition rate recommendations will be developed by the Board of Governors' University Success Committee Meeting on April 15, 2021.

Note: Tentative Final 2022-23 tuition rate recommendations will be developed by the Board of Governors' University Success Committee Meeting on April 15, 2021.

<sup>1</sup>For graduate student charges and undergraduate part-time, summer, interim session student charges. In addition, Millersville and Shippensburg Universities charge in-state undergraduate students on a per-credit basis. Indiana charges all students on a per-credit basis.

Note: At the discretion of each university president, out-of-state tuition rates may vary for online programs.

**Pennsylvania's State System of Higher Education**  
**Approved 2021-22 and Tentative 2022-23 Technology Tuition Fee Schedule**

Student Classification	2020-21	Proposed 2021-22	Change		Tentative 2022-23	Change	
			Amount	Percent		Amount	Percent
<b>Full-Time Academic Year</b>							
In-State Undergraduate	\$478						
Out-of-State Undergraduate	\$728						
<b>Full-Time Semester</b>							
In-State Undergraduate	\$239						
Out-of-State Undergraduate	\$364						
<b>Per Student Credit Hour (For part-time and graduate students) <sup>1</sup></b>							
In-State Undergraduate (less than 12 credits)	\$20						
Out-of-State Undergraduate (less than 12 credits)	\$30						
In-State Graduate	\$28						
Out-of-State Graduate	\$40						

Note: Final 2021-22 technology tuition fee rate recommendations will be developed by the Board of Governors' University Success Committee Meeting on April 15, 2021

Note: Tentative Final 2022-23 technology tuition fee rate recommendations will be developed by the Board of Governors' University Success Committee Meeting on April 15, 2021

<sup>1</sup>For graduate student charges and for undergraduate part-time, summer, and interim session student charges.



**University Success Committee Meeting**

April 15, 2021

**SUBJECT: Housing Acquisition and Financing, Millersville University of Pennsylvania (ACTION)****UNIVERSITIES AFFECTED:** Millersville University of Pennsylvania

**BACKGROUND:** Millersville University requests approval to acquire on-campus student residence halls. The residence halls were constructed by Student Services Incorporated (SSI), a non-profit affiliated corporation of the university. They constructed the housing on property leased from the university using a privatized student housing development and finance model approved by the Board of Governors. At this point, it is most advantageous for the university to acquire the buildings with State System bond financing.

SSI constructed residence halls in three phases to replace outdated and obsolete on-campus student housing. These residence halls were performing well prior to COVID-19 with fall 2019 occupancy at 98 percent. Reduced revenue due to COVID-19 impacts will necessitate use of debt service reserves to satisfy the July 1, 2021 bond principal and interest payments and potentially cause an increase in financing costs.

The most favorable option to mitigate the negative financial impacts cause by COVID-19 and to generate additional benefits for students is for the university to purchase the housing using System bond financing at the cost of the outstanding debt, about \$146 million.

The proposed strategy maintains the current term, reduces annual debt service payments by about \$800,000, and avoids about \$200,000 in annual insurance costs. The net present value of the financing savings is estimated at \$13 million or a 10 percent reduction in cost. The university intends to take advantage of these savings by reducing the room rental rates by 10 percent while also increasing their lifecycle maintenance reserves.

The housing consists of three buildings totaling 495,000 gross square feet and containing 1,900 beds.

**MOTION:** That the Board of Governors approve Millersville University's acquisition of on-campus student residence halls from Student Services Incorporated and bond financing of the current debt.

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**Supporting Documents Included:** Property map and photo

**Other Supporting Documents Available:** Real property acquisition planning data

**Reviewed by:** Millersville University's Council of Trustees, March 17, 2021

**Prepared by:** Molly Mercer

**Email:** mmercerc@passhe.edu



Millersville University of Pennsylvania



East Village Residence Hall  
Millersville University of Pennsylvania

## University Success Committee Meeting

April 15, 2021

**SUBJECT:** New Bond Issue, Series AZ (ACTION)

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**UNIVERSITIES AFFECTED:** Millersville University of Pennsylvania

**BACKGROUND:** In accordance with previous actions by the Board of Governors approving facilities projects and their financing, and based on requirements of the Internal Revenue Service, the Board must approve a resolution to authorize the issuance of bonds. The proposed bond issue will provide fixed-rate taxable financing for the item listed below. The total bond issue is not expected to exceed project cash borrowing of \$146.1 million, based on the following estimates.

<b>Taxable Bond Issue</b>				
<b>Project</b>	<b>Type</b>	<b>Term (Years)</b>	<b>BOG Approved</b>	<b>Amount</b>
Millersville Housing Acquisition	Auxiliary	26	April 2021	\$144,000,000
Contingency and Issuance Costs at 1.50%				2,100,000
Total Taxable Debt Issue				\$146,100,000

In keeping with the State System's practice of minimizing expense and risk, the bond issue will be competitively bid. Because the System does not possess statutory bond 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 of Governors adopt the attached resolution authorizing the issuance of bonds up to a maximum project cash of \$146.1 million.

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**Supporting Documents Included:** Resolution

**Other Supporting Documents Available:** Board Materials from April 2021 (Item: *Housing Acquisition and Financing, Millersville University of Pennsylvania*).

**Reviewed by:** N/A

**Prepared by:** Molly Mercer

**Email:** mmercerc@passhe.edu

**Resolution Authorizing the Issuance of 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") issue its State System Revenue Bonds in one or more series of taxable or tax-exempt bonds (the "Bonds") to finance up to \$146.1 million of project cash to pay the costs of (1) acquisition of student housing at Millersville University of Pennsylvania from University Properties, Inc. and (2) contingency and issuance costs (the "Project"); and

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

WHEREAS, the System may make expenditures relating to clauses (1) and (2) of the definition of the Project contained above prior to issuance of the Bonds, and the System desires to preserve the ability to reimburse itself with proceeds of the Bonds for any amounts expended for the Project; and

WHEREAS, the obligation of the System to repay the 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 Bonds pursuant to a Trust Indenture, as supplemented (the "Indenture"), between the Authority and a trustee; and

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

NOW, THEREFORE, BE IT RESOLVED, that the Board of Governors of the System (the "Board") hereby approve the issuance of the Bonds by the Authority, in an amount in project cash not to exceed \$146.0 million for the Bonds, the proceeds of which will be used to undertake the Project and pay the costs of issuance of the Bonds; 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 Bonds from underwriters and to determine the principal amount of the Bonds to be issued by the Authority, but not in excess of the amount described above, 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 Bonds by the Authority and the System; and be it

RESOLVED, that the Board hereby authorize the pledging of the System's full faith and credit to repayment of the 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 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 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 Bonds by the Authority, the intent of this Resolution, and the transactions contemplated.

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

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

\_\_\_\_\_  
Date

**University Success Committee Meeting**  
April 15, 2021

**SUBJECT:** Property Disposal, Indiana University of Pennsylvania (ACTION)

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**UNIVERSITIES AFFECTED:** Indiana University of Pennsylvania

**BACKGROUND:** Indiana University (IUP) seeks to transfer or sell the property known as IUP Northpointe campus. The property is located in South Buffalo Township, Armstrong County, with a mailing address of 167 Northpointe Boulevard, Freeport, Pennsylvania, 16229.

The university has identified the disposal of this facility as an opportunity to reduce underutilized facility space and related overhead expenses. They have also developed a plan to transfer or sell the property while maintaining their regional academic presence.

IUP constructed the facility at this location in 2005 to replace their Armstrong Branch Campus facility. The property is on 5.4 acres with a 24,000 square foot academic building containing office, classroom, and laboratory spaces.

The sale or transfer of this property will require notification to and favorable resolution from the General Assembly.

**MOTION:** That the Board of Governors approve Indiana University's request to proceed with disposal of property known as IUP Northpointe.

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**Supporting Documents Included:** Property photos and map

**Other Supporting Documents Available:** Property disposal information

**Reviewed by:** Indiana University Counsel of Trustees, March 18, 2021

**Prepared by:** Molly Mercer

**Email:** mmercer@passhe.edu



**Murtha Center at Northpointe**  
**167 Northpointe Boulevard, Freeport, Pennsylvania**



**IUP Northpointe**  
**167 Northpointe Boulevard, Freeport, Armstrong County, Pennsylvania, 16229**

**University Success Committee Meeting**

April 15, 2021

**SUBJECT:** Financial Sustainability - Mansfield University of Pennsylvania Loan (ACTION)**UNIVERSITIES AFFECTED:** All

**BACKGROUND:** On April 29, 2020, the Board of Governors approved a loan for Mansfield University up to \$6.0 million with certain payment terms and loan covenants. An update to the loan covenants was approved by the Board on July 19, 2020.

Mansfield University was anticipating needing a loan in fiscal 2020/21 as they continued their multi-year efforts to realign costs to revenues. COVID-19 has adversely affected their auxiliary revenues but the relief funds are mostly addressing these shortfalls.

Based on the university's midyear Sustainability Progress Report submitted in February 2021, the university has partially met midyear milestones and action planning is underway to further outline steps to achieve the financial goals.

Due to these financial challenges outlined above, it has been determined that Mansfield University will require another loan, of up to \$7.0 million to sustain operations through FY 2020/2021.

**MOTION:** That the Board of Governors approve a loan for Mansfield University of Pennsylvania of up to \$7.0 million 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:
  - Ensure sustainability plans meet the student faculty ratio requirements as outlined in the objectives in the Comprehensive Planning Process.
  - Agree that if the plan does not achieve the ratios and/or is not approved by the chancellor, the chancellor/designee, as directed by the Board, may temporarily or indefinitely suspend some or all operations in accordance with Board of Governors' Policy 2019-01: *University Financial Sustainability*.
  - Receive chancellor approval before any hiring of new employees or entering into new contracts.
  - As part of the updated sustainability plan, provide a housing plan to address occupancy and debt; report each semester on revenue, occupancy and capacity by residence hall.



- o Provide monthly cashflow updates, as prescribed by the Office of the Chancellor, reflecting anticipated revenues, expenditures, and aging payables.
- o Provide actual headcount and full-time equivalent enrollment each semester, and updated enrollment projections for each upcoming term.
- o 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.
- o 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

**Other Supporting Documents Available:** April 29, 2020 Board Item, Financial Sustainability – Mansfield University of Pennsylvania; July 19, 2020 Board Item, Financial Sustainability – Mansfield University of Pennsylvania Loan, Loan Covenants Update

**Reviewed by:** Legal Counsel; Mansfield University Trustees

**Prepared by:** Molly Mercer

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

**Draft Promissory Note**  
**Mansfield University of Pennsylvania**  
**Investment Fund/University Loan Program**

THIS Promissory Note, made and entered into this Xth day of Month XX, 2021, between the Pennsylvania State System of Higher Education (State System) as lender, hereinafter referred to as the Lender, and Mansfield University of Pennsylvania as borrower, hereinafter referred to as the Borrower.

WHEREAS, the Borrower desires to borrow up to \$7.0 million from the Lender's Intermediate-Term Investment Fund, to be drawn upon in any or all amount, as needed by the Borrower, for a term not to exceed ten years for each draw. The draw(s) shall be repaid in accordance with an amortization schedule determined at the time of the draw, at an initial interest rate of X% (rate per annum), in accordance with established Policy. This loan will be interest and principal free for the first five fiscal years, with principal and interest repayments beginning in year six of the ten-year period. 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,

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 by a transfer out of its operating account in accordance with schedule(s) described in the draft Promissory Note. 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:
  - Ensure sustainability plans meet the student faculty ratio requirements as outlined in the objectives in the Comprehensive Planning Process.
  - Agree that if the plan does not achieve the ratios and/or is not approved by the chancellor, the chancellor/designee, as directed by the Board, may temporarily or indefinitely suspend some or all operations in accordance with Board of Governors' Policy 2019-01: *University Financial Sustainability*.
  - Receive chancellor approval before any hiring of new employees or entering into new contracts.
  - As part of the updated sustainability plan, provide a housing plan to address occupancy and debt; report each semester on revenue, occupancy and capacity by residence hall.
  - Provide monthly 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 to be executed the date first above-written.

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

By: \_\_\_\_\_  
Dr. Charles E. Patterson  
President  
Mansfield University of Pennsylvania



# GOVERNANCE & LEADERSHIP COMMITTEE



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

**Governance and Leadership Committee Meeting**

April 15, 2021

**SUBJECT:** Student Trustee Appointments (ACTION)

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**UNIVERSITIES AFFECTED:** Edinboro, Clarion, East Stroudsburg, Millersville, Indiana Universities of Pennsylvania**BACKGROUND:** Act 50 of 2020 empowers the Board of Governors to make the appointment of students to serve on the Councils of Trustees for the 14 universities with the State System. Prior to this law being enacted, the appointment was made by the Governor, whose office is responsible for thousands of other public appointments.

For years, the universities have utilized a thorough and inclusive recruiting process to identify and vet potential candidates in order to make a recommendation for appointment. The robust nature of the local process has been retained and has been updated to reflect that the final appointment action will be taken by the Board of Governors rather than the Governor.

Based on input from the University Presidents of Clarion, East Stroudsburg, Edinboro, Millersville and Indiana University and the Office of the Chancellor, the appointments of the following students are hereby recommended.

- Kathryn Robinson, Clarion University
- William J. Green, East Stroudsburg University
- John Wheeler, Edinboro University
- Maura King, Indiana University
- Madison Whitcomb, Millersville University

**MOTION:** That the Board of Governors hereby appoints Kathryn Robinson, Clarion University; William Green, East Stroudsburg University; John Wheeler, Edinboro University, Maura King, Indiana University; and Madison Whitcomb, Millersville University to their respective University's Council of Trustees.

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**Supporting Documents Included:** Resumes of candidates**Other Supporting Documents Available:** [Statutes](#) providing Board authority**Reviewed by:** University Presidents; Office of the Chancellor**Prepared by:** Randy A. Goin Jr.**Email:** [rgoin@passhe.edu](mailto:rgoin@passhe.edu)



**CLARION UNIVERSITY** | **OFFICE OF THE PRESIDENT**

840 Wood Street, Clarion, PA 16214

March 29, 2021

Daniel Greenstein, Chancellor  
Pennsylvania State System of Higher Education  
2986 North Second Street  
Harrisburg, PA 17110

Dear Chancellor Greenstein:

In accordance with procedures for the selection of student trustees issued by the Pennsylvania Association of Councils of Trustees and the State System, I am pleased to forward to you the name of Ms. Kathryn (Katie) Robinson as the replacement for Ms. Kaitlyn Krupa who will graduate from Clarion University on May 8, 2021. I have attached for your review Ms. Robinson's application packet.

After thorough consideration by the search committee when two candidates stalled in a tie, they reconvened interviews with the preeminent interest in selecting the best candidate who is well-organized, has excellent time management skills, and driven to understand how things work. I firmly believe they succeeded in this manner with their selection.

Katie has a number of strengths to offer the Council as the student representative. One example, she is always willing to step-up and serve when asked. Most recently, Katie was asked to serve on the Middle States Standard II working group and the Campus Reopening Team. She was the perfect person to get the groups rolling. She is efficient, detail-oriented, and extremely competent.

I find Katie to be uniquely resourceful and adaptive. She has made an outstanding effort to assist her residence as a Community Assistant during the COVID-19 pandemic while following health and safety guidelines. I commend her for her professional concerns for her fellow students who are struggling in their transition to college and their personal problems. She is a leader who advocates the students' voice for student fees, advisors and academics.

Daniel Greenstein, Chancellor  
Page 2

Ms. Robinson has the intellect and passion for Clarion University, and communication skills to be an outstanding Student Trustee. I believe she will be an excellent addition to our Council!

I would be pleased to answer any questions you might have about this candidate.

Sincerely,

A handwritten signature in cursive script, appearing to read "Dale-Elizabeth Pehrsson".

Dr. Dale-Elizabeth Pehrsson  
President

c: Trustee Chairwoman JD Dunbar

Attachments: Nomination Letter and Application Packet

# Kathryn Robinson

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## EXPERIENCE

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### Community Assistant

August 2020 - Present

Clarion University | Clarion, PA

- Maintained an inclusive, safe, and welcoming community for residents living on campus, while developing and hosting 3 monthly programs for residents to participate in and interact with each other.
- Addressed and followed up with students about concerns.
- Served as the on-call duty person to address policy violations and respond to emergencies.
- Prepared and distributed housing information throughout each semester.

### Democracy Fellow

September 2020 - Present

Campus Vote Project

- Engaged in Discussion Block meetings about encouraging students to vote and participate in civic engagement.
- Assisted in student voter registration on campus at tabling events.
- Educated students on the importance of voting, civic engagement, and researching candidates.

### Cashier

April 2017 - Present

MA's Ice Cream Shop | McDonald, PA

- Responsible for ensuring customer satisfaction, resolving customer complaints and addressing any questions or comments that customers may have.
- Took orders, assembled orders, and operated the cash register.
- Maintained a clean, healthy environment for customers.

## EDUCATION

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Clarion University of Pennsylvania | Secondary Education, English & Social Studies

Expected May 2023

- 4.0 GPA
- *Secretary*, Student Senate
- *Vice President*, Clarion University Council for the Social Studies
- COVID-19 Student Taskforce
- Advisory Board for Leadership and Engagement
- English Club

Fort Cherry Junior/Senior High School | McDonald, PA

Graduated June 2019

- 4.12 GPA
- *Editor-in-Chief*, Fort Cherry Panorama Yearbook
- *President*, Student Council
- *President*, National Honors Society
- *Captain*, Varsity Volleyball
- *Letterman*, Track & Field

## SKILLS

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Leadership | Communication | Detail-Oriented | Interpersonal Skills | Conflict Resolution | Collaboration | Public Speaking





March 9, 2021

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

Dear Dr. Greenstein:

I am pleased to inform you that East Stroudsburg University has concluded the search process to replace our graduating student trustee. The search and screen process was conducted in accordance with Board of Governors policy. I concur with the committee's recommendation of Mr. William (Will) Green.

I have enclosed for your review Mr. Green's application. I met with Mr. Green, and I understood why the committee selected him to serve our student body and University. He is a well-rounded student who is poised and inquisitive. He demonstrates a deep sense of pride for the university, and I believe Mr. Green will be a tremendous asset to our Council of Trustees and representative of ESU.

Please let me know if you have any questions about my recommendation of Mr. William Green.

Sincerely,

Kenneth Long,  
Interim President

KL/mlc

Enclosures

## William J. Green

### SUMMARY

Driven pre-service teacher candidate progressing toward a fulfilling career in education. Possesses strong interpersonal and time-management skills developed through various leadership positions. Detail oriented, reliable, and passionate about service. Seeking selection as East Stroudsburg University's Student Trustee to gain deeper insight into education leadership and continue service at ESU.

### EDUCATION

**East Stroudsburg University of Pennsylvania**

Expected May 2023

*Bachelor of Science, Special Education and Middle Level Education*

Concentration: English

GPA: 4.0

Dean's List Fall 2019-Fall 2020

**Crestwood High School** | Mountain Top, PA

June 2019

*Diploma, Liberal Arts*

### EXPERIENCE

**Powerhouse Eatery** | White Haven, PA

July 2017 – Present

*Lead Host (Formerly Busser, Dishwasher)*

- Assist general manager with customer service, team relations, and scheduling
- Manage reservation scheduling across a variety of platforms (e.g. Open Table)
- Ensure quality of patrons' dining experience and help address any concerns
- Coordinate service with servers, chefs, kitchen staff, bussers, bartenders, etc.
- Create menus and marketing signage using Windows and Mac applications
- Plan the logistics of each shift (i.e. seating intervals, guest requests, availability, etc.)
- Maintain the environment of the restaurant (e.g. music, lighting, décor, table layout, etc.)
- Communicate with guests via phone, email, and other applications about reservations
- Work with management to plan large events (e.g. tours, graduations, holiday parties, etc.)
- Be knowledgeable about menu items, seasonal offerings, and special features
- Process gift card orders and special packages (e.g. meal kits) via online store

## **LEADERSHIP AND INVOLVEMENT**

### **College of Education Dean's Council**

October 2020 – Present

#### *SGA Representative*

- Advise Dean regarding student concerns in various programs within the college
- Provide support of SGA for initiatives of the collective; maintain communication
- Collaborate and brainstorm to create new opportunities for students with peers

### **College of Education CAEP Accreditation Committee**

September 2020 – Present

#### *Student Member*

- Provide student perspective on issues relating to accreditation processes
- Assist in preparation for site visit and procurement of necessary artifacts

### **College of Education Teacher Education Council**

August 2020 – Present

#### *Student Member*

- Approve teacher candidates' formal admission into the teacher education program
- Ensure that candidates have met all pre-requisites and expectations for admission
- Offer insight into students' navigation of the screening process
- Engage in discussions relating to current educational legislative affairs

### **Academic Continuity Team**

June 2020 – Present

#### *Student Representative*

- Work with faculty leadership and administration to guide preparation for course delivery
- Provide insight into students' educational experiences and offer suggestions
- Ensure that necessary resources are functional and accessible for students

### **Provost Leadership Team**

June 2020 – Present

#### *Student Representative*

- Collaborate with academic administration to ensure best educational opportunities
- Consider impact of new initiatives and policies on students' academic experience
- Report student concerns as they arise; analyze for commonalities

### **East Stroudsburg University Senate**

October 2019 – Present

#### *Student Senator, Member of Academic Affairs Sub-Committee*

- Vote on various initiatives, actions, and policies presented for consideration
- Provide Student Government Association report in absence of SGA President
- Ensure student body's perspective(s) are presented during discussions
- Present items for review by Academic Affairs Sub-Committee

**College of Health Sciences Dean's Council**

October 2019 – Present

*SGA Representative*

- Partner with the collective to offer SGA's support of related initiatives
- Collect concerns, comments, and questions from students across various programs

**East Stroudsburg University Student Government Association**

August 2019 – Present

*Senator, Chair of Academic Affairs*

- Aggregate student perspectives regarding academic experiences and opportunities
- Address and refer student concerns as they arise to appropriate contacts
- Lead committee of senators to establish semester goals and initiatives
- Maintain communication with faculty and academic administration

**Student Pennsylvania State Education Association**

August 2019 – Present

*Member*

**Council for Exceptional Children**

August 2019 – Present

*Member*

**University Honors Program**

August 2019 – Present

*Member*

**PA Representative Gerald Mullery's Youth Advisory Council**

2018 – 2019

*Member*

**HOBY Leadership Conference**

2016

*Alternate Delegate*

**SKILLS**

- Strong communication and organizational abilities
- Quickly learns and applies new information
- Experienced in Microsoft Office software
- Able to teach others new information readily
- Works well individually and cooperatively
- Dedicated active listener

**REFERENCES**

*Available upon request.*



# EDINBORO UNIVERSITY

DR. DALE-ELIZABETH PEHRSSON  
INTERIM PRESIDENT

April 5, 2021

Chancellor Daniel Greenstein  
Pennsylvania State System of Higher Education  
Dixon Center  
2986 North 2nd Street  
Harrisburg, PA 17110-1201

Dear Chancellor Greenstein:

It is a pleasure to inform you that Edinboro University's Student Trustee Selection Committee, chaired by Majd Al Halaby, recommended that Mr. John Wheeler fill the vacancy on the Edinboro University Council of Trustees. Our current student trustee, Kyle Hurysz, will graduate on Saturday, May 8, 2021.

Mr. Wheeler is a sophomore psychology major. A review of Mr. Wheeler's credentials reveals academic success, a passion for campus engagement, and membership in several key leadership clubs. In addition, he received numerous awards and achievements which have been included in his application materials for your review.

You may reach Mr. Wheeler following commencement and during the summer break period to arrange for a personal interview at:

Mr. John Wheeler  
90 Market Street  
Albion, PA 16401  
(814) 823-5282  
Email: [jw182079@scots.edinboro.edu](mailto:jw182079@scots.edinboro.edu)

As President, I endorse the Selection Committee's conclusion, and I am confident that you will find John to be an articulate and 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 "Dale Elizabeth-Pehrsson".

Dr. Dale Elizabeth-Pehrsson  
Interim President

c: Ms. Barbara Chaffee, Chair Edinboro University Council of Trustees  
Dr. Michael Hannan, Provost and Vice President of Academic Affairs

# John Wheeler

## Student Trustee Position

### CONTACT

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

### SKILLS

Problem Solving

Adaptability

Collaboration

Strong Work Ethic

Time Management

Critical Thinking

Handling Pressure

Leadership

### EDUCATION

Northwestern High School

2015-2019

Valedictorian

Edinboro University

2019-Currently

[REDACTED]

Study

Psychology Major

Criminal Justice Minor

### RESUME OBJECTIVE

Edinboro University sophomore with years of involvement in the community, years of working hard to achieve success, and years of being an active student. Working towards Bachelors degree in psychology, and eventually a PhD in clinical psychology. Looking to leverage my knowledge and experience into a role as Student Trustee.

### UNIVERSITY ACTIVITIES

#### PSYCH CLUB

- Meet numerous times a month with faculty and friends to learn about career opportunities in psychology

#### HONORS COLLEGE

- Pushes students beyond expectations to achieve success and meet both academic and career goals

#### MOCK TRIAL (Lead Council)

- Prepared case load and competed at district tournament, presented case to real judges and attorneys

#### CHI ALPHA

- Meet weekly to celebrate time on campus with each other and explore our faith deeper

#### NATIONAL SOCIETY OF LEADERSHIP AND SUCCESS

- Challenges students to learn about qualities of leader, provides live webinars with top leaders around the world

#### PSI CHI (applied)

- International Honors Society in Psychology, promotes excellence in science and psychology

### AWARDS/SCHOLARSHIPS

#### FROM EDINBORO:

- Council of Trustees Honors Scholarship
- Ralph and Eileen Ackerman Scholarship
- Edinboro USI Presidential Scholarship
- Presidential Excellence Award

#### EXTERNAL:

- Erie County Association of Boroughs Scholarship
- Erie County Wrestling Officials' Chapter Scholarship
- Ernst R. Behrend Scholarship
- Albion Area Lions Club Scholarship
- John Gillete Memorial Scholarship
- Michael Relihan Scholarship

**Office of the President**

Sutton Hall, Room 201  
1011 South Drive  
Indiana, Pennsylvania 15705-1046

P 724-357-2200

March 19, 2021

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

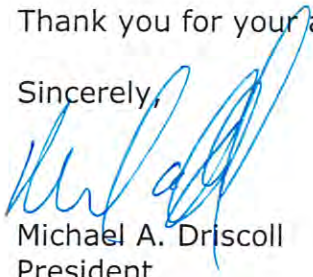
Dear Chancellor Greenstein:

I am delighted to submit Maura King for consideration for appointment as a student member of the Indiana University of Pennsylvania Council of Trustees.

An IUP sophomore, Ms. King was selected as the nominee in a process consistent with established procedure. In addition, her nomination was endorsed by the IUP Council of Trustees in a motion unanimously approved at their quarterly meeting held on December 10, 2020.

Thank you for your assistance with this appointment.

Sincerely,



Michael A. Driscoll  
President

Attachments: Nominee's application  
Recommendation letter from Chair of the Student Trustee  
Search Committee

cc: Abigaëlle Vertil, Chair, Student Trustee Search Committee

# Maura King

## Education

Indiana University of Pennsylvania (IUP) Indiana, Pennsylvania  
Bachelor of Science in Education  
Minor in Middle Level Mathematics  
GPA 4.00/4.00, Dean's List 2/2

Anticipated May 2023

## Professional Experience

*Petroleum Valley Youth Center*  
Camp Counselor  
Chicora, PA

June 2019- Present

- Ensured more than 50 children followed proper safety guidelines
- Planned and organized 7 activities a week for the campers
- Distributed meals to campers
- Engaged more than 50 children socially, emotionally, and physically
- Promoted a daily positive atmosphere
- Led 2 weekly devotional for 50 or more children
- Collaborated with 8 counselors to communicate essential information and directions
- Established communication with the children's parents

*IUP's Office of University Events*  
Student Worker  
Indiana, PA

September 2019- Present

- Attended/worked events sponsored by the University President
- Filed paperwork
- Received and returned daily phone calls
- Drafted documents on Microsoft Word and Excel

## Volunteer Service

*Cook Honors College*  
60 hours of community service

August 2019- Present

- volunteered with various fundraisers and events that the honors college sponsored
- sorted hundreds of books for the Catholic Student Association book drive

*Christian Appalachian Project*  
39 hours of community service

March 8<sup>th</sup>-13<sup>th</sup>, 2020

- rebuilt and repaired homes in Paintsville, Kentucky

*East Brady Borough*  
30 hours of community service

August 12<sup>th</sup>-20<sup>th</sup>, 2020

- sorted and organized books for the public library
- maintenance work
- prepared a preschool classroom for opening

## Leadership and Awards

Ambassadors, IUP  
Treasurer, Catholic Student Association, IUP  
Pennsylvania State Education Association (PSEA) Member  
Academic Success Scholar, IUP  
Board of Governor's Scholar, IUP  
Sutton Scholar, IUP  
Professional Studies in Education Scholar, IUP

March 2020- Present  
April 2020-Present  
October 2020- Present  
August 2020-Present  
August 2019- Present  
August 2019- Present  
February 2020- May 2020





March 19, 2021

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

Dear Chancellor Greenstein:

It is my pleasure to present the application of Ms. Madison Whitcomb, Millersville University's student trustee nominee, for submission to the Board of Governors. The enclosed file contains her application, letters of reference, a list of the selection committee members, and a transmittal memo from Mr. Brian Hazlett, Vice President for Student Affairs and Enrollment Management.

As evidenced in the enclosed materials, the committee members are unanimous in their support of Madison'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 0032.21

c: Mr. Brian Hazlett, Vice President for Student Affairs and Enrollment Management  
Mr. Michael Warfel, Chairman, Council of Trustees

# Madison Whitcomb



## EDUCATION

Millersville University, Millersville PA

Honors College

**Bachelor of Science in Mathematics**, May 2022

Concentration: Statistics

**Bachelor of Arts in Economics**, May 2022

GPA: 3.52/4.0

## COMPUTER SKILLS

- Microsoft Office: Word, Excel, PowerPoint, Teams, and Outlook
- Statistical Software: Minitab, Stata

## EXPERIENCE

### Resident Assistant

January 2020 - Present

Housing and Residential Programs, Millersville University

Millersville, PA

- Enforce rules and policies by documenting situations and reporting to supervisors
- Participate in duty rotation including 24 hour coverage on weekends and phone coverage at night
- Facilitate programs to educate students on academic resources and policy, diversity, and inclusion
- Manage, sort, and distribute incoming mail

### Student Office Assistant

August 2019 - December 2019

Office of the President, Millersville University

Millersville, PA

- Handled incoming calls and other communications
- Organized and updated mail, paperwork, documents, and word processing
- Maintained and entered information into databases
- Greeted and directed visitors

### Data Management Intern

May 2019 - August 2019

PA Department of Labor & Industry

Harrisburg, PA

- Updated databases, analyzed process workflows, policy research and analysis, special projects, and performed general duties to assist in daily operations
- Completed and presented data-centric capstone project
- Traveled to local workforce events and companies to identify patterns and reoccurring issues in Pennsylvania's workforce

### Research Assistant

August 2018 - May 2019

College of Education and Human Services, Millersville University

Millersville, PA

- Traveled to field site to collect and record data as appropriate for the study
- Prepared, executed, and summarized weekly student activities and interviews
- Created figures and diagrams for conference presentations
- Read, applied, and wrote relevant educational literature to enhance understanding of data

## PROFESSIONAL ORGANIZATIONS AND CONFERENCES

Association for Women in Mathematics (AWM)

August 2018- Present

- Women in STEM Conference (Millersville University)

April 2<sup>nd</sup>, 2019

Mathematical Association of America (MAA)

August 2018- Present

- MAA EPaDel Conference (West Chester University)

November 3<sup>rd</sup>, 2018

National Council of Teachers of Mathematics (NCTM)

August 2018- Present

- Pre-Service Math Teacher Day Conference (Saint Joseph’s University)

October 20<sup>th</sup>, 2018

**ACTIVITIES/AWARDS**

Helping Paws Club: Vice President

April 2019 - December 2019

Millersville University

Millersville, PA

- Planned and helped direct weekly meetings and club fundraising efforts
- Communicated with local animal rescues to organize and schedule student training and volunteer opportunities
- Increased number of active members by 200%

Honors College Student Association: Special Events Co-Chair

April 2019 - December 2019

Millersville University

Millersville, PA

- Worked with local businesses to schedule and secure events for University students
- Communicated both verbally and in writing to promote events
- Managed events and addressed problems that occurred

Color of Teaching Club: Fundraising Chair

January 2019 - May 2019

Millersville University

Millersville, PA

- Worked with a committee that planned and organized fundraising activities by holding weekly meetings
- Focused on raising the amount of funds needed to meet the club’s budget
- Presented reports on proposed fundraising activities at board and association meetings for approval

Math Club: Vice President

August 2018 – May 2019

Millersville University

Millersville, PA

- Organized weekly meetings
- Participated in activities that enhanced understanding of mathematics
- Discussed the applications of mathematics in daily activities

Student of The Year Candidate

January 2018 – March 2018

Leukemia & Lymphoma Society

Mechanicsburg, PA

- Raised over \$61,000 in seven weeks to fund a cancer research grant
- Managed all communication with local businesses and groups to sponsor and host fundraising events
- Spoke in front of small and large groups of people to promote campaign

**SCHOLARSHIPS**

*Edna Myers Mathematics Scholarship*

*Millersville University Housing Scholarship*

*Leukemia & Lymphoma Society Student of The Year Scholarship*

*William R. Pierce Sociology Department Award*

*Eagle Foundation’s Overall William R. Pierce Academic Award*

**Governance and Leadership Committee**

April 15, 2021

**SUBJECT:** Policy Revision 1983-13-A: *Process for Recommending Presidential Appointment (ACTION)*

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**UNIVERSITIES AFFECTED:** All

**BACKGROUND:** This action proposes to update the Board of Governors presidential appointment policy ([1983-13-A](#)) to reflect changes in authority made to Act 188 per Act 50 of 2020. This update also seeks to better reflect the Board's strategic commitment to enhancing diversity and to provide more flexibility in the process.

In general, the changes include:

- 1) moving most of the "procedure" sections that currently exist in the policy and placing them into a new "procedures and standards" document, thus allowing the policy to focus on the high-level governance issues—aligning with the Board's overall intent to focus on "what" and for staff procedures and standards to focus on "how"; this provides some additional flexibility in the operationalization of the presidential nomination process;
- 2) enhancing both the policy and the new procedure/standard to align with System efforts related to diversity;
- 3) removing a prohibition on interim presidents seeking the permanent role; and
- 4) updating the remaining policy language to reflect the responsibilities outlined in Act 188, including changes made by Act 50.

Importantly, these documents do not change any responsibilities of the stakeholder groups as outlined in the current policy or as required by law, and in a few places require greater consultation with the same.

**MOTION:** That the Board of Governors hereby approves revisions to policy 1983-13-A and the associated procedures and standards as reflected in the Board materials.

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**Supporting Documents Included:** Revised policy; new procedure and standard

**Other Supporting Documents Available:** [Existing policy](#)

**Reviewed by:** ELG; PACT board; COT chairs and vice chairs

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

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



Green Text = Added language  
Green Text = Added DEI language  
Black Text = Existing language

## PA State System of Higher Education Board of Governors

**Effective:** June 20, 1983

Page 1 of 2

### **Policy 1983-13-A: *Process for Recommending Presidential Appointment***

**Adopted:** June 20, 1983

**Amended:** July 19, 1983;  
May 15, 1984; April 18, 1991; October 15, 1992;  
October 9, 1997; January 8, 1998; April 8, 2004;  
January 15, 2009; April 7, 2011; April 10, 2014;  
January 26, 2017; and January 17, 2019; **TBD**

#### **A. Purpose**

This Policy establishes the requirements pursuant to Act 188 of 1982, § 2005-A (4), 2006-A (2), and § 20-2009-A, as amended, to appoint University Presidents at the State System constituent institutions.

#### **B. Policy**

1. The Board has the duty and authority to appoint, from a list submitted by the chancellor, presidents of the constituent institutions to serve at the Board's pleasure pursuant to a contract based upon a fixed term or duration.
2. Upon notice of a vacancy in a university presidency, the chancellor, after consultation with the chairperson of the university council of trustees, will initiate the search in accord with applicable laws, policies, and procedures.
3. The university council of trustees shall make recommendations to the chancellor for the appointment of the president following input by students, faculty, staff and alumni who reflect the diversity of the institution.
4. The chancellor shall submit to the Board the recommended salary and other proposed terms of each such appointment.
5. The Board shall have the right to refuse the recommendation of the local council and to request that additional recommendations be submitted by the council.

6. Nothing in this policy nor procedures and standards implemented pursuant to Section C. shall create any rights not established by law.

**C. Procedures**

1. Appointment Recommendations Procedures: The chancellor is directed to create procedures and standards to comply with this policy. Such procedures and standards shall support the generation of diverse candidate pools. The procedures and standards and any subsequent permanent changes to the same may be implemented upon approval by the Executive Committee of the Board following consultation with appropriate stakeholders.
2. Selection Procedures: Board of Governors
  - a. The chancellor shall submit the report of the council to the chair of the Board of Governors and shall advise the Board. The Board, in consultation with the chairperson of the council and chair of the search committee, will have the option to continue, extend, or restart the search if a candidate withdraws from the search after the report is made to the Board.
  - b. The Board of Governors will interview the recommended candidates and select the university president. In the absence of a quorum of the Board, the Executive Committee of the Board shall be authorized by the Board to interview the recommended candidates and select the university president.
  - c. The Board shall invite the chair of the search committee and chairperson of the council to attend and observe the interviews of the recommended candidates and to participate in deliberations with the Board.
  - d. The chancellor shall notify the chair of the search committee and the final candidate of the Board's selection in writing. A public announcement will be made by the chancellor after consultation with the council chairperson.

**D. Effective Date**

This amended Policy is effective immediately and supersedes all prior versions.

Green Text = Added language  
Green Text = Added DEI language  
Black Text = Existing language

Office of the Chancellor  
Pennsylvania's State System of Higher Education  
Procedures and Standards for University Operations  
Procedure/Standard Number 2021-50  
Process for Recommending Presidential Appointment

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_  
Chancellor

**History:**

This provides guidance for the operationalization of the presidential recommendation process. Previously, these procedural elements were embedded in the policy, which has since been updated to focus on the high-level governance roles of the Board of Governors (Board), Council of Trustees (Council), and chancellor and places the procedural details in this document.

**Related Policies, Procedures, or Standards:**

Policy 1983-13-A: *Process for Recommending Presidential Appointment*

**Key Words, Categories:**

Presidential selection; recommendation process

I. **Introduction:**

This provides a process for recommending candidates for a university presidency. In order to both provide flexibility in this process and to ensure input from students, faculty, staff, and alumni is received, only aspects of these procedures and standards not specifically required by law or policy may be waived by the chancellor following consultation with the Executive Committee of the Board and the chair of the Council for any affected institution; any such waivers shall be communicated to the university community. Permanent changes to these procedures and standards may be implemented upon approval by the Executive Committee of the Board following consultation with appropriate stakeholders.

II. **Procedure/Standards**

A. Presidential Search Committee – Upon notification by the chancellor, the chairperson of the Council shall form a committee, with the advice and consent of the Council, to be known as the Presidential Search Committee consisting of:

1. Three trustees, elected by the Council;
2. One executive from the university, selected by the Council after consultation with those executives; the executive selected shall not report directly to the president;

3. Two faculty members, one (and an alternate) selected by faculty election and one (and an alternate) selected by the faculty collective bargaining unit;
  4. Two non-instructional persons, one (and an alternate) selected by the leadership of the non-instructional bargaining units and one selected by the Council.
  5. One student (not a trustee) selected by the student government and an alternate;
  6. One alumna/us (not a trustee) selected by the alumni association and an alternate;
  7. Up to three others within the university, including students, selected by the Council to assure appropriate involvement by constituency, gender, race, generation, etc.;
  8. The university's chief diversity officer shall serve as a non-voting advisor to the committee and shall be included in all meetings;
  9. One member of the Board of Governors appointed by the chair of the Board; and
  10. One current or former president/chancellor from a comparable university, from a list designated by the chancellor (non-voting).
  11. The chancellor will appoint a staff liaison to the Council, who, as a nonvoting member of the Presidential Search Committee, will assist the Council and chancellor in conducting the search.
  12. The chairperson of the Council shall appoint the chair of the Presidential Search Committee, subject to the approval of the Council, who shall be one of the three university trustees serving on the committee. It is recommended that the chairperson of the Council not serve as the chair of the Presidential Search Committee.
  13. The Council chairperson shall submit to the chancellor sufficient information about the proposed committee to assure compliance with § 2.a & b. above. The Council chairperson shall oversee any necessary committee modifications. The chancellor shall then authorize the committee to proceed.
  14. Whether and/or how alternates are allowed to participate prior to being activated as a full member of the committee will be determined and communicated by the chair of the Presidential Search Committee at the beginning of the process.
- B. Consulting Expertise – The chair of the Presidential Search Committee shall select a consulting firm from a presidential search consulting firm list maintained by the chancellor to (a) undertake a university leadership needs assessment and



(b) assist the committee and the chancellor in conduct of the search process. **The consulting firm must demonstrate its strategy for recruiting a diverse pool of candidates and shall consult with the chief diversity officer of the university and system in developing the strategy.**

### C. Committee Responsibilities

1. Search and Screen - The committee, after appropriate consultation with campus constituencies, shall define the expectations of presidential candidates and the timeline for the presidential search. **The search committee chair shall invite the university's chief diversity officer and human resources director (or designee) to address issues related to the recruitment of diverse candidates and discuss general protocols and policies related to hiring of staff. The committee shall** invite applications, and conduct preliminary screening. The committee may invite certain applicants for interviews. The committee shall report its findings and recommendations to the Council.
2. Confidentiality - Confidentiality in presidential searches is essential. Each member of the search committee must agree to maintain confidentiality. All applications and deliberations about individual applications shall remain wholly confidential, and the chair may at his or her sole discretion expel from the committee any member who violates professional standards or codes of confidentiality.

Results of criminal and credit background checks and degree verification information will be provided confidentially to the chair of the search committee and the staff liaison for candidates invited to interview at the university. To further ensure confidentiality, visits will not be made to the candidates' current college, university or place of employment as part of the routine background information.

3. Attendance at Meetings - Regular attendance at and participation in committee meetings by all committee members is essential to the work of presidential search; therefore, any committee member who is absent from three meetings of the committee may be excused from the committee by the chair. A member excused by the chair will not be replaced, except in those cases where alternates were identified at the time of the selection of the presidential search committee
4. Communications - The committee chair will issue intermittent reports to the university trustees and community about its progress, notifying them about such things as committee membership, meeting dates, deadlines, number of applicants, interview dates, etc.
5. Records - The committee shall keep and approve minutes of its meetings, and files regarding all nominees and applicants, and the Council shall retain such files for at least seven years after conclusion of the search.

6. ~~Acting or Interim President – The acting or interim university president shall not be eligible for the position.~~
  7. Designation of Candidates - The committee shall present to the Council the names and dossiers of two candidates for the presidency from which the Council shall forward its recommendations to the chancellor.
- D. Presidential Involvement - The retiring or acting/interim president shall not participate as a member of the search committee or in interviews of the candidates. The search committee will define appropriate opportunities for interaction between the retiring or acting/interim president and the candidates.
- E. Council Recommendations
1. The Council shall submit to the chancellor the names and dossiers of two candidates.
  2. The Council may confidentially share other information and evaluative material with the chancellor, which may be deemed helpful to the chancellor and Board.
  3. The Council shall accompany its recommendations to the chancellor with a certified copy of the minutes of the Council meeting at which the recommendations were approved. The Council shall provide evidence that the search process was open, transparent, and fully inclusive.
  4. The Board shall have the right to reject the recommendation of the Council of Trustees and has the right to request that additional recommendations be submitted by the Council.

III. **Effective Date:**

This Procedure/Standard is effective immediately.