

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/24/2021 8:30	West Plan	Faculty		The speed at which this major change is progressing is truly concerning to me. Asking faculty to do the work involved with this change/plan in the busiest term and year of their academic profession was another huge concern of mine, like we had a choice. I STILL believe that piloting a few programs first would be the way to go. IF the plan that already seems to have happened happens and it fails, I suppose the criticism will be that we should have piloted a few programs first to see how this would work out. These represent MAJOR changes. Very few people I know and have talked to actually support this plan/idea, but again, it seems to already have happened, so I will not waste any more of anyone's time.	
6/24/2021 9:55	West Plan	Faculty		This plan is a disaster and an excuse to bring down the three schools. I am afraid if this plan comes online it will be the excuse to close Edinboro University which will devastate the Edinboro community and have serious negative ramifications for the economy of Erie county. Please do not let this consolidation plan go through.	
6/24/2021 10:33	Northeast Plan	Faculty		Integration is necessary and the least-worst option for several of the PASSHE schools. The faculty union is being short-sighted in its opposition. Change isn't easy, but it is necessary.	
6/24/2021 11:31	West Plan	Faculty		Very little thought has been given as it relates to academic programming. Additionally, it seems to me that the student is not actually being recognized as the most significant stakeholder, but instead, the state is. This is inconsistent with the state's continued disregard for legislative requirements for funding, which has partially contributed to this entire fiasco.  I'd be interested to see how the enrollment estimates were garnered? Do legislators really believe that enrollment will be consistent at the universities once the system is consolidated? I have a hard time imagining a student who went to high school in Clarion or Clearfield County thinking that the Clarion University is the same once consolidation occurs. In fact, I think that the sterilization of the universities will lead to more declines than the current trajectory, as those students will instead seek colleges with a meaningful identity. Imagine the Edinboro Alum with kids ready to go to college saying "oh, it's the same as when I went here and met your father/mother." No, it's not, and it won't be.  I'd encourage the state to consider emphasizing the legacy that exists at these universities and develop a branding strategy to retain/increase the enrollment in lieu of cutting expenditures that resulted from lack of state mandated, yet ignored, funding, requirements.	
6/24/2021 11:48	Northeast Plan	Student, Faculty		Current plans will not save the state system any money. Rather they will deter students from attending a state system school. Education is key to the growth of students and to our state. The legislature needs to properly fund education at all levels. The chancellor's plans simply undermine university education in Pennsylvania. Instead, he should be working toward increased funding.	Erica Scott
6/24/2021 12:44	West Plan	Staff		Very concerned about the weak senior leadership. How can a team lead 3 universities when they can't make one school successful?	
6/24/2021 14:19	Northeast Plan	Staff		Just be the one thing you have not been so far Mr. Chancellor and thats be honest.	
6/24/2021 15:32	Northeast Plan	Other (please specify)	Parent of Student	The Pennsylvania State System of Higher Education (PASSHE) was created to provide accessible high quality university education "at the lowest possible cost to the students" of the Commonwealth. Yet the system has suffered ongoing defunding, with cuts totalling more than 30% in just over ten years resulting in PA dropping to 48th in the nation in public support for higher education. Our students have paid the price due to this negligence.  As noted by the State Higher Education Executive Officers Association (SHEEO), decreases in state funding lead to declining enrollment and graduation rates for students, particularly for students of color and those from low income backgrounds. Additionally, PASSHE's decline in state funding has forced students to make up the difference, with nearly two-thirds of PA college students graduating with debt. The average student borrower in the Commonwealth leaves college with over \$38,500 in student loan debt, third highest in the nation. Student loan debt disproportionately impacts women and students of color.  Yet instead of fighting for more funding to support our students, the System's Chief Executive, Chancellor Dan Greenstein, is pushing for drastic cuts to programs, services, faculty and staff, and, most dramatically, a consolidation of six of our 14 historic universities. This plan, however, does nothing to address the real problem - lack of funding from the State. The Chancellor's own estimates project these consolidations will result in "savings" of merely .002% of the PASSHE annual budget.  This failure is coupled with numerous severe consequences to the consolidation plan including:  1,531 jobs lost at PASSHE schools, including 809 faculty and over 600 staff, according to a study done by the Political Economy Research Center at the University of Massachusetts Amherst Economic devastation for the communities these universities serve Students forced to rely on online learning and to travel further to access/complete degrees  What's more, this plan has been rushed and lacking in transparency, with timelines for the redesign being cut short, merger plans being retracted and changed, and "public" comments being hidden from view of the public. Still unclear in the consolidation plan is whether the schools under threat of merger will 1) be able to retain their individual athletic programs, 2) be protected from future cuts and closures, and 3) require students to take numerous online courses to complete their programs without concern for technological accessibility.	Janice Shields

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				<p>in short: there are grave substantive concerns with the consolidation effort, any or which provides reasons to oppose moving forward. While some faculty would be satisfied with simply slowing the process down to be more thorough and others oppose the concept more broadly, the simple fact is that the Chancellor is forcing a yes/no vote that will impact all 14 of the Universities now and into the future.</p> <p>While West Chester University is not part of the consolidation plan, it is imperative we understand the impact this will have on our sister schools and the system as a whole. By introducing a "solution" that only extends the last decade's framework of cuts, the consolidation plan simply kicks the can down the road. It is only a matter of time before West Chester University and other PASSHE schools suffer the same fate.</p> <p>The consolidation is proposed as a "last ditch effort" to save the system, yet we suggest additional opportunities exist to better serve the 14 Universities, their communities, future students, and alumni:</p> <p>A fully funded state system of higher education, which will boost enrollment, lower debt, and move PA from the bottom 10% of states in support of higher ed</p> <p>Enactment of the Nelly Bly Scholarship, which would help at least 44,000 students afford college in PASSHE schools</p> <p>Better and more transparent utilization of Federal stimulus money</p> <p>This consolidation plan will only serve to disadvantage students and communities throughout the Commonwealth. The undersigned therefore agree that the consolidation plan must be stopped and the Chancellor and PASSHE Board of Governors should work instead to support the state system and restore funding.</p> <p>We, the undersigned members of the West Chester University community, demand that the PASSHE Board of Governors vote NO on the consolidation plan and instead push for funding for PASSHE that will provide all PA residents with the opportunity to obtain an affordable and high quality education in line with its historic mission to serve the Commonwealth.</p>	
6/24/2021 15:32	West Plan	Other (please specify)	Parent of Student	<p>The Pennsylvania State System of Higher Education (PASSHE) was created to provide accessible high quality university education "at the lowest possible cost to the students" of the Commonwealth. Yet the system has suffered ongoing defunding, with cuts totalling more than 30% in just over ten years resulting in PA dropping to 48th in the nation in public support for higher education. Our students have paid the price due to this negligence.</p> <p>As noted by the State Higher Education Executive Officers Association (SHEEO), decreases in state funding lead to declining enrollment and graduation rates for students, particularly for students of color and those from low income backgrounds. Additionally, PASSHE's decline in state funding has forced students to make up the difference, with nearly two-thirds of PA college students graduating with debt. The average student borrower in the Commonwealth leaves college with over \$38,500 in student loan debt, third highest in the nation. Student loan debt disproportionately impacts women and students of color.</p> <p>Yet instead of fighting for more funding to support our students, the System's Chief Executive, Chancellor Dan Greenstein, is pushing for drastic cuts to programs, services, faculty and staff, and, most dramatically, a consolidation of six of our 14 historic universities. This plan, however, does nothing to address the real problem - lack of funding from the State. The Chancellor's own estimates project these consolidations will result in "savings" of merely .002% of the PASSHE annual budget.</p> <p>This failure is coupled with numerous severe consequences to the consolidation plan including:</p> <p>1,531 jobs lost at PASSHE schools, including 809 faculty and over 600 staff, according to a study done by the Political Economy Research Center at the University of Massachusetts Amherst</p> <p>Economic devastation for the communities these universities serve</p> <p>Students forced to rely on online learning and to travel further to access/complete degrees</p> <p>What's more, this plan has been rushed and lacking in transparency, with timelines for the redesign being cut short, merger plans being retracted and changed, and "public" comments being hidden from view of the public. Still unclear in the consolidation plan is whether the schools under threat of merger will 1) be able to retain their individual athletic programs, 2) be protected from future cuts and closures, and 3) require students to take numerous online courses to complete their programs without concern for technological accessibility.</p>	Janice Shields

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				<p>In short: there are grave substantive concerns with the consolidation effort, any of which provides reasons to oppose moving forward. While some faculty would be satisfied with simply slowing the process down to be more thorough and others oppose the concept more broadly, the simple fact is that the Chancellor is forcing a yes/no vote that will impact all 14 of the Universities now and into the future.</p> <p>While West Chester University is not part of the consolidation plan, it is imperative we understand the impact this will have on our sister schools and the system as a whole. By introducing a "solution" that only extends the last decade's framework of cuts, the consolidation plan simply kicks the can down the road. It is only a matter of time before West Chester University and other PASSHE schools suffer the same fate.</p> <p>The consolidation is proposed as a "last ditch effort" to save the system, yet we suggest additional opportunities exist to better serve the 14 Universities, their communities, future students, and alumni:</p> <p>A fully funded state system of higher education, which will boost enrollment, lower deb, and move PA from the bottom 10% of states in support of higher ed  Enactment of the Nelly Bly Scholarship, which would help at least 44,000 students afford college in PASSHE schools  Better and more transparent utilization of Federal stimulus money</p> <p>This consolidation plan will only serve to disadvantage students and communities throughout the Commonwealth. The undersigned therefore agree that the consolidation plan must be stopped and the Chancellor and PASSHE Board of Governors should work instead to support the state system and restore funding.</p> <p>We, the undersigned members of the West Chester University community, demand that the PASSHE Board of Governors vote NO on the consolidation plan and instead push for funding for PASSHE that will provide all PA residents with the opportunity to obtain an affordable and high quality education in line with its historic mission to serve the Commonwealth.</p>	
6/24/2021 15:36	West Plan	Alumni/Donor		The three schools you wish to consolidate are 100 miles from one another. That means your students will have to take online or hybrid classes, something they may not wish to do. You are forcing students to choose between attending more expensive schools, accumulating even more debt (PA students owe 70 BILLION as it is), or not attending college at all. You are forcing a reduction in enrollments, giving you the excuse for closure, which is your ultimate goal. An educated populace is the foundation of democracy - this plan undermines our foundation. A better plan: Increase state funding for higher education. Spend less money on horses and the wealthy who own them, and spend on the future of our populace. Legalize marijuana -- tax and control it and use that money for education. There is nothing more important than our kids and their futures.	
6/24/2021 20:06	West Plan	Other (please specify)	a former teacher	<p>I think students should not have to move from where they live in order to earn their BFA. They should not have to incur debt by having to move when they can obtain a degree that has always been available at their regional school.</p> <p>The art program at Cal U doesn't just provide educational opportunities for students but it also serves as a cultural center. It's like the trunk of a tree which has branches that feed into art shows, workshops and training programs, lectures"; these things connect with people outside of the actual school. It would be a great deficit to loose these things by cutting down the tree so to speak.</p>	G.M.
6/25/2021 5:13	West Plan	Alumni/Donor		<p>I believe the implementation of this plan will affect the teaching quality at the state system universities. I was a temporary faculty member for 17 years at Cal U, and the lack of funding by the state has been the primary cause of classes being removed and faculty being asked to teach huge numbers in classrooms in combination of online learning. The universities will lose their identity and I truly believe the end game will be to privatize the state system schools and to make then non-affordable. My suggestion would be to lobby for the proper state funding and reduce top heavy management positions. I do not understand how 1 President and 1 board is going to be able to effectively manage this separate campuses effectively. This problem should have been addressed at least 6 years ago, when the student enrollment started to decline. The state system universities were set up to provide affordable higher education. I would not have been able to complete my degree, had it not been available to me. I am against this plan and have stated my position, "the state needs to fund education, the way the system was set up to operate these schools." This is the real problem and trying to mask it with positive statements is a disservice to the public.</p>	Mary Popovich

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6/25/2021 7:21	Northeast Plan	Other (please specify)	Pennsylvania tax payer	<p>After carefully reviewing the integration plans, and reading the public comments, and viewing the public comment sessions, I believe the plans should be rejected. However, I believe these plans should be rejected, but not for the reasons outlined by the faculty, but for the following reasons:</p> <ol style="list-style-type: none"> <li>1. The failures of many of the state institutions are not a recent phenomenon. For as far back as I can remember, many of these institutions have seen a lack of leadership, and a misuse of budgetary dollars that are wasted on frivolous things, with no return on investment. These items include new buildings that were not needed based on economic indicators in the Commonwealth. When bad decisions are made, the state leaders turned a blind eye, or did not care.</li> <li>2. The faculty union is a strain on state system resources. There are faculty within the liberal arts area who make double the salary that they would make at an Ivy League school. Yes...double! I am not saying that some faculty within the state system are not worth their salaries, as some excel at their jobs, and go above and beyond for their students. I would like to know how the Board of Governors can justify this to evaluate the sustainability of the state system post-integration?</li> <li>3. The claim has been made by faculty and community officials of the economic impact of closing the failing schools in the state system. Let's be realistic here. Economic impact is more than faculty and students visiting the local "greasy spoon" establishment. It is about developing their local economies and creating prosperity for all members of the community. Anyone who has visited Lock Haven and Mansfield can see that there is no economic prosperity in those communities. Removing the PASSHE employees out of the average salaries in those communities, the average salary is way under the state average. Reviewing Bloomsburg, there is economic prosperity and evident engagement with the local business community, creating true economic impact.</li> <li>4. The Northeast Integration Plan estimates a 1% growth in enrollments post-integration. However, if integration does not go through, there will be an enrollment decline. The plan provides no justification of how this could be. Researching population declines in Pennsylvania, its hard to believe how there could possibly be increases in enrollments, especially in a highly competitive environment in higher education. I believe this to be not representative of reality.</li> </ol> <p>Suggestion:</p> <ol style="list-style-type: none"> <li>1. Close the failing institutions within the PASSHE and seek to sell the real estate. Take any cost savings from the closures, and put that money into the economic development into those communities, and do what those intuitions should have done in those communities for years.</li> <li>2. Seek a major restructuring of the Faculty Union Collective Bargaining Agreement, paying faculty market salaries. In addition, hold faculty accountable in the attainment of professional responsibilities to get their merit/cost of living increases each year.</li> <li>3. Remove wasteful programs that do not meet workforce demands within Pennsylvania. Yes, the laying off of any employee is difficult, but necessary for the sustainability of the PASSHE...or any business that needs to resize and reorganize.</li> </ol> <p>Thank you for your time and consideration of my comments. As a taxpayer, I am highly concerned of the dollars I expend every year to fund these "unsuccessful programs". It's time to put politics aside, and do what is right for the taxpayers.</p>	
6/25/2021 9:12	West Plan	Faculty		<p>The plan is poorly thought out with no clear gain achieved by disrupting the experiences of faculty and students.</p>	
6/25/2021 10:30	Northeast Plan	Student, Faculty, Alumni/Donor		<p>The proposal does not take into account the dissent within working groups and not all voices are being heard or elevated, not reflected in the working documents.</p> <p>For example, one working group leader has been advocating for reassigning work, particularly academic advising...assigning it to SCUPA and taking it away from faculty. Bloomsburg is not applying article 31 as outlined in contract. Those not at the faculty rank are only ASSIST in the process of academic advising in a limited and specific way. Per their own admission the Director of Advisement is seeking direction from SCUPA advisors and is not experienced or knowledgeable in the field.</p> <p>MU, prior to the 20-21 academic year had exactly the model for supporting the academic needs of students before positions were eliminated.</p> <p>Faculty providing student support services and or have mixed loads thus that are most connected to the curriculum must remain in degree granting departments and under the academic leadership. When they are not they are disadvantaged when applying for tenure and promotion as it creates a hierarchy or tiers of faculty. Their voice, perspective and experience must present</p> <p>Locating counseling services with student affairs avoids conflicts of interest with faculty and administrators supervising faculty, as they would then be in separate units and they are not vulnerable to the tension created for and between a student seeking such services, These services are more removed from the academic array.</p> <p>Locating academic advising and learning support services in the academic array provides a strong and neutral voice advocating for the students' needs and the learning culture, while avoiding any turf wars within departments or units. Integrated studies perhaps...</p> <p>Student support coaching or mentoring models that are proposed do not reflect the tension and dissent of the working groups. This work is and has been assigned and performed by the faculty at Mansfield University for decades.</p> <p>Additionally, the faculty within the student support unit, specifically academic advising, TRiO, Gateway, Learning Center, Disability and ACT 101 have provided comprehensive, development and student centered academic advising. Those assigned to the academic advising center will have the lions share of the case load, manage the assessment and distribution and offer group workshops, the other faculty will have smaller loads but be available during peak times of advising needs according to the academic calendar such as registration, ADD/DROP, w/d, midterms and finals.</p>	

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				<p>This should continue and be extended to all like programs at the other two campus. This is effective and efficiency and forces a relationship between student and advisee. There are ways to embed and strengthen academic advising.</p> <p>For more accountability, improved and sustained quality advising students with the intent of shared responsibility in the academic advising process for the advisor and advisee, there should be a mechanism in place which requires meeting with between an official academic advisor of record and faculty rank and the advisee. This must framed properly.</p> <p>This meeting is NOT a hold on their accounts, but an opportunity to meet one-on-one with representative of the university- and preferably with one well versed in the development and delivery of the curriculum- a perspective and privilege that an advisor of faculty rank will have.</p> <p>The topics of such meetings should extend beyond course selection and include career development academic enhancement and other college knowledge topics. These are to be augmented through FYS course work, university and student support workshops.</p> <p>The AA.LS degree program is used at least in part as an access program it requires formal connections to services providing academic support services OR have a faculty assigned to the department of integration studies who has extensive experience in student support service. Again MU has this model. The Bloomcentric approach to the integration dismisses the point, which had been raised in two separate working groups.</p> <p>Mansfield University could be the campus offering such a degree program while also sustaining and developing pathways to degree programs on other campus once the student has met the minimum academic standards for such matriculation. A residential summer credit bearing early start program with support extended through the academic year with matriculation standards established or until the degree is earned.</p> <p>The integrated or multidisciplinary department is a great idea, but the diverse needs of the students in this department need to considered carefully with a concrete plan to address them. These student cannot and should not be dumped in one of two buckets, academically prepared and a strong with capacity to create their own degree bucket NOR underprepared with limited capacity to engage in their own planning-bucket, but instead should be supported as being on a spectrum varying degrees of need and lots of opportunity for growth. This department would also be a great fit for the student who is truly exploratory. Career development and Integrated studies are just two basic courses that could be taught out of a department such as this. A strong commitment to quality individualized academic advising must be a part of this unit and not farmed out to volunteers.</p>	
				<p>Please consider NOT creating units with individuals performing like duties while having different ranks or classifications. Academic Advising is the work of faculty with support from others, but not replaced by others. One working group leader, with faculty rank and on special appointment of their President, verbalized an intent to find work arounds to the CBA and reassign that work to SCUPA employees. This was never the intent of the article.</p> <p>Not a single member of student support services on our campus was ever approached by the acting VP of student affairs for input into a division which we are not expected to report.</p> <p>Furthermore, concerns that surfaced during the working groups were elevated to this same VP about the working group leader's hostile and concerning comments, yet this VP asked that same offending individual to address the concerns to those who reporting the concerns and never responded directly.</p> <p>There are many degree granting programs that do NOT generate revenue for the universities, but we must stop subsidizing the education of those students in the degrees such as sciences, health sciences and music on the backs of the students less likely to succeed, while not providing adequate support for those students! We must be more willing to meet the educational needs of more students across a wider range of learning needs in our states and be creative in our delivery.</p>	
6/25/2021 11:06	Northeast Plan	Faculty		<p>The purpose and outcomes of the integration plan has never been fully articulated and justified, however I do agree that change needs to happen to save the system and benefit the students. As our campuses recruit and admit increasingly underprepared students the System should be spending more time and energy on ways to support these students' success beyond the admissions phase. It has been demonstrated repeatedly in the literature that it is easier and less expensive to retain a student than to recruit two additional students to make up for attrition. How is integration going to retain the students we already have and establish supports for our future students?</p>	
6/25/2021 11:20	Northeast Plan	Staff		<p>International students will be negatively effected by integration because federal immigration regulations mandate that students must have 9 credits, face to face each semester. Based upon the limited information presented, it appears the majority of courses in the last 2 years, will be online.</p>	
6/25/2021 11:22	Northeast Plan	Student		<p>This plan does not provide the number of courses that will be taught online for my degree. I do not want classes online otherwise I would enroll in an online school. How can this be changed?</p>	

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6/25/2021 12:50	West Plan	Alumni/Donor		<p>Society states that if one lives long enough, that individual shall witness the most foolish and senseless undertakings by others. Unfortunately, I am middle aged, and I have witnessed the most foolish and senseless undertakings at California University and the State System far too frequent.</p> <p>Last Academic Year (2019-2020), California University went through a restructuring with the consolidation of three-colleges to two-colleges and the consolidation from approximately 24-Departments into 12-Departments. California University's Administration stated that these consolidations shall save money. I ask WHERE?? Each of the three-colleges employed a College Dean absent of any Assistant College Dean. Currently, California University employs a College Dean and an Assistant College Dean at each of the two-consolidated colleges. Hence, California University went from three-administrators to four-administrators, an increase of one-administrator. To reiterate, I ask California University's Administration, where are the savings. When you examine and evaluate the four-administrators' salaries, benefits (such as health care, pension plans, etc.), taxes (such as Federal Withholding (941), Federal Unemployment (940), State Withholding, LST, and Local Tax), and ancillary expenses (such as new business cards new letterhead, catalog revisions, etc.) where are the financial savings?</p> <p>In Addition, during the Last Academic Year (2019-2020), California University's Faculty consolidated from approximately 24-Departments into 12-Departments. Again, California University's Administration stated that these consolidations shall save money. I ask WHERE?? California University's Administration created large "super" departments. Within these newly created departments, Administration shall transfer a current Department Chair's Course Load Reduction to the New Chair's Course Load Reduction and the New Chair could possibly receive an additional Course Load Reduction or Reductions based upon Department's quantity. Furthermore, according to the current Collective Bargaining Agreement, these new "super" departments could acquire an Assistant Chairs, which the individual shall possess a Course Load Reduction. Hence, when you examine and evaluate the change in course load reductions, the possibility of Assistant Chairs, and the ancillary expenses (such as new business cards new letterhead, catalog revisions, etc.) where are the Financial Savings?</p> <p>And now, the Academic Structure sub-team (consisting of seven-faculty and one-academic dean) produced recommendations unimaginably worse than the foolish and senseless undertakings of the 2019-2020 Academic Year, here we go again!! With these latest idiotic recommendations, Administration shall enlarge from two-consolidated colleges to 6-colleges. From the extremely vague data provided, I expect a College Dean and an Assistant College Dean at each of the six-colleges (12-Administrators). I ask, does this produce Financial Savings (review the previously referenced and identified cost centers) or did the Academic Structure sub-team design this to save Administrators?</p> <p>As for the beaten and reshuffled Academic Faculty, the Academic Structure sub-team produced recommendations which enlarges academic departments from 12-departments to 28-departments. WOW, this is a 133-percent explosion! I can only reason that the Academic Structure sub-team wears blinders as a thoroughbred racehorse at the Kentucky Derby, did they learn anything from the 2019-2020 Academic Year reconsolidation (educated derelicts). To reiterate, I ask, where are the Financial Savings (review the previously referenced and identified cost centers).</p> <p>In addition, Administration continues the dissemination of vague data, and the Academic Structure sub-team (members) designed the proposed 28-departments and designed the proposed 6-colleges via prejudice to their own respective disciplines and colleges. The Academic Structure sub-team designed standalone departments with single-digit-FTE and the Academic Structure sub-team could have balanced the 6-colleges more evenly.</p> <p>It is obvious that Administration has no regards for Academic Faculty and utilizes them as pawns to constantly assist and perform their "dirty" work. Administration must end this chronic disruption and distribute a detailed balance sheet providing all the required data, which shall display their Financial Savings or Not. I believe an evaluation and examination of a detailed balance sheet will display whether this fly by the seat of your pants merger will function and grow California University. To date, I only hear words absent of any necessary data.</p> <p>This disruptive scenario has overflowed California University's academic walls and into the general population. The interrogative I pose to Administration, who shall attend and seek our academic programs with the chronic unrest?</p>	
6/25/2021 14:02	West Plan	Other (please specify)	Pennsylvania resident, parent, taxpayer	<p>Your system exists to provide comprehensive options for all students in Pennsylvania where they live or close to it as possible.</p> <p>Your consolidation plans would instead slowly strangle the independence and viability of each campus "consolidated" to the point of ultimately ending the mission and values of your system.</p> <p>Scrap these ill-advised plans, and instead commit to keeping and strengthening all these campuses.</p>	Tim Tuinstra
6/25/2021 18:28	Northeast Plan	Other (please specify)	Clinton County citizen	<p>The Mansfield/Lock Haven/Bloomsburg combination guts LHU and Mansfield; clearly harms both of those town/gown communities, destroys the reasons for keeping the two weaker colleges -- they are no longer universities -- and will turn perceptive students and parents to the many Penn State Commonwealth Campuses.</p> <p>You've done away with the "sexiest" discipline at LHU; computer science. Coding is the modern way to wealth, and you've dropped that.</p> <p>Many young people who want to teach prefer middle school and you've given that to Bloomsburg.</p> <p>What's left for LHU? Very little.</p>	Harlan Berger
6/25/2021 20:42	West Plan	Faculty		Oppose consolidation plans	
6/25/2021 21:14	Northeast Plan	Faculty		<p>I am against the integration of Bloomsburg, Mansfield, and Lock Haven. There is clearly no real plan for this integration. It is unclear how or if it will save money or save the failing schools.</p> <p>I am a teacher at Bloomsburg University and I am very concerned that this integration will hurt the students at my university by requiring them to take online or hybrid classes, or by having Mansfield or Lock Haven students take up seats in Bloomsburg's classes so students at BU won't get to take classes they want. I think Mansfield should either close or become a 2-year feeder school to Bloomsburg and/or Lock Haven. I am very concerned that this half-assed plan will lead good students, faculty, and staff to leave Bloomsburg University out of frustration. I am also very concerned that Mansfield and Lock Haven will sink Bloomsburg, which is barely treading water as it is.</p>	Jennifer Johnson

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6/25/2021 23:27	Northeast Plan	Alumni/Donor, Other (please specify)	Parent	My daughter is going into her Freshman year at Lock Haven University this Fall. She has been granted early acceptance with Lake Erie College of Osteopathic Medicine 4+4 Medicine program in affiliation with Lock Haven University. She is seriously concerned about the small class sizes she has become accustomed to as a dual enrollment student at Lock Haven will begin to disappear and become much larger as faculty get "let go." She chose this University because it is small and the professors go out of their way to help students be successful. If there is fewer faculty, that means more students per faculty member and less time available to provide assistance. This integration is a horrible idea and what a horrible time to try to implement it! LHU was doing amazing with enrollment increases until the pandemic. LHU was beginning to thrive and so was Lock Haven. Please vote NO to this underdeveloped integration plan that is going to do way more harm than help!	
6/26/2021 9:42	Northeast Plan	Faculty		<p>This whole idea is poorly thought out. A year from when students are going to be under the new entity, you have no curriculum, programs, or academic organization -- like admissions.</p> <p>The whole idea is built on the positive notion that students are willing and happy to get their degree through online classes, a notion that any person who deals with students daily can tell you is false, false, false. Our students come to our universities for face-to-face, personal education; they have disliked immensely the Covid 3 semesters of Zoom learning.</p> <p>In the PR, the spokespeople for the idea say that 75% of LHU students are in 8 programs and those will continue F2F, but that means 25% of students will either put up with online classes or leave. AND those 75% take half their load outside of their majors -- the current plan seems to put a significant amount of the Gen Ed program online, too. So, even the 75% may be disgruntled with the amount of online learning they are going to do.</p> <p>The issues with the NCAA are massive; without sports, there will be even less to attract students to LHU and Mansfield (Bloomsburg obviously will have sports as the flagship). So, essentially, you are willing to destroy two campuses to...what is the goal again? It clearly isn't to recruit and retain students and even the Chancellor (and all the experts who've studied other consolidations) admits it won't really save money. The myth of providing more access to students (through online, which they won't do) is not a winning reason to do this.</p>	Steve Hicks
6/26/2021 11:03	West Plan	Faculty, Other (please specify)	Parent and PA Taxpayer	<p>To build a diverse community of PASSHE faculty focused on student and university success, professional development, and respected by professional peers external to PASSHE, Chancellor and Board of Governors should implement the following across all PASSHE universities, including the ones proposed for Integration.</p> <ol style="list-style-type: none"> <li>1. Implement hiring and qualification criteria used at well-ranked universities so that PASSHE attracts and retains quality diverse faculty. All faculty applicants considered for a position should at least have a minimum of 5 years of professional experience beyond their terminal degree. Applicants hired immediately after their Ph.D. or D.Ed (including those who receive these terminal degrees from PASSHE universities) do not demonstrate a sustainable and successful track record of professional development at PASSHE universities.</li> <li>2. Find a means to diversity faculty population. Increase the % of underrepresented (URM) minorities in faculty positions.</li> <li>3. Allocate a % of faculty leadership positions (dean associate, provost associate, GenEd coordinator, President and Provost Committees, you get the idea) to URM faculty. It is unfortunately rare that non-URM male and female leaders, for example, presidents, provosts, deans nominate URM faculty for leadership positions.</li> <li>4. In the spirit of Systemness and DEI, move tenure and promotions process centrally to Harrisburg. If we are part of one System, then all PASSHE faculty should be evaluated fairly and equitably using a standardized process by a group of qualified, diverse personnel in Harrisburg. Do the same for all staff.</li> <li>5. Eliminate faculty evaluation of all faculty for continuance, tenure, promotion, etc. All faculty evaluation processes are time-consuming (for show only) and a JOKE. Honest evaluation of faculty is rarely done as it is followed by faculty and administrative discrimination and retaliation.</li> <li>6. Change tenure evaluation requirements to retain diverse faculty populations and eliminate tenure committees run by faculty. Almost everyone who stays gets awarded easy tenure at PASSHE universities that has the potential to impact long term professional development, teaching quality, and student success.</li> <li>7. Increase the minimally required duration (in years) by when a faculty can apply for promotion. Eliminate the "early" promotion approval process. Since most tenure track faculty are usually hired in their mid30s, in less than 10 years (mid40s), most of them are tenured, and promoted to full professor. And most retire in their late 60s. For PASSHE financial sustainability and to encourage long term faculty professional development, increase every level of promotion by minimum of 8-10 years.</li> <li>8. Place a CAP (max 10 or less) on the number of faculty promotions per year per PASSHE university at assistant, associate, and full professor levels.</li> <li>9. Decrease the faculty promotion salary raises so the main incentive to apply for promotion is faculty professional development and not a 10% increase in salary.</li> <li>10. Get rid of all pensions. Taxpayers should not pay for high salaries followed by retirement benefits. Retirement plans should be a complete switchover to 401K. If not able to, then change the formula for pensions allocation and have faculty and staff invest more into their pensions every year.</li> </ol>	
6/26/2021 12:04	Northeast Plan	Alumni/Donor		This plan should be scuttled. It affects too many people negatively. No studies have been done on its impact on all three universities. Either stop this or do real research.	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/26/2021 21:06	West Plan	Alumni/Donor		<p>Cal U just finished building a beautiful jewelry and metals studio. What is the plan for this space? Will students not be able to benefit from this studio, after funding it with our tuition and dealing with the construction?</p> <p>The art program at Cal U is invaluable to the area: I could not afford to live on campus at any school. Commuting to Cal U allowed me to graduate with an art education degree and no debt. The professors in art program at Cal U gave me a high quality education that ensured I could compete in interviews. They also gave me invaluable personal support: writing letters of recommendation, proofreading my resume, etc. Since graduating I have been working in my field of study and I know many other art ed and BFA Vulcans who have been too. Cal U has been graduating successful artists who work in their field and contribute to local culture and economy. How can we give that up?</p> <p>If losing the arts at Cal is the cost of merging, I think a better plan is needed. I want other students to be able to achieve what I achieved, receive the benefits I received at Cal U. I want other small-town, community college grads to be able to pursue dreams of art without going into debt or moving to other areas, taking their talents with them.</p> <p>Edinboro is a great school, but it is too far away to serve the communities Cal U serves.</p>	Rosemary Aquilina
6/27/2021 6:22	Northeast Plan	Alumni/Donor		<p>Please strengthen your flagship brick and mortar universities IUP, West Chester and Slippery Rock. This plan of trying to keep all schools open is going to weaken the strong schools. Students gravitate to vital schools with top tier curricula/professors, lots of programs and activities. If you want to complete, the educational product and campus experience must be exceptional. Retool smaller schools to online instruction.</p>	
6/27/2021 11:01	Northeast Plan	Other (please specify)	Retired faculty	<p>Recent developments however have me alarmed about the future of PASSHE in general and Lock Haven University specifically. The proposed plan to integrate six universities into two schools is flawed. Furthermore, the threat of retrenchment at LHUP is counter-productive. The PASSHE system provides educational opportunity and a chance for upward mobility for many Pennsylvania citizens. Let's not squander that legacy for the sake of short-term solutions that will result in long-term losses.</p> <p>I retired last summer from Lock Haven University after 30 years, and am proud of the program we built in Psychology. The program puts a strong emphasis on scientific thinking and building practical skills. We often hear back from former students about how well prepared they are for their jobs and their graduate school programs. The integration with Mansfield and Bloomsburg lead to the elimination of unique courses from our program. These are courses designed specifically to give our students a head start for their future. We are losing what made our program special and attractive to students.</p> <p>During my long tenure at LHUP I have seen the PASSHE system go through both fat and lean times. In my experience the faculty and staff have always risen to the challenge of doing more with less. This time, however, I fear that the cuts will be so deep that the University will be unable to effectively function. My department has lost four faculty members in the past two years. Two people retired, but two people left the department because of the threat of retrenchment. None of those positions will be replaced. Students who do choose to attend LHUP will no longer get the individualized attention our program was known for.</p> <p>One counter argument I have heard is that students will have increased opportunities because they can take classes offered at the other two universities on-line. Frankly, if students want to earn a degree on-line, there are other universities that have a much longer history of successfully providing on-line education, probably at a lower cost, to choose from. Students do not choose schools like LHUP to take on-line classes. They choose a small campus because they want to get to know their faculty, staff, and fellow students. If the pandemic taught us anything, it is that there is no substitute for face-to-face interaction. One can get by, but is that what we want to offer our students, an education they can be by on? Or do we want to offer an educational experience that helps them excel?</p>	Susan Boland
6/27/2021 13:00	West Plan	Other (please specify)	parent of student, and community member of other PASSHE school	<p>I am writing to voice my grave concerns over the whirlwind pace at which the Board of Governors is advancing its State System merger proposal. After decades of the Pennsylvania State Legislature starving the Pennsylvania System of Higher Education of funding, it now seems an imperative to "fix" the system in a matter of only months.</p> <p>For two decades, Pennsylvania funding for public higher education dropped from approximately 63% of operational costs to about 29% of those costs. State universities were left to balance this decline in funding with tuition increases and private funding. As student costs rose, enrollment at these institutions, of course, declined. Pennsylvania has created this circular financial disaster. After years of underfunding the system to the extent that Pennsylvania now ranks 47th among states in per capita funding of higher education, students are certainly able to find less expensive university options. The pricing advantage that State System students once enjoyed has vanished, and the System is left unable to compete with private institutions. I would note that my own son, with grants and scholarships, was able to attend a first tier, private university for approximately the same cost as it would have cost him to attend a PASSHE university.</p> <p>With respect to the merger plan itself, it seems that there is very little information available to the public, and more importantly, to students and potential students. I have read over and over that this merger plan will expand student opportunities but have yet to see any concrete evidence of how this will be done. This seems only to be the new marketing language rather than useful information by which students and communities can plan and make decisions. Though the final Board of Governors' vote is only days away, there is still no information about how many and which courses will be provided online, which majors will be available at which campuses, the accreditation impact on each campus, the economic impact on surrounding communities, and the status of NCAA sports at all impacted campuses. On a very basic level, what would be the plan for students/potential students who live in areas with spotty or nonexistent broadband service? Students currently attending these universities have had a very challenging year. They have primarily carried out their coursework online and remotely, and certainly know by now whether this type of learning works for them. These students deserve to know how their classes, majors and campuses will be structured going forward. Online learning may not be the marketing advantage that you think it to be; this is certainly something that would be worth studying (particularly at impacted campus communities) before making this a key component of the new, merged system. Many students are well on their way to degree completion; you are offering a new way of operating for them without even surveying student bodies to determine their preferences "" or even whether they would maintain enrollment at their universities given course delivery changes. I would argue that it would be well worth the time, manpower and expense to conduct a serious study of students, faculty, potential students and community members on this merger plan, once more complete plan information is available. Although public comment periods are nice, they are no substitute for the level of participation and information obtained from a thorough impact review. My "actionable suggestion" to improve your plans as per your above instructions is to conduct such a study before</p>	Margaret M. Mullen



DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
				<p>taking any further action. Secondly, I would be lobbying the State Legislature to appropriately fund our public higher education institutions.</p> <p>This bandaied approach to addressing an underfunding issue is alarming, especially given how very little detail is available. At the very minimum, this merger requires more planning and information provided to those who will be directly and significantly impacted. Pennsylvanians need to hear more than "this merger plan will expand student opportunities". You are asking a significant number of students to continue their studies at these universities on a leap of faith without any concrete information. Would any of us have done so when making decisions about our higher education?</p>	
6/27/2021 14:25	West Plan	Faculty		<p>PASSHE Integration Comments</p> <p>I am a professor of English and the director of the University Honors Program at Cal U. I am writing to voice my concerns about the integration and offer some suggestions.</p> <p>We agree that PASSHE universities are facing financial challenges that must be addressed immediately. As a result, we are devoting more time and energy to raising money, recruiting students, and planning integrations and less time and energy to delivering quality, affordable education to the people of Pennsylvania.</p> <p>We disagree that a rapid integration of six universities into two is the solution to this problem. Further, my concern is that the integration is being executed so quickly and so haphazardly that "" should it come about "" it would be riddled with problems, inconsistencies, and inefficiencies. As you have pointed out, hundreds of faculty and staff have been working tirelessly to create, for all intents and purposes, a new university. While I believe these people are up to the task, they have been asked to do it while pursuing their regular duties (teaching) full time and deal with the ongoing challenges of Covid-19. No one could have created a viable university system under these conditions and in this time frame. As it stands, it is a university doomed to fail.</p> <p>Further, the process seems plagued by a lack of transparency. Working groups have toiled in long days and weekends only to have their proposals dismissed out of hand. For example, the western group provided an innovative, thoughtful English major with four concentrations. This proposal was superseded by one proposed by the administration. On the one hand, it's insulting that the expertise of English faculty at three universities was so blithely ignored. On the other, it is a disturbing suggestion at how the process of integration will work. It will not be a collaborative project; it will be a top down set of instructions. It will not be based on accessible or quality student outcomes; it will be based on cutting costs. It will not provide current and future faculty with opportunities to teach and to learn; it will regard faculty has a financial liability to be reduced.</p> <p>If the integration is to continue (and I hope that it is not), I urge you to slow down and set out a time frame that utilizes the academic year rather than Board of Governors' meeting schedule. Set out a time line that gives people the time to use their expertise to create a new curriculum and program array. Treat these people like the professionals they are.</p> <p>A better move would be to concentrate on the systemic imbalance that is responsible for PASSHE's financial difficulties. The fact that the state has consistently and significantly reduced its support for PASSHE is the primary cause for the current crisis. No one disputes this and yet no one in PASSHE seems to believe it is worth addressing. Not only do Penn State, Pitt, Penn and other private and semi-public universities receive more money than PASSHE, they have also not been subject to the cuts that PASSHE has. A fraction of the money allocated to Penn State in a given year would solve PASSHE's problems in an instant and still leave PSU robust and solvent. I urge PASSHE to turn its resources, time, and energy to the state legislature and to the citizens of Pennsylvania.</p> <ul style="list-style-type: none"> <li>- Harness the support that PASSHE obviously has across the state.</li> <li>- Sponsor bills that redistribute funding for higher education.</li> <li>- Collaborate with APSCUF, AFSCME, and the other unions to create these policies, initiatives, and bills.</li> <li>- Collaborate with Penn State and other universities for an equal higher education funding measure. (Penn State needs PASSHE and they know it.)</li> <li>- Collaborate with the communities with which these 6 universities co-exist.</li> </ul> <p>These initiatives will not only help support PASSHE and its students now, but also in the future. Growth and sustainability comes through investment not reduction.</p>	M. G. Aune
6/27/2021 15:21	Northeast Plan	Alumni/Donor		<p>I am fortunate to have graduated from LHU twice - in 1987 and again in 2003. The school is perfect the way it is! I believe merging it will be detrimental to both the educational program as well as the local community. Rather than merging, what about eliminating majors? LHU is known as a teachers' college - focus on the educational majors. Let other schools focus on other majors.</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/27/2021 20:20	Northeast Plan	Alumni/Donor		<p>I am writing in regards to the proposed elimination of the recreation management program at the integrated schools of the northeast. It is my sincere hope that this comment and those of my colleagues will help to reverse this decision and the potential detrimental repercussions it may have on the future our commonwealth.</p> <p>I am a 2018 graduate of the recreation management program at LHU. Following graduation, I found employment serving the Commonwealth as a park ranger for the Bureau of State Parks, a position I still currently serve.</p> <p>In less than a year into working for the bureau, the COVID-19 pandemic hit the state. Though park operations froze initially, when outdoor recreation facilities were seen as essential, I along with staff in state parks across the commonwealth found ourselves on the front lines of an exponential explosion in outdoor recreation.</p> <p>Park facilities were pushed to maximum capacity across the state. My park saw a 30% increase in visitation compared to the same time the year prior. Other parks saw even higher jumps in visitation and were forced to close facilities and turn away visitors because they simply could no longer safely accommodate the volumes of people.</p> <p>My position enabled me to gain a great deal of insight from visitors to the park. With life's daily routine turned upside down, people turned to recreation as a means to remain in control of an aspect of their lives during a situation that was beyond their control. Many others utilized these services as a coping method to relieve stress and prevent feeling overwhelmed by this sudden new reality. Staff at these recreation based facilities suddenly found themselves the center of attention as visitors turned to them to assist them in their pursuits and answer questions.</p> <p>Which brings me to my motivation for writing this comment. These recent events illustrated just how important recreation was in our everyday lives. More importantly however, it demonstrated how critical the staff of these facilities were to handle such a demand. My question is, why would you willingly sabotage the continued growth of the recreation sector in Pennsylvania by dismantling a program dedicated to educating and training professionals who will be committed to managing the recreational needs of the Commonwealth's residents and visitors?</p> <p>While we hopefully will never see another pandemic in our lifetimes, the increased interest in recreation facilities and pursuits is not going away. Even as things "return to normal" park attendance across the state remains well above average. Outdoor recreation continues to be an integral part of the Commonwealth's economy.</p>	
				<p>If PASSHE is truly looking out for its students, if it really cares about the quality of programs that prepares students for careers, if it really stands to serve the Commonwealth and its residents, then it must reassess its decisions to limit both its students and the potential future employment opportunities within the state. Removing the recreation management major, a program that directly benefits the economic growth and well-being of the Commonwealth and its residents, is a step in the wrong direction.</p>	
6/28/2021				[ATTACHED]	Judith Petruzzi
6/28/2021				How can you address reorganizing without concerning Cheyney and West Chester. Common intelligence know this situation has been a financial drain for years.	Charles Hoyt
6/28/2021 5:50	Northeast Plan	Faculty		<p>There is nothing new in the history of humankind. The "people" demand a change. The "leaders" create a change-any change "" and they MAY even believe in the vision. The working folk in the middle catch the crap from both ends. This "integration" is someone's grand plan based on fortune-telling and couched in inspiring language. Is it really better or just different? We simply change one set of problems for another with a lot of damage done and there we are. In any Corporate Takeover (with department closures, "reimagined" structure, and massive layoffs).</p> <p>I am the lowest of the low "" an adjunct (disposable human resource) professor with a Ph.D. and 25 some years teaching experience. I have lived under threat of losing my job at a moment's notice most of my career. It makes me wonder why I spent those 12 years in college. It doesn't take a rocket scientist to ask how in God's green earth are we -the workers - expected to take 1395 faculty, 35 department in three different geographical locations with 100s of years of unique town/gown history cumulatively, a King Lear president with entourage, and then do the following "" agree and implement a singular hardware and software infrastructure, consolidation of program, majors, minors, certificates, decide procedures for department chair, department meetings, clubs and activities, grading system, etc. etc. And we are going to do this while working our current full-time jobs? While our numbers continue to shrink? Under an insane timeline?</p> <p>Three last things: "The farther away one is from a problem, the dumber the solution is likely to be." I'm quoting myself. And "So much for the autonomy of the "mom and pop," community relationship. Big Government is here to save the day. They already have the solution and we are wasting our time pretending to be included." Finally, don't blow sunshine up our skirts, Lock Haven and Mansfield will just become Bloomsburg West and North.</p> <p>I have NO confidence that all our protests have fallen on anything other than deaf ears, that we "troublemakers aren't simply being tarred with the feathers of insurrectionists who are holding back a bright and beautiful future. And I have NO confidence, that I am not likely to lose my home and livelihood very shortly. And too bad for my homebound 88-year-old father for whom I am sole caregiver if I have to move him because I can't find work enough to keep him comfortable where he is. These worries are what eat me up every day and have for the last several years. If you got this far, thank you for listening.</p>	
6/28/2021 7:32	West Plan	Staff		Suggestion: To demonstrate the integrated university's commitment to DEI principles, develop (and market) a flexible online minor in African American Studies or Multicultural Studies that can be added to any degree program. Existing faculty should be able to teach these courses -- and all students should have the opportunity to gain this knowledge and to view their major discipline, and their world, through a lens that includes diversity, equity and inclusion.	
6/28/2021 7:47	Northeast Plan	Other (please specify)	Parent	I am a parent of 1 graduate as well as a freshman at Bloomsburg. I support PASSHE and also went to a PASSHE school. I am hoping that the legislature will reinvest in the system as it is our true public system. Stop enabling PSU/Pitt Branch campuses when they are in the same situation. The funding should go to the PASSHE system. I feel the same about the race horse/horse racing industry funds being given to a dead industry. Youth and their future are the real opportunities or we will continue to see fewer families wanting to live in the Commonwealth of Pennsylvania.	Paul SRU class of 1987

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/28/2021 7:49	Northeast Plan	Faculty, Other (please specify)	Community member	<p>The action that I request is a stop or delay to the current plan given the following specific concerns:</p> <ol style="list-style-type: none"> <li>1. I am concerned that enrollment will be hurt at the involved campuses. I see no evidence of what will be done to increase enrollment or even keep it steady. This concern is based on the responses of students to a PASSHE survey which suggests that students likely will not attend a university where part of their education will have to be online. I would like to see proof that this plan will work to attract students. As someone who regularly talks directly with students, it seems that it will keep students away from the universities involved in integrations.</li> <li>2. I cannot understand why the plan would not at least be delayed until the NCAA indicates how it will respond to the integration. I really cannot understand why this is not just a given. Student athletes and their teams are an important force for good on our campuses. Especially in terms of recruitment and retention. I would like to hear what the NCAA has to say before any action is taken.</li> <li>3. I would like to have a better understanding of how the plan will impact the local communities. Does PASSHE have an encouraging response to the PERI report? If so it would be great to see it. Is there an economic impact report as part of the plan? The cuts of faculty and staff combined with the likely reduction in on-campus students seem to suggest a grave financial impact on the local communities.</li> </ol> <p>I will close by quoting PA Senator Brewster: "There's too many human beings that I believe are going to be hurt by this without any guarantee that it's going to work." This quote sums up my concern. I am already seeing the pain it is causing to many humans already negatively affected by the plan, and I see no evidence that it will work.</p>	Soon to be retrenched faculty member
6/28/2021 7:51	West Plan	Faculty		<p>I recommend vetoing the consolidation plans because:</p> <ol style="list-style-type: none"> <li>1) they are based on a questionable process. The consultant report from NCHEMS in 2017 specifically stated to NOT consolidate any institutions (p. 29). I wonder that since this report also recommended amending Act 188 to dissolve the BOG, that the BOG decided to disregard the entire report. Statements about the plans being a result of hundreds of students faculty and staff imply that integration was an idea generated from the ground up. This was not so. Faculty worked very hard and against their better judgement on program array and integrating current majors into one program offering because they believed they could not say no. A lot of the work on the arrays and integrated majors was done over winter break by faculty with no compensation. The spreadsheets faculty turned in are not official documents that some sort of curriculum committee (which does not exist yet) can approve. What is to become of those?</li> <li>2) A questionable time line. Announcement of a 5-year integration plan broke at the beginning of last summer and then suddenly IUP and Slippery Rock were able to opt out by an added clause in Act 50, and the time-line shrunk to 2 years. Public comments close June 30th, the two plans get rewritten and these versions go to the board for a vote without additional public viewing and commentary? And then implemented in a year?</li> <li>3) lack of support. So many People who ARE AGAINST THE PLANS will not speak because they are afraid of losing their jobs. Yesterday, one speaker questioned the lack of staff statements. It is because they are afraid to be identified as opposing the plan. They are the most vulnerable employees we have.</li> <li>4). Specific wording in the plan is not accurate which makes me question the quality of data the plans are based on. Just one example is the argument that integration addresses career-readiness. Leaving aside the fact that college is so much more than career training, 4 of the 9 professions mentioned on p. 79 in the West Plan as high demand in PA do not require a college degree (not even an associate's degree) to be hired. My last comment is to summarize what I've heard at public sessions. We were asked for actionable suggestions. All of the feedback given, whether it is a critique of the plans or identification of flaws is actionable so you have 299 written suggestions so far. Also, You've heard over 100 statements in the first three sessions, all but one of them told you to vote no on the integration. That is an actionable suggestion. Thank you for your attention.</li> </ol>	Holiday E Adair
6/28/2021 7:53	West Plan	Faculty		<p>I am writing to you to share my concerns regarding the Chancellor's plan to integrate/ consolidate/ merge three PASSHE schools located in the western part of the state. I am on faculty at California University of Pennsylvania and have been in the Psychology Department since 1998.</p> <ol style="list-style-type: none"> <li>1. As much as the PASSHE website is promoting the plan as a collaboration of "over 400 faculty, staff and students" - which implies that the proposed plan is the work of employees - the process was anything but collaborative and bottom-up driven. It has been more like Chancellor Greenstein playing "Guess what I am thinking" and many of us do NOT go along with his plan.</li> <li>2. There is so much we do NOT know in terms of the impact of this plan on localities. We have yet to see any PASSHE requested impact report (other than a set of statements on page 22 of the West Integration document "" that have no data to support them) and the report created by PERI paints a negative picture at the local, regional and state-wide level.</li> <li>3. Chancellor Greenstein has repeatedly contradicted himself and evidenced numerous behaviors that belie his support for the state system (with the most glaring one being his threat to recommend to the PA Legislature to dissolve the state system if he did not get his way)</li> <li>4. Cal U submitted a sustainability plan that was requested by the Chancellor, Cal U is solvent post-pandemic. Cal U stands to receive (potentially) \$13 million in federal aid. Cal U will benefit from any federal move to make community college more affordable/free. The Chancellor says it is unfair to make thriving schools like West Chester carry weaker schools like Cal U, yet he is suggesting Cal U do that very thing by carrying less/unsustainable schools of Edinboro and Clarion.</li> <li>5. The plan that was submitted is not in alignment with the data that was given to the Chancellor. As an example, the plan indicates that each school is to provide students with the ability to complete a face-to-face bachelor's degree in psychology. There are 2 faculty members on the psychology faculty at Clarion "" how is that going to happen at Clarion without significant on-line and hybrid coursework?</li> </ol> <p>I am asking that you:</p> <ol style="list-style-type: none"> <li>1. re-consider this integration plan and the timeline for it</li> <li>2. help the institutions thrive as regional lifelines and fulfill their mission of providing accessible affordable education to PA citizens</li> <li>3. Look at the cost savings/sustainability/viability in a step-by-step fashion rather than a huge overhaul of the system (consolidate on-line programs so they are not competitors of each other, use ONE set of technologies across the state system to get reduced rate contracts)</li> <li>4. Reject the faulty assumption that public education is a business, a money-making enterprise (this assumption undergirds all the language in the integration document)</li> </ol>	Holiday E Adair

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/28/2021 8:09	West Plan	Other (please specify)	Resident	I am writing in regard to the West University integration plan. I would like to voice my support for keeping Clarion University's Venango Campus as an integral piece of the West University's physical footprint. Since the 1980s, Venango County has experienced immense economic decline resulting from the loss of Venango County's oil industry. As such, to compete equitably in the modern labor force, Venango County's students need close-to-home and affordable post-secondary education options. A loss of any functions at the Venango Campus would be contrary to PASSHE's goals in creating an equitable education system - Venango County's residents and students are largely disadvantaged from the loss of industry. Clarion University's Venango Campus also stimulates economic activity in the City of Oil City, the epicenter of the Oil Region's economic decline. It is more important than ever to preserve the Venango Campus and its course offerings to provide world-class education to area residents.	
6/28/2021 8:40	Northeast Plan	Faculty		<p>Honorable Board of Governors,</p> <p>I am writing in response to the integration plans put forth by Commissioner Greenstein. I have chosen to delay my comments until near the end of the period so that I was able to view the written and live comments. I believe in a measured and logical approach to analysis and recommendations.</p> <p>As a way of introduction, my name is John Hess. I am an adjunct professor at West Chester University, teaching Economics, Finance, and Marketing. I am not a career educator. I spent my career in the banking industry, raising to senior executive levels. I was fortunate enough to retire at an early age. I attribute this in part to the excellent education I received as a resident of the Commonwealth of Pennsylvania. I am a product of the public education system from primary, to secondary, through my undergraduate degree. I also attained my masters degree from a public university while residing in another state. After retirement, I chose to share my gifts to my community. I am very active in a non-profit focused on business growth in Pennsylvania. I also felt strongly that I could offer my experience and knowledge to educate the next generation. I teach because I believe in the importance and value of a public education, and in particular the importance it is to the residents of Pennsylvania.</p> <p>Drawing upon my experience in the private sector, and my education in business disciplines, I cannot stay silent while evaluating the consolidation plans the Commissioner is advocating. I appreciate his passion to his plan, but I believe they are flawed in a number of ways. I will outline this along with a few suggestions I have to improve the Pennsylvania State System of Higher Education (PASSHE).</p> <p>The Commissioner's plan to integrate three universities in the western side of the state and three in the eastern side of the state. I will summarize his belief that this will reduce costs and therefore make these six universities more competitive as two. This is a fundamental flaw in the plan. I will address this point by point:</p> <ul style="list-style-type: none"> <li>* Cutting professors has the direct result in increasing student to professor ratios which results in a degraded educational product for the student. This is moving in exactly the wrong direction.</li> <li>* One of the solutions put forward in the plan is that students can take classes virtually from a professor at one of the other campuses in the combined university. We have seen the result of studies during the pandemic that students do not engage in a remote learning environment as well as an in-person environment. This is not what the students want, and it degrades the product being offered.</li> <li>* By cutting the supply of professors you end up with two possible scenarios from an economic standpoint. You shift the supply curve to the left, which has the effect of driving up the cost or creating an imbalance between the supply and demand at the same price. This leaves students frustrated and they will go somewhere else.</li> <li>* The impact of this degraded product puts the combined (and individual) university at a competitive disadvantage to other choices the student has. You simply don't make a product more attractive to consumers by degrading its features.</li> </ul> <p>I have experience in leading large organizations (private sector) through two different major economic downturns. You cannot cut your way out of this problem. The cuts will only exacerbate the problem.</p> <p>The message these cuts send to the prospective students is that they should look elsewhere for their education. That these merged universities may not exist for the length of their undergraduate career. These proposed mergers and cuts have the exact opposite effect the Commissioner proposes. The result of his plan will be to drive down attendance, which will in turn drive more cuts in a vicious cycle ending in the closure of the universities. This will devastate the communities they are in, and harm Pennsylvania.</p> <p>Instead, I offer an alternative. Now is the time to invest in the state system. Pennsylvania is in the bottom decile with regards to investment in post-secondary education. Educating our residents is one of the most important ways for us to spend our money. Increasing the funding for the system will bring down the tuition burden on our students and make the system more attractive, increasing attendance. Now is the time to make the system more attractive, not degrade its features.</p> <p>I offer another suggestion. PASSHE should invest in building partnerships with the local business sectors in which the universities are located. The businesses offer practical and real-world experience for the students that will make them more marketable graduates. The university offers access to research, and the students as resources to work on new ideas to drive the business forward. The universities can act as engines for growth in the small business communities they operate in. I do this in select classes, the students and the businesses both benefit. If partnership/investment programs were coordinated and driven at the system level it would be a great catalyst for the economy of the Commonwealth. You don't achieve this by cuts, but through investment.</p> <p>I am disheartened by the reaction I have seen from the Commissioner to this Open Comment period. Much of the reaction seems dismissive of comments and suggestions that do not support his decision. He is locked into this consolidation as the only solution, and he is not open to other suggestions. In fact, he has publicly on numerous occasions stated that if his plan isn't approved, he will move to disband the system. This is not a rational or reasoned reaction. A leader needs to evaluate situations that may change and modify plans.</p>	John Hess
				<p>I do not agree that merging six into two enhances PASSHE and inspires confidence in the future. The Chancellor has on different occasions stated that he has not been able to convince the Legislature of the value of PASSHE. This is quite a serious comment. I would put forth that this is one of his most critical responsibilities. If he cannot communicate the value of our system, there will not be the investment to grow the system that is needed. Drawing again from my private sector experience, if a leader cannot achieve a critical responsibility, it is time for a change in leadership that will advocate for investment in a valuable asset.</p> <p>Thank you.</p> <p>Respectfully,</p> <p>John Hess</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/28/2021 8:42	Northeast Plan	Alumni/Donor		Do not merge Lock Haven University with other schools. It would be detrimental to their mission.	Eileen Haines
6/28/2021 9:19	West Plan	Faculty		This entire process has been embarked upon without sufficient consultation with faculty, staff, students, or the affected communities. In addition, the timeline is unrealistic and irresponsible. University management has pressured faculty to make difficult curriculum and staffing decisions based on incomplete information, which creates tremendous amounts of stress and anxiety for all parties. Prospective students are steering away from these universities because the public is wary of the continuing volatility and lack of stability, and current and prospective students are very confused about whether their programs - and, indeed, their universities - will continue to exist at all. Morale on campus is at a dismal low, which has a negative impact on students as faculty and staff are too exhausted and demoralized to be able to provide high quality educational experiences to students. This is an excellent way to ruin multiple universities' reputations, and potentially to kill off programs and entire universities.	
6/28/2021 10:47	Northeast Plan	Faculty, Alumni/Donor, Other (please specify)	Community Member	<p>I would like to comment as a faculty member, Clinton County community member and donor (both to LHU and Bloomsburg). As a person who has taken part in subgroups, this report was important to me; my comments may seem overly long, but I want to be sure I am providing evidence for my claims.</p> <p>I've heard the Chancellor say this may seem to be moving slow to some, as the system redesign began in 2016. However, this aspect of the redesign - consolidation/integration - began in July 2020; implementation plans began in Oct 2020, with a month-long pause AFTER the first drafts had been submitted. (As a member of a sub-group, I have to admit some of those plans began even later than Oct 2020.) This aspect of the system redesign, then, has gone extremely quickly. In what amount to 5 months (or less), integration plans were developed, purportedly after stakeholder input...in the middle of a pandemic.</p> <p>Why does the pandemic matter so much in my concerns? All meetings and information had to be done remotely, using technology to which many of my students and fellow community members do not have reliable access. As a faculty member with access to University and personal resources, I had trouble accessing some of the meetings. It was worse for students, a fact I am well-aware of from trying to teach them online.</p> <p>How do we know that students will embrace this model, leading to 1% year-to-year enrollment increases, rather than heading for the proverbial hills? If, by the way, those proverbial hills are other PASSHE schools not involved in an integration, maybe that is not a bad thing, except for the six schools involved in the Northeast and West integrations. However, if those proverbial hills are private or state related schools, then PASSHE is going to see even further enrollment declines.</p> <p>In my admittedly anecdotal experience, no student wants this to go through, especially not the ones at LHU and Mansfield. On top of student concerns, I've read the report. Based on that report and my own experiences as a faculty member of the interdisciplinary programs working group from LHU, I have my own concerns about certain assumptions in the report. I'd like to quote the report's executive summary:</p> <p>"The proposed implementation...represents a comprehensive, collaborative, consistent, empathetic, and organized approach"; Students at each of the universities being considered for integration will:... * Be able to participate in and benefit from the many advantages associated with a residential university experience, including through face-to-face engagement with faculty and student support staff, participation on athletic teams, in co-curricular activities, and in student clubs and organizations";"</p> <p>I've already touched on the lack of collaboration inherent in a process that occurred during a pandemic. Students living in both rural and urban areas had difficulty accessing Zoom classes, let alone accessing additional meetings. Further, frankly, the students most affected by this proposal (the first and second year students) were likely to be least aware of possibilities to comment. They spent the first year at home, rather than joining student government. (This, by the way, is nothing against students who participated; I am just concerned about the inclusiveness of doing this while everything was remote.) This lack of collaboration affects the ability to meet the goals of consistent and empathetic as well.</p> <p>The claim that students will be able to have a full residential experience is misleading as well. The NCAA has made clear in the past week that they cannot make a decision on allowing sports teams at the integrating schools.. The report's "strong recommendation" regarding athletics actually means little; only the NCAA can make a decision. The report is right in stating that athletics means a lot at these schools, but that does not translate into the NCAA going along with the plan. Why is a decision about integration being made without knowing how the NCAA will rule?</p> <p>The report states that online programming will be the focus of the West integration. However, almost all of the academic program array for the Northeast involves online courses. Infrastructure is necessary, but it cannot be a one-time thing. Not if all students are going to have to take online courses (or go elsewhere). Further, my own working group proposed methods of attracting adult learners, which included online programming. The report, though, on page 439 (or page 234 of 234) that only the West will include online offerings (and the West's focus on online). How does the Northeast development of online classes to supplement face to face classes and programs attractive to adult learners coincide with that?</p> <p>So, with all of that, I encourage a no vote on consolidation. If you are not willing to do that, at least delay the decision to integrate.</p> <p>Each university (hopefully) will be returning to in-person instruction in Fall 2021. As students arrive back on campuses, talk to them in person; find out if they truly would embrace this kind of model. (I realize there has been some student involvement in the administration, but talk to the most vulnerable of them, the ones that don't have access to the same level of technology that has been necessary in a pandemic environment; please actually follow the DEI approach that the proposal claims to value.) As the economy begins to reset, or at least stabilize, look at student enrollment outside of a pandemic, rather than relying on pandemic year data to determine student interests and needs. Consider the existing holes in the report and be sure to have answers to important questions, like NCAA approval.</p> <p>In essence, do not make drastic decisions based on a report that is full of questionable assumptions that have to wait on other accrediting groups created in a short-time frame in an extraordinary year.</p>	Tara Mitchell

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/28/2021 12:22	Northeast Plan	Alumni/Donor		Other colleges in Pennsylvania are (accurately, I believe) seeing this integration as a crippling of PASSHE and are seizing upon the opportunity to recruit students by asking them if they really want to attend a school that is losing its footing and offering fewer choices. The Western and Northeastern integrations are not good moves, despite the Chancellor's glowing narrative. Also, state system faculty have largely been excluded from the process, despite PR issued by PASSHE. Finally, the Chancellor's comment that (to paraphrase) "if we all don't buy into his plan right away he's going to propose legislation to destroy the system" is irresponsible and inappropriate for the leader of the system. In essence, he has transformed from state system savior into angel of death in one breath. He clearly doesn't understand the needs of students and communities within the system and should resign. (Borrowed from another voice, but I could not have stated it any better).	
6/28/2021 13:45	West Plan	Faculty		<p>My specific discipline is nursing. I have served in many roles throughout my nursing career in direct care, management, and education. I most recently joining CalU's nursing program, in 2015.</p> <p>My understanding is that the Chancellor is interested in actionable items within this public comment period. With this in mind, it is important to address the unrealistic timeframe the proposed merger/integration plan intends to follow. The question of accreditation is not an optional choice for nursing it is a mandatory requirement. Students must attend an accredited program or their license could be denied and their transfer of credits to continue formal education would be denied. You need to be aware the State Board of Nursing (SBON) and Commission on Collegiate Nursing Education (CCNE) accreditors work on their own timelines. PA law requires every curricular change and new program must be approved prior to implementation by the SBON. Further, nursing programs are not permitted to market, recruit, or implement nursing programs not approved by the SBON. You need to be aware the PA SBON is understaffed, this complicated with the impact of COVID, which has resulted in a backlog for approving program changes and/or starting new programs for as much as 18-24 months. I have attended many advisory board meetings over the past year. One problem has consistently been addressed at all advisory board meetings is that all program changes are delayed by a significant timeframe due to the backlog at the SBON level. The Pennsylvania Higher Education Nursing Schools Association (PHENSA) submitted a formal letter of concern, endorsed by nursing program deans, chairs, and other leaders which was sent to Governor Wolf, reporting the detrimental impact delays by the SBON are causing on nursing programs across the state. This item must be considered when planning a timeline for integration. If the integration is approved in July 2021 to be implemented fall 2022, you need to be aware that it is not feasible to expect nursing to meet this aggressive timeline. Both SBON and CCNE agencies require intensive applications and processes to approve revised or new programs. This information coupled with the fact that Nursing Programs make up one of the largest sources of enrollment for the New U should be of concern when considering the timeline for implementation.</p> <p>The proposed structure for the new U for was recently released for faculty to review. It is difficult to respond to how actionable or realistic this structure is due to the lack of detail such as: How many department chairs, deans, directors, program coordinator, support personnel, etc. will exist to support the new structure? Notably, the structure proposal calls for a College of Education to house its education degrees; however, nursing (one of the highest enrolled programs) does not have its own college and all programs (associate degree, bachelor degree, accelerate bachelor degree, RN-BSN, master's program, and doctor of nursing practice program) are all included within one department of a college. The FTE estimate for the department of nursing is 50.5 (estimate for the college of health sciences is 124.6), whereas, the FTE estimate for the entire college of education is 57.7. I assume the college of education is proposed due to accreditation issues and complexities associated with education degrees, however, it's important to point out that nursing programs face similar accreditation issues and complexities including clinical placement concerns. It is unclear is nursing will be allotted the resources needed to manage accreditation concerns, clinical placements, simulation support, etc. of the nursing programs within the new structure. I mention relative to the merger to demonstrate some of the issues related to the lack of detail for the plan.</p> <p>Online education programs are essential to meet the needs of adult and nontraditional learners. Asynchronous online programs are necessary to meet the needs of working RNs as our students work 24/7/365. However, a recent trend to increase enrollment caps of online classrooms to meet FTE restrictions raises concerns. If the merger occurs, best practices in pedagogical strategies must be considered when establishing online course caps in order to support student success and ensure quality program. Course sizes need to be related to the type of program/course, program level, and course outcomes not set at an arbitrary number to meet budget requirements. Again, I mention this in relation to the merger only as a safeguard to demonstrate one of the many details that must be addressed to maintain high quality programming.</p> <p>It is concerning that the Chancellor is most interested in actionable public comment, which communicates the merger is a done deal before the vote has even occurred. It has been stated that faculty and students have participated the integration plan. This is true to an extent; however, you need only look at what happened with the program array synthesis work to identify the minimal consideration given to faculty input. Faculty invested a great deal of time and energy to propose an array plan. The plan was denied and administrators re-worked the plan to meet the vision of the Chancellor. When the array report was released to the faculty, the array committee stated the new array was in no way similar to the plan that was originally submitted.</p> <p>Finally, I understand funding is not limitless, however, the problem is not with the universities, it is with the lack of commitment Pennsylvania has demonstrated for education. Pennsylvania funding ranks around 48th for educational funding. Higher education has been proven to be a driving force to minimize the impact of social determinants and promote equity and inclusion. The state should be more interested seeking appropriate funding to minimize barriers to education and increase accessibility to education, rather than simply cutting programs, program delivery options, and resources.</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/28/2021 13:46	West Plan	Alumni/ Donor, Other (please specify)	Local resident and landlord to ~25 not so rich students.,	<p>Long ago, PASSHE had a mission to provide a quality education at an affordable cost. That is what brought me to Edinboro in 1980 for the 3-2 engineering program. We got a GREAT education without breaking the bank. Yes it was bare bones, cinder block dorms and the cafeteria food was less than wonderful. But we graduated with little or no debt.</p> <p>There were 8 or 10 people in my class who transferred to PSU main campus, to my knowledge we all graduated with honors in engineering, That is a testament to the high quality education that we received from teachers who genuinely cared.</p> <p>What went wrong?</p> <p>Simple answer is that the powers that were decided to join the education industry's competition to provide amenities. Money was spent on things that added NOTHING to the value of the education, but certainly did add to the cost.</p> <p>The old "Student Union" was "renovated", meaning the size was about quadrupled, with bond financing and the students are still begin assessed ~\$300/semester to pay for that monstrosity. It was completely unnecessary,</p> <p>The university purchased several pieces or real estate around town, 2 historic houses that they renovated and 2 family houses next door to the President's mansion where they built the "Alumni House". Seems that President Diebold did not like living next to lower middle income common folk... (He was a real ass, his kids were not allowed to play with kids from non-college educated families according to one of the neighbors...)</p> <p>The sports dome was a very stupid build, ok so it was gifted, but the operating costs were not. Oops....</p> <p>The Bridge? Seriously? A total waste of money!</p> <p>The Highlands, where kids are charged \$4k/semester for a dorm room without a kitchen, and mandated to live on campus for 2 years? (Gotta pay those bonds off...)</p> <p>The Reeder Hall renovation for an Honors dorm, but they forgot the sprinklers so couldn't use it. Oops..</p>	Vince Dunsworth
				<p>Edinboro has been a complete train wreck of nonsensical spending, some adult supervision is needed, and from what we have seen Harrisburg is not providing this as this bond financed disaster is all over the state.</p> <p>The bottom line here is that if you go to the college cost calculator you will see that Edinboro is only a couple thousand dollars less than the local PSU branch. I have diplomas from both Edinboro and PSU, and can easily tell you which one opened more doors! You gave up your great competitive advantage: Low cost! and the students are voting with their feet and wallets. Had Edinboro remained committed to being a low cost provider, we simply would not be having this discussion.</p> <p>Please understand tat I am NOT against integration. There never was a "reason" that each little school needed a \$250k president. Trim the administrations and "back shop" operations mercilessly! Combine purchasing, records, finance etc. You NEED to do these things!</p> <p>BUT PLEASE do not degrade the student experience.</p> <p>Stop cutting and consider restoring programs.</p> <p>DO NOT force the students in to the inferior on-line learning that everyone know is not the same as in-person instruction. Sorry but I really do not think you can compete in the online market, there are plenty of providers out there. If you are serious about serving students who aren't rich, you will provide in-person traditional classes to better reach these kids.</p> <p>DO NOT blame the faculty for budget issues, stupid spending is THE problem and it was not on people.</p> <p>Put some serious effort in to career placement so that graduates can succeed after school.</p> <p>Raise academic standards, for a while there anyone with a heartbeat was admitted and profs were told not to flunk kids, gotta keep the Highlands full...</p> <p>And get back to being AFFORDABLE! I do not know how you unwind the spending spree that you have had, but you simply cannot compete with PSU at this price point. IMHO PASSHE needs a massive bailout or a bankruptcy to clear the debt. I am not a lawyer or accountant so have no idea what that all looks like but the course you have set is not sustainable.</p>	
				<p>One more thing: Stop wasting money on expensive consultants. Sorry but this "plan" reads like a massive collection of expensive buzzwords. Common sense is a lot simpler and concise.</p> <p>As for the name, how about going back to Edinboro State College. You folks did a super job then, I am a product of that and the kids growing up now could certainly benefit from a no-frills quality education.</p> <p>I would welcome the opportunity to discuss any of this, you have my information.</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/28/2021 15:06	Northeast Plan	Faculty		<p>I am writing to ask the Board of Governors to vote NO on the plan to consolidate three state universities (Lock Haven, Mansfield, and Bloomsburg). Although I acknowledge that changes will be necessary as part of the process to make the PASSHE system more financially stable, I have no confidence that the current plan will do anything other than negatively affect the universities involved. One of the major reasons why enrollment in PASSHE schools has decreased in recent years is a rise in cost for students, reducing the cost advantage of attending Pennsylvania state system universities. However, the current consolidation plan would not reduce tuition or room and board. If it doesn't fix that problem, what is the point of doing it? In addition, the consolidation will involve reducing the number of faculty members, placing several academic programs into moratorium, and an expansion of online coursework. This will decrease opportunities for students and decrease the quality of their education. In fact, when PASSHE sent a survey to students at the universities involved in the "Northeast" integration plan, 61% of Lock Haven students and 67% of Bloomsburg students indicated they would be less interested in and less likely to attend a university where they would be required to take some online courses. The only likely outcome I can see from this plan is that it will further discourage students from attending the integrated universities.</p> <p>Finally, I have to say that I found the behavior of the Chancellor during the public comment periods to be unprofessional and disrespectful. If approved, this plan will dramatically affect the lives of thousands of students, hundreds of faculty and staff members, and the communities that are home to the merging universities. A total of six hours was scheduled for the public to comment on these the plan, and it was clear the Chancellor spent most of those six hours "multitasking" (doing other work on his computer). The fact that he did not give the public comments his full attention sends a very clear message that he does not care how his plan will affect the lives of real people.</p>	
6/28/2021 15:39	Northeast Plan	Faculty		<p>I think it's great. The problem remains that there are too many faculty. I teach in a department that is set to double in size as a result of the integration. There is NO WAY we need this many faculty to teach in our department. The only way this plan works is to reduce faculty. This includes reducing faculty in various groups that are considered "faculty": library faculty, athletics faculty, and counselors. These groups should NOT be considered faculty, and NEVER would you find librarians paid at the salary they are in PASSHE! At my university, students only use the library to study. The librarians are nowhere to be found and are not helpful when you find them, mainly online and not in person. These are no revenue-generating faculty and only help bleed the system. These positions should be moved to staff or administrative level positions. Cutting costs should be a priority because the system cannot continue the way that it is going.</p>	
6/28/2021 17:28	West Plan	Other (please specify)	Concerned local artist/tax payer	<p>As a local artist, I am EXTREMELY disappointed to hear that the intended integration will bring about the loss of valuable degree programs like the BFA at the Cal U campus, eliminating that opportunity for anyone limited by finances, family concerns, or anything else out of their control. Not everyone has the freedom or ability to transfer to another campus, and it's unfair to force that decision upon them. Fine arts should be valued, supported, and promoted, not underfunded and strangled out. If that is what will come with this merger, I am firmly against it. Thank you for accepting input and considering public opinion. We are potential students/buyers/advocates, and I would never recommend a campus that not only no longer has an available art program, but was fundamental in taking it away from the community.</p>	
6/28/2021 18:36	Northeast Plan	Alumni/Donor, Other (please specify)	Parent of an incoming freshman.	<p>I am an alumni of Bloomsburg University. My oldest of four children is an incoming freshman, fall of 2021. Bloomsburg is a University in good standing and a fine learning institution. It's degrees hold high market value at a reasonable cost. I did not choose to attend any other university for my two degrees, nor did my daughter. My daughter finished near the top of her class and had many options of universities to choose from. She chose to invest in Bloomsburg University, not a hybrid of three colleges and a watered down degree. I urge you to reconsider this thoughtless short sighted knee jerk reaction. I agree that the state system is lacking in serious academic options, like a law program, an engineering program, a MD program. I also agree that it's overpriced compared to other states. That is a management failure not a failure of Bloomsburg University. Your unilateral decision to change the value of my degrees and my daughter's future degree will be met with legal action from myself and other parents and alumni. I strongly urge you to consider other options to remedy your issues.</p>	Paul Adams
6/28/2021 19:01	Northeast Plan	Alumni/Donor		<p>Hi All</p> <p>I mentioned I would like to be on a committee if you are looking for stakeholders</p> <p>Please contact me</p> <p>Steve</p>	Steve Bartorillo
6/28/2021 19:07	Northeast Plan	Alumni/Donor		<p>We make sure horses cross the finish line, but not students.</p> <p>Instead of subsidizing PA's horse racing industry with its decreasing attendance, PA can fund scholarships to help students attend PA's State Schools of Higher Education.</p> <p>Gov. Wolf's proposal is an investment in a healthy, thriving economy and future for all Pennsylvanians. Each of the 14 schools creates measurable and immeasurable benefits for its community and beyond.</p> <p>Envision making each of the 14 schools a jewel in a crown of inviting, inspiring, and engaging PA education.</p> <p>Please do not consolidate schools within Pennsylvania's State System of Higher Education.</p> <p>Thank you.</p>	



DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/29/2021				<p>To the Chancellor, Members of the Board of Governors, Honorable Senators and Representatives:</p> <p>I am grateful to have the opportunity to offer a public comment regarding the PASSHE West Integration Plan. This email highlights only one element of a more substantive submission, attached to this email, that addresses significant concerns about the West Plan.</p> <p>A recently published study of 72 university integrations contains data indicating that several key projections essential to the success of the Integration Plan are not likely to be achieved (Russell, 2021).</p> <p>To the best of my knowledge, Russell (2021) is the only large scale analysis of the outcomes of a large number of university integration. Her research entailed a retrospective analysis of the effects of 72 uncontested university mergers occurring between 2000 and 2015. Retrospective analyses have an advantage over prospective statistical modeling. Retrospective analyses identify known outcomes resulting from completed integrations (e.g., economies of scale, student retention, tuition, graduation rates). Given the large sample of mergers in her study, Russell's findings must be given significant weight in estimating the probable outcomes of variables central to the success of the current Integration Plan. As shown in the attached public submission, the existing data suggest that several key goals of the Integration Plan are unlikely to be attained.</p> <p>Based on Russell's retrospective analysis of university integrations, the following list mentions a few of the projected outcomes of variables, vital to the success of the Integration Plan, that are unlikely to be achieved:</p> <p>1) The Integration Plan suggests economies of scale may enable more efficient management of fiscal resources through a variety of mechanisms. Russell's (2021) retrospective analysis of 72 uncontested university integrations found "no significant changes in cost." She concluded that hypothetical "economies of scale" did not exist as a result of university integrations. Including the 95% Confidence Interval for the mean cost savings produced by the university integrations, the maximum possible savings would not exceed 1%.</p> <p>2) The Integration Plan proposes that student retention will be increased by 4-6% and 8-10% for underserved students. Russell (2021) found that university integrations increased retention rates a mean of 0.7%. She concluded that university integrations did not create statistically significant "changes in retention rates of full-time students." Even when considering the 95% Confidence Interval of the mean retention rate, it would not be possible to attain even a 4% increase in retention using the PASSHE Integration Plan. As seen in the attached public comment, statistical analyses indicate that it is plausible that university integrations may not yield any increase in retention).</p> <p>Russell (2019), comparing merged and non-merged institutions in the University System of Georgia, found that retention rates in merging universities were originally 7-8% lower than in non-merging universities. After merger, and with a 47% budgetary increase for Academic Support Services, retention in the newly merged universities was still 5% lower than in the non-merged universities. Russell (personal communication) believes the merged "institutions tended to enroll a more disadvantaged student population."</p>	William D. Pithers
				<p>3) The Integration Plan holds that it will result in an increased array of courses and focuses, potentially making the new universities more appealing to students. Russell (2021) found there was no "change the number of unique degrees they offer as a result of the merger, so students do not have access to increased degree variety."</p> <p>4) The Integration Plan implies that students will be more satisfied by their experiences in the integrated universities. Russell (2021) concluded, "These results suggest that mergers are probably not welfare improving for the majority of full-time students," who represented 66% of the sample in Russell's study" (Russell, 2021, p. 89).</p> <p>Thus, data from the only retrospective study of 72 recent university integrations challenge the ability of the current Integration Plan to achieve several projected goals vital to its successful implementation. Similar data emerge from a retrospective analysis of five consolidations within the University System of Georgia (Russell, 2019).</p> <p>In contrast to the retrospective approach, the West Integration Plan is based on projections, or predictions, about variables. It anticipates outcomes that may or may not hold true over time. One can limit potential errors about variables in a prospective approach to integration planning by paying close attention to findings of retrospective studies and building those data into the planning. Apart from analyzing the relevance of past research to the current Integration Plan, the attached public comment addresses other concerns about the planning, and potential implementation, of the West Integration Plan. I apologize for the length of the attached public comment. I have reviewed the Integration Plan as carefully as the available data permit. PASSHE universities hold incredible value and obviously require reformation and increased fiscal support. My effort in creating this submission was not to deter the Integration, but to encourage revisions in the plan and its implementation that might decrease the potential that it could implode. Thank you for your time and effort in reviewing the attached submission, and for your dedication to PASSHE, the students, and the communities that benefit from its existence.</p> <p>[ATTACHED]</p> <p>Respectfully submitted,</p> <p>William D. Pithers, Ph.D.   Professor Fellow, American Psychological Association</p>	
6/29/2021				<p>Attached you will find Public Comment from the Pennsylvania Commission for Community Colleges, your partners in public higher education in the Commonwealth, on the Pennsylvania State System of Higher Education System Redesign and University Integration Northeast and West Plans.</p> <p>[ATTACHED]</p> <p>Please confirm receipt of the Public Comment at your earliest opportunity.</p>	Lil Nesbit

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6/29/2021				<p>Chancellor Dan Greenstein, Board of Governors Chair Cynthia D. Shapira and Honorable Members of the Board of Governors:</p> <p>My name is John Hynes. I am the CFO and Vice President for Finance and Administration for Edinboro University. I arrived at Edinboro on July 27, 2020, just in time to see Higher Education facing decreasing demand (fewer students attending college), with supply remaining unchanged (few universities closing). I have seen this decreasing demand with no corresponding decrease in supply in other industries. The steel, auto, airline, banking and utility industries have all been through similar circumstances. Higher Education is not special. It is not that different from these other industries. Any testimony that you have heard against integration is not supported by the historical action that the companies in these industries took to survive similar circumstances.</p> <p>The standard response for any business facing decreasing demand, while supply remains unchanged include the following.</p> <ol style="list-style-type: none"> <li>1.Immediately cut expenses by cutting discretionary budgets; eliminate positions that can be eliminated; and if collective bargaining agreements prevent the necessary cuts, then file for bankruptcy to break those contracts and renegotiate them [Note that filing bankruptcy is not an option for a government instrumentality like a PASSHE university].</li> <li>2.As prices start to fall and customers become harder to come by, businesses must invest in marketing and sales to support the differentiation of their products and services in order to avoid declining prices.</li> <li>3.If the change in what customers want is significant, then businesses will have no choice but to invest in, and completely overhaul, their product and service offerings.</li> <li>4.Put underutilized assets, like auxiliaries, up for sale and / or repurpose them.</li> <li>5.Options to merge, consolidate or integrate are explored and implemented.</li> </ol> <p>Please note that items 1 through 4 are in nearly every PASSHE University's financial sustainability plan. If a business cannot become financially sustainable implementing items 1 through 4, then Item 5 is the next action to consider. Once you have made all of the cuts that you can make, the next step has to be integration to force the senior leadership to become lean and more efficient. The integration then provides the incentive to focus your product portfolio (the program array) on the most profitable programs and then focus your marketing and sales efforts on filling the seats in the most profitable programs.</p>	John M Hynes
				<p>A recent article in the Chronicle of Higher Education summarizes the steps that are necessary for universities to survive what they are now facing. Please enter the article at the link below into the public comment record with this email. If possible, I would encourage you to read the article in its entirety, paying particular attention to paragraphs 12 through 18 (None of the impact arising from these challenges...that have led our sector astray.)</p> <p>For College Finances, There's No 'Return to Normal' (chronicle.com)</p> <p>I would also ask that you enter into the public comment record with this email the attached report from EMSI, titled, "The Demographic Drought." EMSI is a leading provider of labor market data to professionals in higher education, economic development, workforce development, talent acquisition, and site selection. [ATTACHED]</p> <p>Even if only half of what EMSI is predicting comes to fruition, it will require Higher Education strategists to be creative and innovative in order to survive. Universities with collective bargaining agreements that hinder rapid curriculum redesign and whose faculty do not understand the Systematic Approach to Training or the ADDIE model of instructional design will be at a significant disadvantage.</p> <p>If we do not go through integration, then we will not focus our product offering, we will not make our marketing and selling strategically focused on that product offering, we will not learn to react rapidly to market changes in the future, and we will not survive. Everything follows from integration. It is the necessary next step in becoming financially sustainable and preparing for even more changes in the future.</p> <p>Thank you for the opportunity to submit this testimony.</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/29/2021				<p>Hello and thank you for this opportunity.</p> <p>First, I have listened to all the comments in the videos that have been posted. It seems there are significant concerns. Let me offer this as a beginning. I am not against integration conceptually. Here are the things I perceive from the public comments and videos.</p> <p>1) There is a lot misunderstood or unclear about the process and how it will be implemented. This causes great anxiety among all stakeholders: from students to faculty, from staff to administrators, from alumni to the citizens of the Commonwealth. It seems the initial impetus, listening to Chancellor Greenstein's address to the various committees at the State Legislature, was to save the Commonwealth fiscally and to offer better opportunities for those who might attend PASSHE universities. The fiscal benefit, from what I can see has been taken off the table. This means we are still in a significantly difficult position in terms of state appropriations and the future of the system. If the various stakeholders are unclear of the process and the method, and we are not saving money, support for this process will be difficult to achieve.</p> <p>2) As noted above, I am not against integration conceptually, but as a faculty person, there are a lot of questions unanswered about how all of this will work, and ultimately what it will do to help me when I advise or work with my students, and particularly as an advisor, which is an important part of our job. As one example, I know for sure that the initial program that came out of the sub-subgroups in my area of professional and technical writing was abysmal. It was not a professional writing program in any way shape or form. While additional meetings have helped significantly, there is little promise from anyone, be it on our campus or from the larger three campuses, that what has been worked on will actually happen. This does not make for a positive feeling about where we are headed or what might finally be implemented. I will take it one step further, noting that we were told all we have done are merely suggestions and there is no guarantee any of it will happen. These are the exact words we were offered. That makes much of the work we have done seem invaluable. I know you will argue that is not the case, but when we are informed there are no guarantees, how would you feel?</p> <p>3) If the past 16 months have taught us all anything, it is how difficult pedagogically managing online delivery, particularly for the average 18-23 year old PASSHE student. I do not believe the technological genie is going back in the bottle, nor do I think it should, but the technology we currently have in place is not prepared for the influx of possible hybrid classes. I have done the research and on Bloomsburg's campus we do not have the microphones in the rooms that can manage a hybrid-Zoomed delivery. And those rooms are a minuscule proportion of total classroom spaces. And that is just at Bloomsburg. If we do not have those things in place for the majority of the campus before integration occurs, the possibility of being pedagogically sound and effective is unlikely. Again, after teaching asynchronous remote for all my classes this past year, I can tell you that is not the optimal way to engage with students. If we do not have the technology in place and faculty are not well-versed in its usage, there will be significant struggles.</p> <p>4) And when the technology is in place, there are still pedagogical issues. If some students are in place physically and some are Zoomed-in, how do I manage both groups equally and as effectively is still unclear to me. How do we keep the students in both places engaged? How will we manage the questions in the class and the questions online equally? How do we make sure that students who are distance learners feel as important? How do we help create a community for all students, again making each person feel as significant regardless their physical location? How do we help our other faculty colleagues in the other universities feel as much a part of us as I hope they would make us feel a part of them? None of these are easy questions, and they take time to implement successfully. I see little in place to help with that process.</p> <p>These are merely the tip of that proverbial iceberg, but without better plans to make this happen, I am afraid that cramming something through as quickly as it seems happening, I am profoundly concerned about the consequence for our students, for our faculty, and for the staff. I am concerned what it does to the overall brand of the PASSHE system, which has been the hallmark of providing quality and affordable education for so many students of this Commonwealth. Again I do believe integration has some positive possibilities, including opportunities for students with a varied faculty as well as making things more accessible for what we might deem non-traditional students, but I want to do it well. Postponing and being more intentional and prepared seems prudent.</p> <p>Thank you for your time.</p> <p>Michael Martin</p>	Michael Martin
6/29/2021				<p>I vote NO!!! [ATTACHED]</p>	William Buckingham
6/29/2021 5:45	Northeast Plan	Student		<p>I am an AT student at Lock Haven. If this program is moved to Bloomsburg I will transfer to a private university. If the athletic teams are integrated I will also transfer. If my online learning is increased I will transfer.</p>	
6/29/2021 7:06	Northeast Plan	Faculty, Alumni/Donor		<p>Please hold off on the integration plans. In my educated opinion, this integration is taking place much too quickly and without thought in regard to the impact on programs, students, committed and key stakeholders.</p> <p>Program arrays may be in place for the integration, but they were built in haste and without regard to accreditation requirements. In addition, key programs, such as those in health care, have been adversely impacted by integration prep and talks. Rural, high-poverty areas will be greatly impacted by consolidation and possible campus closure. For example, the Clearfield Campus of LHU is the main provider of nurses for the Penn Highlands Healthcare system. Research clearly documents findings that student nurses who live and train in rural area systems tend to stay in that area/system. The class size at Clearfield for nursing has historically been 50, and serves mostly non-traditional students who live and provide for families in the area. It is my belief, that the integration will (and has already) negatively impact the nursing program, local health care systems and positive patient outcomes.</p> <p>Please reconsider this integration. Do not rely on guidance from consultants who probably never lived in a high poverty rural area. I am a product of state system universities. Without local higher education, I would not have been able to obtain a degree. I also got an excellent education at these schools! I believe that quality will be sacrificed with this integration, as well as access to higher education.</p> <p>Please seek funding from the government. PA is one of the least funded higher education systems in the nation. That is disgraceful!</p> <p>In conclusion, please reconsider and vote NO to integration!</p>	

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6/29/2021 7:15	Northeast Plan	Faculty		As a faculty member, I see both sides of the integration debate"" there are certainly advantages to combining finances and services and trying to scale up operations, but it does seem that students will be asked to do more coursework online, which they will be particularly resistant to after COVID. The advantages to the students, in terms of coordination of programs across campuses and increased opportunities, could be realized simply by the system functioning truly as a system"" many more services and programs could be designed to benefit each other, and the universities could support each other more financially, but I am unconvinced that the proposed integration is necessary or sufficient for the needs of the students and communities.	
6/29/2021 7:21	Northeast Plan	Faculty		Teaching is relational, and the appeal of our campuses is the face-to-face experience. We cannot relocate physically isolated campuses such as Mansfield, so what can the state system do to help all of our campuses attract students? It's not by expanding online course opportunities; online courses have higher DFW rates, and the PASSHE schools cannot compete with large online programs. We are physical campuses which students select to attend because they seek social relations with students, faculty, and staff. How to do this? Make students want to choose the schools within the state system by helping us to create a culture of student-centered teaching and promote this essential feature.	
6/29/2021 7:50	Northeast Plan	Faculty		I have been intentionally waiting to make my comments on the proposed PASSHE consolidation plans to make sure I had the most up-to-date information. It is now at the end of the public comment period, and there really are no new updates or facts to consider.  For example, we have no word from the NCAA on the status of sports at the different campuses of consolidated universities. We still have no clear understanding of how the logistics of education will work for our students at different campuses of the consolidated universities "" will the students have to enroll in online classes to complete their degrees? And we have no reassurance that this consolidation process will have a significant positive financial impact on the PASSHE system overall. These are three critical outcomes that will significantly affect our students, faculty and staff, and the local communities associated with consolidated universities. It would be irresponsible for us to move forward with consolidation plans without first having these answers.  Sports. LHU has a vibrant student-athlete population. Many students come to LHU to enjoy and compete in sports, and they bring their passion and drive with them. Along the way, they develop important life skills such as: leadership skills, the ability to think critically, how to work as a team, and how to overcome challenges. Not only is athletics an important recruitment tool for the University, but these teams also serve as additional "classrooms" where our students become better humans. Athletic teams foster school spirit and loyalty. It gives other students a way to express their school pride and stay connected with the University. Without athletics, recruitment efforts, enrollment, and retention would all decline and negatively affect the University overall.  Education Plan. I can't wait for fall. My returning students and the incoming freshmen are excited too. After the pandemic that forced so many of us to go online to teach and learn remotely, we are all anxious to return to face-to-face classrooms. If COVID highlighted anything for me about my students, it is how much they enjoy the classroom experiences at LHU. They want to know their professors. They want to sit in the classroom for a lecture. They want to be able to come to my office to ask questions. My students have little interest in online learning. They came to LHU because of the close-knit campus and the "family" feel of the department. They want to have more personal interactions with the faculty and the traditional college experience. The students have made it very clear; they do not want to sit in a dorm room and watch online lessons. One of the biggest looming questions about consolidation is how much of our students' educational experiences will be pushed to online? And there is no answer because there is no clear plan.  Benefits. In all the information regarding consolidation efforts, there is no clear answer to how consolidation will financially benefit the universities involved or PASSHE overall. There have been comments regarding how students can save money, but all methods that have been offered are already used by students "" no consolidation needed. There have been no clear facts presented regarding the cost savings to PASSHE. Why would we move forward with a plan because it is more financially responsible when no one can determine that it is?  I want to see Lock Haven University, and all of PASSHE, to thrive. But when the risks of a plan outweigh unknown benefits and we do not have the important answers we need, it's time to pause. I urge you to vote no to consolidation or delay efforts, at the very least, until we have more answers. I also urge you to consider increasing funding for PASSHE and make education in PA a priority.	Jeanine Page
6/29/2021 7:52	Northeast Plan	Faculty		I am writing in opposition to the merger of Lock Haven University with Mansfield and Bloomsburg in the Northeast. For the reasons below, I encourage you to vote "No" on the merger.  1. The Students at LHU, Bloomsburg, and Mansfield in a survey provided by management in the North East expressed in various forms to many questions that they do not support the merger. These thoughts were shared by students in the open forums also. They have indicated they would not attend a university that is proposed by the Chancellor's office. Indeed, at LHU we have a decline of 200 students for this upcoming year and a few I have dealt with have indicated the reason for their transfer is the uncertainty surrounding the merger.  2. PASSHE still does not have a concrete answer on the question of whether we will have three independent athletic programs on the three campuses. The NCAA is still looking for information on their "Merger Questionnaire" to be completed before they can make a final decision. This will probably include an update on organizational structure, reporting lines, and accreditation status. Student-athletes account for a large percentage of the student body at Mansfield and Lock Haven. If there are no athletic programs, or the athletic programs the students want, on those campuses, this will greatly reduce the enrollment at the institutions.  3. Many students on the campuses are in academic majors which tie closely to the athletic programs on campus. The failure to have answers on the question of athletic programs on campuses directly impacts the ability of those academic programs to recruit and retain students into their programs. This would include athletic training, exercise science, sport management, etc. The incomplete plan will negatively impact enrollment on the campuses. The whole, complete plan, should be established prior to any merger being proposed so that the impacts on the institutions are clear and transparent to all constituent groups.  4. PASSHE should be looking to work with the Legislators to properly fund higher education within the State system. This is an investment in our students within the Commonwealth to prepare them to add to the economic success and growth of the Commonwealth and to be contributing professionals. Pennsylvania should not be near the bottom in Public Funding to support their educational system. This lack in public funding, leads to a lack of resources on campus, which increases costs for students, who then select to attend other educational institutions. PASSHE/the Legislators need to properly fund the State system to provide access and a quality education to the students in the Commonwealth.	Peter Campbell

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
				<p>5. The excuse of no State money available for education is not accurate. The legislators are saving money from a surplus budget year and Covid-19 relief funds instead of investing to help solve the educational dilemma and to provide access and quality programs to our students. Yes! Some funds are one-time. However, the Surplus budget funding is not! This should be used to bring the system closer to the average for State funding in the United States at a minimum.</p> <p>6. The system has failed to make it's case for providing quality education and access to students in the Commonwealth to the point that legislators are not willing to fund public higher education. PASSHE should be champions for the system, highlighting the successes, and "requesting" appropriate funding to support the PASSHE and institutional mission. The failure to make this "request" undermines the access to quality education for first generation and under-represented groups within the Commonwealth. If you don't ask for appropriate support, you won't receive the support.</p> <p>7. The PERI report on the Economic Impact this proposed merger would have on the local communities housing the six institutions is devastating. This report supports PASSHE's own Economic Impact Study from 2015 which shows the great economic impact of the institutions in those communities. This Economic analysis should be given strong weight in your deliberations.</p> <p>8. The proposed merger puts forward the premise that students will be willing to travel from throughout the State and attend LHU, Mansfield and Bloomsburg. They will live in those communities while taking online classes at the other campuses. Many students have indicated that this is not a reality. Some may like to take one or two online courses. However, many will move to a campus and live in the community that will provide a traditional, residential, college experience.</p> <p>9. PASSHE can provide quality online educational opportunities to support workforce development and the non-traditional students by developing online programs accessible to all students in the Commonwealth and beyond while maintaining the current residential campuses. Utilizing the online resources from the 14 campuses, PASSHE should be able to develop a broad, global online presence to meet the needs of these student groups. This would be more beneficial to meeting the needs of these students moving forward utilizing online academic programs currently available and existing on the PASSHE campuses.</p> <p>10. The PASSHE system has not fully explored and taken advantage of other opportunities to invest and grow enrollment at the PASSHE schools. Programs, such as the Nellie Bly Scholarship program need to be embraced by PASSHE and promoted aggressively for adoption to support the needs of students in the Commonwealth. This would help promote the PASSHE system as an affordable, quality, alternative to students in the Commonwealth.</p>	
				<p>11. The system needs to invest in "one" major agreement with the community colleges in Pennsylvania and expand the options for the community college students to attain a four year degree after getting their two year degree. SNHU has been able to accomplish this task. Currently, all programs and institutions have to setup and establish articulation agreements with the community colleges and programs. If SNHU can come in and set up a single agreement to attract students away from the Commonwealth it is disappointing that PASSHE has not sufficiently responded to this threat to the PASSHE system and student enrollment.</p> <p>12. The promises of the merger are that the institutions will maintain their identity and culture. We have heard this time and time again. However, we still do not have the name for the new entity. Also, looking at items of the plan that have been shared, it looks like management is designing the merged entity for Bloomsburg to be the main administrative hub and academic hub with Lock Haven and Mansfield being branch campuses (even if this is not the stated intent...it will be a reality). Again, students will not attend LHU or Mansfield to take online classes at Bloomsburg, Mansfield, or LHU. They will stay at home, or go to the campus for the F2F experience.</p> <p>13. My final point is that the plan is incomplete and it should not be approved at this point. There are too many unanswered questions. Therefore, I humbly request that you vote "no" to the merger.</p> <p>Thank you for your time and consideration of these points.</p>	
6/29/2021 8:09	Northeast Plan	Faculty,Other (please specify)	Long term resident of Clinton County and Lock Haven	<p>Thank you for this opportunity to comment to the BOG. I am against this plan. When I started my position at LHU, I have seen over the years how it adds to the catchment area of Clinton, Clearfield and the rural counties: primarily this University serves the "underserved" populations of these counties. The faculty prides itself on mentoring, and we do. Many of our students enter LHU come with the skills we hope to see in entry-level first year students. Many come to us without the skills we hope to see in first year students. But they come here as smart students, with aspirations to "do better" in life, some with very young children, many facing a huge financial burden (I include non-traditional students with our traditionally aged students). However, I have seen with my own eyes, LHU faculty provide invaluable one-on-one mentoring: we coach, we develop, and work on support programs with Administrators (and make these programs plausible, btw). We take the time with individual students, and we get them academic support; by personally mentoring research, and providing opportunities for experiential learning we research on our own time. In addition, faculty have developed a very successful culture of assessment based on vetted learning outcomes throughout LHU courses and programs: the main driver is our general education program, which has been praised by MSCHE for integrating SLOs with general education learning goals that float through every program the University's curriculum. Our talented and dedicated faculty has made this University academic mission achievable and successful. Our students' learning is scalable and achievable because of assessment. With the current policy of retrenchment, we will a valuable lose brain-trust and "shedding" of talented faculty. We all know that a push to online learning **turns away students such as ours**.</p> <p>Finally, our impact at LHU is intergenerational: I just participated in LHU Summer Orientation for first years: one parent proudly told me that 3 generations have/or will attend LHU. Grandfather came from an agricultural program into teaching, the father moved into local business, the current student is UNSURE, but has been reassured that he will be supported, "helped and cared about". This is one story: I have seen "academically challenged" students find their voice, and move into prestigious graduate programs at PSU Hershey Medical, Chicago Institute of Art, Bucknell University, and more recently a young English Major get a full ride to the Bucknell graduate program, and is now heading the Writing Center at the main campus at Penn State University. The culture of our campus, the time that is needed for improving our curriculum, is not taken in account in this rushed process--there cannot be good results for our three campuses benefiting from system-ness and curriculum/program building at the current rate of this forced timeline. I am distressed by the fact that we have not seen a clear mission and goals for this NU, and I believe the plan needs more study, especially on its' economic impact on our region.</p> <p>This consolidation has long term consequences on curriculum. PASSHE is critically underfunded and the costs of our universities' are on the backs of our students. As a resident, I know families, and young people who need significant financial assistance to pay for the costs of higher education. Potential students and returning/nontraditional students are lost because they fear the financial risk of taking large loans. Please read the results of the PERI report. <a href="https://krc-pbpc.org/peri-report-the-economic-impacts-of-the-pashe-employee-reductions/">https://krc-pbpc.org/peri-report-the-economic-impacts-of-the-pashe-employee-reductions/</a>. I ask that you reconsider the timeframe and the economic impact on our communities.</p>	

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6/29/2021 8:21	Northeast Plan	Staff, Alumni/Donor		<p>This process has been rushed. The plan has been initiated without approval from the board of governors. The plan also has no clear picture of what the end result will be, just vague statements and hopes that "this will be better for students."</p> <p>We have brand new BOG members who need more than 2 WEEKS to read the 400 page plan and all the PUBLIC COMMENTS</p> <p>We still don't have confirmation from the NCAA-If NCAA doesn't approve the integration plan for athletics after the BOG has voted to proceed, what will happen to athletics on all three campuses? Athletics is a major recruitment tool.</p> <p>No one has addressed specifically how this integration will make college more affordable for students.</p> <p>LACK OF SAVINGS-Integration is costing more money that it would to help the institutions recover!</p> <p>The plans don't help with Diversity, Equity, and Inclusion (Retrenching of predominantly female faculty and faculty of color)</p> <p>Students, Faculty, and Staff are against these plans! Despite what the chancellor says, students to NOT like online learning and are NOT in favor of the integration.</p> <p>The lack of professionalism at the public comments (Chancellor &amp; University President who were on their phones)</p> <p>No benefit to students. The program array is SHRINKING not growing.</p> <p>Online courses will be a deterrent for international students as immigration law requires face-to-face courses (one online course per semester is permitted) This will impact both international exchange students as well as international matriculating students.</p>	Shawn O'Dell
6/29/2021 8:23	West Plan	Staff		<p>Obviously, a lot of work has been put into developing this very complex integration plan. However, the following issues require clarification and will hopefully be addressed as the process moves forward:</p> <p>1. Re: pg. 78, "III. Program Array Recommendations and Justification"</p> <p>a. The "undergraduate enrollment in top disciplinary fields" table appears to be based on single discipline "silo" programs with not even a mention of "environmental science" programs which tend to be interdisciplinary in nature. Climate change represents an existential threat to the entire planet, and we must prepare our students to be leaders in addressing our environmental challenges.</p> <p>b. While the enrollment data presented in the table includes "Health Professions and Related Programs" and "Business, Management, Marketing, and Related Support Services", no such attempt appears to have been made to recognize the related programs/enrollment rates of environmental science and engineering programs.</p> <p>c. According to the Princeton Review "College Hopes and Worries Survey 2021", 75% of the college applicants surveyed said "having information about a college's commitment to the environment would contribute to their decision to apply to or attend the school. Among the 75%, 36% indicated such information would contribute "Strongly" or "Very much" to their decision about a college.</p> <ul style="list-style-type: none"> <li>- Does PASSHE, or individual colleges, plan to promote environmental science programs in the future?</li> <li>- Will environmental sciences continue to be taught by faculty at individual universities, at the undergraduate and graduate levels?</li> <li>- Will PASSHE encourage or require each university to sign Second Nature's Presidents Climate Commitment and develop a Climate Action Plan for mitigating the worst impacts of climate change, so our students can gain first-hand experience in real-world applications of climate change solutions?</li> </ul> <p>2. Re: pg. 81, "Workforce Demand by Discipline Area charts "" Pennsylvania (Statewide) &amp; Western PA"</p> <p>a. Again, there is no mention of "Environmental Science" disciplines or programs in these charts, even though the "2020 Pennsylvania Clean Energy Employment" report states that "Pennsylvania was home to about 97,000 clean energy workers statewide in 2019, and job creation was on the rise. Clean energy jobs represented 1.6 percent of the overall statewide labor market in 2019. Between 2017 and 2019, clean energy businesses created almost 7,800 new jobs" a growth rate of 8.7 percent in two years.</p> <p>b. Pennsylvania is also a hub for clean energy manufacturing, with potential to export these services to the rest of the nation. The state is home to significant manufacturing of clean fuels, ENERGY STAR® products, and wind turbine components (there are 29 manufacturing facilities in PA that produce wind turbines, blades, towers, and other components related to wind energy technologies).</p> <p>Between 2017 and 2019, clean energy jobs grew faster than the overall statewide labor market. Jobs at clean energy firms grew by 8.7 percent, compared to a statewide average job growth of 1.9 percent over the same time frame. Seven percent of all new jobs in Pennsylvania were attributable to clean energy employment growth from 2018 to 2019. These jobs included energy efficiency construction jobs, as well as wind and solar energy generation jobs.</p> <p>This report also noted that "The clean energy economy was a good source of jobs for veterans and Hispanic or Latinx communities" "" which supports PASSHE's efforts to promote diversity, equity and inclusion.</p> <p>c. The above numbers represent only jobs directly related to energy efficiency and energy generation "" there will be many, many more jobs in environmental science-related fields such as:</p> <ul style="list-style-type: none"> <li>- climate change and climate solutions R&amp;D and commercialization;</li> <li>- community resilience planning, a key component in improving social equity by improving storm water management, air and water quality in low-income and underrepresented minority communities;</li> <li>- forestry, including R&amp;D related to addressing infestation issues caused by temperature and humidity increases;</li> <li>- sustainability consulting, CSOs (Corporate Sustainability Officers), ESG (Environmental, Social &amp; Governance Officers), and related positions in governmental agencies to develop sound, scientific based environmental policies;</li> <li>- regenerative agriculture;</li> <li>- food waste minimization;</li> <li>- recycling, upcycling, and R&amp;D into the elimination of single-use plastic products;</li> <li>- regulatory inspections of fossil fuel extraction sites;</li> <li>- remediation/plugging of the over 200,000 "orphan" gas and oil wells (shallower conventional wells), as well as the over 11,000 deep shale wells in Pennsylvania today.</li> </ul> <p>c. Does PASSHE and/or individual universities recognize the importance of environmental science programs as a key element of increasing enrollment and workforce development in PA?</p>	paul scanlon

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/29/2021 8:29	West Plan	Faculty		<p>While there has been an abundant amount of information provided in the University Integration plans being proposed, there remains too much uncertainty due to the expedited time line that has been implemented in this process. There are still so many unanswered questions surrounding non-negotiated processes, accreditation issues surrounding top-notch programs within all campuses, athletic ramifications with NCAA, community impact, student impact, faculty/staff impact, potential loss of jobs and consequential impacts as a result of these losses, and so on.</p> <p>Therefore, I strongly oppose the proposed plan in its current proposal form with this accelerated time line. I am not opposed to further discussion and/or potential openness to ideas that have been brought forward as a result of consultation/collaboration with colleagues across the campuses. However, the time line is too much accelerated with too many unanswered questions to support this plan as it exists.</p> <p>In lieu of approving the final recommendation, I would propose that the Board of Governors put a halt to the proposal with either 2 options. First, halt the process and propose an extended time line so that unanswered questions would be addressed, formulated with full-transparency, and finally answers provided so that appropriate recommendations can be developed. If this is not possible, then the other alternative is to halt and dispan the proposal altogether.</p> <p>By approving the proposal in the form as it exists, I truly believe the state system is doing a disservice to all parties involved, and in addition, making decisions and judgments based on unfounded and unresolved issues. The impact that this could have on the state system, the commonwealth, and the potential disastrous ramifications to the future of education of students is not something to take lightly. The plan is intended to provide accessible and affordable education to students who may not otherwise attend postsecondary education. However, if the plan moves forward without a delay, then the "vision" of this integration proposal will not be achieved, as there can be no guarantees of the success of these goals while unfounded/unresolved decisions are being made. If the state system wants this to be successful, then take the time to do it right!</p>	Dr. Jennifer May
6/29/2021 8:32	West Plan	Alumni/Donor		<p>Given the opportunity to consolidate some sports, while opening up the opportunity for new athletic teams in areas such as Lacrosse, men and women. this sport is gaining in popularity and could be a potential way to attract students. Coordinate a combined job fair for all three universities to bring the most exposure to potential hires. Working with the Private industry and other partners to create a resource for all state university students to access companies and other agencies that may not operate in that specific geographical area. Forge financial partnerships with those large scale employers for internships, and entry level jobs.</p>	
6/29/2021 8:43	West Plan	Other (please specify)	spouse of faculty	<p>My spouse is a faculty member at Clarion University. His job will be cut in anticipation of consolidation. We have been in the Clarion community for five years and we are sad to go and are emotionally distressed in our search for a new life. My spouse has devoted the last five years of his life helping many first-generation college students from marginalized communities to gain a foothold in life. It is not only my spouse's job at stake, there are over 1,500 jobs slated to expire because of consolidation and reorganization plans. So many families will be vulnerable and towns that are dependent on PASSHE universities will economically suffer and become ghost towns. It is simply cruel that many Pennsylvanians who will have to face these stressors are additionally just beginning to recover from post-COVID difficulties.</p> <p>I strongly urge the Board of Governors to vote against consolidation. This plan has been rushed and lacks in transparency, with timelines for the redesign cut short, merger plans retracted and changed, and "public" comments hidden from view of the public. Still unclear in the consolidation plan is whether the schools under threat of merger will 1) be able to retain their individual athletic programs, 2) be protected from future cuts and closures, and 3) require students to take numerous online courses to complete their programs without concern for technological accessibility; a real concern as many of our universities are in rural areas with inadequate infrastructure.</p> <p>By introducing a "solution" that only continues the last decade's history of cuts to higher education, it is only a matter of time that other PASSHE schools outside of the consolidation plan suffer a similar drastic fate. The consolidation is proposed as a "last ditch effort" to save the system, yet there are additional opportunities that exist to better serve the 14 Universities, their communities, future students, and alumni: 1) A fully funded state system of higher education, which will boost enrollment, lower debt, and move PA from the bottom 10% of states in support of higher education; PASSHE was created to provide accessible high quality university education "at the lowest possible cost to the students" of the Commonwealth. Yet the system has suffered ongoing defunding, with cuts totaling more than 30% in just over ten years resulting in PA dropping to 48th in the nation in public support for higher education. This is shameful and our students have paid the price due to this negligence. 2) It is also shameful that the PA Legislature did not allow for the Enactment of the Nelly Bly Scholarship, which would help at least 44,000 students afford college in PASSHE schools. 3) The targeted, better and more transparent utilization of Federal stimulus money would aid our state system of higher education; our state has a \$3 billion surplus and our state university system deserves a share in this surplus""our state's future depends on these college students as they develop into productive citizens of our commonwealth.</p> <p>In conclusion, the consolidation plan will only serve to disadvantage students and communities throughout the Commonwealth; therefore, the plan must be stopped and the Chancellor and PASSHE Board of Governors should work instead to support the state system and restore funding.</p>	
6/29/2021 9:21	West Plan	Other (please specify)	Clarion Area School District School Director	<p>The PA legislature has been setting the PASSHE system up for failure by basically flat funding it for 2 decades. The 21-22 budget is only the 4th time the state will fund the state system above what it funded the system in 2001. To make this worse, the state funding was cut by 50m in 2011 which, unsurprisingly, is when enrollment began to decline as students have repeatedly had to pick up the financial burden our legislature has refused to cover. PA consistently ranks in the bottom 2 or 3 states in the country when it comes to our investment in higher education. Meanwhile we will be forcing students into hybrid learning environments they don't want and won't even save any money or decrease tuition.</p> <p>Locally, Clarion University has an economic impact of over 250m to our region. This merger, which will do little more than weaken Clarion University, will be devastating for our community.</p> <p>The solution to the problem created by Harrisburg elites is simple: End this opaque merger process and properly fund higher education.</p>	Braxton White

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/29/2021 9:30	Northeast Plan	Faculty, Other (please specify)	Community member	<p>First off, there is nothing east about these 3 Universities. We are Northcentral. I am a faculty member at one of the 3 northcentral universities who is looking at possible retrenchment. I have been at the University for over 15 years, starting as an Instructor and moving through the promotion ranks to Full Professor. While being a FT faculty member I completed my PhD so I could dedicate my career to teaching and molding students to become competent and independent adults with real world jobs in a field that they can make a difference in people's lives and be passionate about. I have put my roots down in this community and am growing a family in a college town that I love being a part of. To have to consistently live in fear of getting a retrenchment letter and wondering if the major I teach in will be put into moratorium is a life lived on the edge. Do you think that angst allows me to be a committed mom, wife, and teacher? It's living in a constant state of disarray and unknowns. Nothing about this merger has been a known and the details are still unknowns. The integration plan has been rushed and it feels like the details will be happening in real time rather than well thought out in advance. The Chancellor and administration cannot be acting in a reactionary thought process as this is a massive plan that is effecting a plethora of people and communities. ALL the minute details must be in place before voting. Once again, there are too many unknowns to vote on an idea that is only maybe halfway planned out.</p> <p>I think one of the biggest unknowns and the factor that can change the trajectory of these 3 universities surviving a merger is whether the NCAA will allow each University to continue sponsoring sports or if there is only one athletic team allowed under Northcentral (I refuse to call it Northeast) University. Our coaches are each University's biggest recruiter. The number of students coaches bring into the University has not changed over the years, even with enrollments decreasing at each University. They are our constant. Why hasn't the Chancellor looked at increasing athletic teams - as that seems to bring students to each University. The coaches need a number for their roster and they are not having a problem reaching it. If the BOG votes yes to the merger prior to hearing a decision from the NCAA, they need live each day knowing that they made a decision that put the nail in the coffin of 2 Universities that will no longer be in existence along with all the faculty and staff that they made lose their jobs, and the communities/towns that they shut down. I ask that the BOG and Chancellor put a hold on the merger vote until the NCAA has made a decision. If the NCAA, which still has not received all the information necessary to make a decision, rules in favor of all 3 institutions sponsoring athletics then I believe more work needs to be done to fill in all the holes and details of a plan that will BENEFIT all 3 institutions.</p> <p>Lastly, I will add that our traditional college-aged students want a college experience. This experience requires on-campus living, student activities, and IN PERSON learning. Teaching a large lecture via hybrid in both the fall and spring was not a positive experience for myself or my students. The students that were able to attend in person performed better in my class and were able to establish a personal relationship with me. Interpersonal relationship building is a life value that our students should be learning in college. Trying to build this over a computer screen with 40 other people that you see 2x a week for lecture does not help with building interpersonal skills that are necessary to be successful in a career.</p>	
6/29/2021 9:34	West Plan	Student		<p>I am very upset with the integration plan. I am graduating in May 2022 from Clarion. Due to Covid I understand that we had to have online classes. I personally am not the best online student. I was able to manage though for the time being. However, due to the integration my finance classes are not available to me in person as they are virtually through Edinboro now. Now that campus is opening back up to in-person classes I am very upset that I can only have 2 in-person classes. As I came to school for in-person classes and did not want to be an online student. If I was not going to be a senior I would be transferring. I believe that this integration is going to make the university fall apart and is not going to help in any way. It is going to attract less students to the university.</p>	
6/29/2021 9:37	Northeast Plan	Faculty, Alumni/Donor, Other (please specify)	Professor Emeritus	<p>Public Comment on PA Higher Education Integration Plan</p> <p>I wish I knew the specific concerns, perceptions, and rationale behind the decision to offer a program array within the proposed Integration plans (both the Northeast and Western Plans) devoid of any opportunity for students to earn a B.S. degree in Recreation (Parks &amp; Recreation). Not knowing these details makes it extremely challenging to craft a logical, concise, effective request to reverse this decision.</p> <p>Before trying to offer examples of why Recreation Management should be included in any program array for both Integration Plans, I would ask that the timeline of the Integration Plan, and the process of creating the best possible plan, be extended. These Integrations are an enormous, extensive changes; plans for such changes must be thoughtful, extensive, detailed, and comprehensive. Designing such plans takes considerable time; in this situation effectiveness is as important as efficiency because they impact a diverse array of people and places.</p> <p>Additionally, I wish to express my disappointment that only one batch of public comments is available as the submission timeline draws to a close.</p> <p>Historically, the term "recreation", within an academic setting, has been challenging to quantify and delimit. The same is true to vast majority of people through the country. Many people struggle to understand the tremendous scope of the term, as well as its contribution to society, the economy, and the sustainability of a high quality of life. With some limited effort one can find articles, research papers, social writing, and other outlets that directly connect the following concepts with recreation - non work time, population trends, social good, sustainable communities, and livable communities. Think for a moment about the tourism industry, special events, parks, health and wellness fields - all of these, and more, are related to the recreation field and offer employment opportunities for college graduates who have been trained to design and provide high quality, impactful experiences. For the last few years, the financial health of towns, cities, and regions have been impacted by the amount and quality of recreation opportunities of employees and business have used this as a major factor in their decisions to locate or re-locate.</p> <p>Recently I read an article about Biden's implementation plan for billions of dollars in a bill passed under Trump's administration. Biden's plan is proposed to bolster and expand outdoor recreation, combatting global warming, attack the huge backlog of maintenance in parks, supporting tourism, etc. - all of which could spur future employment opportunities for properly trained college graduates from Recreation Management programs. Other evidence projects a continued growth and demand for in outdoor recreation and wellness experiences, a greater demand for recreation opportunities and products (see the attached weblinks) . For example, this year New York State has the greatest number of reservations in its state park system history . The state is also increasing its "glamping" opportunities, an example of anticipated of new trends.</p>	Jeffrey A Walsh



DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
				<p>Visitors flock to Maryland's state parks ";  <a href="https://www.washingtonpost.com/local/maryland-state-parks-crowded/2021/06/16/11c89c98-cd63-11eb-a7f1-52b8870bef7c_story.html?mc_cid=242c969ecb&amp;mc_eid=f567767162">https://www.washingtonpost.com/local/maryland-state-parks-crowded/2021/06/16/11c89c98-cd63-11eb-a7f1-52b8870bef7c_story.html?mc_cid=242c969ecb&amp;mc_eid=f567767162</a></p> <p>Biden's plan would boost conservation ";  <a href="https://apnews.com/article/business-environment-and-nature-government-and-politics-2c5afd5a5466acf8a015a17ff014bb4b">https://apnews.com/article/business-environment-and-nature-government-and-politics-2c5afd5a5466acf8a015a17ff014bb4b</a></p> <p>DEC, State Parks prep for busy summer ";  <a href="https://www.newyorkupstate.com/outdoors/2021/06/dec-state-parks-prep-for-busy-summer-with-campsite-improvements-glamping-options.html">https://www.newyorkupstate.com/outdoors/2021/06/dec-state-parks-prep-for-busy-summer-with-campsite-improvements-glamping-options.html</a></p> <p>One need only to try to buy a boat, an RV, a bike, or nearly anything outdoor related - there is nothing to be had, and this is not a production problem. The problem is that people bought these things last year and now want, and need ,to use them to validate the wisdom of their purchases. Demand for recreation opportunities, services and experience is rapidly growing and ongoing. Certainly, part of this increased demand can be associated with the pandemic, as people searched for adding meaning to very restricted lifestyles. At the same time, for years, surveys and research have demonstrated that the great majority of people believe that parks and community recreation are important to the quality of life. To some degree the pandemic just edified the importance of recreation,</p> <p>From such a perspective, a university system that hopes to increase enrollment, provide academic programs that address its state's workforce need, and improve the quality of its residents' lives, should critically examine the wisdom and short-sightedness, of eliminating the recreation major within the universities in northeast and northcentral PA .</p> <p>As one looks at the current Mansfield and Bloomsburg academic programs, it appears there may be enough recreation/outdoor - related coursework that one could envision some SORT OF integrated, hybrid, virtual degree. Mansfield has an Outdoor Leadership minor, and both universities have some course and requirements that is marginally related to Environmental Sciences in their respective science curricula. Perhaps a case could be made that the integration of those courses with some core RECREATION courses at Lock haven University could lead to an integrated degree in Recreation Management. This is what the recreation management faculty at LHU has already proposed in some form or another. Another factor to be considered is that of the three, Lock Haven is the only university with a nationally accredited recreation curriculum.</p>	
				<p>To conclude, I asked that you reconsider supporting any planned program array, within both Integration Plans, that fails to include some form of a B.S. degree in Parks and Recreation in its scope. Please take time to examine trends across the nation that demonstrate the exact opposite trend in higher education. To do eliminated recreation degrees from the state system academics is a significant error which will negatively impact not only specific universities but also the greater public</p> <p>Thank you.</p>	
6/29/2021 9:37	West Plan	Faculty		<ol style="list-style-type: none"> <li>As others have stated, the rationale, as well as ideas presented for integration, can be implemented without merging these schools. There has been significant attrition/retirements among faculty, staff, and administration in the past two years. This is likely to continue.</li> <li>Negotiating with bargaining units for solutions would be a better idea. Retrenchment has already hurt several of our campuses and their broader communities. For example, working with APSCUF and implementing course and faculty sharing is far less disruptive than losing 250+ faculty, staff, and administrative positions at the 6 schools over the next 3 years.</li> <li>Cost-saving measures such as centralizing procurement have already been implemented, and similar actions can be taken to reduce costs.</li> <li>The state system needs to take its time to do this right (if at all). For instance, the proposed singular student information system would require at least 2 years of development given the mix of existing software being used right now (e.g. PeopleSoft, Banner) and different CIPS coding schemes for classes/programs at different campuses.</li> <li>Merging schools, and requiring up to 25% of classes being offered online. Will hurt student recruitment and retention as evidenced by the surveys the system has commissioned.</li> <li>More online courses will not solve the debt problems caused by underutilized dorms. Rather, it is likely to exacerbate the problem, due to students not wanting to live on campus and we will still owe money to affiliate housing operations.</li> </ol>	
6/29/2021 9:40	West Plan	Student		<p>This integration plan has been rushed. There are many unknowns and this plan is not fit to even be considered yet.</p> <p>As a student, I worry about the quality of my education as a result of this plan. I can not think of many students that enjoy online classes, which is exactly what this plan seeks to expand. I urge the BOG to vote NO to integration and instead seek ways to expand in-person educational opportunities on each campus.</p>	Zachary Marcic
6/29/2021 9:43	Northeast Plan	Faculty, Alumni/Donor		<p>I am a faculty member working at one of the schools that is planning integration. The planning and constituent input process for faculty and staff on our campus was probably intended to provide opportunities to be heard, but was so rushed that I do not believe it adequately represented a true opportunity to provide the highest quality input for what was to become the NE integration plan draft. Now, with the integration draft plan up for vote, there are what I believe to be far too many practical (like how a student at one school can easily register for and take general education courses at another)details that need worked out to approve the plan as is. My perspective is that we need to slow this process down and give adequate opportunity to build a drafted integration plan that will better serve our students in the immediate future. If we cannot go back to the input phase, then we should pilot this integration plan with a few departments/colleges that seem to have the strongest laid foundation and/or best working relationships.</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/29/2021 9:44	Northeast Plan	Faculty		<p>For context, I have been a professor at Mansfield University since 2008. I was also on the retrenchment list in 2012 (from September to November). I am invested in my campus and participate in shared governance. I have also been deeply involved with integration discussions, serving on numerous subgroup and sub-subgroups.</p> <p>Here are my thoughts/feelings on integration from the perspective of one of the targeted universities for integration:</p> <p>* Mansfield University is a critical institution to the northern tier of PA, and its mission of preparing students for successful lives and careers by "offering dynamic programs in the arts and humanities, natural and social sciences, and professional studies" should not be compromised whatsoever. Mansfield University "" like other PASSHE institutions scattered throughout the Commonwealth "" provides an economic and cultural life line to its surrounding community. Mansfield University has a long, rich history dating back to 1857. It offers economic stimulus, human capital, and enlightenment opportunities to a part of the state that desperately needs it. It is critical that this mission does not change.</p> <p>* Institutions evolve and, if done correctly, integration is an opportunity to help Mansfield University to continue to serve its mission in the northern tier of PA. Since 1857, Mansfield has evolved with the times: Mansfield Classical Seminary - 1857, Mansfield State Normal School "" 1862, Mansfield State Teachers College "" 1927, Mansfield State College "" 1960, and Mansfield University "" 1983. Today, the state of public higher education is facing significant challenges. Factors beyond our control have created a financial crisis for Mansfield University (and other PASSHE universities), and integration "" allowing universities to retain their unique identities/traditions while sharing programs/costs "" is potentially a novel pathway to sustainability. It will be important to listen to the folks in the trenches who tend to know what's best for our students when it comes to decisions about what integration looks like.</p> <p>* While the pandemic has proven that comprehensive online instruction is possible, in most situations, face-to-face instruction is critical to student success, especially for Pell-grant and first-generation students. Remote learning is not the panacea to our financial woes, and it should only be used selectively and strategically. From a financial point of view, remote learning offers substantial savings, but there are hidden costs associated with it (such as lower retention rates). One of the hallmarks of a Mansfield University experience is the personal relationships developed between students and their professors and among students, and this should continue within an integrated system.</p> <p>* Mansfield University may have a unique perspective relative to other PASSHE universities. Since I've been at MU, we have operated in a constant state of impending crisis (I mentioned that I was on the retrenchment list in 2012). Locally, we have been accustomed to the "sky is falling" mentality and have learned to do "more with less" "" and quite well, I might add. Faculty at MU generally understand the financial situation we are in (we are well aware of the PASSHE loans) "" it's not hard to see that decreased state appropriations, depleted reserves, increasing tuition, declining number of HS graduates, and enrollment decline are not sustainable combinations. In 2008, we had well over 150 faculty at MU and approximately 3400 students, today we have less than 100 faculty and roughly 1700 students. While integration is not ideal and "exciting," I think that many of us at MU see it as one of our only viable paths forward "" thus, we want to proactively shape integration and be a significant part of this process.</p> <p>* I have significant concerns about the current time frame for integration (it is supposed to take effect for fall 2022). The BOG will vote in mid-July and the union and management have yet to agree on side letters related to the implementation of integration. From the academic side of the house, massive combined program curricula will have to be written up, submitted, reviewed, and voted upon prior to the end of the fall 2021 semester (to be ready for fall 2022). Considering that faculty are off-contract until just before the fall semester, the time frame seems overly ambitious. Not to mention, there will be significant questions raised about the curricular committee structure and how votes are distributed across the integrated campus. Since Dec. 2020, we have been in integration meetings and have made considerable progress, but some of the "tougher" programmatic decisions are unresolved. In addition, PASSHE legal has not advised us on many issues, such as the question of legal/affiliation agreements and the impact that integration will have on these.</p> <p>* Integration should not let the PA General Assembly off the hook. Public higher education provides a pathway for social mobility and economic success for Commonwealth students, and it needs to be made more of a priority. We have all heard the numbers (48th in the nation) for support of public higher education. Legislators need to recognize that supporting higher education provides greater dividends for the Commonwealth and can help attract more people to PA to "pursue your happiness." Our public institutions enrich our Commonwealth and at one point gave a kid like me the opportunity to be the first in my family to graduate college (I graduated from Millersville University). Today, that path toward an education is saddled with high levels of student debt, thereby negating the supposed benefits of public higher education. We can "" and should do better!</p>	Jonathan Rothermel
6/29/2021 9:49	Northeast Plan	Staff, Alumni/Donor, Other (please specify)	Taxpayer and parent	<p>Vote no on this integration, and get to work getting funding for the system so that a better PASSHE can be built.</p> <p>This plan expects financially viable schools to prop up failing schools. You're just delaying the inevitable and taking the strong schools down with the weak ones. Accept that economies collapse and change all the time, and this is no different. Why should Bloomsburg University take on the mountains of debt that over spending at LHU and MU caused? Why should the system take on that debt? Why should anyone? Where is the accountability?</p> <p>This plan suggests a 25% cost reduction for students. How? Where? What magical fairyland thinking leads us to these numbers? Do you expect staff and management, who are already overworked far below market rates, to oversee multiple schools for the same salaries?</p> <p>There are some fantastic ideas in these public comments. Broker a new higher ed with community colleges and federal funding. Do you know a lot of this generation's youth go to community colleges and trade schools because they can't afford or don't want student debt that a 4 year school basically requires for anyone who isn't born wealthy? Do you understand the thinking there? Has it ever occurred to anyone at PASSHE that that is an untapped and lucrative pathway for the system to take, to funnel students into 4 year programs after the 2 year students become successful working adults?</p> <p>You're talking about workforce education and credentialing in the Northeast, but I can guarantee no one working on that has brought the above up. And why? Because you don't have people with any sense of ingenuity working for you. And if you do, you don't properly invest in them and their ideas. You put the big decisions (and paychecks) in the same ineffectual hands over and over again and wonder why you don't see any progress.</p> <p>Where is the accountability?</p> <p>Why are your high level administrators making scores above management and staff when retention is falling and innovation is failing? What innovation is happening?</p> <p>Faculty with forever protected jobs having textbook publisher agents package up a "course" using their proprietary systems? Or worse, conducting what are basically correspondence courses via email? That's what they consider online instruction, and that is why the students are not satisfied. The students, by the way, aren't online students, but students who selected their schools because they are not majorly online.</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
				<p>In other words, the students you all say are complaining about online education are students who prefer face to face classes. Of course they are complaining! They aren't online students! And with the lack of quality and oversight in the online offerings, and refusal to learn how to appropriately learn the use of technology to teach, of course they're dissatisfied!</p> <p>PASSHE's refusal to advocate for the correct tax appropriations, its lack of accountability, and its inability to stand up to outdated concepts like unions that keep underperforming faculty in forever jobs with bloated salaries and Cadillac benefits is what is wrong here. The political choice to keep a school open because of its origins and intention, because of the fear of public backlash and politics is shameful. Let's keep pumping hundreds of millions of dollars into Cheyney so it can continue on, said no logical thinking person ever.</p> <p>If the BoG wants to make real change, they need to make the state invest in education, and hire innovative people who desire to make education important in this state for its people. Stop keeping underperforming faculty and administrators in jobs, stop paying people to put us all in debt! Call the legislators to action and call them on their desire to privatize education and gatekeep it for the wealthy privileged. Get someone in the Chancellor's shoes that will go to toe with those guys on Capitol Hill and get us funding!</p> <p>Be real agents of change! Don't ask the people who work at the schools to come up with a harebrained "plan" and fill in spreadsheets with magic numbers to suggest your 25% cost reduction is a feasible thing.</p> <p>Bring schools to task on the quality of the courses they are offering, and the quality of their faculty. Why are you paying faculty to read something McGraw-Hill wrote and compiled for them, and why are you ok with that being considering teaching?</p> <p>And while our current students don't want to learn online, there are also tons of students, nontraditional students, who want to be able to take classes online because they have to work during the day when you offer face to face classes. There are people looking for graduate offerings online. For certificates and microcredentials online. And we are ignoring those people, a whole untapped market, because faculty don't want to learn how to teach online. Who keeps allowing that to happen? Why are we applauding mediocrity, paying for it? Where is the accountability?</p> <p>Finally, invest in real online learning opportunities, real microcredentialing programs and community and trade schools which funnel students into the traditional system. Invest in the people who want to make those things happen, who want to make change, and who want to see the populace educated without incurring mountains of debt. Pay people what they are worth, like any real business does! Or fail, miserably. Because that's what is going to happen in the end if you don't make a real and purposeful change.</p>	
6/29/2021 9:55	West Plan	Faculty, Alumni/Donor		<p>Despite its length, the plan is incomplete and lacks critical details with respect to academic organization and collegiate community life.</p> <p>The program array (Appendix I.2) is baffling. For example, although it's true that PA (and other states with aging population structures) will need more health care sector workers, it is a misnomer that expected growth will be in "health care professions" (sic.). The labor force projections indicate that most needs in the health care sector are at the lowest levels of training. PASSHE's West Plan report indicates "the occupations with the highest demand for the West Region"; [includes] Personal Care Aides/Nursing Assistants" (p 79), which are also known as Certified Nursing Assistants (CNAs). In PA, CNA programs are short duration (just a few weeks total, from about 95 to 145 hours""not credit hours""of training) and rarely require a high school diploma. Including CNAs in the projections for post-secondary educational planning is ludicrous. There are no CNA training programs offered by PASSHE in the counties within the West Plan's three campuses, and as is clear from the Commonwealth's inventory of approved CNA training programs (see <a href="https://www.education.pa.gov/Documents/K-12/Career%20and%20Technical%20Education/Nurse%20Aide%20Training%20Program/Approved%20Nurse%20Aide%20Training%20Programs%20in%20Pennsylvania%20by%20County.pdf">https://www.education.pa.gov/Documents/K-12/Career%20and%20Technical%20Education/Nurse%20Aide%20Training%20Program/Approved%20Nurse%20Aide%20Training%20Programs%20in%20Pennsylvania%20by%20County.pdf</a>), such programs are offered through high schools, technical schools, and proprietary facilities. Thus, the labor force analysis informing the proposed program array seems uninformed and flawed.</p> <p>Consolidation should not be pursued unless or until a more credible and detailed plan can be proposed. Some of the constraints imposed on potential PASSHE students can be addressed through less drastic means than consolidation. For example, course sharing within PASSHE could be pursued as a replacement for credit transfers, which would make attending a PASSHE school more attractive and flexible (less bureaucratically rigid) to prospective students and their families.</p>	Diane Shinberg
6/29/2021 10:02	Northeast Plan	Faculty		<p>While I understand the need to resolve system finances, I do not believe the plans, as currently laid out, will actually deliver this. There a number of costs, particularly around existing debt and maintenance costs that are not factored in to the plan anywhere.</p> <p>I served on the development of the NW plan at multiple committee levels, and while I do see the possibility of some bright spots from it, overall the process was rushed and too many vital questions went unanswered.</p> <p>I believe additional time for revisions, discussion, and planning, as well as definitive answers to the financial questions highlight by the BU Council of Trustees, are vital before the plan moves forward.</p> <p>We do our current students, as well as the future students, and the Commonwealth as a whole a huge disservice rushing an incomplete plan into service.</p> <p>The admissions cycle for Fall 2022 opens on July 1 2021, but as of now, I am unable to tell current and prospective students in my program what classes will be offered, or the details of their degree program...we simply need more time than we have to position ourselves for maximum success.</p> <p>Please delay the integration process at this time.</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/29/2021 10:16	West Plan	Staff		<p>As an employee at Clarion University and member of SCUPA, I wish Chancellor Daniel Greenstein and the Board of Governors would consider these comments and delay this decision until their is sufficient information. I recognize change is needed, but there remains too many holes in the plan that must first be addressed.</p> <p>Integration plans have placed a huge strain on our team, and me personally. I am already "doing the work of five people" per my supervisor, and since March 15, 2021, I've be assigned new work with integration - working overtime weekly to try and accommodate the responsibilities for these integration implementation efforts. It's too much, too fast, for such an understaffed team. We are swirling in the new work because there are many unknowns and we're having to re-do work because things are coming to light too late. It is so unprofessional and has created a toxic work environment.</p> <p>My community is confused. Alumni who live here are confused. They look to us for answers we can't provide. There aren't enough smaller pictures and fuller pieces of information to provide. We as employees are just as confused - the plan is not a plan - only a framework. It is NOT enough to move forward now.</p> <p>I have two degrees from Clarion University as well as a certificate. I live and breathe PASSHE. I want every student in PA to know about the opportunities and experiences awaiting them at PASSHE schools. It is important to me to express to you that if you can delay finalizing this plan so that more work can be done to widen the framework and fill in the gaps - we will be stronger instead of falling apart and turning away amazing employees and students because of this disorganization and uncertainty. We are dedicated and love PASSHE, but there are boundaries. This plan is not acceptable in it's current state.</p> <p>The newly released State System consolidation plan fails to address many questions and concerns raised by stakeholders throughout the 10-month process. Local communities and students deserve a full picture of what a consolidated university looks like and this plan raises more questions than it answers. Sixty days is not nearly enough public comment time without answers to questions.</p> <p>We need more information on the forced hybrid model for many programs that will require students to take online courses - the plan doesn't address how many credits in a program will have to be completed online.</p> <p>I'd like to see a local economic impact student so we, the employees in the counties where our university is the largest employer, can understand the impact of this decision.</p>	
				<p>How will this impact our brand campuses? What administrative control does the main campus hold over its satellite campuses? I've not been provided any information that addresses Clarion's Venango and Somerset campuses, and how this integration will impact those employees, students, campuses, and communities.</p> <p>Throughout PASSHE, managers are receiving large pay increases while workers' jobs are being cut. One of my coworkers was promoted to management without any notice and given a massive raise and I was told it relates to integration, but no job description, no information provided on the change in position or how the SCUPA work will be distributed to an already bare-bones staff. How does the consolidation plan address inequity?</p> <p>Instead of increasing enrollment to all the schools, the consolidation plan may just shift enrollments between the integrated campuses. How can we know without more student input? There are many gaps in enrollment planning within the integration plan, and a lack of a student impact survey. Students will be most affected - and they haven't been given an opportunity to contribute meaningfully.</p> <p>In closing, how can the Board of Governors vote without a clear picture of how integration will be implemented? How do we know our questions and statements will be addressed and considered before the vote? I urge Chancellor Daniel Greenstein and the Board of Governors to delay their final decision until there is sufficient information in the plan to address the many concerns and unanswered questions.</p>	
6/29/2021 10:29	West Plan	Student		<p>I think integrating is GREAT! As a new graduate student in the doctoral in criminal justice program, I believe one will have more access to resources and faculty.</p> <p>My only question is would the name change? Meaning, CALU is offering the DCJ program, and upon competing the program requirements, the degree will reflect CALU.</p> <p>When integration happens, will a new university name be on the DCJ degree?</p> <p>thanks Eli</p>	Eli Herrera

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/29/2021 11:01	West Plan	Faculty		<p>As a faculty member at Clarion University the integration process has not instilled me with confidence. Like many of my colleagues I have spent the past year working long hours to deliver some semblance of a quality education to our students as were forced to interact remotely. Consequently, I have had little time to engage with the integration process, but what I have been able to absorb is disheartening.</p> <p>My biggest criticism with the current environment is that it feels depressingly familiar -- not the radical change in direction that the chancellor has been promising. Since arriving at Clarion ten years ago I have witnessed the same patterns over and over again. For that entire time period (which includes the moment of peak enrollment at Clarion University), we have operated in a state of perpetual crisis where administrator after administrator push through dubious reorganizations with shockingly little long term planning. These reorganizations are disruptive, usually end up costing more than they save, and often have noticeable, negative impacts on enrollment. Most galling, the people who enact these disastrous plans often end up benefiting because in the absurd world of higher education administration no one stays at a post (or even an institution) for more than three years, and everyone is constantly auditioning for the next job. It seems that the best way for administrators to climb the professional ladder is to point to some "revolutionary" changes they instituted in their current position, and to actually land that next job before the damage reports actually start to come in.</p> <p>I would urge the powers that be to break this cycle. We are not going to fix the problems in the state system over night. And let us be honest, really fixing these problems will require Pennsylvania to emerge from the basement in terms of state funding for higher education. If the chancellor seeks to take PASSHE in a radical direction, I would suggest that he try competent long range planning. In my opinion any successful integration plan should lay out a 10-20 year process -- not the fanciful blueprints for a magic lever that will get thrown at some climactic moment in the next two years. We can and should begin the integration process now by sharing resources between institutions when it makes sense. That sharing should include instructional resources. We can continue to reduce faculty numbers through attrition across all three campuses without significantly cutting program offerings. The way forward here is to have one instructor provide instruction across multiple campuses using technology. At least at first, this would take predominantly take place in upper level courses with low enrollments. This will allow us to retain students that we might otherwise lose if low-enrolled programs are on the cutting block.</p> <p>As it is currently playing out, the integration process feels like it is hurtling toward a disastrous conclusion. A proper integration plan should realistically take a number of years to formulate and implement (though as I have said previously there are things that can be shared now in order to bolster all three institutions). Furthermore, no single bit of fundamental restructuring should be undertaken until some objective analysis is completed and projects that the proposed changes will actually improve the financial situation. Also, the impact of restructuring on enrollment must be taken into account when it comes to assessing the financial benefits of proposed structural changes. I fear that the current PASSHE administration has seriously underestimated the damage to enrollment which has already been done by the media coverage surrounding the integration process. Freshmen do not wish to begin their college journey at an institution that may not exist in four years. Anyone who needs a lesson in the importance of these considerations can revisit Clarion University's disastrous announcement that it was "dissolving" the college of education of few short years ago. This was really just code for yet another ill-conceived reorganization plan. However, it was widely reported in the local media, and I was soon fielding questions from people on the street as to why we had eliminated our teacher training programs (when we had not done so). Clarion University, which had long been renowned for its teacher training programs, saw enrollment in those programs shrink dramatically over night.</p>	Duane Farnsworth
6/29/2021 11:18	West Plan	Student		<p>The only issue I am concerned about is students who would like to have face-to-face classes and are paying for the experience, end up having online classes with professors from another university. I already have friends who have 3/5 of their classes online with professors from other universities. I feel like that isn't fair for them if they're paying for an in person education and defeats the purpose of this integration.</p>	
6/29/2021 11:42	West Plan	Faculty,Other (please specify)	community member	<p>ACTION REQUESTED: PAUSE the consolidation plans.</p> <p>Why?</p> <p>The idea that "New U" 1 and 2 will have an actual curriculum available for prospective students and current students and their families by Fall 2021 ... literally impossible.</p> <p>Pick up any university course catalog. Peruse the academic policies. Peruse the course lists. Peruse the degrees available and the requirements for each. And then imagine how you might create such a thing in 6 months or less, not only for marketing purposes but also for the systems that contain academic records.</p> <p>If you do this, you might have some idea of just what is involved in making a New U happen.</p> <p>Faculty are working on curriculum without benefit of any actual structures for proposing and deciding on curriculum -- no committees, no policies, no nothing. We are asked to put forth ideas without any clear way to bring them to fruition. There is quite literally not enough time to make this happen, much less make it happen within the next 6 months so that it could be clearly and coherently communicated.</p> <p>We need to do this process right. Building the plane while it is in the air: Not a good idea, at all.</p> <p>Slow things down, and let's advance with clear structures and procedures in place. To do otherwise is to plan to fail, and our students cannot afford that.</p>	Ellen Foster
6/29/2021 11:43	West Plan	Student		<p>What if a student owed money or transferred from a school that is now going to be integrated? A lot of people transfer for fresh starts, that feels like GPAs and financial aid will be hurt by a students past.</p>	
6/29/2021 11:59	West Plan	Faculty,Other (please specify)	community member	<p>ACTION REQUESTED: Establish an online campus with joint appointments of faculty from across PASSHE rather than consolidate universities.</p> <p>Rationale: If online programs and students are the path to generating revenue (a supposition that is perhaps not based on solid ground), then let us build one, housed at one university or PASSHE itself, but not via consolidation.</p> <p>Clarion U has experience and success in building online programs. Let Clarion lead the way on this, and let the other universities contribute faculty and courses.</p> <p>Thank you.</p>	Ellen Foster

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6/29/2021 12:01	West Plan	Faculty,Other (please specify)	community member	<p>ACTION REQUESTED: Contact the many state legislators and others involved in state government who ALSO serve on our Councils of Trustees. Enlist them in advocating for INCREASED funding for PASSHE.</p> <p>That Pennsylvania is in the bottom of the pack re: public funding for higher education: A travesty.</p> <p>Advocate for funding that would move us into the middle of the pack.</p> <p>Call upon individuals who have legislative power AND the ethical obligations and responsibilities of university trustees to STEP UP.</p> <p>Thank you.</p>	Ellen Foster
6/29/2021 12:18	West Plan	Faculty,Other (please specify)	community member	<p>ACTION REQUESTED: Implement cost-saving measures that will WORK ... such as back-office operations, sharing of faculty and courses, etc. at the 6 campuses.</p> <p>ACTION REQUESTED: STOP spending \$\$ on consultants and so on. Work with the considerable expertise available on our campuses.</p> <p>Rationale: Consolidation talk is already hurting our enrollment, and the emphasis on more online courses has not helped.</p> <p>Focus on our CORE business, brick and mortar education, and WITHOUT CONSOLIDATING, build the online campus.</p> <p>Many of the actual cost savers do NOT require consolidation. PAUSE the plan and focus on putting cost-saving measures into place while shoring up confidence in our brick and mortar campuses.</p> <p>Thank you.</p>	Ellen Foster
6/29/2021 12:43	Northeast Plan	Faculty		<p>I write to voice my strong opposition to the proposed consolidation plan. The following spells out my reasons for opposing:</p> <p>First, the consolidation is an egregious disservice to the public good that has been the history of our state system of higher education. Our state schools should be the affordable, wide avenue to a bright economic and professional future for the low- and middle-income students and families our system serves. Especially since the Corbett administration, state funding of our system has precipitously decreased and tuition costs have increased to the point where that "wide avenue" has considerably narrowed, and that bright future is less and less affordable and thus less and less assured. The proposed plan does nothing to change this current reality. The proposed plan does not indicate a cost savings either short-term or long term for PA students or the state. If the argument has been that the system can't continue to survive current economic conditions, then why institute a plan that doesn't improve the system's economic prospects or assure a return to a more affordable public higher education, one that lifts the financial burden off the backs of Pennsylvania families, many of whom are financially struggling? I have yet to hear an answer to this question, from anyone. I have only heard that "something has to be done" or that "no one else has offered an alternative." The first may be true; something has to be done, but this plan is not the one that is going to solve the problem or serve hard-working Pennsylvanians. The second assertion, that no alternative has been presented, is simply untrue. What appears true is that no one has been willing to listen to or entertain the alternatives that have been proposed, including the use of the influx of funds from the American Rescue Plan Act.</p> <p>While the consolidation promises an increase in options of majors at the affected schools, that increase is not really what draws students to choose a university, nor does it assure high retention rates. Sure, when students shop around for a college, they look at what majors are offered. Absolutely. But as any faculty advisor will tell you, a large percentage of first-time freshmen and first-generation college students either don't know what they want to major in as freshmen, or they change their major in the course of their studies, some more than once. What tends to draw so many students to choose a university is the location and the feel of a school--the experiences, support, and relationships they sense they will be able to enjoy based on the conversations they have with the staff and faculty on their campus visit. They want a rich array of program offerings they can explore before they make a choice of major, and when they do choose their major, they want to pursue that major at the school they chose to attend. They don't want to have to transfer schools, or pursue their major via distance education, which is what, according to the plan, they likely will have to do. If this pandemic was a test case for the effectiveness of hybrid and remote learning, which it was, then the message our students have loudly communicated is that they don't want an online university experience. College students' development as young adults, young professionals, and critical thinkers is based on the relationships, conversations, and experiences they have in the classroom, in the residence halls, on the sports fields where they practice and play, in the towns and in the businesses where they live and work. Such relationships and conversations aren't what they'll get in a hybrid or remote learning experience.</p> <p>As a faculty member who works in a department that will be gutted by half, I can promise you that the kinds of relationships with faculty that students want and deserve to be able to build will be unlikely going forward. The plan's goal of returning to the class sizes we saw in 2010-11 is arbitrary. That year was an anomaly, and doesn't reflect the state system's traditional numbers. As a faculty member who taught in 2010-11, I can tell you it was a rotten deal for students. The kind of individual attention that our students tend to need was extremely difficult to provide that year. I was so busy grading that I couldn't give students anywhere near the individual attention I was used to being able to give. Students were floundering, classrooms were packed, the support services that students needed were stretched impossibly thin, and students suffered. So what is the point of returning to those numbers? I have yet to hear the justification for setting 2010-11 as the bar. More students crammed in the classroom and fewer faculty to teach them makes no sense to me at all.</p> <p>My department is not the only one that has been affected. The computer science program at our university, for example, was placed in moratorium. The justification given was that the program "didn't attract enough students." The program actually had 100 majors, and students who graduated from the program walked into \$70-85,000 a year jobs, entry-level. I see decisions like this and I have to wonder who is steering the ship. The "leaders" are driving good programs into the ground. Where is the accountability for such a decision? What's the end goal other than to harm students' opportunities, the very opportunities that the "plan" is supposed to enhance?</p> <p>Finally, this proposed plan would gut the small towns where universities like mine are located. The students who come here work and live in the community. Faculty own homes, volunteer their time and talent, patronize businesses in this community, enroll their children in the school district. I am already seeing rental properties and houses up for sale, and I have to wonder if the owners aren't already anticipating the difficulty they are going to have selling these properties once the consolidation happens and the university shrinks and shrinks to ultimate closure. My husband and I are looking to sell our house because we fear we won't be able to do so in the next three years. I have already had conversations with students who are looking at other schools because they aren't getting the assurances they need to know our university and their major will remain viable before their anticipated graduation date. So what purpose is this consolidation serving? I keep asking.</p> <p>One last note: a student at our university said that she was on a phone call for an hour a few weeks ago with one of the board of governors members to voice her and fellow students' concerns about the proposed plan. At one point, the student told me, the board member they were talking with told her and the fellow students, "I think you know the plan better than I do." If that's the case, then I'm really worried that people who may not really understand what they are voting on or what the consequences of it will be will approve this disastrous, full-of-holes plan. And they won't be the people who will suffer the consequences.</p>	

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				Please. Vote against this plan. It's not good for current and future low- and middle-income Pennsylvania students or their families. It's not good for the economies of the towns where our state schools are located. It's not good for the high quality, affordable higher education our state system has historically provided. It is not good for the public good which our state system has always assured.	
6/29/2021 12:59	Northeast Plan	Faculty		<p>Hi my name is Jennifer Deitloff, I'm a faculty member at Lock Haven and I live in the city of Lock Haven as well.</p> <p>My comment is to encourage the board to vote no on this plan. In particular, the plan is lacking in specificity to achieving the proposed outcomes, and (as is) does not serve the commonwealth, it will not help students and will decimate small communities in Pennsylvania.</p> <p>Several years ago, the system proposed the idea of "systemness" that would allow greater efficiency and improve student support, such as allowing transfers of classes between PASSHE easier for students. These ideas have the potential to meet the outcomes proposed in the consolidation plan for all 14 universities, not just 6 of them. While I believe that a plan to increase efficiency across the whole system could be positive, this merger plan will not be doing any of those things. There is very little evidence that this plan will reduce costs or create opportunities for students.</p> <p>I have two main objections with the plan. First, it is illogical and not a well thoughtout "plan." The plan proposes that it will save the state system money, but how that savings will occur is not clear throughout the plan, AND the chancellor's office has requested \$100 million dollars over the next four years for consolidation.</p> <p>One specific example from the plan, it states a 20% cut in administration costs but no cuts in administrative positions; how is that compatible in the implementation of the plan? Recently, at Lock Haven, several interim administration positions have been introduced that didn't previously exist. The plan proposes that it will decrease the cost of education for students, but when asked how that will occur, the answers given are things that students can already do. So, consolidation does not help students and their families with the burden of college tuition.</p> <p>The plan proposes that it will increase student opportunities. But how will that happen when programs are being cut?</p> <p>If these "increased" opportunities include classes that students do not want, such as increase online or hybrid courses, how will that serve our students? From student surveys and conversations, we have evidence, after online learning because of COVID, that students are, in general, not interested in obtaining a degree if their courses will be delivered online. They just won't come here, they'll choose different universities.</p> <p>How students have more opportunities when faculty are laid off at such a level (For example, insidehighered states that there will be a 16% reduction in faculty positions). I realize that the Chancellor's office has repeatedly stated that these retrenchments are not related to consolidation, but why are they happening at the same time? How does it make sense to cut faculty BEFORE "New University" exists, without knowing the programs and courses that will be needed at this new institution? If this happened in a logical way, it this would take place AFTER consolidation so that we understand the needs of our students. Why is there talk of "right sizing" before consolidation; without consolidation, these retrenchments wouldn't be happening. Faculty provide important courses for students to succeed after college, mentorship that tailors their education to the future they hope for. In my field we provide students with research opportunities that help them get jobs, and be accepted to graduate or professional schools. Faculty can only do this for so many students at a time, cutting faculty will cut these opportunities.</p> <p>In truth, the consolidation will decrease student opportunities "" in courses offered, in faculty to find as mentors, in courses that can be offered (without broad faculty expertise, a reduction in course offerings will occur), research opportunities for students, etc.</p> <p>In addition, we do not have answers about athletics or accreditation. Student athletes may lose their teams and scholarships that allow them to attend in the first place.</p> <p>My second objection is that there is a high probability that if the consolidation (and retrenchments) occurred as it's being discussed, it will destroy communities in PA that are in most need of the economic benefits of having a university provide. Loosing 40-50 well paying jobs in Lock Haven, will significantly impact the revenue of restaurants, small businesses that are locally owned, nonprofit organizations, daycares etc.</p> <p>The state system is supposed to support and serve the people of PA, this consolidation plan is not in congruence with that mission.</p>	Jennifer Deitloff
6/29/2021 13:13	Northeast Plan	Alumni/ Donor, Other (please specify)	Community Member	<p>I am writing this letter to encourage you to say no to the merger/integration of PASSHE universities, specifically the merger of Lock Haven, Mansfield, and Bloomsburg Universities. I am a community member living in Lock Haven University. I graduated from LHU many years ago, moving here from Iowa. Since that time, I have lived in Pennsylvania most of my adult life.</p> <p>I strongly believe that the proposed changes to LHU will negatively impact the university and the local community, such as the retrenchment of 43 of the faculty members (which equals about 1/3 of the current faculty). How will this benefit our community or students?</p> <p>The promises made by the Chancellor (greater student opportunities, reduced tuition) do not make logical sense if faculty, programs, and athletic programs are cut. What university doesn't have an English major, or Foreign Language classes? How will this result in greater opportunities for students, for citizens? These decisions are an attempt to gut the PASSHE system, not save it.</p> <p>After reading and hearing concerns of students, community members, state legislatures and representatives, it is clear that there is strong and justified concern with this plan.</p> <p>Instead of proposing a plan that will tear apart PASSHE, we need a fully funded state system, and a Chancellor that will fight for a fully funded system. This is the answer that will boost enrollment, lower debt and move PA out of the 48th ranking in state funding for higher education.</p>	Dixie Hansen

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/29/2021 13:31	Northeast Plan	Other (please specify)	Community Member	<p>The PASSHE website claims that its mission is to: "to increase educational attainment in the Commonwealth; to prepare students at the undergraduate and graduate levels for professional and personal success in their lives; and to contribute to the economic, social, and cultural development of Pennsylvania's communities, the Commonwealth, and the nation."</p> <p>In stark contrast to this mission, the system has suffered ongoing defunding, with cuts totaling more than 30% in just over ten years resulting in PA dropping to 48th in the nation in public support for higher education. Students have paid the price due to this negligence. I have lived in Pennsylvania most of my life and taught at Penn State for 30 years before retiring. I now live in Lock Haven. I have family ties to Lock Haven University and Bloomsburg University.</p> <p>I know students first-hand through my experience. While some students can learn through online courses, and some even prefer the flexibility, many students do not and would not choose to if given the choice. This consolidation plan will require online learning for many (maybe even most or all) students attending these colleges, and this forced online delivery method will further decrease enrollment. Why would students pay for online learning when they can choose a fully face-to-face curriculum somewhere else.</p> <p>In addition, online learning requires infrastructure at the university level to create the courses, as well as access to computers and internet to all the students. There is nothing in the plan provided by the Chancellors office that includes how this will be done. How will such a forced delivery mode be equitable to so many communities in Pennsylvania that are underserved already?</p> <p>This plan does not decrease costs to students. This plan does not increase opportunities. What is the plan actually going to provide to the state of Pennsylvania?</p>	Jim Runner
6/29/2021 13:45	Northeast Plan	Faculty		<p>Please consider slowing down the integration process. If we rush this, it could have a devastating impact on our students, programs, universities, and communities. My recommendation is to begin integrating a few programs next year - Languages, etc. - that will truly offer students more opportunities. By pilot testing a few programs, we can get a better picture of what integration would look like and the impact of integration on the universities, students success, and regions. This would also provide the curriculum committee with more time to work out the details (and problems). A phased approach to integration (perhaps over 5 years if things go well) would be a better and less risky approach. We cannot gamble on our students.</p>	
6/29/2021 13:48	Northeast Plan	Faculty		<p>The integration plan is a bad mistake. What is most appealing about Bloomsburg University to students? It is a quality university near where I live in which I can have a rewarding on-campus experience. This means 100% in-person classes on the BU campus with faculty that I get to know and that get to know me over my college career. Watering this down harms the value of BU and will lower enrollment. If there are problems with LHU and MU, BU should not be dragged into a worse situation. This is a mistake.</p>	Kevin Ferland
6/29/2021 14:01	Northeast Plan	Faculty		<p>I believe the integration plan to be a poor decision. It will overly stress the morale and financial well being of one or more thriving universities to try to recover failing universities, that have been mismanaged. The current plan will not save money, or increase enrollment. In fact it is adding to the feeling of instability that is driving students away from the state system.</p> <p>The system would be better served by removing failing assets and increasing funding to successful programs to create strong universities that are stable and consistent. This will encourage students to trust the state system to deliver a strong program of excellence.</p>	Walter Zilz
6/29/2021 14:03	Northeast Plan	Faculty		<p>One of my primary concerns is accreditation. It seems as if the assumption is being made that if program A at university A is accredited then that accreditation will be maintained at campus A and even at campuses B and C in the merged university. This is simply NOT the case. Accreditation relies on the qualifications of the faculty, the curriculum and its alignment with disciplinary competencies and facilities. When program faculty apply for accreditation they must prove that all three meet the accrediting body's standards. It is a false assumption that students at B and C will have expanded access and graduate from accredited programs. This would only occur if the facilities and faculty at B and C applied for accreditation independently and proved that they met the competencies. In the sciences where laboratory facilities and in-person experience are required by accrediting agencies, virtual or DE courses will not be permitted. The American Chemical Society and The American Society for Biochemistry and Molecular Biology, for example prohibit distance learning for experiential courses and major courses. Any use of DE for delivery of curriculum must be fully justified including ensuring academic integrity. Additionally, independently accredited campus A in a merged ABC University would be in danger of losing accreditation already earned if the merged curriculum does not meet the competencies required by the accrediting agency. At a minimum, campus A will have to file with the agency for re-examination to maintain accreditation. There is no guarantee it would be granted. All of these problems could be solved by ascertaining the responses of the accrediting bodies PRIOR to consolidation. But this takes time and it appears as if there is a mad rush to push through consolidation and simply get it done rather than work to make sure it is needed and beneficial. It is critical for Commonwealth students that we ensure cost savings and expanded opportunities actually exist rather than are merely hypothesized. One gets the impression that the intent is to make changes in order to make changes rather than to actually afford improvements. This train needs to slow down before it derails public higher ed in the Commonwealth.</p>	Teresa Jones-Wilson
6/29/2021 14:08	Northeast Plan	Faculty		<p>Even with an open mind about changes that may be needed in PASSHE, it's hard to see how this particular plan addresses any of those needs. Studies have already demonstrated that it will yield few (if any) savings, it won't lower the cost of attending a PASSHE university, and answers to important questions, such as the continuity of athletic programs on each campus, have yet to be obtained. In the meantime, news of this plan has already spread in the community, making many prospective and current students wonder whether attending one of the consolidated universities is even a good idea to begin with, thus creating an additional image problem, which seems like the last thing that these universities need: weren't declining enrollments an issue? It feels like a cruel joke that faculty, staff, and students (and their families) at PASSHE universities should continue to be expected to accept the narrative that there are not enough resources in the state to support public higher education, while much wealthier institutions like the University of Pittsburgh and Penn State, which operate largely like private universities with gigantic endowments (\$4.17 billion for Pitt, \$3.4 billion for Penn State), still receive hundreds of millions of dollars in tax money every year. Even the additional \$50 million in ARP funding that the system will get this year are already earmarked largely to support this redesign plan. If our PASSHE Board of Governors had spent half the time that they have put into selling this plan to advocate for better funding over the past few years, we might not find ourselves in this situation.</p>	Israel Sanz (WCU faculty)



DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/29/2021 14:16	Northeast Plan	Faculty, Alumni/Donor		<p>What's the rush?</p> <p>This plan seems hurried and incomplete.</p> <p>Some academic departments are accredited and others are not. Achieving accreditation is a lot of work and so is a highly valued honor. So much so that accreditation work is recognized as professional development by the current faculty contract. If a department that is accredited is consolidated with a department that is not accredited, will the accredited department lose its accreditation? Will the new consolidated department have to reapply for accreditation? These questions have not been answered. What's the rush?</p> <p>Will the NCAA recognize the separate teams at the consolidated schools or will all the athletes have to attend the same school so they can compete on the same consolidated team? The NCAA hasn't ruled on this question. What's the rush?</p> <p>At first the consolidation was about saving money. It won't. Now it's about increased opportunities for students. What specific opportunity will a student at one of the schools to be consolidated have after consolidation that they don't have now? I don't know of any, but under consolidation, students in some majors are likely to lose the opportunity to take their upper level classes face-to-face. We already have students registered at one school taking classes at a sister school. What's the rush?</p> <p>Obviously, the decision to consolidate will have to be made before all the details are worked out, but these are not details. These go to the heart of what we do. We're not ready for consolidation. The benefits and risks aren't known. What's the rush?</p>	Olivia Carducci
6/29/2021 14:17	West Plan	Faculty, Alumni/Donor		<p>What's the rush?</p> <p>This plan seems hurried and incomplete.</p> <p>Some academic departments are accredited and others are not. Achieving accreditation is a lot of work and so is a highly valued honor. So much so that accreditation work is recognized as professional development by the current faculty contract. If a department that is accredited is consolidated with a department that is not accredited, will the accredited department lose its accreditation? Will the new consolidated department have to reapply for accreditation? These questions have not been answered. What's the rush?</p> <p>Will the NCAA recognize the separate teams at the consolidated schools or will all the athletes have to attend the same school so they can compete on the same consolidated team? The NCAA hasn't ruled on this question. What's the rush?</p> <p>At first the consolidation was about saving money. It won't. Now it's about increased opportunities for students. What specific opportunity will a student at one of the schools to be consolidated have after consolidation that they don't have now? I don't know of any, but under consolidation, students in some majors are likely to lose the opportunity to take their upper level classes face-to-face. We already have students registered at one school taking classes at a sister school. What's the rush?</p> <p>Obviously, the decision to consolidate will have to be made before all the details are worked out, but these are not details. These go to the heart of what we do. We're not ready for consolidation. The benefits and risks aren't known. What's the rush?</p>	Olivia Carducci
6/29/2021 14:32	Northeast Plan	Faculty, Alumni/Donor, Other (please specify)	Parent and spouse of current and former students.	<p>I came to Bloomsburg in 1985 and taught there until I retired in 2012, and am now faculty emeritus. My wife transferred in and got her BA and M.Ed. at BU, my son got his M.Ed. after a BA at Earlham, and my daughter currently attends. I was a chair of my department and set up a number of programs still extant. I keep in touch with my many colleagues regularly, and have always been impressed by their commitment to high quality teaching, research and outreach to the community. From that standpoint, I have to say that the proposed consolidation strikes me as a bureaucratic overlay that adds little value and may end up increasing costs, confusing students, and detracting from the quality programs BU continues to offer. I think the challenge of continuing to offer our programs during the covid situation should not be viewed as an excuse to rush through these changes at this time. I question whether the proponents of this consolidation have really thought through the negative consequences that implementing this proposal would entail. I suggest you go back to the drawing board, engage the faculty in the tradition of shared governance, conduct conversations with students, the local community and other stakeholders, and come up with a better set of proposals to meet the needs of each individual campus. Consolidation does not really do any of this.</p>	Bruce Lindsley Rockwood
6/29/2021 14:37	West Plan	Faculty		<p>Please do yourselves the favor of valuing and using the wisdom and reasoning of faculty in terms of the structuring and details of departments, colleges, and programs. We are providing you input beforehand, to help you make decisions. Please value it.</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/29/2021 15:01	Northeast Plan	Faculty		<p>As an LHU faculty member and a reluctant participant in the consolidation planning, I urge the BOG to vote no on the NE consolidation as proposed. The reasoning is mostly legion outside of rarified PASSHE administrative circles: 1) insufficient scale of cost-savings and unclear rationale; 2) lack of study of financial impact on host communities; 3) woeful incompleteness of the plan; 4) failure to explore innovative possibilities; 5) overwhelming stakeholder opposition, including especially students; 6) insufficient technological infrastructure to support in-state students.</p> <p>I urge a no vote on two additional grounds not as commonly raised:</p> <ol style="list-style-type: none"> <li>1. Failure to initiate planning with a discussion of what each campus requires to remain attractive to potential students. Campuses are not menu choices of discrete operations and programs; they are a collection of synergies of interests. Neither the planning for the integration nor the preceding sustainability cuts indicate an understanding or address this crucial element of campus recruitment. As an offshoot, no marketing strategy is indicated in the plan to ensure that LHU, Mansfield, and Bloomsburg have a niche to draw students within the consolidation and among competing universities outside it.</li> <li>2. Data projecting commonwealth needs are woefully inadequate based on two consultant reports, one from the mid-2010s and another from 2020, that received ~20% return rates from identified employment sectors with a skewed sampling to larger employers who have the personnel to respond to the surveys. These reports ignore entrepreneurial activity--small businesses, after all, predominate in this region--and do not consider strategic plans from the region and local areas, which target development of tourism involving the PA Wilds.</li> </ol> <p>If we are sincerely looking for feedback to improve the process and discover a more integrated and efficient system, I suggest the following actions:</p> <ol style="list-style-type: none"> <li>1. Vote no on the current proposal</li> <li>2. Use lessons learned from this poorly-conceived approach and opt for a five-year planning and implementation process by invoking Act 50 to implore the General Assembly for funding the system at a level that can keep schools operational while a more sustainable plan is developed. This rushed 2-year approach does not allow for adequate constituent/stakeholder review or data-gathering. If we want long-term stability, institutional flexibility, and commonwealth-serving outcomes, then we can't rely on a set of dreadfully skewed and thus mostly blind assumptions.</li> <li>3. Initiate conversations on each campus to determine baseline needs for sustainability not just under current conditions but for sustained recruitment as well</li> <li>4. Lobby public and private entities for improved digital access and infrastructure</li> <li>5. Commission a more comprehensive study of employer and community needs that includes direct consultation of strategic plans, chambers of commerce, and social service agencies.</li> <li>6. Consult the students!</li> <li>7. Propose a funding formula at levels competitive nationally to lend stability for long-term planning</li> <li>8. Develop the 5-year plan around a shared, innovative vision--surely, the unique regional needs and developmental prospects can generate a more tailored and effective strategy than chasing fleeting job markets and duplicating the failed strategies of other states.</li> </ol> <p>The PASSHE system was developed around the idea of neighborhood schools. It was innovative among state systems for targeting a state-wide deficit of opportunities resulting from an economic system sustained by resource extraction from rural areas. I have taught in the system for sixteen years because of this mission. Yet, the NE consolidation proposal erases that mission and ignores what attracted students to the system: proximity, affordability, and an available and responsive faculty and staff. With the proposed regional consolidation, the so-called new look system would resemble other better funded state systems with no competitive advantage to recommend it. Despite promises of increased opportunities, the proposal instead creates additional geographical and digital roadblocks to student access.</p>	Rick Van Dyke
6/29/2021 15:14	Northeast Plan	Alumni/Donor, Other (please specify)	community member	<p>Say no to the merger/integration of PASSHE universities, specifically the merger of Lock Haven, Mansfield, and Bloomsburg Universities. I am a community member living in Lock Haven. I grew up in Lock Haven, and I graduated from Bloomsburg University. After living out of state many years, I moved back about 7 years ago because my partner was hired at Lock Haven University as a faculty member. We moved our then family of four back to my home town of Lock Haven, away from where I had a growing and rewarding career. While I have had some success here, my career is not on the same trajectory that it was. It is unlikely that I will stay in Pennsylvania if LHU were to significantly shrink or close. I would not be able to sustain the business that I have, and my partner may lose the job that we moved here for.</p> <p>Lock Haven is very different from when I moved away, in positive ways. Lock Haven University significantly contributes to that. Faculty, staff and students contribute to the local economy, supporting restaurants and small businesses like mine. Faculty most often live locally, and for those who do not, they still spend most of their days in this town, contributing to its growth.</p> <p>If LHU is significantly reduced in face-to-face courses and programs, why would students attend LHU, and why would they live here? If LHU loses 1/3 of its faculty (currently proposed by the Chancellor's arbitrary faculty to student ratio mandates), why would they remain living here? If they are teaching online courses, why would they travel here on a daily basis?</p> <p>40 faculty members could be affected by retrenchments, that's potentially 40 families, in just one community. The economic impact report by PERI demonstrates the significant negative effect that the Chancellor's plans will have on local communities, and includes specific information for Lock Haven.</p> <p>The Lock Haven City Council and the Clinton County Commissioners have voted to not support the consolidation plan, with good reason. Lock Haven University, after some years of decreased enrollment, was increasing enrollments before the pandemic, and has held steady during it. LHU has one of the highest reserves of the state system, it does not need to be "saved" by this merger.</p> <p>This merger and these cuts will negatively affect this community, it will negatively affect students, it will negatively affect Pennsylvania as a whole. While my family may only be one, this will have a ripple affect throughout the state.</p> <p>I urge you to vote no on this plan. Encourage the Chancellor's office to advocate for addition funds from the state, to create a plan that will actually deliver on greater opportunities and lower tuition for students in this state, that will propel our state into the future by providing economic opportunities for the people of the Commonwealth.</p>	Yuri Svec

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/29/2021 16:12	Northeast Plan	Faculty		<p>Please vote NO on the consolidation plan. There are a number of reasons a NO vote is crucial, but here are just a few:</p> <ul style="list-style-type: none"> <li>--Students will be forced into some number (unknown how many) of online classes.</li> <li>--Student tuition will NOT be reduced</li> <li>--Many of the items the chancellor lists as "perks," like getting credits from a community college or commuting from home, are already things students do and will not be impacted by integration</li> <li>--Very, VERY little money will be saved. In fact, money will be lost for at least the first 5 years</li> <li>--Staggering job loss will accompany this integration, which will also force people out of their careers and homes</li> <li>--We will not have an answer from the NCAA by the time of this vote</li> <li>--Local communities will be devastated. I live in one of them. This is true.</li> <li>--Integration will set the stage for closures down the road; this is what will most certainly happen to the two "satellite" schools in each of the two integrated communities</li> </ul> <p>Please vote NO. Thank you.</p>	
6/29/2021 16:57	Northeast Plan	Faculty		<p>The only advantage that I can see from the proposed integration is the reduction in administration, which can be achieved without the integration of curricula and academic programs. Integration of academic programs will require online instruction, which we (the faculty) have all seen during the past 3 semesters is simply not an effective form of instruction and learning. Students lose motivation and fail to learn up to their potential. The integration of academic programs is simply a bad idea.</p>	Eric Stouffer, Professor of Psychology
6/29/2021 16:59	West Plan	Faculty		<p>I have read and heard many comments about the need for more time. If at all possible, more time is needed for all committees to successfully complete their work. Additionally, more time would allow for communication between committees.</p> <p>Another important consideration is the marketing plan that is being developed by the marketing committee. Is there enough time for this committee to share and gain any ideas or insights from all University groups? Because of the short time line, I'm not sure if there will be communication on this? Also, I've been asked by alumni and friends of my community about how the New University will be presented, but I don't know how to answer them. More time could help bring us all together on what the marketing plan will look like for our New University.</p>	Amy Shannon-house
6/29/2021 17:12	Northeast Plan	Alumni/Donor		<p>I attended Bloomsburg University of Pennsylvania from 2012-2016 and loved my undergraduate experience. I received a B.S. in secondary education and a B.A. in history. The history department truly made my learning experience amazing. The professors went above and beyond for their students and always encouraged us to attend office hours if we had any questions about assignments. Merging three schools would take that small class feel away. I loved that the professors knew my name and actually cared about how I was doing not only with classes but adjusting to campus life. Because of the small class sizes I was also able to get to know my peers so much better than I did in mass lecture classes. I was also able to take part in the university marching band and other clubs I might not have been able to had there been too many students and not enough spots. In a time where social media and texting already causes us to look down instead of interact I encourage you to think about keeping this hometown family environment alive to encourage people to interact and be involved in campus life. I would never want to see any of these amazing professors lose a position or a new student lose a chance at becoming involved in campus life because there wasn't enough spots.</p>	Abigail Mercadante
6/29/2021 17:40	West Plan	Alumni/Donor		<p>re both plans. Reorganized around honors college destinations...</p> <p>Dear Board of Governors of Higher Education , and Chancellor Greenstein</p> <p>I have considered the deep outcomes and strategies I set forth in my suggestions about the integration. Im chosing to submit a second viewpoint. In this case I continue to support a notion of turning 1 -3 schools specifically graduate-research schools. The difficulty with this plan is GTFs have very little access to teaching/aiding classes save but for online courses to other campuses. This is not an all bad outcome. On that same line , we have a whole 14 campuses and plenty more majors than that. In this viewpoint I say we cluster the subjects around specific schools and students who want to take a specific class from a professor can do so with latent or live streaming videos of the course at any time of the day. How to current facilities allow faculty and buildings to be divided down to 2-4 specialties/institutes. I mean institutes as in labels and hype. Hype for drawing new students and poaching students from other university systems. ( we need to be better poachers.)</p> <p>Why would I cluster degrees around campuses? My main concept here is we take our most important assets, the MVP stars of our programs into 'honors colleges' of the subjects. Any professors not on the MVP list can remain on the 'non topic' campuses to handle nonmajors. Majors have no excuse not to be honors college performers. I 'd say it should be Mandate but lets hold on zeal to make my next point; next paragraph. Its my sense that each of our schools can't just be college campuses but literally be draws that rival bigger ivy league schools and private schools. When we specialize the schools then talking points between professors become focal themes of the campus; geographic destinations for themes that can be banners of policy leading across academia; candid and real and without lobbyist murk.</p> <p>I'm not here to draw lines between professors and that is my second course of action: professors at the honors college are "encouraged" or perhaps "assigned" an extra curricular forum with the b,c, d listers profs that get dialogs going in the major and publish real articles in the student papers. A seniority or accolade list could differentiate the 'levels'. I'm not at all suggesting there's dumb professors and smart professors.. In actuality what I say is this is microphone for all of them in small 'think tanks' to talk student reactions to topics and really move the studying mind forward. I want to see the notion of cheating and selling term papers to students an obscenity to be burnt at the stake. To keep yourself quiet as a college student? Fool! Instead we get the professor -to-professor and professor-to-students dialog happening in the school's papers.</p> <p>&lt;MB Background topic :: the reason I wrote Native Supremacy&gt;</p>	Michael Bench

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
				<p>There are so many articles and research points turned down by 'refereed journals' that we seldom hear whats really current in the Sciences. Whether you support or doubt or even presume I have a chance at the White House, I have White House level goals.. and that first goal is "Americans deserve better than some crap almanac of sports scores and 'the hottest summer". Americans deserve " the big knowledge."</p> <p>We need a real almanac of accumulated Sciences that steals all knowledge from the privatized vaults of journals and get a current and common ground of dialog before capital hill politics gets any dumber. For despite all those pages and pages there are actually many fewer conclusions. Truth is being lost. Only lobbyists and subscribers seem to be able to vote on it. I would call on the executive branch to seize the journals holdings till we get 6-10 volumes of "currented knowledge" assembled. Then it becomes an every two-year update; a guide of logic for administration and congress.. and supreme court for that matter. Too many judges and lawyers have an false omnipotence issue.</p> <p>&lt;On-campus application&gt;</p> <p>But whats most important is we shift our students into being interested in the research at our schools. We get our students to continue the dialog from their college paper. Its my belief how we bring the news to the people is make the college paper an accessible product to the community as well.(USPS subscription, digital or specific newstand access.) If an undergraduate leaves their school not having tried to get published on a hypothesis of their own.. I would consider it a wasted endeavor. Likewise, research writing should be a capability of every bachelors degree holder. This can be our banner as Pennsylvania state schools to get this ball rolling with our access to professional journals in the libraries.</p> <p>In the prospect that some campuses might end up closing, perhaps we are missing an option to make research schools for high schoolers. A study: does taking high schoolers out of high school teaching and make them be responsible for their studies. I personally feel after 5th grade these kids need to be dropped out of the 'second parent" access among their teacher circle. Instead they need to be willing to seek the counseling that they need. They need to act like young adults; a circumstance baffled by varying levels of 'adult age". Is it 18, 21,25,35? Perhaps 'secondary ed" is the problem of underperforming. Any education under college should really be known primary ed; whether be early or pre college). Yeh.. all of that. That was on my mind and I presume it to be the finality of my considerations on the matter;</p> <p>We have to have an education system worth selling as a product at the end of this. That had better be the result.. Bests</p> <p>Michael Bench, MEP, WGSGC ESU 98</p>	
6/29/2021 18:01	Northeast Plan	Faculty		<p>I heard that the integration plan won't save money, which is not acceptable. If the only reason is to provide more choices to students, have the planners thought of the cost of integration?</p> <p>In general, an integration plan is supposed to save money by reducing operating cost. If not, it is not a good plan. Please rethink about and redesign the integration plan.</p>	
6/29/2021 18:08	West Plan	Faculty,Other (please specify)	community member; parent of PASSHE alumnus	<p>To the Board of Governors: Thank you for the opportunity to submit comments regarding the proposed consolidation of six PASSHE universities into the Northeastern and Western units. My roles include: faculty member (Edinboro University), active community member (resident of Edinboro), and parent of a PASSHE alumnus (Bloomsburg University).</p> <p>I do understand that higher education (in general) and PASSHE (in particular) are facing challenges, and there is a need for creative, forward-thinking approaches to address those challenges. However, I am extremely concerned about the pace and manner in which the proposed consolidation of PASSHE universities is being conducted.</p> <p>In short, the process is too rushed, in my opinion. In addition, I am extremely concerned that the broader but important underlying issue "" insufficient state funding "" is not being addressed adequately.</p> <p>A consolidation of academic institutions at the scale that is being proposed is an immense, challenging undertaking under the best of scenarios. To attempt a consolidation under the current timeline is completely unrealistic. It does not allow adequate time for careful, inclusive planning. It does not allow time to develop good working relationships across the campuses involved (3 Northeastern and 3 Western), to learn each other's cultures and strengths, and to build trust. Furthermore, to attempt such a consolidation during a once-in-a-lifetime pandemic is simply overwhelming.</p> <p>More time is needed for a variety of reasons, but most importantly, more time is needed to ensure "" and develop trust "" that consolidation truly is the best path forward. Public comments submitted thus far suggest there is widespread, valid concern about the basic premise of this plan.</p> <p>If it is more clearly demonstrated that the proposed consolidation of PASSHE universities truly is the best path forward, then more time is needed to ensure "" and develop trust "" that consolidation is implemented in a manner to achieve the best possible outcome. The following is a short list of examples of what is needed:</p> <ul style="list-style-type: none"> <li>--- More thorough assessment of potential impacts (including unintended negative consequences) and development of alternatives / solutions; this includes assessing impacts on students, student learning, and local communities.</li> <li>--- More realistic timeline to allow for adequate review of all aspects of this process. For example, there has been inadequate time to develop and review the curriculum process, including course / program proposals as well as general education requirements.</li> <li>--- Much more clear, timely, and transparent communication about the entire process and its interconnected components; this has been inadequate in the current rushed timeline. For example, there are many unanswered questions about modes of instructional delivery (in-person vs. online vs. hybrid courses) and how those decisions will be made.</li> </ul> <p>Bottom line: I respectfully request that the Board of Governors oppose or (at the very least) delay the proposed consolidation plans. I fear that without more time to evaluate proposals and consider alternatives "" and without ALSO actively addressing the underlying problem of inadequate state funding "" the outcome will be a net negative for higher education in Pennsylvania, for our current and future students, and for our individual communities. The stakes are high, and something as significant "" and challenging "" as considering whether / how to consolidate the PASSHE universities should not be rushed.</p>	Laurie Parendes
				<p>Bottom line: I respectfully request that the Board of Governors oppose or (at the very least) delay the proposed consolidation plans. I fear that without more time to evaluate proposals and consider alternatives "" and without ALSO actively addressing the underlying problem of inadequate state funding "" the outcome will be a net negative for higher education in Pennsylvania, for our current and future students, and for our individual communities. The stakes are high, and something as significant "" and challenging "" as considering whether / how to consolidate the PASSHE universities should not be rushed.</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/29/2021 18:11	Northeast Plan	Alumni/Donor		I am interested in the result of merging the computer science programs together. I really value the education & interactions with faculty I had in the programming track at Lock Haven, and I hope that future students will be able to study algorithms and application programming following the merge. In my experience, algorithms and basic operating system knowledge are the foundations of computer science, and are essential in preparing students for the job market & graduate school.	Caroline
6/29/2021 18:19	Northeast Plan	Alumni/Donor		As a former student at LHU I think I would like for the programming tracks to be brought back to the universities. We live in a world where the need for even a basic level of knowledge of computing could be the key to future success in any career. If the consolidation is truly in the interest of the students who should come first, recognizing the importance of your programs offered is a vital point that can't be overlooked.	Shaun Donohue
6/29/2021 18:28	West Plan			PASSHE was created in a time when the need for higher education was in a different state than what it is right now. The economical burden of supporting all of these universities has been felt for some time now, and this is an opportunity to make things better. The union of the universities will decrease not-needed expenses and hopefully offer more to students and the people of PA. PA should capitalize on offering more online degrees, degrees that will be needed in the future, and unique degrees to increase not only registration of US students, but also international students. By reorganizing these institutions, and looking at the future it is possible to preserve quality, affordability, efficiency, and accessibility. Perhaps, the system should consider centralizing many other services. For example, why resources at one university are not shared with the others? Aren't we all part of ONE system? With this change, we need to look at what we gain, not what we lose. Most of all, we need to invest in new faculty, staff, and administrators that have the skills, vision, and ideas to recreate the old PASSHE.	
6/29/2021 19:50	West Plan	Faculty, Alumni/Donor, Other (please specify)	PA taxpayer	<p>You provide data that supports your narrative that the local/regional dual enrollment option although available at all PASSHE universities at the current time is not a success.</p> <p>You state on page 25 of the West Integration Plan that: Dual enrollment options for regional high-school students will continue to be a priority and the number of dual enrolled students is expected to grow.</p> <p>Thinking locally and regionally for dual enrollment may not be enough. Thus, a suggestion to make efficient use of online courses. With the proposed new online/virtual "West" campus and an increase in DE course offerings, PASSHE should reach out to high schools outside the Commonwealth. This is one pathway by which PASSHE universities with a robust online presence can increase high school dual enrollment.</p> <p>It is also possible that this pathway of dual enrollment using the new "online" campus and flexible DE course delivery could have a ripple effect-lead to enrollment increases of out of state students for PASSHE undergraduate programs.</p> <p>In addition to the proposed West virtual campus, this pathway could also be implemented for PASSHE universities/programs that have DE course offerings.</p>	
6/29/2021 20:17	West Plan	Faculty		<p>Once the consolidation idea was put forth, like many others, I have spent countless hours thinking about and planning how to make it work, while also trying to understand all of the ramifications. For me, one of the most perplexing issues has always been why consolidate at all, when a less costly and *much less risky* plan to align is possible.</p> <p>That is, two or three universities would make it so students at those aligned universities could seamlessly take classes at each of those schools. This would mainly be for online classes, but they could also arrange it so any students who wanted to could easily do a student exchange for a semester at an aligned school. Faculty in the disciplines could work together to rotate online course offerings for the benefit of students at all locations. As with consolidation, back office services could be shared. With this level of alignment, efficiencies at each of the schools could be more clearly identified, analyzed if they would work elsewhere, and best practices implemented. Although it would still be very challenging, it also is much less costly to align as it is clearly a much less complicated and time consuming process than consolidating. However, aligning would still capture most all of the benefits and cost-savings of consolidating. Most importantly; aligning does not carry the extreme level of risk that consolidation does.</p> <p>I am confident the many major issues with consolidation have been well represented in these comments: contract issues; Middle States and other accreditation concerns; and athletics. The costs of substantial amounts of time lost to travel among the campuses and time lost to people re-learning new policies and procedures and computer packages. Decreased academic quality and opportunities for students as each consolidated school makes compromises on what has made sense to best serve their students (in order for all the consolidated campuses to be able to operate the same-- rather than preserving often important regional and institutional differences). Loss of school identity, alienating alumni, and foundation concerns. Rebranding is always risky (and costly) and we just cannot afford to lose students.</p> <p>Maybe taking on these risks would be worth it, if other higher education consolidations clearly had major benefits. Unfortunately, they have not lived up to their hype. They end up costing much more and saving much less than the promises made prior to the consolidation decision. Some are already un-consolidating. Meanwhile, we are trying to do a rushed consolidation in the midst of a once-a-century epidemic. Moreover, most consolidations have not involved institutions that were so distant geographically. Each university is a complex system that has many interconnected threads. Unraveling them all and frantically re-tying them all together across three campuses is inevitably going to lead to less-than-ideal consequences.</p> <p>It would be such a tragedy for students, communities, and the state for any of these schools to end up closing because of this consolidation decision. Of course, those in favor of consolidation probably see it as helping to prevent this. But does it? Are you sure? Does it really help prevent that? With all of these issues? Especially, when the less-risky alignment option is sitting right there?</p>	Gary Levine

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
				<p>Admittedly, aligning has some of its own drawbacks relative to consolidation. You still need a president at each school, but wouldn't the consolidated "president" actually be more like a vice-chancellor overseeing those campuses than a president per se (for example, even *if* the NCAA approves it, who would the "president" root for when two of the campuses are competing against each other? Wouldn't they have a response much more like a Chancellor would if two system schools were playing, than a President would if their school was playing another school?). So we can call that person a president, but they are different from a president. Alignment also would not allow as many academic disciplines to be stand-alone departments. There also might be somewhat less motivation to make changes with alignment compared to consolidation. However, that's a maybe, and when compared to the risks of consolidating, these concerns seem small. Plus, with alignment, we could always consolidate later.</p> <p>Finally, please keep in mind these state system schools being considered for consolidation are in this financial situation for two main reasons. First, the state system is woefully underfunded. We are already at the point where there is not anything left to cut that won't, in turn, cost us more to cut than to keep. Given our current complements, we are already at a tipping point where further major reductions in administrators, faculty, or staff, would cause us to lose more current and future students than the savings more cuts would garner. Second, prior administrations and chancellors have approved over-building of residence halls and other projects; often over the protest and concerns of faculty that these building projects were fiscally irresponsible given the costs and demographics (we were right then, maybe we are right now"). Therefore, maybe the best course of action here is not consolidating or aligning, but finding a way to undo that damaging debt...</p>	
6/29/2021 20:28	Northeast Plan	Alumni/ Donor, Other (please specify)	Cooperating Teacher	<p>My name is Michael Kramer and I have lived in the Lock Haven area my entire life. I attended Lock Haven University and currently am a teacher in the Keystone Central School District of which I accept LHU students into my classroom as student teachers. I would like to share my concerns about the proposed integration as a community member, an alumni, an educator, and a coach.</p> <p>One fear I have of the integration is that our community is going to suffer. Many individuals over the years have devoted their time in revitalizing Lock Haven. LHU is part of this revitalization. LHU and the down town Lock Haven group have made great strides in making Lock Haven a community that is nice to call home.</p> <p>As 1991 graduate of LHU, I am proud of the education I received. I am concerned that the LHU identity will be forgotten if you choose to integrate. I have a major concern of the educational impact the integration will have. The last 1.5 years, I have experienced face-to-face instruction, remote instruction, and asynchronous instruction. The success rate of my students was much greater with face-to-face and asynchronous instruction. I have had more failures in the past 1.5 years than I have had over the last 15 years. The lack of interactions with students face-to-face is a concern to me. What is going to happen with the sports programs at each of the schools? Athletics is a huge factor to some high school students when choosing a college to attend. I have coached for 30 years and have encouraged players to attend LHU because I believe in their program.</p> <p>With the decision to integrate, I strongly believe that it won't be possible for synergy to occur to enhance the opportunities for students. I truly believe the negatives of integration outweigh the positives and would be a poor decision at this time.</p> <p>I would encourage the board of directors to seek alternatives to help solve the problems the state system is faced with at this time.</p>	Michael Kramer
6/29/2021 20:29	Northeast Plan	Faculty		<p>On June 25th, Governor Wolf states on his website-This budget also provides \$50 million in ARP funding for the Pennsylvania State System of Higher Education (PASSHE) to support the redesign and growth of the system to make a college education more affordable and accessible for students. The investment is part of a commitment totaling \$200 million over three years for PASSHE.</p> <p>The PA House GOP website specifically states-The 2021-22 budget supports the Pennsylvania State System of Higher Education (PASSHE) system redesign by allocating \$50 million in federal relief funds to support integration.</p> <p>So, can PASSHE confirm if this 3-year \$200 million commitment is agreed upon in advance by the Republican led PA Senate and House?</p> <p>If the additional commitment of \$150 million is true, will those future monies be allocated to support PASSHE Integration only?</p> <p>Keeping up with accountability and transparency, it would help to know how these monies are being spent in future months/years.</p>	
6/29/2021 20:38	West Plan	Faculty		<p>I am a faculty member having been working in the system for 13 years. I urge that BOG do NOT approve the consolidation plan. The plan is costing more than it can save (about \$30 M spent for a save of \$18.4 M).</p> <p>It is true that financial difficulty of some PASSHE schools call for a change. The fastest way to solve this issue is to increase state support. PA ranked around 46 nationally in its support for public higher education and there is lot of room to improve.</p> <p>The second way is to make effort to increase enrollment. For these years I have worked as a faculty member, I have never seen systematic effort to increase student enrollment, especially international student enrollment. The national average of international student enrollment in college is 6%, while the PASSHE is around 1%. Our schools have to grow out of the financial difficulties, while the consolidation plan is trying to cut out of the difficulty, which is doomed to fail: a path of consolidation-cut of faculty-further decrease of enrollment--and fail of all universities involved.</p> <p>Please do not approve the consolidation plan, and try to focus on how to help the universities and support creative enrollment planning that fits each campus.</p>	
6/29/2021 21:03	West Plan	Faculty, Alumni/ Donor		<p>Across the three western universities, students were surveyed about their ability to access information regarding the potential integration. I find it most concerning that students were not simultaneously asked in the survey for their opinion about the "appeal" of attending an integrated university system with hybrid learning. I am also not aware of any data that surveyed potential, future students' opinions about the appeal of attending a integrated university with hybrid learning. I believe a business should be aware of the opinions, wants, and wishes of the majority of their customers. Because this data does not appear to have been appropriately collected, and the anecdotal data I have from conversations with students strongly suggests a hybrid education model is not appealing to them, I am in support of delaying, if not rejecting, the decision to integrate these state Universities.</p>	Mike Skelly

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/29/2021 21:38	Northeast Plan	Faculty		A consolidation plan for the three proposed universities in the Northeast would be detrimental to the entire system. Students, staff, and faculty depend on these three universities for employment and education opportunities that cannot be provided elsewhere. It is unclear how the consolidation of these universities would be advantageous monetarily, as the proposed plan does not appear to save the system or the state money. What it does appear to do is cut numerous opportunities off at the source, and force students, staff, and faculty to scramble to other locales to find the same types of educational and employment opportunities at greater individual cost. It is unbearably frustrating to see the university system be burdened by the state legislation's refusal to increase spending and budgets for the system to thrive.	
6/29/2021 21:56	West Plan	Faculty		The consolidation plan for the Western universities is not a viable option. This option is being put forth with the branding that it is "fiscally responsible" and that it will benefit faculty, staff, and students in the same ways as the previous universities did independently of one another. This is not, and cannot be true. When the plan is reviewed carefully, the West plan does not save the system money, in fact it increases expenditures in a time when the system is constrained enough already. Moreover, if there will be adequate residential facilities, face-to-face courses, and student-facing services, why push for integration? The truth of the matter is that these services will be drastically reduced, and that the majority of programs will be consolidated and collapsed across universities. It is also unclear how accredited programs would operate in a consolidated university system, or if accreditation boards will accept accreditation of said programs without issue. Another piece of the plan that does not add up is how this redesign best serves students. Reduced faculty across institutions (because duplicate programs will be consolidated) does not equal small classroom sizes that foster better educational outcomes. It promotes large, lecture-style classrooms with 100+ students per faculty member. Then, there is the issue of using remote learning to span the proverbial "gap" in available courses. Many students come to these three universities for the "brick and mortar" school experience, not remote instruction. Additionally, these remote courses will likely not be taught by core, full-time faculty (whose numbers will likely be significantly reduced thanks to retrenchment). Once students realize how much their course of study will be impacted by the redesign, many students will likely experience attrition for one reason or another, and the single university will not be sustainable. Consolidations are a sign of the end times for corporations, and it appears this same strategy is being haphazardly applied to our university system This strategy does not appear to be driven by improving student outcomes, experiences, or education overall. It is a thin cover-up for what is really driving this move: dissolution of the system itself.	
30-Jun				Hello,  I oppose the consolidation of Lock Haven University.	Birgitta Polen
6/30/2021				I oppose the integration/consolidation plan of LHU-Mansfield-Bloomsburg and Edinboro-Clarion-California.  My family has five LHU graduates and one Edinboro graduate. My brother was the first college graduate in our extended family; the state system was a great asset for our family. I chose a hospital based diploma RN program and made several attempts to complete my BSN, then after 38 years of nursing, I was finally able to complete my BSN, as the first applicant, of the RN-BSN program at LHU.  The integration-consolidation of LHU will lead to negative personal and financial outcomes for residents of Clinton County, as well as university students and staff.  Please abandon this plan; bring the issues to the communities/constituents/students & parents and let us work together for a positive, successful future for these six universities.  Diane Mills - taxpayer, alumni, mother of alumni, sister of alumni Allison Township, Clinton County, PA	Diane Mills
6/30/2021				Dear Board of Governors,  I respectfully request that you eliminate or at the very least delay the vote on integration until more information can be provided to students, athletes, faculty, staff, alumni and community members. I am concerned that this integration has been a foregone conclusion since the day it was announced. I have read through many of the other public comments and there are valid questions being asked that do not appear to be addressed or considered. The closing, consolidating, or integrating of our State System will still be an option a year from now, five years from now, ten years from now and so forth. Once the integration goes through there will be no turning back. The ability to reestablish these schools as self sustaining entities will no longer be an option. Every effort to restore State funding to a level needed to keep our institutions viable should be made. I understand that the State has received an influx of Federal funds included in the COVID stimulus package. Has any of that money been designated towards our State System of Higher Education? I trust that this endeavor of integration has been done to protect, expand, and make higher education more accessible. I fear that it will ultimately have the opposite effect. I appreciate the opportunity and forum to have my opinion heard on this matter and hope that it is taken into consideration.  Sincerely, Ken Vybiral Edinboro University Class of 1999	Ken Vybiral
6/30/2021				I oppose the integration/consolidation plan of Lock Haven-Mansfield-Bloomsburg and Edinboro-Clarion-California.  I graduated from Edinboro State College in 1975 and my family includes five Lock Haven University graduates. I was the first college graduate in our huge extended family and the state university system has been an invaluable resource for our family.  The proposed consolidation plan will negatively impact personal and financial outcomes of residents in communities where state universities have thrived for many generations, as well as affecting the staff and students of those institutions.  Please abandon this plan; bring the issues to the communities, constituents, students and families to let us work constructively and collaboratively to plan for a positive and successful future for these six worthy universities.  Michael Mills - taxpayer, alumni, brother and uncle of alumni Reading, Berks County, PA	Michael Mills

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/30/2021				<p>This email and attachment are sent on behalf of Joel R. Zullinger, Chair, Board of Directors, Shippensburg University Foundation to provide public comment on the University Integrations. [ATTACHED]</p> <p>Leslie Folmer Clinton, Ed.D. President &amp; CEO</p>	Leslie Folmer Clinton, Ed.D.
6/30/2021				<p>Good afternoon,</p> <p>Attached, you should find a PDF copy of the Pennsylvania AFL-CIO's public comment regarding the PASSE Integration Plan. [ATTACHED]</p> <p>Thank you!</p> <p>Sarah</p>	Sarah E. Hammond
6/30/2021				<p>After watching the June 30th meeting that "updated" the BOG and public on the integration plans, Chancellor Greenstein pointed out that an ongoing FAQ feature of the PASSHE web site has the answers to the NCAA and Middle States decisions. This is the answer there on NCAA: What will happen to athletic programs? Integrating campuses are pursuing a path with the NCAA that allows each campus to retain and continue its current complement of spots and existing sports teams.</p> <p>Which is actually a non-answer as there is NO answer from the NCAA at this time according to the press coverage. There is no mention of the Middle States "decision" on the FAQ web site because they have made no determinations.</p> <p>To say you are transparent does not mean that you actually are transparent.</p> <p>Statements have been made repeatedly that system redesign and sustainability are two separate unrelated issues YET so many follow-up statements link the two together.</p> <p>The statements/questions from Governors Bogle and Smith and Chancellor Greenstein's replies were very illuminative: Chancellor Greenstein spoke of schools that needed immediate intervention and those that need it later or not at all when Governor Smith mentioned DEI initiatives (advising, support, counseling, financial emergency) . Governor Bogle pointed out that the distinction between the two categories of schools (those who need urgent intervention and those who do not) needs to be defined. It is my understanding that integration is completely a sustainability issue because if the schools targeted for integration are ones that need DEI support now, this is absolutely not true.</p> <p>To say that schools with low financial resources are relying on fiscally healthy schools "and dragging them down" is certainly a financial statement and the reason Chancellor Greenstein gives for the integration plan. He pointed out that if integration is not voted for, then different budget plans need to be made – so how are the two NOT related??</p> <p>Holiday Adair, Calu</p>	Holiday Adair
6/30/2021				<p>I oppose the integration/consolidation plan of LHU-Mansfield-Bloomsburg and Edinboro-Clarion-California.</p> <p>My wife and I are both graduates of Lock Haven University as well as several other family members which are also alumni of Lock Haven University. I was also a part of the Lock Haven University wrestling program and still have ties to this program. We also have family members that are Edinboro alumni as well. I choose Lock Haven University for several reasons such as the class size, more focus on the students, and the learning environment. I was able to thrive because of these reasons both academically and athletically. The education I gained through the state system was a great asset for myself and my family members alike. I have been a teacher for the Reading School District since graduating from Lock Haven University for the past 13 years. Lock Haven University help to become the teacher I am today. I fear that this merger will cause students to look elsewhere because this new entity will become too big and those students will feel like a number. That was a big factor as I looked at different colleges and universities. And way untimely I choose LHU.</p> <p>The integration-consolidation of LHU will lead to negative personal and financial outcomes for residents of Clinton County, as well as university students and staff.</p> <p>Please abandon this plan; bring the issues to the communities/constituents/students &amp; parents and let us work together for a positive, successful future for these six universities.</p> <p>Michael Meager, M. Ed, and LHU alumni</p>	Michael Meager
6/30/2021				[ATTACHED]	Robert Camp
6/30/2021				[ATTACHED]	Rep Scott Conklin
6/30/2021 5:01	West Plan	Faculty		<p>The statement below from <a href="https://www.chronicle.com/article/at-unc-the-damage-is-done?">https://www.chronicle.com/article/at-unc-the-damage-is-done?</a> sounds eerily similar as to the goings-on at PASSHE universities:</p> <p>Hannah-Jones's case has brought into sharp focus years of frustration for people of color at the University of North Carolina. Some point to a long arc of problems: Lack of support. Seemingly few pathways to promotion or leadership roles. Institutional complacency on racism. A decision-making culture at the top that they say doesn't focus on the interests of marginalized communities.</p> <p>Hopes are pinned on the PASSHE DEI Initiative addressing these and many more PASSHE URM faculty and student concerns.</p>	



DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/30/2021 5:32	Northeast Plan	Faculty, Other (please specify)	Retrenched faculty	<p>It seems pretty clear that the BOG is going to ram this through regardless of the pushback and economic cost to the local communities that will be decimated with this so called plan. Greenstein played his hand and you will do what ever it takes to protect him and his legacy.</p> <p>31 of us have already been retrenched and there are threats of many more faculty and staff layoffs to come.</p> <p>You can only govern effectively with consent. If you govern without consent then you are a dictatorship. You do not have consent and the relationship between management and faculty is now completely utterly broken. How do you expect the system to prosper beyond 2022 when the faculty that are left have no trust in you or respect for you? How do you think you will ever negotiate the next CBA with APSCUF now? Do you seriously think that there is a faculty member anywhere in the system that believes a single word any of you say anymore? Do you even care? Probably not.</p>	
6/30/2021 5:44	West Plan	Faculty		<p>As a faculty member within PASSHE, what is most striking to me is how poorly PASSHE has fared in comparison to other Pennsylvania institutions. All Pennsylvania institutions of higher education are nominally subject to the same legislature, tax codes, and appropriations process, and all are competing for much of the same pool of students. Why are some faring better than others?</p> <p>I think that any critical analysis of PASSHE institutions would conclude that they are, in reality, third- or fourth-tier educational options (behind Ivy league, premier small/private, and Pennsylvania land-grant institutions). That itself is not a problem "" there is room in the higher educational landscape for budget-friendly options, as PASSHE advertises itself. But, our price advantages have nearly disappeared, which causes our competition for students to be based less upon costs and more upon the student experience. Assuming that PASSHE is not engaged in a race to the bottom would suggest that Penn State is our closest competitor, and perhaps the model which we might best strive to emulate. How is Penn State so much more successful that PASSHE, by virtually every measure?</p> <p>I believe one of the primary reasons to be that Penn State does not have a unionized faculty.</p> <p>As a faculty member, I believe that APSCUF's CBA, and virtually every aspect of APSCUF's concerns and operations, are designed to protect faculty salary/benefits/jobs, with little or no consideration to how the institutions (or heaven forbid, their students) are impacted.</p> <p>Most institutions of higher education have tenure/promotion practices that allow them to not promote/retain under-performing faculty. At my PASSHE institution, tenure and promotion are virtually guaranteed. I ask the APSCUF leadership: what percentage of PASSHE faculty are denied tenure on the basis of their performance? How does this value compare to non-PASSHE schools?</p> <p>APSCUF's tenure and promotion practices are heavily reliant upon faculty evaluations, performed by faculty colleagues in a ""mutual admiration' fashion. It is absurdist theater "" almost everyone receives the highest possible ranking, in turn for providing the same evaluation to others. This prevents the administration from improving its faculty "" once in the door, virtually all faculty remain permanently, regardless of their performance, unless they voluntarily choose to move elsewhere. At better institutions, under-performing faculty are not retained, allowing the overall quality of the faculty, and their efforts, to be improved.</p> <p>APSCUF also has had a disproportionate focus upon "temporary" faculty. This is a misnomer, at best "" many "temporary" faculty are in place for decades, and can earn conversion to "regular" faculty just by remaining in place. At better institutions, all regular faculty are hired as part of broad, competitive searches, not through conversion of "temporary" faculty who are shielded from removal by a non-critical evaluation system. There is room in higher education for adjuncts and temporary faculty, and the new insights and perspectives they bring can be very valuable. Do better institutions regularly convert them into permanent faculty? No, they do not "" why do we?</p> <p>APSCUF's definitions of teaching roles also precludes the possibility of having graduate students serve as ""teaching assistants'. At other institutions, this is a common, and valuable, teaching/training opportunity: graduate students gain classroom experience, faculty members exchange some of their teaching load for student mentoring, and classroom students gain access to young, ambitious, and excited instructors. Is it possible for this practice to be over-used? Of course "" and, we all have heard the stories that students and their parents want classes "taught by professors". Within PASSHE, however, the lack of teaching assistants leads to three specific failures. The first is that we lose an opportunity to broadly train our graduate students, and have little or no financial incentives available to attract more/better graduate students. This places PASSHE graduate programs at a considerable disadvantage compared to those institutions that can offer graduate students meaningful support. The second failure is that the role of teaching assistants has come to be filled by "temporary faculty", who (thanks to the faculty CBA) demand much greater compensation than would graduate assistants. This contributes to the spiraling costs that have endangered PASSHE. The third failure results from a bizarre twist, that seems only possible within PASSHE: in some departments, PASSHE graduate students are being hired as PASSHE "temporary faculty", while these students are enrolled in graduate programs within the very same departments! This results in students who may hold only a bachelor's degree being titled as, and acting as, ""faculty'. But yet instruction is advertised as being offered by ""dedicated and highly trained professors' "" who is kidding whom? Is this being honest to students and their parents?</p> <p>It is clear that APSCUF faculty are well-compensated, perhaps not as richly as their peers at schools in better financial conditions, but handsomely in terms of their local regions for most parts of Pennsylvania. PASSHE has offered its students tuition freezes now for three years "" what has APSCUF offered to help PASSHE through this crisis? Does this lack of financial empathy and action on APSCUF's part support its contention that students and the success of its institutions are its primary concerns?</p> <p>Similarly, it is clear that the APSCUF CBA is riddled with ""perks': extra pay for teaching distance education classes, extra pay for supervising student theses, as well as an abundance of faculty ""release time' (i.e., paid leave from teaching) for serving upon committees. These all are functions that support the mission of the institutions and their students "" faculty should perform them without expecting extra compensation for them.</p> <p>Any who would dispute the claim that APSCUF's primary concerns are faculty jobs and compensation above all else need look no further than the correspondence that emerged during the faculty strike called by APSCUF several years ago. What did it take to end the strike? Agreements for salary</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
				<p>raises, salary step increases, and protections for temporary faculty. Where were concerns about instruction, student recruitment, performance, and retention? Are these not the metrics for how we should be evaluating our performance?</p> <p>As a Pennsylvania resident and taxpayer, I believe that the Pennsylvania legislature should carefully examine the APSCUF CBA. Its re-structuring or abolishment would create a more-competitive and a more-productive PASSHE faculty, the potential to expand student training, and would provide real cost savings.</p> <p>There is a reason that most institutions of higher education do not have unionized faculty. Universities are supposed to be sites of innovation and challenge - the faculty CBA, instead, defines the minimal level of effort required by faculty, and makes improving the faculty essentially impossible. I would hope and expect that most faculty members have a self-imposed drive to serve, perform, and achieve at high levels, with student success as their primary goal, but I do not believe that the available evidence supports this aspiration.</p>	
6/30/2021 6:10	West Plan	Student, Staff, Alumni/Donor		<p>Theoretically, this seems like a possibility. The reality is much more complex. Services for students will be reduced no matter what the configuration. How these institutions will now compete against other state schools is unclear.</p> <p>The emphasis that PASSHE should take are pressing for the state to actually support these institutions instead of placing the burden on the students through tuition, which is what has happened because funding levels are not where they should be. There should be a bigger push statewide by PASSHE and helping legislators, taxpayers, and prospective students understand the quality and value of a PASSHE education and how a robust system increases the quality of life for all Pennsylvanians.</p> <p>This process has been messy. This will effectively kill higher education in the state owned schools here in PA.</p>	
6/30/2021 6:25	Northeast Plan	Faculty, Other (please specify)	community resident	<p>Consolidation will do nothing that I can see to advance the goals of the System.</p> <p>The plan is primarily a cover for cost-cutting measures. For LHU, the plan is to fire (or otherwise separate) 20-25% of the faculty and probably a similar proportion of other employees. The chancellor says that is happening with or without consolidation. So what will consolidation itself accomplish?</p> <p>Consider, on p. 196 of the plan, Appendix Y.3 comparing consolidation with other trajectories. Looking at the projections for FY2025-26, two-thirds of the difference in net revenues between "business as usual" and "integrated universities" is accounted for by the individual universities reaching the targeted student-faculty ratio (i.e., firing faculty) and other expenditure reductions (i.e., firing staff).</p> <p>According to the "key assumptions" stated in Appendix Y.3, here is what accounts for the differences between the projections based on the individual universities' sustainability plans and the "integrated universities" projection:</p> <ul style="list-style-type: none"> <li>- 1% annual increase in enrollment (vs. flat enrollment)</li> <li>- Mansfield loan repayment alternative source</li> <li>- Integrated personnel efficiencies</li> </ul> <p>Please observe on each of these points: First, nothing else in the plan addresses the Mansfield loan repayment. How much of the difference in net revenue does this account for?</p> <p>Second, nothing inherent to consolidation points to a 1% annual enrollment boost over what the universities will already accomplish. There is no more evidence in this report than in the individual universities' plans to support such an increase.</p> <p>Third, whatever integrated personnel efficiencies will occur can be accomplished without consolidation. In fact, when it comes to course offerings, I think consolidation into triads unacceptably narrows the opportunity for course-sharing outside one's own triad.</p>	Stanley Berard
6/30/2021 6:48	West Plan	Alumni/Donor		<p>The Board of Governors needs to put a halt to the consolidation process until there is sufficient information in the consolidation plans. While the plans are lengthy, they lack detail on the impact that this will have on employees and communities involved. As a graduate of Clarion University, I believe implementation of this plan will have a detrimental effect on the Borough of Clarion, as the hybrid educational model will divert students to other campuses, or turn them into commuters. There is nothing in the plan that addresses the impact on local businesses, including stores, restaurants, and rental housing. Further, the hybrid educational model is likely to turn students away from the State System universities, as more than a year of on-line learning during COVID 19 has reduced the desire of students to take classes via computer. This plan is either not fully thought through, or is not fully transparent. I urge the board of governors to provide additional details on the plan and extend the public comment period so that the public can provide thorough input on this matter.</p>	Kelly Compeau

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/30/2021 7:01	West Plan	Faculty		<p>While I appreciate the pressures that have resulted in this integration plan, I do NOT believe it will benefit CalU and I do NOT believe it is in the best interest of CalU's students for this plan to move forward.</p> <p>With a full integration, programs would need to be aligned at all three campus. In preliminary discussions to create unified programs, it has become clear that Clarion and Edinboro do not have sufficient faculty to offer the same breadth of core courses that our (CalU) students currently take, meaning we will have to eliminate aspects of our programs to ensure that Clarion and Edinboro can offer these programs. This weakens our existing programs, and will hurt students by offering them a diluted curriculum that does not prepare them as thoroughly for the workforce as our current programs do. In addition to reducing the academic rigor of our programs, integrating programs is going to reduce opportunities for hands-on learning, by reducing lab time (all CalU labs are three hour labs, but this is not the case at other campuses). Together these will hurt our students by making them less well-trained for the workforce, reducing their job prospects, which in turn will reduce our enrollments.</p> <p>I also anticipate that integration will lead to an increased reliance on hybrid education, with students attending lectures - and possibly even some labs - remotely. If students are forced to take lectures remotely, rather than by choice, this decreases their satisfaction with the course, which will again hurt recruitment and retention. In addition, by their own admission, students find it harder to stay on task and pay attention in remote lectures vs being present in the classroom, negatively impacting the quality of education they receive. This is especially critical when it impacts the attainment of core skills that students need from the program.</p> <p>If, instead of integrating, the three universities work more closely, I do see benefits to the students in being able to offer elective courses to all three campuses through remote instruction. This would be by student choice - electives aren't required courses - and could offer up a broader range of options to students that would allow them to further tailor their degrees to match their interests, enhancing the quality of education they receive. It would not be a viable option for lab classes, however, or for required classes (again, the choice of the student is the important factor here).</p> <p>If integration goes ahead there must be a commitment to INCREASING faculty levels to those necessary to genuinely support a program in areas where there are faculty shortfalls at certain campuses, otherwise the quality of education at all three campuses will be compromised by the need to bring a program down to the level that can be offered at the campus with most limited resources in a given area.</p>	
6/30/2021 7:04	Northeast Plan	Alumni/Donor		<p>My name is Rachel Roupp, and I am a very proud alumna of Mansfield University of Pennsylvania, but I'm not only that. I grew up in Mansfield, in fact directly across the street from the University. I shopped at small businesses owned by Mansfield graduates. I was taught by Mansfield graduates at Mansfield Jr./Sr. High School. I also attended that school with the children of many of the University's professors. So many people I knew studied and worked at Mansfield, including some of my family members.</p> <p>What I want the PASSHE Board of Governors to know is that the towns their schools are located in thrive because of those schools, especially those affected by the Northeast Plan. These are rural towns, ones where the university is the only chance that many students have to get any kind of education.</p> <p>As a tutor at Mansfield, I worked with every kind of student you can imagine. There were many first-generation students like me, some of whom were there for a shorter, more technical degree or license, such as those studying to be EMTs or earning an Associates because they needed to do so to enter their trade. Others came from families who didn't know anything about higher education and didn't have the means to support them, so that fell to University staff members who carefully guided these students. I also worked with students who came from urban areas and struggled to meet the initial requirements of their classes, but they were able to receive the same assistance as those other students. Finally, I worked with international students who were learning English as a second language while earning their degrees. I fully believe that Mansfield's tight-knit community and small classes sizes were essential to all of these students succeeding. The resources and care that they received is beyond being comparable to what a much larger school with more money provides to their students.</p> <p>So, consolidating any aspect of these universities' courses, faculty, and staff will bring un-imaginable problems. This plan will decimate our communities, cutting students who are already impoverished off from what is probably their only chance at education. It will remove the pillars of our community, both immediately and steadily. University employees will be forced to find work elsewhere, and their absence will absolutely kill Tioga County. It will trickle down for decades as teachers and business owners retire and their children aren't able to be educated.</p> <p>I believe a better plan would be to look at these facts and understand that the solution isn't to consolidate any of these schools or to rebrand them as something new while stripping away their courses. What does it mean for a school to be a hub to a student who doesn't have the means to get there? Nothing. That student is simply cut off. And for the people of Tioga County specifically, this is applicable to young adults and returning, older students alike.</p>	Rachel
				<p>I spent my four years at Mansfield under the constant fear of what PASSHE would do. Every year, something new happened. In my very first semester in 2013, faculty were retrenched. In 2014, they cut our education program from a school that was founded as a teacher's college. In 2015, students simply did not receive their student refunds for months. In 2016, my faculty went on strike, and I stood beside them for three days. It was a horrible way to live and forever shaped my view of the State System. I am so proud of the work that comes from these schools, but so constantly disheartened to see that the Board of Governors doesn't seem to care.</p> <p>Of course, it isn't your job to care about the communities your schools are in, but it should be. Because the only way that PASSHE, and specifically Mansfield, will ever be able to grow and eventually make all of you more money is to let it flourish. To provide MORE support and allow the absolutely outstanding faculty there to do their job. I have since gone on to graduate school, and I was one of two Mansfield graduates there. In our courses, we consistently performed better than students who had attended schools all across the country, including in the Penn State system. We had attended more conferences, we had more work and internship experience, we had published more of our writing, and we simply had a better grasp of what we were required to do for our studies. Not because we were exceptionally intelligent or advanced, but because Mansfield laid that groundwork for us to go on and succeed. This is what Mansfield produces: good students who go on to be good workers and good members of their community whether that is the town of Mansfield or not. Why if it is not in the best interest of the communities, the universities, or your wallets would the State System approve these plans? I don't know. But what I do know is that as long as PASSHE is determined to attack our schools, I am determined to speak and out against it.</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/30/2021 7:08	Northeast Plan	Faculty		I am writing to register my strong opposition to this hastily organized reorganization plan. Many details regarding curricula, sports, and staffing remain unclear. There are no clear advantages for students, no clear financial savings to the system of this hugely expensive gamble and many shortcomings. Requiring students to complete degrees through online collaborations will not speed time to completion, and (as this past year's experiment in online teaching has shown) is likely to derail many students. The solution for the system is adequate funding -- not a half-baked reorganization.	
6/30/2021 7:21	Northeast Plan	Faculty		I am opposed to the consolidation. However, if it is going to be approved by the Board of Governors, then you all need to slow down and create opportunities, especially time and resources, to do this in a meaningful way, that also abides by the curriculum approval process of faculty who know their disciplines. The plan does not help overcome technology barriers nor does it address a preference among students to be taking most classes, especially their majors, in face to face. The timeline that has been presented requires that a new curriculum for the new U, must be put together by November of this year, 2021. This is insufficient time to collaborate with colleagues across three universities (perhaps soon to become campuses). Do you want the New U to think about and create majors for the 21st century, not just for those programs that are trending now, but ALL programs that contribute to a comprehensive university undergraduate degree? If the answer is yes, then give faculty the time and pay us for the extra work load that this will include (administrators are being compensated for the extra job titles forced upon them by the cutbacks, retirements, etc). Offer support for a summer retreat in 2022, participants chosen fairly by faculty to develop new curriculums for the New U. We cannot meaningful accomplish this thoughtful process between July-November 2021 when we are teaching 4-4 loads still in the midst of a pandemic (we still have to be prepared to pivot). How do I know that we need more time? In early 2021, bringing together disciplinary representatives from all three universities (Bloom, LH, Mans) demonstrated how different our programs are, which reflect differences in teaching practices and philosophies. We need time to research and dialogue about these differences to arrive at what is best for our students and preparing them for the 21st c. For example, what are innovative practices in our disciplines? If we seize this consolidation as an "opportunity," then give us time to start a program from scratch. So what would that program look like? What process should faculty adopt to design/redesign their programs? Not all courses are identical across three campuses, so we will be obliged to redesign or create whole new courses. This takes time and thoughtfulness. My own preference: adopt a backward design approach to creating programs and courses for the new U. Whatever the process, faculty need time, and they should be compensated for their time. Trying to do all of the work required to bring about a consolidation of three campus programs, CANNOT be accomplished in a few months time, when we are teaching. We are also facing challenges this fall semester of appearing to return to normal class teaching, but knowing that at any time we may have to pivot to remote. We are working with a cohort of students who are under considerable strain from having spent a year of remote learning.	Lisa Stall-baumer-Beishline
6/30/2021 7:22	Northeast Plan	Faculty		This process continues to be flawed. Comments that "are helpful to improve the plans" are the ones that are sought. What about honest consideration of comments that are opposed to the plans?  The overarching, compelling reason integrations were considered in the first place was for cost savings. These savings are largely already being realized through back office consolidation and more can be found there. There is little incremental cost benefit remaining in the integration proposals. For the extent of disruption these integrations bring and the uncertainty of the outlook for them, there really is no compelling reason to continue with the integrations.  Let's get back to reimagining how to best deliver academic programs to students. These integrations aren't the answer and it is time to stop trying to salvage the lost time/money/political capital that was spent on integrations. Move on to something better.	
6/30/2021 7:25	Northeast Plan	Alumni/Donor		Lock Haven University provides Central PA students with a much needed higher education option that is more affordable than the other closest University, Penn State. I gained valuable connections and knowledge from attending LHU and i'm saddened to see the faculty cuts of my former professors and advisors that helped me get my current job and helped me to grow as a professional. This merger will not help PA students but will only hurt them and drive them to out-of-state options or options outside of PASSHE. Beyond higher education and the lasting effects on current and future students, the local economies will crumble without the universities that serve as backbones for employment. Small businesses will have a harder time finding workers and for Lock Haven, all they will have is a factory as their primary employer. PA needs to fund higher education, not continue to cut and merge based on administrators "expertise." What will the future of PA look like without all of these universities to educate the future leaders and workers of tomorrow?	Brittani Kline
6/30/2021 7:26	Northeast Plan	Alumni/Donor		This is a horrible idea and the plan clearly shows a lack of thought and planning for this merger. Moving forward would be a mistake and devastate these small-town economies.	
6/30/2021 7:29	West Plan	Staff		Enrollment projections are based off of data from January-February timeframe. Since then, enrollment has declined much further than what the updated plan proposes. Once fall census data is available in a few months, these projections will look financially worse than they are now. What is the plan to account for a much lower enrollment projection? The west plan is barely sustainable with optimistic enrollment goals. If the goals are not reached, what is plan b? The optimistic enrollment projections include growth in overall enrollment and also growth in online enrollment. None of the west integrating schools have had growth in enrollment, in any year, since 2012.	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/30/2021 7:35	West Plan	Faculty		<p>I am a full-time faculty in the PASSHE system that is not directly affected by the consolidation initiative. I would, however, like to voice my concerns and suggest further consideration before finalizing any action.</p> <p>Briefly my concerns include:</p> <ul style="list-style-type: none"> <li>* Mandated hybrid venues for classes will negatively affect the quality of teaching (I speak from experience and student feedback)</li> <li>* Designating one campus as a "main campus" in the consolidate three universities will detract from the identity of the two other universities and inevitably further reduce enrollment and viability</li> <li>* The above two points, as well as others, will negative affect the community of the universities</li> <li>* I am not convinced that the initiative is motivated beyond any incentive than reducing costs.</li> </ul> <p>o While I fully understand that any system needs to be fiscally responsible and seek efficiencies, it does not appear that strategies have been fully explored with stakeholders' input</p> <p>Thank you for considering my input James Eng Associate Professor Slippery Rock University</p>	James Kwokon Eng
6/30/2021 7:36	Northeast Plan	Faculty		<p>I am a full-time faculty in the PASSHE system that is not directly affected by the consolidation initiative. I would, however, like to voice my concerns and suggest further consideration before finalizing any action.</p> <p>Briefly my concerns include:</p> <ul style="list-style-type: none"> <li>* Mandated hybrid venues for classes will negatively affect the quality of teaching (I speak from experience and student feedback)</li> <li>* Designating one campus as a "main campus" in the consolidate three universities will detract from the identity of the two other universities and inevitably further reduce enrollment and viability</li> <li>* The above two points, as well as others, will negative affect the community of the universities</li> <li>* I am not convinced that the initiative is motivated beyond any incentive than reducing costs.</li> </ul> <p>o While I fully understand that any system needs to be fiscally responsible and seek efficiencies, it does not appear that strategies have been fully explored with stakeholders' input</p> <p>Thank you for considering my input James Eng Associate Professor Slippery Rock University</p>	James Kwokon Eng
6/30/2021 7:38	West Plan	Staff		<p>Leadership positions seem to be assumed in the plan going forward. Why would there not be a formal process to hire a President for the three integrating schools, like a formal search, interview, or at least a vote, rather than just a current president being assumed as president of the new university?</p>	
6/30/2021 7:50	West Plan	Staff		<p>The financial projections are very optimistic, especially focusing on online enrollment growth, overall enrollment growth, and yearly tuition increases. If the projections become more conservative, they would look much worse financially. Does it make sense to integrate schools that are not sustainable as one entity?</p>	
6/30/2021 7:53	Northeast Plan	Faculty		<p>So I am watching the 30 July workshop, and Chancellor Greenstein seems perplexed by the claims of a lack of transparency. He indicated that just last week our provosts shared a proposed program array that would combine BU/LHU/MU. What did they provide? We received was a list of proposed new departments and what programs they would include. No explanation, no context.</p> <p>Why are faculty complaining about the lack of transparency? Because the Chancellor's office quotes the number of faculty involved in the process proves we support it. The public comments indicate otherwise. And to dismiss our criticism as driven by union politics or self-interests is insulting.</p> <p>Why are faculty complaining about the lack of transparency? Because criticism of the plan is thrown into a massive category of "viewpoints" in the Chancellor's report today on 30 July. Then dismissed as not providing actionable plans.</p> <p>Extended timeline for curriculum is good to hear about in the workshop, but what is the extended time? How will faculty, staff and administrators be supported in this?</p>	
6/30/2021 8:05	West Plan	Faculty		<p>I think this is a terrible idea and will drag CAL U into the ground. If I were to bet... Cal U closes in 8 years under this merger. Please reconsider.</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/30/2021 8:20	Northeast Plan	Faculty		<p>I'm listening to the Chancellor speak at the June 30th special Board of Governors meeting. I can't believe the lies coming out of his mouth. When asked by one of the board members why there seems to be a real discrepancy between what the chancellor professes about the lengths gone to to make public comment opportunities available, and what a parent caller very differently described as the exact opposite scenario, the chancellor simply stated again that he and his staff had done everything possible to make integration plans and public comment opportunities available to students, parents, and the general public. This is absolutely false. When students called in during the public hearings, several indicated they hadn't even heard about the public comment opportunities until someone had clued them in. Even then, they said they had a difficult time finding where to go online to make their comments.</p> <p>The chancellor is a snake oil salesman. I only hope that the good questions I heard board member Jany Eomans ask (none of which were answered satisfactorily at all by the Chancellor, in my mind) are an indication by her and hopefully other members on the board, including the two new student members, that there will be a vote against this horrific plan. This plan is egregious, irresponsible, and hastily put together, and it requires leadership--true leadership--and a sense of integrity and responsibility to vote it down. Thank you also to those who questioned the pat empty answers the chancellor gave regarding how this plan meets the needs of students of color and students at risk. All the chancellor can come back to is the "immediacy" by which the board needs to act. It's his fallback go-to of saying there is no other alternative than to act now. Yes, we need to act, but a hasty, full-of-holes plan will fail to meet the needs of the students we all care about, and will fail ultimately in keeping these universities going. The chancellor's real plan, I fear, is to institute a plan that results in the closing down of schools, not enhancing their viability.</p> <p>And Chair Shapira then tries to scuttle the conversation along in this meeting, just as members of the board are asking really important questions. She tells the board that we'll need to trust the process, that there will be student engagement in the process. What a sham. Thank you to the board members who are trying to interrogate the easy answers the chancellor keeps giving.</p>	
6/30/2021 8:54	Northeast Plan	Faculty		<p>Consolidation will hurt student opportunity and devastate local communities. First put a pause on consolidation to understand more fully its impact and second assist PASSHE schools with their debt.</p>	Mark Spicka
6/30/2021 8:55	West Plan	Faculty		<p>Consolidation will hurt student opportunity and devastate local communities. First put a pause on consolidation to understand more fully its impact and second assist PASSHE schools with their debt.</p>	Mark Spicka
6/30/2021 9:09	Northeast Plan	Student, Staff		<p>I attended the BOG meeting today and I am appalled at the Chancellor's comments regarding public comments feedback and transparency. I am deeply disturbed by the proposed integrations and the potential impacts to my colleagues and students. I am very concerned that student and parent concerns are being taken into consideration because there has been no real outreach to students - the public comments are occurring when students are not on campus and the majority of students are not taking classes during the summer. You cite input from students as being a priority, but all indications are that students in leadership positions on campus are the ones that have responded, not the individual students that will be impacted the most. There has been no indication of what the actual number of response rates on surveys is and it is doubtful that the respondents are representative of our most vulnerable and diverse student populations. While our students are digital natives, our students do not check email and may not feel comfortable turning on camera and commenting in public comment sessions. They are not savvy or aware of the impacts nor are they aware that their input matters. The website is not user friendly and one must scroll through a lot to find the form and the FAQs mentioned today are on the right side-bar menu but today was the first I heard this is dynamically updated with all of the answers to "common" questions. I had not noticed this page before, so your website and communications approach should be addressed. You provide a slide showing all of the many opportunities, but you don't provide any counts of the actual participation and you continue to be dismissive when you are challenged about the transparency of the process and lack of input from all stakeholders. For me, I am most concerned about students.</p> <p>Additionally, I don't believe the public comments are representative of ALL of our staff, faculty, students, and local communities. When only 700 public comments out of 100,000 are cited, that tells me that only 0.7% of stakeholders have expressed their views. I don't believe this low response rate is due to lack of interest or apathy. I believe it is because 99.3% of stakeholders have no idea what is happening and how it will impact them directly because this plan is convoluted and incomplete. I also believe the number of 100,000 is low (number of students + number of faculty/staff but does not include community members). The Chancellor and the BOG seem to believe that so few comments indicate approval of the plan by the majority. Additionally, there is no mention that almost all of the public comments during the two days of hearings were against the integrations or urged a pause in the vote. The fact that you are not reporting counts such as # of student responses or categorizing comments is baffling. Both are necessary - all comments "batch" being presented for transparency but also a summarizing and categorizing to help all parties to understand the responses in order to identify trends. You mention not wanting to categorize individual comments, yet you are categorizing when you say "actionable". The kinds of categorization I recommend are based on issues related to accreditation, athletics, cost savings, online learning, etc. What issues are of concerns about the stakeholders and how are they being addressed?</p> <p>Personally, I have been in a constant state of worry about losing my job and being furloughed for the past 18 months. It's a lousy way to live and very difficult to feel excited about a new semester or to be invested in the work at hand. I believe all faculty, staff, and students have been impacted by the greatly by the pandemic (mentally, physically, emotionally, financially, socially) and this is not the time to recommend a radical change without thorough vetting and a complete plan with specific impacts addressed. Additionally, the plan has no real cost savings for students, which is the driver of enrollments.</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/30/2021 9:34	West Plan	Faculty		<p>To whom it may concern:</p> <p>I am writing to express my strong opposition to the consolidation of six PASSHE campuses into two new campuses. As a professor with twenty-three years of service at Edinboro University, one of the campuses slated for consolidation, I have participated in the consolidation planning process. I can state unequivocally that my experience of the consolidation process is that it has been rushed, non-transparent, and disorganized. In numerous discussions with others in the Edinboro community, I have yet to speak to one colleague or student on the Edinboro campus who is excited about the proposed consolidation, or who feels that it will bring about positive change. I have participated in multiple zoom meetings with peer faculty at the other two campuses (Clarion and California) which are slated to merge with Edinboro, and each meeting has been chaotic, lacking a clear leader or a clear mission. Faculty are not involved in the consolidation process because they are supportive of the initiative; rather, they have been compelled to participate as an attempt to exert a measure of influence on a process that is deeply flawed.</p> <p>Consolidation is being sold as a method for PASSHE to increase opportunity for students, yet virtually no PASSHE students believe that will be the end result. Instead, these students are likely to experience the cutting of face-to-face instruction on the campus that they attend, and increased reliance on virtual learning. Having just completed 1.25 academic years of full-time online instruction during the pandemic, I can state with authority that online instruction is problematic, and does not offer the value of face-to-face instruction.</p> <p>The reality is that consolidation is a last-ditch effort of our Chancellor to sustain the existence of six financially strained institutions without increased PASSHE funding. My bigger fear is that consolidation is the first step in a cynical plan to close multiple PASSHE campuses. What is unclear is why our Chancellor, who should be our most visible and vocal advocate, has not pressed Pennsylvania legislators to restore PASSHE funding that was cut drastically under the Corbett administration. These deep cuts helped to bring about the financial crisis that multiple PASSHE campuses are now experiencing. As you are undoubtedly aware, the state of Pennsylvania ranks 48th in the nation in per capita spending on students at its public universities. This fact should be of great embarrassment to our state legislators, yet every attempt to meaningfully restore deep spending cuts that were made over a decade ago have been blocked in the PA House and Senate. We have become the Alabama of the northeast, and are living up to our derogatory nickname, Pennsylvlucky.</p> <p>If the fourteen PASSHE campuses were funded at a level that would bring us to the national average on per capita support, there would be no need for consolidation. This would require a substantial increase in PASSHE appropriations. Numerous studies have proven that every tax dollar spent on public higher education is a very cost-effective method of "priming the pump", economically speaking. For every tax dollar invested in public higher education, numerous tax dollars are generated in local economies, and through the increased earning potential of college graduates. The irony is that fiscal conservatives do not recognize such expenditures as financially prudent, even as they fail to appreciate the other societal benefits of an educated society.</p> <p>Please vote against the consolidation of six PASSHE campuses, and please restore PASSHE funding to a level that is financially sustainable.</p> <p>Thank you,</p> <p>Terry McKelvey, Professor at Edinboro University</p>	Terry McKelvey
6/30/2021 9:48	West Plan	Faculty		<p>It is a great plan. I hope the plan is materialized because it will offer our students more qualified faculty members in a given major. I am looking forward to see the integration to come to its fruition.</p>	
6/30/2021 9:48	Northeast Plan	Other (please specify)	Retired Dean, IUP	<p>Support for Merger Initiatives and CBA Revision</p> <p>My support for the System's merger initiatives and a revision of an expensive CBA is based on the recognition that the System is in such a dire financial position that it's not going to be rescued by the Governor/Legislature. This is not a new situation. We've had budget problems as long as I can remember. Thankfully, Chancellor Greenstein has had the courage to talk openly about it and not pretend it is somehow going to be magically resolved. I suppose, however, that there are still some nonbelievers.</p> <p>Academia is one of the final frontiers in need of dramatic restructuring. You certainly know that airlines, auto makers, steel and aluminum producers, mining and oil/gas production have all been forced into dramatic restructuring, over the last two decades, mostly driven by financial insolvency. When organizations can deal with financial problems by continually raising prices or getting external funding, they seldom, if ever, take the difficult steps to fix their cost structure until it is too late. It's clear now that the State System of Higher Education has reached a point where it must fix its cost structure in order to survive.</p> <p>I recently retired after serving over three decades as dean of the Eberly College of Business and Information Technology at IUP. My personal service has exposed me to virtually every article contained in the Collective Bargaining Agreement with APSCUF and to almost every facet of our institutional budget. I believe, therefore, that my perspective about these matters should have some merit. A decade ago, I served on the System's team for negotiation of a new CBA with APSCUF. At that time, I identified changes in the CBA that would have allowed PASSHE institutions to save over 18 million dollars per year. Almost all of the provisions that would have produced those savings still exist in the contract.</p> <p>In addition to non-competitive tuition charges, System schools have a reputation issue. There are unquestionably many many highly capable and highly committed faculty employed throughout the System. In addition, there are innumerable graduates and current students who have been well served by their respective institutions. There's probably no such thing as the perfect student experience, but there are some that are more satisfactory than others. Do PASSHE institutions fall short? Well, there's no institution that fully satisfies everyone, but at the margin what PASSHE offers to its students is too often less than satisfactory. Does the faculty contract have anything to do with that? There is certainly some evidence to suggest that. At the margin, the faculty contract does not contribute adequately to a culture of accountability.</p> <p>I am not opposed to the System's merger initiatives. Merging six schools into two distinct units, however, will not be enough to solve the System's financial problems, partly because the System needs to do more than simply balance its budget. It needs desperately to lower its tuition in order to</p>	Robert C. Camp

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				<p>reduce the burden on middle-and lower-income families and serve a wider range of Commonwealth citizens. The System's schools now have thousands of empty seats. This is not entirely related to demographics. It is also related to an inefficient and non-competitive tuition charges, as well as a non-competitive product line and delivery system. Thirty years ago, PASSHE schools were delivering high value based on the quality of the product in relation to the price. The dramatic increase in tuition has changed that equation.</p> <p>I disdain the fact that the System is trying to cut costs without altering the faculty contract. IUP is retrenching faculty and is scheduled to issue many more retrenchment letters this fall. Some of that might be avoided if the contract were restructured, but cutting tuition is also a critical issue.</p> <p>Regarding the proposed merger initiatives, David Pidgeon, PASSHE's Director of Public Relations, has indicated that: "We are confident the host communities will benefit from a positive economic impact." Well, of course, the communities of the merged schools will benefit from continuing to host PASSHE campuses, but the overall reduction in the PASSHE workforce is clearly going to have a negative impact across these various communities. It's just not as bad as it would be if the schools' doors were closed.</p> <p>The bottom line is that merged schools are more politically palatable than closed schools. The likelihood of enrollment salvation, however, is almost zero. There's plenty of evidence that PASSHE has an inefficient and noncompetitive product line and delivery system. In my view, it must reduce its tuition and fee structure and must improve its overall product image. That can't happen unless the faculty contract is altered. It must be recognized that these are existential issues.</p> <p>Robert C. Camp</p>	
6/30/2021 9:49	West Plan	Other (please specify)	Retired Dean IUP	<p>Support for Merger Initiatives and CBA Revision</p> <p>My support for the System's merger initiatives and a revision of an expensive CBA is based on the recognition that the System is in such a dire financial position that it's not going to be rescued by the Governor/Legislature. This is not a new situation. We've had budget problems as long as I can remember. Thankfully, Chancellor Greenstein has had the courage to talk openly about it and not pretend it is somehow going to be magically resolved. I suppose, however, that there are still some nonbelievers.</p> <p>Academia is one of the final frontiers in need of dramatic restructuring. You certainly know that airlines, auto makers, steel and aluminum producers, mining and oil/gas production have all been forced into dramatic restructuring, over the last two decades, mostly driven by financial insolvency. 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The dramatic increase in tuition has changed that equation.</p> <p>I disdain the fact that the System is trying to cut costs without altering the faculty contract. IUP is retrenching faculty and is scheduled to issue many more retrenchment letters this fall. Some of that might be avoided if the contract were restructured, but cutting tuition is also a critical issue.</p> <p>Regarding the proposed merger initiatives, David Pidgeon, PASSHE's Director of Public Relations, has indicated that: "We are confident the host communities will benefit from a positive economic impact." Well, of course, the communities of the merged schools will benefit from continuing to host PASSHE campuses, but the overall reduction in the PASSHE workforce is clearly going to have a negative impact across these various communities. It's just not as bad as it would be if the schools' doors were closed.</p> <p>The bottom line is that merged schools are more politically palatable than closed schools. The likelihood of enrollment salvation, however, is almost zero. There's plenty of evidence that PASSHE has an inefficient and noncompetitive product line and delivery system. In my view, it must reduce its tuition and fee structure and must improve its overall product image. That can't happen unless the faculty contract is altered. It must be recognized that these are existential issues.</p> <p>Robert C. Camp</p>	Robert C. Camp
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DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/30/2021 10:10	West Plan	Faculty, Staff, Alumni/Donor, Other (please specify)	Community Leader	<p>Thank you for this opportunity to respond to the 2021 PASSHE integration plan. In addition to traditional face-to-face classes and events, offering some on-line courses and virtual opportunities is crucial to the success of the PASSHE system.</p> <p>As a faculty member and director of Edinboro's Bruce Gallery, I have worked closely with other faculty and many staff to make effective use of the internet to benefit students, alumni and the wider community. Like the thrill of athletic competition, the intellectual stimulation of classes and libraries, college students need the challenge and enrichment of the arts. As Edinboro University's gallery director and administrator of Edinboro's Permanent Collection, I reached out to art faculty at California and Clarion. My colleagues explained that their universities have collections and galleries. However, one collection has been casually dispersed. The other collection is locked in storage. Neither university employs a gallery director nor hosts regular, professional exhibits. Troublingly, the integration plan does not appear to mention stewardship of the permanent collections or galleries. But, this concern is a narrow one in the face of the transformational changes proposed.</p> <p>The integration plan claims that "cost savings" will allow a reinvestment in "students' success" that in turn will create "improved educational outcomes." However, evidence supporting such claims is absent from 400-page integration plan. The plan envisions hiring 1 new full time staff member for every 200 new students and 1 new full time faculty member for every 300 new students. This ratio is problematic. According to the "Best Value Schools" website, the average ratio in the USA is 16 per full time students per professor, with some top ranked schools under 10. Because schools with lower student to faculty ratios result in higher graduation rates and better outcomes for alumni, PASSHE's plan of only 1 professor for every 300 new students is problematic.</p> <p>In addition, the plan envisions a \$30M expenditure and ZERO cost savings for five or more years. At the same time individual universities will be demoted to parts of a whole, rendering the parts vulnerable to closure and imperiling the regional communities in which they exist.</p> <p>As an example, consider the recent closure of Edinboro's Music Department:</p> <p>ECONOMIC LOSS: Billed as a financial move, it is worth considering three outcomes of closing Edinboro's Music Department. 1) Music Building - About a decade ago, after fundraising over \$3M, a state-of-the art, sound-proof Music Building was constructed. The beautiful new building featured a music computer lab, a piano lab, many practice rooms and a gorgeous recital hall. And, since the Music Building still houses thousands of dollars worth of equipment and instruments, there are significant continued costs to monitor the temperature and humidity of the structure. 2) Retrenchment - The cost of lawsuits, arbitration and payout inducements must have been significant. 3) Regional Economy - After the Edinboro Music Department closed, all the retrenched faculty (and their families) left NWPA "" a significant and permanent loss to the region's economy.</p>	Lisa Austin
				<p>CULTURAL LOSS: The closure of the Edinboro Music Department, accredited by the National Association of Schools of Music, has culturally diminished our university and community. Each year, Edinboro's Music Department hosted dozens of free, public recitals and Edinboro's Community Music School (also accredited by the National Association of Schools of Music) annually educated hundreds of youth and adult learners "" over 2,000 aspiring musicians during the 20 years it existed. In it's heyday, Edinboro's Performing Artist Series, showcased up to fifty national and international level musicians who played free, public recitals. Several Edinboro Music professors have been a part of the Erie Philharmonic and, before the department closed, Edinboro's Chamber Players partnered with Erie Arts &amp; Culture to offer quarterly recitals at the Hirt Auditorium in Erie's Blasco Library. Today, only one full-time Music professor remains as a part of Edinboro's Department of Education.</p> <p>This deep dive into the loss of Edinboro's Music Department is offered to provide a sense of the way the diminishment or closure of any PASSHE university will harm the culture and economy of the surrounding community. Like the abandonment of the collective investment in Edinboro's Music Department, continued closings will decrease faith in PASSHE institutions.</p> <p>Here is an important statistic: 84% of PASSHE graduates continue to live, work and pay taxes in the Commonwealth. What a fantastic record! But, without barriers in place to protect each individual PASSHE university, the ongoing "youth-drain" and "brain-drain" of Pennsylvania will accelerate.</p> <p>PASSHE needs more leaders who understand the crucial role of each university and who are willing to work for restoration of funding as a logical state investment.</p> <p>PASSHE needs more leaders with the vision to curb top-down fiscal fiascos like those suffered at Edinboro.</p> <p>PASSHE needs more leaders who understand the role of faculty in both envisioning and creating needed solutions. What percentage of faculty responded to the plan by June 30th? An excellent response rate would be 50%; a minimally acceptable rate is 20%.</p> <p>Please delay implementation. Instead, please provide a non-pandemic year of study allowing a detailed review of the plan's assumptions, claims and omissions "" and time to offer new solutions.</p>	
6/30/2021 10:10	West Plan	Faculty		<p>To whom it may concern,</p> <p>I believe the consolidation of The Western Pa universities is too rushed and the implementation is an impulsive decision. It is clearly an economic decision without considering the logistical impacts, governance, and negative effects it will have on teaching. I believe that many issues need to be carefully discussed and resolved and consolidating without an effective and strategic plan of transition process is not prudent.</p>	
6/30/2021 10:14	Northeast Plan	Faculty		<p>This integration is a horrible idea. There is nothing to be gained, no cost savings and plenty to be lost, including many dedicated faculty and lots of students who will go elsewhere.</p>	Jeffrey Leitzel

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/30/2021 10:31	West Plan	Student, Faculty		<p>I am an alumnus and a faculty member from two different PASSHE schools, both of which are being considered for consolidation. As an alumnus, I am proud of the University from which I graduated and believe it should be funded as an independent institution of higher education.</p> <p>As a faculty member, I can see that this consolidation is poorly planned. Many of the most significant issues (accreditation, athletics, curriculum, etc.) have not been considered carefully. I also believe the loss of identity will hurt these six institutions significantly.</p> <p>As a tax payer, I have watched the lengthy online public hearings. I saw one person who was semi-positive about the consolidation. Everyone else did not agree that this was a sound option.</p> <p>It is my hope that people are listening. This consolidation is a profoundly bad idea. The Chancellor has not met the requirements of Act 50. This consolidation should be voted down.</p>	
6/30/2021 10:46	Northeast Plan	Other (please specify)	Pennsylvania resident	<p>Thank you for the opportunity to comment on the proposed Pennsylvania State System of Higher Education (PASSHE) proposed implementation plan for the three northeast institutions. There is no denying the cost of higher education is a nationwide issue and particularly so in Pennsylvania. However, I have concerns this plan as proposed may not adequately address the multiple issues facing these institutions or is the appropriate model for evaluating the other PASSHE institutions.</p> <p>Some of the more significant items that I believe require additional investigation and documentation include:</p> <ol style="list-style-type: none"> <li>1) the plan as currently written does not show a cost savings for students OR for the state system overall;</li> <li>2) Students come to a local university for a college experience. They do not want to sit in a dorm room and take courses online through another university;</li> <li>3) The plan lacks details in a number of areas. Too many major elements are not adequately addressed for the integration to happen in 2022. For example, it is unknown what the administration will look like on each campus;</li> <li>3a) It is also unclear whether or not each campus will be able to keep its own sports teams. The recent Supreme Court ruling on paying college athletes is projected to bring major changes to university athletic programs. How that will affect the ability to sustain athletic programs at all levels of NCAA competition is not currently known;</li> <li>4) The consolidation will have major community impacts on rural Pennsylvania towns. No economic impact study on local communities has been conducted by PASSHE. An outside study indicates that the merger will have detrimental effects on local communities of the schools involved.</li> <li>5) The PASSHE system is significantly underfunded. PA ranks 47th out of the 50 states in dollars spent towards higher education. If the system is properly funded (as it was until 10 years ago) perhaps there would be no need consider merging universities.</li> </ol> <p>The lack of specificity in the implementation plan makes it difficult to provide more meaningful and specific comments. I therefore recommend the plan as currently proposed to the public not be approved at this time until such information is made available for public review. This is too important an undertaking to not rigorously investigate all potential impacts to the students, residents, and impacted communities of Pennsylvania.</p>	
6/30/2021 10:54	West Plan	Staff, Other (please specify)	Erie County Taxpayer	<p>My name is Brenda Rajecki and I'm the office manager for the Edinboro University APSCUF office and a concerned resident/taxpayer in Washington Township, Erie County. I realize that change needs to happen and that sharing some services between the universities is a fiscally sound decision, but the consolidation of six universities into two needs to be delayed and questions need to be answered. If not, this plan could potentially derail many student's education plans and damage our local economies.</p> <p>In February 2019 our then Edinboro University President Guiyou Huang sent an email to all faculty and employees explaining that Edinboro had to submit a preliminary financial sustainability plan to PASSHE and he attached the Edinboro 2024 Five-Year Strategic Plan. His email explained that this plan would be updated annually during the next five years to put our university on a course to a prosperous future. Then the pandemic hit and while we were all dealing with its ramifications, the timeline for this plan went from five to two years. What happened? How can the future of six PASSHE universities be drastically changed over Zoom meetings during the summer? How will this plan affect communities that have economically depended on these universities for over 100 years?</p> <p>Edinboro small-business owners are still trying to come out of the hardships of the COVID-19 pandemic. They deserve to know what effect a consolidated campus will have on them. This will not only be devastating our community but to Erie and Crawford County. With forced hybrid learning, how many students will actually be able to attend classes on campus. With potentially more layoffs on the Edinboro campus, what type of financial hit can our community expect to have if consolidation is approved? Additionally, what will the local tax impact be to local governments, including school boards? The potential for hundreds of thousands of dollars in lost tax revenue is something the chancellor's plan does not explore. You owe it to the local taxpayers to let them know what this plan will mean for them. It's not a wait and see situation.</p> <p>A plan as important as this cannot be based on a local economic-impact study that was conducted in 2015. How can your office assume a study that was completed 6 years ago, before a pandemic, be a relevant baseline data for this plan? There are too many unanswered questions. Local communities, small-business owners, local elected officials, and campus communities deserve more answers than outlined in this plan. To move ahead with this plan without those answers is irresponsible and I ask that the Board of Governors oppose or delay this plan for consolidation.</p>	Brenda Rajecki
6/30/2021 11:02	Northeast Plan	Faculty		<p>The Board is confronted with a major decision point. The proposal is to merge six schools into two. This will be a major institutional change, and one that will be difficult to undo if the proposal turns out to be incorrect. Under such circumstances, I urge the Board to slow down and conduct pilot studies before going "all in" on the combination. Numerous questions do not currently have answers. "Trust me" is not a good enough solution when the lives of students, faculty, staff, community members, and others are at stake. For example, no one has answered the question of how this works to resolve institutional debts. Trustees at two schools have come out as opposed, because they do not want to be burdened with the debt of others. Let us take this year to run tests on programs that are a good fit, work out the problems, and get some answers for the questions everyone has been asking.</p>	Brian Loher

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/30/2021 11:05	Northeast Plan	Other (please specify)	Community member and parent of high-school-aged child	<p>Please delay voting on the PASSHE consolidation plan. There are too many unanswered questions for the Board of Governors to be able to make an informed decision about how this consolidation plan will impact students. The NCAA has not made a decision about whether or not campuses will be allowed to retain their athletic teams. It is unclear how many online courses students will be forced to take because their programs will no longer exist on campus.</p> <p>Instead of a rushed vote to consolidate campuses, I most strongly urge the PASSHE Board of Governors to advocate with the PA General Assembly to dedicate some of the \$7 billion in surplus funding they have to help campuses pay down their residence hall debt. This one-time expenditure would reduce debt payments for campuses and free up money in campuses' budgets and allow them to make housing--and the overall cost of attending their school--more affordable, Increased affordability=increased enrollment. Thank you very much for considering this comment. Susan Spicka, Shippensburg, PA and mom of a rising high school senior.</p>	Susan Spicka
6/30/2021 11:06	West Plan	Other (please specify)	Community member and parent of high-school-aged child	<p>Please delay voting on the PASSHE consolidation plan. There are too many unanswered questions for the Board of Governors to be able to make an informed decision about how this consolidation plan will impact students. The NCAA has not made a decision about whether or not campuses will be allowed to retain their athletic teams. It is unclear how many online courses students will be forced to take because their programs will no longer exist on campus.</p> <p>Instead of a rushed vote to consolidate campuses, I most strongly urge the PASSHE Board of Governors to advocate with the PA General Assembly to dedicate some of the \$7 billion in surplus funding they have to help campuses pay down their residence hall debt. This one-time expenditure would reduce debt payments for campuses and free up money in campuses' budgets and allow them to make housing--and the overall cost of attending their school--more affordable, Increased affordability=increased enrollment. Thank you very much for considering this comment. Susan Spicka, Shippensburg, PA and mom of a rising high school senior.</p>	Susan Spicka
6/30/2021 11:09	Northeast Plan	Other (please specify)	Passhe Women's Consortium is comprised of students, faculty, staff	<p>Gender Disparities and the PASSHE Reductions</p> <p>As members of the Women's Consortium of the Pennsylvania State System of Higher Education, we have specific concerns about the disparate impacts of the PASSHE reorganization in gendered terms. "The PASSHE cuts are likely to exacerbate gender disparities in academic employment throughout Pennsylvania" (The Economic Impact of the PASSHE Employment Reductions, 2021). Our mission is to further the status of all women within the Pennsylvania State System of Higher Education. As such, we want to raise awareness of and protest against these harms and ask that the PASSHE leadership not contribute to and replicate long-term structural oppression of women.</p> <p>Women faculty will be negatively harmed at higher levels than men due to tenure and non-tenured status and seniority status. National data (Rucks-Ahadiana, 2019) suggests that for women experiencing intersectional oppression (e.g., Black, Indigenous, women of color), these harms will be even more severe. Women faculty mentor and are role models for female students, who will also be disproportionately impacted by these changes. The reorganization thus exacerbates the economic, professional, and social oppression that women already experience in a patriarchal society and thus participates in structural sexism in significant and measurable ways.</p> <p>According to the PERI REPORT (The Economic Impact of the PASSHE Employment Reductions, 2021):</p> <ul style="list-style-type: none"> <li>* PASSHE Employment Reductions will have their most severe impact on women.</li> <li>o "The largest negative impacts in terms of job loss and revenue decline will be in the economic regions near each university that is facing job cuts. These job cuts will have their most severe impact on women. This is because women constitute large majorities of both the student body of the PASSHE universities and of the untenured faculty on sta--€."</li> <li>* "The disproportionate impacts opportunities on women in the Pennsylvania economy. We consider here both the fact that nearly 60 percent of the students enrolled in the PASSHE system are women, as are 57 percent of the untenured faculty members. These untenured female faculty members will almost certainly bear the brunt of employment losses."</li> <li>* It is unclear what proportion of the staff reductions will involve women. Certainly cut-backs in secretarial, clerical, and administrative assistant positions will impact primarily women. Women are also a significant proportion of the custodial staff. A substantial proportion of the professional staff (in Student Affairs, for example) are women. Further, many of the women of color employed by the PASSHE are employed as custodians, or as professional staff. Cut backs in staff will impact the experience of students, the productivity of the faculty, the efficient operation of the departments and colleges, and the local economy.</li> <li>* Student Body Composition: "The erosion in the educational standards opportunities imposed by the sta--fng cuts will therefore have a disproportionately negative impact on young women in Pennsylvania."</li> <li>o "The student body of PASSHE is disproportionately female, averaging 60% female across the system, above 50% female at every university, and as high as 70% at one of the universities, Clarion University. These are young women who will have entrusted the PASSHE system to provide them with a high-quality educational experience."</li> <li>* Faculty Composition. "A review of the makeup of the PASSHE faculty suggests that the brunt of the reduction will be borne by women faculty."</li> <li>o "Although the exact structure of the layoi--€s is yet to be determined, it is likely that the 809 position reduction in the faculty will disproportionately ai--€ct faculty with less experience and less job security."</li> <li>o "Faculty with tenure have substantial job security. Faculty without tenure have much less job security."</li> <li>i,§ "Across the PASSHE universities, faculty with tenure are only 46% female while faculty in the less secure positions are 57% female, a very substantial gender gap."</li> <li>i,§ "A comparison of the planned reductions to the entire size of the faculty without tenure suggests that a very substantial share of these positions may be lost."</li> <li>* For example, Kutztown University is facing the loss of 93 faculty positions and has only 115 faculty without tenure, of whom 64 are women."</li> </ul> <p>Again, we protest against these harms and ask that the PASSHE leadership does not contribute to and replicate long-term structural oppression of women.</p> <p>Thank you, The Executive Committee of the Women's Consortium of the Pennsylvania State System of Higher Education</p>	The Executive Committee of the Women's Consortium of the Pennsylvania State System of Higher Education

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/30/2021 11:09	Northeast Plan	Faculty		<p>The integration of the 3 NE Universities could have many consequences both potentially good and potentially dire. I worry a full steam ahead approach is not weighing the negative impacts closely, and that the BOG and chancellor are out of touch with what these Universities offer to students and the community. I grew up in the Western US, where my graduating class for high-school was 1400 students. My education, was a sink or swim approach and at best, mediocre. 1400 students in a high-school setting is too many students yet it was free and public. However, I saw the same classroom size and shuffle as an Undergraduate at the University of Colorado, where 45,000 of my closest friends attended. Classrooms were filled with 500 students, with lab sections lead by graduate students (of which LH, and MU do NOT have). I did not know my faculty teachers, they did not know me. Again, it felt mediocre and expensive.</p> <p>This is not the educational experience our students are looking for--they can go elsewhere for that experience. Our schools offer SMALL HIGH QUALITY education. The faculty go way beyond expectations to help these students to be successful, to train them to be contributing leaders in these communities. The 'big' Universities cannot compete with that. The beauty and draw of our schools are specialization, hands on experiences, internships, research experiences and face to face "I know your name" not just your student ID. I choose to teach at this small school because I could connect to the students, I could see them succeed and thrive. This is an experience I can say is not offered when the University is big and classrooms are packed or pushed online. Don't be mediocre, be great and let the faculty do what we do best--inspire students and create community leaders.</p>	
6/30/2021 11:38	Northeast Plan	Faculty		I vote no to integration/merger/consolidation. It is not necessary. It is destroying education, jobs, businesses, and future of communities, students, faculty, and families. The negative impact is already felt in small towns and schools like Lock Haven and Mansfield. These two schools will become a satellite of Bloomsburg U.	
6/30/2021 11:47	West Plan	Faculty		<p>* Nursing has a high proportion of temporary faculty. This requires significant mentoring and annual evaluations. The burden of annual evaluations on the department committee will be high, however, that can be disseminated among committee members. However, it is the Chair who must observe each temporary faculty and write the letters for evaluations. Since more than 50% of the FTEs are temporary that is a large workload for one chair.</p> <p>* Student count "" Among the 3 universities, nursing currently has over 1000 students in the 3 programs.</p> <p>* Geographics "" The various nursing programs are spread across 5 separate locations. This complex arrangement is difficult to manage for a host of reasons. How can a chair evaluate someone they have likely only met a few times? It is hard to identify the issues a location is having with spot visits. In addition, each site requires negotiations for clinical sites for the students. This requires local knowledge and connections.</p> <p>* Accreditation "" Each program has a separate accreditation process and currently we have two accreditors. Basically, every year a program is either submitting a mid-term report, self-study or final preparations for the site visit. This requires an extensive amount of work. It is not humanly possible for a chair to carry this burden along with the endless list of routine activities. At minimum, a separate position or AWA should be awarded for each program to address accreditation and not just when the reports are due and visits occur.</p> <p>The structure for nursing should include a separate college, like education, as it is equally complex with multiple programs, accreditation faculty/student volumes. The work required for program oversight and faculty evaluations is more on par with the Dean level than that of Chair. To be clear - One chair is not sufficient to cover the breadth and depth of nursing. There should be a few chairs that could be divided based on prelicensure programs and non-licensure programs, or another manner as deemed sufficient for the workload. In addition, due to the multiple locations and programs, each program should have a program coordinator.</p> <p>I wholeheartedly appreciate the Chancellor's intent is to save money. However, when you merge and create mega departments you increase the complexity significantly. The structure needs to support the work required. I would like to see this same proposal mapped out with other elements besides the extremely limited view of department and FTE. I suggest the chart include data on</p> <ul style="list-style-type: none"> <li>* # of faculty vs FTE</li> <li>* # of temp vs T/TT faculty</li> <li>* # of students</li> <li>* Accreditation required and how many</li> <li>* State regulations required</li> <li>* Agency/clinical contracts "" student placement required</li> <li>* Physical locations of programs</li> </ul> <p>I feel this would paint a very different picture.</p>	
				I do not feel the current integration plan is seeing the whole picture of how this affects faculty on the day to day and indirectly students.	
6/30/2021 11:55	Northeast Plan	Other (please specify)	Lock Haven resident	<p>As transplants from New York, my husband and I visited many small cities and towns, in Pennsylvania and elsewhere, before making our decision to buy a home. There was one fact that never escaped our attention: Towns and cities that have a healthy university presence are markedly different from those that do not.</p> <p>During our search, we saw many examples of "dying town syndrome," and it was obvious that these places had lost their main source of revenue, in many cases a factory. Lock Haven, on the other hand, with its revenue-generating university, struck us as vital and robust.</p> <p>Thirty years later, this is still the case. But it is very clear to us that any plan that weakens the university, such as a consolidation that eliminates entire departments, thus discouraging some students from attending LHU, will very likely prove devastating for the city.</p> <p>Several years ago, a similar idea was considered by the university at which I taught -- CUNY (City University of New York). Although there are certainly many differences between a huge university system in an urban environment, such as CUNY, and PASSHE, there is at least one similarity: A university that begins eliminating departments seriously undermines its own mission. The CUNY board ultimately reversed course, and left its member universities intact. I hope that you will prove to be as wise. In Lock Haven, your decision will not be just about LHU. It will also have a tremendous impact on the future of this city.</p>	Marianne Lotfi

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/30/2021 12:09	Northeast Plan	Faculty, Alumni/Donor		<p>I strongly oppose the consolidation plan as written. While I do think we need to consider how we can make our universities fiscally sustainable, I do not think the rush to consolidation is the answer. Originally, the talks of consolidation were to last for several years. Then Covid hit and the decision was made to make these proposals immediately.</p> <p>All of higher education-- throughout the country-- have seen budgetary issues with the pandemic. Public universities are struggling. But this situation is not the norm. We need to take our time, let our universities recover from the pandemic, and make decisions when we are not in crisis mode.</p> <p>Yes, we need to consider consolidation. But, we need to do so in a strategic, thoughtful manner. It needs to be under circumstances where people are not already under significant stress. We keep hearing the "1000 faculty participated in these discussions"-- but did they? Really? Spring 2020, fall 2020, and spring 2021 were some of the most stressful times for faculty (and teachers of any grade level). We were learning new modalities of teaching. We were working with students more than ever to accommodate any thing they needed. We did not have time to thoughtfully contribute to conversations on consolidation where our jobs are on the line. Asking faculty to do this during the pandemic showed such disrespect for what we do and how we worked through every single curve ball thrown at us this past year.</p> <p>In addition to being a faculty member, I graduated from one of the schools set for consolidation in the Northeast Plan (and let me be PERFECTLY clear- Bloomsburg, Clarion, and Mansfield are NOT the northeast!! They are north central PA. The least we could have done is get our titles geographically correct for something so major. The incompetence shines just from the title of the plan). I donate to my alma mater (as well as the university I work at). I donate quite a bit of money to each university. If consolidations happen, my donations to my alma mater will stop. I have spoken to several of my fellow graduates and they are planning the same thing. Why would we give to our former university that is moving towards elimination? Why would we give to a university that is not going to give the same experience to future generations? Why would we give to a university that requires students in certain majors to only have access to online courses at another university?</p> <p>I know the conversations have been largely about majors, current students, and sports. These are all important. However, I do think before a decision is made about these consolidations that a survey of alumni that give to their former universities be completed to determine how much these consolidations are going to impact giving. I guarantee you that it is not going to be an insignificant impact.</p>	
6/30/2021 12:21	West Plan	Faculty		I am not entirely against the idea of consolidating some functions between the universities in the system. However, this timeline is way too short. If we want this integration to succeed, then we need to have a more detailed plan.	
6/30/2021 12:32	West Plan	Faculty, Alumni/Donor, Other (please specify)	Parent	<p>At today's BOG workshop:</p> <ol style="list-style-type: none"> <li>Regarding a question posed by BOG member Mr. Sam Smith, Chancellor stated that there was a sense of urgency to implementing the online learning modalities at the proposed 6 integrated universities, therefore this online curriculum implementation charge could not be conducted broadly across all 14 universities at the current time.</li> <li>During the same presentation, it was noted that the timeline for "Academic curriculum is being adjusted to provide for phased-in integrated curriculum development, review, and implementation with a targeted completion by August 2024."</li> </ol> <p>The contradictory nature of 1 and 2 raises questions regarding the urgency of integration at these 6 universities. Integration of 6 universities is slated to happen by August 2022 BUT curriculum implementation, including online programs, at those 6 universities will happen by August 2024. This delay does not make academic sense, nor does it benefit students long term.</p> <p>A BOG member today was told that because of urgency at the 6 proposed integrated universities, all 14 universities could not partake in online programmatic discussions. But if the curriculum implementation is delayed till August 2024 at those 6 universities, then why cannot all 14 PASSHE universities be involved in these curricular/online programs discussions?</p> <p>Since the start date of Integrated Entity is to stay the same, may I ask what is being integrated by August 2022? I hope this delay in curricular timeline has not muddled the integration process further.</p> <p>What message will be conveyed to the freshmen class of 2025 or 2026? Will they continue to be enrolled in the current academic programs offered at the individual 6 PASSHE universities slated for integration even if it is decided half-way through that their program may not exist anymore? Will another uproar derail addressing curricular concerns?</p> <p>Why August 2024 and not August 2023? Chancellor has always touted the quick curricular development process that should take place across PASSHE universities. At one of the PA House meetings last year in Harrisburg, Chancellor proudly stated "Program development does not need to take a long time..I am pretty confident we can move with alacrity... program development can appear super quick". A 2-year further delay in curricular implementation contradicts the definition of alacrity and super quick.</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
				<p>For the next 3 years, what about other 8 PASSHE universities? Should they wait to develop, revise their curriculum, and/or offer new face to face or online programs? Will they be told not to do so? For the next 3 years, can these 8 universities reach out to other PASSHE (possibly including ones proposed for integration) universities to collaborate and offer new programs or will they be told not to do so because these new collaborative programs could overlap/conflict with the 6 proposed PASSHE universities and potentially take the competitive curriculum edge off the integrated universities?</p> <p>Time is not going to freeze for PASSHE. What about other state universities? Does PASSHE believe we will be competitive with already established PA universities if we delay curricular development till August 2024?</p> <p>Since curriculum is a DEI mission and vision priority, what about DEI curricular initiatives? Will those also be postponed to August 2024?</p> <p>Is this delay in timeline for integrating the curriculum linked to the current Collective Bargaining Agreement expiring in June 2023? With the new CBA in place in 2023, will curricular changes impact all PASSHE universities and not just the integrated few?</p> <p>Important details addressing the reasons why this timeline for integrating the curriculum was delayed drastically are missing. And at today's meeting, at such a late date in this process, a brief passing mention in change in curriculum development timeline raises many questions that are worth addressing.</p> <p>Curriculum is the keystone that connects academic, university, and student success. It is apparent that PASSHE curriculum is redundant and needs significant change. One does not have to go too back in history to note that at PASSHE, curriculum is a means of increasing university revenues and protecting faculty jobs. Rarely is it about student success.</p> <p>I hope that this decision by the Chancellor to delay the timeline for integration of curriculum till August 2024 does not hurt students, the overall Integration process, and other non-integrating PASSHE universities. Only time will tell.</p>	
6/30/2021 12:46	Northeast Plan	Staff, Alumni/Donor		<p>During today's meeting, it was brought up that the parents and prospective students were surveyed about their opinions related to integrations and online learning. It was stated that the parents and students were supportive. Can you make that survey and responses made public as well?</p> <p>Also, one of the BOG members stated that during the public comments, there were very few responses from the public. Most of the responses came from employees. A few things,</p> <ol style="list-style-type: none"> <li>1. Who do you think lives in these communities?</li> <li>2. Do you not want the opinions of employees? The people who actually know the inner workings of these institutions.</li> <li>3. I viewed these sessions as well and there were a lot of alumni, community members, students, etc. It is really a disservice to the process for the BOG to start a narrative that only the employees oppose these integrations.</li> </ol> <p>It seems like the BOG has already made their decision and this is just an exercise in futility! This is just one more reason for the residents of PA to distrust the Chancellor's Office, BOG, and the state system in general.</p> <p>It is interesting that there is no money but the presidents and leadership teams received MASSIVE raises this past year. Check out President Pehrsson, President Hanna, President Driscoll's salary increases! President Driscoll furloughed a number of employees and received a several thousand dollar raise. Hmm. do we see the problem yet? It seems like the leadership of these institutions is robbing them blind and will leave once they destroy the universities. Great job Chancellor and Presidents!</p>	
6/30/2021 12:56	Northeast Plan	Faculty, Other (please specify)	Dept Chair	<p>I have read the NE Integration Plan, and as a dept chair, I have concerns on a practical level that involves students and providing them with the opportunities to take classes at other institutions, as the plan touts. Let me say that I am not necessarily opposed to integrating universities. What I am opposed to is creating work for people on the ground because the infrastructure is not in place to handle course sharing. Prior to integration planning, I helped students take courses they wanted or needed on other campuses. Students can use one of two forms""the Distance Education form or the Visiting Student form (in my understanding, the latter adds extra costs to the student)""and students often have had to begin classes before or after their home semester begins. The forms are not burdensome, but the process of finding the courses at other universities and getting students registered is. We don't share schedules or student management systems or catalogs. I can spend a large amount of time registering one student for a class at another university, which means I am not attending to the needs of the students taking classes on my home campus. Perhaps most importantly, students have one more process to learn, and it involves more work on the part of faculty, staff, and administrators to complete this process.</p> <p>The issue is not going to resolve itself in a year or two and declaring that we will be integrated will not solve the problem. I expect it will exacerbate it. A conversation with a registrar who is responsible for scheduling students, monitoring transcripts, substituting classes (at chairs' requests), etc., can tell you that. The integration plan looks to have potential in the abstract as it is written, and I would guess that many of the numbers bear it out. But as someone who works with students daily to find them classes and create the programs they want and need, this plan is inadequate. Students can be very flexible in their thinking and willingness to try new things or to engage with new ways of learning. But introducing the idea of course sharing without streamlined process in place to make course sharing happen is, I suspect, going to hurt the process and the willingness of students to buy into it.</p> <p>My suggestion is to slow the integration down. I say this for two reasons. The first is, in my seven years as a dept chair, I have seen firsthand how difficult it is for students to enroll in courses at other universities. This needs to be easier for all involved and it needs to be streamlined prior to the integration happening. The second is more personal. In a former life, I worked construction, and my job was to manage jobs that had been underbid and complete them in a way that minimized my company's losses. I learned early on that a job had to be done right the first time, or I'd have to come back and do it again, which meant we lost more money. This situation feels similar to me. The numbers in the Integration Plan are grim, but if we don't get it as close to right as we can the first time, we're going to spend more money making it right. From the narrow, practical point-of-view of having students take classes at another university""something I support""this plan does not account for how we might make that easier. We need to get that right.</p>	Jimmy Guignard
				Thank you for your time.	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/30/2021 12:58	Northeast Plan	Other (please specify)	Family of Bloomsburg faculty	I do not think integration should happen. It does not look like it will save money and will negatively affect the education received by students.	
6/30/2021 12:58	West Plan	Staff		I feel like this integration is super rushed. I'm not saying that I am completely against the concept, but everything is trying to be done in like a matter of months. Staff are being pulled for integration meetings that are monopolizing their time so much, that other things are not getting done that need to be done now in order for the incoming class to be successful. I'm asking for you all to slow down and think of the big picture and take this one step at a time.	
6/30/2021 13:00	Northeast Plan	Other (please specify)	Community Member	A comprehensive economic impact study has not been conducted. In the time you said one was completed, is impossible. How can 6 very different communities be evaluated so quickly? I would suggest a more comprehensive study, which of course would take more time.	
6/30/2021 13:02	Northeast Plan	Staff		It is very demeaning when Rep. Brad Roae says that the majority of comments come from staff or faculty. I can tell you from personal experience, the staff and faculty were not committed to the process, especially when transparency lacks. It is evident that no matter what is said, Rep. Brad Roae feels that consolidation should happen on his watch.	
6/30/2021 13:03	Northeast Plan	Staff		This plan lacks any real information regarding academics. How many courses within a program will be taught in person or online? How many programs will there be, period? Why would this plan be approved, without any of that information in the over 400 pages of reports.	
6/30/2021 13:11	West Plan	Faculty		<p>My comments are relevant to both the West Plan and the Northeast Plan (because the entire PASSHE system will be impacted).</p> <p>As a faculty member, I have been involved in discussions for program integration that were submitted (but not followed) in the West Plan.</p> <p>I understand the need for financial sustainability for each university and for PASSHE, but this rushed integration plan is NOT the solution. A thoughtful, inclusive, strategic plan for sustainability for the entire PASSHE would reap the most benefit for students and citizens of the commonwealth. This process should:</p> <ol style="list-style-type: none"> <li>1) truly include all stakeholders (students, staff, faculty, administrators, alumni, and local citizens),</li> <li>2) be based on fair and accurate data (eg. using 5 or 10-year averages rather than peak enrollment as benchmark for system goals, using transparent accounting of potential funds and expenditures, using previous studies of university mergers, etc.),</li> <li>3) consider outcomes for all stakeholders using structured decision-making, and</li> <li>4) allow adequate time to do all of the above.</li> </ol> <p>This plan does NONE of those things.</p> <p>The current plans (both West Plan and Northeast Plan) will NOT improve student recruitment or retention. Students, particularly those in STEM disciplines, will find themselves in programs that require on-line/hybrid learning modalities where face-to-face, hands-on learning once provided essential skills. I teach in a program where hands-on, professional skill development is what sets our graduates apart from others applying for employment and graduate school. We recruit and retain students because they learn critical content in lectures and apply that knowledge in labs where they gain real world experience. Feedback from employers, graduate advisors, and the certification boards of our two international professional societies strongly endorses our current model for teaching. Unfortunately, I am already getting pressure to reduce the amount of labs I teach in order to align with the other institutions in the western trio. In my discipline specifically, and in STEM disciplines broadly, the loss of face-to-face, hand-on learning in lab sections would be devastating to students' professional success.</p> <p>I believe that cooperation among PASSHE schools can be extremely beneficial to students. I currently collaborate academically with faculty from Edinboro and Indiana Universities (which is not part of the western trio) to provide outstanding educational experiences for our students. I think faculty already seek excellence through cooperative programming. Further collaboration on behalf of our students would be welcome if it were part of a thoughtful, inclusive, strategic plan for the sustainability of the entire PASSHE.</p>	
				I agree that the PASSHE system requires improvements to guarantee long-term sustainability, but I do NOT support the current rushed plans to consolidate. The current plans have many flaws and few benefits. I ask the PA state legislature to please vote NO on the current plan, increase funds (both state and federally allocated) to PASSHE, and demand a sustainability plan that follows the 4 suggestions above.	
6/30/2021 13:17	Northeast Plan	Staff, Alumni/Donor		<p>I hope and encourage the Board of Governors to reconsider the consolidation plan as put forth by the Chancellor. The plan does not contain enough specific details to proceed. It is difficult to imagine that if you were presented with a plan like this in a place of business that it would be considered by anyone as being complete and transparent.</p> <p>It is also difficult to imagine how this plan would save the State System and future students money. Tuition and fees for students does not decrease but decreases the number of credits students are required to complete in order to earn a degree. While the State System would be investing \$25 million to save \$17 million - it doesn't seem like a sound business plan.</p>	
6/30/2021 13:29	Northeast Plan	Faculty		<p>Our state system has been underfunded for years now; we rely more and more on tuition dollars to run our schools, meaning that in recent years we have lowered our entrance standards to attract enough students. Once those students are with us, we are placed in a tough situation: do we lower standards to keep students with us? Do we hold to our standards, knowing that then we may not have enough students to run our upper-level courses (as the administration tells us our class sizes should be higher)? Decreased funding from the state has been a central problem, but I have not been convinced that integration is the solution.</p> <p>While this process has been frustrating and demoralizing for us at Bloomsburg, I can imagine it is much worse at Lock Haven and Mansfield. It is not clear to me how all three institutions will continue to offer a full set of programs without heavy reliance on distance education. For me, one of the lessons of the pandemic has been that students don't learn nearly as well when they aren't in the room with each other and the instructor.</p> <p>Worst of all is the sense that this process is going forward without proper study into impact on communities, programs, and recruitment. My colleagues in the subgroups and the sub-subgroups feel like they are trying to build a house without knowing its size or shape. The rush to implement this process is unnecessary and foolish. Please slow down.</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/30/2021 13:39	Northeast Plan	Faculty, Alumni/ Donor		<p>Delay the July vote!</p> <p>Of the many flaws found within the integration plan, I am most concerned about the forced hybrid model. Based on feedback during the COVID pandemic, the majority of students want in-person classes. Asynchronous classes work for a few students who have jobs, but almost all of the students I surveyed wanted the in-person experience.</p> <p>I have children in high school and middle school. They did not respond well to, nor did they like online courses. I cannot imagine many juniors and senior high school students that would want to go to a college that would force them to take some (or most) of their classes online or via Zoom. What a mistake this is!!!</p> <p>I think the push for a forced hybrid model is a mistake. The forced hybrid learning included in this plan is NOT a clear way to grow enrollment. In fact, most students (in high school and college) that have had experience in an online environment would run from this option. The State System has hyped how this plan will grow opportunities by offering more majors, but it does not talk about the fact that students who currently can take all four years of in-person classes will lose that opportunity.</p> <p>There is also a problem with equity here, as well. Will the students forced to take hybrid courses be supplied with a computer? Internet? A space on campus designated for this?</p> <p>The plan feels incredibly rushed. Again, Delay the July vote!</p>	Matt Foradori
6/30/2021 13:39	West Plan	Staff, Alumni/ Donor		<p>BOG members - I ask you a simple question - Do you understand the nuts and bolts of how this plan will work and be implemented in detail? Or, do you have unanswered questions?</p> <p>If this were a sales pitch where someone asked you to invest your personal life savings - Would you do it? Or would the unknowns stop you?</p>	
6/30/2021 13:44	West Plan	Staff, Alumni/ Donor		<p>Maybe if you used the millions of dollars spent on consultants and new passhe employees making \$150k+ to pay down debt...the schools would be doing better...</p>	
6/30/2021 13:54	Northeast Plan	Staff, Other (please specify)	Alumni and Parent of two PASSHE students	<p>Broader points:</p> <ul style="list-style-type: none"> <li>* As an employee, alumna, parent of a student, I wish Chancellor Daniel Greenstein and the Board of Governors would listen to the voices of those directly affected by this school consolidation plan.</li> <li>* SCUPA recognizes that change is needed, but there remain too many holes in the plan that must first be addressed.</li> <li>* The newly released State System consolidation plan fails to address many questions and concerns raised by stakeholders throughout the 10-month process.</li> <li>* Local communities and students deserve a full picture of what a consolidated university looks like and this plan raises more questions than it answers.</li> <li>* Sixty days is not nearly enough public comment time without answers to questions.</li> </ul> <p>On-line learning issues:</p> <ul style="list-style-type: none"> <li>* The integration plan includes a forced-hybrid model for many programs that will require students to take online courses, but the consolidation plan does not address how many credits in a program will have to be completed online. Why should students be comfortable agreeing to this forced-hybrid model when they don't even know the number of required on-line credits?</li> <li>* Students don't come to our campuses to study remotely. On-line programming will have negative impacts on campus services, especially auxiliaries who employ a lot of our student affairs/housing employees.</li> <li>* The plan contradicts the opinion of a majority of Pennsylvanians who believe our schools should be returning to in-person instruction, not increasing on-line instruction.</li> <li>* If we have learned anything in the past year it is that online learning is not for every student, and forced online learning presents significant academic risks for students. Why not analyze the data from the past year before pursuing such a huge expansion of on-line learning?</li> </ul> <p>Economic Impact on the Community:</p> <ul style="list-style-type: none"> <li>* This plan does not include a local economic impact study, even though it was referenced by the Chancellor on February 9. An economic impact study is crucial as staff, faculty and the college communities will be affected by this decision.</li> <li>* Under the plan, the reorganization of staff, including SCUPA positions, will not be completed until July 2022. This information is critical in order for the Board of Governors to make an informed decision, and for the public to provide informed comments.</li> <li>* The consolidation will negatively impact the local economy. The Political Economy Research Institute at UMass Amherst (PERI) estimates that in addition to the 1,531 PASSHE employees laid off, there will be a loss of an additional 700 community jobs.</li> </ul>	



DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
				<p>The PERI report says "The planned employment losses at the PASSHE Universities is on a scale similar to a plant closure or shift elimination. The effects on the host communities will therefore be comparable to the ongoing experiences in Pennsylvania with factory closures and job destruction. While no loss of high-quality employment is welcome, the impact of these losses will be felt particularly hard in these areas of the state."</p> <p>* Mansfield University is the 4th largest employer in Tioga County; Lock Haven University is the 4th largest employer in Clinton County; Bloomsburg University is the largest employer in Columbia County; Clarion University is the largest employer in Clarion County; Cal U is in the top ten largest employers in Washington County; Edinboro U is in the top 25 employers in Erie County.</p> <p>Financial Considerations:</p> <p>* The consolidation plan was initially billed as a way for the State System to cut costs, but the consolidation does not actually save any money. It will cost \$25 million to implement, but saves less than \$19 million over five years.</p> <p>* Increasing funding to the State System of Higher Education would provide the support that is needed to maintain 14 independent universities, and support the diverse students that all of the state system universities serve.</p> <p>* Throughout PASSHE, managers are receiving large pay increases while workers' jobs are being cut. How does the consolidation plan address this inequity?</p> <p>Student input and issues:</p> <p>* One goal for integration is to reduce the cost of degree attainment by 25%, but how can it when the consolidation plan does not reduce tuition?</p> <p>* The plan needs a student impact survey. Students will be the most affected, but they have not been able to contribute to the plan in real and substantial way.</p> <p>* Instead of increasing enrollment to all the schools, the consolidation plan may just shift enrollments between the integrated campuses. How can we know without more student input?</p> <p>Issues of Equity:</p> <p>* Students are required to come back to campus for hybrid courses, but they are not guaranteed access to computers, wi-fi, locations to connect to online courses "" creating a severe equity issue that the consolidation plan fails to address.</p> <p>* This plan will likely increase the socio-economic gap between students.</p> <p>* Many of our students already struggle to access reliable internet service and this plan would create a greater demand for this service as more students are required to take classes on-line. How will the plan help students access reliable internet?</p> <p>* Many students are reliant on local public transportation to get to their classes. How will the plan enable them to travel to another campus for required classes?</p> <p>* How will these inequities be addressed? Will universities provide laptops, wifi/broadband, or reserved space on campus for hybrid students?</p>	
				<p>Future of Consolidated Universities:</p> <p>* How will disparities between campuses be addressed? Which university will be the main campus and which ones will be considered the ""satellite' campuses?</p> <p>* Will the main campus in a consolidated group be able to close "branch" campuses? What administrative control does the main campus hold over its satellite campuses?</p> <p>* Can you guarantee that schools will keep their individual athletic programs?</p> <p>* How can we be sure that the NCAA will allow all athletic teams to continue competing in their existing classifications and will be able to keep their current identities? The State System says this will be the case, but the NCAA has made no decision on the continuation of athletic programs after consolidation.</p>	
6/30/2021 13:55	West Plan	Other (please specify)	PA resident, Allegheny County	<p>I do NOT support moving ahead with PASSHE integration plans, neither the West (California, Clarion, Edinboro) or Northeast (Bloomsburg, Lock Haven, Mansfield) plans.</p> <p>VOTE NO. Reject these plans and advocate more vigorously for more state funding for PASSHE and monies for students. Demand a new plan, one that prioritizes funding higher education to make college education more affordable and achievable for all Pennsylvanians.</p> <p>Or at the very least, DELAY the vote until more information is available. No integration proposals should go forward until Chancellor Greenstein and the BOG adopt a more transparent process. Any plans going forward should be grounded in truly collaborative problem-solving that prioritizes shared governance among all its primary stakeholders: students, staff, faculty, coaches, administrators, and trustees.</p> <p>As presented, these integration plans do not satisfactorily address issues of long-term sustainability, financial and academic, for PASSHE institutions that would be affected by integration or the system as a whole. Therefore, at the most basic level, these plans fail to achieve what has been pitched to the public as their objectives.</p> <p>What's more, the proposed integrations do not address the very real issues of equity for the individuals and communities these universities serve. These issues include, but are not limited to the fact these institutions 1) are located in rural and/or economically disadvantaged areas; 2) serve a variety of students -- working class, first generation, transfer, non-traditional, military, from various vulnerable and minority populations -- who would benefit from a full array of in-person opportunities and more robust educational support; 3) are often leading employers in their regions, and central to their communities' economic health and stability; 4) attract students living in areas which often lack basic infrastructure, such as reliable broadband internet, upon which the proposed hybrid in-person/online models require for success.</p> <p>Also troubling: the integrated plans, as presented, leave many key questions unanswered or, worse, avoid providing clear answers in favor of ideals or future actions. How will the integrated universities work together and yet maintain separate identities? What about accreditation of programs that rely on online teaching? Sports and extracurriculars? In terms of the latter, the Pittsburgh Post-Gazette recently reported that there has been no decision about the status of NCAA sports at these institutions.</p> <p>PASSHE's integration plans have been pitched, falsely, as a way to save the system money -- the explicit priority --and ignore the real cost in terms of people's lives. The integrations will not drive huge cost savings, which PASSHE itself has acknowledged, despite invoking cost-savings as one of the</p>	Debra

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
				<p>early rationales for integration. Nor will integrations result in students paying lower tuition. Instead, PASSHE's cost-savings rely on aggressive cutbacks and layoffs/retranchments/incentivized retirements; the Chancellor has disingenuously attempted to separate personnel cuts from integration plans. PASSHE institutions as a whole are affected by these reductions, but the integration plans implicitly rely on such cuts.</p> <p>The PASSHE plans for the West and Northeast schools, as published, a clear vision and specific details for how these integrations will actually work. Students, staff, faculty, the BOG, or even Chancellor Greenstein have more questions than concrete answers. For all these reasons, among many others, the integration plans seem less like real plans than proposals...ideas which still have many details to be worked out. The timetable seems rushed, the process haphazard, the goals unclear.</p> <p>Integration is a major undertaking, It should not be rushed, or pushed through over the concerns and objection of PASSHE stakeholders and of residents of the Commonwealth. Yet that it what appears to be happening. Integration proposals like these do not meet PASSHE's objective to offer sustainable, affordable college education for Pennsylvanians. Instead, these plans and the Chancellor's approach treat education like a business, concerned with profit and loss, and not as a public good. This is not the way.</p> <p>Again, reject these integration proposals. Demand a plan that addresses PASSHE's objectives and challenges, and meets the needs of Pennsylvanians of all means and from all walks of life. Advocate for increased financial and structural investments in higher education in Pennsylvania.</p> <p>VOTE NO.</p>	
6/30/2021 13:56	Northeast Plan	Faculty		<p>The proposed plan makes reference to 15% increased participation in accelerated programs. It does not indicate it will increase the number of accelerated programs. I recommend the integrated university focus some effort on identifying a long list of accelerated programs and create a fast path for approving these particularly given that they do not require the approval of new degrees rather a program combining the requirements of existing degrees.</p> <p>The plan incorrectly identifies accelerated programs as 3+3 or 3+2. The plan does not differentiate between accelerated and early admission programs yet there are meaningful differences between them. Some accelerated programs can be completed in 4.5 years rather than 5 or 6 listed in the proposed plan. Referring to them incorrectly as 3+3 or 3+2 minimizes the financial and temporal savings of accelerated programs.</p> <p>The integrated university should identify a faculty member with experience in developing accelerated programs to lead this charge (Patricia Lally was the first to do so at LHU and helped several other departments develop accelerated programs of their own).</p> <p>The integrated university should also develop agreements with other PASSHE institutions for accelerated programs. And, should likewise identify a faculty member with experience in developing articulation agreements with sister institutions to lead this charge (Patricia Lally was the first to do so at LHU, perhaps across PASSHE).</p> <p>The proposed MS in Sport and Performance Psychology is mislabeled as a face to face program and should be correctly identified as a fully online program (as it is currently a fully online program).</p>	
6/30/2021 13:56	West Plan	Student, Other (please specify)	Alumna and parent of a PASSHE student	<p>Broader points:</p> <ul style="list-style-type: none"> <li>* As an employee, alumna and parent of a student at IUP, I wish Chancellor Daniel Greenstein and the Board of Governors would listen to the voices of those directly affected by this school consolidation plan.</li> <li>* SCUPA recognizes that change is needed, but there remain too many holes in the plan that must first be addressed.</li> <li>* The newly released State System consolidation plan fails to address many questions and concerns raised by stakeholders throughout the 10-month process.</li> <li>* Local communities and students deserve a full picture of what a consolidated university looks like and this plan raises more questions than it answers.</li> <li>* Sixty days is not nearly enough public comment time without answers to questions.</li> </ul> <p>On-line learning issues:</p> <ul style="list-style-type: none"> <li>* The integration plan includes a forced-hybrid model for many programs that will require students to take online courses, but the consolidation plan does not address how many credits in a program will have to be completed online. Why should students be comfortable agreeing to this forced-hybrid model when they don't even know the number of required on-line credits?</li> <li>* Students don't come to our campuses to study remotely. On-line programming will have negative impacts on campus services, especially auxiliaries who employ a lot of our student affairs/housing employees.</li> <li>* The plan contradicts the opinion of a majority of Pennsylvanians who believe our schools should be returning to in-person instruction, not increasing on-line instruction.</li> <li>* If we have learned anything in the past year it is that online learning is not for every student, and forced online learning presents significant academic risks for students. Why not analyze the data from the past year before pursuing such a huge expansion of on-line learning?</li> </ul> <p>Economic Impact on the Community:</p> <ul style="list-style-type: none"> <li>* This plan does not include a local economic impact study, even though it was referenced by the Chancellor on February 9. An economic impact study is crucial as staff, faculty and the college communities will be affected by this decision.</li> <li>* Under the plan, the reorganization of staff, including SCUPA positions, will not be completed until July 2022. This information is critical in order for the Board of Governors to make an informed decision, and for the public to provide informed comments.</li> <li>* The consolidation will negatively impact the local economy. The Political Economy Research Institute at UMass Amherst (PERI) estimates that in</li> </ul>	

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				<p>addition to the 1,531 PASSHE employees laid off, there will be a loss of an additional 700 community jobs.</p> <p>* The PERI report says "The planned employment losses at the PASSHE Universities is on a scale similar to a plant closure or shift elimination. The effects on the host communities will therefore be comparable to the ongoing experiences in Pennsylvania with factory closures and job destruction. While no loss of high-quality employment is welcome, the impact of these losses will be felt particularly hard in these areas of the state."</p> <p>* Mansfield University is the 4th largest employer in Tioga County; Lock Haven University is the 4th largest employer in Clinton County; Bloomsburg University is the largest employer in Columbia County; Clarion University is the largest employer in Clarion County; Cal U is in the top ten largest employers in Washington County; Edinboro U is in the top 25 employers in Erie County.</p> <p>Financial Considerations:</p> <p>* The consolidation plan was initially billed as a way for the State System to cut costs, but the consolidation does not actually save any money. It will cost \$25 million to implement, but saves less than \$19 million over five years.</p> <p>* Increasing funding to the State System of Higher Education would provide the support that is needed to maintain 14 independent universities, and support the diverse students that all of the state system universities serve.</p> <p>* Throughout PASSHE, managers are receiving large pay increases while workers' jobs are being cut. How does the consolidation plan address this inequity?</p> <p>Student input and issues:</p> <p>* One goal for integration is to reduce the cost of degree attainment by 25%, but how can it when the consolidation plan does not reduce tuition?</p> <p>* The plan needs a student impact survey. Students will be the most affected, but they have not been able to contribute to the plan in real and substantial way.</p> <p>* Instead of increasing enrollment to all the schools, the consolidation plan may just shift enrollments between the integrated campuses. How can we know without more student input?</p> <p>Issues of Equity:</p> <p>* Students are required to come back to campus for hybrid courses, but they are not guaranteed access to computers, wi-fi, locations to connect to online courses "" creating a severe equity issue that the consolidation plan fails to address.</p> <p>* This plan will likely increase the socio-economic gap between students.</p> <p>* Many of our students already struggle to access reliable internet service and this plan would create a greater demand for this service as more students are required to take classes on-line. How will the plan help students access reliable internet?</p> <p>* Many students are reliant on local public transportation to get to their classes. How will the plan enable them to travel to another campus for required classes?</p>	
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6/30/2021 14:10	Northeast Plan	Alumni/ Donor, Other (please specify)	PA Taxpayer, Higher Education Professional	<p>This consolidation must stop - it is harmful to Pennsylvania and Pennsylvanians.</p> <p>PA Publics are Opportunity Elevators. They account for more than half of PA college students who move from the bottom 60% of incomes to the top 40% as adults.</p> <p>Source: Pennsylvania's Great Working Class Colleges (Keystone Research Center, 2017)</p> <p>PA Publics are Effective Investments. Each dollar invested in state universities produced an average return of \$10.61 in economic impact.</p> <p>Source: Economic and Employment Impact Report (Baker Tilly, 2015, for PASSHE)</p> <p>PA Publics are Already Lean. Accessible institutions spend nearly \$150,000 less on each student over four-years than elite institutions do.</p> <p>Source: Why Rich Colleges Get Richer and Poor Colleges Get Poorer (The Third Way, 2020)</p> <p>PA Publics are Economic Engines. PASSHE institutions are one of the top 10 employers in seven of the 20 counties in which they are located.</p> <p>Source: Economic and Employment Impact Report (Baker Tilly, 2015, for PASSHE)</p> <p>PA Publics currently receive less funding than they have in decades. Pennsylvania invests about \$220 million less in higher education than it did twenty years ago.</p> <p>Source: How the Pandemic is Imperiling a Working Class College (New York Times, 2020)</p> <p>Looking at the data and examining the public charter of the system, consolidation just doesn't make sense. A strong PASSHE system delivers an eleven to one return on investment for state taxpayers "" a good deal in any analysis. Private institutions in PA are doubling down "" aggressively recruiting in the hope of picking up former PASSHE students. PASSHE needs that attitudinal shift "" at the leadership level. Faculty and students are already there. Crisis is not the time to be at your meekest and weakest. You don't run away from a working investment. If it has some challenges, you fix it. But you don't gut it "" and you don't slowly shrink it, without any real advocacy or vision for a sustainable plan.</p> <p>PASSHE has a demonstrated record of performance and the capacity to implement many of the integrations and edu-tech options that the Chancellor favors "" without consolidation. What's necessary here is simple: invest in public higher education. Get Pennsylvania to the middle of the pack "" at least.</p>	Eric Hartman
6/30/2021 14:12	Northeast Plan	Faculty		<p>There should be greater emphasis on dual enrolment programs and creating a connection between the institutions and high school students much earlier. Greg Koehle at LHU proposed a great dual-enrolment program for CJ students and would be a great resource.</p>	
6/30/2021 14:16	Northeast Plan	Faculty		<p>With the greater emphasis on adult learning in the Northeast plan, we should be accessing the expertise of those who have worked with mature/returning/non-traditional students including graduate program directors. Nate Hosley, Jess Hosley, Marianne Lovik-Powers at LHU have decades of experience working with adult student populations.</p>	

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6/30/2021 14:19	West Plan	Faculty		<p>On this final day of the comment period, I would like to reiterate my previous suggestion that the various lessons learned from the integration process so far be applied to a re-evaluation of the integration plan, and that implementation of the plan be paused long enough to complete that re-evaluation. If there are programs (offices, services, departments, positions, activities, etc.) that can be integrated beneficially and smoothly, we should continue to explore ways of doing so. But if other programs (etc.) cannot be smoothly integrated, or if their integration would lead to fewer or lower-quality options for students, we should abandon any plans to integrate those programs. As long as we are considering altering our understanding of what counts as a single PASSHE university, and amending whatever policies or laws must be amended to do so, there is no reason to insist that integration must be all or nothing. Various models of partial integration or cooperation are possible, but none have been explored. Given that there is at least some evidence that integration will be beneficial in some ways and harmful in others, we have good reason to explore those possibilities.</p> <p>One further advantage that might accrue to such an intermediate possibility is that it may allow us, in some cases, to "have our cake and eat it too." If some issues (like the affect on local communities, or NCAA accreditation, or alumni identification and donations) seem best handled with three separate universities, while others are best handled in terms of a single, integrated university, an arrangement that can be legitimately described in both ways (as three mostly-separate universities, or as a single university with three mostly-integrated campuses) may be better suited to confront the entire array of challenges.</p> <p>It is true that there is no guarantee such an arrangement will entirely solve the economic difficulties faced by the three current universities. But as many commenters have pointed out, this is equally true of the current plan for total integration. The basic problem of inadequate state support for the PASSHE system remains either way. But once again, the solution need not be all or nothing. The choice between full integration, partial integration, or maintaining all three universities in their current form ought to be made based on whichever option is *more* sustainable. But it's very likely that true sustainability requires increased support for higher education, so that all Pennsylvania students can afford to take advantage of the education it is the mission of the PASSHE schools to provide.</p>	Joel Press
6/30/2021 14:24	Northeast Plan	Faculty, Staff		<p>There is significant disparity between the proposed plan and the recently distributed draft organizational chart for colleges, departments, programs, minors, faculty allocation, etc.</p> <p>The two should align.</p> <p>When they do not, it suggests the proposed plan is a public one and there is a separate "real" plan that will be implemented later.</p>	
6/30/2021 14:24	West Plan	Other (please specify)	Retired Faculty	<p>These comments are directed to the Board of Governors.</p> <p>I am writing about the proposed forced "'Integration' of the west universities. The most relevant statement in the West document is on page four: "the state is 48th in the nation in terms of public expenditure on higher education."</p> <p>Typically, when state expenditures on a certain category are listed like this, states like Mississippi or other deep South poverty-stricken states occupy the high 40s positions. Pennsylvania is often described by political strategists as Philadelphia to the east and Pittsburgh in the west, with Alabama in between; the funding for higher education, at least, validates that description.</p> <p>The best universities grow and develop over time when they are stable and receive support. I cannot say that in the years I worked at Edinboro I ever witnessed much stable or encouraging news from the state level. Often, it has been a crisis ridden atmosphere with esoteric irrelevant demands. Significant resources were expended on "'benchmarks' which favored certain universities over others, resulting in shifting of funds that then becomes part of their ongoing budgets. Thus, universities already experiencing certain challenges, lost even more ability to respond to those challenges.</p> <p>Universities recruit and students enroll due to a number of factors; programs being one but often outweighed by price, image, geography and financial aid as well as perceived image and amenities.</p> <p>The truth is that all universities have experienced enrollment decline, except the most prominent. But since that data in Pennsylvania is not publicly required, (except for the state system) the media and thus the public and the General Assembly have no basis for comparison. We do not know what is happening on the many Penn State branch campuses, or the many private schools in the Commonwealth, because they aren't required to provide enrollment or salary data. Similarly, we have no data on the branch campuses of the state-related universities.</p> <p>The state system and the universities proposed for "Integration" are a victim of open records.</p> <p>And, if the concern of the General Assembly is the decline in enrollment, these forced integrations are not likely to bring more students into these universities. Increased enrollment decline is more likely going forward since major negative exposure on the coverage of this process can only increase perceptions of instability.</p> <p>Individual universities will lose much of the distinctive images that conveys who they are and what they offer to students. Even the rumored name change, Western University of Pennsylvania is not unique, since the original log cabin school that became the University of Pittsburgh used that name</p>	Suzanne McDevitt, PhD

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				<p>in the late 18th century.</p> <p>For Edinboro, this "'integration' wipes out 164 years of ongoing operation; by far the longest in the region. Having weathered the Civil War, the Flu pandemic of 1918, the Great Depression and two World Wars and now the COVID pandemic, it is now to have that history obscured through a process which is speculative at best. Rather than providing consultation to the university and support for enhancing that legacy, this plan seeks to wipe it out.</p> <p>Enrollment growth is not impossible. In a recent year prior to the pandemic Edinboro's first year enrollment increased 8%. Careful work can produce results, given resources and a chance.</p> <p>My area of research for the last 15 or so years has been on food assistance. It is well known that people cannot thrive without adequate nutrition. Indeed, major food distributions were the first visual demonstration of the stark need that emerged during the lockdown of 2020. Neither can a system thrive when confronted with ongoing reductions in its budgets. It atrophies just like a person does.</p> <p>Instead, the universities are pushed into a scheme that originated, not in research but only in the mind of an individual. I strongly encourage the Board, in its wisdom, to reject this forced integration and to strongly advocate for increased funds to build up the system.</p> <p>Please support the concept of affordable education and advocate for adequate funding that not only invests in the human capital of the Commonwealth but fosters a system of universities that reflect well on the state and that Pennsylvanians can be proud of, not for very chancy "'integration' schemes.</p> <p>Thank you for your consideration.</p>	
6/30/2021 14:33	Northeast Plan	Staff		Greater emphasis should be placed on increasing the visibility of the accomplishments of faculty and student particularly with regards to research. There are great examples of faculty securing large external grants and including students in their research projects. Being able to demonstrate the work of faculty and its impact on students is important in recruiting and retaining students. This could be achieved through a center for faculty and student research. The Psychology faculty (Chris Offutt, Erin Kennedy), Health Science faculty (Eric Lippincott, Jennifer Deitloff), Business faculty (Regan Garey) and many others are great examples of faculty promoting student research.	
6/30/2021 14:42	West Plan	Other (please specify)	Tax payer	Revise the faulty union contract. PASSHE faculty are one of the highest paid in the nation (not including all the overloads). Increase their teaching load from 12 to 15 hours per week.	
6/30/2021 14:44	Northeast Plan	Other (please specify)	Former faculty	The PA State System of Higher Education is meant to be a public network of readily accessible schools for students all across the Commonwealth. Students at these schools generally are remaining close to home and would like to be able to major in their chosen area at that local school. If you consolidate schools and make each subject area available at only certain locations, it is going to limit the availability of students to remain close to home while still studying their chosen subjects. I believe this will make the PASSHE schools less competitive overall. Students will be more likely to consider non-PASSHE schools. With enrollment down, this would not be a good move. Please do not restructure the system.	
6/30/2021 14:45	West Plan	Other (please specify)	Former faculty	The PA State System of Higher Education is meant to be a public network of readily accessible schools for students all across the Commonwealth. Students at these schools generally are remaining close to home and would like to be able to major in their chosen area at that local school. If you consolidate schools and make each subject area available at only certain locations, it is going to limit the availability of students to remain close to home while still studying their chosen subjects. I believe this will make the PASSHE schools less competitive overall. Students will be more likely to consider non-PASSHE schools. With enrollment down, this would not be a good move. Please do not restructure the system.	
6/30/2021 14:45	Northeast Plan	Faculty		<p>I have read the proposed northeast consolidation plan and have two recommendations.</p> <p>My main recommendation has to do with the fact that there is a glaring omission in the five "trajectories" considered on page 31 -- that of maintaining the three universities while implementing the report recommendations that do not require consolidation. Indeed, there are quite a few recommendations in the report that do not require consolidation. This includes things like the following:</p> <ul style="list-style-type: none"> <li>* Integrating customer relationship management (CRM) and student information system (SIS) technology</li> <li>* Integrating or consolidating third-party and recruitment services contracts</li> <li>* Increasing dual enrollment for qualified high school students</li> <li>* Improving the strategy for financial aid leveraging and pricing</li> <li>* Aligning communication strategies</li> <li>* Evaluating and standardizing the admissions policies for first time freshman (FTF), transfer students, and graduate students, expanding and clarifying enrollment and transfer pathways</li> <li>* Expanding educational offerings by increasing distance education opportunities at other PASSHE campuses</li> <li>* Creating common or combined enterprise security, contracts, knowledge bases, classroom technology, and learning management system (LMS) training sessions</li> <li>* Focusing on a single telecommunications system</li> <li>* Successful migration, and implementation of the OneSIS</li> <li>* Implementation of SIS multilingual language pack and electronic fax service</li> <li>* Generating data on building and facilities inventory</li> <li>* Aligning and developing common policies and procedures</li> <li>* Implementing integrated work order and scheduling systems</li> <li>* Determining emergency notification system (ENS)</li> <li>* Identifying and consolidating existing service contracts</li> <li>* Aligning student support services with leading national practices and holistic advising, including student success coaches, early alert systems, shared student data management, and common first-year experience (FYE) and first-year seminar (FYS) structures.</li> </ul> <p>Maybe not all of these things can be implemented without consolidation but, at the very least, if any cannot be implemented without consolidation then the reasons why need to be included in the report.</p>	Robert Cohen

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				<p>I recognize that it has been hard to get all PASSHE campuses on board with these things but many have already been implemented with smaller groups of campuses. For example, several PASSHE campuses are already involved in having students take courses virtually through other campuses when there are not enough students to warrant offering the course on their home campus. This benefits both campuses, even without consolidation.</p> <p>Recommendation #1: Either include a separate trajectory showing the result of implementing these changes without consolidation or provide a detailed explanation for why these changes require consolidation.</p> <p>My second recommendation has to do with the financial evidence in support of the plan. There have been plenty of situations in the past where decisions were made in an attempt to make things more efficient yet the result was not any more efficient than before. Indeed, there have been situations where there was no change in efficient or the efficiency was decreased, all while harming student learning. The end result leads to even more pressure to make cuts.</p> <p>In the past, the cause of these mistakes had to do with ignoring the assumptions that go into the return on investment and cost analysis projections. There are always assumptions. If the people providing the cost estimates tell you there are no assumptions, get new people.</p> <p>Recommendation #2: Provide more detail regarding the specific assumptions that are being made in each cost estimate.</p>	
6/30/2021 14:49	Northeast Plan	Faculty		<p>I am opposed to the current consolidation plan because it relies heavily on online classes and hybrid classes. As the pandemic has showed those of us in the classroom teaching under these conditions, students have struggled to learn and even attend classes in these teaching modalities. Student participating, interest, learning outcomes, and success have all decreased significantly in online and hybrid classes. Students regularly shared with me in the past year that they felt they weren't learning much in online classes and did not want any online or hybrid classes in the future. This is not a plan that will rescue these universities. Enrollment will drop further with a reliance on online classes. Students clearly do not want this. I will not send my two daughters to a university that forces them into online classes for part of the courses.</p> <p>Online and hybrid classes also place a huge burden on professors. These courses are very challenging to teach and develop. They require much more time than a typical in-person course. More importantly, quality online courses are not possible in the sciences that rely on hands-on lab experiences. I strongly urge you not to develop online science programs.</p>	
6/30/2021 14:51	West Plan	Faculty, Other (please specify)	parent of 2 soon to be college students	<p>I am opposed to the current consolidation plan because it relies heavily on online classes and hybrid classes. As the pandemic has showed those of us in the classroom teaching under these conditions, students have struggled to learn and even attend classes in these teaching modalities. Student participating, interest, learning outcomes, and success have all decreased significantly in online and hybrid classes. Students regularly shared with me in the past year that they felt they weren't learning much in online classes and did not want any online or hybrid classes in the future. This is not a plan that will rescue these universities. Enrollment will drop further with a reliance on online classes. Students clearly do not want this. I will not send my two daughters to a state system university that forces them into online classes for part of the courses.</p> <p>Online and hybrid classes also place a huge burden on professors. These courses are very challenging to teach and develop. They require much more time than a typical in-person course. More importantly, quality online courses are not possible in the sciences that rely on hands-on lab experiences. I strongly urge you not to develop online science programs.</p>	
6/30/2021 14:55	West Plan	Other (please specify)	Community member	<p>As a Pennsylvanian and resident of a PASSHE university community, I am particularly concerned about the employment and economic impact of the merger plan. I urge you to consider more concrete study of these issues on our communities before making your decision. One study of note predicts severe economic consequences for not only university communities but Pennsylvania overall: (<a href="https://krc-pbpc.org/peri-report-the-economic-impacts-of-the-pashe-employee-reductions/">https://krc-pbpc.org/peri-report-the-economic-impacts-of-the-pashe-employee-reductions/</a> ). A pdf of the entire study is available here: <a href="file:///C:/Users/peggy/Downloads/PASSHEZReportZ5-12-21.pdf">file:///C:/Users/peggy/Downloads/PASSHEZReportZ5-12-21.pdf</a> .</p> <p>This is only one study, but it raises issues of great concern for the long term economic health of Pennsylvania. Certainly, it would be worth a little more time to look at the direct and indirect employment and economic impact on university communities, and Pennsylvania more generally, before making such a major decision. These mergers will not only affect employment at universities; the indirect effects on landlords, retailers and small businesses, suppliers of goods and services to universities, as well as countless others can reach far beyond campuses. I respectfully ask that you read the linked study for some perspective on potential merger impacts. And I am hopeful that you will decide it would be best to study these mergers in more depth before taking action. Thank you for your time.</p>	
6/30/2021 15:04	West Plan	Staff, Other (please specify)	Resident of Western PA	<p>In today's (6-30-21) BOG workshop the Chancellor mentioned that the system needs to act immediately to address financial problems faced by "4 or 5" universities. Yet we are consolidating 6.</p> <p>California is not in a financial crisis at this time - we are one of the 1-2 institutions being integrated to try and save others. Is it logical to offer California up as a sacrifice in the hopes that it can save Clarion and Edinboro? Would it not make more sense to utilize an even stronger school like Slippery Rock for that job? I question the use of a school that serves some of the poorest areas of the state to try and prop up other schools that are less financially viable at this time.</p>	
6/30/2021 15:19	Northeast Plan	Other (please specify)	Parent of Recruited Athlete	<p>Can you please direct us to the FAQs where your contingency plan is updated for NCAA decision that is and will not be finalized before the vote? On the 6/30 briefing, the Chancellor said the FAQs are updated with all information and according the NCAA, they are awaiting information.</p> <p>How can any student athlete commit to attending a school that has not been approved. And more importantly, how can any Board of Governor DECIDE to impact current student athletes and future student athletes without a decision by the NCAA?</p>	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/30/2021 15:52	Northeast Plan	Faculty		I make these remarks as a dedicated faculty member who wants to see Bloomsburg University and PASSHE succeed. I have been on one of the subgroups and have done my best to plan for the integration, but that is not intended to be an endorsement of the plan. More study is needed to understand the financial impact of integration on the impacted universities. The projections of financial improvement in five years, depend on assumptions that enrollment will grow because more programs will be available. However, many of those programs will require students to take their upper-level major courses via online education. Given that many students express a preference for face-to-face instruction, I am concerned that the projected growth in student attendance would not occur. In fact, a survey conducted by the Blue Beyond Consulting Group found that 60% of a sample of 1300 students at Bloomsburg, Lock Haven and Mansfield said they would be less likely to attend the integrated university if some of their classes would be given via distance education. I urge the Board of Governors to delay approval of the integration until further study can be done to determine the accuracy of the projected outcomes of the integration.	William Calhoun
6/30/2021 16:18	Northeast Plan	Other (please specify)	Town of Bloomsburg	The majority of Council members present at the Community and Economic Development meeting held on Tuesday, June 29th, 2021 have concerns regarding the discussed integration plan. The members of Council fear that integration would make Bloomsburg University responsible for additional debt. Not to mention, that the excess revenue made at the Bloomsburg University level being directed towards the other two PASSHE institutions. The members present have come to the conclusion that this integration will certainly have an impact on the Town of Bloomsburg. Although, the impact has yet to be determined or experienced to fully understand the direct impact on the community.	Lisa Dooley
6/30/2021 16:27	Northeast Plan	Staff, Alumni/Donor		First of all, I agree with most of the comments from the public hearings. I do not agree with the integration plan and think it will be the cause of a slow death to Lock Haven University. I am now going to provide feedback on the athletic recommendations from the Northeast athletics working group. 1) Identify impacts on Title IX compliance. I want you to know that trying to comply through a different prong is NOT going to work - the COURTS always rely on the proportionality prong. Furthermore trying to say that all the women's sports are fully supported is a big fat lie!! When women's teams have part-time head coaches and NO resources to recruit with and NO assistant coaches you can hardly defend the premise that you are meeting their needs and interests LOL!! Remember it is not only about the number of opportunities but there is also a long laundry list in which equitable treatment is required. I can assure you that allowing as many athletes on rosters and adding more male sports teams will lead to more lawsuits as each school involved in this integration has limited resources and a limited budget. Furthermore, developing long-term athletic growth strategies and using athletics to grow enrollment will require a substantial amount of MORE money. MORE money that we do not have. IMO we are currently not able to afford all the sports we currently have so why would we add more unless we are provided with more resources??? We have already seen some programs lose their Assistant coaches - this will be a slow death of their program because one coach cannot possible recruit, coach and fundraise along with everything else for a Division II Program. There needs to be a PLAN for athletics starting with the question...how many sports can we afford to have based on our resources???? Once you decide on that then you need to adequately fund each program so they can be successful. Successful programs provide positive visibility to the school and bring in top quality students. Lock Haven's athletic teams have always been a point of pride for this University and community. Athletic teams need fulltime head and assistant coaches, scholarship money, recruiting money, good facilities and academic support to be successful. Mansfield has Sprint Football so maybe some of the other PSAC schools should consider sprint football?? Maybe a men's lacrosse program is a better option for some schools?? Trying to compete with large universities in football (IUP) is ridiculous for many of the PSAC schools. Maximizing teams and adding teams is a huge increase in financial commitment. Where is that money coming from??? From reading this plan it appears that you think adding more athletes to teams and more programs to each department comes with NO cost??? LOL! This plan should NOT go forward without the NCAA approval for 3 separate Athletic Programs each with their own Alumni and Foundation office. If athletics is cut at any 3 of these campuses you might as well roll up the sidewalks and close the doors for good. All support from Alums and donors will be gone and the communities will be devastated. How can you possibly move this plan forward without getting the NCAA decision first??? It appears that you don't care what their decision is and you will go ahead with the integration regardless. Shame on you!	
6/30/2021 16:33	Northeast Plan	Student, Staff, Alumni/Donor		PASSHE universities benefit greatly from the academic talents and diverse perspectives international students contribute. Their financial contributions to universities and communities are also significant. I am concerned that there is not a clear plan for how they will be supported under integration, only a vague reference to increased international services. USCIS requires international students to enroll in the majority of their classes in person to maintain their student visa status. Programs with significant online components would be closed to them. Changes to a university structure, campus location, and programs must be approved before international students can enroll. Approval can take months to years. The fall 2022 rollout may not allow enough time for approval, which could cause problems for current as well as future students.  I am sure there are many other students, particularly those from underrepresented populations, who do not see a clear path for their future in the integration plans. Our universities and state system deserve a more comprehensive plan, which clearly requires more time. I urge you to vote to delay or vote no on the plan.	
6/30/2021 16:50	West Plan	Other (please specify)	Family member of retrenchee	Greenstein's claim that University Presidents did everything they could to avoid retrenchments is a flat out lie and he knows it. This is ALL about reducing faculty and increasing class sizes. Secondly stop calling us all a "family". This is not how decent families treat each other.	
6/30/2021 17:03	Northeast Plan	Faculty, Alumni/Donor		My impression from the public Board of Governors meetings is that the integrations will take place, regardless of opposition. I served on the Northeast Library Subgroup to help plan for success in case that impression was correct.  For a change of this magnitude to succeed, the BoG and the Commonwealth of PA need to provide resources and leadership. Morale is at rock bottom as people wonder if they will have a job next year. Reducing the human resources of the universities based on a personnel ratio from an exceptional year of enrollment seems arbitrary. Why that year? Why not an average of several years?  Instead, identify and meet the human resources and other needs for a successful integration. Set a realistic timeline. Work with the faculty, not against them. Give parents confidence that their children will receive a quality education and not chaos if they enroll in a PASSHE university. Give faculty and staff confidence that their work is valued. Actions are needed, not just words.  If you truly support public higher education, you must improve our universities, not destroy them.	

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
6/30/2021 17:32	Northeast Plan	Faculty		<p>I am a Professor of Psychology at LHU and have been teaching here for 16 years. have taught in online, face-to-face, and multi-modal formats. I serve as the Student-Faculty Liaison for APSCUF and I am very well-connected with students.</p> <p>I have intentionally waited until the last minute to send these comments (which should be taken in addition to the comments I made at the 8am public hearing on June 10) to ensure that I had as much information as possible. I am pleased to know that the public comments already provided cover many of my concerns. Here are a few others, some based on the June 30 BOG meeting.</p> <p>First, re: the public hearings - the secrecy surrounding those hearings was frustrating. Not being able to see who was "in the room" and indeed whether there were even any BOG members there was suspicious. What was being hidden? Was PASSHE afraid that a real dialogue would occur? My point here is to implore each and every member of the BOG - including the new ones, especially the new ones! - to read every single written comment and email word for word and to watch every minute of the public hearings. It is your duty to have ALL the information before making this vote.</p> <p>Second, re: the suggestion that students want to take online classes - the data from the students surveyed at the three "northeast" schools clearly indicates that, as a whole, they don't. Also, having taught in the system for 16 years, including online, I fail to see how online classes would save time or money. If pandemic taught us anything, it's that online education does not work for our students. Sure, a class here and there can be helpful, but a majority of classes being online just doesn't work.</p> <p>Third, re: the statement that not enough students commented. BOG members may not know that faculty have no way of communicating with students en masse. LHU and PASSHE can contact all students via email with the click of a button, but faculty do not have that privilege. As such, the only method we have for communicating with students is via "opt-in" methods, such as convincing them to follow social media sources or sign up for email lists (and then hope they actually see the content). The deck has always been stacked against faculty, especially during a dystopian teaching nightmare in which we have little to no non-class interaction with students. I'm certain you realize the situation would be vastly different if we could talk with our students. NOTE: This is the future you would be giving us if you vote yes on consolidation. Many people excel at it, but it is damn near impossible to make real life connections via Zoom.</p> <p>Re: the PA budget - too much is changing with the budget and COVID funding. That MUST be squared away BEFORE a vote can be made. Although I beg of you to vote NO on consolidation, at the very least the vote should be delayed until budget, athletics, and accreditation matters are settled.</p>	Erin Kennedy
				<p>Finally, re: the plan itself - there's not enough information, there's no evidence that it will help students, and there's clear evidence that it will hurt campuses and communities (corroborated by the independent PERI report). LHU does not need or want this hostile takeover. I have not spoken with a single person who doesn't think LHU will be gone within 5 years as a result of this plan. These are real people who have given their lives to this school. Some absolutely amazing professors have already left in the face of this plan and the associated retrenchments. A yes vote would put most of the institutions involved in the two triads on a downward spiral.</p> <p>VOTE NO!! Demand that the state system be fully and appropriately funded by the legislature. Support the Nellie Bly scholarship. Do everything in your power to help students, not harm them.</p>	
6/30/2021 17:38	Northeast Plan	Other (please specify)	Emerita faculty	<p>I urge you to stop, or at least delay, the planned consolidation. This plan will have drastic effects on the students and the communities of the affected campuses. Not enough research, deliberation, and public input has happened. Do not rush a plan that may have drastic, unwanted consequences, especially for PA students.</p>	
6/30/2021 17:52	West Plan	Faculty		<p>There are many unanswered concerns about the merger plans and it is important they are addressed before you continue any process or approve anything.</p> <ol style="list-style-type: none"> <li>This is a rushed plan that has not been fully considered and the dangers are immense- even the information in the plan is misleading or does not support the conclusions. It also lacks transparency. <ul style="list-style-type: none"> <li>-there is a history of quick fixes that were to supposedly solve problems in PASSHE the last decade, especially at Clarion without proper consideration. Most of these fixes have led to very negative effects that have costed us financial and led to student loss</li> <li>-from buildings such as new dorms meant to attract students but that were more expensive than some private colleges - driving students away as many are first generation low to moderate income students. Just because it helped elsewhere did not mean it helped here.</li> <li>- with this current 'plan' now, few seem to know what could happen. We likely will be in a worse financial situation.</li> <li>-the accreditation of programs is at major risk and has not been addressed either</li> </ul> </li> <li>Throughout this process, faculty and student input on the plan including the program array has been ignored. Instead, outside 'professionals' unfamiliar with our students have promised some supposed opportunities and future for the universities. <ul style="list-style-type: none"> <li>-however, instead of providing the liberal arts and sciences training students need for multiple jobs that are a reality in today's world, there is an emphasis on technical degrees for jobs that probably will not exist in ten years or less- making this an overpriced technical college.</li> </ul> </li> <li>The argument that this provides students more opportunities is false. <ul style="list-style-type: none"> <li>- As part of the plan, there are major cuts to programs at the campuses of the three western universities - students would not longer to be able to study many programs on campus.</li> <li>-even programs supposedly offered online to students do not provide a realistic and valid offering to many of our campus students. See additional point below about Zoom,etc and online learning. Why would a student go to campus to sit in your dorm room and Zoom,etc? They will choose other universities with real campus experiences.</li> </ul> </li> <li>This plan effectively abandons are campus students who will flee <ul style="list-style-type: none"> <li>-and ore fleeing as our numbers are down from even the Covid based losses. We should have an increase in enrollment this year with life returning and many students retuning to school. Instead students are fleeing and just not coming here even more than during Covid (see comments below about zoom and online only learning), We risk losing many more students on campus than we could ever gain online.</li> </ul> </li> </ol>	



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				<p>5. This plan does not take into account the development of interactive teaching pedagogy that requires an in person presence to succeed. This has changed locally and nationally and students expect it. Many classes are not just passive lecture and having students on Zoom, etc is not a substitute. Even lecture only courses are not successful on Zoom, etc -Locally and nationally we have seen Zoom, etc is not a substitute as students often are distracted. Many of us have seen this with our own families. There is a reason people are desperate to return to campuses nationally and locally, remember that massive online lecture courses never succeeded either.</p> <p>6. In addition, our campus students overwhelming despise Zoom and online forms of learning and many struggled this past year. They need and desire face to face classes for many reasons. This includes, but is not limited to, our many students with learning disabilities, ADD/ADHD, and mental health issues. Anyone who does not realize this does not understand our students and you risk infringing on their opportunities and rights.</p> <p>6. In terms of online only students, many of us support increasing those opportunities, but not at the expense of our campus students. When integration originally was discussed, it seemed more logical to keep three distinct universities but to create/share one online joint university program. This would allow us to keep what we have and still pursue the opportunities of gaining more students online.</p> <p>7. This current plan also abandons the communities of Western Pennsylvania they were established to serve well over a century ago. These three universities survived many past issues ( including losing student numbers during World Wars etc) and still are here. Why cause their demise now? - in Clarion,, the university is the largest employer and we risk becoming a ghost town with the lowest income in the State with this plan.</p> <p>8. Lastly, Covid has shown that it is faculty and support staff that kept the universities open. Thus, many ask why are you seeking to cut essential faculty and staff? -While you emphasize faculty student ratios, why has administration continued to grow while student numbers have fallen? If you really seek cost savings, arguably a merged university does not require three of every administrative position. Even if not reduced by 2/3, there should be substantial savings I'm administration and not just moving people to new positions. We risk being a university of just mangers with no one to manage.</p> <p>In conclusion, our students deserve the same opportunities as wealthy students in private colleges, why short change them with a substandard education?</p>	
				<p>Who will be left to pick up the pieces and who will be held responsible when this, yet another great saviour of a plan, falls apart?</p> <p>There are other options, including just developing the online program, providing the Nellie Bly scholarship or a similar program that would bring in more students who currently cannot afford higher education, and better funding higher education - even using the \$3billion State surplus to help fund us.</p>	
6/30/2021 18:10	West Plan	Student		<p>State budgets are always about priorities. If something is a priority, it gets funded. And if it is not a priority, it doesn't get funded. It seems that the Republican controlled PA Legislature does prioritize paying itself, with the third highest salary ranking in the country behind only California and New York, and with expense allowances and per diems that are some of the most generous in the country as well. But when it comes to higher education the Republican controlled PA Legislature clearly does not prioritize The Pennsylvania State System of Higher Education, as PA ranks 47th out of 50 states in per capita investment in higher education. The PA Legislature could easily use some of the current \$3 billion surplus to fund PASSHE if it was indeed a priority. And how about reducing those expense allowances and per diems and using that money for PASSHE funding too. I am sure you could find other pockets of money in the state budget to use for PASSHE as well should you wish to make it a priority. I know I could, and I am ready to help should you wish my expertise.</p> <p><a href="https://ballotpedia.org/Comparison_of_state_legislative_salaries">https://ballotpedia.org/Comparison_of_state_legislative_salaries</a></p> <p><a href="https://www.ncsl.org/research/about-state-legislatures/2020-legislator-compensation.aspx">https://www.ncsl.org/research/about-state-legislatures/2020-legislator-compensation.aspx</a></p> <p><a href="https://www.inquirer.com/news/pennsylvania/spl/pa-legislature-highest-paid-largest-bills-legislation-partisanship-20190913.html">https://www.inquirer.com/news/pennsylvania/spl/pa-legislature-highest-paid-largest-bills-legislation-partisanship-20190913.html</a></p> <p><a href="https://www.mcall.com/opinion/mc-opi-pennsylvania-legislative-salaries-muschick-20210511-zxf7gw2nrzanhk5rvhlnursviu-story.html">https://www.mcall.com/opinion/mc-opi-pennsylvania-legislative-salaries-muschick-20210511-zxf7gw2nrzanhk5rvhlnursviu-story.html</a></p> <p><a href="https://www.fox43.com/article/news/politics/price-politics-fox43-capitol-beat-pennsylvania-lawmakers-legislators-money-spending-illinois-ohio/521-3a14f1aa-a0dc-47f0-be54-757b7f6fccac">https://www.fox43.com/article/news/politics/price-politics-fox43-capitol-beat-pennsylvania-lawmakers-legislators-money-spending-illinois-ohio/521-3a14f1aa-a0dc-47f0-be54-757b7f6fccac</a></p> <p><a href="https://www.spotlightpa.org/news/2021/03/pa-coronavirus-lawmakers-legislature-expenses-highest-paid-united-states/">https://www.spotlightpa.org/news/2021/03/pa-coronavirus-lawmakers-legislature-expenses-highest-paid-united-states/</a></p> <p><a href="https://www.spotlightpa.org/news/2021/05/pa-legislature-expense-accounts-hidden-legislative-privilege/">https://www.spotlightpa.org/news/2021/05/pa-legislature-expense-accounts-hidden-legislative-privilege/</a></p> <p><a href="https://www.fox43.com/article/news/politics/price-of-politics-fox43-capitol-beat-per-diem-spending-pennsylvania-senators-representatives/521-42165dcd-778f-4963-bc8c-3f0b6f8400fd">https://www.fox43.com/article/news/politics/price-of-politics-fox43-capitol-beat-per-diem-spending-pennsylvania-senators-representatives/521-42165dcd-778f-4963-bc8c-3f0b6f8400fd</a></p>	Vicki Ferrence Ray

DATE	PLAN	GROUP	OTHER (GROUP)	COMMENT / SOURCE INFORMATION	NAME
				<a href="https://pasenate.com/policy-hearing-on-the-impact-of-the-state-system-of-higher-education-redesign-plan/">https://pasenate.com/policy-hearing-on-the-impact-of-the-state-system-of-higher-education-redesign-plan/</a> <a href="https://www.highereddive.com/news/theres-more-to-passhes-budget-woes-than-enrollment-declines/596085/">https://www.highereddive.com/news/theres-more-to-passhes-budget-woes-than-enrollment-declines/596085/</a> <a href="https://www.inquirer.com/columnists/attytood/pennsylvania-state-universities-funding-crisis-20210506.html">https://www.inquirer.com/columnists/attytood/pennsylvania-state-universities-funding-crisis-20210506.html</a> <a href="https://local21news.com/news/local/pennsylvania-ranks-among-worst-states-in-funding-higher-education-student-loan-debt">https://local21news.com/news/local/pennsylvania-ranks-among-worst-states-in-funding-higher-education-student-loan-debt</a> <a href="https://www.abc27.com/news/this-week-in-pennsylvania/pennsylvania-politics/pa-ranked-6th-worst-for-higher-ed-funding-democrats-push-proposals-to-help-students-in-debt/">https://www.abc27.com/news/this-week-in-pennsylvania/pennsylvania-politics/pa-ranked-6th-worst-for-higher-ed-funding-democrats-push-proposals-to-help-students-in-debt/</a> <a href="https://www.keystoneresearch.org/media-center/press-releases/PR_PAPromise">https://www.keystoneresearch.org/media-center/press-releases/PR_PAPromise</a> <a href="https://www.inquirer.com/business/student-debt-pennsylvania-colleges-penn-state-20191127.html">https://www.inquirer.com/business/student-debt-pennsylvania-colleges-penn-state-20191127.html</a>	
6/30/2021 18:14	West Plan	Student		<p>State budgets are always about priorities. If something is a priority, it gets funded. And if it is not a priority, it doesn't get funded. It seems that the Republican controlled PA Legislature does prioritize paying itself, with the third highest salary ranking in the country behind only California and New York, and with expense allowances and per diems that are some of the most generous in the country as well. But when it comes to higher education the Republican controlled PA Legislature clearly does not prioritize The Pennsylvania State System of Higher Education, as PA ranks 47th out of 50 states in per capita investment in higher education. The PA Legislature could easily use some of the current \$3 billion surplus to fund PASSHE if it was indeed a priority. And how about reducing those expense allowances and per diems and using that money for PASSHE too. I am sure you could find other pockets of money to use for PASSHE as well should you wish to make it a priority. I know I could, and I am ready to advise you should you wish my expertise.</p> <p><a href="https://ballotpedia.org/Comparison_of_state_legislative_salaries">https://ballotpedia.org/Comparison_of_state_legislative_salaries</a></p> <p><a href="https://www.ncsl.org/research/about-state-legislatures/2020-legislator-compensation.aspx">https://www.ncsl.org/research/about-state-legislatures/2020-legislator-compensation.aspx</a></p> <p><a href="https://www.inquirer.com/news/pennsylvania/spl/pa-legislature-highest-paid-largest-bills-legislation-partisanship-20190913.html">https://www.inquirer.com/news/pennsylvania/spl/pa-legislature-highest-paid-largest-bills-legislation-partisanship-20190913.html</a></p> <p><a href="https://www.mcall.com/opinion/mc-opi-pennsylvania-legislative-salaries-muschick-20210511-zxf7gw2nrzanhk5rvhlnursviu-story.html">https://www.mcall.com/opinion/mc-opi-pennsylvania-legislative-salaries-muschick-20210511-zxf7gw2nrzanhk5rvhlnursviu-story.html</a></p> <p><a href="https://www.fox43.com/article/news/politics/price-politics-fox43-capitol-beat-pennsylvania-lawmakers-legislators-money-spending-illinois-ohio/521-3a14f1aa-a0dc-47f0-be54-757b776fccac">https://www.fox43.com/article/news/politics/price-politics-fox43-capitol-beat-pennsylvania-lawmakers-legislators-money-spending-illinois-ohio/521-3a14f1aa-a0dc-47f0-be54-757b776fccac</a></p> <p><a href="https://www.spotlightpa.org/news/2021/03/pa-coronavirus-lawmakers-legislature-expenses-highest-paid-united-states/">https://www.spotlightpa.org/news/2021/03/pa-coronavirus-lawmakers-legislature-expenses-highest-paid-united-states/</a></p> <p><a href="https://www.spotlightpa.org/news/2021/05/pa-legislature-expense-accounts-hidden-legislative-privilege/">https://www.spotlightpa.org/news/2021/05/pa-legislature-expense-accounts-hidden-legislative-privilege/</a></p> <p><a href="https://www.fox43.com/article/news/politics/price-of-politics-fox43-capitol-beat-per-diem-spending-pennsylvania-senators-representatives/521-42165dcd-778f-4963-bc8c-3f0b6f8400fd">https://www.fox43.com/article/news/politics/price-of-politics-fox43-capitol-beat-per-diem-spending-pennsylvania-senators-representatives/521-42165dcd-778f-4963-bc8c-3f0b6f8400fd</a></p> <p>-----</p> <p><a href="https://pasenate.com/policy-hearing-on-the-impact-of-the-state-system-of-higher-education-redesign-plan/">https://pasenate.com/policy-hearing-on-the-impact-of-the-state-system-of-higher-education-redesign-plan/</a></p> <p><a href="https://www.highereddive.com/news/theres-more-to-passhes-budget-woes-than-enrollment-declines/596085/">https://www.highereddive.com/news/theres-more-to-passhes-budget-woes-than-enrollment-declines/596085/</a></p> <p><a href="https://www.inquirer.com/columnists/attytood/pennsylvania-state-universities-funding-crisis-20210506.html">https://www.inquirer.com/columnists/attytood/pennsylvania-state-universities-funding-crisis-20210506.html</a></p> <p><a href="https://local21news.com/news/local/pennsylvania-ranks-among-worst-states-in-funding-higher-education-student-loan-debt">https://local21news.com/news/local/pennsylvania-ranks-among-worst-states-in-funding-higher-education-student-loan-debt</a></p> <p><a href="https://www.abc27.com/news/this-week-in-pennsylvania/pennsylvania-politics/pa-ranked-6th-worst-for-higher-ed-funding-democrats-push-proposals-to-help-students-in-debt/">https://www.abc27.com/news/this-week-in-pennsylvania/pennsylvania-politics/pa-ranked-6th-worst-for-higher-ed-funding-democrats-push-proposals-to-help-students-in-debt/</a></p> <p><a href="https://www.keystoneresearch.org/media-center/press-releases/PR_PAPromise">https://www.keystoneresearch.org/media-center/press-releases/PR_PAPromise</a></p> <p><a href="https://www.inquirer.com/business/student-debt-pennsylvania-colleges-penn-state-20191127.html">https://www.inquirer.com/business/student-debt-pennsylvania-colleges-penn-state-20191127.html</a></p>	Vicki Ferrence Ray
				<p><a href="https://pasenate.com/policy-hearing-on-the-impact-of-the-state-system-of-higher-education-redesign-plan/">https://pasenate.com/policy-hearing-on-the-impact-of-the-state-system-of-higher-education-redesign-plan/</a></p> <p><a href="https://www.highereddive.com/news/theres-more-to-passhes-budget-woes-than-enrollment-declines/596085/">https://www.highereddive.com/news/theres-more-to-passhes-budget-woes-than-enrollment-declines/596085/</a></p> <p><a href="https://www.inquirer.com/columnists/attytood/pennsylvania-state-universities-funding-crisis-20210506.html">https://www.inquirer.com/columnists/attytood/pennsylvania-state-universities-funding-crisis-20210506.html</a></p> <p><a href="https://local21news.com/news/local/pennsylvania-ranks-among-worst-states-in-funding-higher-education-student-loan-debt">https://local21news.com/news/local/pennsylvania-ranks-among-worst-states-in-funding-higher-education-student-loan-debt</a></p> <p><a href="https://www.abc27.com/news/this-week-in-pennsylvania/pennsylvania-politics/pa-ranked-6th-worst-for-higher-ed-funding-democrats-push-proposals-to-help-students-in-debt/">https://www.abc27.com/news/this-week-in-pennsylvania/pennsylvania-politics/pa-ranked-6th-worst-for-higher-ed-funding-democrats-push-proposals-to-help-students-in-debt/</a></p> <p><a href="https://www.keystoneresearch.org/media-center/press-releases/PR_PAPromise">https://www.keystoneresearch.org/media-center/press-releases/PR_PAPromise</a></p> <p><a href="https://www.inquirer.com/business/student-debt-pennsylvania-colleges-penn-state-20191127.html">https://www.inquirer.com/business/student-debt-pennsylvania-colleges-penn-state-20191127.html</a></p>	
6/30/2021 18:20	West Plan	Alumni/Donor		When you have 4 less Universities...will PA eventually cut funding further? Do you have a guarantee they wont?	
6/30/2021 18:21	West Plan	Alumni/Donor		Has a study been done on how this Integration will impact enrollment? It seems other states initially lose enrollment at an accelerated pace.	



# PENNSYLVANIA AFL-CIO

RICHARD W. BLOOMINGDALE  
*President*

FRANK SNYDER  
*Secretary-Treasurer*

June 30, 2021

Dear Chancellor Greenstein and Board of Governors:

The Pennsylvania AFL-CIO, on behalf of the 700,000 hardworking women and men we represent, asks that you join us in **OPPOSING the PASSHE plan**. The proposed plan would integrate the California University of Pennsylvania, Clarion University, and Edinboro University in western Pennsylvania, and Bloomsburg University, Mansfield University, and Lock Haven University in northeastern Pennsylvania.

The Pennsylvania AFL-CIO is strongly opposed to the current PASSHE consolidation plan due to the drastic job cuts of staff and faculty at all 14 state system campuses, the lost opportunities for students and alumni of the six targeted universities, and the negative impact that this proposed merger will have on the local economies. We urge members of the Board of Governors to delay a vote on this plan because the path outlined is a downward trajectory that will lead to a decrease in student enrollment, cause local economic devastation, and create further financial instability for the entire system.

PASSHE's mission serves "to increase educational attainment in the Commonwealth; to prepare students at the undergraduate and graduate levels for professional and personal success, and to contribute to the economic, social and cultural development of Pennsylvania's communities, the Commonwealth and the nation." How can PASSHE schools effectively meet this mission when nearly half of these institutions face a merger that will leave students behind? What incentive will students have to pay the same tuition and fees for an online education that jeopardizes their ability to graduate from the university they originally enrolled in; that they committed to play collegiate sports in; to the loss of various program tracks that can't be replaced?

For hundreds of thousands of current, former, and future students enrolled in our public schools, these colleges and universities are one of the only collegiate opportunities financially within reach. PASSHE is a fundamental public educational system designed not to turn a profit off of the backs of taxpayers and students, but rather to provide Pennsylvanians from every walk of life with an honest opportunity to build a better future. The consolidation plan directly devalues this opportunity. While we understand the financial concerns facing the PASSHE system, let's be clear – this is the direct result of years of poor legislative planning and a lack of adequate funding to ensure that every person in Pennsylvania has an equitable and affordable educational pathway.

The proposed PASSHE integration plan is rushed, and the repercussions on our state system, our students, our employees, and the local economies that each of these institutions serve throughout the state will be absolutely devastating. For the reasons noted, the Pennsylvania AFL-CIO on behalf of our members ask you to **OPPOSE the PASSHE consolidation plan**. If you would like to discuss this matter further, please contact our Legislative Director, Sarah Hammond, at 717-640-1376, or via email at [shammond@paafICIO.org](mailto:shammond@paafICIO.org).

Sincerely,  
Richard W. Bloomingdale, President  
Frank Snyder, Secretary-Treasurer

**600 NORTH SECOND STREET, HARRISBURG, PA 17101 - (717) 238-9351 - (717) 238-8541**

**WEBSITE: [www.paafICIO.org](http://www.paafICIO.org)**

**E-MAIL: [info@paafICIO.org](mailto:info@paafICIO.org)**

6/27/21

Deadline: June  
30

## Your Kids' Online Courses

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My children do not want to learn online or take most of their courses online. Consolidation means more online courses. I VOTE NO TO LOCK

HAVEN UNIVERSITY CONSOLIDATION.

Rose Buckingham

publiccomment@pashe.edu

<https://bit.ly/2U6LkEQ>

June 7, 2021

Cynthia D. Shapira, Chair  
PASSHE Board of Governors  
Dixon University Center  
2986 North Second Street  
Harrisburg, PA 17110-1201

Dear Cynthia,

As you certainly know, the Pennsylvania State System of Higher Education is in an existential crisis. In simple terms-if the System doesn't find a way to pay its bills, it will likely have to be dissolved. I personally don't believe the Chancellor has overstated the possibility that this could happen.

The System desperately needs to cut costs. It also, however, needs to reduce the price (tuition and other expenses). It can't meet its mission going forward by simply retrenching younger members of the faculty. I believe that the contract with the faculty union has got to be altered.

Last year I retired after thirty-two years of service as dean of the Eberly College of Business here at IUP. My personal service has exposed me to virtually every article contained in the Collective Bargaining Agreement with APSCUF and with almost every facet of our institutional budget. I believe, therefore, that my perspective about these matters should have some merit.

As a consequence, I have sent a letter to Chancellor Greenstein which contains a number of recommendations regarding Legislative action and Collective Bargaining Agreement revisions. I am distributing a copy of that letter widely in the hope that it will contribute in a meaningful way to the present dialogue regarding the future of the State System of Higher Education.

It is lengthy. I urge you, nevertheless, to review it carefully.

With high regard,

A handwritten signature in black ink, appearing to read 'R. Camp', written in a cursive style.

Robert C. Camp

May 14, 2021

Chancellor Daniel Greenstein  
Dixon University Center  
2986 North Second Street  
Harrisburg, PA 17110-1201

Dear Chancellor Greenstein:

I am sure you know, based on my previous correspondence with you, that I stepped down from the deanship of the Eberly College of Business and Information Technology here at IUP almost a year ago. Since that time, I have observed the shift from the creation of five-year sustainability plans to the immediate effort to address the System's perilous budget problems in the midst of our untimely virus pandemic. As you obviously know, the retrenchment process that has resulted from the rush to deal with the System's fiscal issues has been heartrending for both retrenchees and survivors. A significant number of early and mid-career professors have already been retrenched. Here at IUP, we're told there is more to come.

Dan, I certainly understand our faculty's reaction to your recent indication that if the System doesn't resolve its budget problems, you will feel compelled to recommend to the Legislature that the System be dissolved. I am, of course, in total agreement that candor should be the coin of the day, although the downside is that it may discourage enrollments. Some faculty have indicated their disappointment by stating that they felt you were hired to essentially save the System. That's a reasonable interpretation, but I am certain that if the fiscal problems are not resolved, you won't have any choice but to recommend dissolution. Looking ahead, I would assume that if a recommendation of dissolution becomes imperative that all but perhaps one or two institutions would essentially be put up for adoption by one or more of the state-related institutions. If that happened, APSCUF would not likely have any leverage related to its continuation since the adopting institution or institutions would not have any desire to accept a relationship with their faculty or even a small portion of their faculty. So, there's an existential issue here for both the System and APSCUF.

My interest here is no different than the interests of anyone else who has had a relationship with a System school as a student, an alum, or an employee. Looking at it from an employee's standpoint, I think most of us have been here by choice. We prefer the institutional environment that is available in a medium-sized mostly rural community. It has some disadvantages, but it tends to be a highly supportive environment for raising a family. Most of us, I suspect, have a great affinity for our institutional attachment, especially if we served for a lengthy period of time.

My personal service has exposed me to virtually every Article contained in the Collective Bargaining Agreement with APSCUF and to almost every facet of our institutional budget. I believe, therefore, that my perspective about these matters should have some merit. As a consequence, I'm going to set forth a number of recommendations. I ask that you to read these

recommendations carefully, since I intend to distribute them to a broader audience. First, some background should be helpful.

### **Background**

I was hired in March of 1988 to serve as dean of the existing College of Business at IUP, after having served seven years as a business school dean at a medium-sized university in Kansas. During my tenure here at IUP, I've had the honor of serving on two presidential searches and having served a stint on the state-wide management side of the negotiating team for the renewal of the contract between the Pennsylvania State System of Higher Education and APSCUF, the faculty Union. My service on the negotiating team was over ten years ago. At that time, the System was already in the middle of an ongoing budget crises.

In an article published on May 7, 2010 in the *Pittsburgh Post Gazette*, California University of Pennsylvania's President, Angelo Armenti, laid out the problem quite clearly. State appropriations in the past 20 years had dropped from 45 percent of the overall budgets of the PASSHE institutions to the current level, at that time, of 35 percent. In addition, he pointed out the ongoing commitment of the Board of Governors to hold down tuition increases to a fairly modest level in order to ensure broad access to Pennsylvania citizens including those from families with modest means. He correctly pointed out that the reduced level of appropriation support and nominal increases in tuition placed all the PASSHE institutions in a financial vise.

Every institution was challenged financially by this situation, although some more than others. John C. Cavanaugh, Chancellor of the State System, indicated at the time that "dramatic increases in tuition were unlikely." In spite of this, he stated that "the main goal of the System is to remain affordable" and that the System would look for other ways to manage its budget shortfall. According to Ken Marshall, State System spokesperson at that time, PASSHE had recently hired a consulting group to help find additional efficiencies and cost savings. He stated further that "this study will not necessarily give immediate relief and may never give substantial relief."

I indicated, at that time, in a document, entitled "Addressing the Budget Shortfall: Observations and Recommendations Regarding the PASSHE Financial Crisis," that PASSHE actions were exacerbating the financial problems. Those actions included a flawed performance funding initiative, routine backend loading of the contract with the faculty Union, and long-term provisions of that contract which would result in unnecessary and excessive compensation. APSCUF certainly deserves credit for being successful in securing and maintaining generally high salaries for its membership over the past four decades. On the other hand, it should be pointed out that there are various provisions in that contract that involve unnecessarily expensive compensation to faculty. In addition, there were several provisions that place faculty in a "conflict of interest" with their institutions. Over a decade later now, the faculty are working essentially with the same, but more expensive, contract.

When I served on the management negotiating team it included another administrator from a different PASSHE school and the system level labor relations officer. APSCUF was represented by three of its officers. We met periodically over a two-year period. Discussion included various issues dealing with the contract language. We did not really deal with system level financial

issues in terms of operational efficiencies. In the end, the Governor had a cabinet level officer or staff member meet with the APSCUF statewide president to extend the state's offer regarding the financial terms for a new contract. The negotiation team was not a party to that meeting. In fact, I don't believe the Chancellor was even included. Needless to say, the only changes in the contract were related to salary issues. It is my understanding from others who served on the team for different periods that the process was essentially the same. There was, historically, no discussion about changing the various operational terms of the contract. That does appear to have changed more recently, however, most of the operational inefficiencies and conflicts of interest still remain. Over the years, my peer academic administrators and I had to assume that there was no way the contract was going to be changed/revised.

The bottom line here is that the System cannot pay its bills based on current and projected enrollments, non-competitive tuition, fees, and housing charges, an inefficient faculty contract, and non-competitive product line and delivery system.

### **Who Created this Mess?**

During the nineteenth century, state after state focused the attention of their land grant institutions on support of the agricultural sector. With the growing population, every state in the Union at one time created state teachers colleges for the purpose of preparing large numbers of students to enter the public school teaching profession. Industrialization, of course, propelled the need for factory and transportation workers. At the same time creation of highly efficient farming equipment reduced the need for agricultural workers. Eventually, the need for public school teachers diminished relative to the need for workers in other sectors of the economy. It made sense, at that point, to expand the missions of state teachers colleges to include programming in various vocational/professional disciplines. Pennsylvania was no exception. The problem is that it ultimately converted its state teachers colleges to state universities in direct competition with significant numbers of the previously created state related universities. At no point did the State Legislature deal with the fact that no single entity had been placed in charge of all public higher education in the Commonwealth. That is the overarching problem today.

The Legislature is supporting a state-owned system that is in direct competition with its state related (and state supported) universities, each of which has its own independent self-perpetuating governing board. I have long admired the State Senators and Representatives from Indiana, Armstrong, and Jefferson counties, including Sam Smith, Don White, David Reed, Jeff Pyle, and now, Joe Pittman and Jim Struzzi. They have represented both this area and the Commonwealth exceedingly well. But, I do think, nonetheless, the Legislatures oversight of higher education has not been adequate. Among the states, Pennsylvania is ranked 48<sup>th</sup> in terms of per capita funding for higher education. I am aware that higher education is one among many State funded services and that allocation choices are not easy and increasing taxation is the only other alternative.

There are times when the party affiliation of the Governor and the majority forces in the Legislature are different. When that's the case, there may not be a consensus about how to deal with support of PASSHE.



When the population and number of high school graduates was growing, it made sense for Pitt and Penn State to expand their program offering to additional locations. Most of those locations initially offered only two-year degrees, but today they're all offering four-year degrees. The state related institutions (Pitt, Penn State, Templeton, Lincoln), partly because of their age and degree of development, have a much broader menu of academic programs than the State System colleges all of which offer similar programs. Penn State University has thirteen branch campuses. Exhibit I on the next page identifies the institutional profiles of each of these branches and the profiles also for eight of the PASSHE schools. These were among the top ranked public colleges in Pennsylvania, according to NICHE.com which provides detailed institutional data for prospective students and their families. PSU's branches are located in communities very similar to those of PASSHE institutions. In fact, the institutional ratings, program offerings, admission standards, and net prices are also similar, as demonstrated in Exhibit I.

When the number of high school graduates was growing, it made some sense to have the same programming at multiple sites in order to provide access. The reality today is that there are simply too many institutions serving up the same or similar programming at too many locales. That reality also includes the fact that the Legislature has not set up a single entity to manage public higher education in Pennsylvania nor exerted more control itself over the competing state owned and state related institutions.

To top it off the Pennsylvania Association of Community Colleges in 2020 signed an articulation agreement with Southern New Hampshire University wherein Pennsylvania community college students are given a 10% tuition discount when they enroll in any of a wide range of online programs/coursework offered by SNHU. On the surface, this looks like a slap in the face, but it makes sense because of the competitive tuition costs and the breadth of programming available through SNHU. Neither PASSHE as a system nor any of its individual universities offer comparable programming at comparable prices. The System has heretofore failed to develop a strategic plan for delivery of online programming. Some individual institutions have successfully offered up some of their programs online, but the System has nothing comparable to what has been offered over the past decade by SNHU and other large online purveyors. Penn State University has a large-scale online offering, but it would not be comparable in terms of undergraduate degree completion nor the price point for the SNHU offering.

I just read the State Legislative update (May 3) regarding the intent to have the merged western Pennsylvania trio "develop a world class Pennsylvania-based online program to add to their on-campus offerings." A greater commitment to online programming certainly makes sense, as I'll discuss later, but successfully entering this market with significant scale will be extremely difficult.

Everybody is to blame for the current situation: state related schools for expanding their delivery sites and later converting them from two to four-year operations (a few of the Penn State branches offered four-year degrees from the outset, including Harrisburg and Behrend); the state system for encouraging institutional development and growth in the face of perfectly clear projections related to the declining number of high school graduates; the Governor and state level financial officers for repeatedly negotiating more and more expensive Union contracts for state workers, including faculty and others (in spite of the limited financial wherewithal of the

**Exhibit I**  
**Net Price and Institutional Rating by Niche**  
**For**  
**PSU Branches and Selected PASSHE Schools\***

School	Niche Overall Rating	Acceptance Rate	SAT Range	Net Price
PSU-Erie	B	89%	1050-1280	\$ 23,428.00
PSU-Fayette	B	80%	960-1190	\$ 16,496.00
PSU-York	B	85%	1030-1300	\$ 19,581.00
PSU-Berks	B	87%	1000-1200	\$ 22,393.00
PSU-Altoona	B	91%	1000-1180	\$ 21,947.00
PSU-Worthington/Scranton	B	82%	970-1150	\$ 17,495.00
PSU-Lehigh Valley	B	85%	1010-1200	\$ 18,152.00
PSU-Harrisburg	B	88%	1050-1290	\$ 22,306.00
PSU-Mont Alto	B	76%	970-1180	\$ 20,334.00
PSU-Hazleton	B	86%	930-1140	\$ 19,174.00
PSU-Abington	B-	85%	1010-1270	\$ 18,993.00
PSU-World (online)	B-	54%	990-1260	\$ 21,678.00
PSU-Beaver	B-	64%	1000-1210	\$ 16,711.00

West Chester	B	75%	1030-1210	\$ 19,348.00
Slippery Rock U	B	71%	1000-1170	\$ 18,144.00
Bloom U of PA	B	84%	950-1150	\$ 18,075.00
Millersville	B	79%	980-1170	\$ 21,505.00
Kutztown	B-	90%	970-1140	\$ 22,401.00
Cal U	B-	97%	910-1100	\$ 18,264.00
IUP	B-	93%	910-1120	\$ 20,944.00
Clarion	B-	95%	940-1130	\$ 19,769.00

\*All schools in this list offer 4 year degrees

Commonwealth and the increasing dependence on student tuition from middle and lower income families to cover institutional expenses); and the Legislature for not creating an entity to oversee higher education in Pennsylvania or to exert control itself. Would additional enrollments provide fiscal relief? Certainly, because of extra tuition revenue from students filling currently empty seats. Generating additional enrollments, however, isn't realistic. The paramount issue is reducing costs and avoiding further enrollment decline.

At this point, from where I sit, there are three inter-related issues for the System to deal with. The first is obviously financial, the second is related to product quality, and the third is existential.

## **I. Financial Issues**

If the System cannot pay its bills, it cannot survive. Downsizing looks like the only solution, but that is a slippery slope. The current rate of tuition, fees and room and board for new freshmen is beyond the means of many families seeking a college education for their sons and daughters.

Students from lower and lower-middle income families do qualify for federal and state need-based support. Even so, the cost is still prohibitive (the System just issued a statement pointing out that a significant portion of the enrollment decline is related to the challenge of recruiting students from lower and lower-middle income families). The cost is even prohibitive for middle and upper-middle income families, especially if there is an aversion to student loans, which there should be given the lack of certainty about future employment opportunities for graduates. These families are looking at a \$100,000 plus price tag for a four-year degree given projected inflation and limited need-based support. At the same time, the State "related schools" are competing more intensely for the students from middle and upper middle-income families. A Twitter poll conducted in May of 2019 indicated that "cost" is the top factor when prospective students are choosing a college. Out of 41,025 participants, 45% claimed cost was their number one concern.

A major problem now facing the PASSHE schools has to do with value. A degree from a PASSHE school today has less value than it did twenty to thirty years ago, in spite of the fact that the education is arguably better. Value is based on the ratio between what you get in relation to what you pay. As a consequence, students from families with a bit more wherewithal are tempted to enroll in the "state related" schools with a somewhat higher brand value and the state related branches award degrees with the same title as that awarded by the main campuses.

PASSHE schools are overbuilt and over staffed for current enrollment given the existence of large numbers of branch campuses of the State related schools. According to the Allegheny Institute for Public Policy in a May 23, 2018 Policy Brief entitled "State University System Requires Major Legislative Remedial Actions" faculty costs at PASSHE schools are higher per student than at state related schools (\$3,076 to \$2,850 at the lower division and \$5,409 versus \$3,932 at the upper division). State instructional appropriations per student (Academic Year 2016-2017) are about 50% higher at PASSHE schools than the state related (\$4,504 versus \$3,292). It is clear that the Commonwealth is providing more funding per student for those in the PASSHE. It's not really clear, however, whether or not the State related branch campuses are operating more efficiently than the PASSHE schools. Pitt and Penn State, for example, have a

wide range of funding streams including, in Pitt's case, the oligopolistic University of Pittsburgh Medical Center. UPMC has been running a surplus year after year. Pitt's and PSU's efficiencies, in fact, may be related to their main campuses, since the larger scale reduces cost per unit.

A recent study by the Rand Corporation, which was commissioned by the PA Legislative Budget and Finance committees, offered severe criticism of a recently approved faculty Union contract which involved \$52 million more in compensation than the previous contract. In addition, Rand pointed out the strained Union-management relationship and an unsatisfactory collective bargaining agreement negotiation process. Most notable, Rand stated that the salary scale for PASSHE schools "was uniform, does not take disciplines into account and does not allow for market-based adjustment" and, finally, that "faculty cannot be required to teach online classes unless it is in the letter of appointment."

Thus far, efforts to reduce costs have included retrenchment of tenured faculty. This initial exercise has involved program review leading to elimination or merger of some academic departments. Understandably, institutions have chosen to eliminate programs and retrench associated faculty for which there did not appear to be a strong future demand for graduates. In the future, there will likely be fewer such choices to make. As a consequence, it may well be that future retrenchments will be across the board. The damage to on-going programs will be the loss of younger faculty connected to programs that presumably have a future.

What a tragedy! The System is basically destroying itself. The faculty Union contract for July 1, 2019 -June 30, 2023 involved millions of additional dollars of compensation on top of an already expensive contract. The latest contract has clearly contributed to the fiscal crisis, by increasing the numbers of recent and projected future retrenchments.

Larger PASSHE enrollments would certainly reduce the cost per student. Given that high school graduation numbers in Pennsylvania are not projected to increase significantly in the next decade, how can PASSHE grow its enrollments? There are essentially three other markets: out of state residents; online students from any location in the world; and international students.

**Competing for "Out of State" Residents.** It's a highly competitive market tuition-wise. PASSHE is not attracting significant numbers of students from adjacent states because their "in state" rates are lower than PASSHE's "in state rates," as outlined in Exhibit II on the next page. Some institutions in adjacent states have, in fact, been reducing or eliminating the historical "out of state" tuition charges they were previously levying on students from other states in order to attract those students to fill their own empty seats. The PASSHE schools that are clinging to higher "out of state" rates will certainly attract even fewer students.

**Promotion and Delivery of Online Programming.** As noted earlier, neither the System nor its universities have heretofore undertaken the strategic planning and delivery of a large scale, competitively priced, high quality, comprehensive menu of online programming. As noted earlier, the System has announced its intent to have the newly integrated western Pennsylvania institution "develop a world-class, Pennsylvania-based online academic program to add to their campus offerings." On the surface this makes sense, but its timely success is surely not assured.

## Exhibit II

### Net Price (or Net Cost) at Selected Public Universities

#### PASSHE

Edinboro	\$15,223
East Stroudsburg	\$15,275
Bloomsburg	\$18,075
Slippery Rock	\$18,144
Cal U.	\$18,264
Lock Haven	\$18,491
West Chester	\$19,348
Shippensburg	\$19,635
Clarion	\$19,769
Mansfield	\$20,828
IUP	\$20,944
Millersville	\$21,505
Kutztown	\$22,401
PASSHE Average	\$19,069

#### Ohio

Youngstown SU	\$11,033
Ball St. U	\$13,642
Wright St.	\$14,136
Bowling Green SU	\$17,508
Kent St. U	\$17,552

#### West Virginia

Marshall U	\$8,508
Concord U	\$9,201
Fairmont St.	\$9,733
West Virginia U	\$12,743
West Liberty U	\$12,913

#### New York

SUNY Framing Dale St. Col	\$7,970
SUNY Plattsburg	\$13,614
SUNY Potsdam	\$13,749
SUNY College at Brockport	\$14,723
SUNY Fredonia	\$14,775
SUNY Oneonta	\$15,012
SUNY Alfred St. Col	\$15,319
SUNY Oswego	\$15,780
SUNY Cortland	\$16,386
SUNY Purchase	\$17,308
SUNY Geneseo	\$17,673
SUNY Average	\$14,750

#### Maryland

Coppen St. Univ	\$10,422
Frostburg St. U	\$14,656
Bowie St. U	\$16,510
Morgan St. U	\$16,911
Towson St. U	\$18,186

#### New Jersey

New Jersey City U	\$13,685
Rutgers Camden	\$13,844
WM Patterson U of NJ	\$15,096
Ramapo Col of NJ	\$16,823
Rutgers New Brunswick	\$16,873

#### Kentucky

N. Kentucky	\$9,753
Murray St. U	\$12,270
Morehead St. U	\$12,528

Sources:

WJS/Times2021 University Rankings

Best Colleges2021: Niche Online

This will be a complicated challenge. Probably more complicated than envisioned. The first challenge will be pricing. There are large numbers of brand name universities already in this market. Those with a lesser brand name are competing on the basis of price. Their program prices are dramatically lower than the tuition rates presently charged within PASSHE. These institutions are investing an enormous amount of money in marketing. Many of them have online partners who are investing their own capital in both marketing and student support related to recruitment and retention to graduation of non-traditional students. The marketability of individual online programs is determined by the fit between program characteristics and the interests of prospective students. As an example, to be competitive, online MBA programs need to be accredited, price competitive, and offer concentrations that match student employment interests. A general MBA won't do. These programs have a common core, but the availability of nine to twelve-hour concentrations allow them to scale up. The quality of the content is important and student hand holding contributes significantly to student retention and graduation rates. High graduation rates, of course, help sell the program. Successful online programming generally doesn't follow the regular college fall/spring schedule. Most online schedules are based on a year-round six-week carousel. The academic rules related to admission, registration, tuition collection, probation, dismissal, and removal of incompletes are not always consistent with regular practice regarding these matters. "Best practice" training of both faculty and student support personnel is imperative. If marketing and program delivery is not successful, it's possible to wind up with only a few students in a class connected to a publicized program commitment. Prospective student characteristics differ significantly from program to program (examples include graduate degrees in business, nursing, education, information technology, etc.). Utilizing faculty who teach in regular semesters to teach online has its own complications. Successfully delivering online undergraduate degrees is even more challenging.

The System might be better off encouraging and supporting the various institutions which have graduate level accredited programming to partner with private companies which have a successful history of providing marketing and student support services. The successful online support companies have invested ample funds in researching the online market and are willing to invest their own capital in marketing well-defined programming. Furthermore, once contracts are signed with these companies, promotion and course delivery could probably commence within a year. The initiative envisioned for the merged entity in western Pennsylvania would likely take a minimum of three years to reach a comparable stage.

**Competing for International Students.** When I assumed the deanship of the business school at IUP over 30 years ago, it already had numerous offshore partnerships and enrolled a substantial number of foreign students on campus. Online delivery had not even been considered. There was, however, no System level commitment to globalization of the System-wide student body. I was told, in fact, that some members of the Board of Governors were adamantly opposed to spending any Commonwealth tax dollars educating foreigners.

There was, of course, no strategic goal by any of the individual schools. By happenstance, however, the exchange agreements that we had with offshore institutions were priced competitively. Those agreements called for a one for one exchange. If they got out of balance, the agreement indicated that the additional students would pay in-state rates. The Board of Governors, of course, recognized that all of our students (including the international students)

were being subsidized with taxpayers' money. So, the Board eventually promulgated 150 to 250% rates for international students which stymied enrollment growth. I argued, to no avail, for the previous model given the fact that marginal revenue at any price was greater than the marginal cost of instruction because we had empty seats.

Globalization should have been pursued with two things in mind: our students need exposure to students from other cultures, and we should be recruiting international students as long as the marginal revenue was equal to or greater than the marginal cost. Post pandemic, there will likely be a resurgence of international student demand for US degrees. The problem now is that it takes time to rebuild successful recruiting relationships and many of our old relationships have wilted.

Frankly, the Commonwealth should be encouraging the recruitment of international students by its state and state-related universities. The US is moving toward a working adult to retiree ratio of 2 to 1. The country desperately needs larger numbers of educated new citizens and the best candidates are probably those who have come here seeking to enhance their academic credentials. I have long advocated that we should be offering dual citizenship to those who are awarded US college degrees.

The five-year sustainability plans, coupled with strategic decisions related to international students and online programming aimed at non-traditional students, could have improved the fiscal picture. The immediate future, however, will likely involve more downsizing.

## **II. Student Perceptions Regarding Product Quality/Institutional Reputations**

The second, but equally important issue, has to do with public perception of the quality of the education provided by PASSHE schools. *The Wall Street Journal/Times* has been conducting an annual review which ranks 800 U. S. universities based on the well-defined criteria annotated below.

*The WSJ/Times* College Ranking (2020) is a pioneering ranking of US colleges and universities that puts student success and learning-based on over 170,000 current student voices-at its heart.

The ranking includes clear performance indicators designed to answer the questions that matter most to students and their families when making one of the most important decisions of their lives – who to trust with their education. Does the college have sufficient resources to teach me properly? Will I be engaged, and challenged, by my teacher and classmates? Does the college have a good academic reputation? What type of campus community is there? How likely am I to graduate, pay off my loans and get a good job?

The ranking includes the results of the The US Student Survey, which examines a range of key issues including students' engagement with their studies, their interaction with their teachers and their satisfaction with their experience.

The ranking adopts a balanced scorecard approach, with 15 individual performance indicators combining to create an overall score that reflects the broad strength of the institution.

The 14 universities housed in the Pennsylvania State System of Higher Education were all included among the 800 institutions reviewed and ranked in The Wall Street Journal/Times 2020 study. The top 500 institutions were individually ranked. Not a single PASSHE institution was ranked among the top 500. Data was available for the other 300 institutions, but unranked. The ranking was based on both hard data as well as the results from a massive student survey. The study was updated for 2021 but did not include a new student survey because of the disruptive nature of the pandemic, so the 2021 study included new hard data but relied on the earlier student survey. Statistical data based on student feedback was available for all 14 PASSHE schools (see Exhibit III on next page). The results for the PASSHE as a whole indicate the following:

- Over 25% of the PASSE student respondents indicated that the institution where they were enrolled was not the right choice.
- Over 33% of the respondents, indicated that their institution was not inspiring.
- Over 30% of the respondents indicated that they did not believe that their experience was worth the cost.

Feedback from PASSHE students was also included in the National Survey of Student Engagement (NSSE) Report for 2019. Statistics are available for individual PASSHE institutions, as well as collectively for PASSHE schools and collectively for Carnegie Institutions (virtually all accredited degree granting institutions in the U. S. and separately for Carnegie public institutions). Numerous questions were posed to both first year and senior students. The feedback for one of the NSSE questions echoes that from the *WSJ/Times* ranking as noted below:

- If you could start over again, would you go to the same institution you are now attending?  
19% of PASSHE students indicated definitely not or probably not.

This feedback is notable because of the very large number of respondents (3,567 PASSHE). It is also notable because student perceptions can be especially harmful because of social media where negative perceptions can be pronounced and shared freely with a wide audience.

The policy brief from the Allegheny Institute (2018) indicated that “state related” schools have collectively gained almost as many students as the PASSHE schools have lost in recent years. And, in an effort to compete for a shrinking pool of high school graduates, some of the PASSHE schools “have adopted very lax entrance requirements.” In any event, it’s worth noting here that, since 2016 SAT scores were normalized to a higher level of demonstrated proficiency (as an example, an old score of 920 would now be 1000). In any event better qualified students are simply tempted to move up the brand ladder and the state related schools are competing aggressively for those with strong academic profiles based on competitive “net price” offers. To make matters worse, the lower academic profile of enrolled students at the PASSHE schools has compounded retention and graduation challenges.



Exhibit III

Wall Street Journal/Times Higher Education College Rankings 2020

Ranks for 800 Schools in Survey & Analysis

Name of School	Enrollment	Right Choice	Inspiring	Worth the Cost	Net Price	Avg Salary at 10 Years	Student Debt	Outcomes	Resources	Engagement	Environment
IUP	10,067	7.4/10	6.9/10	7.9/10	\$ 20,944	\$ 38,133	\$ 27,000	601-800	601-800	424	476
West Chester	16,004	8.4/10	8.0/10	8.2/10	\$ 19,348	\$ 47,067	\$ 23,292	383	>600	332	501-600
Shippensburg	5,755	8.3/10	7.6/10	7.7/10	\$ 19,635	\$ 44,667	\$ 25,250	501-600	>600	401-500	501-600
Kutztown	7,376	7.9/10	7.0/10	7.1/10	\$ 22,401	\$ 41,167	\$ 26,094	601-800	601-800	601-800	501-600
Bloomsburg	7,934	8.2/10	7.4/10	7.4/10	\$ 18,075	\$ 44,033	\$ 26,000	501-600	>600	401-500	501-600
Clarion	2,919	7.4/10	7.1/10	7.7/10	\$ 19,769	\$ 37,000	\$ 26,000	>800	601-800	601-800	601-800
Slippery Rock	8,254	8.0/10	7.1/10	7.8/10	\$ 18,144	\$ 40,067	\$ 25,000	501-600	>600	501-600	501-600
Edinboro	4,260	7.3/10	7.0/10	7.5/10	\$ 15,223	\$ 35,000	\$ 27,000	>650	>600	>600	>600
California U.	6,117	6.8/10	6.7/10	8.0/10	\$ 18,264	\$ 39,733	\$ 24,223	>600	>600	>600	501-600
Lock Haven	2,838	7.4/10	6.1/10	6.9/10	\$ 18,491	\$ 40,067	\$ 27,000	>600	>600	>600	501-600
Millersville	6,495	7.7/10	7.2/10	7.4/10	\$ 21,505	\$ 43,167	\$ 24,640	501-600	>600	>600	401-500
Mansfield	1,516	7.6/10	7.1/10	7.2/10	\$ 20,828	\$ 37,967	\$ 27,000	>600	393	>600	>600
East Stroudsburg	5,651	7.6/10	6.9/10	6.1/10	\$ 15,275	\$ 43,067	\$ 25,000	601-800	>800	601-800	369
Cheyney											

Net Price Reflects Tuition Fee, Room and Board, Minus Support  
400-600 = 3rd quadrant; 600-800 = 4th quadrant

There are unquestionably many many highly capable and highly committed faculty employed throughout the System. In addition, there are innumerable graduates and current students who have been well served by their respective institutions. And, of course, the student experience includes a lot more than the classroom experience and engagement of faculty. It includes instructional facilities, housing, exposure to a wide range of student services, etc. Collectively, these things constitute the student experience and determine students' perceptions about the value of what they got. There's probably no such thing as the perfect student experience, but there are some that are more satisfactory than others. Do PASSHE institutions fall short? Well, there's no institution that fully satisfies everyone, but at the margin what PASSHE offers to its students is too often less than satisfactory. Does the faculty contract have anything to do with that? There is certainly some evidence to suggest that.

**Flaws in the CBA.** The provisions in the CBA for evaluation of faculty performance have been seriously deficient since the inception of the contract. There are innumerable flaws in the process. Faculty should, of course, be evaluated by peers but, under the APSCUF contract, those peers are drawn solely from the faculty members' own department. When a department's faculty are mature and committed to both the students and the institution, peer evaluation can be highly constructive. When the department collectively is less mature, self-interests are too often served.

Faculty evaluation should be objective and constructive but, in some cases, it involves an exchange of back scratching. This is a clear conflict of interest. Faculty should be looking out for the department and its students. In really weak departments, almost everybody is involved. They simply do not point out serious deficiencies. Students sometimes point out, "I've had this prof before. Many of us have complained, but nothing has changed."

Managers (deans) do play a role in evaluation of their faculty. Deans do not, however, observe faculty in the classroom and peer observers only observe faculty teaching a single session (and sometimes don't even observe the whole session). The students sometimes point out that a faculty member is pretty well prepared and provides an organized presentation when they're being observed, but then they go back to their standard, sometimes unorganized, delivery. It is noteworthy that chairpersons are not managers. They are faculty. They serve three-year terms with the approval of the faculty.

The evaluation of probationary faculty does include student feedback and can be extremely useful. But if it's harsh, faculty on the departmental evaluation committee often deny its efficacy. Probation typically lasts five years. Once a faculty member is tenured, he/she is only evaluated every fifth year. Faculty can request administration of student evaluations even when they're not subjected to a formal evaluation. Sadly, significant numbers do not request student evaluation feedback routinely.

Since there is no merit pay provision in the faculty contract, faculty move up a step each year on the salary scale until they reach the thirteenth step for a given rank. Stated more directly, they move up a step regardless of the quality of their performance.

For the past two decades, textbook publishers have been providing fully developed power points, videos, chapter-based exercises, and test banks. In too many cases, faculty have come to rely on

these support materials to the exclusion of personalized and highly engaged instruction. This is a special problem as it relates to delivery of online classes. Online delivery should involve a significant proportion of personalized content and extensive student engagement. The level of engagement clearly depends on the commitment of the faculty member to respond to emails and their routine participation in chat rooms, etc. Too often students claim that they're not even sure who the teacher is in their online class and that they are having to teach themselves. This is the result of over dependence on publishers' materials.

That is not to say that no faculty deliver high quality, highly engaged personalized instruction online. Some do, but that is not the norm. Mastery of high-quality online delivery is time consuming. More and more professors have gotten involved in online delivery, however, because of the opportunity for additional income. A large portion of winter and summer coursework is scheduled for online delivery which involves extra compensation to faculty. Over the past decade, more and more institutions have adopted online delivery and the quality of online content has increased significantly outside PASSHE. Most institutions have been in a better position to hold online faculty accountable.

The quality of course content is also related to faculty currency in the subject matter. The widely recognized process for assuring faculty currency is for the faculty to be actively publishing (or presenting) in their discipline. Publishing, of course, has been widely criticized but it's still the norm and there's a reason. Research on a given subject or issue requires a review of the literature to see what is being written currently. In order to publish, a faculty member needs to point out gaps in previous research or ways that additional data might provide new illumination on the subject. Faculty must thoroughly review the literature or their research is not likely publishable.

Faculty who don't publish tend not to keep up. This is the reason faculty need to publish even if no one reads the output. It forces them to be current. Is academic research really useful to society? In the 60s and 70s, for example, academics created something entitled "Modern Portfolio Theory" which changed forever how the world viewed portfolio investment risk and ultimately led to index funds which have been highly beneficial to all investors. I published an article in the "Journal of Portfolio Management" a few years before I came to IUP. I became aware subsequently that one of my faculty members didn't have much background in this area, so I asked him what he did when he came to those chapters in the prescribed textbook. He said, "I just skipped them." That's horrible. And that is no longer likely in this college. Today, we have a team of students who run a million-dollar portfolio for IUP's foundation. Their work is based on "Modern Portfolio Theory." Too many faculty, however, just get by. If so, they are shortchanging their students.

A significant portion of modern instruction involves skill-based terms that students need to carry forward into their jobs after graduation. Modern applications have become more and more complex and that will remain true going forward. Both faculty and students need to be learning and applying skilled-based concepts at the edge.

The CBA provision related to scholarship (research) was written at a time (over 30 years ago) when research expectations throughout PASSHE were de-minimus. The CBA provision simply includes a lengthy list of items that would constitute scholarly activity. It's a worthy list, but

there is no mention of the fact that someone has to pass judgement regarding the quality and quantity of the research. Faculty have often argued that if they have done a few things in the list (over a five-year period) that should be more than acceptable. Quality of a faculty member's research is typically validated by external peer review. There is no mention of that.

Management has the complete authority over course workloads and assignments on campus each semester during the academic year. The CBA requires in the summer that management rotate faculty assignments across all the faculty to the extent that courses are available. An extension of this is the practice of informally rotating assignments across all qualified faculty during the winter session and off campus/offshore assignments throughout the calendar year. This, as noted later, often does not serve students well.

**Commitment to Academic Integrity** Cheating is a serious problem. Cheating is not fair to the non-cheating students. Non-cheaters are fully aware of the prevalence of cheating and they justifiably complain. Before the existence of online instruction and online testing, exams were typically administered in the classroom face-to-face and generally proctored by the instructor himself/herself with the possible assistance of a peer or graduate assistant. That type of proctoring is still appropriate for the instructor utilizing essay and/or short answer exams. Online instruction and testing have prompted the creation of online proctoring applications that involve test related software which shuts off the computer browser and utilizes a webcam to observe the test taker.

Today, online testing is utilized in many face-to-face classes and in virtually all online classes. It is especially prevalent in courses where the textbook provides standardized online tests which are instantly computer-graded without requiring any instructor involvement. Without some form of intervention, students are able to browse online for definitions, concept explanation and even direct answers to true/false and multiple-choice type questions. Evidence of widespread cheating on these types of tests is ubiquitous.

The paramount issue is: how to discourage the cheating behavior and failing that; how to acquire the evidence necessary for holding cheating students accountable.

Thus far, there are two approaches:

Use of an online proctoring application which shuts off the students computer browser and uses a webcam to observe the test taker; and

Use of course management software to retroactively track student activity during remote exams without their knowledge.

Both approaches have been criticized for involving an invasion of privacy and also far too often providing misleading evidence. Students at Dartmouth's Medical School recently lambasted the institution for expulsions related to tech tracking. See "Cheating Charges at Dartmouth Show Pitfalls of Tech Tracking", NY Times, May 9, 2021. The same article noted that student backlash at the University of Illinois at Urbana-Champaign resulted in the school issuing a statement which said, "it would cease using exam-monitoring tools."

Many institutions that here-to-for had little experience with online delivery, online testing, and remote learning have been forced into this type of delivery by the pandemic and, frankly in their efforts to assure the academic integrity of the programs made some serious missteps. Dartmouth in particular, apparently engaged in some practices about which students were unaware. That left them open to widely publicized student protests.

Criticism can largely be avoided and the PASSHE should not shy away from its review of potential electronic proctoring products for use throughout the system.

Criticism can be minimized by simply having professors identify their plans to proctor exams in the course syllabi. The requirements and process should be clearly and thoroughly described, so there can be no surprises.

If students are unwilling to be proctored in the manner outlined in the syllabus they can be required to pay for an alternative (perhaps less invasive form of proctoring). All this needs to be clearly established ahead of time.

An additional consideration is that faculty need to be trained to not overinterpret the evidence provided by webcam recordings. The deterrent value of the proctoring process outlined above cannot be overstated. The overarching goal should not be to catch students who are cheating. It should be to deter them from cheating.

Not all faculty take this seriously. Some simply don't want to be bothered. In fact, some who have been offered proctoring software have not chosen to use it. Faculty should be held accountable for taking appropriate measures to prevent cheating behavior and to garner evidence to be used in holding students accountable. I am recommending that faculty be required to adopt and utilize some form of proctoring consistent with PASSHE's commitment to academic integrity.

**Conflicts of Interest.** In addition to the "conflict of interest" related to departmental faculty peers conducting faculty evaluations, there are numerous provisions that involve direct financial conflict with the institution.

The CBA requires departmental faculty approval to hire anyone on either tenure track or non-tenure track (temp or adjunct). The faculty contract compensates faculty for instruction of additional coursework. The rate, historically, was 10% of annual salary for a single 3 credit course. Many faculty prefer to take overload compensation rather than approving the hiring of temporary faculty or even, in some cases, tenure track faculty. Overload compensation, often at associate or full professor, is much higher than that of temps at the instructor rank. Sometimes, however, highly qualified temps are better qualified to teach a given course than regular faculty.

The bottom line here is that the best instructors are sometimes passed over in favor of the rotation of regular faculty. Students, therefore, are not consistently receiving the "best instruction" possible.

### III. The Existential Issue

PASSHE institutions were challenged to pay their bills even when enrollments were more robust. They are no longer robust and that is not likely to change over the next decade. The System's failure to make strategic programmatic and marketing decisions over the years is forcing its institutions to focus on simply paying the bills. Right now, the approach is based largely on downsizing, including, as noted, two regional mergers of three schools each. Recognizing that personnel costs are over 80% of institutional expenses, the immediate inclination has been to reduce the size of the workforce. Undoubtedly it is necessary, however, there are savings to be had by changing the terms of the faculty's Collective Bargaining Agreement and/or eliminating it altogether. In any event, this is an existential issue for both the System and the faculty Union. The recommendations that I've outlined below deal with both cost issues and product quality.

#### Recommendations Regarding Legislative Action and CBA Revisions

My recommendations are intended to address the most salient points related to financial issues, product quality, and existential concerns. These recommendations have been separated into two categories. The first involves Legislative Action and the second involves the Collective Bargaining Agreement. Elaboration is provided in those cases where the rationale for the recommendation is not necessarily evident.

#### Legislative Actions

1. **Legislate the minimum salary scale for the various academic ranks and allow institutions to compete for faculty by offering competitive salaries.** The existing contract spells out the negotiated salary by rank and step for each of the academic ranks applicable to faculty employees. Once hired at a given rank and step, faculty move up automatically one step each year (regardless of their performance) until they reach the last (thirteenth) step in a given rank. The negotiated salaries are applicable to all faculty regardless of the discipline which they teach. As a consequence, the salaries for teachers in some disciplines are higher than market and for others, lower than market. The market salaries for the professional disciplines tend to be much higher than the salaries in the PASSHE Collective Bargaining Agreement. In fact, in some professional disciplines, the market salaries have been \$20-\$50 thousand higher than those in the CBA. As a consequence, a number of departments have repeatedly had failed searches for qualified faculty. The result has been a combination of overload assignments to existing faculty and for employment of lesser qualified faculty. These disciplines have sometimes been allowed to give away rank and step in an effort to compete for qualified faculty (although it has not always been sufficient). The professional disciplines have often been dependent on hiring qualified faculty who have family ties to the region or geographic preferences for the area (some have degrees from the PASSHE schools and a desire to return as professors). Given the higher proportion of faculty teaching in the non-professional disciplines, the overall compensation to faculty at a given institution tends to be higher than market. This is suggested by the comparative statistics identified in the document from The Allegheny Institute for Public Policy, May 23, 2018.

2. **Legislate an annual merit pay provision that would reward faculty performing at a high level.** As noted above, faculty in a given rank move up one salary step each year until they reach the thirteenth step. They're frozen in that position until they're promoted. Moving up a step each year is automatic-not based on faculty performance. Faculty typically occupy a given rank for several years (sometimes many) before being promoted. PASSHE schools, like virtually all other universities in the US, identify four academic ranks for faculty employees. They are: instructor; assistant professor; associate professor; and full professor. The Collective Bargaining Agreement typically covers a three-year period. The salary scale for faculty is spelled out for each of the ranks separately. There are 13 steps for each rank and there is a designated salary for each step. A three-year contract would provide salaries applicable to all ranks and all steps for the first academic year of the contract and separately for the second and the third academic years of the contract. With Provost's approval, new faculty can be hired at any rank and any step based on their qualifications and market considerations. Once hired, as noted above, faculty move up a step each year in their rank without reference to their performance. In moving from one year to the next, faculty actually benefit in two ways. They move up a step within a rank and also move over to a new salary schedule for the next year. So, as an example, the salary for an assistant professor at step seven for an academic year 21-22 is \$75, 456. The assistant professor will move over to step eight for academic year 22-23.

They are now on the salary schedule for the second year of the contract. The salary for assistant professor step eight in AY 22-23 is \$79,276. This is a five percent increase in salary without any performance evaluation. Faculty continue to move up a step and over to a new schedule until they hit the thirteenth step in their rank. So, they're getting these kinds of increases repeatedly. By the time they reach step thirteen, they should be getting promoted, in which case they'll move to a higher rank and the process will repeat itself until they reach step thirteen in that rank. If they're reasonably productive, the only time they're stymied is when they reach step thirteen for full professor. At that level, they will continue to move over to a new salary schedule every year. Under the current contract, full professor step thirteen would move up 2.5% in one year. For example, full professor step thirteen in AY 21-22 is \$119,984. For AY 22-23 the salary is \$122,984. The increases built into each new contract are arguably extravagant during periods of low inflation. Such contracts have been the norm for the past three decades. When the Union claims they have gotten 2 to 2.5% increases from year to year in the contract the reality related to the step increase is not really apparent.

Probationary faculty are evaluated every year. Once tenured, faculty are subject to evaluation every fifth year under the contract. Faculty careers often last thirty years or more. If tenured after five years, they are subject to evaluation only every fifth year until retirement, unless they're called for an interim evaluation based on a perceived deficiency. The literature on faculty evaluation indicates that student feedback has value. During years of non-evaluation, faculty are permitted to request student evaluations for their own benefit. Sadly, many faculty do not seek formalized student feedback. **(Given adoption of a merit pay provision, current faculty salaries as per the existing CBA would be captured as "base pay" for continuing faculty and faculty would subsequently be eligible for merit pay).** Promotions could, of course, automatically

generate a given % increase in salary (e.g., 10%). It is worth noting that an annualized merit pay provision (in contrast to PASSHE's three-year contract) would eliminate the back-end loading practice.

The lack of a merit pay feature in the APSCUF Collective Bargaining Agreement is out of step with the norm in higher education. A study (Camp et al., 2020) entitled "Merit Pay and Faculty Performance: The Administrative Perspective" validates the foregoing statement. The study involved feedback from academic administrators serving in 22 different public systems of higher education in the U.S. In 11 of those systems, faculty were covered by a single statewide collective bargaining agreement. The faculty in the other 11 statewide systems of higher education were not covered by any form of collective bargaining. Thirty eight percent of the collective bargaining respondents indicated that they utilized some form of merit compensation. Ninety seven percent of non-collective bargaining institutions used merit pay. Seventy four percent of the total sample respondents indicated that merit pay was a motivator of faculty behavior. Fifty-seven percent of the respondents from systems with collective bargaining agreements and 89% of respondents from systems without collective bargaining agreements indicated their belief that merit pay was a motivator of faculty behavior. When questioned further, 88% of the respondents felt classroom performance was affected by merit pay. For research, 91% indicated that merit pay affected performance.

The Center for Teaching Excellence at IUP, for at least three decades has provided a forum for faculty to voluntarily shape their wisdom regarding instructional "best practice" with each other at biweekly meetings. It is a widely recognized fact that the participants are generally those faculty in least need of pedagogical development. Those in the greatest need never attend. And, of course, they all move up a step in salary the next year anyway.

Knowledge of subject matter and a strong work ethic are necessary but not sufficient qualifications for effective instruction. It is recognized that there are a large number of teacher behavioral attributes which enhance the learning process. Encouraging these instructional behaviors is especially critical given the current academic profile of PASSHE students. More than previously, this is missionary work – empathetic engagement is imperative.

As pointed out previously, many faculty throughout the PASSHE are highly motivated. There is ongoing evidence, however, that there is room for improvement in faculty performance both inside and outside the classroom. The addition of merit pay should contribute significantly to faculty engagement of students and, ultimately, to student success and satisfaction.

**3. Eliminate the State Law which permits public employees to strike.** Jake Haulk, the President of the Allegheny Institute for Public Policy, in the May 23, 2018 document entitled, "State University System Requires Major Legislative Remedial Actions" indicated that "Legislature should take away the right to strike of employees at state funded institutions ..." The Legislature has not acted to date to outlaw strikes by public



employees. The Union has agreed, however, in the current contract that it will not strike during the duration of this contract.

**4. Eliminate provisions in the Union's contract that require using seniority in lay off decisions.** The Allegheny Institute for Public Policy also included this recommendation in the document noted above. Union resistance to all these recommendations is likely. Survival of the System and the Union would, however, presumably be the paramount issue.

### Revisions to CBA

1. **Revise faculty contract to permit management to schedule full-time tenure track faculty throughout the year (fall, winter, spring, summer).** Under the present contract, faculty are required to teach 24 credits total during fall and spring semesters. Many students, however, enroll in winter and summer classes in spite of the fact that there are empty seats for those same classes during fall and spring. Faculty have been receiving extra compensation for teaching in the winter and summer. Most, if not all of that, could be eliminated for significant saving.
2. **Revise contract to define the percent of faculty effort assigned to instruction, research, and service, respectively.** A common distribution of responsibilities is 60% instruction, 20% research, and 20% service. The present contract defines faculty assignments solely in terms of instruction. Twenty-four credits in a year (generally 8 courses) is full time, twelve credits (generally 4 courses) is half time. Temp or adjunct faculty are paid in relation to the number of credits instructed. So, they receive half-time salary during the year for teaching two classes each term (four for the year) even though they are often not assigned research and/or service responsibilities. In fact, those teaching a single course in one semester are often employed in full-time jobs elsewhere. If instruction were designated as 60% of a faculty member's workload, a half-time temporary faculty member should be paid 60% of the contractual salary for half-time work not 100% of a half-time salary. Full time teacher's workload is eight classes per year. Each class is worth 7.5% of salary or 60%/8. So, if an adjunct faculty member teaches two classes each semester for a total of four classes in a year, they earn 30% of the annual salary at their rank. In 2010, PASSHE institutions were employing temporary faculty for approximately 900 full-time equivalent positions, at that time. I indicated in my paper regarding the budget crisis in 2010 that if the compensation being paid were reduced by 40%, PASSHE institutions would have saved at least 18 million dollars per year (Camp, 2010). Incidentally, the compensation for a one class overload should be no more than 7.5% of base salary (as noted at one time it was 10%).
3. **Revise the CBA so that compensation for overload and summer instruction would be consistent with the salary rate spelled out in recommendation number 2 above.**

The rate for a given 3 credit class should be 7.5% of base salary. The rate in the current contract is 8.5% for overloads.

4. **Revise CBA Article 27 to set the maximum compensation for a 3-credit continuing education course to 7.5% of base salary.** The current CBA provides for compensation to be set by agreement at meet and discuss with a maximum of 12.5%.
5. **Revise contract to allow management to hire temps/adjunct faculty without faculty approval.** Departmental faculty have an incentive to teach overloads rather than approve temps/adjuncts.
6. **Revise the contract to allow leave (annual & sick) to accumulate to a maximum of one full year.** Faculty would be paid 75% of their unused leave upon retirement. Under the current contract, faculty can accumulate multiple years of leave, but are eligible to be paid only a small portion of that as leave payout when they retire. So, faculty are tempted to take multiple years of sick leave rather than retire. This situation has forced a greater number of retrenchments than should be necessary.
7. **Revise the contract to have faculty retirees in the state retirement System to receive retirement benefits based on the three highest years of “base pay.”** Under the current contract, the retirees in the State System receive 2.5% times the number of years of service, times the average of the three years of highest compensation. That compensation would include all overload, winter, and summer pay. Historically, there has been a temptation for departmental faculty to load up those nearing retirement with overloads, winter, and summer pay even though it is inconsistent with the rotation called for in the contract. The Commonwealth of Pennsylvania should apply this rationale for all public employees many of whom are allowed/encouraged to work overtime for good reasons. It should not be necessary for that extra compensation, however, to be added to their retirement benefit calculation.
8. **Revise the faculty contract to permit management to assign instruction in the instructional mode which management perceives will provide the greatest benefit to the students, including face to face, online asynchronously, and online synchronously (zoom).** Faculty under the present contract cannot be required to teach online classes unless it is in their appointment letters. This means that faculty hired prior to 2008 cannot be required to teach online. More recently hired faculty who are more likely to be qualified to teach online would be retrenched ahead of them. To the Union’s credit, it did agree to a provision in the current contract which states, “University officials may require faculty to complete training in distance education instruction or the use of technology.” Certification is available and should probably be required.
9. **Revise the CBA to require that all instruction scheduled to be taught face-to-face, in fact, be taught in that manner for every class period.** Because of the increasing proportion of faculty teaching online, some faculty have been substituting online content

into their face to face classes. Perhaps, the worst of this is the fact that some of the faculty are now using this material to teach rather than to show up for all of their face to face classes. At least one university allows faculty to teach up to a third of the face to face classes online. This isn't even consistently advertised accurately in the course schedule. Often, Monday and Wednesday classes are held face to face and then the Friday class is put up online (not even in zoom format).

**10. Revise the contract to permit management the right to evaluate all forms of instruction intrusively.** At the present time, the CBA contract does not permit observation of instruction directly by management. The contract involves peer evaluation (which does include limited peer observation). Historically, the process involving departmental peer observation was probably constructively successful for mature faculty. For the past two decades, textbook publishers, however, have been providing fully developed power points, videos, chapter-based exercises, and test banks. In too many cases, faculty have come to overly rely on these support materials to the exclusion of personalized and highly engaged instruction. Management must be in a position to fully evaluate content and measure the quality of student engagement in order to evaluate the quality of instruction both face to face and online.

**11. Revise the contract to remove the provision that makes “advising” the sole responsibility of faculty.** Faculty should be the best informed to provide advice/guidance in terms of course selection, although the most valuable support from faculty typically comes from vocational advice and mentorship. The latter form of support is dependent on a high degree of engagement between the faculty and the individual student. There are several issues that need to be addressed.

- The first is that we've never had a satisfactory process for evaluating advisement. Student feedback related to faculty performance has focused almost exclusively on performance in the classroom. Faculty advise students who are majoring in programs delivered by their department, but that is a somewhat different set of students than those enrolled in that faculty member's classes. The NSSE Student Survey provides student feedback about advising, but it does not identify specific faculty so it cannot result in accountability.
- The second issue is that faculty are not always available when students seek advice. Institutions would have students in the spring semester pre-enroll for their fall semester courses. Substantial numbers of students desire and need to be advised in the summer. Their faculty advisors, however, are often not under contract. Some students complain that they send emails and place phone calls in the summer, never to be answered.
- The third issue has to do with the increasing expectations regarding faculty scholarship. The faculty contract calls for responsibilities including teaching, research, and service. When the System and the Universities were created, however, expectations regarding research were generally modest. That has changed. Faculty now have responsibility for 12 credits of instruction per semester (with increasing numbers of students per class), plus expectations for scholarly output/publication and somewhat onerous responsibilities related to committee service. Advising responsibilities can be overwhelming, but

historically have been very uneven. Some departments have lots of majors and thus many advisees. Other departments have limited numbers. Faculty with lots of advisees are not happy about doing more than their share. The bottom line here is that some, perhaps even all, advising would be better if assigned to staff who can be available throughout the year and whose evaluations can be focused on advising as opposed to being spread over a wide range of other responsibilities, as faculty's are.

**12. Revise the CBA to include a provision requiring faculty to attend Commencement.**

The present contract does not require attendance. As a consequence, large numbers of faculty do not attend in spite of the desire that many graduating students have to engage them for the last time and/or introduce them to parents and friends who have often been told about their outstanding instruction, support, and encouragement they've received from individual faculty. Institutional image suffers when significant members of faculty do not attend. Faculty can obviously be excused for compelling need to be elsewhere.

**13. Revise CBA to include a provision asserting the responsibility and authority for departmental chairpersons to make committee assignments including designation of committee chairpersons.**

The present CBA mandates the timely functioning of various departmental committees. Faculty have argued that such service is voluntary. A previous provost supported the position that committee service was strictly voluntary. Volunteering should be encouraged, but if there are not acceptable volunteers then committee service should be prescribed. It is hard to persuade some faculty to serve if they're fully tenured and promoted. It is sometimes difficult to secure committee participation particularly in getting faculty to serve as chair of a particular committee. Up to a point it's understandable, because some committee work is extremely time consuming, but it must be done in order for faculty to carry out their responsibilities under the contract.

**14. The CBA should be revised to include a provision related to proctoring of examinations.**

As noted earlier, textbook publishers routinely provide faculty with supporting materials including power points, video presentations, chapter-based exercises, and test banks with correct answers. Students can search online and find concept definitions, formulas, and even test bank answers. As a consequence, cheating is prevalent. Cheating is not fair to the non-cheating students and they do complain. Academic integrity and institutional reputation suffer. Faculty should be required to identify how their tests will be administered and proctored. It's probably not necessary to utilize electronic proctoring if the teacher is going to utilize essay and or short answer type questions. Objective type questions are another matter. In those cases, faculty should either be required to proctor exams face to face in the classroom or utilize an online proctoring service. When students cheat their way through much of the coursework, they are less prepared for the work world particularly in professional fields. When graduates are not prepared, it is a negative reflection on the school.

## System Procedure Recommendation

### **Revise and streamline policy and procedures related to new program approvals.**

The Eberly College of Business – IUP submitted a proposal to create an MS in Accounting and Finance degree in 2015. It was not approved until the Spring of 2021. The original and all subsequent submissions met the guidelines. Approval repeatedly got put off by turnover in PASSHE staff and revisions in the procedures and guidelines. At one time the universities were required to submit a cursory proposal to get permission to do the market analysis (for need) and submit a full-fledged proposal. More recently universities are asked to do the market analysis just to get permission to proceed. In any event, once the full-fledged proposal is submitted the System should be required to render a decision within 30 days.

## A Personal Appeal

A front page article in the *Indiana Gazette*, on April 28, entitled “Coalitions: University Mergers Could Impact IUP,” contains some of the statements that think tank consultants made in the 4-27 meeting of the PASSHE Board of Governors. Those comments came from Marc Stier, Director of PA Budget and Policy Center, and Michael Ash, of the Political Economy Institute of Mass-Amhurst. Stier is quoted as saying, “Enrollment at PASSHE schools has been driven down by one of the highest tuition rates in the country.” He did not mention the fact that PASSHE schools are competing directly with the brand name branches of Penn State and Pitt. Stier and Ash go on to point out that the consolidation plan for the System would involve elimination of 1,532 full time positions. The merger of California, Clarion, and Edinboro would include cuts of nearly 30% of faculty and over 25% of overall employment. The merger involving Bloomsburg, Lockhaven, and Mansfield would involve a 20% cut of employment including 20% of the faculty.

The title of the article is misleading. IUP is not included in either merger, but it is also subject to PASSHE’s need for budget constriction. Stephen Herzenberg, Executive Director of the Keystone Research Center, indicates that IUP will be facing unemployment cuts of nearly 400 people. These consultants made it clear that there will be a dramatic impact on the economies of all the host communities.

David Pidgeon, PASSHE’s Director of Public Relations, however, apparently countered that “We are confident their host communities will continue to benefit from a positive economic impact.” Well, of course, the communities of the merged schools will obviously benefit from continuing to host PASSHE campuses, but the overall reduction in the PASSHE workforce is clearly going to have a negative impact across these various communities. It’s just not as bad as it would be if the schools’ doors were closed.

Pidgeon also stated that “... successful integrations would mean students would have access to the expertise, guidance, and insights from more faculty than they now have as they pursue their degrees at an integrated university.” It remains to be seen whether the marginal benefit of these integrations will be significant. Fewer faculty will actually be on-site at each location.

The bottom line is that merged schools are more politically palatable than closed schools. As outlined throughout my treatise, the likelihood of enrollment salvation is almost zero. As everyone knows, PASSHE schools have noncompetitive tuition rates. There's plenty of evidence that PASSHE has an inefficient and noncompetitive product line and delivery system. In my view, it must reduce its tuition and fee structure and must improve its overall product image. The recommendations that I have made regarding the faculty contract deal with both cost and product quality issues.

I am not anti-union. There are many provisions in the Collective Bargaining Agreement that are well designed. In fact, I'm in favor of the continuation of the relationship between the Union and the System, but I believe strongly that the present contract is untenable. The recommendations I've made would provide considerable saving and would enhance the commitment of faculty to the benefit of our students.

Like everyone else with ties to these institutions, I care deeply about their future. I believe our present reality compels a change in how we do business. The Commonwealth has the right to expect PASSHE to deliver a quality product at an efficient cost/price. At the same time, the Commonwealth should be providing more financial support -- not necessarily to fund an inefficient system but to reduce the net price to Commonwealth students. Pennsylvania now ranks 48<sup>th</sup> among the states in terms of support of public higher education. If support were greater, citizens would benefit and PASSHE schools could compete more successfully to fill seats that already exist.

Respectfully,



Robert C. Camp

Retired Dean

Eberly College of Business and Information Technology  
Indiana University of Pennsylvania

**Pennsylvania Commission for Community Colleges**  
**Public Comment**  
**on the Pennsylvania State System of Higher Education Redesign and Integration**

As the largest provider of public undergraduate education in Pennsylvania, colleague institutions in Pennsylvania's public higher education continuum, and partners in Pennsylvania's comprehensive education and workforce development systems, Pennsylvania's community colleges are keenly interested in the Pennsylvania State System of Higher Education (PASSHE) System Redesign and University Integration (redesign/integration). Community colleges have a long history of working collaboratively with other sectors of higher education in Pennsylvania and are eager to continue their work with PASSHE and state-related postsecondary partners to build a strong higher education system in the Commonwealth. Thank you for consideration of the following public comments.

Pennsylvania community colleges were established nearly 60 years ago by the Community College Act of 1963. Since then, these community anchors and bedrocks of higher learning have educated approximately 13 million credit and non-credit students across the Commonwealth. In the 2019-2020 academic year, Pennsylvania community colleges enrolled a quarter of a million students – students from every county in Pennsylvania – in both credit and non-credit programs and conferred over 15,700 awards, including nearly 12,500 associate degrees, with more than 40 percent being awarded in STEM-H fields.

Enrollment demographics at Pennsylvania's community colleges reflect the cultural diversity of the Commonwealth. More than half of Pennsylvania community college students identify as female and 42 percent male, with the average age of students being 25. Notably, the colleges serve the state's historically underrepresented students, enrolling a greater number and proportion of non-white undergraduate students than any other higher education sector in Pennsylvania, in particular Black and Hispanic students.

Pennsylvania community colleges also serve more low-income and first-in-their-family college students than any other sector of higher education. Nearly half of community college students in the Commonwealth are considered very low-income, coming from families earning less than \$30,000 annually. More than 45 percent of community college credit students receive financial aid. Collectively, community college students received \$24.9 million in state grant support in 2019-2020, including 23,789 students who received a PHEAA state-grant.

The 14 community colleges, plus a new one in Erie scheduled to enroll students in Fall 2021, are the foundation of the Commonwealth's public postsecondary education structure. One in four undergraduates enrolled in a Pennsylvania degree-granting institution attend a community college. Community college transfer students are also a significant source of enrollments for the state's public and private baccalaureate degree granting institutions. Each year, more than 30,000 students who attended a community college transfer to another institution to continue their postsecondary study, with 80 percent of these students transferring to another Pennsylvania institution.

The community colleges are also an integral component of the state's workforce development system. Working collaboratively in their communities with employers and workforce development boards, the colleges provide training for thousands of Pennsylvanians. The colleges educate the Commonwealth's emergency services professionals – including firefighters, EMS, and police – as well as other high-demand workers such as truck drivers, nursing assistants, electricians, bookkeepers, and mechanics.

The colleges are also community anchors throughout the Commonwealth. The colleges employ more than 22,500 individuals statewide, add as much as \$13.6 billion to the Pennsylvania economy annually, and provide an array of economic, social, and cultural benefits to the communities they serve.

In reviewing the PASSHE redesign/integration, the Commission has reflected upon the expertise and experience of Pennsylvania's community colleges, researched best practices from across the nation, and offers the following 12 actionable recommendations.

**1. Pennsylvania should pursue a comprehensive and strategic approach to public higher education that focuses on all sectors, not just a single sector.**

Pennsylvania's postsecondary education landscape includes a broad array of public and private institutions with a long and distinguished history. However, that same array of institutions has sometimes been slow to adjust to changing circumstances. The data are clear that the demographics, student preferences and workforce requirements that supported Pennsylvania's higher education institutions in the past have changed significantly. At the same time, state funding to support public higher education in Pennsylvania has been inconsistent and inadequate when compared to other states.

As Pennsylvania looks to the future, it should pursue a comprehensive and strategic higher education agenda, not one that focuses solely on one sector. The comprehensive agenda should ensure that all the components of the Commonwealth's higher education continuum: community colleges, PASSHE institutions, state-related universities and PHEAA, complement each other to provide affordable and accessible postsecondary education to Pennsylvanians, and that public funds are used effectively to provide taxpayers with a positive return on their investment. Without a comprehensive and strategic approach, the Commonwealth will lose an opportunity to improve the delivery of public postsecondary education in the state by addressing its disorganized, duplicative, and costly structure.

A review of redesign/integration, however, reveals that it is a PASSHE-centric agenda, rather than the comprehensive, strategic agenda that is needed.

Redesign/integration has taken place without consideration of the programs and services offered by, or the impact on, other sectors. For example, Pennsylvania's community colleges regularly collaborate with PASSHE university colleagues on an array of highly successful initiatives to serve students and the Commonwealth. However, the perspective and impact of community colleges is absent in the current redesign/integration plans. The exclusion of the community college perspective and the potential consequences of redesign/integration on the state's community colleges, enrollment and operations falls short of a comprehensive and strategic approach. It could jeopardize the colleges, and the students, employees, employer partners and communities they serve. Most concerning, the lack of a comprehensive approach could magnify, and/or simply shift, the state's public higher education problems rather than solving them.

**2. Pennsylvania should leverage and integrate the expertise of all sectors of public higher education including community colleges, in redesign/integration.**

As the Commonwealth's largest provider of public postsecondary education and training, Pennsylvania's community colleges have extensive expertise and experience in serving the Commonwealth's students, employers and communities. Redesign/integration correctly recognizes the role of community colleges



in providing a pool of qualified transfer students to PASSHE, and in the West Proposed Implementation Report (see Appendix 1.4, pages 105 and 106), identifies community college students as one of five target market segments. To date, however, the Commission has not been consulted about the proposed partnership and anticipated enrollments. Without full knowledge of the precipitous decline in Pennsylvania's community college credit enrollment, projected trends and actions community colleges are taking with respect to recruitment and retention, the redesign/integration may inaccurately estimate the potential of this target market.

Pennsylvania's community colleges also have years of experience in adjusting and adapting to funding challenges and declining enrollments that they can willingly share with their higher education colleagues.

Pennsylvania's community colleges are funded through a combination of support from local sponsors, the Commonwealth, and student tuition and fees. Each year, the Commission submits a funding request to the Commonwealth that is based on the comprehensive needs of the colleges. However, the funding request has not been fulfilled for more than a decade, and the funds provided fall short of the historical and statutory vision for state support of community colleges. To reach the statutorily required one-third funding level, the Commonwealth would need to invest an additional \$121 million in Pennsylvania's community colleges, or a total of \$364.955 million in the community college operating appropriation alone.

This funding context makes it difficult for colleges to plan for the future and invest in new programs and equipment. Nevertheless, Pennsylvania's community colleges continue to operate within provided funding levels, making adjustments as needed, including reducing employees, eliminating programs, and implementing administrative cost efficiencies including collaboration, consolidation, and consortium purchasing.

Over the past eight years, community colleges have reduced their complement by five thousand employees, or 18 percent. Community colleges continuously strive to run lean and efficient institutions. Over the years the community colleges have offered early retirement plans, frozen or eliminated vacant positions, cut back on travel expenses, and implemented organizational changes to decrease or control costs. Furthermore, since the 2016-2017 academic year the community colleges have eliminated more than 100 credit programs from their offerings – a strategy that can only occur on a limited basis before becoming a detriment to the students. However, as public institutions, the colleges acknowledge they must operate within the parameters and funding levels provided and cannot spend money they do not have or incur obligations for which they cannot pay.

Community colleges have also adjusted to significant enrollment declines. While PASSHE has reported a 22 percent decline in enrollment over the past 10 years, Pennsylvania community college credit enrollment has declined even more sharply – by nearly 33 percent. The COVID-19 pandemic has further exacerbated the enrollment challenges at community colleges, both in Pennsylvania and across the country, causing even more dramatic and alarming enrollment declines than at 4-year institutions. These enrollment declines are projected to persist in Pennsylvania and the entire Northeastern United States due to demographic changes and shifting student behavior.

By acting responsibly and operating within their budgetary limits, community colleges can serve as a case study for other sectors of higher education to understand how to operate more efficiently and effectively and adjust operations to align with enrollments.

**3. Pennsylvania should ensure that revisions to its public higher education strategy reflect a student-centric approach, which emphasizes access and affordability for all students, particularly those from historically underrepresented populations.**

Providing accessible, affordable higher education to all Pennsylvanians should be the basis of Pennsylvania's public higher education agenda. Access and affordability in Pennsylvania are limited however, particularly for historically underrepresented populations.

Currently, community colleges in Pennsylvania serve more low-income, underserved, and minority students than any other public sector of higher education. In the 2017-2018 academic year, approximately 56,000 Pennsylvania community college students received a federal Pell grant, more than at both PASSHE (total recipients were 31,657) and the state-related universities (total recipients were 38,801).

If the Commonwealth is committed to ensuring that low-income students have access to high-quality education and workforce training, it should look to the sector of higher education that already serves as the institutions of choice for these students and the sector that provides students a pathway to a postsecondary credential – its community colleges. However, current conversations on access and affordability specifically exclude current and future community college students. This approach is short-sighted. Pennsylvania's community colleges and community college students must be appropriately funded and supported for Pennsylvania to attain its postsecondary attainment goals.

**4. Pennsylvania should ensure that redesign/integration reduces and avoids duplication.**

In passing the Community College Act of 1963, the General Assembly authorized community colleges to, among other responsibilities, provide two-year degrees and career and technical education to further economic development, address career and technical and occupational shortages and improve employable skills of residents. The General Assembly constructed a decentralized, locally controlled structure for the colleges so they could quickly respond to local needs. Over the past 60 years, the colleges have embraced this responsibility and today serve as the primary provider of workforce education and training in the Commonwealth. The colleges collaborate locally, regionally, and statewide with employers, industry councils, workforce development boards, secondary career and technical education (CTE) providers and other higher education institutions to train workers to support Pennsylvania's economy. Community colleges have more than 5,100 contracted training offerings and collectively offer programs that align with over 90 percent of the High Priority Occupations identified throughout the Commonwealth. In 2019-2020, the colleges partnered with 1,811 employers across the state to provide \$10.1 million of customized training for more than 75,000 Pennsylvania workers. Each community college employs senior-level staff to lead these efforts and coordinate with business leaders across the state. Every community college has numerous industry advisory councils which are engaged in review and design of program offerings.

The redesign/integration currently under consideration proposes to duplicate these statutorily authorized functions of Pennsylvania's community colleges. Redesign/integration recommends the establishment of new positions in both the east and the west that would duplicate the workforce development functions currently funded and operational at community colleges (see the proposed organizational charts on page 152 of the Northeast Proposed Implementation Plan Report and page 188 of the West Proposed Implementation Plan Report). Community colleges already have well-established and successful workforce training programs that can be expanded to serve as many Pennsylvanians as

need demands. The proposed establishment of duplicative bureaucratic structures and organizations is wasteful and unnecessary.

Redesign/integration also proposes the establishment of rural satellite delivery locations for workforce development (see “Priority Two” on page 17 of the Northeast Proposed Implementation Plan Report). Pennsylvania’s 15 community colleges currently operate more than 27 campuses and 51 locations, many in rural areas, as part of their mission to increase postsecondary access for all Pennsylvanians. In 2020, the Center for Rural Pennsylvania – a legislative agency of the General Assembly - issued a report that noted the expansive list of opportunities offered by Pennsylvania’s rural community college locations, which includes academic and workforce development programming, GED, basic skills, dual enrollment, and continuing education coursework. The report also found that rural community colleges are uniquely invested in their communities and provide significant economic benefits to the region they serve. Redesign/integration does not acknowledge the services and programs provided by community colleges in rural areas, nor address how the proposed new programming will complement or compete with the existing offerings.

Additionally, redesign/integration includes a goal of serving adult students, stating the intent to “re-skill and up-skill through non-degree credentialing courses.” Any plan to serve adult students in the Commonwealth should leverage the expertise of the Commonwealth’s largest provider of education to adult students and noncredit workforce education – its community colleges. In Fall 2019, the average age of a community college student in Pennsylvania was 25, with students ranging from high school through retirement age. Over the years, community colleges have developed programs and services to meet the unique needs of adult students in both academic and workforce development programs, including the nearly 15,000 individuals who enroll in a Pennsylvania community college each year after having already earned a bachelor’s degree.

Not only does redesign/integration not leverage that expertise, but it does not include data demonstrating the demand for the new programming, how the new programming will integrate with and complement existing publicly-funded programming at Pennsylvania’s community colleges, or how the new programming will be less costly or more efficient to deliver.

The recommendation to develop new online program offerings referred to as the “Global Online Business Plan” in the West Proposed Implementation Plan Report is another area of potential inefficiency and duplication. This recommendation calls for the development and establishment of a new online higher education entity in the Commonwealth. However, the recommendation does not provide evidence of the demand for the programming, does not account for online programming currently offered by Pennsylvania community colleges or other state-funded institutions, and does not explain how the proposed entity would compete with the plethora of national online institutions who are already serving Pennsylvania students and have the advantage of scale and experience.

Pennsylvania’s community colleges have offered high quality online coursework for nearly two decades and have highly rated online course offerings, some consistently ranking in the top 20 iTunes courses worldwide. The colleges also offer more than 150 degree- or certificate-granting programs that can be completed entirely online. Community college virtual course offerings are celebrated by the students who choose to enroll based on their quality and flexibility. Rather than duplicating the current offerings of community colleges, statewide expansion of online higher education should, if needed, focus on baccalaureate degree completion – the upper-level coursework needed to attain a bachelor’s degree in which PASSHE already specializes – rather than on creating duplicative program offerings. It is

imperative that the details of and data supporting the Global Online Business Plan be fully developed – including evidence of unmet demand for online postsecondary education in the Commonwealth - before state resources are expended and potentially wasted on this effort.

Finally, the proposal for the Global Online Business Plan suggests that there will be significant recruitment from K-12 Cyber Schools. Each year, hundreds of Pennsylvania cyber charter school students choose to attend one of Pennsylvania’s community colleges, either in person or online. If the Commonwealth provides funds for PASSHE to actively recruit and market to cyber charter school students – but does not provide funds for community colleges to do the same – it will be funding one public entity to compete with another and will only serve to disrupt and reallocate enrollment, not grow it.

**5. Pennsylvania’s higher education agenda must be aligned to policy goals to provide taxpayers with a return on their investment and ensure good stewardship of public funds.**

Pennsylvania has adopted a postsecondary attainment goal of having 60 percent of the population ages 25-64 hold a postsecondary degree or industry-recognized credential by 2025 with a focus on historically underrepresented populations. However, the Commonwealth’s funding and policy decisions are not in alignment with the attainment goal or other postsecondary goals.

Data provided by the Pennsylvania Department of Education in 2017, for example, showed that the Commonwealth was producing enough bachelor’s degrees and overproducing master’s degrees to meet the Commonwealth’s workforce needs, but was underproducing individuals with sub-baccalaureate credentials -- the credentials that are conferred by community colleges. The colleges acknowledged the demand for community college credentials and requested additional funding to expand high demand programs and eliminate enrollment waiting lists, but the requested funding never materialized. If the Commonwealth wants to meet workforce needs, it must invest in the institutions that provide individuals with the opportunities to attain the credentials that are in demand by employers – its community colleges.

Another area in which policy and funding are not aligned is the development of the state’s healthcare workforce. The Commonwealth currently has a shortage of healthcare workers, and routinely touts the importance and benefits of a highly trained healthcare workforce for the Commonwealth’s economy. Yet, the state does not provide the funding necessary for community colleges to expand their well-established and successful programs. In 2019-2020 alone, community colleges conferred nearly 4,700 awards in healthcare programs, including more associate degrees in nursing than any other sector in the Commonwealth. Additional funding to community colleges or to students would immediately begin to address the state’s healthcare workforce crisis.

Additionally, even as its public sector struggles with erratic and misaligned funding, Pennsylvania supports a wide array of private institutions through the Institutional Assistance Grant (IAG) program, managed by PHEAA. At its inception, the IAG program was designed to provide private institutions resources to diversify their student body. However, it has evolved into a direct subsidy to private colleges and universities and, in 2019-2020, 88 private colleges and universities received more than \$26 million through the IAG program, including some of the most prestigious and well-endowed colleges and universities in the Commonwealth.

**6. Pennsylvania should review existing programs and services and replicate and expand successful programs.**

There are several highly successful collaborations between Pennsylvania community colleges and PASSHE institutions, including 2+2 and 3+1 programs that provide students with an affordable, coordinated pathway to attain a postsecondary degree. These effective collaborations should be reviewed, funded, and scaled across the Commonwealth. Replicating these already-successful programs will leverage existing expertise in both sectors and expand postsecondary access and success for Pennsylvania students more quickly and efficiently than establishing duplicative structures which could take months or even years.

**7. Pennsylvania should consider and review the full array of evidence-based, data-informed, public postsecondary policy options.**

Redesign/integration must consider the full array of public policy and funding options available to increase access, affordability, and completion in Pennsylvania. The current redesign/integration plans make recommendations to address Pennsylvania's higher education affordability crisis, but only in a PASSHE-centric context, without acknowledging the array of other evidence-based policies and strategies that should be considered.

**7A. Pennsylvania should ensure that community college – a major pipeline for all four-year institutions in the Commonwealth, both public and private – remains an affordable option for Pennsylvania students.**

Community colleges are the foundation and entry point for millions of Americans to access higher education. In recognition of this role, 17 states and thousands of local governments and other entities have implemented programs to provide tuition and fee waivers to students to make it possible for them to attend community college. With an average annual 30-credit, full-time tuition rate of \$4,194, community colleges offer an affordable and accessible entry into higher education, but the cost is unfortunately still a barrier for too many students.

Pennsylvania should pursue a program to provide tuition and fee waivers to Pennsylvanians to ensure that cost is not a barrier to attaining a postsecondary credential. By ensuring that community colleges can serve as an affordable entry point to a postsecondary credential, the Commonwealth would be simultaneously making progress towards its attainment goal and increasing the number of students eligible to subsequently enroll in a PASSHE university.

**7B. Pennsylvania should authorize community colleges to confer applied baccalaureate degrees.**

According to the Community College Baccalaureate Association, 23 states currently allow community colleges to offer baccalaureate programs, including Pennsylvania's neighboring states of Ohio, West Virginia, and Delaware. Allowing community colleges to confer applied baccalaureate degrees in fields where they already have facilities, equipment and expertise provides an affordable pathway – particularly in high-demand health and technology fields – for students who cannot afford tuition at other postsecondary institutions and/or are place bound because of family or work responsibilities.

Many students are unable, for a variety of reasons, to pursue a bachelor's degree in a standard, full-time program at a four-year institution. Allowing community colleges to offer bachelor's degrees would offer an opportunity not currently available to thousands of Pennsylvania students each year.

**7C. Pennsylvania should conduct a comprehensive review of its public-to-public transfer policies.**

Pennsylvania should review its transfer policies to identify gaps in the policies and understand student transfer behavior and enrollment patterns. A review of successful transfer policies in other states and how those policies could be applied and replicated in Pennsylvania would also be helpful.

Across the country, public-to-public transfer is an important pathway for community college students to attain a baccalaureate degree. In Pennsylvania, more than 30,000 students who attended a community college transfer to another educational institution each year, with 80 percent of those transferring within Pennsylvania. Yet, even with the existing partnerships with PASSHE institutions designed to facilitate transfer – and the more than 5,375 transfer agreements between Pennsylvania community colleges and PASSHE institutions - PASSHE institutions are not the destination of choice for the majority of community college transfer students.

In Fall 2020, approximately 6,900 students who attended a community college in 2019-2020 enrolled in a PASSHE university; 1,155 of those students transferred with an associate degree. However, 9,000 transferred to a state-related university, 9,323 transferred to a private, non-profit institution, and 6,992 transferred to an institution outside of Pennsylvania. The Fall 2020 data is the continuation of a trend of decreasing transfers to PASSHE universities and increasing transfers to state-related and non-Pennsylvania institutions. This trend is likely due to the lack of a simple, seamless, and easily understood statewide transfer process. Pennsylvania community college students are in high demand by baccalaureate degree-granting institutions, both in and out of state. Those institutions that offer an efficient transfer process continue to be transfer destinations of choice for Pennsylvania community college students.

**7D. Pennsylvania should insist that redesign/integration guarantees Pennsylvania community college completers admission to parallel programs at public universities with full junior standing and priority over out-of-state students.**

In order to reverse Pennsylvania's brain drain to other states, the Commonwealth should adopt policies that keep our most talented and promising students in the state. Unfortunately, existing policies that do not guarantee admission into parallel programs and do not give priority to Pennsylvania applicants push Pennsylvania students to enroll at out-of-state institutions that are more transfer friendly. If Pennsylvania wants to keep Pennsylvania students in Pennsylvania, it must meet and/or exceed the transfer friendly policies of its out-of-state competitors.

**7E. Pennsylvania should prioritize support services for community college transfer students to ensure their success.**

Community college graduates who seek a baccalaureate degree are highly motivated, high

achieving and contribute to the social and cultural diversity of the institutions they attend. As a result, they are in high demand at colleges and universities across the country. Institutions that recognize, celebrate and support community college transfer students with financial assistance and other services continue to be institutions of choice for community college graduates. Public institutions in Pennsylvania should adopt policies and strategies to incentivize community college graduates to enroll.

**7F. Pennsylvania should implement a comprehensive reverse transfer framework among public universities.**

In 2015, Pennsylvania's community colleges and PASSHE signed an agreement to facilitate reverse transfer. However, inconsistent implementation has led to sporadic success and results are well below expectations. Data indicate that each fall semester there are more than 1,000 students enrolling at PASSHE institutions with at least 45 credits and no associate degree; however, only 640 total reverse transfer requests have been submitted to the community colleges since Fall 2015, resulting in only 194 awards conferred in that time. Successful implementation of a reverse transfer pathway would not only help students but also help the Commonwealth reach its credential attainment goal.

Thank you for your consideration of these 12 actionable recommendations to improve public postsecondary education in the Commonwealth.

Redesign/integration offers the Commonwealth an opportunity to make transformational decisions to make public higher education in Pennsylvania work better for the Commonwealth's taxpayers, students, and employers. Any next steps, including redesign/integration, should be based on a comprehensive and strategic approach that considers the full array of public postsecondary options in the state. The actions taken must avoid duplication and inefficiency, consider impacts on other sectors, students and employers, and provide taxpayers with an efficient and highly functional public postsecondary education system that can help the state reach its attainment goal of having 60 percent of the population ages 25-64 hold a postsecondary degree or industry-recognized credential by 2025.

Pennsylvania will get the higher education landscape that it supports. If the Commonwealth allows for a disorganized, duplicative, and costly system of public postsecondary education, it will get a disorganized, duplicative, and costly system of public postsecondary education. However, if a well-considered and more strategic and aligned approach is adopted, the Commonwealth and Pennsylvanians will reap a myriad of benefits.

SCOTT CONKLIN, MEMBER

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June 2, 2021

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

To Whom It May Concern:

I write to you today to voice my opposition to the proposed "integration" plan for PASSHE universities. The April 28 plan presented to the Board of Governors does not identify a single option that makes PASSHE financially sustainable. While it is important to implement new ideas to address the needs of Pennsylvania college students and our Commonwealth, this plan raises more questions than it answers, and fails students, employees, PASSHE towns across Pennsylvania, and ultimately, taxpayers.

Access to post-secondary education is more important than ever, as Chancellor Greenstein noted in his comments on April 28 that while 60% of Pennsylvania jobs require a high-quality certificate, an associate's or bachelor's degree, currently only about 47% of Pennsylvanians have one of these credentials. We must continue to offer affordable options across the state for Pennsylvanians to receive the training and education needed for our 21st century jobs.

PASSHE universities have long been economic drivers of upward economic mobility for Pennsylvania students, and the economic engines that are vital to their host communities, especially in rural areas. Our PASSHE schools not only provide a high-quality education to their students, but also provide excellent jobs to community members, keep local businesses going and provide cultural opportunities.

We need a plan that stimulates PASSHE universities, not one that pushes them in a race to the bottom, paring back jobs, academic programs, athletic programs, and student services – all moves that will make PASSHE schools less desirable to students, not more.

I have many concerns regarding this plan, including the forced hybrid model, which will require PASSHE students to take an unknown number of college courses virtually. This approach also creates equity issues, where less-advantaged students will struggle to find internet access, computers, and quiet spaces to learn. Depending on University Foundations to fund these initiatives long-term, which seemed to be the Chancellor's suggested approach at the April 28 hearing, is not acceptable, and indeed, only exacerbates the gulf between Universities with robust sources of private dollars at their disposal and those without.



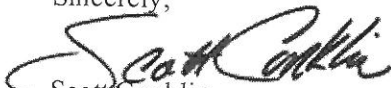
The plan contains several unanswered questions that should be red flags for Pennsylvanians, including the question of who ultimately will control the branch campuses proposed by the plan, little consideration of the consolidation plan's impact on students, and no guarantee that the universities will be able to keep their athletic programs.

Most importantly, the plan contains no cost savings. As outlined, the consolidation plan does not save money, and will not decrease tuition. The proposed long-term costs of the plan will ultimately cost more than investing in the system to stabilize it.


It is critical that we preserve Pennsylvanian's access to State System schools and preserve the opportunities and jobs that our Universities provide. We welcome a discussion of options that will actually create a sustainable, affordable, high-quality PASSHE. The consolidation plan does none of these things.

I ask that you vote "NO" on this plan or any other that will not save taxpayer dollars, preserve Pennsylvanians' access to Universities, and only worsen the existing inequities among PASSHE universities. Pennsylvanians deserve a plan that would demand adequate funding for our PASSHE schools and lift our state funding out of the basement. Pennsylvania's ability to educate college students in the years to come depends on a plan that puts students first.

Sincerely,

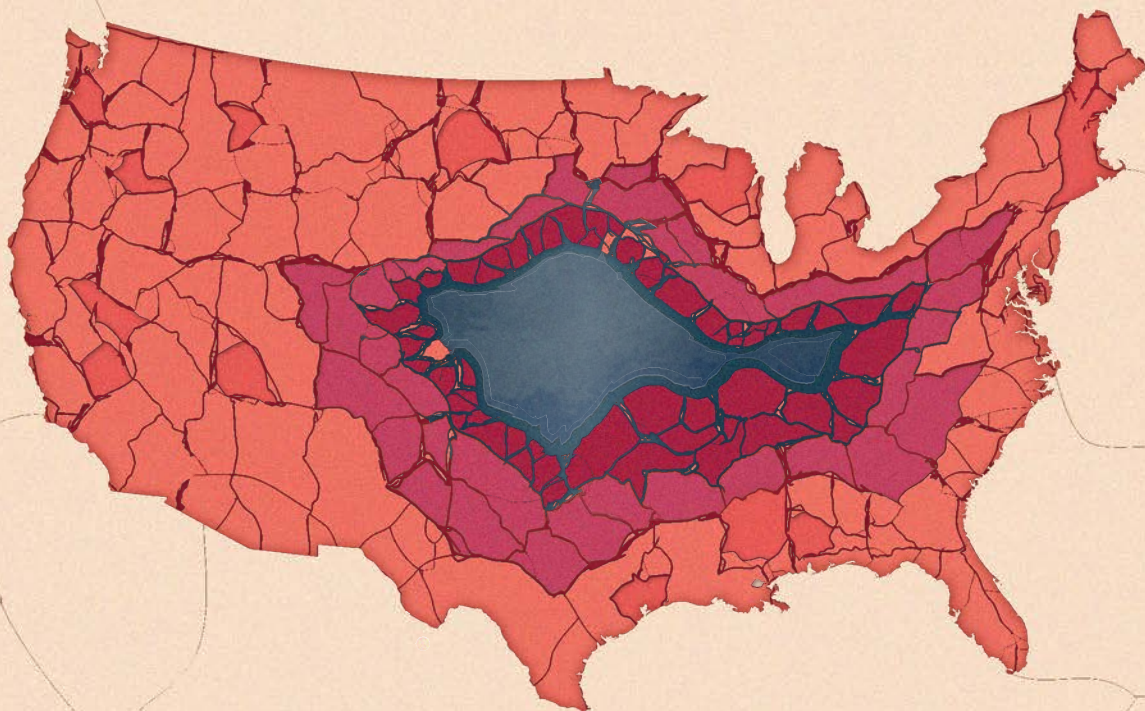


Scott Conklin  
Centre County State Representative

cc:  Tor Michaels, Chief of Staff  
Tom Wolf, Governor, Commonwealth of Pennsylvania  
Daniel Greenstein, Chancellor, PASSHE  
Dr. Janet Irons

THE  
**DEMOGRAPHIC  
DROUGHT**

How the approaching sansdemic\*  
will transform the labor market  
for the rest of our lives



# THE DEMOGRAPHIC DROUGHT

How the approaching pandemic will transform the labor market for the rest of our lives

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# HOW WE RESPOND TO THE VANISHING WORKFORCE

This research highlights one of the most important issues in our lives: living in a world where there are simply not enough workers to manage and grow our companies. “Hire more people,” has long been an axiomatic first step to growth. How will we adapt when we can’t take the “more people” part for granted??

Well, I speak with the leaders of big companies every day, and this issue is on their minds. In fact, at company after company I’ve heard the same thing: we need to rethink our entire strategy because we simply cannot find the people and skills we need.

Business leaders are hard at work developing these necessary new strategies. Today, internal mobility, reskilling, and job redeployment are among the most important innovations at work. Companies are becoming very open to part-time workers, employees who live and work remotely, and workers who need training to perform. In fact, most companies are building their own internal academies (Bank of America, Verizon, Ashley Furniture Industries) to develop people from ever more diverse backgrounds.

To help retain valued people, the crusade to improve employee experience is growing by leaps and bounds. Not only

are companies investing in tools to make the workplace safe, there is an arms race of new IT systems, wellbeing offerings, and culture programs to make companies more enjoyable and rewarding, all with the goal of increasing tenure and retention.

And perhaps the most inspiring change is executives’ realization that people are not just an expense, but an asset that appreciates over time. Companies are raising wages, improving benefits, and increasing investment in development and career growth – discovering that these investments pay off. We live in a world where more and more work is automated every day: the big lesson of the pandemic is that CEOs have to take notice. If you aren’t investing in your people, your company won’t grow, and this spur to investment is good for business and individuals alike.

Thank you to Emsi for this important research. I hope it’s a wakeup call for every business leader and policymaker around the world.

**Josh Bersin**

Global Industry Analyst  
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# THE SANSEMIC IS COMING

In February 2020, before the COVID crisis, a record 70% of US businesses reported a talent shortage, [according to a Manpower survey](#). That was more than double the 32% of businesses who reported difficulty finding talent just five years earlier in 2015. When COVID hit and unemployment spiked to record highs, all talent shortages should have vanished.

## BUT THEY DIDN'T.

Today, the economy is suffering from what some are calling the “[COVID paradox](#)”: millions of people out of work, millions of open jobs unfilled, and millions of people voluntarily bowing out of the labor market. As of March 2021, [19 million Americans](#) filed for some form of jobless benefits with a majority of the claims specifically for pandemic relief assistance. This despite a record number of [over 7M job openings](#).

The fact is, the US labor force participation rate (LFPR), which measures people working or actively seeking work, has dropped to lows we haven't seen [since the recession of the mid-1970s](#). Despite countless dislocations across the country, businesses [frantically posting for jobs](#) simply [cannot find enough people](#) to fill open positions.

Postsecondary enrollment has also tanked. Typically, economic upheaval

will send Americans rushing back to school in order to gain new knowledge and skills, but not so this time. Enrollment fell from 18.2 million students in 2019 to 17.8 million students in 2020, a loss of over 460,000 students, according to the [National Student Clearinghouse](#). Freshman enrollment in particular sank an unprecedented 13%.

## WHAT'S GOING ON?

In the wake of such a chaotic year, it'd be easy to blame these disturbing trends on COVID and resultant policies, but that would be only partially accurate. COVID didn't create these problems, for these problems existed well before last year. The people shortage was already coming. It was almost here. All 2020 did was act as an accelerant. Everything that happened last year, including the radical steps the US took to battle the virus, simply sped up the effects of a more nefarious and long-term problem largely ignored by politicians and media alike:

The US is suffering the beginning phases of a great sansdemic—“without people,” or in our case “without enough people”—a demographic drought that is projected to worsen throughout the century and will impact every business, college, and region.

This is no COVID paradox. This is history catching up with us. We've been

approaching the edge of this cliff for decades, as a growing crowd of researchers and writers have observed the past few years:

- Nathan Grawe discussed America’s shrinking population and its impact on higher ed in particular in [Demographics and the Demand for Higher Education](#) (2018).
- Darrell Bricker and John Ibbitson wrote about the imminent people shortage in [Empty Planet](#) (2019).
- Brookings’ William Frey, who has written about demographic challenges for years, reported that the US just saw its [slowest population growth](#) in history.
- In recent weeks Tyler Cowen touched on the same issues in Bloomberg, observing that America’s [fertility rates have fallen](#) below replacement rates.
- Ross Douthat, a frequent writer on the declining American birth rate in The New York Times, suggests that, unless we find a solution, we will soon be living in a world that resembles nothing more than “[just a rich museum.](#)”

In this ebook, our goal is to draw more attention to this trend and help you better understand the three pre-existing conditions both revealed and exacerbated by 2020:

- The mass exodus of baby boomers (workforce past) - Last year, the number of baby-boomer retirees [increased by over a million](#). The largest generation in US history remains a powerful cohort of key workers that still hold millions of roles. Their sudden departure from the labor force will gut the economy of crucial positions and decades of experience that will be hard to fill en masse.
- Record-low labor force participation rate (LFPR) of prime-age Americans (workforce present) - Thousands of Americans have voluntarily [opted out](#) of looking for work. The children and grandchildren of baby boomers are not replacing the boomers who leave the workforce.
- The lowest birth rates in US history (workforce future) - The national birth rate, already in decline, hit a 35-year low in 2019, and the relative size of the working-age population has been shrinking since 2008. In fact, the national population is [projected to begin shrinking](#) by 2062. This means that over the next generation, talent shortages will only compound.

Regardless of what you think the ideal global population size might be, or whether you think our biggest problem is too few people or too many, a sharp and sudden population reduction will have enormous implications for the economy and the lifestyle we all take for granted. The ability to order a package and see it in days, to buy a cup of coffee on your way to work, to enjoy a wealth of affordable consumer goods, to have our garbage collected, to fill a prescription, to receive nursing care—all these functions depend on an army of workers that simply cannot be replaced if they were never born.

To explore the causes and features of the coming sansdem, as well as to consider ways that you can survive or even thrive throughout—read on.

»Note: Discussion of complex demographic realities inevitably involves technical jargon. For definitions of and differences between key terms, such as “birth rate” vs. “total fertility rate,” please refer to the [appended glossary](#).

# CH 1.

## WORKFORCE PAST

# Baby Boomers: The Rising Tide that Lifted All Boats

## TAKEAWAYS

»In normal years, 2 million baby boomers retire. But in 2020, over 3 million retired. COVID and related policies drove an additional 1.1 million people from the labor market, [according to Pew Research Center](#).

»Boomers are an enormous cohort of [76 million Americans](#) born between 1946 and 1964. They powerfully shaped every institution they touched, but they are leaving the labor market they built and defined in droves.

»The gap the boomers leave can't be entirely filled, because around 1970, the total fertility rate [dipped below 2.1](#). While boomers were born into families with an [average of four children](#) each, boomers themselves had an average of fewer than two children and did not replace themselves.

»Boomers are retiring with an average \$1.2 million household net worth, making them the richest generation in American history. This accumulated wealth may further reduce the labor participation of the already sub-replacement workforce poised to succeed the baby boomers.



## The baby boom shaped our view of the future of the world's population

To understand the coming sansdemic, we need to first understand the legacy of the baby boomers. As their generational nickname suggests, boomers—the generation born between 1946 and 1964—are the product of the enormous surge in births after World War II. After falling steadily through the Great Depression, the US birthrate swung upwards, and peaked at nearly 27 births per 1,000 people in 1949.

In the years following the baby boom, [exponential global population growth](#) seemed inevitable for the foreseeable future. Not only were people having a lot of babies, but, thanks to advances in medicine, nutrition, and living conditions, these babies were now surviving infancy in greater and greater numbers. Those same advances that reduced infant mortality also helped raise adult life expectancy to historic highs.

The combination of fertility and longevity has pushed the global population toward nearly 8 billion as of 2020. That number is expected to swell to [nearly 10 billion](#) by 2050. The baby boom shaped our view of the future of the world's population, particularly the possibility of overpopulation. For years, people naturally assumed that baby booms would be a continuous and exponential growth driver.

Today we know that this is not the case, as we shall see. But first, let's look at the effect of boomers on the labor force and hiring norms.

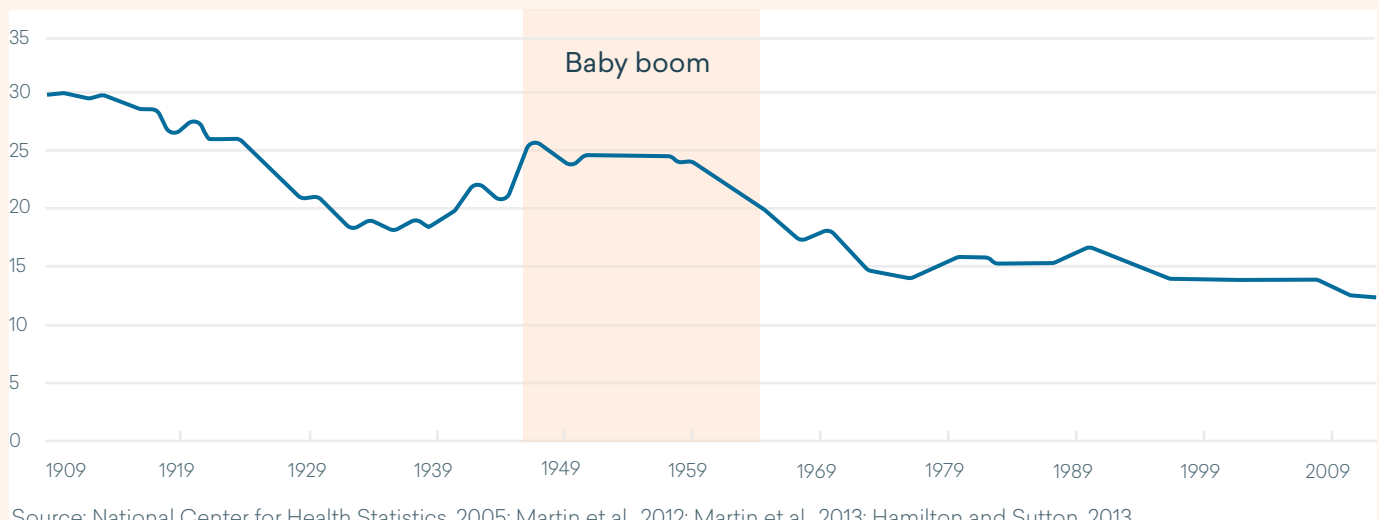
## Boomers were a labor force explosion that powerfully shaped hiring norms

The population explosion meant tremendous growth in the labor force, growth whose benefits we've enjoyed since the 1970s. And because women began entering the workforce in much higher numbers than in any time since World War II, the workforce and consequent productivity gain was twofold.

From when the data was first collected in 1948 to the late 60s, the LFPR for women over age 25 [jumped from 30% to 40%](#). Once the first female boomers entered the workforce in the early 1970s, their LFPR shot up even more, [hitting 60% by the mid 90s](#).

This was a powerful combination: an enormous population of boomers and extraordinary growth in female participation. The US labor force swelled to unparalleled levels. The workforce gained a massive generation, then nearly doubled it as women joined the men.

### US birth rates (births per 1,000 population)



Source: National Center for Health Statistics, 2005; Martin et al., 2012; Martin et al., 2013; Hamilton and Sutton, 2013.

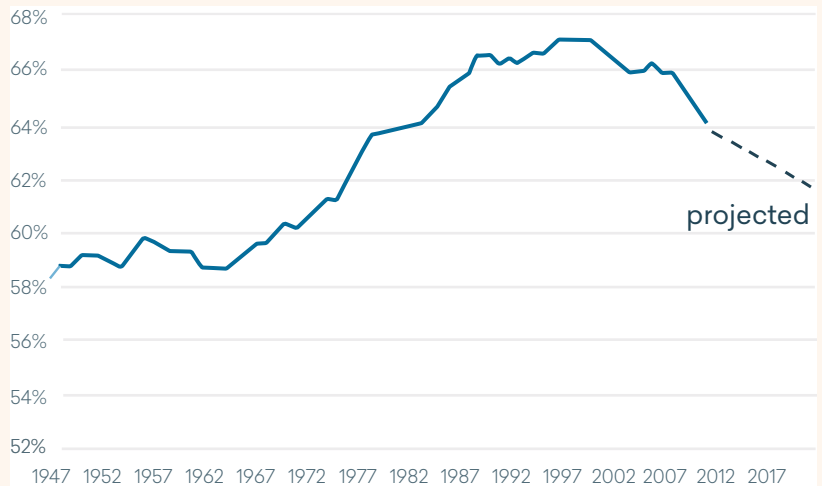
One of the most powerful ways boomers shaped the American economy was their effect on hiring norms. Boomers provided firms with an abundance of labor power. Not only were there simply a lot of boomers, there were a lot of educated boomers, with [college attendance soaring](#) as boomers reached college age in the 1960s and 70s. And, as 80s satires of the upwardly mobile yuppie pointed out, these educated, plentiful workers were highly motivated to build wealth and move up the career ladder.

Rather than the model of the “company man”—defined by internal promotion, on-the-job training, and a workforce identity shaped by membership in a particular firm—the open market became the norm. Workers identified themselves by their profession rather than their company: the “GE man” became an “IT manager with over 15 years of experience.”

As boomers moved around in search of opportunities afforded by the booming economy, talent became abundant and affordable. On the open market, companies could shop for ready-made workers: the most qualified applicant, the most experienced veteran of a given role. Workers were the commodity, and companies could afford to be choosy, hiring from other companies with talented individuals who were ready for a change, or from any number of specialized programs that had emerged since the 1980s. Such programs were built to educate college students for particular roles, and churned out workers at regular and reliable rates.

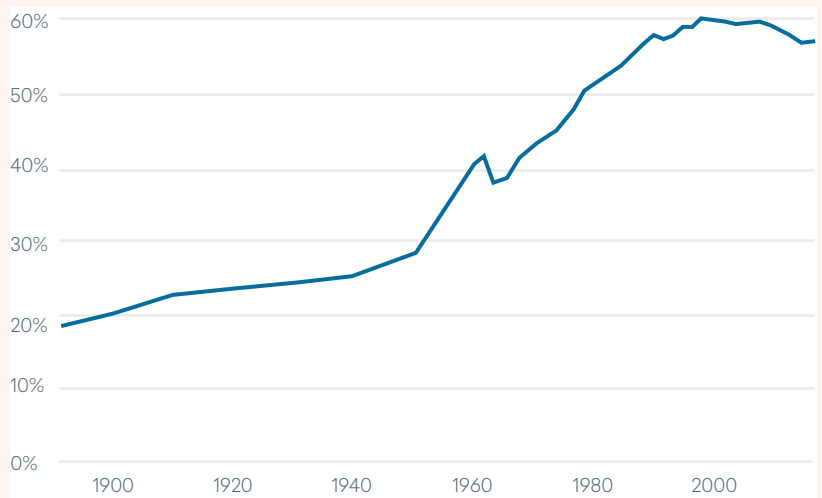
Less attached to a company than to a profession, and with a healthy economy affording them lots of opportunities, boomers marketed themselves to companies. The advent of internet job postings opened up the market

### Labor force participation rate, 1947-2012 and projected 2022



Source: U.S. Bureau of Labor Statistics.

### Female LFPR jumped up to 60% by the mid 1990s



Source: Our World in Data based on OECD (2017) and Long (1958)

even more, creating wider and wider recruiting networks, which massively benefited companies and individuals alike. Companies could post jobs and see lots of applicants. People could constantly search for new or better paying jobs. They could play the field and act as free agents. Wages and salaries grew. The baby boomer generation, and the firms they started and worked for, flourished.

These conditions created deeply entrenched norms in workforce preparation and talent acquisition. And these norms

were perfectly reasonable while said conditions were maintained. But these conditions won't last forever. For many industries, they're already gone.

## Boomers are exiting the labor force faster than ever

We're still living in the world of work created by the boomers, but boomers are no longer its core participants. As of 2016, millennials became [the single largest group](#) in the labor force—a group that is showing radically different attitudes toward work, which presents distinct challenges we'll discuss in Part 2.

According to [Pew Research Center](#) some 2 million baby boomers retire each year. In 2020, this number appears to have grown to an historic high: over 3 million decided to end their careers.

Much of this is likely related to the fact that over the past year, work has become significantly more remote (people aren't allowed to work near their colleagues), exhausting (it's hard to put in hours of Zoom calls every day), and isolated (if people were staying in the

workforce for community and culture, those incentives have largely been cut off). Further, many boomers were surely worried about catching the virus and opted to stop out.

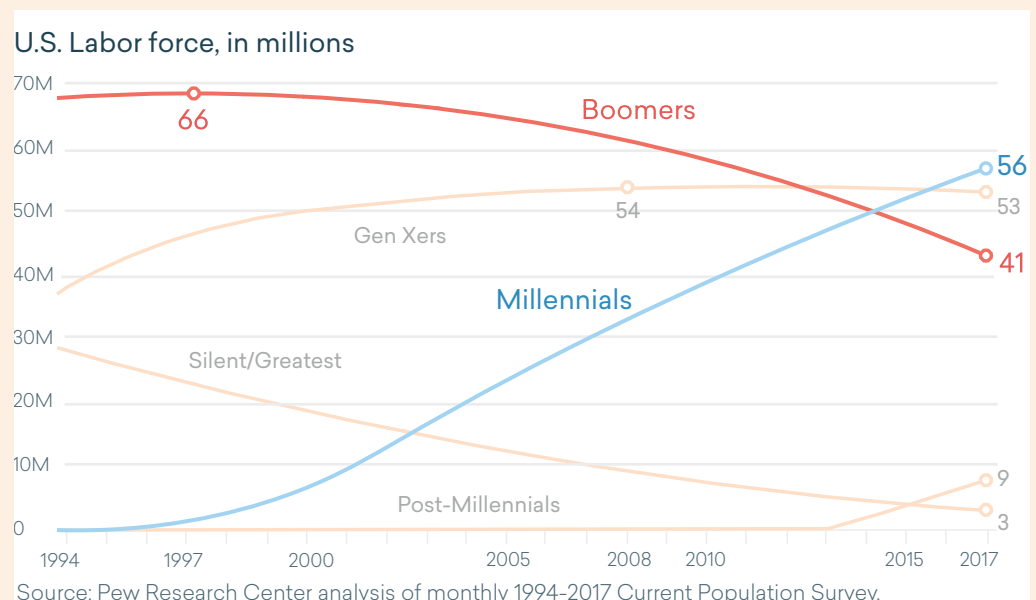
And given boomers' high net worth and decreased need to punch the clock, they have wide latitude in their career decisions. Yes, many boomers were pushed out of the labor force [due to job loss](#). But to many more, now probably seems as good a time to retire as any.

This alone is likely having a far greater impact on the labor market than is being reported. Why? Boomers are often vacating higher level and highly valued positions in their companies. Many boomers helped build those companies, hold senior positions, and, most importantly, have many years of accumulated knowledge and experience, which will be tremendously difficult to transfer over to younger workers. As companies attempt to replace these boomers, they will be greeted with a massive challenge.

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## Millennials became the largest generation in the labor force in 2016

Note: Labor force includes those ages 16 and older who are working or looking for work. Annual averages shown.



## Boomers aren't being replaced

2020 sped up an inevitable process: the accelerated exit of baby boomers from the economy they created is being compounded by the fact that boomers are not being replaced.

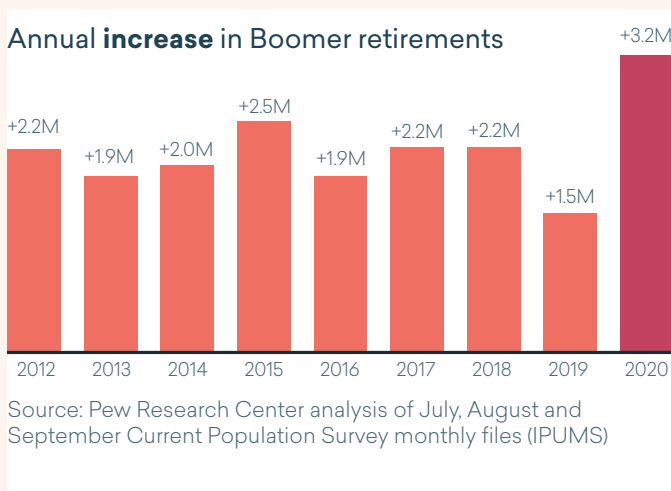
For the US population to reproduce itself—meaning, for current population numbers to stay the same—the total fertility rate (TFR) needs to equal 2.1 children per 1 woman. When the TFR stays at or near 2.1, one child is born to replace every person now living (with the .1 allowing for cases of early mortality). In other words, the population doesn't grow, but it is at least replaced. Yet, with a few annual exceptions, America's TFR has been far below 2.1 since 1971.

This means that there aren't enough millennials and Gen Zers to fill boomers' shoes. Boomers spent more time on career and income, and less on reproducing themselves. While boomers were born into families with an [average of four children](#) each, boomers themselves had an average of just 1.8 children. Thus, as they leave the workforce, there simply aren't enough workers to replace them.

We'll discuss this problem further in Chapter 3.

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### The number of retired Baby Boomers rose more from 2019 to 2020 than in prior years.

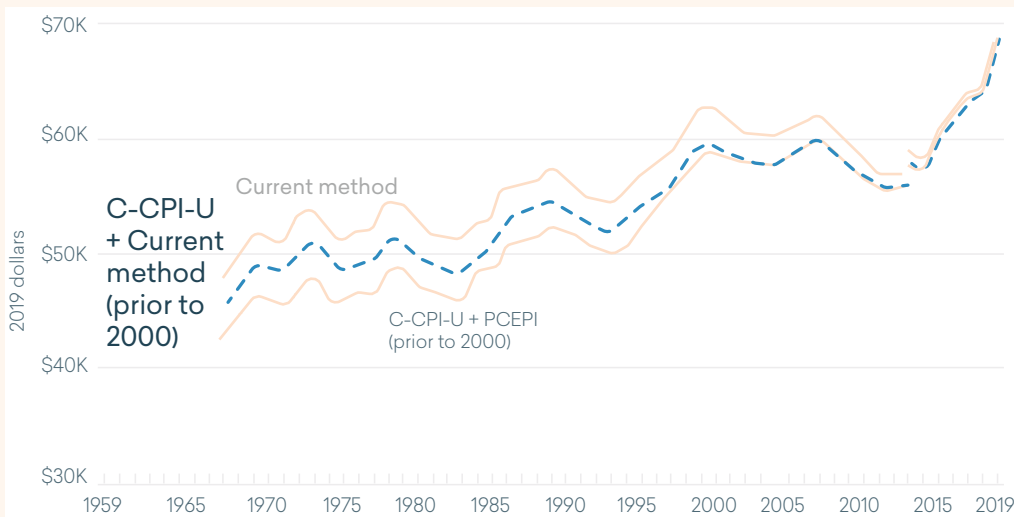


## Industrious boomers generated incredible amounts of wealth—which their children stand to inherit

We turn now to another major impact of the boomers: wealth. The work of [76 million boomers](#) generated incredible economic prosperity. This was partly because there were so many of them, including, as we saw earlier, tens of millions of women.

This tsunami of workers generated pots of wealth, as we can see with the national GDP. In the 28-year period from 1947 to 1975, [real GDP nearly tripled from \\$2 trillion to roughly \\$5.6 trillion](#). But once the boomer generation kicked in with two people per family unit generating two household incomes, the next 28 year period saw real GDP nearly tripled again from \$5.6 trillion to \$14.5 trillion—2.5 times the increase of the previous period. By the time boomers first started retiring in 2009, GDP had hit a spectacular \$15.3 trillion.

How did this growth affect regular families? Median family income grew modestly from \$5K to \$14K between 1955 and 1975. It then soared to \$56K (a stunning \$42K increase) in the next 20-year period ending in 1995. In other words, as boomers (many of them dual-income earners) hustled industriously through their prime earning years, median family income grew five times as much as it did in the previous 20 years.



Source: US Census Bureau, Current Population Survey, 1968-2020 Annual Social and Economic Supplements (CPS ASEC)

### Historical Median Income Using Alternative Price Indices: 1967 to 2019

Median family income adjusted for inflation. Even with the setback of the recession, the pattern of growth has mostly ranged from steady and sustained to sharp and steep.

### THE RESULT IS AN ENORMOUS AMOUNT OF WEALTH.

As of today, the [average net worth](#) for a boomer household is \$1.2 million, making it the wealthiest generation in the history of the world. We don't mean to suggest that every single individual in this cohort has made this much. But broadly speaking, this generation has amassed a lot of wealth.

The combination of significant wealth with low birthrates may mean that [a major transfer of wealth is on the horizon](#). With fewer offspring to divide up an inheritance, the children of highly educated, high-earning baby boomers can expect to receive that average \$1.2 million more or less intact when their parents die.

What are the consequences of such wealth? We will consider one particularly unfavorable consequence in Chapter 2.

### The tide is going out

These enormously blessed children of the baby boomers—Gen Xers and millennials—would normally replace their parents in the labor force...if there were enough of them, but as we've seen, there aren't.

The recent history of our labor force amounts to a slow-moving tide. After decades of high tide, we've become accustomed to it. But the tide is going out. The exit of boomers from the workforce is not staggered, but en masse, and it's already leaving companies scrambling to fill people gaps. When the tide fully recedes, the productivity losses will be extreme. The [Economic Policy Institute projects](#) that by 2030, a middle class family's after-healthcare income will be down by 14%. Meanwhile, the [World Economic Forum](#) estimates people spend over 37% less in retirement. A decrease in aggregate demand coupled with a labor supply shortage amounts to a dire prediction for GDP.

In the next chapter, we'll discuss another reason the children of baby boomers aren't filling their parents' shoes: lack of motivation and a shift in career ideals and work ethic, resulting in record-low LFPR among prime-age men in particular.

# CH 2.

## WORKFORCE PRESENT

# The Remarkable Erosion of the Prime-Age Male Workforce

### TAKEAWAYS

» 2.4 million women left the workforce from February 2020 to February 2021—a development that has overshadowed another mass exodus. Men have been disappearing since the 1980s.

» The prime-age male workforce (ages 25-54) plunged from 94% in 1980 to 89% in 2019. That 5 percentage-point drop represents over 3 million missing workers when compared to the 94% participation rate. When compared to a hypothetical 100% rate, it represents nearly 7 million. Millennials are expected to inherit an estimated \$68 trillion from their boomer parents by 2030, making them the wealthiest generation in history. The wealth created by boomers in general has made millennials less motivated to seek careers of their own.

» Millennials are expected to inherit an estimated \$68 trillion from their boomer parents by 2030, making them the wealthiest generation in history. The wealth created by boomers in general has made millennials less motivated to seek careers of their own.

» The opioid epidemic is a major culprit in siphoning prime-age men off the labor force. In 2015 alone, a staggering 860,000 prime-age men were absent from the labor force due to opioids.

» In 2014, for the first time since 1880, more men 25-34 years old were living with their parents than with a spouse.

» Males increasingly prefer part-time over full-time work. The number of prime-age men willingly opting for a part-time job jumped from 6 million in 2007 to nearly 8 million in 2019.

# Meet the Millennials

## Introduction

In the last chapter, we considered the enormous size of the baby boomer generation and the fantastic wealth they created. In this chapter, we will consider what happened when the subsequent generations (Gen Y, millennials in particular) were neither numerous nor motivated to replace boomers in the labor force.

## 2.4 million women left the workforce in one year

First, let's consider an alarming phenomenon that is making headlines and turning heads: women are leaving the workforce by the millions.

Back in January 2020, women were in a slim majority for the second time in US history, accounting for [just over 50%](#) (50.04%) of the national workforce. But COVID has changed all that. From February 2020 to February 2021, [2.4 million women](#) separated from the labor force, compared to 1.8 million men—a difference of 600,000. In January 2021 alone, [275,000 women left the workforce](#), compared to 71,000 men.

A primary cause behind this widespread retreat is that several major industries employing a majority of women—service, retail, travel & tourism—were also the first to be shut down or obliged to curtail business during COVID. Other reasons include pure necessity (women leaving to take care of their families once schools pivoted to distance learning) or burnout (women exhausted from juggling both families and work).

The loss of women from the labor market is indeed shaping up to be a dire trend. But even more disturbing is a stealthier long-term trend that has been missing from much of the national conversation for the past 40 years: where have all the men gone?

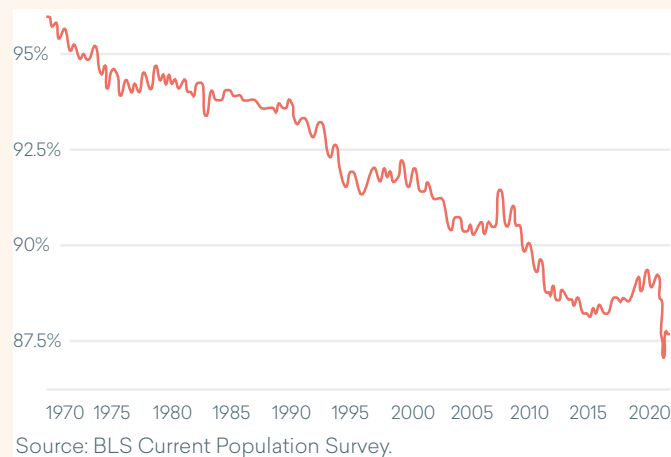
## Male workers: AWOL since 1980

A revolving door began spinning on the workforce in the 1980s: women in, men out—especially in the generations following the baby boomers.

In 1980, the prime age male workforce (ages 25-54) made up 38% of the workforce. But by the fourth quarter of 2019, nearly 40 years later, that same prime age male workforce had dropped to just 34% of the workforce.

The chart below illustrates the drastic decline in the LFPR for prime-age men. The dip in male LFPR was already underway in the 1970s. Then between 1980 and 2019, it jumped off a cliff. In 1980, the LFPR for prime-age men was right around 94%. By 2019, it had plummeted to 89%. This drop represents roughly 2.6 million prime-age men no longer actively working or searching for a job.

**Prime-age male labor force participation rate plummeted from 94% in 1980 to 89% in 2019.**



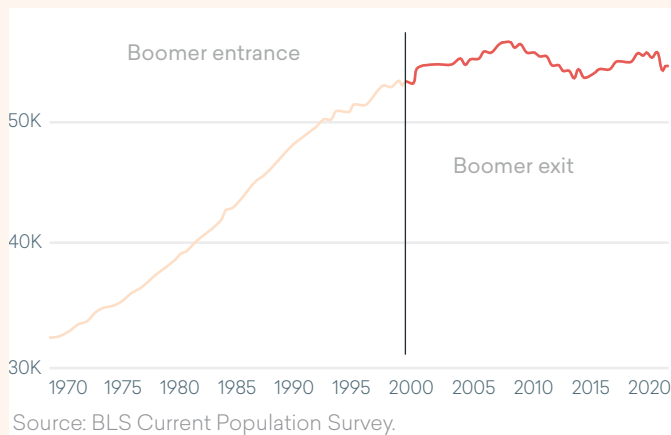
Of course, men naturally made up a shrinking percentage of the total workforce as [women flooded the ranks](#) starting in the 1950s, but the trend we're observing here isn't a matter of men comprising a smaller slice of the pie. This is a matter of men opting out of the pie. Gen X, millennial, and Gen Z men increasingly don't work, period. And yes, the decline of the overall number of males in the workforce since 1980 is somewhat due to the fact that male boomers have moved into the next age

bracket. However, this doesn't change the fact that the overall participation of prime-age men is tanking.

Here's a grim angle on the same problem. The last male group to grow in the labor force was baby boomers. In the chart below, note how male LFPR catapults as boomer men enter the market from 1970s to 2000, but stagnates as boomers begin to retire.

### Baby boomer men were the last male group to grow in the labor force.

As boomers began exiting the labor market, the total number of prime-age men in the workforce did not



grow at all for 16 years, from 2004 to 2020. However, the number of prime-age men not in the labor force [swelled by an astonishing 70%](#). What this means is that even though millennials in particular now [outnumber living baby boomers](#), more and more millennial men are, for one reason or another, opting out of work.

The question is, why? We will consider three primary reasons:

- Boomer wealth and delayed responsibility
- Opioid epidemic
- Fundamental attitude shift away from full-time work and towards part-time work (and video games)

## The impact of boomer wealth: delayed responsibility

As we saw in Chapter 1, the work ethic of 76 million baby boomers begat incredible economic wealth. On top of being part of an enormous labor force, the [majority of married boomers](#) were also dual-earner couples. This meant two people generating two household incomes for the same family. By 1995, the large female boomer population was 33-49 years old (prime working years) and, combined with their husbands' incomes, earning the [largest increases in household income](#) in the recorded history of the world.

### WHAT WAS THE IMPACT OF ALL THIS WEALTH ON THE CHILDREN OF BOOMERS?

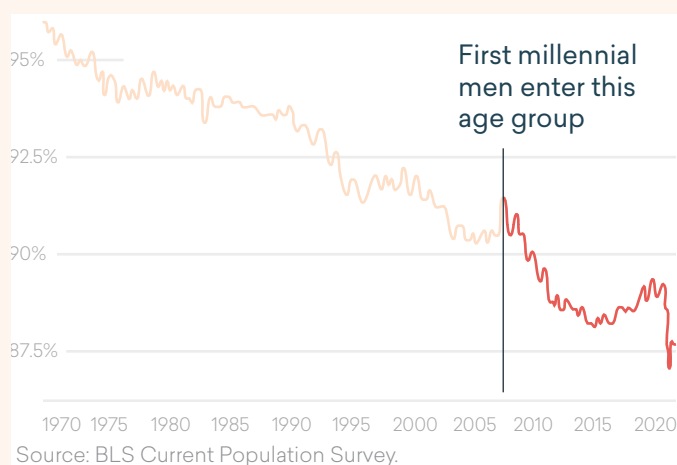
Let's back up a minute to get the big picture. The maximum earning years for households are between ages 45 and 54. For boomers, this would have spanned the years of 1991 to 2018 with the peak occurring somewhere between 2002 to 2007. Boomers' children would have been in their early 20s to mid 30s in that time frame.

What this means is that as boomer parents flourished in their peak earnings years, their adult children did not technically need to work in order to ease the drain on the household. The dual-income-earning parents were already making enough money. In fact, millennials are expected to inherit an estimated \$68 trillion from their boomer parents by 2030, which will make them [the wealthiest generation in history](#).



One of the blessings of such wealth is also a curse: the easy slip into delayed responsibility. A full 13% of millennials [did not get their first job](#) until they were over 20 (with men having a higher average age than women), compared to just 8.9% of Gen X and 6.3% of boomers. The LFPR for men ages 25-34, already in slow decline as boomers began aging out, took a shocking dive as millennial males entered that age group. The LFPR went from 93% around 2007 to 88% in 2014:

### LFPR for males ages 25-34 tanked as soon as millennials hit those ages



The abundance of boomer wealth also moderated the need and motivation for millennials to move out of the nest. In 2014, for the first time since 1880, more men 25-34 years old were [living with their parents](#) than with a spouse. For 25-29-year-olds, that percentage was an astounding 25%.

When thousands of men don't get a job or leave Mom and Dad's, the shockwaves are personal, not just national or economic. Men who delay getting a job also delay critical life milestones such as marriage, children, and home-ownership. According to the Census Bureau, the average age of marriage for men has moved from 23 years old in 1960 to [30 years old in 2019](#). As for having kids, the vast majority of men are [postponing children to their 30s](#) with the average of first time [fathers hitting 31](#), up from 27 in the early 1970s. The average age to purchase a first home went from 28 in the 70s and 80s to [34 years](#)

[old as of 2020](#), while the [median age](#) soared from 31 years old in 1980 to age 47.

Sidenote: A common explanation for millennials' delay in buying a first home is the [\\$1.7 trillion in student loan debt](#) shared by approximately 44.7 million borrowers. Debt is indeed a ball and chain for many young Americans (and let's not forget that the median inflation-adjusted price of homes [ballooned by 39%](#) between 1970 and 2019). But the fact remains: the LFPR itself for millennial men is plunging.

With male LFPR declining so drastically, college debt and home prices alone cannot be blamed as the only villains forcing millennial men to postpone buying a home.

The truth remains: men today aren't working as much as their boomer parents.

### The opioid epidemic is stealing prime-age men from the market

Another factor stealing men away from the labor market over the past two decades is prescription opioid abuse. Opioids are used by many for legitimate pain management, but the US has been overrun with addiction, as evidenced by the fact that some [90 Americans die](#) every day from opioid overdose. It is manifestly impossible to sort between abusers and legitimate users in the statistics below; nevertheless, considering that [nearly 30% of patients misuse their prescriptions](#), we can use the following numbers to conclude that opioid abuse is a major culprit in siphoning men off the labor force.

The opioid conflagration began around the turn of the millennium. From 1999 to 2010, [US sales of opioid painkillers quadrupled](#). In fact, in 2012, there were enough opioid prescriptions for [every single American adult to have their own bottle of pills](#), according to the Centers for Disease Control and Prevention. And as the use of painkillers skyrocketed, the misuse was not far behind. In 2019, an estimated [9.7 million Americans](#) age 12 or older misused prescription painkillers.

The consequences of opioid abuse aren't just hospitalizations and tragic deaths, but also a [huge decline in labor force participation](#)—particularly among prime-age men. In an extensive 2019 study, researchers Dionissi Aliprantis and Mark E. Schweitzer discovered a strong link between [opioid prescription rate and labor force participation](#) for both men and women.

For prime-age men in particular, a 10% higher prescription rate in a particular region was associated with a 0.15-0.45% decrease in the LFPR. In fact, the study estimated that in certain US counties, solving the opioid epidemic would increase the LFPR for prime-age males by over 4 percentage points.

Further, a 2018 study by the American Action Forum discovered that the spike in opioid use between 1999 and 2015 (256% increase per capita) caused the national LFPR for prime-age men to [drop by 1.4 percentage points](#). This accounts for a full 40% of the decline in LFPR for prime-age men during the same time frame. In raw numbers, this decline means that in 2015 alone, a staggering 860,000 prime-age men were absent from the labor force due to opioids.

### ATTITUDE SHIFT: PART-TIME WORK & VIDEO GAMES

Much has been written in defense of millennials' [work ethic](#), their [desire for work-life balance](#), their [preference for a clear career path](#), their love for [flexible schedules](#), and even their [sense of entitlement](#). But here, we want to focus on the connection between boomer wealth and the low LFPR in millennial men in particular.

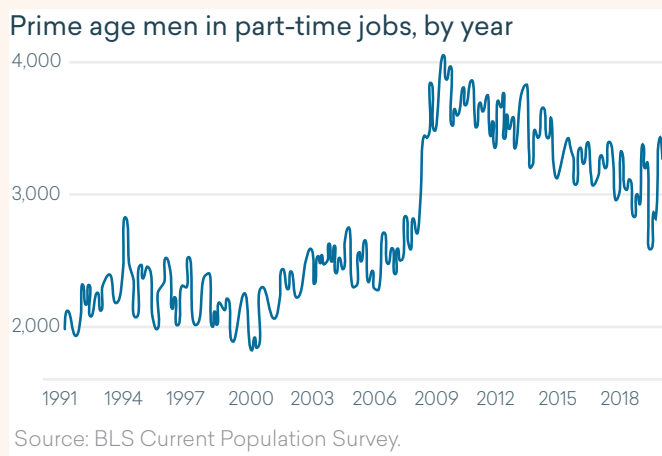
With boomers' wealth creating an affluent life for large numbers of the following generation, their children's attitude towards work naturally shifted. It would have been highly difficult to resist. Enabled by significant wealth, millennials could afford not to work—or to work significantly less than their parents. We will examine this attitude shift for prime-age men in two areas: the drift away from full-time work

towards part-time work, and the huge increase in hours spent playing video games.

### MILLENNIALS WANT LESS FULL-TIME WORK, MORE PART-TIME WORK

A notable trend in the past decade (2009-2020) is the flight of prime-age men to part-time work.

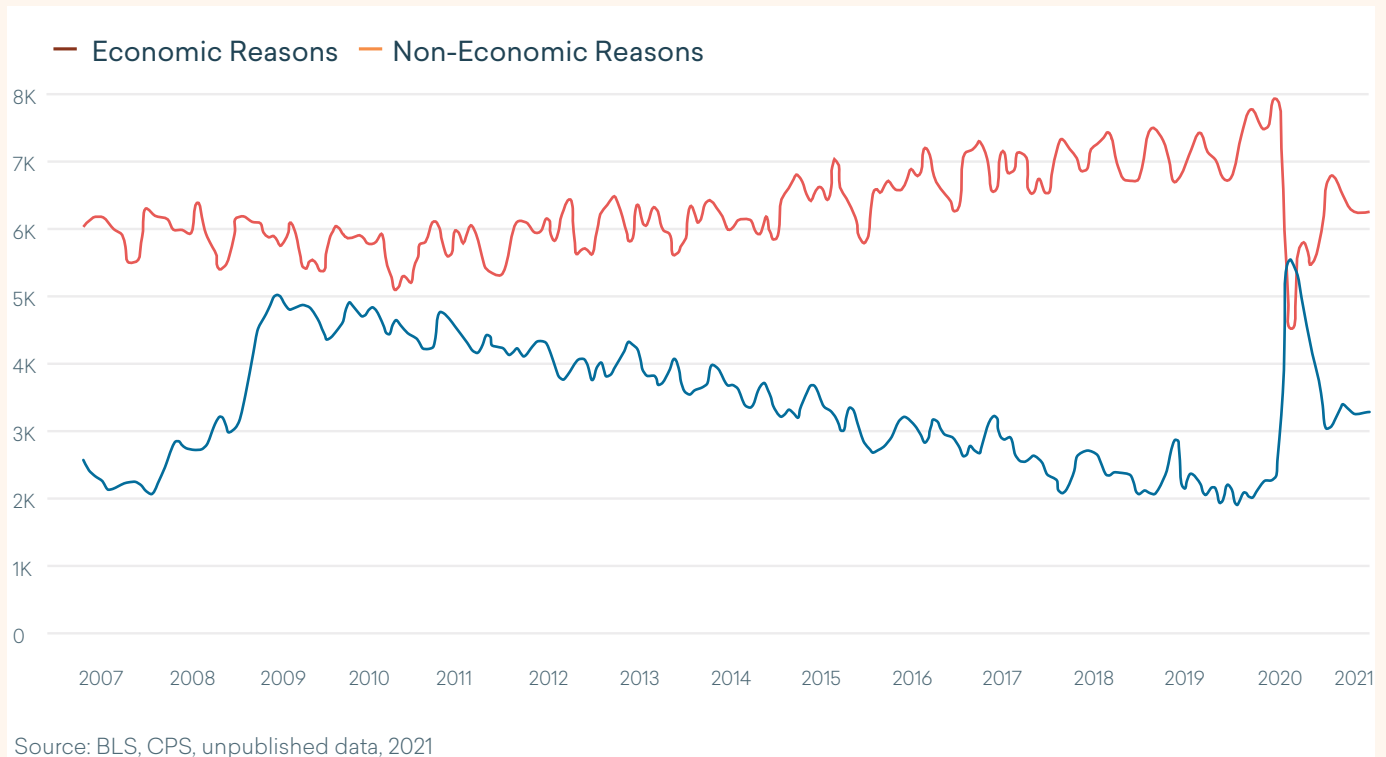
#### The 2008 housing crisis pushed prime-age men from full-time work into part-time work



One of the initial reasons that significant numbers of men moved into part-time work around 2009 was that they were forced to. The Great Recession of 2008 erased 4.5 million largely full-time jobs from the male-dominant construction and manufacturing industries. Many of the only available jobs were in restaurants or retail establishments, where average weekly hours are typically part-time even in a healthy economy. Thus, huge numbers of prime-age men [opted for these 20- to 30-hr/week jobs](#) simply because there was nothing else at the time.

The problem is that even as the US recovered from the recession and unemployment rates sank to their [lowest levels in 50 years](#), prime-age men didn't race to return to full-time work. As the following chart demonstrates, the number of prime-age men willingly opting for a part-time job jumped from 6 million in 2007 to nearly 8 million in 2019.

## Men: part-time by reason



This was particularly prevalent in the 21- to 30-year-old male age group which, by 2015, was working [12% fewer hours](#) on average than it had been in 2000. A shocking 15% of these men had not worked a single week in 2014.

### **BOTH MILLENNIALS AND GENERATION Z LOVE THEIR VIDEO GAMES**

Why the dramatic shift to part-time work, even during a time defined by prosperity and opportunity? One short and surprising answer is our second topic: [video games](#). Yes, really.

According to [NBER research](#), the decrease in hours worked for men ages 21-30 exactly mirrored the increase in video game hours played. On average, males ages 21-30 worked over [200 fewer hours](#) in 2015 than they did in 2000 (a 12% decline). They simultaneously upped their leisure hours, 75% of which were spent playing video and computer games. Not surprisingly, [these men](#) (especially those without a bachelor's degree) still typically reside in their parents' basements and postpone work, marriage, and children.

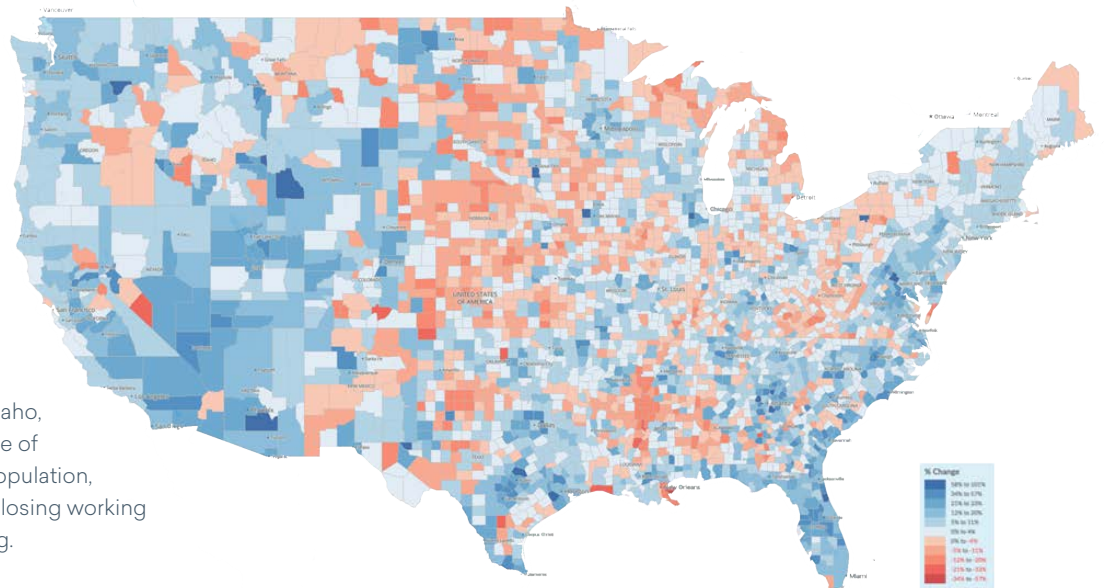
## Conclusion

For practical ways to encourage not only prime-age men but workers in general to rejoin or remain in the labor force, see our suggestions in Chapter 5. In this next chapter, we will consider an even bigger problem than the declining LFPR of prime-age males: the imminent shrinking of the US population.

In the maps below, we highlight some of the dramatic changes that have occurred over the last two decades, both in the population of working age adults, and in the population of children under fifteen. Overall, the maps show historic population centers—the coasts especially—losing young people, while the Mountain West, Southwest, and some parts of the South and Midwest make relative gains. And in just the last ten years, losses of working age population across the board have accelerated dramatically.

### Percent change in working age population by county between 2001 and 2011.

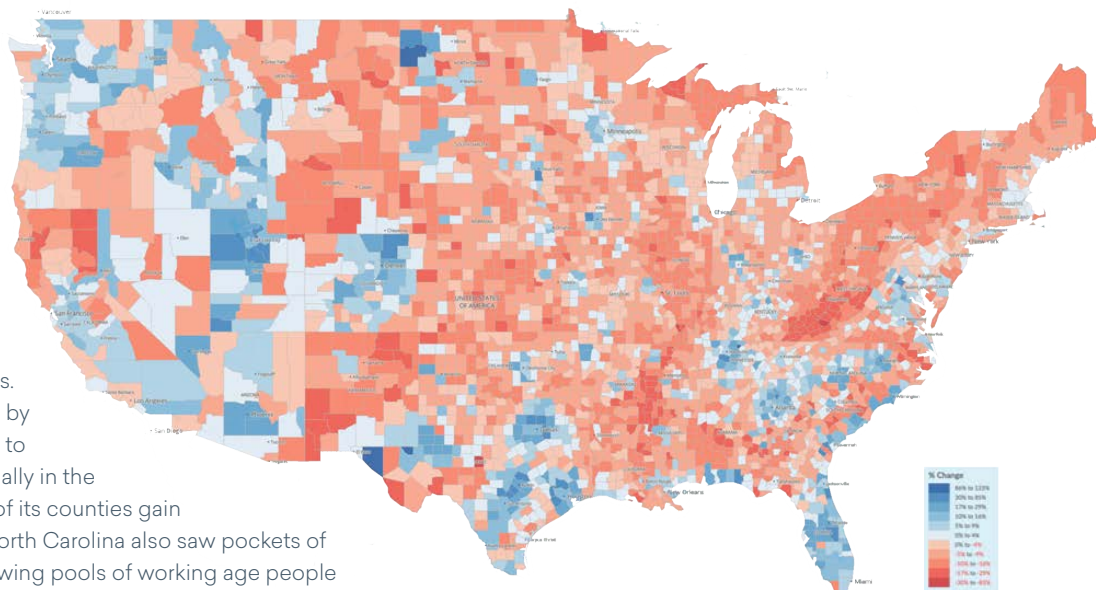
Notice how the worst losses are relatively localized to the Midwest and South. Almost every county on both coasts saw working age population growth: between 2001 and 2011, rural areas were becoming increasingly elderly, while young people concentrated in prosperous urban centers. Most counties in Western states also saw their working age population grow, although some counties in Oregon, Idaho, and Nevada suffered losses. Texas, one of the largest states in terms of overall population, was a mixed bag, with some counties losing working population and some counties gaining.



Source: Emsi labor market analytics

### Percent change in working age population by county between 2011 and 2021.

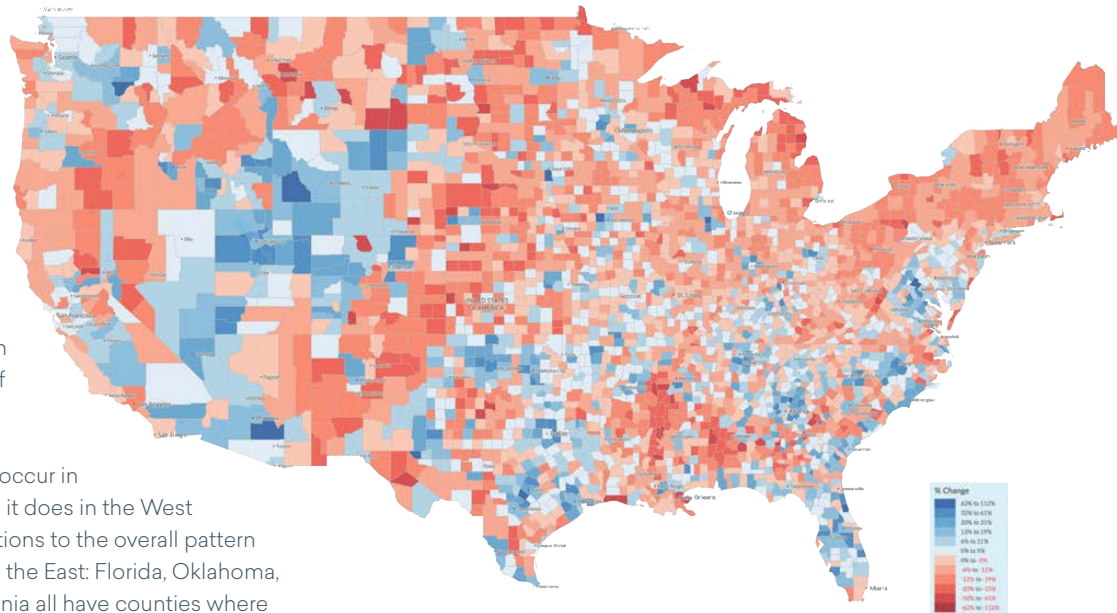
Note the stark contrast with the same map from only a decade earlier. Losses that were regionally concentrated have become nearly universal in the intervening ten years. Economically powerful coastal regions suffered much more than they did in the previous ten years. In fact, California's coast is an almost completely unbroken stretch of working age population loss. Interestingly, Florida, long considered by many a retiree colony, is an exception to these coastal patterns. Florida, especially in the southern part of the state, saw many of its counties gain working age population. Texas and North Carolina also saw pockets of growth, but the largest areas with growing pools of working age people were out west: counties in Washington, Oregon, Idaho, Utah, and Nevada. If the story of 2001- 2011 was the hollowing out of America's heartland, 2011-2021 saw America's traditional hubs of economic and tech power lose young people in droves.



## Percent change by county in the under-fifteen population between 2001 and 2011.

Only parts of the Mountain West and Southwest show significant unbroken stretches of growth. While working age population was relatively stable in many counties during this time frame, the share of children under 15 was dropping rapidly all across the country. In this map, you can see the workforce losses coming ten years down the line: a lack of children under fifteen means the same lack of young working adults 10 years later.

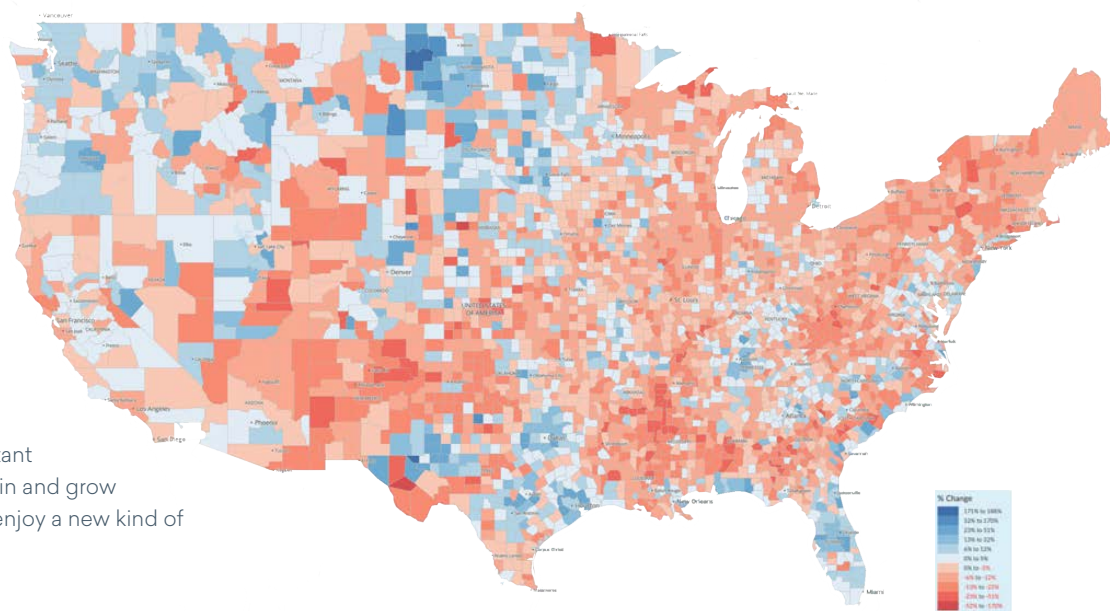
East of the Rockies, growth tends to occur in pockets rather than wide swathes, as it does in the West and Southwest. Still, there are exceptions to the overall pattern of declining childhood population in the East: Florida, Oklahoma, Texas, North Carolina, and Pennsylvania all have counties where the percentage of children is growing, rather than shrinking.



Source: Emsi labor market analytics

## Percent change by county in the under-fifteen population between 2011 and 2021.

In the last decade, the West and Southwest have lost a large part of their advantage, while the upper midwest has made gains. However, the pockets of growth on the East Coast and the South have mostly shrunk--with the exception of Texas and Florida, notable outliers. If the overall share of children as a percentage of the population continues to drop over the next ten years, the ability of these outliers in the West, South, and Mid-West to retain their growth trajectories will be an important issue. Communities that can maintain and grow a population of young people may enjoy a new kind of competitive advantage.



Source: Emsi labor market analytics

# CH 3.

## WORKFORCE FUTURE

# Living Below 2.1

## TAKEAWAYS

» Since 1971 the fertility rate in America has been below the replacement level of 2.1 births per woman, which means millions of Americans will be absent first from the classroom and then from the labor market—because they were never born.

» US population growth has slowed and is [projected to begin shrinking](#) by 2062.

» The combination of low fertility, low workforce participation, and longer lifespans means two-thirds of the US population could be financially dependent on the remaining one-third by the year 2100.

**S**o far, we've considered the current talent shortage from two angles. We've covered the baby boom, which created a highly prosperous economy, but we've also seen that the following generations have been neither numerous nor motivated enough to replace boomers as they retire. Both of these factors have contributed to (and will continue to impact) America's struggle to find enough people to fill open jobs.

This leads us to our third and most sobering angle: the declining workforce of America's future. In this chapter, we consider the exact nature of this imminent people shortage in the US and the 50-year history of America's baby bust.

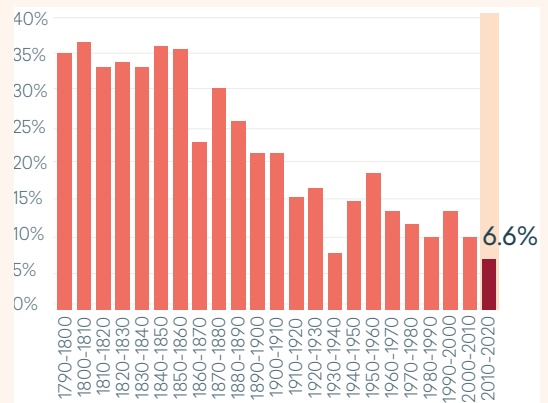
## A 6-million worker deficit will lower living standards for everyone

In early 2018, Korn Ferry predicted that by 2028, the US can expect to see a [deficit of 6 million workers](#), while 85 million jobs go unfilled around the globe. These shortages are more than just a challenge for HR directors or CEOs. These shortages will affect quality of life for everyone.

When a shipping company is short tens of thousands of truck drivers, it means packages arrive late and essential goods go missing from grocery store shelves. When hospitals can't find enough nurses, life-saving treatments get delayed, and short-staffed, sleep-deprived medical teams make critical mistakes. When corporations can't fill high-tech security roles, everyday people are left vulnerable to data breaches and cyber attacks. Without enough people working to provide the goods and services we've come to expect, prices go up and the speed and quality of service goes down.

As we've seen, low labor force participation is part of our talent shortage problem. But a bigger demographic trend is driving shortages as well.

**US population growth by decade: 1790 to 2020 (estimated) censuses**



\*April 1 2020 population is calculated by pro-rating the annual growth rate from July 1, 2019 to July 1, 2020 through April 1, 2020.

Source: William H. Frey analysis of U.S. decennial censuses 1790 to 2010 and annual Census Bureau Population Estimates released December 22, 2020

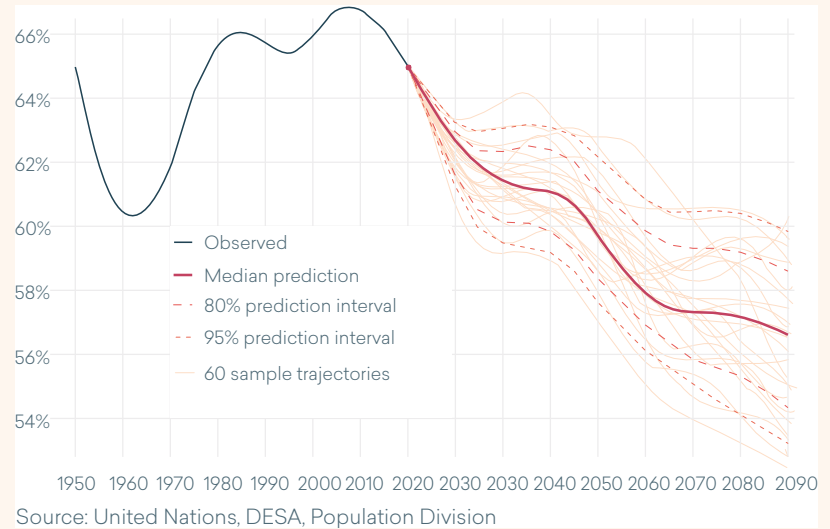
Last December, William Frey of Brookings reported that the US population growth rate from 2019 to 2020 was a [staggeringly low 0.35%](#)—the lowest recorded growth rate of any year since 1900, and probably the lowest since the birth of our nation. Even small changes in growth have big implications. Increasing the rate of growth by just one-tenth of 1% (from 0.35% to 0.45%) between 2019 and 2020 would have meant an additional 327,000 people. But the national rate of growth generally continues to slow. 2010-2020 represents the lowest decade of population growth in US history.

Looking further into the future, the [UN projects](#) that the number of working-age people in the US will fall below 60% of the total population by the year 2100, and could drop to as low as 53%. The last time the working-age population dropped near 60% was during the baby boom, when the dependent population was primarily children. This time, the majority of the country's dependent population will be over age 65.

Using the UN's medium scenario, the [age dependency ratio](#) in the US is projected to be 77 by the year 2100. That's 77 people of dependent age (under 15 and over 65) for every 100 people of working age. But keep in mind, not all people of working age will actually have jobs. (As we saw in Chapter 2, LFPR among prime-age people has already dropped significantly.) What this means is that even if workforce participation reverts to our 20-year high, current demographic trends will leave almost two-thirds of the US population dependent for financial support on the remaining one-third by 2100. Given the steep cost of care for elderly dependents, the financial burden on the working-age population will be immense. Perhaps impossible.

The US has not yet had to deal with a shrinking total population (as is already afflicting Europe, Russia, and Japan), but we need to wake up to reality: our population growth has slowed and is [projected to begin shrinking](#) by 2062. The current struggle to find talent is not simply a matter of too few people with the requisite skills to fill open roles. It is becoming a matter of simply too few people.

## United States of America: percentage of population aged 15-64 years



### HOW DID WE GET HERE?

## 50 years of baby bust

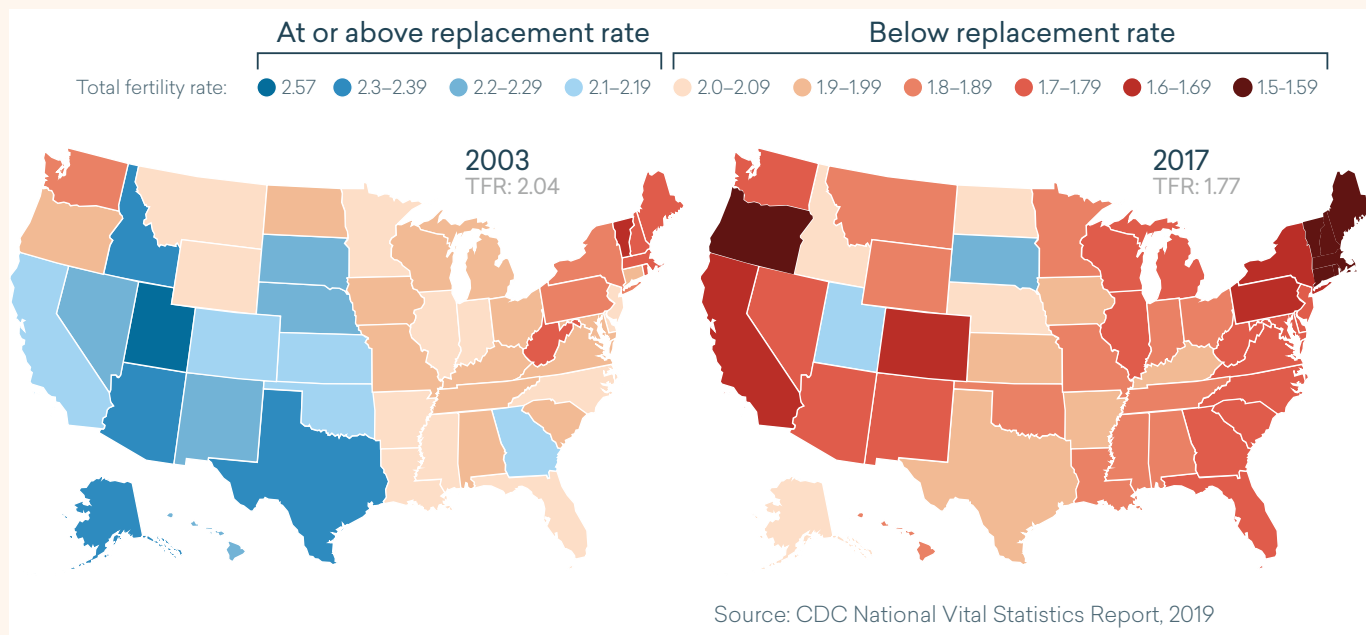
Millions of Americans will be absent first from the classroom and then from the labor market because, to put it bluntly, they were never born.

We briefly discussed total fertility rate (TFR) in Chapter 1. As a reminder, in order for the US population to replace itself, the TFR needs to equal 2.1, or 2.1 children per 1 woman. When the TFR stays at 2.1, one child is born to replace every person now living. The population doesn't grow, but it is at least replaced.

The problem, as we mentioned earlier, is that America's TFR has been far below 2.1 since 1971. In 2017, the TFR in the US had fallen to 1.7—down from 3.7 in 1960. Data compiled from 32 US states indicates that in 2020 alone, the birth rate [fell more than 4%](#). This means that fewer and fewer young people are rising through the ranks to attend college or enter the workforce.



From 2003 to 2017, the US total fertility rate (TFR) fell from an average of 2.04 live births in a woman's lifetime to 1.77. The number of states with a TFR above replacement rate (2.1) dropped from 15 to 2: Utah and South Dakota.

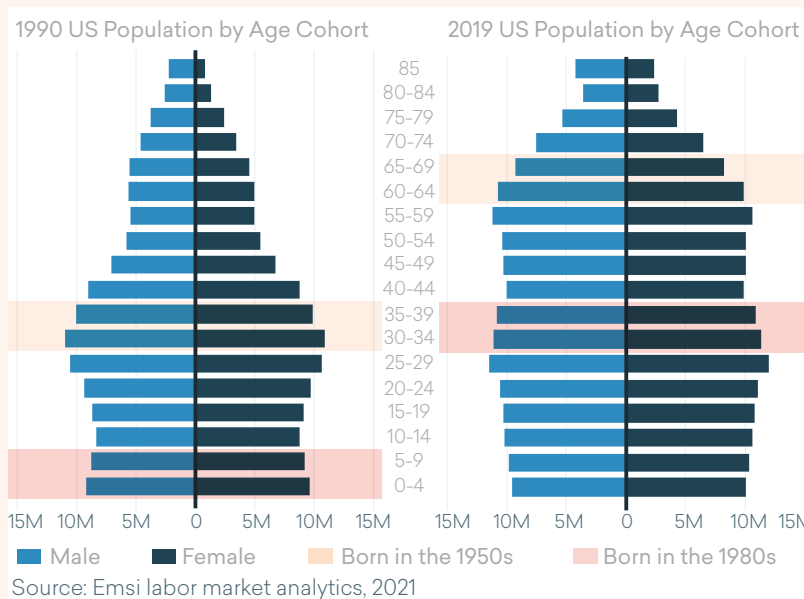


Fertility numbers vary by state, but the trend toward fewer and fewer children per household does not. The maps below illustrate the dramatic decline from 2003 to 2017.

In 2003, nearly a third of US states had fertility rates above 2.1. But in just 14 years, only two states (Utah and South Dakota) had fertility rates above the replacement level. And these numbers continue to drop. States like Oregon and much of New England have fertility rates closer to that of Japan.

As fewer children are born and greater numbers of Americans live into their eighties and beyond, the traditional age pyramid (where younger people outnumber older people; see the chart on the left) now resembles an age bubble (with older outnumbering younger; see the chart on the right).

**Low fertility has changed America's ideal youth-heavy population "pyramid" into a middle-aged balloon.**



A country with a pyramid-shaped age distribution is one with a large up-and-coming young population. In the US, the pyramid-shaped age distribution of the past contributed to boomer-driven economic prosperity (ironically, a crucial factor allowing the boomers to amass such unprecedented wealth was the

decision to have fewer children than their parents, which partially enabled more women to join the workforce and contribute to household income, as we discuss in item 5 below.).

No single factor is responsible for the global drop in fertility, and no single factor is likely to turn it around. Moreover, not all the factors involved can be painted as an unqualified evil that it would be universally beneficial to eliminate, and even fewer have an obvious short-term solution. Our goal in identifying contributing factors is not to outline a simplistic path to reversal, but to foster conversations about the following:

- The long-term factors that are here to stay and what strategies can best mitigate the negative consequences
- The short-term measures that will allow us to cope with what can't be mitigated at this point.

Plans for reversing the current demographic trends are not within the scope of this paper, but outlining some of the contributing factors can help us understand the complexity of the matter. Researchers point to a range of considerations that affect the decision to have a child—some economic, some religious, some personal. These include the following factors:

### **INDUSTRIALIZATION**

In pre-industrial societies, children could quickly become financial contributors to their families, working as hands on the family farm for example. But with mechanization, industrialization, and the introduction of child labor laws, children gradually ceased to be economic assets. In the modern economy, kids are now seen as liabilities, especially in

their younger years. Raising a child to adulthood [now costs American parents close to \\$234,000](#)—roughly the cost of buying a house.

### **URBANIZATION:**

With fewer hands needed to run family farms, populations shifted from rural areas toward cities. Historically, [urban areas tend to have lower fertility rates](#). Reasons may include tighter living conditions, higher cost of living, and changes in cultural values between city and country.

### **SECULARIZATION**

Religion plays a well-documented role in boosting fertility. One study found that those with strong religious affiliations have [.8 more children than their non-religious peers](#). According to a 2021 Gallup poll, membership in American churches, synagogues, and mosques has plummeted over the last 20 years, from [70% in 1999 to 47% in 2020](#). As religion declines in the US, the religious incentives to procreate have declined with it. Yet even among religious groups with historically high birth rates, [fertility has dropped over time](#).

### **DECLINE AND DELAY OF MARRIAGE**

[Married people have more children](#) than unmarried people, and [marriage rates fell from 72 to 50%](#) between 1960 and 2016. At the same time, among those who do marry, the [average marriage age rose](#) from early 20s in 1960 to 28 for women and early 30s for men by 2020. Delaying marriage reduces the number of childbearing years remaining for married women. This is one of the reasons that women in the US end up having [fewer children than they would like](#). During 2020, marriage rates, already at an

[all-time low](#), dropped even further. In Florida alone there were [28,000 fewer weddings](#) last year than there would have been had 2019 marriage trends continued. Will there be a flood of weddings once everything calms down? Hard to say.

### **WOMEN'S EDUCATION AND EMPLOYMENT**

From a global perspective, the [inverse relationship](#) between women's education and fertility rates is well documented. As education and career opportunities are made available to women, they frequently choose to delay or avoid marriage and motherhood in pursuit of other goals. However, this does not mean that education has to be at odds with fertility. In the United States, the highest birth rate is among [mothers with a graduate degree](#)—nearly double that of mothers with less than a high school education.

### **DEBT AND DELAYED COLLEGE ENROLLMENT**

College enrollment has, until very recently, been at record highs. Extending education further into adulthood tends to delay childbearing since students prefer to put off marriage and starting families until after graduation. [Student debt](#) is also at historic highs, making the financial commitment of parenthood more intimidating.

### **UNEMPLOYMENT AND ECONOMIC UNCERTAINTY**

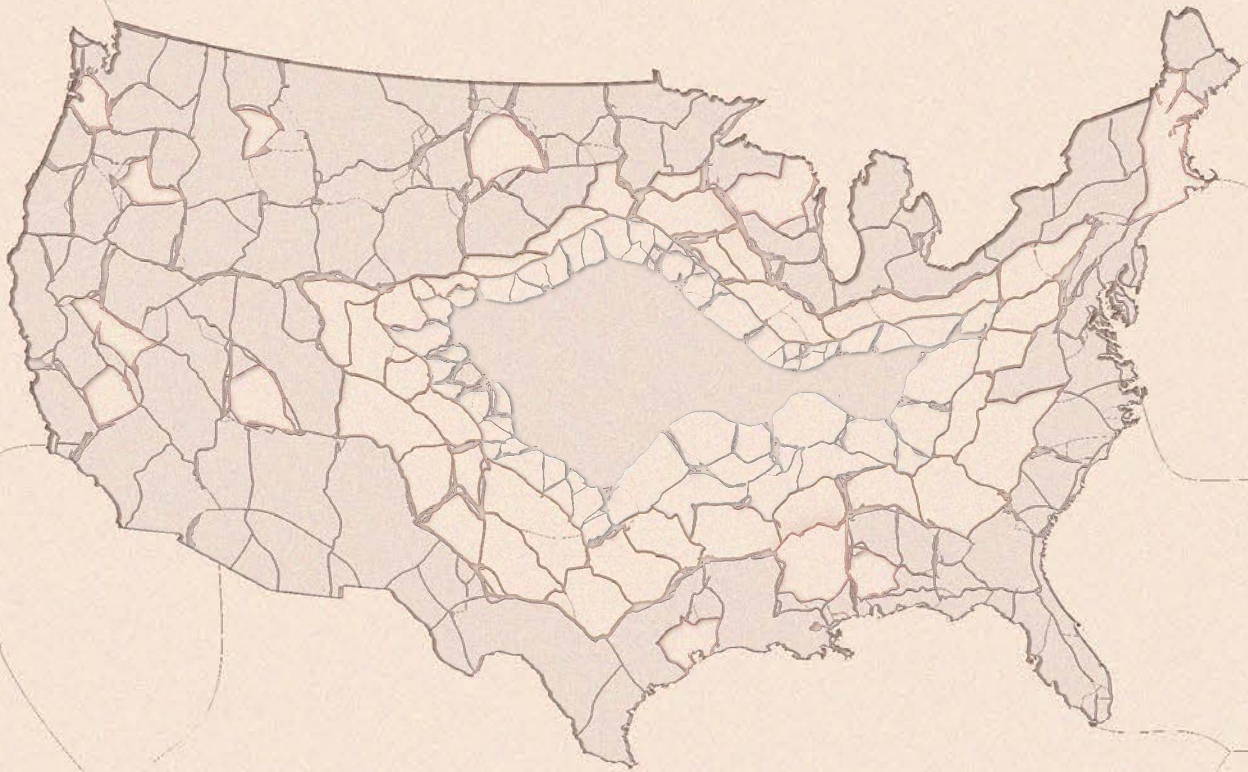
Low fertility often coincides with recessions. Given the long-term costs of raising children, financial stability is a major factor in the decision to grow a family. Millennials [cite financial worries](#) as a primary reason for postponing a variety of milestones, including having children. Unemployment is one part of that equation. Wellesley College economics

professor [Phil Levine calculates](#) that every 1% drop in the employment rate brings a 1% drop in births.

Initial reports following the economic crisis of 2020 bear this out. By December 2020—eight months after unemployment soared to terrifying heights—[births were already down as much as 30%](#) in some US states over the same period in 2019. This supports [earlier projections](#) from Brookings forecasting as many as 500,000 fewer US births in 2020 than the already declining number expected before COVID. As The Wall Street Journal [reports](#), “The longer a crisis lasts, the higher the chances that potential births aren't just postponed but never happen, say demographers.” With birth rates already near record lows in 2019, a significant COVID-related baby bust would push the US even further toward a demographic drought.

The list could go on. Additional reasons for preventing or postponing childbearing include political instability, housing costs, lack of childcare, increased access to abortion and contraceptives, environmental concerns, and cultural pressures, among others.

# CH 4.



## WORKFORCE FUTURE

# The Grim Implications of Living Below 2.1

## TAKEAWAYS

- » Shrinking populations in Germany, the UK, and France alone will mean over \$1.2 trillion in lost revenue by 2030.
- » The US faces the shortfall of 8.5 million workers in years to come, which will cause both higher education institutions and businesses to desperately compete for recruits who simply don't exist.
- » The US stands to lose \$162 billion annually due to talent shortages.

In this chapter, we will consider why a declining population spells trouble for the national economy and how it could affect higher education and employers in particular.

## A declining population spells serious trouble for the economy

Without population gains through immigration (an issue we will address more fully in chapter 5), any country whose TFR drops below 2.1 will eventually face the social, political, and economic challenges of an aging population, a declining education system, and a shrinking labor force.

A declining population forecasts a [declining economy](#). Fertility rates determine the future number of working-age individuals, and as fertility rates drop, the US faces the prospect of depleting her greatest economic resource: her people. Due to our aging population, we can expect the expenditure on pensions, healthcare, and entitlement programs to rise as our economic output falls. In other words, to take care of aging boomers, withdrawals from Social Security and Medicare will grow, even as the tax base to fund them shrinks.

But more is at stake than tax-funded programs for retirees. How serious is the problem of a declining population? No crystal ball can tell us all the details of the future that's in store, but we can get a glimpse

by looking to regions with populations that have already begun to shrink.

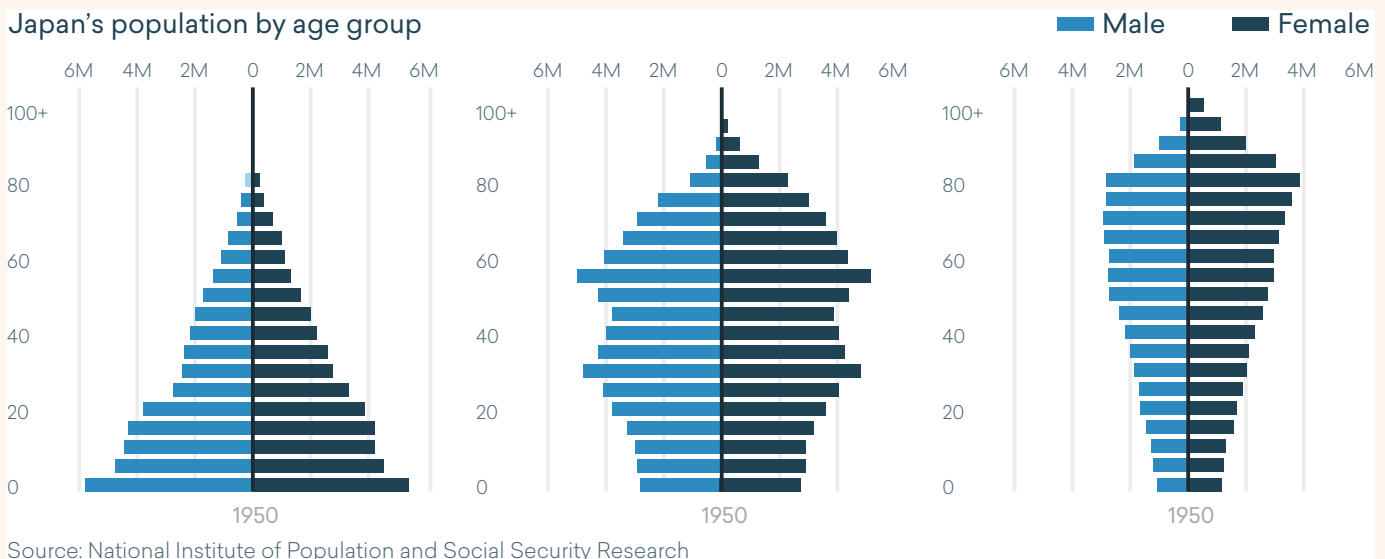
Japan, whose demographic trends are roughly [10-15 years ahead](#) of the US, has also witnessed its population distribution shift from a pyramid to a balloon. With a TFR that has sat well below 2.1 for the last 50 years, Japan's population balloon is rapidly losing air—a sign that her economic party may soon be over.

After decades of low fertility, Japan has seen its population shrink, [its schools close](#), its [universities struggle](#) to find students, its [debt-to-GDP ratio](#) climb, and its elderly people [fend for themselves](#).

Europe is another example of the challenges the US can expect in the coming decades. Europe is now the oldest continent and the first to have a shrinking population overall. Within 15 years, Europe is set to have [50 million fewer people](#) of working age than it had just 10 years ago. A [2018 report](#) projects that by 2030, talent shortages in Germany, the UK, and France alone will result in a combined \$1.2 trillion in lost revenue.

Both Japan and Europe can provide real-time insights into the social and economic challenges brought about by a shrinking and aging population. And the US should be taking notes—because we may not be far behind.

### Japan's age distribution is a balloon that is losing air. The US is only 10-15 years behind.



# The pandemic will affect higher ed, employment, and the US economy

## 1. HIGHER EDUCATION

With fewer children born in the US, K–12 enrollment was already projected to [fall by 8.5%](#) before 2030. But after the events of 2020, enrollment is likely to slip even lower.

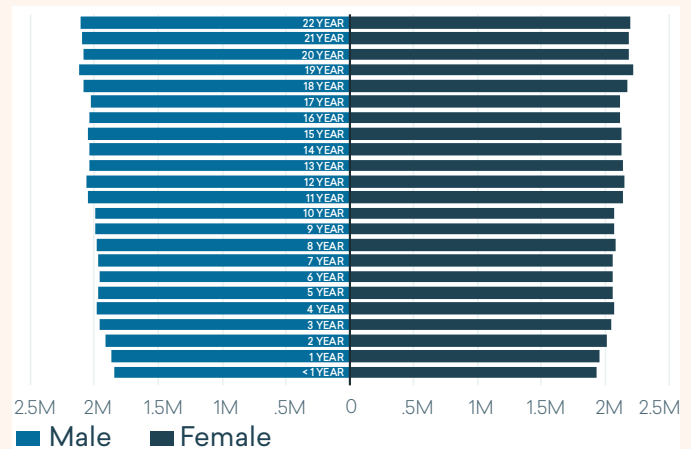
Fewer K–12 students also means fewer young people graduating and moving on to college. [A December 2020 report](#) from Inside Higher Ed predicts that the mid-2020s will see declining high school enrollments and class sizes, especially as the post-2008 “birth dearth” hits the upper grades.

When fertility rates were high and numbers of young adults were on the rise in the 1960s and 70s (see Chapter 1), college enrollment saw a tremendous upswing. The boomer generation created unprecedented demand for higher education. And even after population growth slowed, increased numbers of young people pursued postsecondary education as the means to a successful career. But that upward trend has peaked and is now moving in reverse. US colleges have [lost more than 2 million students](#) in the last decade.

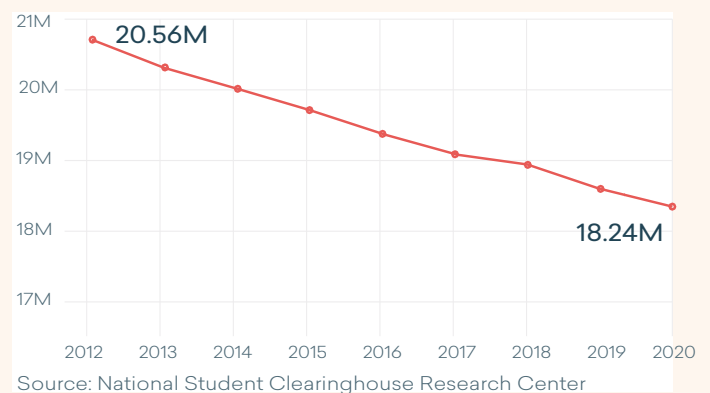
And then came COVID. As we saw in the introduction, higher ed lost [nearly half a million students](#) last year. Meanwhile, [EAB reports](#) that delayed college plans, combined with the spike in high school dropout rates during COVID, will drive college enrollment numbers lower still. Even the best-case projections look grim.

Unlike birth rates, college enrollment rates tend to rise during recessions as people look for ways to increase their value in the job market. But 2020 was not a typical recession. New enrollment at 2-year colleges didn’t just slump last year—it tumbled off a cliff. First-time student enrollment at community colleges [fell a staggering 21%](#).

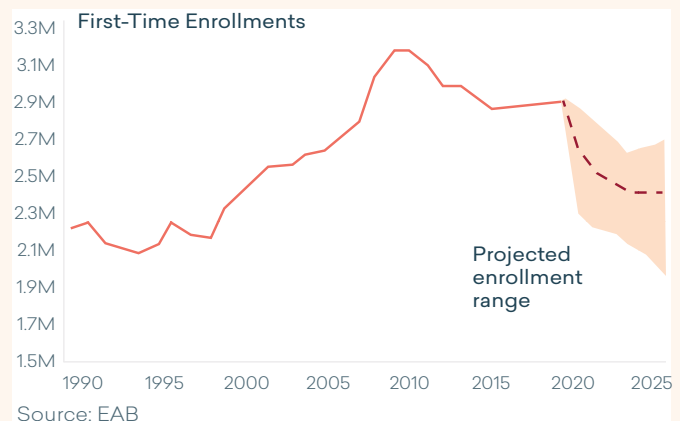
2019 US school age population (birth-22years)

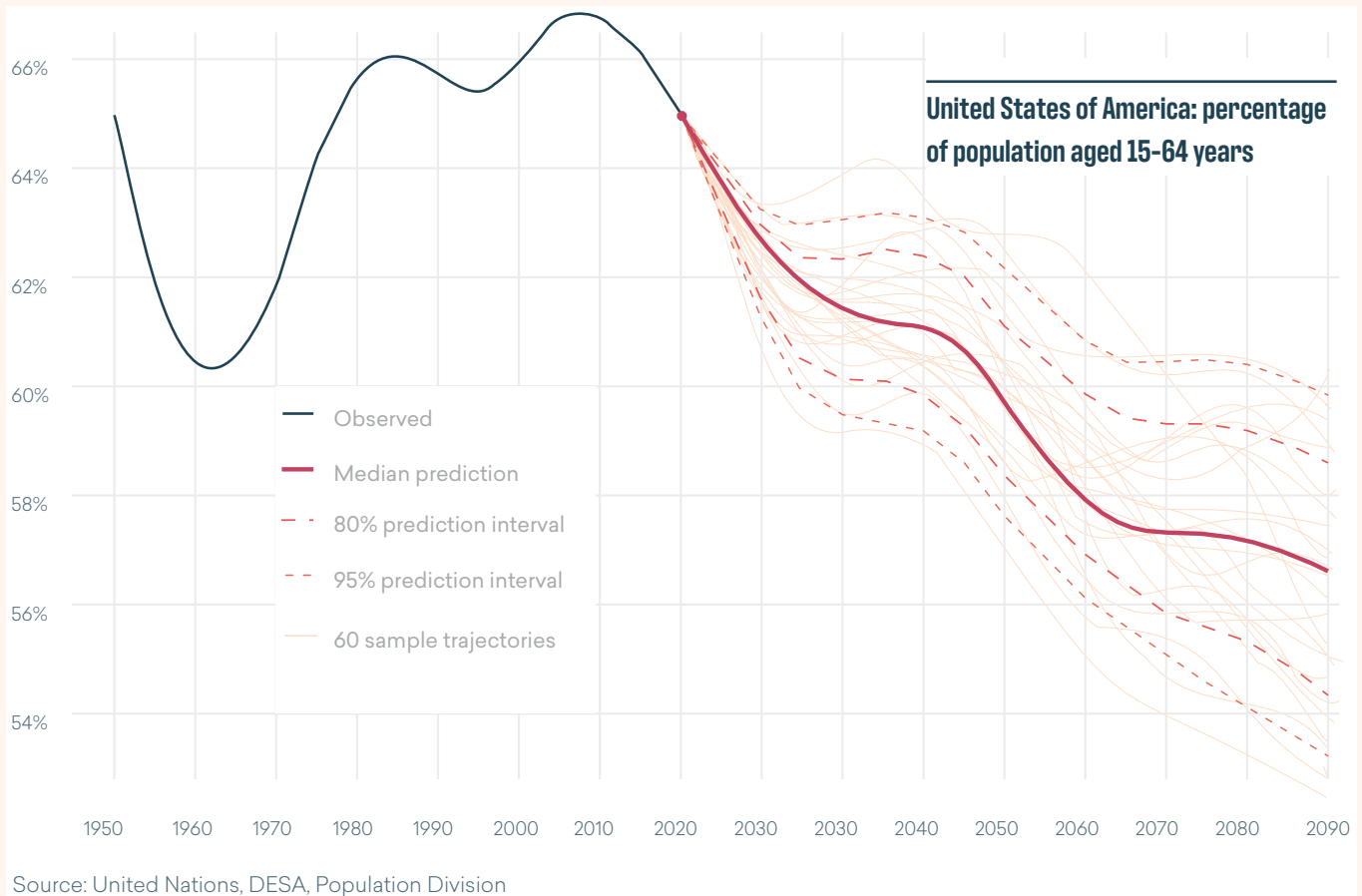


Student Enrollment At U.S. Colleges Down 11% Since 2011



First-time enrollments are projected to decline sharply





## HUMAN RESOURCES AND RECRUITING

Hiring and recruiting will be increasingly competitive as employers scramble for a diminishing supply of talent. As we discussed in the previous chapter, the US labor force participation rate has fallen dramatically, shrinking the pool of talent for would-be employers. But the pandemic is going to make a tough situation tougher still.

The working age population is falling steeply as a percentage of the total population, and the resulting trouble for HR and recruitment is clear: fewer people of working age means fewer people available to work (even if they were willing and ready to do so, which, as we have seen, many are not.) The so-called [“War for Talent”](#) will almost certainly intensify as companies compete to attract warm bodies from a declining cohort of young workers.

Already, [40% of HR leaders](#) say that their organization has felt the negative impact of the present talent shortage. And before this decade is

over, the shortage of educated workers is projected to be extreme. [AAF reports](#) that the American labor market will face a deficit of 800,000 workers who have associates degrees or some college, and a colossal shortage of 8.5 million American workers with bachelor’s degrees or higher. What will these shortages cost us in terms of economic output? A projected \$1.2 trillion. That is a 12-digit loss of economic output. And it’s not the result of a stock market crash or bad business deals or falling behind in technology, or even a pandemic. It’s the projected result of a massive shortage of educated people.

But simply churning out more college grads is a dream that’s unlikely to become a reality. Higher ed, as we just showed, is facing recruitment shortfalls of its own, which means the supply of educated talent is going to be tighter still in the years ahead. Ready-made talent was a feature of the boomer workforce, but recruiters now need to adapt their expectations to the challenges of the present and the future.

Companies can no longer expect to hire the perfect candidate off the shelf. In fact, pulling any candidate off the shelf is getting harder. As we will discuss in a later section, on-the-job training, in-house recruitment, and high retention rates will be among the key survival strategies for HR.

## THE ECONOMY

All of the issues above, and many more, work together to shape the overall economy. The word economy comes from the Greek word *oikonomos* which means household management. Whether starting a business, going back to college, moving to a new city, or having another child, millions of trans-generational household decisions affect the prosperity of an entire society.

As University of Chicago economist Gary Becker explains, investment in [human capital](#) produces economic prosperity. In other words, economies are built by people. Economies are people.

More specifically, it's working people who keep the economy running. So what happens when we start losing people?

In some ways, the answer is already in front of us. As a [report](#) from the International Monetary Fund reminds us, the sheer size of the labor force is “one of the main determinants of economic output.” And our labor force is shrinking.

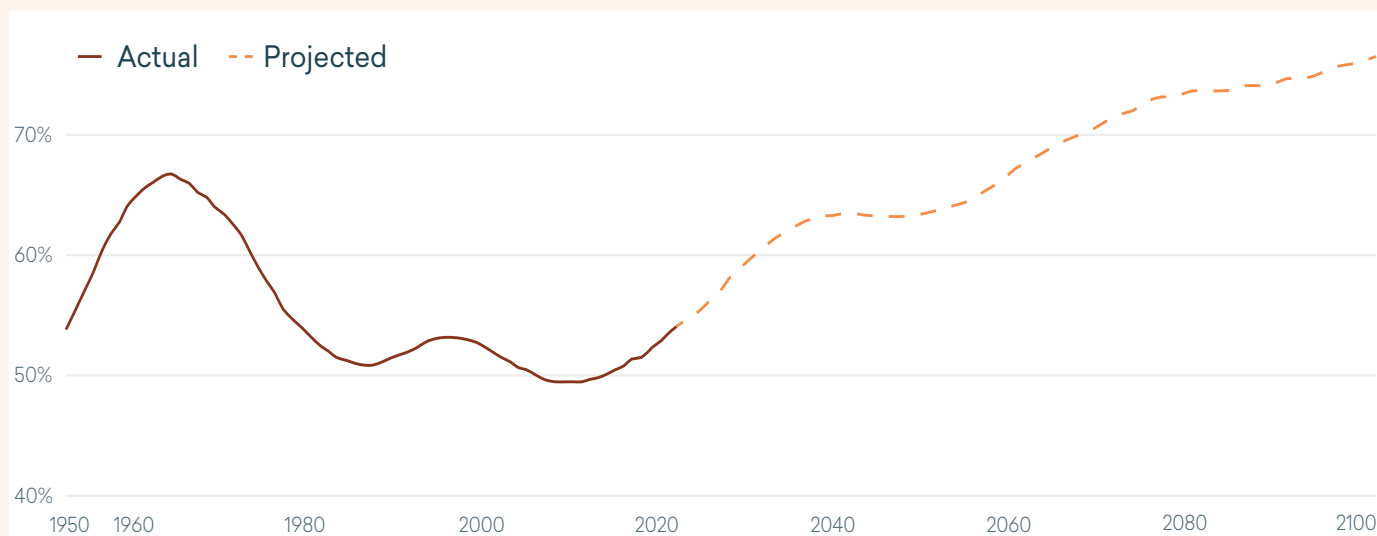
As [NBER describes it](#): “The more workers there are ... the more income the nation is likely to generate.” The reverse is true as well: the smaller the percentage of workers, the smaller the per-capita output of the nation will be.

The relationship between population growth and the economy isn't entirely straightforward and obvious, however. Short-term effects tend to obscure the long-term consequences.

For example, soaring population growth does not automatically equal economic prosperity. In fact, extreme population growth can understandably cause growing pains—such as the economic burden (especially in the short term) as parents labor to provide for large families, often on a single income as somebody must be present to care for young children. Prosperity arises not simply from population growth but from [a combination of people and opportunity](#).

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### Age dependency ratio projection



Source: United Nations - Population Division (2019 Revision)



Similarly complicating the issue is the fact that low fertility does contribute to short-term gains in economic output. These gains come largely from changes in the age dependency ratio—the percentage of non-working-age people (children under 15 and adults over 64) in the population who are dependent for support on those of working age. With fewer dependent children to care for, the age dependency ratio drops for a time, allowing working age adults to enter the job market in large numbers. The boomers were a case in point. Because of their smaller families, millions of young adults joined the workforce and caused innovation, living standards, and per-capita GDP to surge.

But this period of rapid, boomer-driven growth is now drawing to a close. And it was built, demographically speaking, on borrowed capital from their economic future—a future which is now our economic present. The age-dependency ratio was not eradicated by having fewer children. It was simply postponed. As boomers age out of the workforce, leaving fewer young people of working age to replace them and support them financially, that dependency ratio is returning to collect what was borrowed... with interest.

But these caveats aside, it's impossible to weigh or enumerate the myriad of harsh consequences of the coming sansdem. Fewer people means fewer new ideas. Fewer students. Fewer people in research and innovation. Fewer skills in the job market. Fewer employees. Fewer products and fewer goods. Fewer opportunities for growth. As a result, Stanford economics professor [Charles Jones argues](#) in a 2020 report, the standard of living will stagnate or decline.

[Lyman Stone describes the situation in stark terms:](#)

**Even a modest decline in fertility results in literally tens of millions of fewer people ... meaning a seismic impact on how many cities can expect to forecast growth, the distribution of political power, and the rate of GDP growth.**

To give an industry-specific example, the US could lose as much as [\\$162 billion in revenue](#) annually unless it finds more high-tech workers. For another example, the healthcare sector will dramatically downsize within the next few decades as boomers gradually die out. Healthcare, after skyrocketing to meet age-related needs, will diminish to meet the declining needs of a declining population.

Europe and Japan, as we already discussed above, can serve as an illustration of what can happen to schools, universities, businesses, social programs, GDPs, and the people themselves, after decades of low fertility. If our own population growth trends and falling fertility continue to follow the same pattern, we can expect similar crises to result.

# CH 5.



## WORKFORCE FUTURE

# Can we Find an Oasis in the Demographic Drought?

## TAKEAWAYS

» Immigration isn't a long-term solution to the US demographic problem, because almost every other country is facing a similar trajectory.

» Even in the highly unlikely scenario where we instantly raised our birth rates, the benefits wouldn't take full effect for decades.

» Capital investments and automation may mitigate but cannot avert the crisis. Technology cannot fully replace human beings.

» Broader recruitment strategies, targeted skills training, and higher retention can keep the talent pool from drying up prematurely.

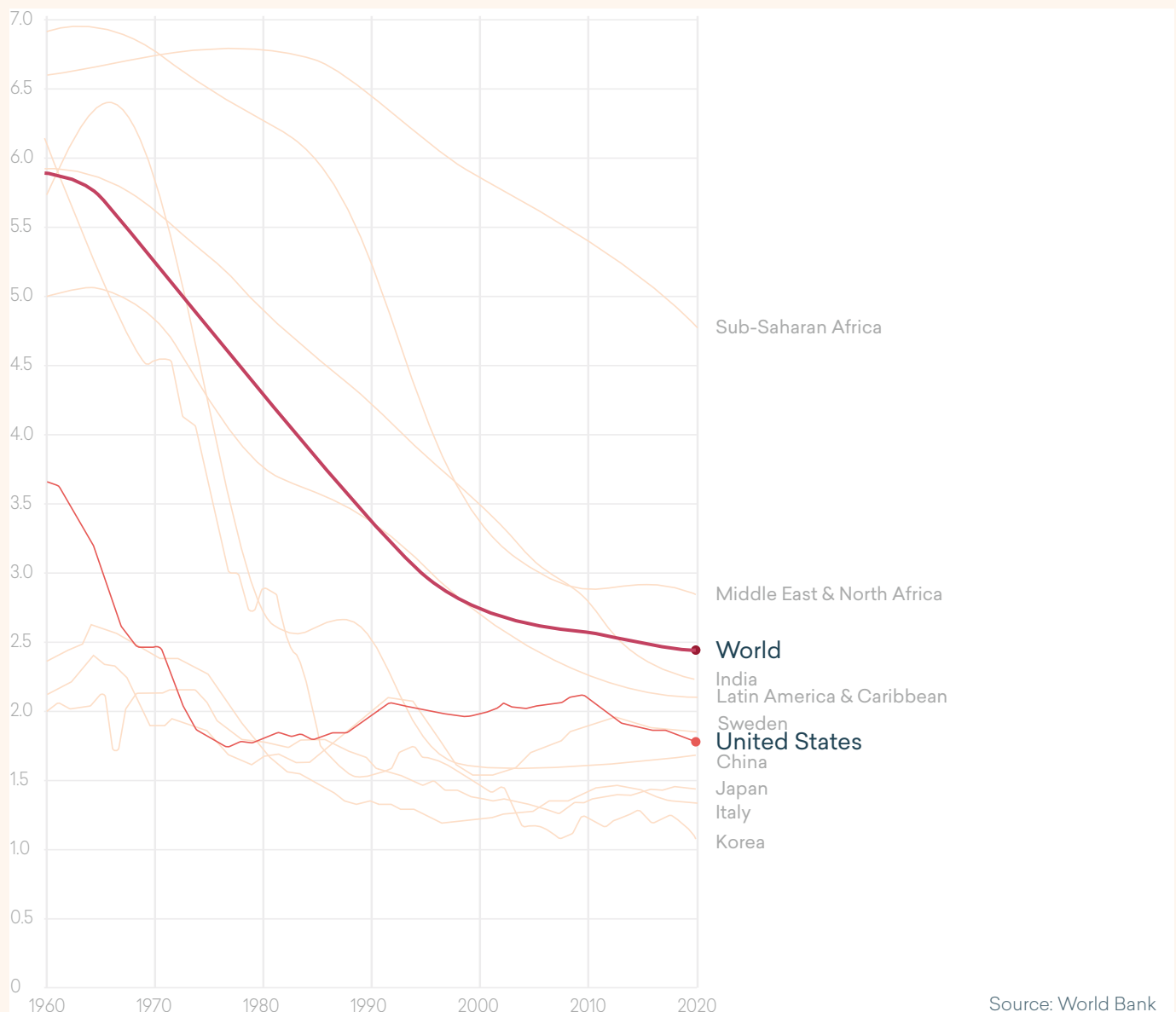
The point of this publication is primarily to raise awareness, not to provide a silver bullet, for there is none. Nevertheless, there are a few stopgaps we can employ to work with the challenge, even if we cannot immediately eradicate it.

## Immigration will not fix the problem

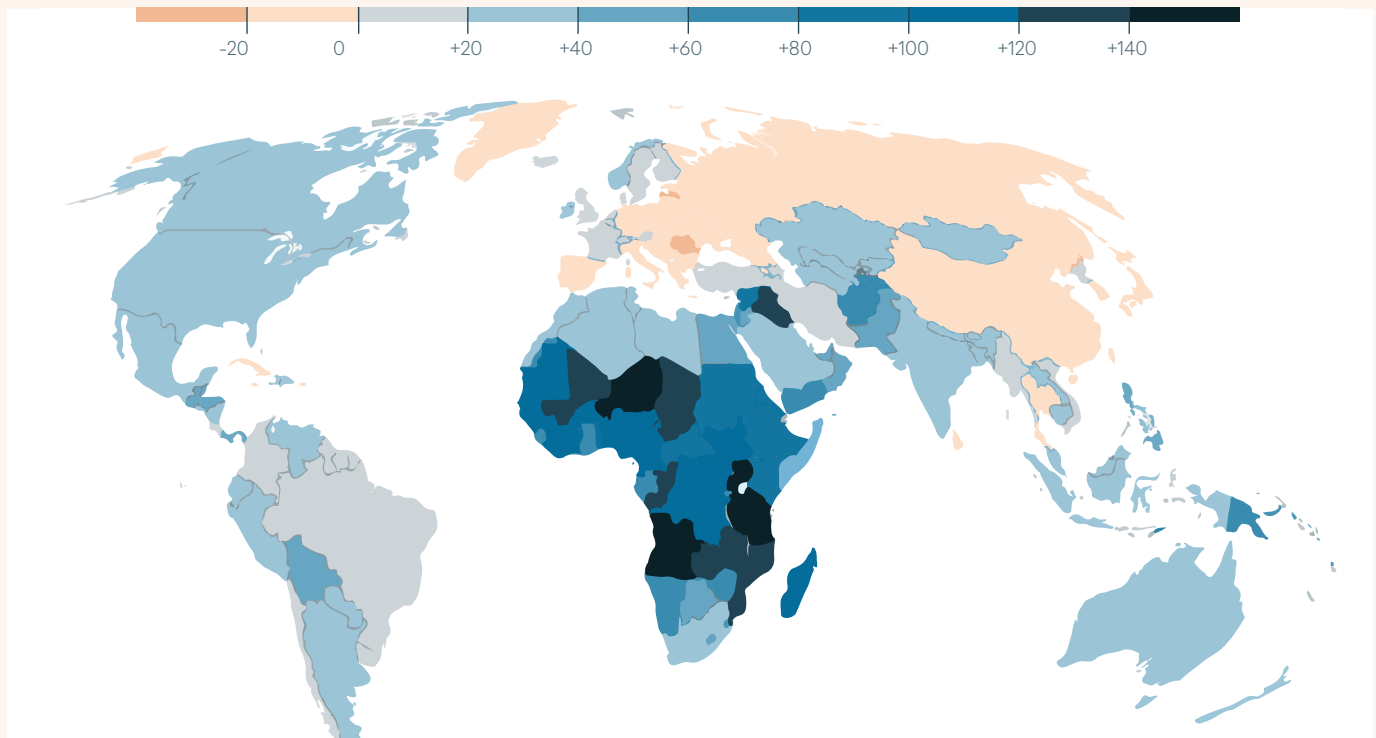
First, let's consider one apparent solution that isn't: immigration.

Now, immigration can temporarily slow the decline in population. In fact, immigration has certainly helped offset much of the fertility deficit in the US, especially in high-immigration regions like the southwest. In the coming decades close to [90% of US population growth](#) is expected to come by way of immigration; without it, the US population would begin to shrink within about 15 years.

Since 1960, fertility rates have declined not just in the US but around the world.



## Projected percent change in population, 2017–2050



But the immigration solution is temporary at best. Immigration will not solve America's long-term population woes due to the fact that many of the countries that supply America's immigrants are themselves teetering on the edge of the same people problem. Mexico, which accounts for nearly 25% of all immigrants in the US, has a fertility rate that has fallen steadily for 50 years. It is [now at just 2.12](#), barely above replacement rate. Immigration from Sub-Saharan Africa, South Asia, and parts of the Middle East, which currently have TFRs above 2.1, could ostensibly temporarily help offset shrinkage in the US, yet even in these regions, fertility rates are in decline.

Indeed, fertility rates are dropping around the world. During the baby boom of 1946–1964, fertility rates hit historic highs. Beginning in the mid-1960s, however, global fertility went into a freefall. By 2017, global FTR had dropped to less than half what it was in 1960: [2.4 and falling](#).

By the mid-1970s, fertility rates in much of the developed world dropped below that magic 2.1 replacement number. In fact, several of these

nations, including Japan, Spain, Italy, and most of central and eastern Europe, have already stopped growing. Over the next 30 years, dozens more are [projected to shrink](#)—some by over 20%.

A [2020 study](#) in *The Lancet* made international headlines with its projections that the world's human population will likely peak in 2064 and then gradually lose nearly 2 billion people by 2100 as the global TFR shrinks to a mere 1.66. 2064 is just 43 years off—not exactly the distant future—but a new report from [Bloomberg](#) cites economist James Pomeroy, who believes the COVID baby bust could halt global population growth a full decade sooner than that.

Meanwhile, as developing nations do just that—develop their economies and create new opportunities at home—their citizens will be more likely to stay put. The top three countries that account for immigrants into the US—Mexico, China, and India—are facing massive talent shortages of their own.

65% of Mexico's large companies [reported talent shortages](#) in 2018, while 63% of India's companies

also face [major talent shortages](#), and [China is struggling to fill roles](#), particularly for skilled labor. The high-demand roles that the US needs to fill are also in high demand around the world, meaning the competition for international talent may slow immigration. Low-fertility countries like the US should expect immigration from those countries to decline over the coming decades.

So it would be inadvisable for the US to rely on immigration to solve the coming pandemic.

## Have more babies?

The obvious solution, it seems, would be to have more children. This indeed would have been the solution 20-40 years ago. But today this would require a solid two decades before the first of these new baby boomers would enter the labor force in the way the US so urgently needs.

Consider the attempts of other countries to encourage having more children. [Global efforts at raising fertility rates](#), when they have had any measurable effect at all, have met with only minor success. Countries such as Russia, Singapore, and Italy have tried offering cash to families who have more children, but these initiatives have done little to up the birth rate. And consider this: the US, too, provides incentives in the form of per-child tax credits, yet we've already seen that fertility rates continue to slide.

The countries that have seen a somewhat higher degree of success at raising birth rates are those like Sweden and France that introduced [a much more comprehensive package of incentives](#). These include extensive paid parental leave, childcare subsidies, reduced work hours, tax breaks, and so on. These incentives, however, carry their own economic burden, and even in these cases, the increase in fertility has been moderate at best. [Nor is it clear](#) whether these short-term increases represent a real increase in the total completed fertility or simply allowed people to have the same number of children a bit earlier in life. In spite of its massive package of parental incentives, [Sweden's fertility](#) rose from 1.7 to

a peak of just 1.9 in 2010 and has [dropped every year since](#), returning to 1.7 last year. [Not a single European country](#) has succeeded in raising its fertility rate above the 2.1 replacement level.

If Americans are to be inspired to have more children, it seems the fundamental motivation must come from sources beyond public incentives and accommodations. We've already seen the long list of possible reasons that the fertility rate has fallen. The potential reasons for raising it will likely be just as varied.

But best case scenario, let's assume that Americans are indeed spurred on to have more children starting, well, immediately, in 2021. What can we do over the next two decades as we wait for these new people to join the labor market? Is there anything we can do? The answer is yes. We must look for ways to adapt.

## Technological innovation won't save us

Mitigating the worst effects of our falling fertility rates is going to require a lot of creative thinking. To a limited extent, innovation and technology can help fill some of the gaps left by a shrinking workforce. Automation and new technologies have already helped reduce the human workload in sectors like manufacturing, and may eventually play a key role in other sectors as well. As Adam Hayes at Investopedia [reports](#):

*"It is clear that to sustain economic growth, either the birth rate needs to increase by a large amount or productivity needs to keep increasing. To grow productivity, workers need to work harder, or technology must advance, allowing each worker to contribute more economic output without sacrificing the quality of life."*

Innovation and technology can help fill some of the gaps left by a shrinking workforce, but to what extent is a matter of ongoing debate. The claim that [AI and tech](#) will [replace humans](#) in the workplace has raised concerns about the future of the job market. But historic patterns and current shortages indicate that AI will, at very least, be a poor replacement for

human talent in the near term.

Previous technological innovations have tended to create a net [reallocation](#) in jobs over time—from stable hands to auto mechanics, for example—rather than a net loss of jobs. Technology has tended to [create more jobs for humans](#), not fewer. As computers increase, so do the development, tech support, and assembly jobs that make them possible. With increasing automation, many jobs actually become more sophisticated and require more investment in workers, as we can see with the demand for [advanced manufacturing](#).

It's true that automation and new technologies have already helped reduce the human workload in specific sectors like manufacturing, and may eventually play a key role in other sectors as well. But for an AI takeover to even remain a possibility, technological innovation must continue apace (or accelerate), and for that we need more humans developing these technologies. The real challenge that every sector of the market is feeling is not a shortage of robots but of [human workers](#). Yet humans, especially those with the necessary skills, will be increasingly hard to find in the plenteous numbers we need to fill those high-tech roles.

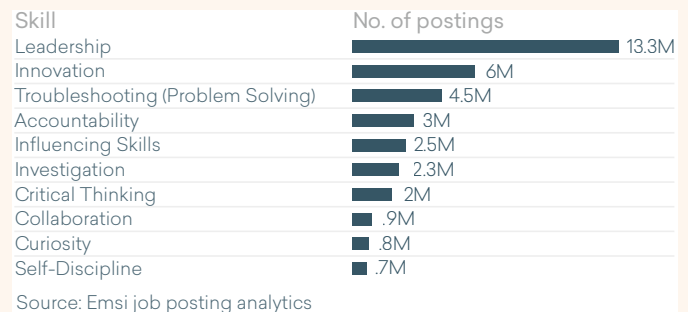
Companies trying to invest in AI development already face [significant worker and skill shortages](#). As for robotic automation, analysis of [market share](#) for robotic automation has shown that the industries already most invested in it (automotive, electronics, and metal) are still the ones driving the market while collaborative robots are not meeting the standards needed for market penetration.

The good news and the bad news is that no matter how advanced technology becomes, it will never be able to fully replace humans. This may come as a relief since it means robots are probably not coming to steal your job. But it should also serve as a warning that technology will only be able to do so much to make up for the shortage of actual people.

Human beings have high-demand skills such as leadership, problem-solving, and collaboration that no computer yet can successfully replicate. These

continue to rank incredibly high in job postings [across the labor market](#).

### Top human skills requested in top job postings



Ours remains a human capital economy. People, not robots, still drive business and create prosperity. Technology alone cannot compensate for a loss of human creativity and ingenuity. For at least the foreseeable future, AI will mostly likely [work alongside](#) human talent, rather than replace it.

## Recruit beyond traditional demographics

Colleges and universities are increasingly aware of the need to reach non-traditional students. As the number of college-bound high school graduates declines, programs geared toward adult learning and non-degree training could further boost enrollment. Higher ed should also continue to expand recruitment to areas and communities that are underrepresented in the college classroom.

Talent acquisition may need to take a similar approach. We've seen that the active prime-age workforce is shrinking, so HR directors will need to seek out additional people who have sometimes been overlooked as candidates to fill job openings. This includes people nearing retirement age.

Greater longevity and better health outcomes are starting to redefine what we mean by "working-age" adults. Older employees [can be an advantage to businesses](#) in a variety of ways, and for many, their work expertise is still peaking at age 65 and beyond. Mature adults can continue to bring experience, insight, and value to a company in ways that young

talent can't easily replace. Cultivating, reskilling, and retaining older workers can help businesses prevent and fill many of the talent gaps that are facing other companies.

Companies will also need to adjust to the [changing expectations](#) of their both older talent and new recruits. Higher pay and promotions may not be the incentives that attract new talent or drive retention among these demographics. Instead, incentives like flexible or reduced hours, mobility, and recognition may be what draws new people and keeps good employees happy. Rather than relying on what worked in the past, find out what motivates people in the present, and adapt.

## Reskilling, upskilling, and alignment

Focusing on skills is more critical than ever. As job openings sit unfilled for months, and as qualified candidates are harder to find, higher ed and HR will have to work together to create the talent that businesses need. Companies can't assume they'll be able to find the right talent. Instead, they must build that talent base for themselves. By working with higher ed to build programs that meet the needs of the job market, offering upskilling or reskilling opportunities to current employees, and providing on-the-job training for new recruits, businesses can close or at least narrow their talent gaps.

On the flip side, colleges and universities should be proactive about understanding the needs of employers and developing responsive programs to help. Ideally, these programs will be developed in collaboration with industry partners who can also provide real-world work opportunities for students.

## Retain students and employees

Colleges and universities must focus on retention, not just enrollment. Part of this will involve recognizing the kinds of students the college serves, and considering the obstacles they may face in continuing their education. For example, as of 2012, [1 out of every 5 women](#) in college was a single mom.

In 2020, when their kids were sent home, those moms had to trade the college classroom for the homeschool classroom.

Helping these students with adult responsibilities complete their education, despite the challenges, can allow postsecondary educators to boost retention. Creativity will be key. Retention may require more flexible schedules and self-paced courses, deferred payment plans, mentorship programs, child care assistance, or improved social opportunities for students on the margins of college life.

Just as the demands of the current workforce have changed, the needs of the current college student have changed over time. Today, nearly [three-quarters of college students](#) could be described as nontraditional. Attracting and keeping nontraditional students will require nontraditional strategies.

Similarly, businesses must focus on retaining current employees, not just hiring. As Japan has discovered, weathering a talent drought requires businesses to obsess about retaining especially their older employees. As people live longer and jobs in the developed world require less physical exertion, older adults could work well past the current retirement age. In many cases, they must. To keep their aging economy from collapse, the Labor Force Participation rate in Japan for people over age 65 has [risen to 25%](#).

In the years ahead, the US will need to move toward similar integration of older workers. Remember how the population pyramid has been squeezed into a population balloon? In less than 15 years, the number of adults aged 65+ is projected to surpass the number of children under 18 in the US. This presents challenges for HR and recruitment—especially at a time when health concerns have driven older workers into early retirement.

Certain painful consequences from the current demographic shift are unavoidable. Colleges and businesses may close for lack of people. The economy may shrink and living standards decline. But those who study the data and plan creatively can fare better in the coming years.



## CONCLUSION

# Value people more

A talent deficit of over [6 million Americans](#) within the next seven years threatens not just colleges and companies but our common way of life. Losing people means losing many of the goods and services and standards of living we have grown to expect. If we want classrooms full, jobs filled, packages delivered, hospitals staffed, and help available when we call, we need people.

People are a resource we can no longer afford to take for granted. As one generation ages, as the next generation opts out of the labor force, and as the coming generations shrink, we need to do the best we can to keep the people we have. Retain, retain, retain. Keep your people, keep your students.

So this is the lesson for colleges, employers, and families everywhere: Every student you enroll, every person you hire, every child born is so much more important than you have ever imagined.

And for the millions of dislocated and job-hunting Americans, there is good news! Times of talent shortages also mean times of opportunity. The labor market needs you. Employers need you. It is a workers' market.

In a human capital economy, people are the key ingredient—a truth that will become only more apparent during the coming pandemic. Every student, every employee, every potential employee is valuable.



# Glossary

## Birth rate

The number of live births per thousand of population per year.

## Fertility rate

The number live births per 1000 women of childbearing age in a given year.

## Labor force

The population that is employed or actively seeking employment and available to work.

## Labor force participation rate

The percentage of a given population that is employed or actively seeking employment and available to work.

## Population decline

A net decrease in population due to decreased fertility, increased mortality, or emigration

## Population growth

A net increase in population due to increased fertility, decreased mortality, or immigration.

## Population growth rate

The change in population, positive or negative, expressed as a percentage of the original population.

## Prime age working population

The population between 25 and 54.

## Replacement rate

The number of live births per woman over the course of her childbearing required to replace a given population.

## Total fertility rate

For a given year, the number of children a woman would have in her lifetime assuming the fertility rates at each age for the year in question continue unchanged.

## Working age population

The population between 15 and 64.



June 30, 2021

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

Re: Public Comment re System Redesign

Dear Chancellor Greenstein:

I write on behalf of the Shippensburg University Foundation, Inc. one of the independent, non-profit entities providing a private vehicle to solicit and manage private donations in support of the 14 Pennsylvania State System of Higher Education (PASSHE) universities, to provide input on the System Redesign Proposal that was circulated by the Chancellor in April 2021.

Initially, we note our disappointment that, despite the clear legislative mandate in Act 50 that any proposal shall include an analysis of the impacts on affiliated entities, and reports to the legislature on concerns relating to the implementation of the plan on affiliated organizations, neither the University Leadership Team, nor the System Leadership Team, nor the sixteen working groups or 135 subgroups sought any meaningful input from any of the University Foundations.

Most of the University Foundations, including the Shippensburg Foundation, predate the creation of PASSHE, and like the Shippensburg Foundation, were formed by alumni, faculty, and donors to the specific university. All of the Foundations were formed for the purpose of generating private financial support for the associated University, and in the decades of their work, each of them has developed substantial endowments and assets that are critical to student recruitment and retention, and alumni support. Over the years, the Foundations have evolved, and many, including the Shippensburg Foundation, are now staffed with highly trained, professional fundraisers, investment managers, and other professionals that are uniquely positioned to maximize the private financial support for the universities. Moreover, the boards of directors of each of the Foundations are comprised of some of the most substantial donors and dedicated alumni and friends of each university. Like all private non-profit corporations, the University Foundations each have their own bylaws and articles of incorporation, and no two are identical in structure, management, or activities. Indeed, just as each PASSHE University is a unique environment providing a unique educational experience in a unique area of the Commonwealth, which creates pride in students and creates a lifelong connection for alumni, those unique experiences are collectively preserved in the Foundations, which have decades of experience and

institutional knowledge that are invaluable to that continuing engagement, retention, and recruitment. These experiences, and the decades of continuous investment and involvement in the University communities (both geographic and affinity) help the Shippensburg Foundation – and each of the University Foundations – attract charitable contributions in support of their university's priorities, such as scholarships, faculty research, and institutional priorities. The continued success of the University Foundations, and therefore the success in keeping a PASSHE education affordable for students, is contingent upon securing donations from the private sector, particularly considering the declining rate of public funding for these institutions.

It was stated during last year's legislative debate on the System Redesign legislation that the legislation would not impact the University Foundations because the University Foundations were not part of Act 188 of 1982, which created PASSHE. Even during the February 2021 Act 50 quarterly hearings before the Senate and the House of Representatives, PASSHE Chancellor Greenstein continued this position by stating in both legislative chambers that, "...the affiliates are separate entities, organized and managed separately; through Act 50 and even without Act 50 the Board has absolutely no control over them, so they continue as affiliated entities managing their own government structure, operation, et cetera. So, no impact in that regard..."

These statements, although superficially correct, misstate and understate the importance of the Foundations to the success of the System, and suggest a fundamental misunderstanding of the Foundations' roles and contributions, and the dramatic impact that exclusion of the Foundations from the system redesign analysis will have on future private financial support and alumni engagement.

Initially, although it is technically correct to state that the Foundations are independent of the Universities from a legal perspective – that is, they are private, nonprofit corporations with independent boards of directors – it is undeniably untrue to suggest that neither the Board of Governors nor the Councils of Trustees have “absolutely no control.” Each of the Foundations, including Shippensburg Foundation, for the entirety of their existence, have been partners with the universities to engage in fundraising – often to receive funds that the Universities could not accept directly, or to expend funds on causes for which the Universities were prohibited from expending public funds – and to engage the local community, the alumni, parents, and friends of the University in a way that the Universities were ill-equipped or restricted from doing, and to do so using resources that only the universities can provide – such as intellectual property, enrollment information, alumni information, and other resources. This partnership resulted in a unique and highly successful history of fundraising and engagement that cannot be ignored, and that cannot function without cooperation and collaboration.

Moreover, the Legislature has created requirements for the universities to continue in this partnership. The Higher Education Modernization Act ("HEMA"), Act 104 of 2012, 24 P.S. § 2511.101 et seq., expressly authorizes University Foundations to be "affiliated entities" of the State System Universities, governs the relationship between these affiliated entities and the universities in certain respects, vests in the Board of Governors the authority to regulate relationships between the universities and the affiliated Foundations, and provides for joint fundraising of private funds titled to the affiliated entity. The interrelationship between Act 50, the Higher Education Modernization Act, internal PASSHE policy, and how the closing of a

major field of study, or the elimination of faculty impacts the ability to raise private donations cannot be overstated. The Foundations manage, preserve, and grow thousands of endowments worth millions of dollars that often are tied to the campus, a program, a department, a facility, or a field of study. The Foundations preserve legacies of class gifts, faculty chairs, and affinity programs such as veterans' lounges and diversity initiatives. All of these are created – and funded – by the work of the Foundations' staffs with the donors, friends, and community that are interested in and affected by each endowment. All these things are put at risk when changes are made without consulting with the entities that ensure the continued vitality of the program or endowment. How is it possible to conclude that the “best interests” of the universities and their stakeholders are being considered when there is *no input* from the Foundations that have dedicated decades of professional, specialized service to these efforts?

The Proposed Integration Plan identifies fundraising and advancement functions as one of the eight (8) Key Functional Areas of the proposed integrations. Shippensburg Foundation, like most of the Foundations, is staffed by dedicated professionals, with years of experience and training in the areas of higher education fundraising and stewardship, and all of whom have vast experience in the unique system of the PASSHE schools. Our collective experience and expertise in soliciting, managing, growing, and preserving these endowments is without equal anywhere in the country, as no other public higher educational system in the world has the same structure – or limitations – as the PASSHE system. Indeed, the success of the Foundations cannot be understated – despite declining enrollment and infighting among PASSHE constituencies, despite economic turmoil, the Shippensburg Foundation and all of the other University Foundations have continued their missions, continued to develop sources of private financial support, and continued to develop and provide scholarship and other financial aid to students at the Universities at historically high rates. Despite this record of success, and despite this record of support, and despite the undeniable value that the Foundations bring to the System, the Foundations have been excluded from participation in the integration process. The plan offers no path, or even contemplated path, for the incorporation of more than 40 years of fundraising and advancement success by the Foundations. This exclusion is reflected in the Chancellor's statements that PASSHE has “no control” over the Foundations, but it belies the fact that the Foundations are an integral part of the university community and are essential to maintaining the relationships that generate most of the private financial support for the universities. The Foundations are responsible for managing millions of dollars of scholarships, endowments, and other private financial support for the Universities; universities may participate in joint fundraising only with affiliated entities; affiliated entities must be organized for the “sole purpose” of supporting an institution and must be annually certified by councils of trustees and have memoranda of understanding approved by PASSHE; yet PASSHE is proposing to dissolve four institutions, and is contemplating future “integrations”, and the System has not even consulted the Foundations on how that will affect their ability to support the universities or the “branch campuses” that will be created by this plan.

Due to the existing state law and internal PASSHE policies previously mentioned, the affiliated entities are not free from the influence of the Chancellor or the Board of Governors, and the generic comments from the Chancellor do not change the law. The Foundations continue to exist in a unique, narrow field – constrained on one hand by the laws governing charities and constrained on the other by the laws regulating the PASSHE affiliated entities, and exclusion

from this process paralyzes them and their ability to continue to raise private financial support for the universities, their students, programs, and faculty. The continuation of policies that are designed to exert substantial control and influence over the Foundations, while simultaneously excluding the Foundations from discussions regarding the sustainability and advancement of the institutions they support is untenable. To not include the University Foundations, a partner that generates tens of millions of dollars annually, in the systemwide strategic planning is a missed opportunity to leverage strengths in support of the entire system and foregoes opportunities for collaboration that will result in *greater* financial support at *lower cost*. The Foundations open doors to financial support that might not otherwise be available to the universities, solely by reason of the fact that they are private, nonprofit corporations *and not governmental entities*. This must be enhanced through formal policy statements and changes to ensure that the Foundations are part of the fabric of the System, and can provide their resources and expertise at this critical time in the System's history. The Board of Governors should articulate a formal policy that integration will not impact the independence, governance, or control of affiliated entities or the assets managed by them. The Board of Governors should articulate a formal policy that shared services models adopted by the System or integrated universities shall not apply to affiliated entities. Although the proposed integration plan may "identify collaborations and shared services opportunities" with the Foundations and alumni associations, it is vital to the continued effectiveness of the Foundations that the Foundations truly be independent in their evaluation of best practices and business judgment regarding any such opportunities that may be identified. Additionally, the Board of Governors should support legislative changes to adapt the definition of "affiliated entity" to reflect the changing composition of the System, and to enhance the ability of the Foundations to provide the private, external financial support that the System needs to thrive.

The Foundations believe that there are benefits of exploring ways to increase efficiencies, reduce costs, and incorporate industry best practices. We believe that the System Redesign initiative will address many of the changing postsecondary education marketplace challenges and position the entire state system for future success. However, these proposed actions have a broad-reaching impact. Many of those impacts may not be immediately known, including how these changes impact that ability to utilize current private donations and attract private contributions in the future. We implore the System to invite representatives from the university Foundations to be part of the SLT and ULTs, and to have a dedicated working group consisting of Foundation representatives to provide input and guidance on the integration process and the development of a pathway to success.

Sincerely,



Joel R. Zullinger, Chair  
Board of Directors  
Shippensburg University Foundation