

Board of Governors Meeting

February 2025



Pennsylvania's
STATE SYSTEM
of Higher Education



Pennsylvania's
STATE SYSTEM
of Higher Education



Board of Governors Meeting

Feb. 6, 2025

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

Thursday, Feb. 6, 2025

9:00 a.m.

Public Meeting

1. Roll call
2. Pledge of allegiance
3. Remarks by the Chair
4. Public comment
5. Remarks by union leaders
6. Consent agenda
(These items will be considered in one motion unless a member requests an item be removed for individual consideration)
 - a. Meeting minutes
 - b. 2027 BOG meeting calendar
 - c. Various side letters
 - d. Policy updates:
 1. 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs* and 1986-04-A: *Program Review*
 2. 2009-02: *Acceptable Use of Technology*
7. Governance and Leadership Committee
 - a. Student trustee appointments
8. Report from Chancellor and Staff
9. PASSHE Foundation Annual Update
10. Board consideration
11. Resolutions
12. Other business
13. Adjournment

Executive Session may be called as needed

Sequence of agenda items may change

CONSENT AGENDA



Pennsylvania's
STATE SYSTEM
of Higher Education

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

Meeting Minutes

309th Meeting
Thursday, October 11, 2024
9:00 a.m.
Alexander Grass Campus for Jewish Life
Harrisburg, PA

ATTENDING

Board of Governors:

Robert W. Bogle
Representative Tim Briggs
Dr. Quintin Bullock
Richard Caruso
William Gindlesperger
Abigail Hancox, student member
David Maser (Vice Chair)
Katie Merritt, Designee for Governor Shapiro
Mark-handy Phanor, student member
Ali Sina Sharifi, student member
Dr. Kate Shaw, Designee for Secretary of Education
Senator Judith Schwank
Dr. Cynthia D. Shapira (Chair)
Samuel H. Smith (Vice Chair)
Dr. Robert Traynham
Secretary Neil R. Weaver

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

Chair Cindy Shapira called the meeting to order at 9:01 a.m.

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

CHAIR'S REMARKS (Full remarks in video archive)

Chair Shapira welcomed all in attendance, reviewed the meeting agenda and extended appreciation to the staff at the Alexander Grass Campus for hosting our meeting. Chair Shapira reflected on the start of the academic year and remarked on the dedication of faculty and staff. She said the downward slide in overall enrollment since 2018 has leveled out. On average, PASSHE had been losing 3,000 students every year over the last decade. This fall, universities reduced that number to around 180. What's more, graduate enrollment is up, transfer enrollment is up, and student retention is likewise anticipated to show improvement.

PUBLIC COMMENT (Full remarks in video archive)

- Dr. Heather Garrison, former professor, East Stroudsburg University
- Dr. Rose Heilman-Houser, faculty, Slippery Rock University
- Dr. Timothy Miller, retired faculty, Millersville University
- Dr. Jeremy Carbo, faculty, Shippensburg University
- Dr. Stephen Oross, faculty, Kutztown University
- Alumnus, Shippensburg University
- Dr. Jill Craven, professor, Millersville University

REMARKS BY UNION LEADERS (Full remarks in video archive)

- Rita Miller, Vice President, SCUPA
- Mike Sukal, President, AFSCME
- Dr. Ken Mash, President, APSCUF

REMARKS BY PACT (Full remarks in video archive)

- Dr. Rich Frerichs, President, PA Association of Councils of Trustees

CONSENT AGENDA

MOTION: CHAIR SHAPIRA MOVED THAT THE CONSENT AGENDA BE APPROVED AS PRESENTED.

- Meeting minutes of July 11, 2024, and July 17, 2024
- Reappointment of student board member Abigail Hancox
- Committee assignments
- PennWest property disposition of 724 Orchard Street, California, PA
- Audited financial statements (information only)

Voice vote. No opposition. The motion passed.

2024-25 SYSTEM PRIORITIES (Full remarks in video archive)

Chancellor Greenstein presented the system’s priorities, reminding the Board that the priorities are grounded in the needs of the state. A few years ago, the Board identified five priorities for a three-year period. System-level priorities for 2024-25 include: 1) Expanding student opportunity, 2) Improving learner outcomes, 3) Stabilizing financially, 4) Investing in people, and 5) Investing in infrastructure.

Greenstein said PASSHE can’t achieve its objectives unless universities include all Pennsylvanians. They must feel welcomed and supported. We’ve had tremendous support in the legislature in ensuring that we’re focused in that vital way. He acknowledged Senator Haywood’s work in this regard.

On behalf of the Governor’s Office, Katie Merrit shared remarks, reminding the Board that students must feel safe and empowered on PASSHE campuses and should foster an environment where everyone can learn from each other.

GOVERNANCE AND LEADERSHIP COMMITTEE (Full remarks in video archive)

Roll call was conducted at the request of Committee Chair Smith, and the following members were present: David Maser, Abigail Hancox, Teresa Hoffert (Designee for Senator Judith Schwank), Cynthia Shapira (ex-officio), Robert Traynham, and President Karen Riley.

Based on input from the university president of Kutztown University, and the Office of the Chancellor, the Committee recommended the student appointment to the University Council of Trustees.

MOTION: COMMITTEE CHAIR MOVED THAT THE BOARD OF GOVERNORS HEREBY APPOINT PAYTON MENTZER TO THE KUTZTOWN UNIVERSITY COUNCIL OF TRUSTEES.

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

UNIVERSITY SUCCESS COMMITTEE (Full remarks in video archive)

Roll call was conducted at the request of Committee Chair Bullock, and the following members were present: Neil Weaver, Richard Caruso, William Gindlesperger, Katie Merritt (Designee for Governor Shapiro), Brad Roae, Ali Sina Sharifi, and President Charles Patterson.

MOTION: COMMITTEE CHAIR MOVED THAT THE BOARD APPROVE THE FY 2024-25 FINAL ANNUAL OPERATING BUDGETS FOR STATE SYSTEM UNIVERSITIES AND OFFICE OF THE CHANCELLOR AS PRESENTED.

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

MOTION: COMMITTEE CHAIR MOVED THAT THE BOARD APPROVE THE FY 2024-25 CAPITAL SPENDING PLAN AS PRESENTED.

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

MOTION: COMMITTEE CHAIR MOVED THAT THE BOARD APPROVES THE 2025-26 EDUCATION AND GENERAL (E&G) APPROPRIATION REQUEST OF 6.5% INCREASE TOTALLING \$661.1 MILLION WITH THE CONSIDERATION TO MAKE NECESSARY ADJUSTMENTS.

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

BOARD CONSIDERATION (Full remarks in video archive)

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

- **FY 2024-25 final annual operating budgets:** The Board approved the FY 2024-25 final annual operating budgets for State System universities and Office of the Chancellor. In July 2024, the Board of Governors approved preliminary budgetary information. Universities have since finalized their FY 2024-25 budgets, reflecting the following updates from the July preliminary budgets: final appropriation allocation and tuition data; fall enrollment census data; and subsequent determinations of revenues and expenditures.

- **FY 2024-25 capital spending plan:** The Board approved the FY 2024-25 capital spending plan. Earlier this year, the universities provided input for the capital spending plan in accordance with Policy 2000-02-A: Capital Facilities Planning, Programming, and Funding, and the procedures in volume IV of the State System’s Facilities Manual. Projects submitted were evaluated, prioritized, and compiled into the spending plan, considering various elements. The General Assembly previously authorized most projects in this spending plan in capital itemization acts. Projects that may need authorization, upon Board approval, will be submitted in the next itemization act.
- **FY 2025-26 appropriation request:** The Board approved a FY 2025-26 Education and General (E&G) appropriation request of \$661.1 million, an increase of \$40.3 million (or 6.5%), to continue the focus on student affordability while acknowledging the increasing costs due to current and projected inflation. In the development of the appropriation request, the System considered the overall financial sustainability of its universities, the need to continue to operate in alignment with the Board of Governors sustainability objectives, and the need to maintain student affordability given the revenue sources for these functions.
- **Appointment of student trustee:** The Board appointed Payton Mentzer to the Kutztown University Council of Trustees.

Voice vote. No opposition. The motion passed.

POLICY UPDATES (Full remarks in video archive)

Dr. Denise Pearson presented updates to policies 2021-01: *Faculty Council*; 2000-03-A: *Emeritus status*; 1984-12-A: *Honorary degrees*; 1986-13-A: *Presidential appointments*; and 1983-14-A: *Interim CEOs*. The revisions reflect the recommendations of the Office of Diversity, Equity, and Inclusion, which facilitated a formal process of reviewing all Board policies to support the development and maintenance of an equitable State System through its policies, standards, and procedures.

MOTION: CHAIR SHAPIRA MOVED THAT THE BOARD APPROVE AMENDMENTS TO POLICIES AS PRESENTED.

Voice vote. No opposition. The motion passed.

APPOINTMENT OF INTERIM CHANCELLOR (Full remarks in video archive)

Board of Governor’s Policy 1983-14-A: *Appointing Interim and Acting Chief Executives* provides for the temporary appointment of an interim chancellor by the Board until a permanent chancellor is appointed by the Board following a national search.

MOTION: CHAIR SHAPIRA MOVED THAT THE BOARD APPOINT DR. CHRIS FIORENTINO AS INTERIM CHANCELLOR, EFFECTIVE OCTOBER 11, 2024.

Voice vote. No opposition. The motion passed.

FACULTY LIAISON REMARKS (Full remarks in video archive)

Dr. Tina Chiarelli-Helminiak offered remarks acknowledging public comment from several current and retired university faculty. She also highlighted the importance of addressing student mental health and extended appreciation to Chancellor Greenstein for including a faculty voice on the Board.

CHANCELLOR'S REMARKS (Full remarks in video archive)

See Chancellor's Blog, "[The choices we make.](#)"

RESOLUTIONS (Full remarks in video archive)

- Katie Merrit, Assistant Deputy Secretary, presented a letter from Governor Shapiro commending Chancellor Greenstein's service.
- Student Governors Ali Sina Sharifi, Abigail Hancox, and Mark-Handy Phanor of the Board thanked Chancellor Greenstein for his servant leadership.
- Representatives Briggs and Roae presented a legislative citation, commenting that Chancellor Greenstein has been an excellent ambassador for PASSHE. Rep. Briggs thanked Chancellor Greenstein for his contributions to the system. (Note: Senators Schwank and Argall presented a legislative citation at an earlier gathering.)
- Board Chair Cindy Shapiro presented a resolution commending Chancellor Greenstein for his leadership and naming him Chancellor Emeritus.

OTHER BUSINESS

None

ADJOURNMENT

For the record, Chair Shapira reported that the Board of Governors met in executive session on October 11 at 1:30 p.m. to 3:00 p.m. to discuss personnel matters and legal matters.

The meeting was adjourned at 11:15 a.m.

ATTEST:

Randy A. Goin, Ph.D.
Deputy Chancellor

Meeting webcast is available here: https://passhe-my.sharepoint.com/personal/theyward_passhe_edu/Documents/BOG/2024/02.2024/Minutes/BOG Meeting Minutes Oct 19 2023 draft tsh.docx [BOG Meeting 10-11-24](#)

Quarterly Board of Governors Meeting Dates

2025

February 5 - 6

April 9 - 10

July 16 - 17

October 15 - 16

2026

February 4 - 5

April 15 - 16

July 8 - 9

October 7 - 8

2027

February 10 - 11

April 14 - 15

July 14 - 15

October 13 - 14

Board of Governors Meeting
February 6, 2025

SUBJECT: Various side letters (Enhanced Sick Leave Payout Program - APSCUF Faculty and Dues Deduction - SCUPA)

UNIVERSITIES AFFECTED: All

BACKGROUND:

The State System has negotiated an Enhanced Sick Leave Payout Program (ESLP) for faculty represented by the Association of Pennsylvania State College and University Faculties (APSCUF) that will allow eligible faculty to receive an increased payout of their accrued sick leave if they provide notice of retirement by April 11, 2025, and retire on or before August 22, 2025.

Additionally, the State System has negotiated a side letter with the State College and University Professional Association (SCUPA) to maintain an automated dues deduction process by deducting union dues in equal installments from 16 pay dates, instead of the current 20 academic pay dates, for applicable SCUPA-represented employees, beginning in fall 2025.

MOTION: That the Board of Governors:

- (1) ratifies the side letter with APSCUF regarding the Enhanced Sick Leave Payout;
- (2) ratifies the side letter with SCUPA regarding Dues Deduction; and
- (3) authorizes the Chancellor to execute the appropriate documents.

Supporting Documents Included: (1) APSCUF Faculty ESLP Side Letter and (2) SCUPA Dues Deduction Side Letter.

Other Supporting Documents Available: N/A

Prepared by: Karen M. Romano

Contact: kromano@passhe.edu

TENTATIVE AGREEMENT

Side Letter between APSCUF and PASSHE

Faculty Enhanced Sick Leave Payout Program

The Pennsylvania State System of Higher Education (“State System”) and the Association of Pennsylvania State College and University Faculties (“APSCUF”) agree to provide another Faculty Enhanced Sick Leave Program (“the Program”), to encourage faculty retirements to be submitted this academic year.

A. Program

1. Current eligible faculty members may participate in the Program in accordance with the provisions in Sections B and C only if the eligible faculty member is employed in the bargaining unit as of the start of the spring 2025 semester at their University and provides notice of retirement on or before April 11, 2025, with an effective retirement date on or before August 22, 2025, to receive a sick leave payout pursuant to Section D.1.
2. The parties agree to inform all faculty about the Program after the APSCUF legislative assembly has either voted to approve this side letter or to send it for ratification to the APSCUF membership. The State System will send each faculty member who is believed to be eligible a customized letter noting their estimated payout based on the provisions of this side letter. Eligibility is subject to verification prior to acceptance of participation in the Program.
3. The State System will notify State APSCUF no later than July 19, 2025 of all retirements received under this Program.

B. Eligibility

1. Participation in the Program is limited to regular full-time faculty members and tenured regular part-time faculty members employed as of the start of the spring 2025 semester at their University. Eligibility is subject to verification prior to acceptance of participation in the Program.
2. Participation in the Program requires that the faculty member qualifies for majority-paid retiree health care at the time of retirement, as defined in the table below, as follows.
 - a. Meeting the required years of service on or before June 30, 2025.
 - b. Meeting the required age on or before the effective date of retirement.

Current Hire Date	Retirement Age	Years of Service	Type of Service
Prior to Fall Semester 1997	Superannuation Age	10	Credited Service
	Any Age	25	
	Any Age with Approved Disability Retirement	5	
Fall Semester 1997 - June 30, 2004	Superannuation Age	15	Commonwealth/State System Service
	Any Age	25	
	Any Age with Approved Disability Retirement	5	
On/After July 1, 2004	Superannuation Age	20	Commonwealth/State System Service
	Any Age	25	
	Any Age with Approved Disability Retirement	5	

C. Individual Faculty Member Provisions

1. An eligible faculty member must submit a letter of retirement to the President of the University on or before April 11, 2025, to receive a payout under Section D.1.
2. The eligible faculty member must indicate in their retirement letter a retirement date on or before August 22, 2025.
3. Any eligible faculty member currently on an approved phased retirement arrangement may accelerate their arrangement, if necessary, to participate in the Program by sending a letter to the President of the University on or before April 11, 2025 of their intention to accelerate their retirement to retire on or before August 22, 2025.

4. All eligible retirements submitted on or before April 11, 2025 and accepted, will be **irrevocable** as of the date that the faculty member completes the years of service required in Section B.2.a. of this Side Letter, and the payouts will be conducted in accordance with this side letter. In the event that the faculty member experiences unforeseen circumstances (e.g., an unpaid leave of absence) and is unable to complete the required years of service by June 30, 2025, the faculty member’s notice of retirement may be revoked.
5. Eligible faculty members shall not be paid for partial days of accumulated sick leave.

D. Enhanced Sick Leave Provisions

1. The sick leave payouts noted in Article 17, Section E.2. will be adjusted based upon the table below for retirements submitted on or before April 11, 2025 with an effective date of retirement on or before August 22, 2025, pursuant to Section A.1. and not revoked pursuant to Section C.4. of this Side Letter.

Sick Days Accumulated	Current Days Paid	Total Days Paid Under ESLP (2.50 factor)
10 to 74 days (75 to 555 hours)	10 days (75 hours)	Up to 25* days (up to 187.5 hours)
75 to 149 days (562.5 to 1,117.5 hours)	20 days (150 hours)	50 days (375 hours)
150 to 224 days (1,125 to 1,680 hours)	30 days (225 hours)	75 days (562.5 hours)
225 to 299 days (1,687.5 to 2,242.5 hours)	40 days (300 hours)	100 days (750 hours)
300 and over days (2,250+ hours)	50 days (375 hours)	125 days (937.5 hours)

* A faculty member may not get paid out for more sick days than they have accumulated.

E.g., If the eligible faculty member has 20 sick days accumulated, they will be paid 20 days of accumulated sick leave upon retirement.

E. Impact on 25% FTE Limit of Temporary and Regular Part-Time Faculty in Article 11, Section F of the Collective Bargaining Agreement

If the retirement of Regular Faculty under this side letter causes any University to exceed the twenty-five (25) percent FTE limit on employment of Temporary and Regular Part-Time Faculty set forth in Article 11, Section F of the Collective Bargaining Agreement, then any temporary faculty member employed to fill the need created by the retirement will not be counted toward the twenty-five (25) percent FTE limit for the 2025-2026 and 2026-2027 academic years only. The obligation to fully comply with the twenty-five

(25) percent FTE limit will resume for the 2027-2028 academic year.

F. Non-Bargaining Unit Employees

In emergency circumstances where, after making reasonable efforts to fill the need created by a retirement under this Side Letter, the need cannot be filled in the usual manner, requests for non-bargaining unit employees to perform duties in accordance with Article 7, Section G in departments with ESLP retirements will not be unreasonably denied for the Fall 2025 semester.

G. Interdepartmental Transfers

In emergency circumstances where, after making reasonable efforts to fill the need created by a retirement under this Side Letter, the need cannot be filled in the usual manner, including by Section F., above and through voluntary interdepartmental transfers, the provisions of the Interdepartmental Transfers Side Letter executed on January 16, 2020 between the parties will apply to Universities in a Sustainability Plan level 0 or Plan level 1 for the Fall 2025 semester only.

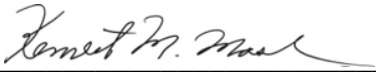
Tentatively agreed to, subject to ratification:

STATE SYSTEM



Christopher M. Fiorentino, Interim Chancellor

APSCUF

 1/6/2025

Kenneth M. Mash, President

SIDE LETTER

ARTICLE 7, DUES DEDUCTION

The parties, the State College and University Professional Association (SCUPA) and Pennsylvania’s State System of Higher Education (State System), agree to modify the number of equal installments that will be deducted from a professional employee’s paycheck for their annual dues amount.

1. This agreement is effective beginning with the 2025-2026 academic year.
2. The attached, revised language for Article 7 in the SCUPA Agreement reflects the agreement between the parties on the above topic.
3. The attached, revised language for Article 7 will be incorporated as a housekeeping item into the next agreement bargained between the parties unless the parties bargain other revisions to the language.

Agreed on DATE:

SCUPA

STATE SYSTEM

Dr. Todd Spaulding
President

Christopher M. Fiorentino, Ph.D.
Interim Chancellor

ARTICLE 7

DUES DEDUCTION

Section 1. The SCUPA Campus President shall be notified when a professional employee in the bargaining unit represented by SCUPA is newly hired or transferred into the bargaining unit, transfers out of the bargaining unit into another bargaining unit or a non-represented position, resigns, or retires from his/her position.

Section 2. The Employer and SCUPA will establish a single point of contact for the submission and processing of dues deductions.

Section 3. The Employer agrees to deduct in bi-weekly installments the regular annual dues of SCUPA from the pay of those professional employees who individually request in writing that such deductions be made. A professional employee must submit their authorization for dues deductions to SCUPA's single point of contact. Authorizations shall be sent by SCUPA's single point of contact via email, as PDF attachments, to the designated System Human Resources resource account (DuesDeductions@passhe.edu) and will be processed during the next pay period following the notification. The Employer shall rely on the information provided by SCUPA's single point of contact to process authorized dues deductions requests. Preferably, individual authorizations should be submitted separately; however, if more than one authorization is included in the same submission, a summary (e.g., spreadsheet or other listing) will accompany the submission and enumerate each authorization. All requests to process authorizations for dues deductions shall include a copy of the professional employee's authorization.

A. The amounts to be deducted shall be certified in writing by SCUPA to the Employer. SCUPA shall provide no more than two (2) biweekly dues deduction amounts, one for a full-time equivalent of more than 50% and one for a full-time equivalent of 50% or less. SCUPA shall provide the Employer with the amount of annual dues to be deducted per professional employee on or before August 1 of each year. If SCUPA does not provide the Employer with this figure by August 1, the Employer will use the annual dues amount provided for the preceding year.

B. The annual dues amount will be deducted from a professional employee's paycheck in ~~20-16~~ equal installments beginning with the ~~first-third~~ full pay period of the academic year and ending with the ~~last-eighteenth~~ full pay period of the academic year.

1. If a professional employee begins employment, or returns from a leave of absence without pay, after the first equal installment has been deducted ~~beginning of the academic year~~ but prior to the end of the fall semester, the professional employee must pay the full amount of annual dues. In this case, the amount deducted from the professional employee's first paycheck will include the regular bi-weekly installment and the total amount of all prior installments processed to date for that academic year. This section shall also apply to any current employee who submits a dues deduction card after the first equal installment has

| ~~been deducted beginning of the academic year~~ but prior to the end of the fall semester.

2. If a professional employee begins employment on or after the beginning of the spring semester, the professional employee must pay the partial amount of annual dues for a half-year member, as certified in writing by SCUPA to the Employer. In this case, the amount deducted from the professional employee's first paycheck will include the regular bi-weekly installment and the total amount of all prior installments processed to date for the spring semester. This section shall also apply to any current employee who submits a dues deduction card on or after the beginning of the spring semester.
3. If a professional employee has a full-time equivalent of 50% or less, the professional employee must pay the partial amount of annual dues based upon their half-year or full-year status, as defined in #1 and #2 above, as certified in writing by SCUPA to the Employer.

C. For purposes of this section, the following definitions shall apply:

1. Academic Year: Twenty (20) bi-weekly pay periods beginning with the first pay period when the Employer's payroll begins processing checks for faculty who work the academic year, and ending twenty (20) bi-weekly pay periods later.
2. Fall Semester: The first ten (10) pay periods in the academic year.
3. Spring Semester: The last ten (10) pay periods in the academic year.

Section 4. A professional employee's dues deduction authorization shall remain in effect until expressly revoked in writing by the employee in accordance with the terms of the authorization. When it is determined by SCUPA that a professional employee's dues deductions should cease, SCUPA's single point of contact shall be responsible for notifying the Employer. Such notices shall be communicated in writing via email to the designated System Human Resources resource account (DuesDeductions@passhe.edu) and shall be effective with the first full pay period following the notification. The Employer shall rely on the information provided by SCUPA's single point of contact to cease dues deductions.

Section 5. All processing requests related to dues deductions shall contain the full employee name, personnel number, employee's home address, and university where employed.

Section 6. The Employer shall remit to SCUPA the aggregate deductions of all professional employees together with an itemized statement which shall include the name of the individual, personnel number, university and campus where employed, and amount so deducted by the last day of the succeeding month after such deductions are made.

Section 7. The Employer shall provide SCUPA, on a quarterly basis, a list of all professional employees in the bargaining unit represented by SCUPA. This list shall contain the professional employee's name, personnel number, job title, pay range and pay step on the SCUPA Pay Schedule, address, work location, class code and whether or not the professional employee is a member or non-member.

Section 8. SCUPA shall indemnify and hold the Employer harmless against any and all claims, suits, orders or judgments brought or issued against the Employer under the provisions of this Article.

Board of Governors Meeting
February 6, 2025

SUBJECT: Updates to Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs* and Policy 1986-04-A: *Program Review*

UNIVERSITIES AFFECTED: All

BACKGROUND: These changes would align both policies to the recently updated Academic Program Inventory, which removes redundant terms (“track, specialization or emphasis”) that are used synonymously and simplifies the language with the use of “concentration” only.

MOTION: The Board approves updates to Updates to Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs* and Policy 1986-04-A: *Program Review* as shown in the board materials.

Supporting Documents Included: Policy language

Other Supporting Documents Available: None

Prepared by: Diana Rogers-Adkinson

Contact: DRogers-Adkinson@passhe.edu



PA State System of Higher Education Board of Governors

Effective: March 19, 1985

Page 1 of 3

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

See Also:

Adopted: March 19, 1985

Amended: October 9, 2003, January 19, 2012,
April 10, 2014, October 8, 2015, January 25, 2018,
~~and~~ July 12, 2018, and XXXXXX

A. Purpose

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

B. Introduction

The high-value and relevant academic programs of Pennsylvania's State System of Higher Education universities prepare our students for success in their lives and careers in our global society. This policy will ensure all new academic programs undergo a consistent, fair, and timely process to determine the need and appropriateness for the State System.

C. Definitions

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

Academic Minor: An organized program of study that comprises the fundamental requirements of an academic major (core and cognate courses) equivalent to a minimum of 18 semester credit hours. As a secondary field of study, the academic minor should reflect a minimum of ~~6~~six credits of advanced standing coursework. Exceptions to the advanced standing requirements may be granted on a case-by- case basis per request to the chancellor.

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

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

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

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

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

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

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

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

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

D. Process

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

a. Academic program proposals shall be subject to action by, or notice to, the chancellor, as follows:

i Action

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

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

Reactivation of a degree program in moratorium—A university may request a degree program be placed into moratorium for up to five years. At any time during this five-year period, a university may choose to discontinue, reactivate the program as previously approved, or reactivate as a reorganized program. Programs in moratorium being reactivated with no reorganization as outlined above require only notification to the chancellor. However, approval is needed if the program has been reorganized as outlined above.

ii. Notification

New concentration, ~~track, specialization, or emphasis~~
New academic minor
New certificate

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

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

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

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

E. Appeals

The University President may appeal the Chancellor's final decision to the Student Success Committee of the Board of Governors.

F. Communications

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



PA State System of Higher Education Board of Governors

Page 1 of 3

Policy 1986-04-A: *Program Review*

Adopted: July 15, 1986

Effective: July 16, 1986

Amended: Oct. 17, 1991, Oct. 9, 2003, Oct. 6, 2016,
July 20, 2023, April 11, 2024, and XXXXXX

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

A. Definitions

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

review process, may be required at the discretion of the President (or designee) on a case-by-case basis.

B. Purposes of Program Review

1. To assure deliberate and continuous attention to enhancement of the quality and to assess mission centrality of academic programs and programs in support of the student experience within State System universities.
2. To support compliance with institutional accreditation standards related to design and delivery of the student learning experience, educational effectiveness, and supporting the student experience.
3. To analyze and employ quantitative and qualitative data in the review of individual academic programs and programs in support of the student experience with a view to continual improvement and university sustainability.
4. To provide the each university, councils of trustees, and other system stakeholders with assurance that university programs and student services are being assessed in a systematic fashion and that plans for making continuous improvement are developed, implemented, and communicated.

C. Policy

1. **Process.** Each university shall establish a local 5-year review process for review of academic programs and programs in support of the student experience.
2. **Cycle.** All university academic degree programs (and non-degree programs designated for review by the university president or designee), including general education, shall be evaluated at least once every five years; when deemed necessary, the university president (or designee) may require a shorter review interval for given programs. Programs in support of the student experience may be designated by the President (or designee) for regular five-year review or *ad hoc* review. At least once every 10 years (or more frequently at the University's discretion), each program shall include review by an appropriate external evaluator.
3. **Criteria.** Universities are expected to use standards-based criteria, developed in consultation with State System universities, for academic program review and review of programs in support of the student experience. These criteria are detailed in the System Procedure/Standard for review of academic programs and programs in support of the student experience. Universities may also develop additional standards at the discretion of the president (or designee).
4. **Data.** Universities shall include in their review process clear evidence expectations about the kinds of data and information academic programs and programs in support of the student experience must collect and analyze as part of their reflective process and to document that they meet the standards and engage in continual improvement. Individual academic program reviews and decision-making must, further, be informed by program array metrics and targets as reported in the Comprehensive Planning Process (CPP).

D. Reporting

1. Universities will use the program review to provide feedback to program faculty and staff and inform discussion with the program about its future.
2. Universities shall submit to the Office of Academic and Student Affairs in the Office of the Chancellor an annual report of academic programs and programs in support of the student experience that were reviewed that year, together with an executive summary of the review, using the template provided in the associated procedure and standard.
3. The President or designee shall keep the council of trustees apprised of program reviews and their outcomes.

E. Assessment

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

F. Implementation

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

Board of Governors Meeting
February 6, 2025

SUBJECT: Updates to Policy 2009-02: *Acceptable Use of Technology*

UNIVERSITIES AFFECTED: All

BACKGROUND: This policy defines a broad framework for institutions to establish local acceptable use policies to govern the appropriate use of technology resources. The proposed edits include updating definitions and updating what local IT acceptable use policies should contain. This has been reviewed by University IT Chief Information Technology Directors, CAOs, CFOs, and Presidents as well as system-level HR, legal, and labor leadership.

MOTION: The Board approves updates to Policy 2009-02: *Acceptable Use of Technology* as shown in the board materials.

Supporting Documents Included: Policy language

Other Supporting Documents Available: None

Prepared by: Rosa Lara

Contact: rlara@passhe.edu



PA State System of Higher Education Board of Governors

Effective: October 8, 2009

Page 1 of 2

Policy 2009-02: Acceptable Use of Technology

See Also:

Adopted: October 8, 2009

Amended:

A. Purpose

To require acceptable use of technology policies for all persons or entities who have access to the technological resources of the Pennsylvania State System of Higher Education (PASSHE). Nothing herein is intended to contradict or conflict with applicable federal and state laws or regulations.

B. Acceptable Use Policy Defined

An acceptable use of technology policy defines the capabilities and limitations of the use of information technology resources to ensure that these resources are available to all approved users and that the use of technology complies with state and federal laws.

Information technology resources include, but are not limited to, all PASSHE/University owned, ~~operated or licensed or operated~~ hardware, software, computing equipment, systems, networks, ~~applications or~~ programs, ~~data~~personal data assistants, ~~cellular phones, fax, telephone and devices~~, ~~storage devices, cable television, input/output, connecting devices~~that are connected via either a physical or wireless connection regardless of the ownership of the device connected to the network, and any electronic device issued by the System or a university.

C. Responsibility for Administration

1. An acceptable use of technology policy defines the capabilities and limitations of the use of technological resources to ensure that these resources are available to all approved users and that the use of technology complies with state and federal laws and ensures its consistent application. The assessment is to be done in conjunction with legal counsel.

2. Each President University and the Chancellor System Office shall develop a local IT Acceptable Use policy protocols to ensure that all users of information technology understand and agree to the acceptable use of technology policies before access to PASSHE/University resources is permitted.

D. All Local Acceptable Use policies must include the following language (as appropriate):

1. Purpose: Description of the purpose of the local Acceptable Use Policy along with relevant definitions
2. Acknowledgement: Use of the IT resources is a privilege and signifies agreement to comply with this policy. Users are expected to acknowledge the policy to act responsibly and follow the policies and any applicable laws related to the use of IT resources.
3. Responsibilities: Listing of responsibilities for users while being provided access to IT resources and a description of acceptable and unacceptable uses of those IT resources. The policy should also describe processes to follow in the event of loss, theft or potential incident.
- 1.4. Privacy: While PASSHE/University recognizes the role of privacy in institutions of higher learning and will endeavor to honor that ideal, there is no expectation of privacy of information stored on or sent through PASSHE/University-owned IT resources, except as required by law.
5. Accession: Describe how PASSHE/Universities will enable Access to IT Resources in a manner that strives is to be to be inclusive.
6. Reporting: Describe or reference the process to be followed if a user believes the local Acceptable Use Policy is not being followed or has further questions.

GOVERNANCE & LEADERSHIP COMMITTEE



Pennsylvania's
STATE SYSTEM
of Higher Education

Board of Governors Meeting
Governance and Leadership Committee
February 6, 2025

SUBJECT: Student trustee appointments

UNIVERSITIES AFFECTED: IUP and PennWest

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

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

MOTION: That the Board hereby appoints Jackson White to the IUP Council of Trustees and Timothy Selvan Marcus to the PennWest University Council of Trustees.

Supporting Documents Included: Resumes of candidate

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

Reviewed by: University Presidents; Office of the Chancellor

Prepared by: Randy A. Goin Jr.

Contact: rgoin@passhe.edu

Office of the President

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

P 724-357-2200

December 16, 2024

Christopher M. Fiorentino, PhD
Interim Chancellor
Pennsylvania State System of Higher Education (PASSHE)
Office of the Chancellor
2300 Vartan Way, Suite 207
Harrisburg, PA 17110

Dear Dr. Fiorentino:

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

An IUP sophomore, Mr. White was selected as the nominee in a process consistent with established procedure. In addition, his nomination was endorsed by the IUP Council of Trustees in a motion unanimously approved at their quarterly meeting held on December 12, 2024.

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: Shagufta Haque, Chair, Student Trustee Search Committee



December 15, 2024

Dr. Michael Driscoll
201 Sutton Hall
1011 South Drive
Indiana, PA 15705

Dear Dr. Driscoll:

It is with great pleasure that I am writing this letter to you on behalf of the Council of Trustees and the Student Trustee Search Committee. After reviewing a pool of excellent candidates, we have selected Jackson White as our recommendation for the next student trustee for IUP. The process was rather refreshing as we interacted with students who were all passionate about the university's advancements, and it is good to know that the future of IUP involves them.

The search committee was impressed by Jackson – his demeanor, accomplishments, and goals are what a student trustee should have. Jackson is a sophomore, double majoring in Political Science and Economics, and minoring in Pre-Law studies. He is a student in the Robert E. Cook Honors College and boasts an impressive [REDACTED]. He also has a variety of leadership roles under his belt. Jackson serves as the President of the Pre-Law society, holds the positions of event manager and newsletter editor for the Student Giving committee, and is an active member of the IUP Ambassadors.

Through both his written application and his interview, Jackson went over and beyond our expectations. Not only is he highly committed to his academics, but he is also engaged here at IUP. He is an authentic individual who is passionate about the university's future and has shown the committee members how excited he is to grow in the position of student trustee. We believe that Jackson has the qualities that will allow him to adapt quickly and be a remarkable representative for all of the IUP students on the council.

I have no reservation in recommending Jackson White to the PASSHE Board of Governors to be appointed to serve on the Council of Trustees of Indiana University of Pennsylvania upon my graduation. Please feel free to reach out to me if you have any questions.

Sincerely,

Shagufta Haque

Current IUP Student Trustee
Chairman of the Student Trustee Search Committee

View results

Respondent

13

Jackson White

07:54

Time to complete

1. Full Name

Jackson Daniel White

2. Date of Birth

[REDACTED]



3. Campus Address

[REDACTED]

4. Home Address

5. Cell Phone

6. Home Phone

7. Email address

EDUCATION


8. Name of High School

9. Date of High School Graduation

10. Credits Completed-including credits for Fall 2024

11. Expected Graduation Date

12. Current GPA

13. College (Majors)

14. College Minor

15. Semester Graduation Expected

REQUIRED SUPPORTING DOCUMENTATION

16. Upload unofficial transcript



17. Upload three letters of recommendation (**at least one from an IUP faculty/staff/administrator**)

 [jackson white reference 02 Jackson White.pdf](#)

 [Jackson White LOR Student Trustee Jackson White.pdf](#)

18. Upload Resume (**include your university activities, awards and scholarships**)

 [Jackson White Résumé Jackson White.docx](#)

Letter of Interest (Address the following)

How did you learn about the Student Trustee vacancy?

Reason for seeking position of Student Trustee

What do you view as the role of a Trustee?

What are your strengths?

What are your weaknesses?

What three issues will confront the University during the next two years?

(Define each and explain their importance.)

What do you perceive as your single greatest accomplishment during your collegiate years? Why?

19. Letter of Interest *

 [JacksonWhiteLetterofInterest Jackson White.pdf](#)

20. Date of application *

11/3/2024 

October 31, 2024

To Whom It May Concern:

I highly and enthusiastically recommend Jackson D. White for the student position among the IUP Council of Trustees. I have known Jack since January 2024 when he enrolled in my Principles of Macroeconomics course, and he became my advisee during the Spring 2024 semester when he declared a double major in Economics and Political Science/Pre-Law. Over the last several months, I have observed how Jack has distinguished himself as a student at IUP by virtue of his outstanding scholarship, servant leadership, and dedicated volunteer service.

Jack is an exceptional student who is dauntless when it comes to his academic endeavors. He has elected to complete a very demanding course of study at IUP, and he is doing so with impressive success based on his [REDACTED]. Jack is completing the honors concentration in Economics and a second major in Political Science/Pre-Law in addition to the rigorous academic requirements of the Robert E. Cook Honors College Core. Any single component of Jack's course of study can easily be challenging, but their combination represents a remarkable level of academic determination and a genuine desire to succeed. Jack's potential as a scholar is also evident in that his education is being supported by both on-campus and off-campus constituencies with the IUP President Scholarship, the Cook Honors College Scholarship, the Western Pennsylvania Trial Lawyers Association Scholarship, and the Uniontown Area Education Association Scholarship. In addition to these financial awards, Jack has been named to the IUP Dean's List every semester. It is abundantly apparent that whether Jack elects to venture into the labor market or to apply to ranked graduate programs after IUP, he will have crafted a highly competitive résumé.

In Principles of Macroeconomics, Jack exhibited a genuine desire to learn and a level of engagement that was unsurpassed. He sat front and center in the classroom, and even when many of his peers were reticent to contribute to the classroom dynamic, Jack took the lead. He actively participated in discussions during each class meeting, and I was always impressed by the analytical questions that Jack raised. Furthermore, Jack displayed an ability to answer even the most challenging queries that I posed to the group. Across a variety of homework sets, application exercises, and quizzes, Jack's perfect or near-perfect scores reflected his deep understanding, critical thinking skills, and diligence in approaching his coursework. Additionally, Jack's exam performance ranked him among the top-scorers on all tests administered across two sections of the course. Not surprisingly, Jack earned an "A" in Principles of Macroeconomics, but it was the way that he conducted himself that caught my attention and compelled me to recruit him to pursue a double major.

Jack has demonstrated enthusiasm and eagerness to support IUP and its students. As a leader, Jack invests his time as president of the IUP Pre-Law Society and as event manager and newsletter editor for the Student Giving Committee. Jack also contributes his talents as a member of the IUP Ambassadors and as a member of the Cook Honors College Activities Committee. This is an unusual degree of leadership experience for only being a sophomore. Yet, Jack is very humble by nature.

Jackson D. White Recommendation

Page 2

October 31, 2024

Additionally, Jack's dedicated service to the IUP community is evident in his volunteer support of the IUP Crimson Huddle, 9/11 Memorial Flag Placement, IUP Welcome Week, and CPDC Career Fair. It is obvious from these leadership and service examples that Jack's desire to aid others runs deeply in him, even if fulfilling these commitments means sacrificing his precious free time and part of summer break.

Being closely acquainted with previous Student Trustees of the last 15 years, I realize that if selected for the IUP Council of Trustees Jack will face pivotal decisions that will impact IUP and PASSHE for decades to come. Conceivably, Jack's tenure would encompass the hiring of a successor for the recently departed chancellor of PASSHE, in addition to ongoing discussions about the balancing of student interests and budgetary realities in the face of enrollment vagaries. Knowing Jack's growing ability to apply the critical thinking tools of economic decision-making by carefully analyzing the next best alternative use of resources and seeking to optimize in the face of constraints, I am confident that Jack's contributions to the Council of Trustees' deliberations will seek to balance the benefits and costs of their actions. By virtue of a position on the Council of Trustees, Jack would become well acquainted with both the hills and the valleys of leadership, and economics, undoubtedly, would come alive for him as he fulfills his responsibilities to the IUP community. I believe that this real-world opportunity to take economics beyond the classroom represents one of the most compelling reasons to select Jack as the Student Trustee, because it places him at the intersection of his academic and professional development. That is exactly what an IUP education seeks to provide to its students.

On a personal note, Jack possesses a maturity and sincerity beyond his years. In fact, whenever I interact with Jack, I feel more like I am speaking with a colleague than a student because courtesy, respect, thoughtfulness, and professionalism come naturally to him. Jack genuinely cares about others and their welfare, and he interacts easily with faculty, staff, administrators, students, and community members. Jack has an innate ability to set others at ease, and as I watch Jack interact among his peers, it is clear that they hold a deep level of mutual respect and concern for one another such that I know that he would go the proverbial "extra mile" for many of them and vice versa. I have no doubt that Jack would carry these same character strengths into working relationships if chosen as the Student Trustee.

Overall, Jack is a highly regarded student in our department and throughout IUP. He has immense potential, and I am certain that he will make significant contributions to IUP as the next student member of the Council of Trustees. I recommend him without any reservation because he is a well-rounded example of scholar, leader, and servant.

Sincerely,



James J. Jozefowicz
Professor of Economics

27 October 2024

Dear Mr. Smith and IUP Trustees,

I have the pleasure of recommending Jackson White for the position of Student Trustee of IUP. Serving as the interim director and long-time faculty member of the Cook Honors College, I have had the opportunity to work with many of our student leaders and can recommend Jackson without reservations as a young man who has developed the maturity, professionalism, and inquisitiveness appropriate to this role.

I met Jackson during his first semester in the Cook Honors College, where he demonstrated his seriousness about academics, desire to improve as a writer, and his principled participation in class discussion. Not the first to “sound off” with his perspective, Jackson impressed me by beginning as a listener but then ultimately articulating his position. Unlike some first-year students, Jackson avoided the extremes, neither arrogant nor lacking in confidence. Most importantly, he demonstrated his readiness to entertain others’ views, reconsidering his own, while still holding to his values.

The role of Student Trustee requires a young adult to demonstrate qualities that many university students are still in the process of developing. Jackson recognizes that how IUP benefits him as a student creates an opportunity for him to reciprocate—a mature approach to service. He works hard, attends to details, and exhibits habits of professionalism that will suit him well as a student trustee and in his future legal career.

Finally, if I extrapolate from Jackson’s engagement with challenging ideas and course content, I anticipate he will be prepared to build upon what he already understands about the structure and politics of the university to appropriately contribute the student perspective to university governance.

Serving this semester as the Cook Honors College interim director, I have had the chance to interact with Jackson outside the classroom. He has helped the CHC orient its new students, and I’ve witnessed him working in other contexts from the Crimson Huddle to First-year orientation. His leadership and additional volunteerism in the Student Giving Committee also indicate the sincerity of his commitment to helping to build a better IUP. Other faculty who have taught Jackson have similarly positive impressions of his work ethic and character.

I recommend Jackson White without reservation. Please do not hesitate to reach out for further information.

Sincerely,



Kenneth Sherwood, PhD
Professor of English
Interim Director, Cook Honors College
sherwood@iup.edu

November 2, 2024

Council of Trustees
c/o President's Office
Indiana University of Pennsylvania
Sutton Hall, Room 201
1011 South Dr.
Indiana, PA 15705

Dear Members of the IUP Council of Trustees,

I am pleased to recommend Jackson White, an exceptional political science/pre-law student, for the role of Student Trustee. As both Jackson's professor and academic advisor, I have observed his dedication to academic excellence, leadership, and campus engagement. His unique combination of intellectual rigor, maturity, and commitment to the IUP community makes him an outstanding candidate for this position.

Jackson's writing abilities are among his most impressive skills. I've had the chance not only to read his assignments for my classes, but have also read samples of his writing from other courses and samples from work he's done at two internships in legal offices. His writing is well organized, clear, and accessible while maintaining precision. Jackson is attentive to audience and purpose, which allows him to effectively convey critical analysis and complex ideas in a way that is both engaging and persuasive. Jackson is also an eloquent speaker, as he's consistently demonstrated in my constitutional law class during class discussions, as well as in other settings such as in the Pre-Law Society. During class discussions, Jackson regularly contributes meaning insights that move these conversations in productive directions. He is able to vigorously argue a particularly point of view, but he's also an excellent listener, and quick to compliment others when they make a good point. I believe Jackson's superior ability as a communicator, coupled with his measured temperament, would be a valuable asset to the IUP Board of Trustees.

Jackson is also an accomplished leader who fosters collaboration and inclusivity. As President of the Pre-Law Society, he has cultivated a supportive environment for his peers, encouraging open dialogue and engagement with legal topics. Jackson's leadership style emphasizes teamwork and inclusivity; he actively seeks input from members, ensuring that diverse perspectives are valued in planning and decision-making. His introduction of LSAT preparation resources within the Pre-Law Society exemplifies his commitment to supporting his peers' academic and professional ambitions.

Jackson's dedication to IUP is evident through his involvement in multiple organizations. He serves as an IUP Ambassador, connecting alumni and current students to foster a vibrant university community. Additionally, as a founding member of the Student Giving Committee, he is an advocate for philanthropy, encouraging students to support future generations at IUP. Jackson has also

demonstrated his organizational and communication skills as an event manager and newsletter writer for the Student Giving Committee, roles in which he has contributed significantly to building a culture of engagement and giving on campus.

Beyond his campus contributions and excellent academic achievement, Jackson has shown a strong work ethic and professionalism in legal settings. His recent experience as a legal intern at Tremba, Kinney, Greiner & Kerr, LLC, where he prepared legal documents, attended court hearings, and utilized legal software, is a testament to his readiness for practical challenges. Prior to college, he also served as a legal assistant at Zebley Mehalov & White, P.C., where he managed office communications, filed legal documents, and further honed his organizational skills. Jackson's practical experience enhances his ability to contribute meaningfully to the Board of Trustees by bringing a grounded, real-world perspective.

In sum, Jackson White is a remarkable student and leader who embodies the values of Indiana University of Pennsylvania. His intellectual strengths, leadership experience, and dedication to IUP make him an exceptional candidate for the Student Trustee role. I am confident that Jackson will serve the Board of Trustees with integrity, diligence, and insight, and I offer him my strongest recommendation.

Sincerely,

A handwritten signature in blue ink, appearing to read "G. Torges". The signature is fluid and cursive, with a large initial "G" and a long, sweeping underline.

Gwendolyn Torges, Ph.D.
Assoc. Professor of Political Science

Jackson White

Education

Indiana University of Pennsylvania

Indiana, Pennsylvania

Bachelor of Arts in Political Science and Economics | Minor in Pre-Law Studies | ██████████ May 2027

- Robert E. Cook Honors College and Economics Honors Concentration
- Dean's List: Fall 2023 and Spring 2024
- IUP President Scholarship Recipient, Cook Honors College Scholarship Recipient, Western Pennsylvania Trial Lawyers Association Scholarship Recipient, UAEA Scholarship Recipient

Extracurricular Activities

- **Pre-Law Society: President** **September 2023 – Present**
 - Oversee the planning and execution of club meetings, events, and activities.
 - Organize guest speakers, workshops, mock trials, and networking events to provide valuable resources for members.
 - Offer guidance and support to members interested in pursuing law school, providing insights on application processes such as LSAT preparation and other career opportunities.
- **Student Giving Committee: Event Manager and Newsletter Editor** **September 2024 - Present**
 - Founding member of the Student Giving Committee
 - Organize and coordinate fundraising events, including brainstorming ideas, setting goals, and determining logistics.
 - Oversee event setup and execution, ensuring events run smoothly.
 - Write, edit, and curate content for the newsletter, including updates on fundraising efforts, upcoming events, and ways for students to give back.
- **IUP Ambassador: Member** **April 2024 – Present**
 - Serve as a student representative at university events, engaging with alumni, donors, and other stakeholders.
 - Assist with major campus events such as open houses and orientation sessions, helping to create a welcoming environment for new students.
 - Engage alumni and current students with campus life and make students more aware of their potential roles as IUP alumni.

Work Experience

- **Legal Intern at Tremba, Kinney, Greiner & Kerr, LLC** **May 2024 – August 2024**
 - Assisted in the preparation, review, and filing of various legal documents, ensuring compliance with relevant regulations and deadlines.
 - Utilized Best Case Software to accurately manage bankruptcy cases, demonstrating proficiency in legal applications.
 - Attended court hearings regularly, observing proceedings and gaining valuable insights into courtroom procedures.
- **Legal Assistant at Zebley Mehalov & White, P.C.** **April 2020 – August 2023**
 - Managed and facilitated phone communications, ensuring professional responses to clients and colleagues.

- Organized and filed legal documents at the Fayette County Courthouse, ensuring compliance with procedural requirements.
- Utilized various legal software programs, including Amicus Attorney, Best Case, and PCLaw, to streamline case management and improve documentation processes.
- Oversaw regular office maintenance, including cleaning and organization, contributing to a professional and welcoming work environment.

Volunteer Work

- **IUP Crimson Huddle Volunteer** **October 2024 & 2023**
 - Assisted in organizing and facilitating the Crimson Huddle event for alumni during Homecoming weekend, fostering connections between current students and alumni.
- **9/11 Memorial Flag Placement Volunteer** **September 2024**
 - Coordinated the placement of American flags around IUP’s Oak Grove to honor the victims of the September 11 attacks, fostering a sense of remembrance and community solidarity.
- **IUP Welcome Week Leader** **August 2024**
 - Guided new students through orientation events, helping them acclimate to campus life and understand university resources.
 - Served as a mentor and support system for new students, answering questions, providing advice, and helping them connect with peers.
- **CPDC Career Fair Volunteer** **October 2023**
 - Guided business representatives to their designated tables, ensuring a smooth check-in process and timely setup for the event.

References

- **Available upon request.**

Jackson White



October 17, 2024

IUP Council of Trustees
c/o President's Office
Sutton Hall Room 201
1011 South Drive
Indiana, PA 15705-1094

Dear IUP Council of Trustees:

I would like to take this opportunity to express my sincerest gratitude for allowing me the chance to apply for the prestigious position of Student Trustee. Being selected as the Student Trustee would be an honor, and I am eager to serve and advance the success and growth of Indiana University of Pennsylvania. My dedication to fostering a supportive academic environment and my leadership experience in various organizations equip me to represent my peers effectively. I am motivated by a desire to enhance student engagement and contribute to meaningful initiatives that address the needs of our diverse student body. I am committed to ensuring that every voice is heard and valued, and I believe my unique perspective will positively impact the Council of Trustees.

I wasn't aware of the Student Trustee position initially, but I became intrigued after receiving an email from the IUP President's Office inviting students to apply. This led me to research the role further and motivated me to pursue this opportunity.

I am applying for the position of Student Trustee because I have a passion for serving my fellow students and contributing to the IUP decision-making processes. A student's voice is important to the shaping of policies that directly affect the student body. This role would enable me to represent student concerns to ensure that strategic decisions taken by IUP align with and are informed by students' needs and expectations. I hope to contribute to some meaningful discussions and initiatives that will improve experiences for both current and future students of IUP. This position will offer the opportunity to experience personal and professional growth, learning from experienced Trustees while also contributing my perspective as an active and involved student.

To me, the role of an IUP Trustee is to decide on matters that affect the future of IUP with openness and protection of university interests. Trustees sit on the governing body responsible for overseeing the university's strategic direction and overall well-being. Some of the major financial

decisions reviewed and approved by the Trustees are the annual operating and capital budgets, tuition rates, room and board fees, and major contracts entered by the president. In all respects, the trustees ensure that the institution remains financially stable and makes responsible use of its resources.

My greatest strength is my leadership, which I've been fortunate to develop through several roles during my college career. The role I am most proud of is serving as President of the Pre-Law Society, where I oversee the planning and execution of events throughout the year. I have organized mock trials, arranged for attorneys to speak, and coordinated law school visits for our members. This position allows me to create an environment where students interested in law can grow both academically and professionally.

A meticulous approach is essential for a trustee, and it's one of my core strengths. I pay close attention to detail in everything I do, ensuring my assignments are thorough and my events are well-organized and run smoothly. This meticulousness helps me anticipate potential challenges and proactively address them. For me, it's not just about completing tasks; it's about executing them to the highest standard, which makes a meaningful difference in the experiences I create for myself and those around me.

In the past, I struggled with overthinking, often getting caught up in cycles of analysis about decisions, conversations, or assignments. This habit would create stress and sometimes hold me back from acting confidently. Over time, though, I've been working to develop a more balanced approach. By practicing mindfulness techniques, like deep breathing and journaling, I've found ways to stay present and manage my thought process more effectively. Reminding myself that not every decision needs to be perfect has also allowed me to trust my instincts and move forward with greater clarity. This shift has made me more confident and adaptable, both as a student and a leader.

A weakness I've also faced is a fear of failure that stems from my high standards. In the past, this fear sometimes held me back from taking risks or fully engaging in opportunities. However, I recognized that this mindset could limit my growth as a student and a leader. To address this, I've been actively working on shifting my perspective. I now remind myself that mistakes are an essential part of learning and that they often lead to greater understanding and improvement. By reframing failures as valuable experiences rather than setbacks, I've become more willing to take calculated risks. This growth has not only increased my confidence but has also allowed me to embrace challenges with a more positive and resilient mindset, fostering my development both academically and personally.

Like every university, IUP faces its own set of challenges that impact the community. These issues not only shape the experiences of students and faculty but also influence the university's long-term viability and growth.

1. **Enrollment:** IUP's enrollment has dramatically declined over the past decade, causing problems with finances, programs, and facilities. Enrollment is the basis for everything. It determines the number of faculty, the courses offered to students, and ultimately, the resources available to support academic and extracurricular activities. As enrollment numbers decrease, the university faces significant budget constraints that can lead to cuts in essential programs, staff reductions, and limitations on facilities maintenance and upgrades. With fewer students, there may be less diversity in course offerings and reduced opportunities for collaboration and engagement within the academic community. Moreover, a smaller student body can hinder the vibrant campus life that many students seek during their college experience.
2. **Adjustment to Academic Restructuring:** As IUP navigates declining enrollment, adjustments to academic restructuring have become increasingly necessary. These changes were driven by the need to refine academic programs, improve resource allocation, and respond to shifts in student interests and market demands. However, such changes can lead to several issues within the university community. For faculty, academic restructuring may create uncertainty regarding their roles, responsibilities, and job security. Faculty members may feel apprehensive about how new structures will affect their teaching methodologies, research opportunities, and potential collaborations with colleagues. The success of any restructuring initiative heavily relies on faculty buy-in, which requires clear communication, support, and professional development opportunities to help them navigate these changes effectively. Students, too, can face challenges during this adjustment period. Changes in curriculum and course offerings may affect their academic plans, leading to confusion about major requirements and course availability. This uncertainty can create stress for students who are trying to meet graduation timelines and may also impact their overall satisfaction with the academic experience.
3. **Perception and Reputation:** The reputation of a university within the broader community and among prospective students can significantly influence enrollment and funding. IUP faces the challenge of perceptions of it being less academically rigorous and identified as a top-party school. About a year ago, the Wall Street Journal ranked IUP as a top-party school in the United States, overshadowing the university's academic strengths and achievements. This reputation can deter prospective students who prioritize academic excellence and a focused educational environment. When a university is labeled as a party school, it may lead potential applicants to question the seriousness of its academic programs. Personally, this upsets me because as someone deeply invested in education and the IUP community, I believe that the university offers a wealth of opportunities for intellectual growth and personal development. It is disheartening to see these efforts overshadowed by a label that fails to capture the true essence of our university.

My single greatest accomplishment during my collegiate years thus far is joining the IUP Ambassadors. This organization provides me invaluable opportunities to represent the university, connect with prospective students, and contribute to the IUP community in meaningful ways. In this role, I have not only had the chance to share my personal experiences but also to communicate the value of IUP to others, countering any reputational negatives and shaping the perceptions that prospective students may form. Whether I am giving tours, participating in campus events, or interacting with alumni, being an ambassador has allowed me to make a direct impact by helping potential students feel welcomed and showing them what makes IUP special.

What makes this my greatest accomplishment is not only the professional growth it has afforded me but also the personal connections I have formed within the organization. The IUP Ambassadors truly feel like a family; one where we all support each other while working toward a common goal of representing our university. We come from different backgrounds and experiences, yet we are united by our pride in IUP and our desire to connect with alumni and help future students find their place here. This sense of belonging and shared purpose reflects what makes IUP great. The university brings together people from all walks of life, fostering an inclusive and supportive community where everyone's unique perspectives are valued. Being part of this ambassador family has deepened my appreciation for how IUP encourages diversity, connection, and growth, and I'm proud to contribute to that legacy by actively shaping the narrative around our university.

In my journey at IUP, I have continually sought opportunities to deepen my engagement and impact within the university community. Serving as a student trustee would be the next step in that progression, allowing me to expand my contributions and further amplify the voices of my fellow students. I want to do more than just represent; I want to actively influence decision-making processes that shape our educational experience and advocate for the needs and aspirations of our diverse student body. By taking on this role, I want to build stronger connections between the administration and students, ensuring that our collective vision for IUP is realized and every student's voice is heard.

Sincerely,

A handwritten signature in blue ink that reads "Jackson White". The signature is fluid and cursive, with the first name "Jackson" written in a larger, more prominent script than the last name "White".

Jackson White
B.A. Political Science and Economics (2027)
Cook Honors College

OFFICE OF THE PRESIDENT

October 15, 2024

Dr. Christopher Fiorentino, Interim Chancellor
Pennsylvania State System of Higher Education
2300 Vartan Way, Suite 207
Harrisburg, PA 17110

Dear Interim Chancellor Fiorentino:

It is my pleasure to inform you that the Pennsylvania Western University's Student Trustee Selection Committee, chaired by PennWest Clarion Student Trustee, Rachel Kister, recommends Mr. Timothy Selvan Marcus to fill the vacancy on the PennWest University Council of Trustees created by Rachel's pending graduation this December.

Mr. Marcus is a junior Biology Pre-med major. A review of his credentials reveals a strong record of academic success, along with a demonstrated commitment to serving our country. In addition to academics, working and involvement in BASIC, he is also a Hospital Corpsman in the U.S. Navy Reserve. His application materials have been provided for your review.

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

Mr. Timothy Selvan Marcus



As the President of Pennsylvania Western University, I endorse the Selection Committee's recommendation, and I am confident that you will find Mr. Marcus to be an 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 cursive script that reads "Jon Anderson".

Jon Anderson, Ph.D.
President



TIMOTHY SELVAN MARCUS



SKILLS

- Experienced leader with a strong ability to teach and mentor while maintaining a commitment to continuous learning.
- Attention to detail in maintaining policies, procedures, and standards.
- Excellent customer service skills, with a friendly and approachable demeanor.
- Ability to multitask efficiently in a fast-paced environment.

EXPERIENCE

Sep 2023 - Present

CANYON COFFEE CO, NEW BETHLEHEM/CLARION - *BARISTA*

- Mastering the art of crafting specialty coffee and serving the best brew in town.

Jul 2022 - Present

U.S. NAVY RESERVE - *HOSPITAL CORPSMAN*

- Trained multiple junior HMs on clinic procedures and protocols
- Phlebotomy and vaccinations.
- Monitored vital signs and documentation.
- Assisted in Tactical Combat Casualty Care instruction.

Jan 2022 - Jul 2022

STARBUCKS, PITTSBURGH - *BARISTA*

- Collaborated with team members to ensure smooth operations during peak hours.
- Provided exceptional customer service by greeting and assisting customers in selecting beverages and pastries.

EDUCATION

May 2023 - Present

PENNWEST UNIVERSITY, CLARION, PA - *BS BIOLOGY (PRE-MED)*

Oct 2022 - Jan 2023

NAVAL MEDICINE SUPPORT TRAINING CENTER, SAN ANTONIO, TX - *HOSPITAL CORPSMAN BASIC*

Aug 2021 - Jun 2022

GATEWAY HIGH SCHOOL, MONROEVILLE, PA - *HIGHSCHOOL*

Jun 2019 - Mar 2021

VANI VIDYALAYA HIGH SCHOOL, INDIA - *HIGHSCHOOL*

CERTIFICATION

- Certified Phlebotomist Technologist – National Phlebotomy Association (expires 08/28/2025).
- Basic Life Support - American Red Cross (expires 02/15/26).
- Grade 5 Electronic Keyboard - Trinity College of Music.

AWARD

- Obtained Dean's List in Hospital Corpsman Basic.
- Awarded sharpshooter in Weapon handling.

MISCELLANEOUS SKILLS

- Worship leader for the worship team in school and church.
- Live stage experience in drums, guitar, keyboard, and singing.

TIMOTHY SELVAN MARCUS



SKILLS

- Experienced leader with a strong ability to teach and mentor while maintaining a commitment to continuous learning.
- Attention to detail in maintaining policies, procedures, and standards.
- Excellent customer service skills, with a friendly and approachable demeanor.
- Ability to multitask efficiently in a fast-paced environment.

EXPERIENCE

Sep 2023 - Present

CANYON COFFEE CO, NEW BETHLEHEM/CLARION - *BARISTA*

- Mastering the art of crafting specialty coffee and serving the best brew in town.

Jul 2022 - Present

U.S. NAVY RESERVE - *HOSPITAL CORPSMAN*

- Trained multiple junior HMs on clinic procedures and protocols
- Phlebotomy and vaccinations.
- Monitored vital signs and documentation.
- Assisted in Tactical Combat Casualty Care instruction.

Jan 2022 - Jul 2022

STARBUCKS, PITTSBURGH - *BARISTA*

- Collaborated with team members to ensure smooth operations during peak hours.
- Provided exceptional customer service by greeting and assisting customers in selecting beverages and pastries.

EDUCATION

May 2023 - Present

PENNWEST UNIVERSITY, CLARION, PA - *BS BIOLOGY (PRE-MED)*

Oct 2022 - Jan 2023

NAVAL MEDICINE SUPPORT TRAINING CENTER, SAN ANTONIO, TX - *HOSPITAL CORPSMAN BASIC*

Aug 2021 - Jun 2022

GATEWAY HIGH SCHOOL, MONROEVILLE, PA - *HIGHSCHOOL*

Jun 2019 - Mar 2021

VANI VIDYALAYA HIGH SCHOOL, INDIA - *HIGHSCHOOL*

CERTIFICATION

- Certified Phlebotomist Technologist – National Phlebotomy Association (expires 08/28/2025).
- Basic Life Support - American Red Cross (expires 02/15/26).
- Grade 5 Electronic Keyboard - Trinity College of Music.

AWARD

- Obtained Dean's List in Hospital Corpsman Basic.
- Awarded sharpshooter in Weapon handling.

MISCELLANEOUS SKILLS

- Worship leader for the worship team in school and church.
- Live stage experience in drums, guitar, keyboard, and singing.

September 19, 2024

Dear Members of the Student Trustee Search Committee,

It is my sincere pleasure to write a reference letter for Tim Selvan Marcus in support of his application to become a student trustee. Although he is only beginning his sophomore year, I have gotten to know Tim very well in his short time on campus, which reflects his high level of engagement in the Department and with his faculty. Tim is my academic advisee and was my student last fall in an introductory Biology majors' course and in the spring in a Biology lab.

As a student, Tim is exceptionally hard-working, talented and genuinely intellectually curious. Although he is not as interested in field biology, as a pre-med student, he would routinely stop by to chat about material or ask questions in my Ecology course. These questions weren't because he needed help () so much as that he wanted to dig into the material on a deeper level. He clearly has the drive and talent to reach his goal of becoming a doctor.

As an immigrant and son of a pastor who completed his year of basic training in the military before beginning his freshman year, Tim is more than just a super smart kid, he is an incredibly thoughtful, mature and interesting person. For his young age, he has a lot of perspective that I think would be beneficial in his role on the Board of Trustees. He seems to genuinely love Clarion and is looking forward to getting more engaged in leadership and student government. Although Tim has not gotten too involved outside of Departmental clubs and activities yet, I think his first year was focused on academics and now that he is feeling confident in that arena, he is ready to expand his vision to the larger Clarion community. I believe that he would be eager to serve and participate in this role as a student trustee, and could be relied upon as an active and hard-working member of the Board.

Sincerely,



Suzie Boyden, Ph.D. (she/her/hers)

Professor

Department of Biology, Earth and Environmental Science

PennWest University

265 Science and Technology Center | Clarion, PA 16214

Office: 814-393-2759

sboyden@pennwest.edu

Chunfei Li, Professor
Department of Chemistry, Mathematics, and Physics
Pennsylvania Western University
Clarion Campus, Clarion PA 16214
(814) 393-2570 Office Phone
(814) 393-1630 fax
CLI@pennwest.edu e-mail
Sep. 18, 2024


Dear selection committee members,

It is my pleasure to write this letter of recommendation for **Timothy Selvan Marcus**. Tim showed great interest and potential in science study, achieved high standard, and demonstrated well-polished social skill to be successful in his chosen field.

I know Tim through my interaction with him in my PHYS1500, 1600, 1510, and 1610: General Physics and the associated labs in the fall of 2023 and spring of 2024 semesters. Many students wait until the last minute to take this class because of the mathematical and critical thinking skills required. Even as juniors and seniors, many students struggled in this class because of a lack of background. Tim had no problem at all in this class, showing him a well-established background in pursuing science studies. He is engaged in the class and active in answering my questions, and completes high-quality assignment. He is one of the students I depend on to answer my questions when a question is too hard, or the class atmosphere is not active. Only a few weeks into the class, I already know that I am not concerned about his grade. Naturally, He received [REDACTED] in both classes in the fall, 2023, and spring 2024 semesters.

Although we have interacted with each other for less than a year. I do know something about him outside of the classroom because of a few casual chats. My impression is that he has a clear career goal, strong academic background, and inter-personal skills to pursue his career goal. He is planning to develop career in medical field and made every effort to realize the goal. In the lab, he and his teammates read the materials seriously and spend time to carry out the lab as accurately as possible. As a result, I barely need to check their result seriously, and more than often, when they have a question, it implies there are some shortcomings in my hand-out. I consider Tim's social skill and his willingness to contribute to the society are important factors for the success of his team in the lab section. I also observed him talking with fellow students friendly in many cases, which is another evidence for his care about the community.

Based on these observations, I believe Tim will be actively engaged as the student trustee and will make a positive contribution to this University. I recommend him without reservation.

Sincerely,

1



Scott Underhill
Campus Minister
PennWest Clarion

September 19, 2024

My name is Scott Underhill and I am the campus minister of BASIC at PennWest University in Clarion. I am writing in regards to Timothy Marcus and his desire to serve as the Student Trustee for PennWest University.

I highly recommend Timothy for this position. He has displayed a consistent commitment, not only in our ministry, but also school. He has shown commitment and servanthood within BASIC, and was quickly recommended to serve on our leadership team. This is not a regular habit since freshmen usually aren't ready to step up into this kind of responsibility. However, it was clear to see that Timothy was faithful, available, and teachable, which are key components for our students. This year, as a sophomore, he has the role of treasurer for BASIC, which easily demonstrates how much trust we have in him.

I hope you seriously consider Timothy for this position. It would be great for both the University and Timothy. I believe he would honor and respect the role, and he would be a blessing to those he would serve with.

Sincerely,

Scott Underhill