

# Community College *of* Philadelphia

---

## STUDENT OUTCOMES COMMITTEE OF THE BOARD OF TRUSTEES

Thursday, September 7, 2017

1:30 p.m.

Conference Room M2-34

### **AGENDA**

- (1) 1:30 p.m. Executive Session
- (2) Public Session
  - (a) Approval of the Minutes of June 1, 2017 (A)
  - (b) Photographic Imaging Program Audit Follow Up Decision (A)
    - To what extent does the Committee agree that the Program has made sufficient progress in meeting recommendations?
    - What is the Committee's action recommendation to the full Board?
  - (c) Office of Strategic Initiative and Chief of Staff Report (I)
    - How will the division work for 2017-2018 support the new Strategic Plan?
    - How will the division work build on the accomplishments for 2016-2017?
  - (d) Pennsylvania State System of Higher Education Strategic System Review (D)
    - What are the implications of the findings and recommendations for community colleges?
    - Are there any actions the College should consider regarding the findings and recommendations?
  - (e) New Business

#### **Attachments:**

Minutes of June 1, 2017

Program Audit Follow-Up Report: Photographic Imaging Curriculum

Office of Strategic Initiative and Chief of Staff Report

Pennsylvania State System of Higher Education Strategic System Review

**STUDENT OUTCOMES COMMITTEE OF THE  
BOARD OF TRUSTEES**

**MINUTES**

**Thursday, June 1, 2017**

**1:30 p.m.**

**Conference Room M2-34**

**Presiding:** Dr. Rényi

**Present:** Mr. Armbrister, Ms. de Fries, Ms. Fulmore-Townsend (via phone), Dr. Gay, Dr. Generals, Dr. Hirsch, Ms. McPherson, Dr. Roberts

**Guests:** Mr. Acosta-Morales, Ms. Dunston, Mr. Spielberg, Dr. Sweet

**(1) Executive Session**

There were no agenda items for the Executive Session.

**(2) Public Session**

**(a) Approval of the Minutes of May 4, 2017**

The minutes were accepted unanimously.

**(b) Academic Program Review: Liberal Arts A.A. Degree**

Ms. Dunston addressed the findings from the Liberal Arts A.A. academic program review. One finding related to retention. Currently 40% of Liberal Arts students leave with fewer than 12 credits or a GPA lower than 2.0. To address this, the program will decide on a measure to track students and learn why they move into and out of the program. The program is undergoing change. There are currently about 2,500 students, down 40% from five years ago. The enrollment drop is partly due to new program availability, such as English and Psychology. Students entering those new programs formerly would have enrolled in Liberal Arts. Additionally, the College's enrollment has declined in general. The program will evaluate examining the effect on enrollment and retention of the new First Year Experience (FYE) course. In FYE 101 students articulate their goals and create an educational plan, activities designed to improve retention.

Two other findings concerned increasing faculty engagement and improving assessment. The program's curriculum revisions have already stimulated changes in its assessments. The program will present a full cycle of assessment, including looking at faculty engagement, technology, and new course requirements.

Mr. Acosta-Morales, the Department Head of History, Philosophy, and Religious Studies, which houses the Liberal Arts program, described how the program is already addressing the findings, especially as a result of increased faculty engagement leads to more thorough and effective assessment. Mr. Acosta-Morales reported that the faculty are looking forward to the data from the new FYE course. In general, the Guided Pathways work should improve retention. Proactive advisement of students, taking the FYE course within the first 12 credits, and helping students determine their academic goals earlier (in the FYE course) should significantly improve retention. The program recently refined the courses that are recommended. This not only provides guidance to students, but also enables them to see connections between courses and how the recommended courses help them progress.

Mr. Armbrister asked about the broad array of concentrations on the curriculum map. Mr. Acosta-Morales explained that Liberal Arts is a general major, which should allow students to have experiences with courses that fit an array of different interests. Advisors guide student choices. Dr. Rényi commented that this major stems from General Studies and asked if all courses would be accepted as liberal arts requirements upon transfer. Mr. Acosta-Morales could not say that all courses are accepted at every institution as having fulfilled liberal education requirements. Dr. Generals added that schools will probably accept the credits and that the role the credits fill might vary; PASSCHE schools generally do accept them for liberal education requirements. An attempt was made to structure the program so that if students complete the degree, they should fulfill the general education distribution at a transfer institution. Ms. Dunston explained that the requirements of the top transfer institutions were reviewed and they did vary. Dr. Rényi noted the importance of advising to help students determine early to which institution they will transfer; Dr. Generals attested to the advisors' ability to do so. Dr. Sweet explained that a student learning outcome of the FYE course is for students to complete academic and career plans; they therefore consider transfer institutions and course sequencing as part of this. As a consequence, some students might find a more specific major to meet their goals. Dr. Hirsch described how within the blocks in the curriculum, students do have some flexibility with courses so they can take into account transfer requirements. Mr. Acosta-Morales said this was part of the ongoing curriculum revision process. .

Dr. Sweet commented that only since last summer has the program resided in the History, Philosophy, and Religious Studies department and that Mr. Acosta-Morales' input has been beneficial to the program.

**Action: The Student Outcomes Committee unanimously recommends that the Board of Trustees accept the program review with approval for five years. The program should submit a follow-up report to the Committee within one year to address the evaluation of the FYE course and its effect on retention, the developmental education map, and retention outcomes.**

### **(c) Program Audit Follow up Report – Photographic Imaging**

At the Student Outcomes Committee meeting in September 2016, the Committee requested that the Photographic Imaging A.A.S. program submit an update report to provide more data regarding student outcomes. Dr. Sweet described how the program has initiated many new activities to increase enrollment, such as streamlining the curriculum (from 63 to 60 credits), adding new courses, and renewing focus on enrolling students in the proficiency certificate program. As a result, 35 students have signed up for the Digital Imaging PC program. There were six graduates from the Photographic Imaging program in 2016, with 5 in 2017; and fewer in the Digital Imaging PC program.

The program has made enhancements to the student experience. Faculty have been doing as much as they can to increase the program's profile and encourage students to seek out this option. Mr. Spielberg explained how the College has had photography courses since it was founded. The program focuses on commercial photography, with the goal of preparing students for a career. Since video is part of photography training, both photography and video are taught in the program. If students are especially proficient in video, they are encouraged to explore the Digital Video Production program. Faculty also encourage students who would not be able to make a living as photographers to find a different program in which they can be successful. These discussions typically occur in lower-level courses, which results in a high attrition rate from these lower-level classes.

Dr. Rényi commented that the internship with the *Inquirer* is fabulous. Mr. Spielberg said that the *Inquirer* and local TV stations used to only take a Community College of Philadelphia student every 3-4 years, but now internship positions regularly go to our students. Dr. Rényi noted that the committee is very impressed with what the program has accomplished.

**Action: The Student Outcomes Committee agreed to defer action of the Program until the September Committee meeting at which time Drs. General and Hirsch will provide more information.**

### **(d) New Business**

There were no new business topics to discuss

### **Next Meeting**

The next meeting of the Student Outcomes Committee of the Board is scheduled for September 7, 2017 at 1:30 p.m. in Conference Room M2-34.

**Attachments:**

Minutes of May 4, 2017

Academic Program Review: Liberal Arts A.A. Degree

Program Audit Follow-Up Report: Photographic Imaging Curriculum

Liberal Arts Curriculum Map

Academic Pathways

**Photographic Imaging Program, AAS  
Audit Update  
June 1, 2017**

**Student Outcomes:**

1. Enrollment averaged 54 majors for 2016-2017.
2. Graduates: 5 Photographic Imaging AAS and 4 Digital Imaging PC.
3. Course assessment shows increased student success at final portfolio presentation for PHOT 299. Faculty have raised the benchmark from 70% to 75%.

Enrollment	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
Photographic Imaging	75	76	78	68	83	78	69	66	52	58	50
Digital Imaging			1	1	1	2	2	2	2	1	1

Graduation	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Photographic Imaging	6	3	6	5	4	3	4	3	6	5
Digital Imaging					1	6	29	5	13	4

Program Name	F15 New Students	Returning Students	All Students	F16 New Students	Returning Students	All Students
Photographic Imaging	18	34	52	16	34	50
Digital Image Prof. Cert	0	1	1	0	1	1

**Program Enhancements to Improve Retention, Progression, and Graduation**

1. Revised Photographic Imaging curriculum:
  - Lowered required credits from 63 to 60 credits;
  - Aligned with Guided Pathways for electives;
  - Eliminated some pre-requisites to increase retention;
  - Created 2 new courses, PHOT 105 Intro Digital Photo and PHOT 113 Digital Technology, Art, and Culture for Fall 17.

2. Increased recruitment through Veterans Resource Center by having PHOT211 students create a public service promo video for the center.
3. Increased number of students in Photo Imaging Proficiency Certificate through persistent promotion in classrooms to 35 (2017).
4. Increased the number of students receiving sponsored Academic Awards from 6 (2016) to 12 (2017).
5. In discussion with University of the Arts and Temple to develop transfer agreements.
6. Created internship program within PHOT 217 Digital Photojournalism, and with the cooperation of Advisory Board members. Students are mentored by photographers at The Philadelphia Inquirer. Four graduates have been invited to join the staff call list.
7. Student response to department questionnaire shows high degree of satisfaction with course content and expected skills. Area of concern: offering more sections in different time slots to accommodate student work schedules.

### **Enhancing the Student Experience**

- Annual Photo Student Show in the Rotunda in March.
- Student Photo Print Sale in Bonnell Lobby set for December.
- Off campus Photo Friday monthly group shoot.
- Presentations by professional photographers, filmmakers and equipment vendors.
- Professionals provide student mock job interviews at final Advisory Board meeting.
- PHOT 211 requires group community service through photo and video services.
- Extensive student work on permanent display in administrative offices in the Mint and Bonnell Buildings.

### **Assessment**

- A FT faculty member has been designated as assessment liaison.
- Revised assessment plan in place to examine different PLOs each semester.
- Assessment progress discussion now included in all faculty meetings.

### **Accreditation**

The Department of Photographic Imaging meets all ASMP (American Society of Media Photographers) and NPPA (National Press Photographers of America) standards for image quality, marketing and ethics training.

**Community College of Philadelphia**  
**Office of Strategic Initiatives and Chief of Staff**

**2016 - 2017**

**Goal I: Completed College Strategic Plan and initiated Institutional Effectiveness Committee for integrated planning**

**Goal II: Provided support for the Strategic Plan Pillars**

1. Student Success
  - Launched affordable learning materials initiative
  - Increase faculty use of Canvas to >90%
  - Provided research support for student success initiatives
  - Moved early/middle college concept beyond pilot status
  - Early Scholar program initiated
  - P-TECH proposal submitted to Commonwealth
  - Lenfest proposal
2. Workforce development
  - Collaborated to support hybrid CDA
  - Hosted City of Philadelphia job fair
  - Research support for National Community College Benchmark Project's Workforce Training Benchmark Survey
3. Internal/External Relations
  - Launched Institute for Community Engagement & Civic Leadership with > 200 student volunteers; > 30 community partners; > 30 community events
  - Introduced 3 new CCPTV programs
  - Preliminary work for record label
  - Diversity Fellowship revised and Diversity Innovation Lab developed
  - Creation of Diversity Certificate
  - Accessibility Plan approved; new Diversity Plan drafted, new policies
4. World-class Facilities
  - Technology upgrades >70% of classrooms technology enabled.
  - Created & started assessment of 3 active learning classrooms
5. Fiscal Sustainability
  - Added programs available online: Psychology, Liberal Arts, Liberal Arts-Social Behavioral Science, Geographic Information Systems proficiency certificate, Accounting Paraprofessional proficiency certificate (online enrollment up >7%)
  - Increased dual enrollment > 10%



### **Goal III: Worked to ensure compliance with external standards**

1. Completed 100% of external reports on time

#### **Additional activities:**

1. Represented College in absence of President
  - Goldman Sachs 10KSB graduation August 2016 – Congratulatory comments
  - Voter Registration Event, September 2016 – Welcome & Comments
  - Latino/a Heritage Luncheon, October 2016 - Welcome
  - School District of Philadelphia FAFSA launch, October 2016 - Comments
  - Testimony before City Council (CTE), October 2016 and February 2017
  - Department of Education ITT conference call, October 2016
  - PA Commission for Community Colleges Southeast Regional Trustees Meeting, Delaware County Community College, November 2016
  - Nursing Student Development Day, November 2016 - Welcome
  - PA Department of Education – ESSA Forum, January 2017 – Welcome
2. College support
  - Designed and co-facilitated extended cabinet retreat on 4DX (August 2016)
  - Facilitated Extended Cabinet meeting in absence of President
  - Back-up for EthicsPoint, public comment at Board meetings
  - Chair for 10KSB executive director search
  - Wrote & submitted successful nomination for Diversity Award for David Thomas
  - Liaison for Middle States Commission on Higher Education
3. Community Engagement
  - Dissertation Committee, East Stroudsburg University
  - Running Start Committee – City of Philadelphia (Co-Chair)
  - Interim House (Chair)
  - Philadelphia Academies Inc. Board (Executive Committee)
  - Philadelphia Education Fund Board
  - Public Health Management Corporation Board
  - Chestnut Hill College Academic Advisory Committee
  - PA ACE Women’s Network – Executive Committee

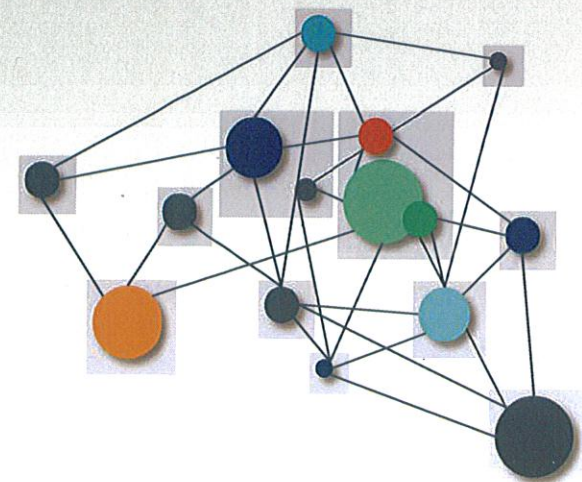


# Pennsylvania State System of Higher Education Strategic System Review Findings and Recommendations

July 12, 2017



[nchems.org](http://nchems.org) • [higheredinfo.org](http://higheredinfo.org)

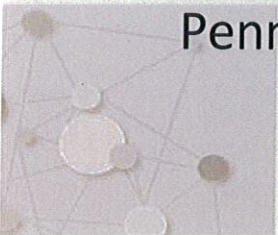


# System Review Charge

## From the RFP

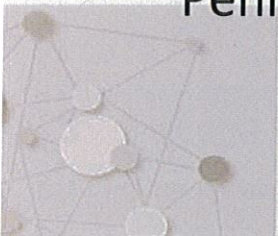
The System Review “requires an in-depth assessment of both organization and operations – at the system and university level – and requires the development of options for change...”

- Examine long-term sustainability
  - Funding streams
  - Student enrollment
- Evaluate Act 188 and capacity to respond to challenges
- Review
  - Office of the Chancellor
  - Individual institutions
- Make recommendations consistent with the context of Pennsylvania’s higher education landscape



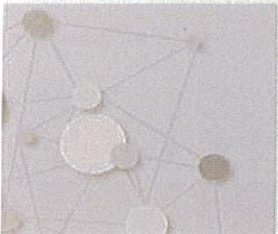
# Process

- Environmental scan/data analysis
- Document review
- Stakeholder engagement (over 120 meetings)
  - The Office of the Chancellor
  - Tour of State System Universities (leadership, students, faculty shared governance, local unions, community & local business leaders, Councils of Trustees)
  - Statewide Council of Trustees conference
  - Legislators and executive branch
  - Statewide collective bargaining units
  - Others (PA Commission for Community Colleges, AICUP)
  - Public website to gather feedback
- Draw on extensive experience in other states facing challenges of sustainability and governance
- No prior vetting of findings or recommendations with anyone in Pennsylvania



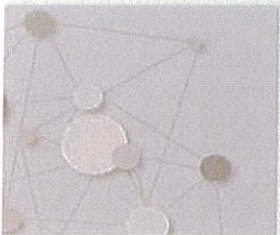
# Principles

- Give priority to the needs of Pennsylvania's students and communities
- Ensure access to high-quality, affordable education in all parts of the state, aligned with the needs of each community/region
- Promote an effective system that:
  - Recognizes substantial differences among institutions and the circumstances they face
  - Leverages the collective educational assets effectively
- Respect the role of collective bargaining and the need to promote trust, mutual respect, and transparency

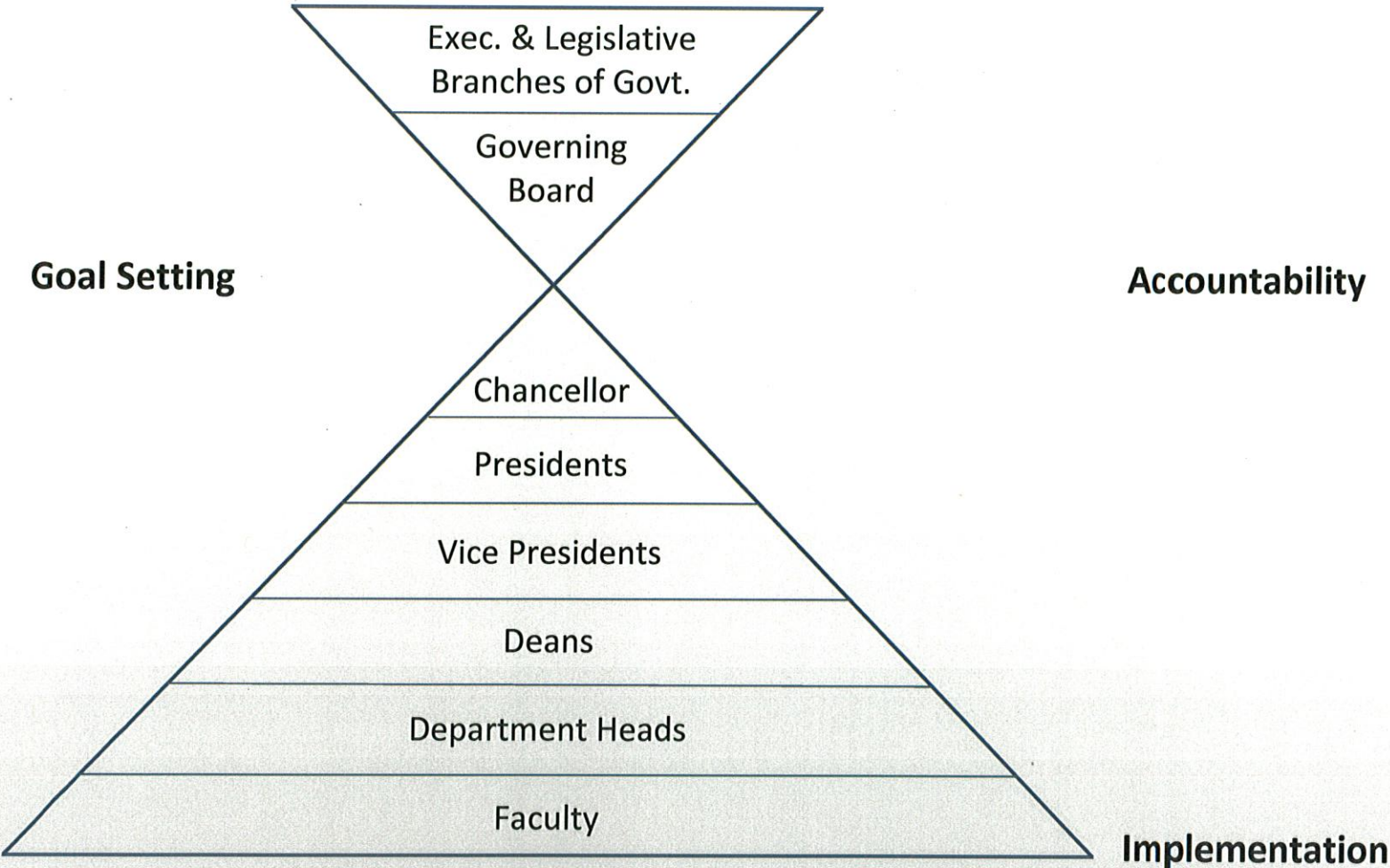


# Two Truths

1. All parties have had a hand in digging the hole that the State System is in.
2. All parties will have to work together to dig their way back out.



# The Hierarchical Realities

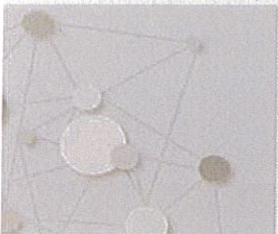




The system [education] is *bottom heavy* and *loosely coupled*. It is bottom heavy because the closer we get to the bottom of the pyramid, the closer we get to the factors that have the greatest effect on the program's success or failure. The system is loosely coupled because the ability of one level to control the behavior of another is weak and largely negative...

The skillful use of delegated control is central to making implementation work in bottom-heavy, loosely controlled systems. ***When it becomes necessary to rely mainly on hierarchical control, regulation, and compliance to achieve results, the game is essentially lost.***

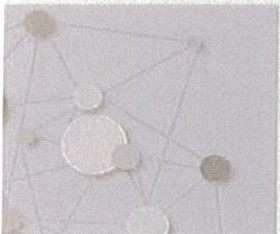
Richard F. Elmore, *Complexity and Control: What Legislators and Administrators Can Do About Implementing Public Policy*



**THE STATE SYSTEM &  
POSTSECONDARY EDUCATION IN  
PENNSYLVANIA**

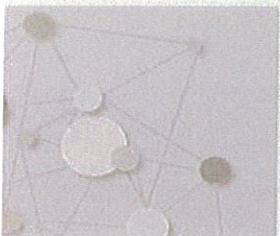
# Pennsylvania's State Postsecondary Education Goal

- 60 percent of 25-64 year olds will have a postsecondary credential by 2025
  - A stretch goal
  - Cannot be reached without enrolling and graduating many more adult learners

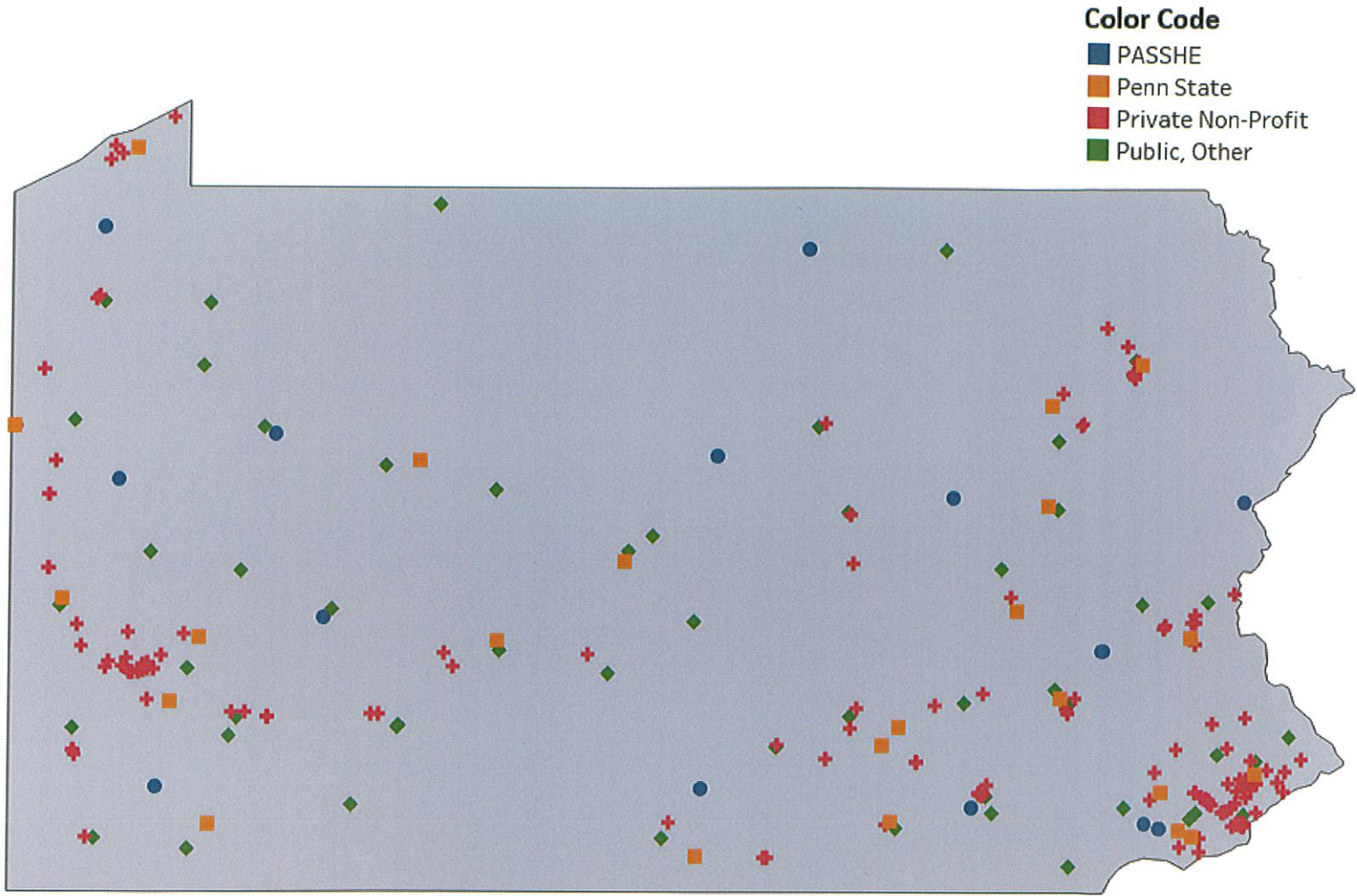


## Summary of Conditions

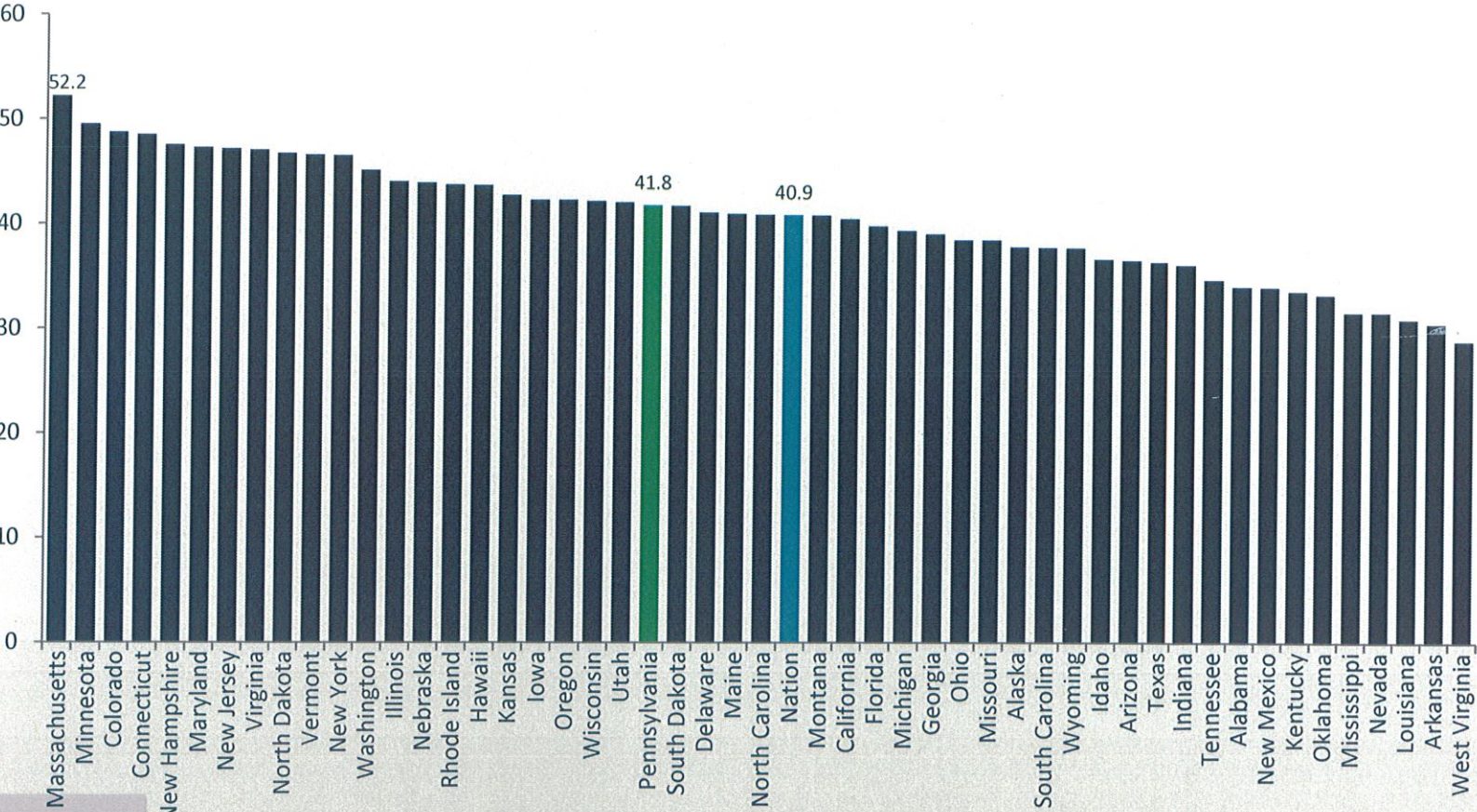
- Hyper-competitive market
- Shrinking pool of high school graduates
- Long-term decreasing state support
- Student ability to pay is reaching limits
- Gaps in service for adults and the northern tier
- Limited maneuverability
- Costs outpacing revenue
- Limited capacity to link state policy to goals



# A Crowded Postsecondary Market



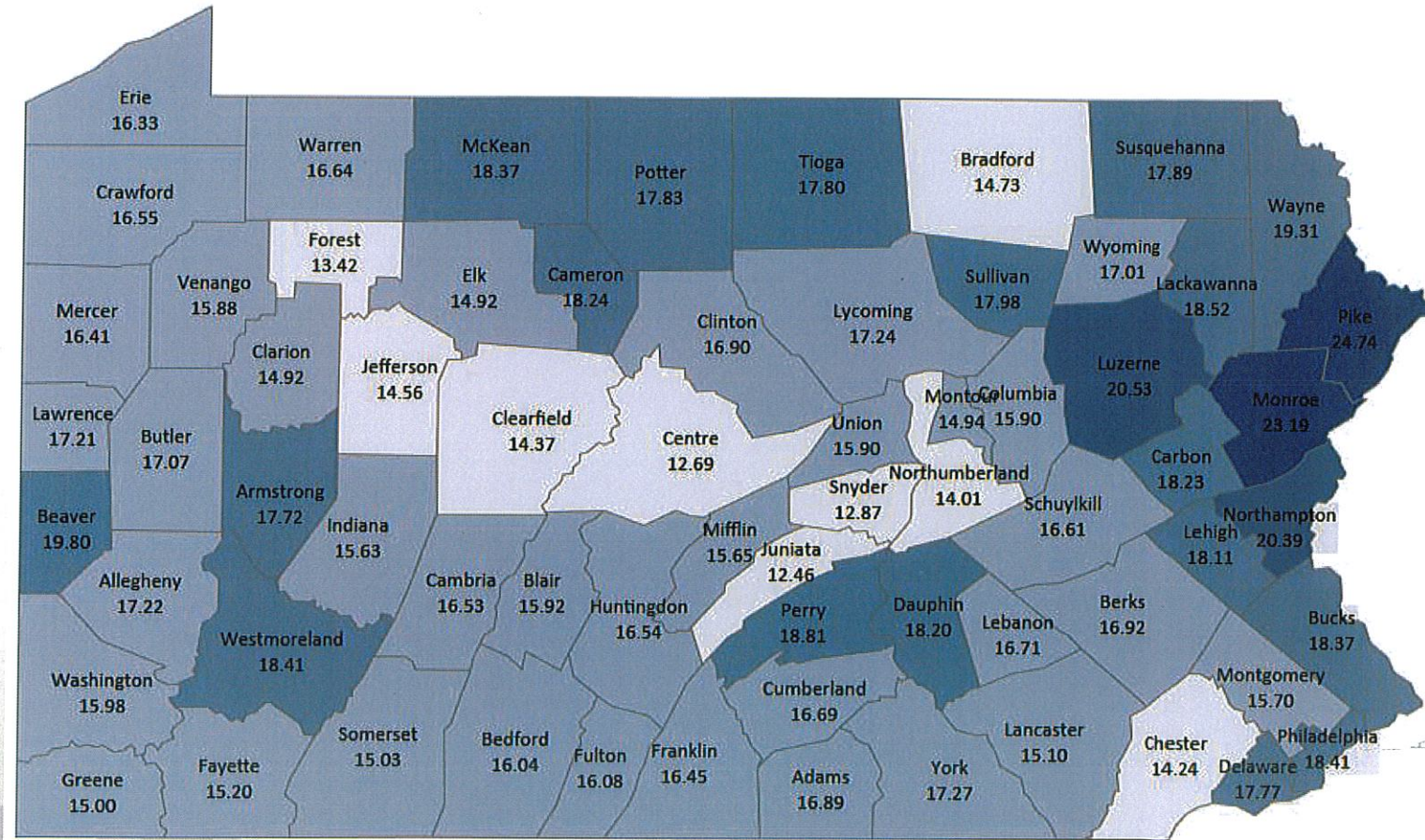
# Percent of Adults Aged 25-64 with an Associate's Degree or Higher, by State, 2015



Source: U.S. Census Bureau, 2015 American Community Survey; Table B15001



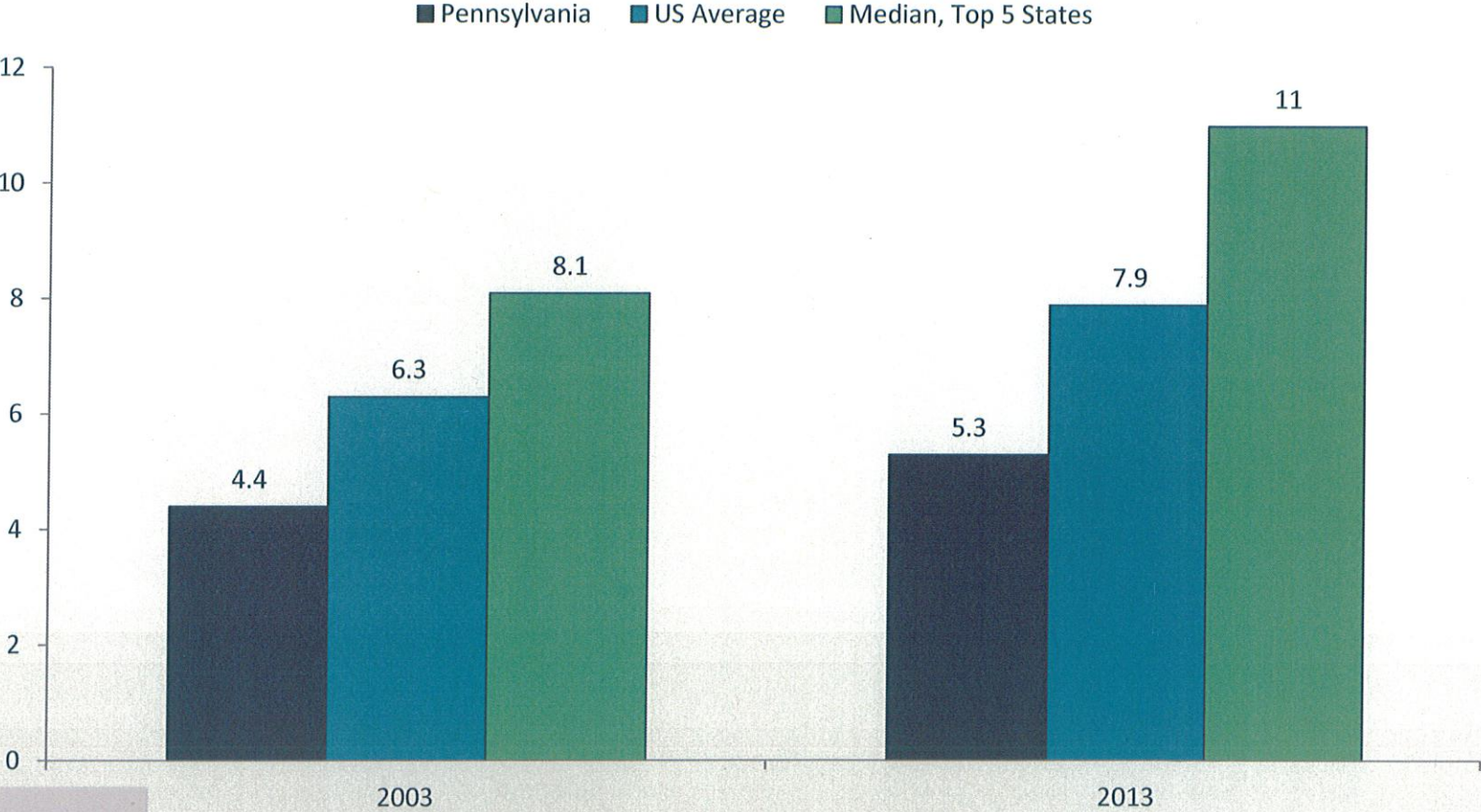
# Percent of Adults 25-64 with Some College, No Degree, 2011-15



Source: U.S. Census Bureau American Community Survey



# Undergraduate Enrollment Relative to Population With Less Than an Associate's Degree, 25-49 Years Old

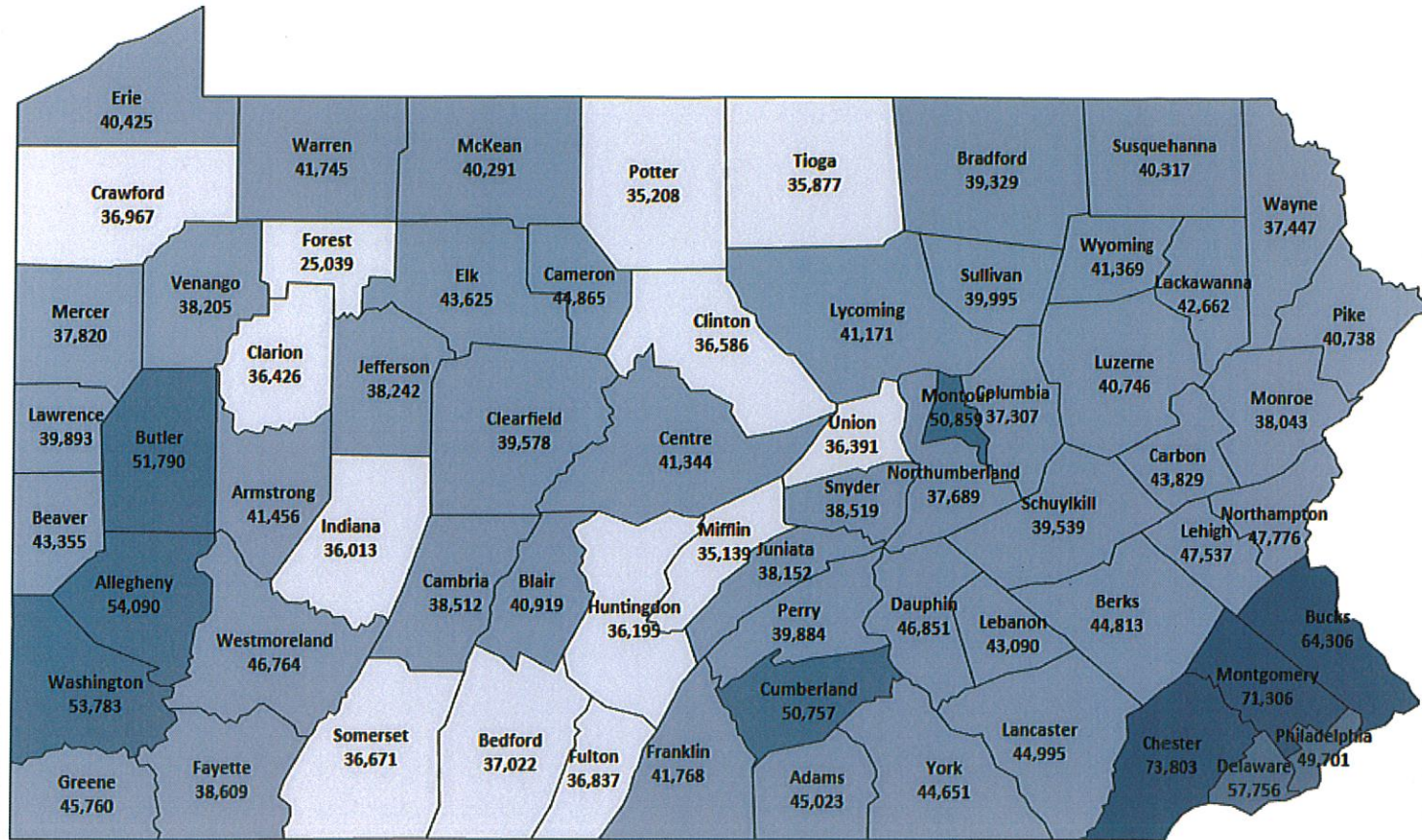


Source: U.S. Census Bureau American Community Survey, NCES IPEDS.





# Per Capita Income by County, 2015

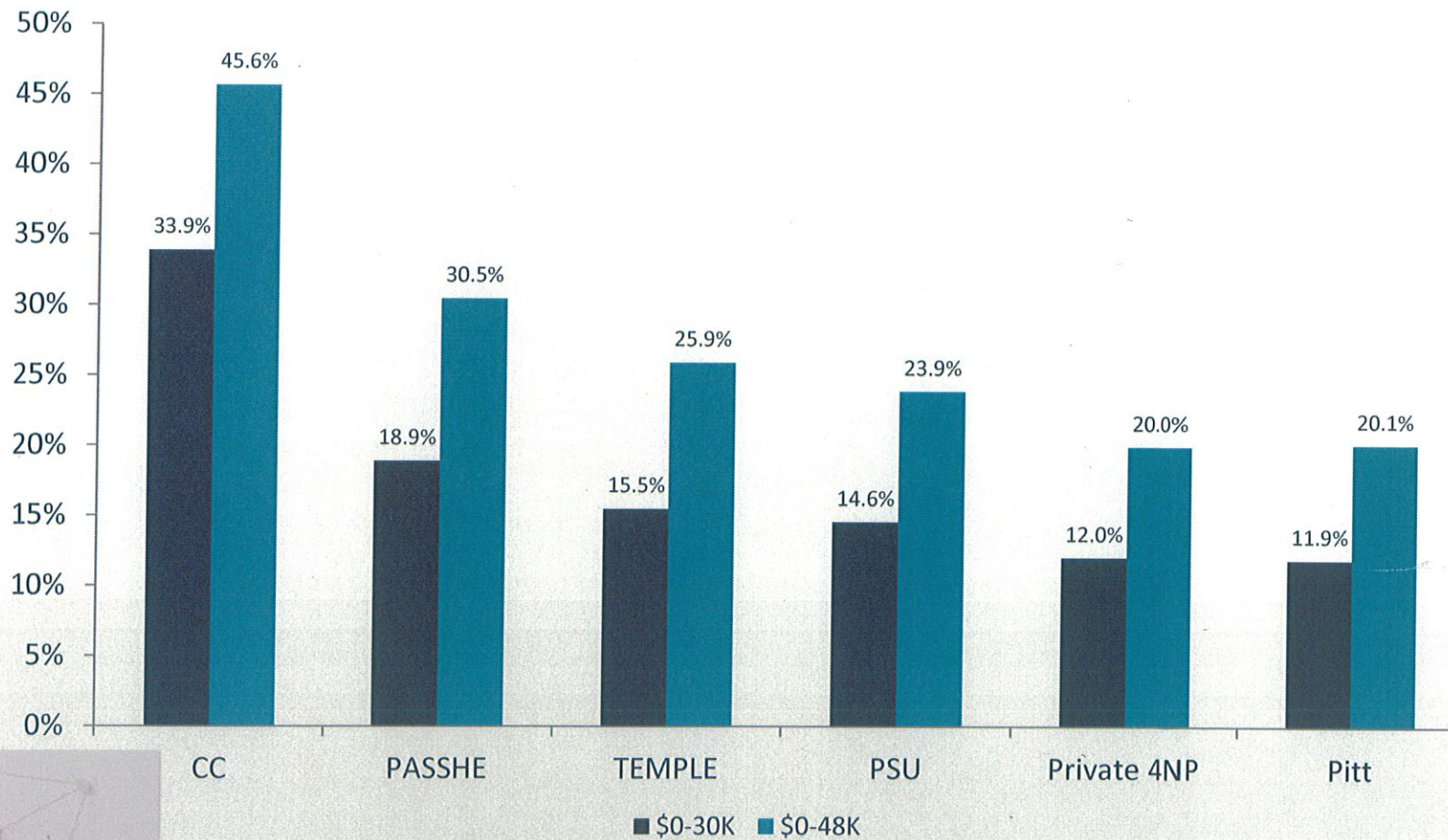


Per capita personal income (dollars)  
 25,039 73,803

Source: U.S. Census Bureau American Community Survey



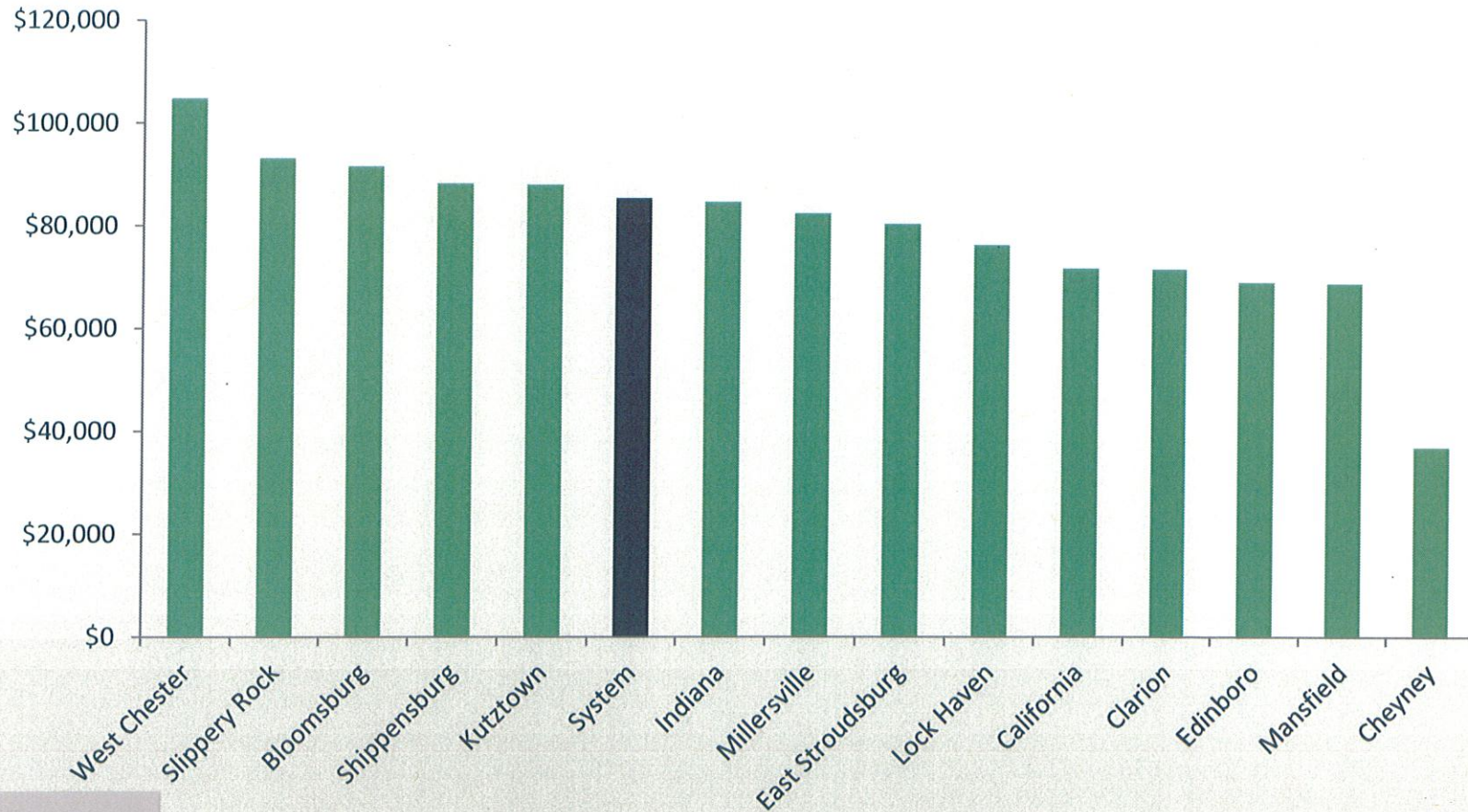
# Proportion of Entering Class by Income Category, 2014-15



Source: NCES IPEDS.



# Average Income of Fall 2015 Undergraduates

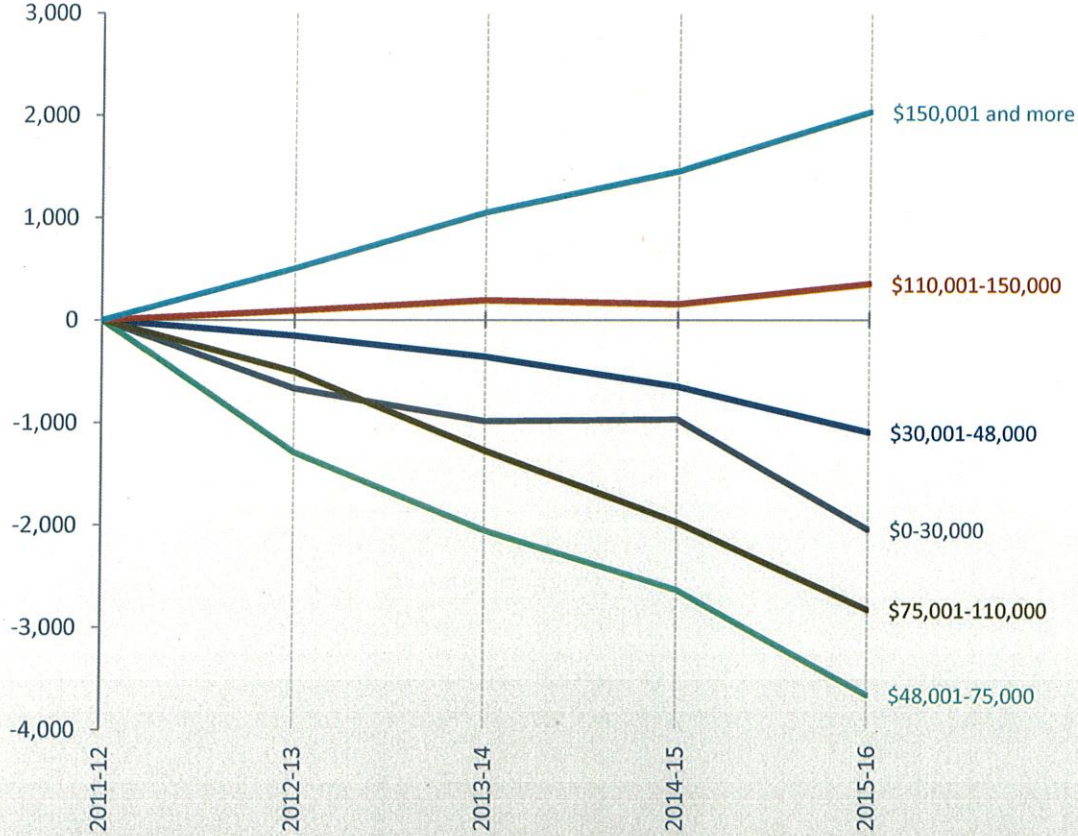


Source: Pennsylvania State System of Higher Education Office of the Chancellor. Data are for FAFSA Filers Only.

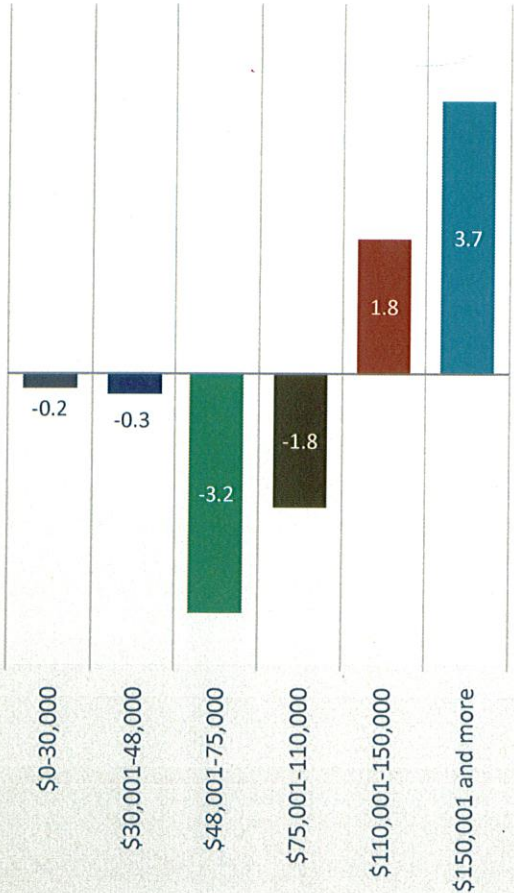


# Change in Enrollment of In-State Undergraduates by Income, 2011-12 to 2015-16

Change in Headcount



Change in Percentage Points

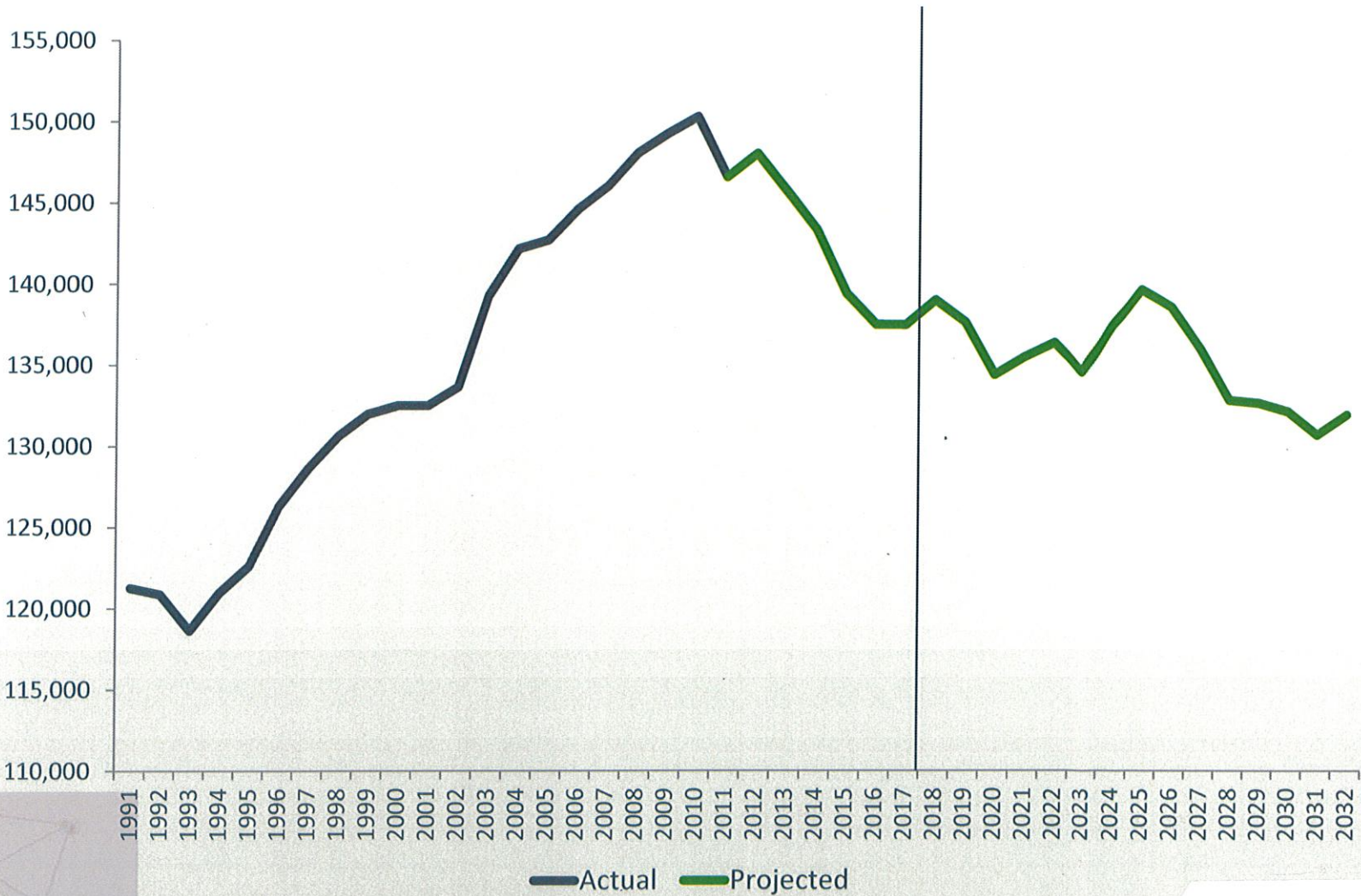


Source: Pennsylvania State System of Higher Education Office of the Chancellor. Data are for FAFSA Filers Only.



# CONVERGING PRESSURES

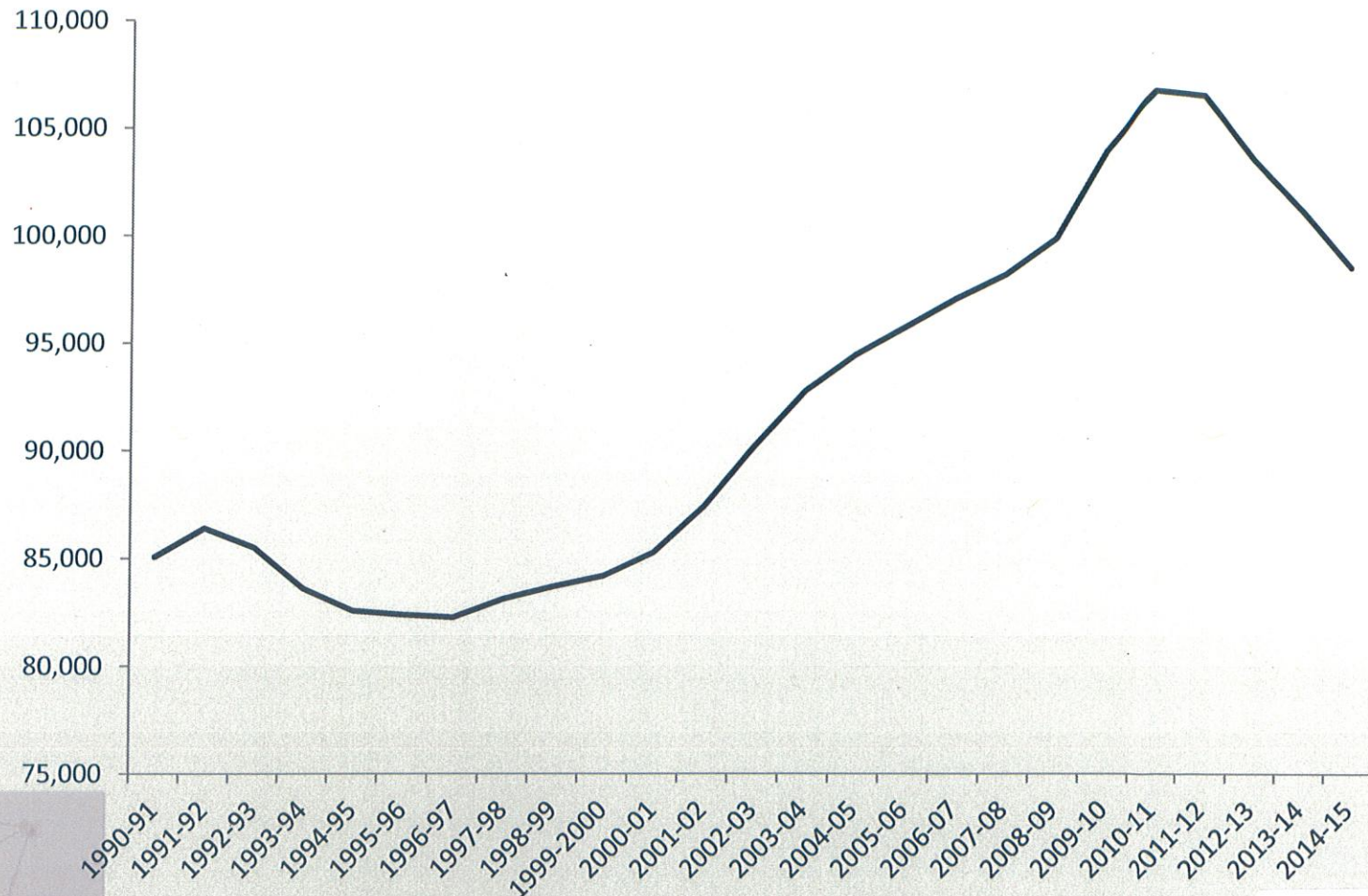
# Actual and Projected High School Graduates in Pennsylvania



Source: WICHE, *Knocking at the College Door*.



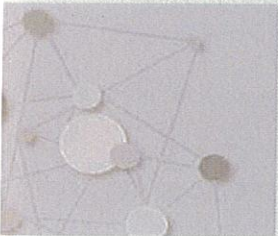
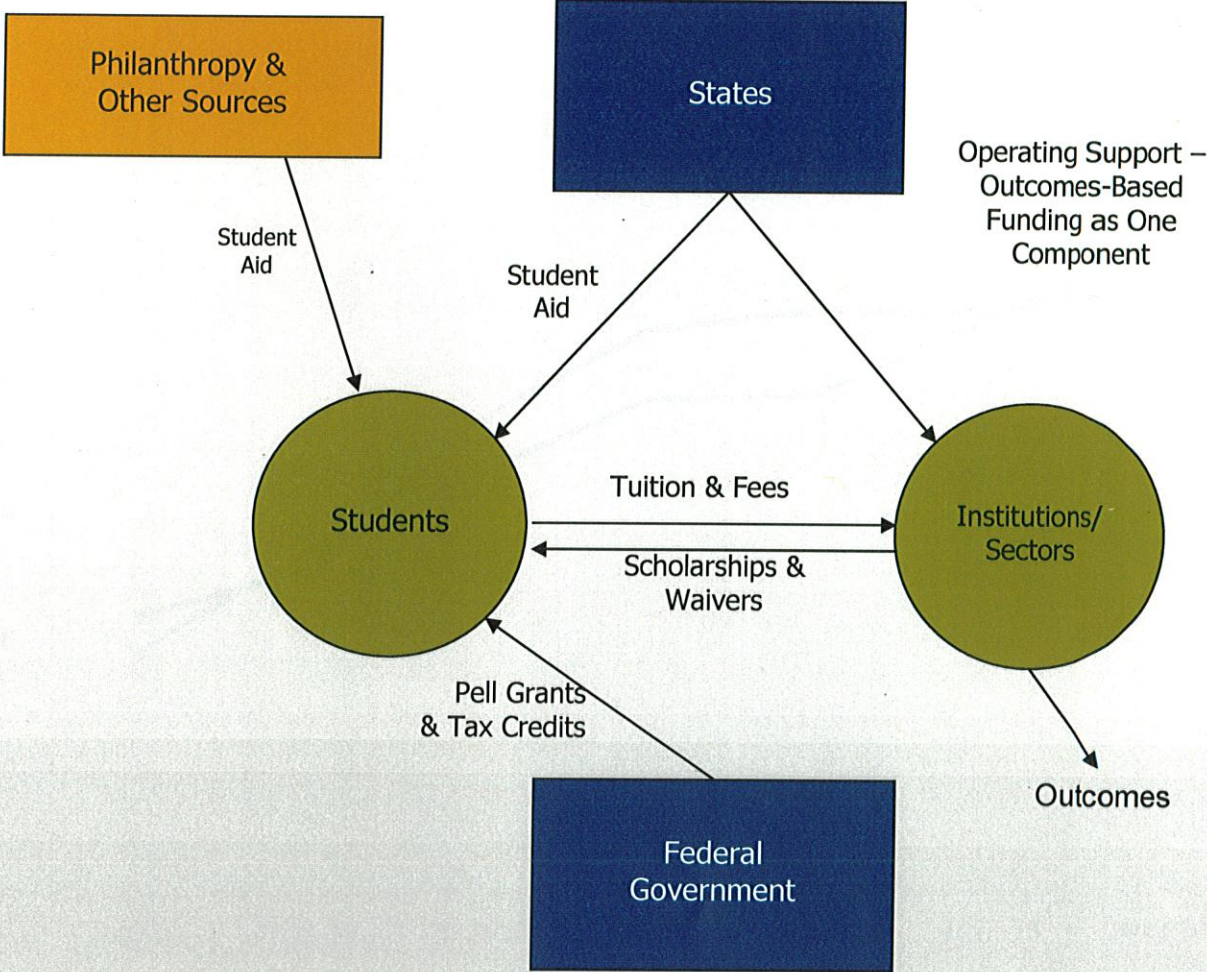
# FTE Enrollment at State System Institutions, 1990-2015



Source: NCES IPEDS

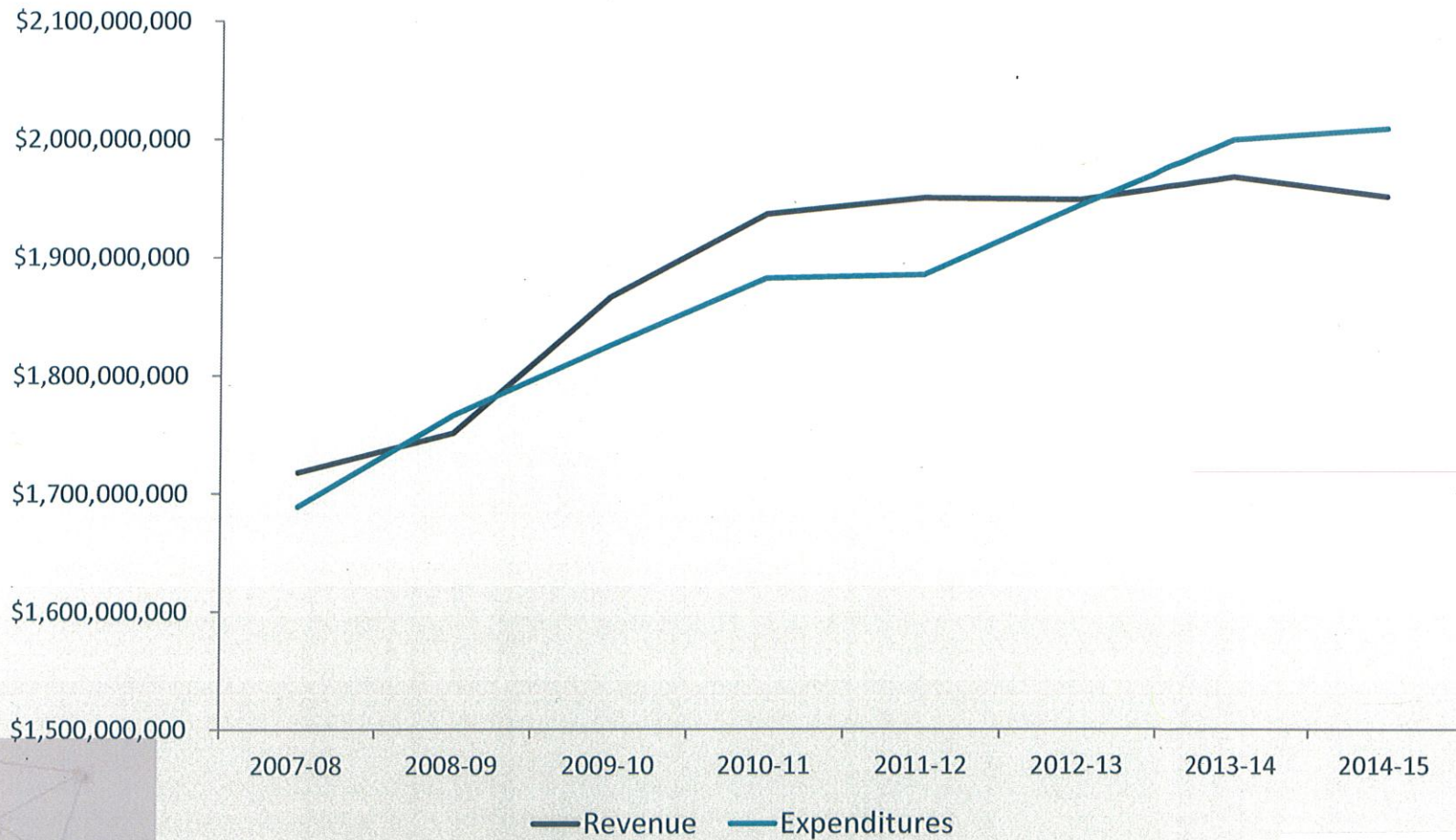


# The Flow of Funds





# Revenue and Expenditures for State System Institutions, 2007-08 to 2014-15

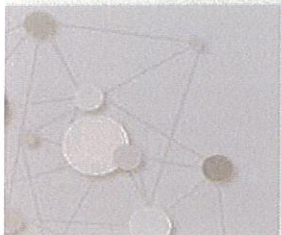


Source: NCES IPEDS

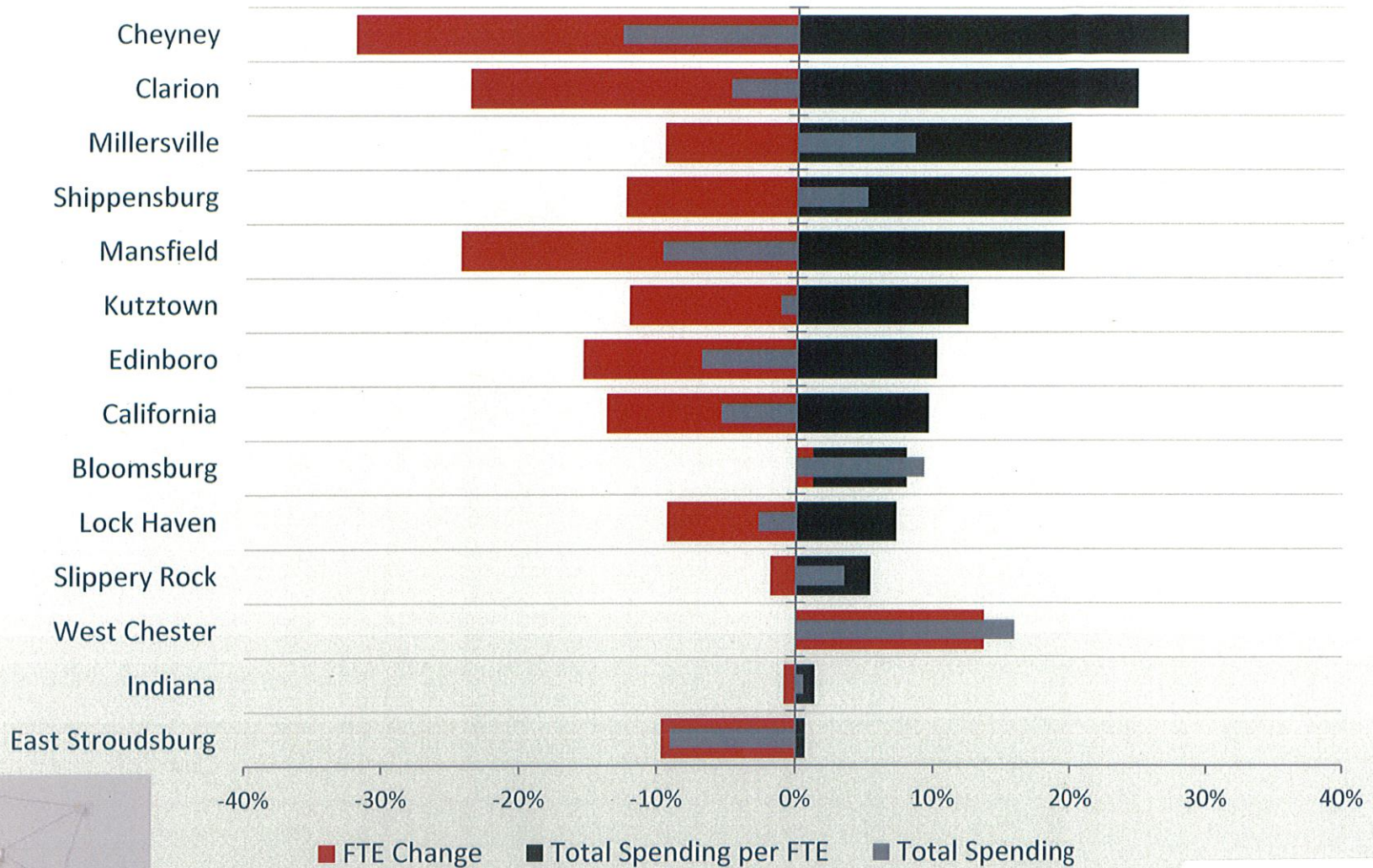


## Costs at All Institutions Have Grown

- All State System institutions are more expensive in 2014-15 than in 2009-10: changes in expenditures have not kept pace with changes in enrollment
  - Even when institutions have reduced total spending, enrollment has declined faster, leading to more spending per student
  - Institutions with enrollment growth have increased spending even faster, leading to more spending per student
- Different stories at different institutions



# Percent Change in Spending and FTE Enrollment, 2009-10 to 2014-15



Source: NCES IPEDS. Data are adjusted for inflation using CPI.

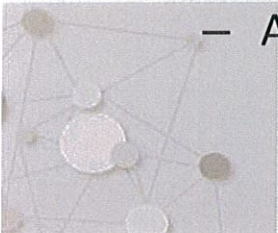


# The State System's Options for Increasing Revenue

- Garner additional state appropriations, but...
  - Pennsylvania ranks 46<sup>th</sup> in funding higher education
  - Pie unlikely to grow
  - Shifting shares among sectors
- Increase revenue from tuition and fees
  - New enrollments
    - Intensifying marketing for traditional students
    - Reaching new populations
  - Raise prices

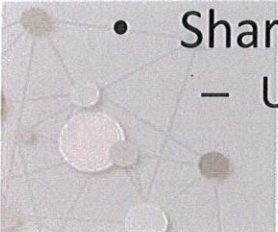
*But...*

- Competition for limited pool of traditional age students
- Major changes in delivery to serve adults
- Ability to pay
- Intensify philanthropic efforts, but...
  - A major difference-maker only for elite institutions



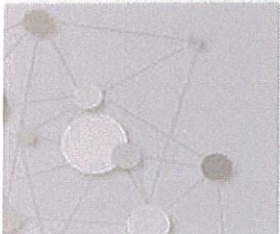
# The State System's Options for Reducing Costs

- Closures, but...
  - Obligations linger
  - Costs to regions in jobs and opportunities
- Mergers, but...
  - Costs likely rise in short term
  - Longer-term savings are not necessarily significant, especially in comparison to shared services
  - Impact on local identity
- Elimination of system office, but...
  - Further erosion of capacity to link state assets to state and regional future
  - Loss of economies of scale
  - Destructive competition
  - Weakened advocacy
  - Increased costs of local governance
- Changes in staffing levels
- Shared services, but...
  - Unlikely to be sufficient



## Campuses Have Limited Ability to Adapt

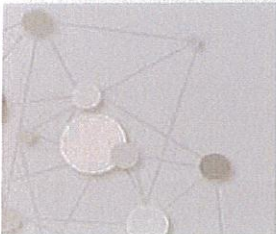
- Policies and regulations that fail to recognize the differences among institutions and the regions they serve
  - State regulations
  - Board policy
  - Collective bargaining agreements
  - Pricing
- State allocation mechanism that exacerbates competition
- Time-consuming, multi-layered academic review process
- High turnover in leadership



# CONCLUSIONS

# Governance Not Up to the Current Challenges

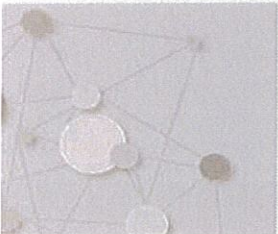
- Governance has not changed with the times
- Ambiguity in allocation of decision authority in Act 188
- Capacity to exercise proper fiduciary responsibility
  - Approval of a collective bargaining agreement with no realistic plan to cover costs
  - Lack of urgency to address fiscal problems before they reach a crisis
  - Not exercising management responsibilities consistently
- Inadequate support for campus leaders facing difficult problems





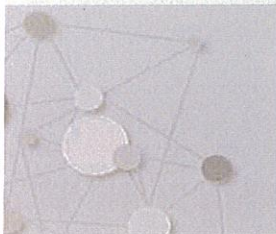
## Resulting Conditions

- Limited tools for chancellor to lead the system strategically, especially with respect to his relationship to presidents
- Compliance and regulatory mindset orientation at the Office of the Chancellor
- “Distance” between Office of the Chancellor and institutions
- Competition vs. collaboration within the system

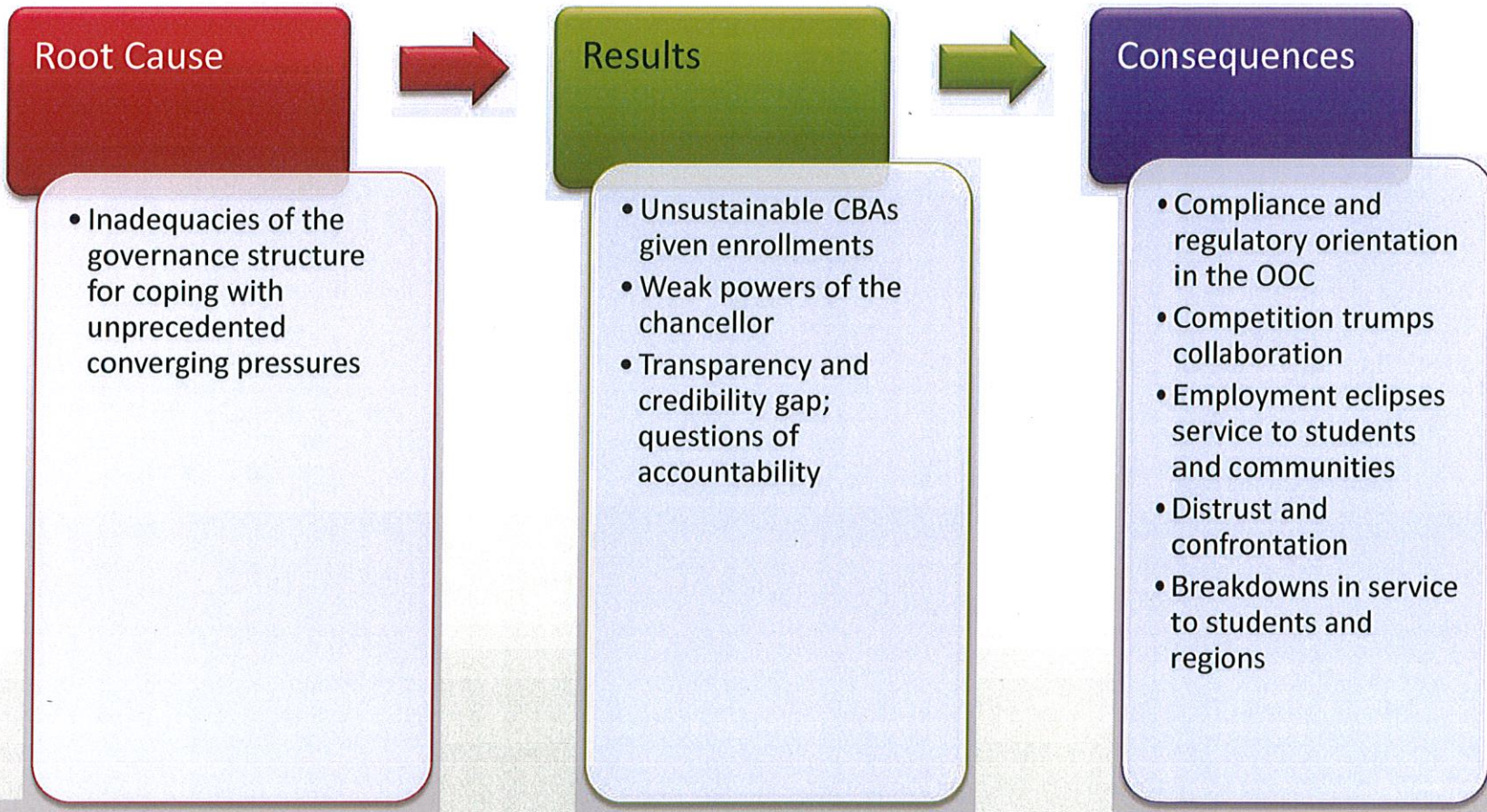


## Resulting Conditions

- Universities as employers
- Climate of confrontation and distrust → Transparency and credibility gaps
- Tendency to centralize rather than find local solutions
- Distortion in academic policymaking leading to the management of the system according to the APSCUF agreement rather than leadership guided by Act 188



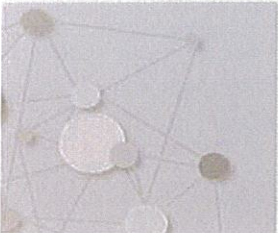
# The Bottom Line



# RECOMMENDATIONS

## What Not to Do

- The system and the Office of the Chancellor should not be eliminated.
- No university should be closed.
- No universities should be merged.
- No university should be separated from the system.
- There should be no attempt to undermine the collective bargaining process.



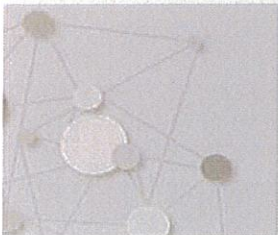
## Fundamental Change Needed

### FROM

- An emphasis on institutions as employers first and providers of services to students and communities second

### TO

- A dynamic system and constituent institutions that are focused on the needs of students and regions



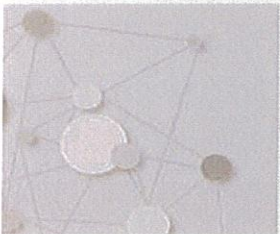
# Fundamental Change Needed

## FROM

- A climate of distrust, non-transparency, confrontation and competition

## TO

- A climate of trust, transparency, and collaboration at and between every level of the system



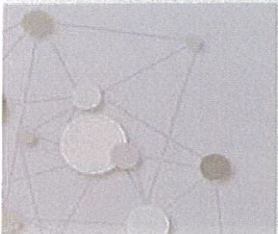
# Fundamental Change Needed

## FROM

- Weak leadership capacity at every level (imposed in part by a byzantine set of layers of authority)

## TO

- Better streamlined and unambiguous layers of authority to be exercised in addressing issues at the most appropriate level (statewide or local), supported by robust consultative and advisory roles





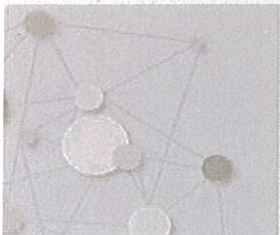
# Fundamental Change Needed

## FROM

- Decision-making that is more heavily influenced by politics and interests rather than policy leadership on behalf of students and communities

## TO

- Strategic leadership capacity to make decisions in the best interests of students and regions



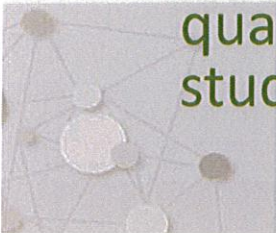
# Fundamental Change Needed

## FROM

- Governance and management that is driven more by the provisions of collective bargaining agreements than by the exercise of leadership and authorities granted under Act 188 (and Act 195 that specifies the limits of collective bargaining agreements in relationship to management responsibilities)

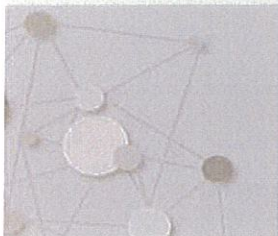
## TO

- Respect for the historic and appropriate role of unions and collective bargaining agreements to defend employee rights and privileges, while balancing that with the responsibilities of system and institutional leadership to manage the system to ensure the sustainability of high-quality, affordable postsecondary education options for students



## Recommendation #1

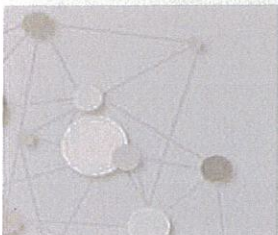
Retain and ensure sustainability of the State System's capacity in every region to carry out its historic mission to serve students and communities with high-quality, affordable postsecondary opportunities for working-class families.



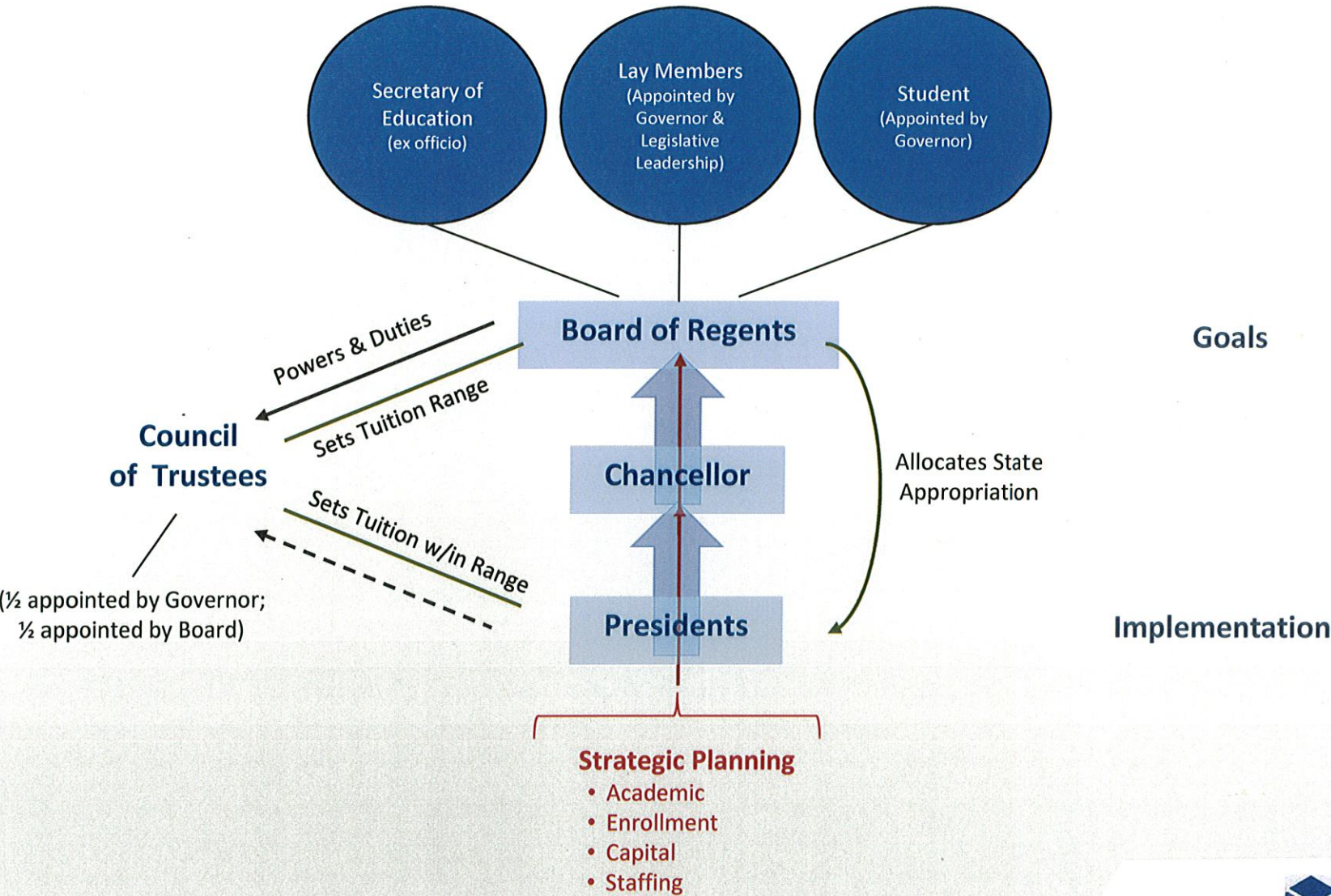
## Recommendation #2

Amend Act 188 to:

- Replace the current Board of Governors with a Board of Regents made up of lay members.
- Clarify the distribution of authority among the Board, the Chancellor, the institutional Presidents, and the Councils of Trustees.



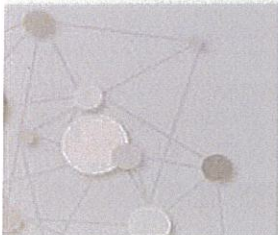
# Recommended Governance Structure



## Recommendation #3

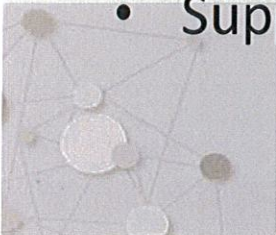
Reorient the State System's Board and its Office of the Chancellor toward:

- Greater responsibility for policy leadership.
- Reduced emphasis on management and compliance activities.
- Provide support and assistance to institutional leadership.



# Chancellor's Office

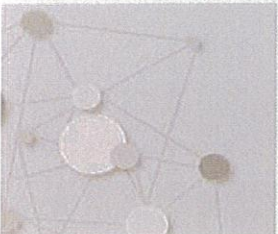
- Ensure that institutions are well led.
  - Presidential selection and evaluation
  - Support for presidential leadership
  - Orientation and professional development of institutional leaders (president, cabinet, Trustees)
- Consultation and transparency in developing:
  - Clear institutional missions
  - Staffing plans
- Leadership for regional and system-wide multi-campus partnerships
  - Academic collaboration
  - Shared services
- Support for data and research capacity



## Recommendation #4

Reconfigure institutions facing the most severe sustainability challenges as universities

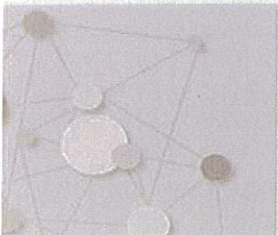
- Retain their unique character and core programs
- Leverage system-wide and regional resources to:
  - Deliver programming.
  - Share administrative functions more efficiently.



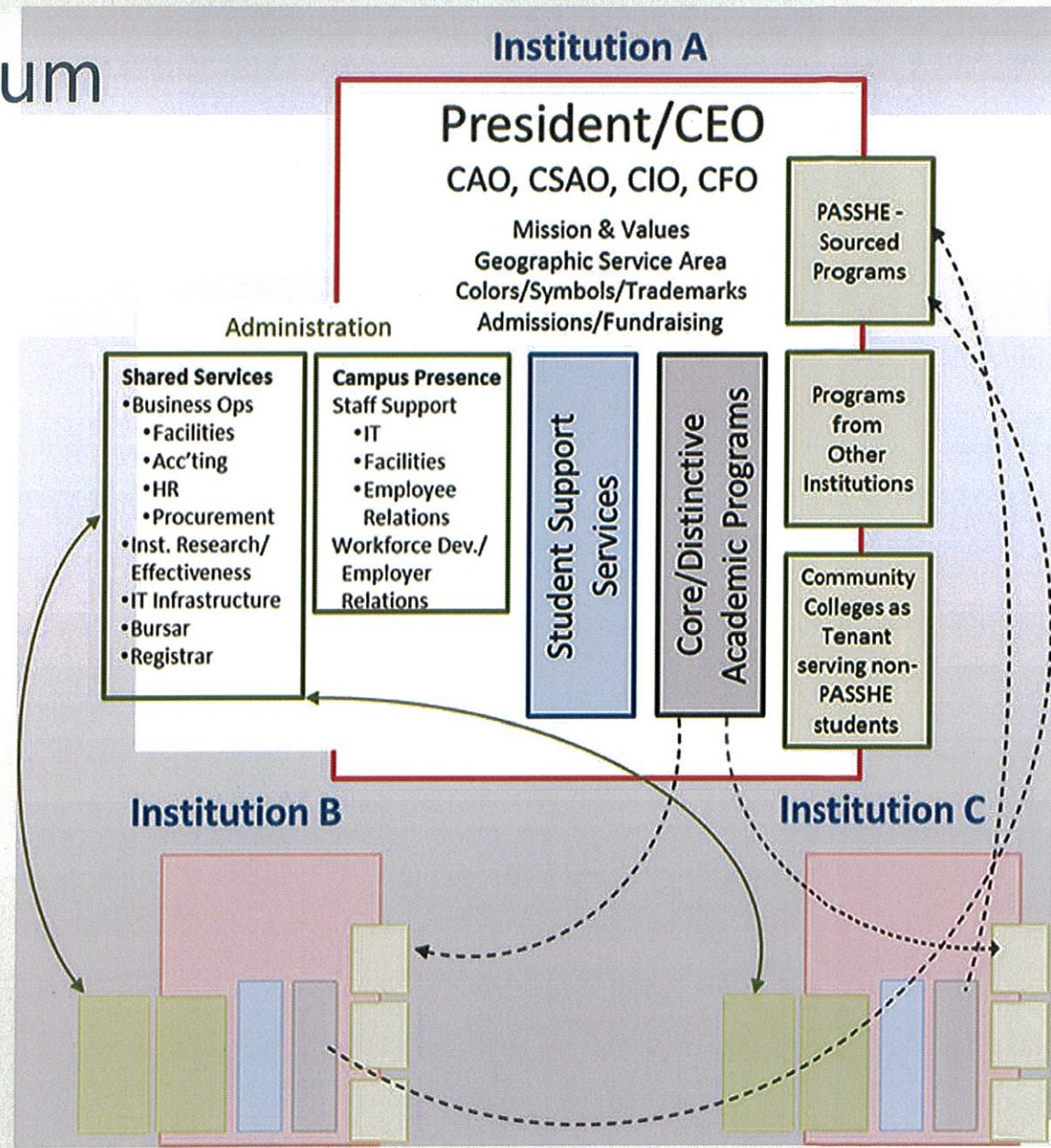


# Implications for Reconfigured Universities

- Retain local leadership, name, symbols, etc.
- Strengthen core of sustainable academic programs
- Expand capacity and incentives to bring programs from other institutions to meet local needs and student demand
- Expand local student support services to foster student success



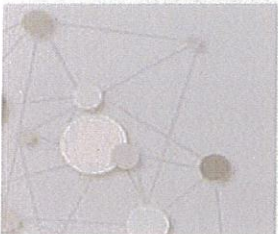
# A Consortium Model



## Recommendation #5

Adopt a strategic financing model that:

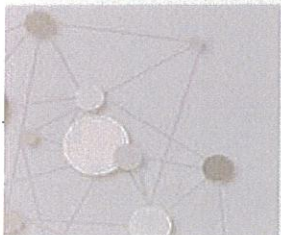
- Fits the varied circumstances facing the State System's institutions
- Incentivizes collaboration over competition.



## Recommendation #6

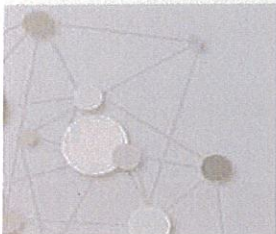
Ensure that future agreements with collective bargaining units are designed to:

- Promote nimbleness in response to institutional and system-wide challenges and opportunities
- Be financially feasible for all institutions and the system.



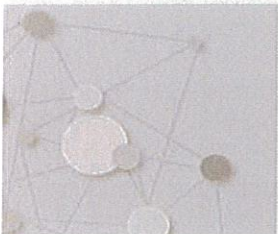
## Recommendation #7

Recommit to a robust shared governance process that respects the appropriate role of faculty in advising and consulting on matters of academic policy, as distinct from the role of collective bargaining which seeks to advocate for employee rights and privileges.



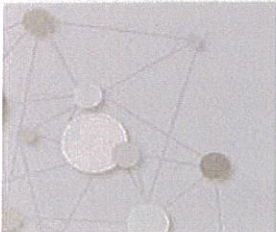
## Recommendation #8

The Pennsylvania legislature should consider permitting the State System to offer early or phased retirement incentives in a way that allows the Chancellor and institutional presidents to align staffing levels strategically with enrollment.



## Recommendation #9

Establish a statewide entity with authority and responsibility for statewide policy coordination and leadership across all of Pennsylvania's postsecondary education institutions, with authority to recommend the allocation of state funds among the State System, state-related institutions, community colleges, and PHEAA.



# Contact Info



National Center for Higher Education Management Systems

303-497-0301

