

COMMONWEALTH OF PENNSYLVANIA  
HOUSE OF REPRESENTATIVES

JOINT PUBLIC HEARING  
OF THE  
HOUSE APPROPRIATIONS  
AND  
EDUCATION COMMITTEES

PENNSYLVANIA STATE SYSTEM OF HIGHER EDUCATION

ROOM 515  
IRVIS OFFICE BUILDING

TUESDAY, AUGUST 3, 2021  
10:00 A.M.

BEFORE:

HONORABLE STAN SAYLOR, MAJORITY CHAIRMAN  
HONORABLE MATT BRADFORD, MINORITY CHAIRMAN  
HONORABLE CURT SONNEY, MAJORITY CHAIRMAN  
HONORABLE MARK LONGIETTI, MINORITY CHAIRMAN  
HONORABLE TORREN ECKER  
HONORABLE KEITH GREINER  
HONORABLE R. LEE JAMES  
HONORABLE JOHN LAWRENCE  
HONORABLE ZACHARY MAKO  
HONORABLE CLINT OWLETT  
HONORABLE LOU SCHMITT  
HONORABLE MEGHAN SCHROEDER  
HONORABLE JIM STRUZZI  
HONORABLE JESSE TOPPER  
HONORABLE JEFF WHEELAND  
HONORABLE AUSTIN DAVIS  
HONORABLE PATTY KIM  
HONORABLE EMILY KINKEAD  
HONORABLE LEANNE KRUEGER  
HONORABLE BEN SANCHEZ

Pennsylvania House of Representatives  
Commonwealth of Pennsylvania

BEFORE: (continued)

HONORABLE PETER SCHWEYER  
HONORABLE VALERIE GAYDOS  
HONORABLE MARK GILLEN  
HONORABLE BARBARA GLEIM  
HONORABLE DAVID HICKERNELL  
HONORABLE ANDREW LEWIS  
HONORABLE MILOU MACKENZIE  
HONORABLE ROBERT MERCURI  
HONORABLE CRAIG STAATS  
HONORABLE TIM TWARDZIK  
HONORABLE CAROL HILL-EVANS  
HONORABLE MARY ISAACSON  
HONORABLE MAUREEN MADDEN  
HONORABLE MICHAEL ZABEL

Pennsylvania House of Representatives  
Commonwealth of Pennsylvania

1 COMMITTEE STAFF PRESENT:

2 CHRISTINE SEITZ  
REPUBLICAN EXECUTIVE DIRECTOR

3 DANIEL GLATFELTER  
REPUBLICAN RESEARCH ANALYST

4 CHRISTINE CRONE  
REPUBLICAN ADMINISTRATIVE ASSISTANT

5 MITCHELL ROSENBERGER  
REPUBLICAN RESEARCH ANALYST

6

7 ERIN DIXON  
DEMOCRATIC EXECUTIVE DIRECTOR

8 ALYCIA LAURETI, SR.  
DEMOCRATIC EDUCATION SPECIALIST

9 BOB BROWNAWELL, SR.  
DEMOCRATIC LEGISLATIVE ASSISTANT

10 MARLENA MILLER  
DEMOCRATIC LEGISLATIVE ASSISTANT

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I N D E X

TESTIFIERS

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DR. DANIEL GREENSTEIN  
CHANCELLOR,  
PENNSYLVANIA STATE SYSTEM OF HIGHER EDUCATION...8

SUBMITTED WRITTEN TESTIMONY

\* \* \*

(See submitted written testimony and handouts online.)

## P R O C E E D I N G S

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3 MAJORITY CHAIRMAN SAYLOR: I call this  
4 meeting of the House Appropriations and Education  
5 Committee to order. This is a joint hearing to  
6 hear from Chancellor Dan Greenstein on the  
7 System, the Pennsylvania System of Higher  
8 Education, it's based on our quarterly meetings  
9 from Act 50 of 2020. And the State System has  
10 embarked upon a new effort to integrate six of  
11 our universities into two universities, and we  
12 look forward to hearing an update from the  
13 Chancellor today.

14 Additionally, I want to ask each member  
15 of the Committee to introduce themselves. What  
16 I'm going to do first is I'm going to mention  
17 those who are online, and then we'll go to my  
18 right. And then, Chairman Bradford, if you would  
19 start it once we come back that way, all the way  
20 down to the end.

21 Those that are online -- joining us  
22 online today is Representative Schmitt,  
23 Representative Kim, Representatives James,  
24 Representative Sanchez, Representative  
25 Hickernell, Represent Hill-Evans, Representative

1 Gaydos, Representative Zabel, and Representative  
2 Lewis. Those are those that are on. I'm  
3 Representative Stan Saylor, Chairman of the House  
4 Appropriations Committee.

5 (Whereupon, a roll call was taken.)

6 MAJORITY CHAIRMAN SAYLOR: Very good.  
7 We'll been also joined online virtually by  
8 Representative Krueger, as well.

9 The only comments I have to open up is,  
10 Chancellor, I want to welcome you. It seems like  
11 you had a unanimous vote. I praise you and the  
12 Governor for the work to get that done. And at  
13 this point, I'm going to call on Chairman Sonney  
14 for comments, and then Chairman Bradford and  
15 Longietti, as well, to follow.

16 MAJORITY CHAIRMAN SONNEY: Thank you,  
17 Chairman Saylor.

18 Good to see you, Chancellor. I just want  
19 to congratulate you for the amount of work and  
20 effort that's been put into this so far. And I  
21 stress so far, realizing that there's still a  
22 long way to go, but you know the first major  
23 hurdle has been crossed. And I just want to say  
24 congratulations on getting that far. I'm looking  
25 forward to hearing what the updates are.

1 Thank you.

2 MINORITY CHAIRMAN BRADFORD: Thank you.  
3 Much like my colleague, I just want to reiterate  
4 I appreciate the difficult work that's gone into  
5 getting here. And obviously, I look forward to  
6 hearing your update today, so thank you.

7 MINORITY CHAIRMAN LONGIETTI: Thank you,  
8 Chancellor. I appreciate your hard work as well  
9 as the Board of Governors and your staff. And  
10 now that we have reached the point where the  
11 integration plan has been approved, the focus  
12 obviously is on how do we make it successful and  
13 how can we increase enrollment in our  
14 institutions.

15 Thank you.

16 MAJORITY CHAIRMAN SAYLOR: Chancellor,  
17 again, if you would rise. I know you've been  
18 really busy with everything else over the few  
19 weeks, but if you'd raise your right hand, we'll  
20 swear you in and we'll get started.

21 (DR. DANIEL GREENSTEIN, called as a  
22 witness, being sworn, testified as follows:

23 MAJORITY CHAIRMAN SAYLOR: Thank you,  
24 Chancellor.

25 with that, we'll proceed with any opening

1 comments you have before we go to questions.

2 DR. GREENSTEIN: Well, just to reflect  
3 the thanks to the members of the Committees and  
4 for the attention and support that you have shown  
5 to the Pennsylvania State System. This is really  
6 just the beginning, as you have said, of a long  
7 journey that we're on together. And I look  
8 forward to our continued partnership in the  
9 interest of our students, obviously, and the  
10 Commonwealth as a whole.

11 Thank you for your continued attention.  
12 I look forward to the Q and A.

13 MAJORITY CHAIRMAN SAYLOR: Very good.  
14 We'll start off with Representative Roae.

15 REPRESENTATIVE ROAE: Thank you,  
16 Mr. Chairman. And thank you for members of the  
17 Education Committee and Appropriations Committee  
18 to be here today. I'll be brief here to just  
19 leave more time for other people.

20 But I just want everyone to know that the  
21 Chancellor and the other administrators at  
22 PASSHE, as well as the board members, you know, a  
23 lot of time was spent on this plan. And it's a  
24 good plan. I encourage all the members to look  
25 through the complete packet, ask good questions.



1 This really is in the best interest of the  
2 university and in the best interest of our  
3 students. And I'm excited about the direction  
4 that we're going. The Board, we did have a  
5 unanimous vote on this. And I'm just going to  
6 leave it there for now to allow more time for  
7 questions from the members.

8 Thank you.

9 MAJORITY CHAIRMAN SAYLOR: Next we have  
10 Representative Longietti.

11 MINORITY CHAIRMAN LONGIETTI: Thank you,  
12 Chancellor.

13 And you've talked, you know, over the  
14 period of time where this integration plan was  
15 being considered about pathways to get folks  
16 enrolled in PASSHE. And dual enrollment has been  
17 a significant part of that. And I wanted to  
18 explore the idea of dual enrollment in  
19 conjunction with community college, where a  
20 community college-enrolled student can be  
21 enrolled in a PASSHE program at the same time,  
22 get credit, and hopefully matriculate to a PASSHE  
23 school. And also, whether there's planned  
24 outreach -- whether there's planned outreach for  
25 folks who have some college credits under their

1 belt but have not completed and what can we do to  
2 get them enrolled in PASSHE and complete.

3 DR. GREENSTEIN: Yeah, that's a great  
4 question. So first of all, I want to acknowledge  
5 the great work that already goes on with our  
6 universities and their partnered community  
7 colleges. I think we often, in all the  
8 excitement, we overlook that. And so just a  
9 couple of shoutouts. Co-enrollment, I want to  
10 distinguish co-enrollment and dual enrollment  
11 opportunities. Let me just quickly, for those of  
12 you who are not familiar with that phrase of  
13 ours.

14 Sort of a co-enrollment opportunity would  
15 be one where someone applies to a university and  
16 for whatever reason, whether it's a space or  
17 academic reason, they're not accepted, but  
18 they're written a letter by the university and  
19 the neighbor community college and they are  
20 accepted into the community college with a  
21 guaranteed transfer into the university upon  
22 successful completion of an associate's degree.  
23 So we have examples of those. West Chester  
24 University and Delaware would be an example of  
25 that.

1           Dual enrollment opportunity is one where  
2       -- there's a number of different flavors of these  
3       -- where an intending transfer student is  
4       provided with advising supports and financial aid  
5       packaging advice and academic advising at the  
6       community college as their -- as if they were a  
7       university student. So we have another example  
8       of those, obviously, at West Chester with several  
9       of its community colleges in their region. We  
10      have other examples of similar programs at  
11      Millersville and Shippensburg with Harrisburg.

12           So there's a lot of really good work  
13      going on. And what it shows is that policy  
14      environment is obviously super important, but  
15      when you ask leadership, what is it that makes  
16      these programs successful, it's really the close  
17      interrelationships between the deans, the  
18      presidents, and the faculty. There's a community  
19      college transfer playbook, which I highly  
20      recommend to you -- he says tongue in cheek, but  
21      I can certainly provide the reference.

22           It says basically that where a community  
23      college transfer works, it works well because the  
24      colleges and the universities work closely  
25      together, interpersonal, to effectuate the policy

1 environment. We have the policy environments in  
2 place. We have the practices in place. You  
3 know, what we need to do is just sort of  
4 replicate. And we need to replicate in  
5 partnership with our community colleges. It only  
6 works where two parties get together. And I  
7 called out HACC, you know, because of the  
8 leadership of John Sygielski, the president  
9 there, with Millersville and Ship, again, the  
10 leadership at both of those universities, really  
11 leaning in on community college transfer. And  
12 West Chester with CCP with Delaware County, with  
13 Bucks, with Valley Forge. You see HACC and  
14 Bloom.

15 You know, there's a lot of examples of  
16 this working. And so I'd love to begin to switch  
17 the conversation, pounding on Pennsylvania State  
18 System, you know, because we're doing great work.  
19 We are a jewel in your crown. And so the  
20 question is, how do we do more of it?

21 MINORITY CHAIRMAN LONGIETTI: And also,  
22 the outreach for those that need to complete  
23 degrees --

24 DR. GREENSTEIN: Correct. And we have  
25 most of our universities -- Edinboro is the

1 perfect -- Edinboro maybe and East Stroudsburg  
2 are probably the best examples of schools which  
3 have a variety of credit for prior learning,  
4 credit for military service, military courses  
5 taken in the military. They -- most of our  
6 universities will accept credits from ACE and  
7 other -- CLEP, other organizations which provide  
8 credit for extra university and school-type --

9 MINORITY CHAIRMAN LONGIETTI: Well, I  
10 would just further encourage those efforts and I  
11 understand the Lumina Foundation on the  
12 completion side has helped fund several states  
13 that are going down that road, whatever we can do  
14 to partner with organizations like that --

15 DR. GREENSTEIN: Yeah.

16 MINORITY CHAIRMAN LONGIETTI: -- to try  
17 to get people.

18 DR. GREENSTEIN: Yeah, the critical --  
19 on the funding, just so you know, the critical  
20 component of funding -- having been a funder  
21 once, I can kind of recall that life -- is  
22 aligned systems, you know. And where there's a  
23 policy environment, it is encouraging. And when  
24 you have systems which are clearly working  
25 together, not just at the system level, but at

1 the university and college level, that is what  
2 tends to attract funding. It's not been present  
3 in the State of Pennsylvania. It's not as  
4 present as it really ought to be in the State of  
5 Pennsylvania and there's work to do there. But  
6 where you see the connections on the ground, the  
7 interpersonal connections on the ground, it works  
8 wonderfully.

9 MINORITY CHAIRMAN LONGIETTI: Thank you.

10 MAJORITY CHAIRMAN SAYLOR: Our next  
11 questioner is Representative Lawrence.

12 A reminder to everyone to please make  
13 sure your mikes are off, whether you're virtual  
14 or otherwise.

15 REPRESENTATIVE LAWRENCE: Thank you,  
16 Mr. Chairman.

17 And Chancellor, I'm over here on your  
18 right. I appreciate you making time to be here.  
19 I know you've got a lot going on with the  
20 semester to begin here in a mere couple of weeks.  
21 I appreciate you being here before the Committee.

22 I did just want to ask, I noticed that  
23 recent press reports indicated that Cheyney  
24 University is utilizing Federal funds to forgive  
25 student loan debt back to the beginning of 2020,

1 and they're also using it to waive certain fees  
2 and so on and so forth. My understanding is that  
3 that Federal -- those Federal COVID dollars,  
4 about half -- at least half of them have to go to  
5 financial aid for students. So I imagine that  
6 that's kind of wrapped up with that.

7 My question is that, kind of broadly  
8 speaking, and this I think, kind of plays in with  
9 the integration, but also broadly across the  
10 PASSHE System. With these Federal COVID dollars  
11 coming in, is it up to the Board of each  
12 institution to decide how those funds are going  
13 to be spent? Is it up to the administration of  
14 each institution to decide how those funds are  
15 going to be spent? Or do you and the PASSHE  
16 board get some say into whether the funds over  
17 and above those funds that are used for student  
18 financial aid are going to be used for  
19 infrastructure or salary increases or whatever it  
20 might be?

21 DR. GREENSTEIN: So the use of Federal  
22 funding that goes directly to the university,  
23 which is the lion's share of it, is entirely  
24 determined by the local administration in  
25 compliance with Federal guidelines. We obviously

1 see it because, you know, we collect budgetary  
2 information, both in terms of reporting, but also  
3 future forecasting and so we'll know where the  
4 money is spent. But the determination of how it  
5 is utilized is done at the local level.

6 REPRESENTATIVE LAWRENCE: And are we  
7 seeing kind of investments in infrastructure or  
8 more in programmatic spending and kind of short  
9 term, maybe shorter term priorities?

10 DR. GREENSTEIN: So it's probably too  
11 soon to say what the future look will be. The  
12 past has really been filling holes. So if you  
13 take the money that has gone to students in ways  
14 that are described and defined by the Federal  
15 government, most of the other money has been  
16 expended on, you know, reimbursing universities  
17 for expenditure that was specifically related to  
18 the pandemic in preparation for the pandemic and  
19 for revenue loss of which was substantial.

20 REPRESENTATIVE LAWRENCE: Okay. Very  
21 good. I appreciate that.

22 Thank you, Mr. Chairman.

23 MAJORITY CHAIRMAN SAYLOR: Our next  
24 questioner is Representative Isaacson.

25 REPRESENTATIVE ISAACSON: Thank you.



1 Hi. Good morning.

2 DR. GREENSTEIN: Good morning.

3 REPRESENTATIVE ISAACSON: Congratulations  
4 on your integration plan.

5 DR. GREENSTEIN: We're not done yet.

6 REPRESENTATIVE ISAACSON: You're getting  
7 there. I'm following up on Chairman Longietti's  
8 -- and actually, Representative Lawrence brought  
9 something up that's part of my questioning  
10 process here, and that is -- and congratulations  
11 on the transfer credit. That kind of got lost in  
12 every -- all the other noise. And it's a great  
13 thing. As you know, it is something that I was  
14 very interested in as well as Representative  
15 Kinkead next to me.

16 And that's kind of where my questions  
17 want to go to since everything else has been  
18 focusing on some of the other issues you've been  
19 dealing with with the integration plan and the  
20 reimagine -- do we have a plan for implementing  
21 the transfer credit, the promotion of it, PR, you  
22 know, can we get you together -- you said this  
23 transfer playbook, which I've never heard about,  
24 but I think that would be a great thing for  
25 PASSHE and community colleges to work jointly

1 together on so they can educate their students,  
2 you can educate yours.

3           You know, Representative Lawrence's  
4 point, I know Philadelphia Community College in  
5 my city has used their COVID money to alleviate  
6 student debt so that they could attract students  
7 back and make sure they're increasing the  
8 population, which obviously, would be, as I've  
9 spoken to you about before, a great pipeline for  
10 you.

11           DR. GREENSTEIN: Yeah. Yeah.

12           REPRESENTATIVE ISAACSON: So could you  
13 talk about how you could hopefully or are  
14 planning on working with community colleges to  
15 kind of create this system that we can all work  
16 together as an integrated Pennsylvania system of  
17 higher education?

18           DR. GREENSTEIN: Yeah. And it just goes  
19 back to, I think, part of the answer that I gave  
20 to Representative Longietti. The secret sauce is  
21 really that interpersonal relationship at the  
22 campus at the college university level. So where  
23 you have, you know, great leaders like, you know,  
24 Joy Gates Black who's working very closely with  
25 Chris Fiorentino. And it's not -- it isn't

1 really the top to top. I mean that's very  
2 important, so don't get me wrong. I love the  
3 presidents.

4 But it's really important that they  
5 signal that intent to their deans and their  
6 chairs and their faculty and their staff because,  
7 you know, if you look at the transfer playbook,  
8 what's so important -- the articulation  
9 agreements that we have in place, absolutely  
10 vital. They're like the sine qua non. You have  
11 to have them before you start. You have to have  
12 good data. And we have good data. We could be  
13 helping the community colleges get better data.  
14 But at critical is that on the ground, and that  
15 is something which, you know, how does one  
16 encourage that?

17 That I think is the biggest question.  
18 And it requires parties on both sides to come  
19 together, you know, jointly. And where it  
20 happens, and that's why I kept calling out, you  
21 know, John Sygielski and his relationships with  
22 our presidents at Millersville and Bloom and  
23 Ship, and Joy Gates Black, you know, and her  
24 relationship with Chris Fiorentino, where that  
25 works. And we just had a new articulation

1 agreement signed at East Stroudsburg with  
2 Northampton. I mean, you know, that's the  
3 special sauce. So any advice on how to encourage  
4 that to work, we have done -- I hate to say this.  
5 And I don't mean to sound -- we have done at a  
6 policy level, which is kind of what chancellors  
7 do and boards, I guess, and with the data that we  
8 have, we have done everything that we can  
9 possibly do. And now we have to encourage our  
10 folks in the community colleges and at the  
11 universities to adopt the best practices which  
12 are by now very well-known and to do what we're  
13 already doing in select instances with tremendous  
14 outcomes for our students.

15 REPRESENTATIVE ISAACSON: And I  
16 appreciate each one. And I'll be real quick. My  
17 point is that maybe there needs to be a plan that  
18 comes up with the two systems not on an  
19 individual by individual basis because certainly  
20 we don't necessarily need only someone from a  
21 community college or one of the five scholar  
22 community colleges just going to West Chester  
23 because that's regional. Perhaps, we can start  
24 trying to come up with system-wide policy, both  
25 through community college and PASSHE, so that we

1 can have students transferring, not just from one  
2 part of the State, but to another part of the  
3 State so that all of the PASSHE schools can be  
4 supported.

5 DR. GREENSTEIN: No, absolutely. And our  
6 policy enables that. Again, the secret sauce  
7 here is that a whole bunch of presidents and  
8 their staff have to stand up and say hoorah at  
9 the same time. And you know so that requires --  
10 and it takes two to tango, I think is the phrase,  
11 so we need a partner. So where we have those  
12 partnerships, things work really well. Where we  
13 need to develop those partnerships, we --

14 MAJORITY CHAIRMAN SAYLOR:  
15 Representative, just to remind you, I don't have  
16 a time limit on you today, but if you want one --  
17 no, that's fine.

18 I did want to announce that  
19 Representative Austin Davis has joined us  
20 virtually, as well.

21 The next questioner is Representative  
22 Curt Sonney.

23 MAJORITY CHAIRMAN SONNEY: Thank you,  
24 Mr. Chairman.

25 Chancellor, wondering if you could lay

1 out a little bit of a timeline. So you know,  
2 once that board made that historic vote that, at  
3 that point in time, I would assume that that  
4 affected more of the management side more  
5 immediately. We know that you have pushed back  
6 the academic part of this for another year,  
7 correct, as far as realigning all of the courses?

8 DR. GREENSTEIN: Correct.

9 MAJORITY CHAIRMAN SONNEY: So could you  
10 just give us a little bit of a timeline of what  
11 we could expect throughout this, you know, next  
12 six months or --

13 DR. GREENSTEIN: Sure. I think let's  
14 focus on the next quarter. You'll see by the end  
15 of the next quarter a bunch of key, more detailed  
16 planning assets coming into being, including a  
17 more detailed plan for curriculum alignment or  
18 curriculum integration. You'll see, you know,  
19 the technology integration specification. You'll  
20 see detailed organization charts and management  
21 structures beginning to emerge. You know, so  
22 you'll begin to see the benefits basically of the  
23 Board having approved the plan, allowing us to  
24 take that next step of implementation.

25 My expectation is that we will be

1 submitting our complex change -- complex change  
2 request to Middle States in September, October of  
3 this year, so also in this quarter, which will  
4 begin the process of accreditation for the  
5 integrated entities. And obviously, continued  
6 work with the other creditors and regulatory  
7 agencies kind of following in that wake.

8 We still expect to see the integrated  
9 entities sort of open for business as it were on  
10 August of 2022 with all of the relevant systems  
11 and accreditations, et cetera, in place, and  
12 students, you know, who would still be students  
13 of their resident campuses as part of that  
14 integrated entity, and expect the course  
15 alignment to happen over a period from then for  
16 the next, I think, two years going forward.

17 MAJORITY CHAIRMAN SONNEY: Are your  
18 current enrollment projections holding for this  
19 coming school year?

20 DR. GREENSTEIN: Enrollments this coming  
21 school year are going to be very challenged  
22 across the system. We're seeing what I expect  
23 will be a pandemic effect.

24 MAJORITY CHAIRMAN SONNEY: Thank you.

25 MAJORITY CHAIRMAN SAYLOR: Our next

1 questioner is Representative Kinkead.

2 REPRESENTATIVE KINKEAD: Thank you.

3 Thank you, Mr. Chancellor, for joining us  
4 today. I have a couple of questions. Following  
5 up on the theme of seemingly my caucus, I'm going  
6 to ask you about community colleges. I  
7 appreciate the -- this policy change. I think  
8 it's pretty extensive that you guys passed. I  
9 think it's incredibly helpful. It's what we've  
10 been trying to accomplish with legislation that I  
11 introduced with Representative Isaacson, but I do  
12 kind of want to push you on how exactly you are  
13 -- because now that this is a formal policy  
14 change, this is a mandate to all of the  
15 universities in the system, how are you getting  
16 these universities to play ball with the  
17 community colleges?

18 Because ultimately, in the Appropriations  
19 hearings, we heard from community college  
20 presidents that they have hundreds of different  
21 articulation agreements with the different  
22 universities, with -- even within the  
23 universities. They have different articulation  
24 agreements with different programs. And that  
25 doesn't actually seem to be a useful or



1 streamlined program to actually allow students  
2 from community colleges to get into our PASSHE  
3 schools and to be able to complete these  
4 programs.

5 So what is your specific plan for making  
6 sure that that happens? Because as outlined in  
7 what I'm reading in the update, that is something  
8 that is mandated in the program.

9 DR. GREENSTEIN: Yeah. So let me just --  
10 context. So I agree and disagree about the need  
11 for sort of general articulation. That's a good  
12 thing. Students can transfer. They bring their  
13 A.A. or A.S. degree and they go as juniors into  
14 the program, but the real benefits really happen  
15 programatically. So the example of, you know,  
16 HACC and Millersville in nursing, a HACC nurse  
17 can enroll in the B.S.N. program at Millersville  
18 and achieve their B.S.N. in 18 months. Right.

19 That's -- and you can't do that through  
20 the general -- HACC, Bloom, they have some really  
21 interesting pathways around the students who are  
22 in career and vocational, sort of technical  
23 educational programs. You know, they provide an  
24 opportunity for those students to translate their  
25 learning into a B.A. in, you know, some type of

1 applied science. So those things can only --  
2 ESU had a tremendous program with Northampton.  
3 It was funded by the National Science Foundation,  
4 where ESU faculty -- I'm pretty sure it was in  
5 the Psychology Department -- were working very  
6 closely with faculty in the Northampton Community  
7 College with students who had intended to  
8 transfer into psychology and to prepare them for  
9 that transfer.

10 So those programmatic articulations are  
11 super important. Right. That's where the real  
12 thrust comes. Obviously, that general  
13 articulation also really important. The policy  
14 allows for that, but it's not an excuse for that  
15 very closely aligned, carefully integrated work.  
16 I use to work for a guy -- he was a provost, so I  
17 can forgive him for that -- you know, and he told  
18 me, you know, you can do all sorts of things as  
19 an academic leader. You can set the table, you  
20 can serve the food, you can send out the  
21 invitations, but you can't actually require  
22 people to come along and eat.

23 And so but here we are. We're open for  
24 business and we need our community college  
25 colleagues to step forward, those who have not

1 already. And I want to be very, very clear, many  
2 of our community colleges work very closely with  
3 our universities. And I would encourage all of  
4 us -- and I know I'm party to this because I was  
5 the guy who had to come along and say, hey, we're  
6 in trouble. We need help. We need your help.  
7 You're the universities. Right. So I added to  
8 the discourse, but we have an opportunity to turn  
9 the page. And in turning the page, we have an  
10 opportunity to talk about the wonderful  
11 opportunities that public higher education offers  
12 the students of this state, how without a robust  
13 public higher education system or systems, we  
14 will be unable as a state to meet our economic  
15 development and workforce development needs or to  
16 improve the social mobility of our citizens.

17 So I'm urging us all to think in those  
18 terms, right. And so in the spirit of  
19 collaboration and partnership, which is evident  
20 obviously in the support that the General  
21 Assembly has applied to the Pennsylvania State  
22 System, for which we are very grateful, but that  
23 kind of partnership opportunity also needs to  
24 happen with our community colleges. And that  
25 means that they have to turn to us, too. The

1 dialogue around -- and I'll just be totally  
2 honest with you. The dialogue with community  
3 colleges that I have had is a very sort of  
4 antagonistic one, you know, that PASSHE is coming  
5 into our space, they're not treating our students  
6 -- you know, and we have done everything we can  
7 to -- and again, I want to call out the  
8 leadership at the community colleges that are  
9 working so well with our universities to get  
10 stuff done in ways that align with international  
11 -- or national best practice.

12 So I don't want to minimize that, but I  
13 also want to emphasize that we have to replicate  
14 that. And the only way to replicate that is in  
15 the spirit of partnership and collaboration.  
16 That spirit does not exist uniformly across our  
17 community colleges and universities, and we would  
18 do well together to encourage it. That's my plea  
19 to all of us.

20 REPRESENTATIVE KINKEAD: I'm going to  
21 follow up on that. So what you're saying is that  
22 the policy change that you made is just for --  
23 it just creates a general degree transfer?  
24 Because based on what I've read of this policy,  
25 it appears that there's a program to program

1 component of it that would allow students who  
2 graduate with an associates of science or an  
3 associates of arts to proceed in the program as  
4 long as there is space.

5 DR. GREENSTEIN: Correct. But again --  
6 and that is important. So I don't want to  
7 discount the importance. It was a significant  
8 gap in our policy environment, but I need to  
9 emphasize. And again you'll see it in the  
10 transfer playbook, and I will provide it. I can  
11 even provide some analysis that I did a few years  
12 ago around this topic. Policy is inadequate to  
13 getting a job done. That interpersonal  
14 relationship, that care and attention to students  
15 that comes from both sides working  
16 collaboratively, not just in implementing the  
17 articulation agreements, important, but in  
18 advising, coaching, packaging students who are  
19 intending transfer.

20 without that, all of the work that we do  
21 on the policy and even policy enforcement will  
22 just not have the kind of -- will not bear the  
23 kind of fruit that we expect and need.

24 REPRESENTATIVE KINKEAD: So are you  
25 planning to, as PASSHE, from your side, because

1 obviously that's the only side that you can  
2 control, are you planning to streamline the  
3 articulation agreements so that, one, the  
4 community colleges from across the State, whether  
5 they're located near West Chester or near  
6 Bloomsburg or Indiana, that they -- you have  
7 articulation agreements that are effective at all  
8 PASSHE universities for transfer, are you  
9 planning to seek out those articulation  
10 agreements?

11 DR. GREENSTEIN: We are planning -- so  
12 first of all, we're asking our chief academic  
13 officers to work with our counterparts in the  
14 community colleges to come up with an  
15 implementation plan. So let me come back next  
16 quarter and tell you the results of that work.

17 Generally speaking though, our role will  
18 be to hold our university leadership accountable  
19 for the implementation of the policy. Right. So  
20 that suggests that if there's evidence that  
21 they're not implementing the policy, which would  
22 really be students that are trying to transfer  
23 and are unable to transfer the credits they would  
24 expect to transfer under the policy, that that  
25 would sort of raise the attention of the

1       chancellors. But that is not adequate -- I'm  
2       going to repeat myself. And at the risk of  
3       beating a dead horse, I will give it one more  
4       kick.

5               The importance here is the interpersonal.  
6       It's not a switch you can turn on. People have  
7       to want to do this. Where people want to do  
8       this, it works. Where people don't want to do  
9       this or aren't incentivized or encouraged by  
10      leadership, then it won't happen. It has to be  
11      seen as a collaborative partnership and an  
12      interest that is shared. Otherwise -- and it has  
13      to be done on the ground. You cannot mandate it.  
14      I mean, you can. We have a policy environment,  
15      good.

16             It's important, but you can't require  
17      people to work together. You can incentivize  
18      them in all sorts of interesting ways. And  
19      that's what we can do at the policy level. But  
20      at the end of the day, folks on the ground have  
21      to sort of, if I may say, bury the hatchet or  
22      hatchets. And there are a bunch of them flying  
23      around. You got to put them down. It's not in  
24      the interest of our students. These kids don't  
25      think by sector. They think by life, my next

1 step is. They go back and forth between our  
2 colleges and our universities and the labor  
3 force, and we act as if that's not true. And our  
4 great leaders and faculty, both in the community  
5 colleges and in the universities, they understand  
6 that. Now, we need to align our actions.

7 REPRESENTATIVE KINKEAD: Thank you.

8 I just had one quick question. What if  
9 -- and we've kind of been operating under the  
10 plan of this consolidation. I feel a little bit  
11 of magical thinking that all of these things that  
12 we've been planning for are going to come to  
13 fruition if the consolidation is enacted. So I'm  
14 wondering if you can tell me what happens, what  
15 your plan is, what your alternative is if Middle  
16 States, the NCAA, specialized accreditations that  
17 the various universities hold say no when it  
18 comes to consolidating these universities and  
19 maintaining, you know, their each individual  
20 teams or you know, whatever.

21 We're operating under the hope that this  
22 will happen, this will be approved, what if it  
23 doesn't?

24 DR. GREENSTEIN: So a couple of things.  
25 Middle States doesn't say no. Middle States has



1 eight standards. They review a university and  
2 then they will write about it and form a report  
3 and they will talk about how the university  
4 either conforms or doesn't with each of the  
5 standards.

6 where the university is not in alignment  
7 with one of the standards, there will be a root  
8 map for adjusting that alignment. It is not  
9 uncommon for our universities which are going  
10 through periodic required reaccreditation for  
11 them to be asked to adjust any number of  
12 different aspects of their alignment. So that is  
13 a process that will continue and that will be  
14 applied with the integrating entities. And I  
15 would expect Middle States to behave in the way  
16 that it defines for its own membership.

17 In terms of what works and doesn't work,  
18 I would look at things having to do with  
19 enrollment, financial projections, you know. And  
20 to me, those are the challenges that I would add  
21 that, I guess, to the basket of challenges. So  
22 we have -- we meet quarterly with the General  
23 Assembly. How do we mitigate the risk? We meet  
24 quarterly with the General Assembly and the  
25 Board. We have a range of evaluating indicators.

1 I think there's 18 of them that are required by  
2 Act 50. There's a whole bunch of others that we  
3 use as part of our board-approved metrics and  
4 accountability framework. We use those with all  
5 of our universities.

6 So we will be monitoring very closely the  
7 progress, not just of our universities  
8 financially, but also their students in terms of,  
9 you know, access, affordability, student  
10 outcomes, et cetera, and constantly course  
11 correcting as we need to in what we'd expect to  
12 be an iterative process.

13 Is there risk involved in that approach?  
14 Absolutely. Is the risk lower than the risk we  
15 were inheriting by not doing anything? A lot.

16 REPRESENTATIVE KINKEAD: So but I also  
17 want to follow up on the NCAA and the specialized  
18 accreditation because those can and could say no.

19 DR. GREENSTEIN: Again, I think that --  
20 again, it's not -- that is not my understanding  
21 of how accreditors and regulators work. It just  
22 isn't. I went through the Cheney  
23 reaccreditation, learned a great deal about  
24 accreditors, probably more than any of us ever  
25 wanted to learn.

1           They're partners. They're membership  
2 organizations. They're members of universities.  
3 The people who do the reviews are people like me  
4 and presidents and deans, provosts. Their job is  
5 not to trip up higher education and do things  
6 that are bad for students. Their job is to  
7 protect higher education and it's delivery of  
8 services and they're good at it. And our  
9 partnership with NCAA and Middle States and other  
10 partners demonstrates that they are really good  
11 at it and they do really care.

12           And so I -- it's just not like a light  
13 switch that you turn on and off. So as with, you  
14 know, enrollment challenges or financial  
15 challenges or student outcome challenges, you see  
16 them coming because you're constantly evaluating,  
17 constantly monitoring, you know, progress. And  
18 you course correct as you need to. And we'll  
19 course correct as we need to, if we need to, with  
20 any of the regulators and the Department of  
21 Education.

22           REPRESENTATIVE KINKEAD: So specifically  
23 though, with like the NCAA, they may not allow  
24 these universities to maintain their  
25 individual --

1 DR. GREENSTEIN: It's impossible --

2 REPRESENTATIVE KINKEAD: -- identities.

3 And I know you can't predict it, but I'm  
4 wondering if you have a plan for an alternative.

5 DR. GREENSTEIN: I don't have plans for  
6 hypotheticals that you can't articulate or I  
7 can't articulate. No.

8 REPRESENTATIVE KINSEY: Isn't that what  
9 this is though?

10 DR. GREENSTEIN: what?

11 REPRESENTATIVE KINKEAD: All of this is a  
12 hypothetical if the consolidation had come into  
13 fruition.

14 DR. GREENSTEIN: So I mean, if a  
15 regulator comes back and says X, what's the plan?  
16 So fill in the blank about the X. No, it's not  
17 my understanding of regulators and accreditors.

18 REPRESENTATIVE KINKEAD: Okay. Thank  
19 you.

20 MAJORITY CHAIRMAN SAYLOR: First, I was  
21 remiss in not recognizing we were joined by  
22 Representative Torren Ecker after we got started.  
23 So he joins us. Mr. Ecker is here. All right.

24 Next questioner is Representative  
25 Struzzi. Thank you.

1           REPRESENTATIVE STRUZZI: Thank you,  
2           Mr. Chairman.

3           Good morning, Chancellor.

4           DR. GREENSTEIN: Good morning.

5           REPRESENTATIVE STRUZZI: Prior to the  
6           vote to move forward with the System redesign,  
7           there were a lot of doom and gloom stories out  
8           there, job losses, all these horrible  
9           implications. And you know, living in a  
10          university town, it's almost the energy of the  
11          university is often the energy of the town. And  
12          I have to say I'm thrilled that IUP students are  
13          going to be coming back on campus here this fall  
14          and we're going to have football and basketball  
15          and all the great things that come with  
16          university life.

17          But now that we have passed the threshold  
18          of approving the system redesign, you know, what  
19          is the tone or the feel, the morale on the  
20          different campuses across the state?

21          I'm just curious because that energy is  
22          important, and I do hear from faculty often. And  
23          curiously, you know, I heard a lot prior to the  
24          vote of how bad this was going to be. And now  
25          that that vote has passed, I haven't heard too

1 much. So I'm curious, from your perspective,  
2 what it's like on the inside, so to speak?

3 DR. GREENSTEIN: Yeah. That's a great  
4 question, and probably an unsatisfying answer.  
5 I'm not really entirely sure. It's certainly  
6 gotten a lot quieter, so that's a good thing. I  
7 mean, that's special interests, I guess. But  
8 it's gotten quieter because universities have  
9 gotten quieter, right. Students will come back.  
10 Faculty will come back. We'll get back to life,  
11 and then we'll have a better sense of what the  
12 tone is.

13 And I also think that, you know, where  
14 you are located within the system will also  
15 reflect the experience. So for example, our  
16 leadership teams, both at the western integrating  
17 universities and at the northeastern integrating  
18 universities got together on a retreat. I've got  
19 great reports. There's so much excitement about  
20 the opportunities. People are just digging in  
21 and meeting each other and, you know, really  
22 trying to come to terms with, you know, let's now  
23 implement and build this reality.

24 I've heard similar things, you know, in  
25 Indiana where they're implementing the next

1 generation strategy, et cetera. But then, we're  
2 still talking about a relatively small group  
3 around and involved in implementation planning.  
4 I think as faculty come back and students come  
5 back, I'm hoping that we'll see, you know, a  
6 couple things. One of them is, to your point,  
7 just, oh my God, I'm glad we're back. You know,  
8 because I think everybody feels the same way,  
9 just it would be nice to get going again,  
10 something approximate to life as we know it.

11 And I think there is this other  
12 opportunity, which is now it's no longer an  
13 abstract concept, either the next generation  
14 concept at IUP or the integration in six of our  
15 leading universities. They're rolling up their  
16 sleeves and now building a future, which is  
17 exciting. And now, you know, we can really put  
18 our fingerprints on it, not just something that  
19 we can fear.

20 I regret the misinformation that was  
21 circulating. I think, you know, it was horrific,  
22 frankly, that -- you know, the fact that the  
23 integration was going to cost 1,500 in job loss.  
24 It was just horrific. I mean, it was unethical,  
25 frankly, and wrong and frightening and

1 panic-inducing, and not to me, but to real people  
2 who work on the ground in, you know, a whole  
3 range of jobs from facility managers to, you  
4 know, snowplow people to faculty and staff who  
5 are student-facing. Just wrong, frankly. And  
6 we're going to have to overcome that. And you  
7 know, I think, I'm hoping that this kind of  
8 conversation, this dialogue that we have in the  
9 General Assembly will begin to address some of  
10 the strengths of public higher education, which  
11 is a blessing as well as an essential aspect of  
12 the Commonwealth.

13 REPRESENTATIVE STRUZZI: Thank you. I  
14 appreciate your efforts.

15 MAJORITY CHAIRMAN SAYLOR: I would like  
16 to recognize Representative Madden next.

17 REPRESENTATIVE MADDEN: Thank you,  
18 Mr. Chairman.

19 And thank you, Mr. Chancellor, for being  
20 here today. I'm so excited about the agreement  
21 between Northampton and ESU, as I've taught at  
22 both of those schools. I have four employees  
23 and, currently, three of them either graduated  
24 from one or both of those schools or attending.  
25 And when I taught there, I spoke to -- when I



1       taught at Northampton, I was speaking with  
2       professors from ESU about that and vice versa.  
3       And it just seemed like it was never going to  
4       happen. Both schools were really opposed to the  
5       idea. And I remember when I spoke to the dean at  
6       the time. It was like a flat-out no.

7               So this is wonderful. I'm excited  
8       because, obviously, if students are going to  
9       Northampton, you know, they're looking to save  
10      money even before they go to a PASSHE school.  
11      And so my question is, you said we can  
12      incentivize, but we cannot mandate. So how do we  
13      go about incentivizing?

14             Do we start talking to children -- to  
15      students when they're in high school and offer  
16      them this dual, you know, this program where they  
17      can start at Northampton and save money? Because  
18      a lot of that is I'm not sure what my major is  
19      going to be. I can't really afford, you know,  
20      ESU at this moment. And so to give them the  
21      freedom to start in a community college is just  
22      -- it expands the opportunities for them.

23             So do we start talking to them in high  
24      school and let them know that there's the  
25      possibility of them starting at Northampton and

1 then going to ESU and these are the programs that  
2 you can start? Because we had a pretty good  
3 communications department in Northampton --

4 DR. GREENSTEIN: Yeah.

5 REPRESENTATIVE MADDEN: -- and a  
6 wonderful communications department at ESU, great  
7 nursing program at both those schools. So what  
8 are we doing? How are we marketing it to  
9 students? How are we getting them there?

10 And you know, then there was something I  
11 read that they can transfer credits from  
12 Northampton to ESU with up to a \$6,000  
13 scholarship. I'm not sure what that means. It  
14 means they'll take \$6,000 worth of their credits  
15 from Northampton or they'll have a \$6,000  
16 scholarship when they get to ESU. I'm wondering  
17 how that's working, how when a student goes to  
18 Northampton, what percentage of those credits  
19 will -- and for any of the PASSHE schools that  
20 have this agreement with community colleges, how  
21 many credits can they expect to transfer?

22 DR. GREENSTEIN: So where they're --  
23 again, where they're complying with the  
24 agreements, where those agreements are in place,  
25 it's up to 60 credits. So it's your -- it's your

1 A.A. degree. So you enter as a junior status.

2 I can't speak specifically to the  
3 scholarship. I do know that some of our  
4 universities -- West Chester is an example --  
5 they analyzed their data a few years ago and  
6 realized that they were "under scholarshipping."

7 I made that term up, I apologize. They were  
8 under scholarshipping -- but if you use it three  
9 times in print, you can use it in Scrabble.

10 Sorry. Had to say that.

11 Transfer students, and so they upped the  
12 amount there. So they will provide scholarships  
13 or tuition. In terms of marketing, imagine what  
14 we could do. Just imagine, from your experience,  
15 if a kid in the eighth grade -- get them early,  
16 right, ninth grade, but don't wait beyond that --  
17 receives a letter, or better yet, even a visit or  
18 sees a YouTube video or something, you know,  
19 where a communications faculty from the two  
20 schools talk to them about what they can do from  
21 the two schools together. And here's what you  
22 can do, start at Northampton, for example, and  
23 achieve this result and then move on and the  
24 total cost of your degree -- and oh, by the way,  
25 with Federal and PHEAA funding, you know, this is

1 the cost to you as a student, and here's ways to  
2 reduce that cost if you wish, you know. Think  
3 about different resident type of arrangements and  
4 all the data from scholarship programs, you know,  
5 suggest that building a college-going culture is  
6 something you want to start early, eighth and  
7 ninth grade. Yeah.

8 I mean, that -- but it goes back to you  
9 can't. Hey, go out there and do that,  
10 communications people from -- you know, people  
11 have to want to get together in the service of  
12 their students and not fight one another as  
13 sectors vying for scarce funding in a scarce  
14 funding -- that's a mindset shift. We are all --  
15 and I've testified about this in the Higher  
16 Education Funding Commission -- you know, we are  
17 all wired, not in a bad way, but historically, to  
18 think in terms of sectors, and our students  
19 don't. They think in terms of life. And we have  
20 to figure out how to adjust our policies and  
21 funding regimes to enable them to be -- to meet  
22 them where they are and build pathways that they  
23 want to travel, not that are convenient for us as  
24 sectors defending our territory.

25 REPRESENTATIVE MADDEN: And if I could

1 ask one more question. So I know we have  
2 programs where children and students in high  
3 school are taking college credits, and then that  
4 helps them along. So is it possible we can  
5 package that and market that to high school  
6 students, so look you can start -- and I can  
7 speak only to my own personal experience with my  
8 children who were educated in New York. And my  
9 son had -- by the time he moved to Pennsylvania  
10 and went to Northampton, had fulfilled all of his  
11 English credits at Hunter College in New York.

12 So are we going to just kind of like  
13 expand and reimagine college in a real,  
14 meaningful way with the marketing like getting  
15 kids in high school, getting counselors and  
16 advisors from Northampton and East Stroudsburg  
17 and the other PASSHE schools to go into the high  
18 schools and show them this unique program and let  
19 them, you know, explain it to their parents so  
20 their parents see that college isn't going to be  
21 this bottomless pit of money spending, and that  
22 the kids -- they have a vision for their kids  
23 that they're not going to drop out.

24 I mean, are we really focused on this  
25 partnership? I don't want to talk about in the

1 abstract. I really want to talk about moving  
2 forward, how we really are going to market this  
3 and how we are going to try to recruit students  
4 and we are going to try to increase our  
5 enrollment numbers because our PASSHE schools and  
6 our community colleges in Pennsylvania are among  
7 the best. And I know because I've taught in  
8 them. And we do ourselves a great disservice if  
9 we don't spend the money marketing and getting  
10 out there the message of how good our schools  
11 are.

12 DR. GREENSTEIN: I agree, but I also --  
13 I just, you know, and there's things that we can  
14 do at the system level in a way to sort of -- and  
15 frankly, this is a work in progress because we're  
16 just thinking about, you know, how with some of  
17 the funding -- thank you for the support -- can  
18 we do a better job of marketing. We need to  
19 recognize that the system doesn't really have any  
20 brand. It does here because we all talk about  
21 it, but from a student's point of view, it has no  
22 brand. West Chester showed up in Philadelphia at  
23 the Philadelphia Center and it was the PASSHE  
24 center and nobody knew PASSHE. But when West  
25 Chester was advertising courses, or other schools

1 were, okay, we know what west Chester is.

2           So recognizing the limitations, there's a  
3 lot that we can do. Right. I think we can talk  
4 specifically about the importance of public  
5 higher education, the availability of higher  
6 education pathways. But we need our universities  
7 and colleges, and many of them are doing great  
8 work. Most of them are doing great work, quite  
9 frankly, going into schools and districts, but  
10 this is the mindset shift. They have to go --  
11 in order to do this work, they have to go  
12 together, together, not apart, not trying to get  
13 students competitively, even though it's a  
14 competitive market. Right. And that's going to  
15 require a shift in thinking, not just in this  
16 group, but amongst leadership. And where you see  
17 great leadership, you've already seen that shift.  
18 And where you see great programs is because  
19 you've seen that shift, but that shift needs to  
20 happen more widely.

21           If we are out here individually, whether  
22 as systems or presidents just defending our patch  
23 at the expense of another, that's not good for  
24 our students. That's not good for our ecosystem.

25           Last point, and only because you invited

1 me into it and I have to make it. The biggest  
2 challenge we make is our affordability. We're  
3 just not -- as a public entity, we're not  
4 affordable in the way that other states have  
5 affordable options, not by a long shot. I think  
6 we're first, second, or third most expensive in  
7 the country. Pennsylvania deserves better than  
8 that, it just does. And I'm not begging for  
9 money. I'm begging for our students. We're  
10 disenfranchising a whole part of the population.

11 The low cost degree is a \$100,000 degree.  
12 What's that about? That's not -- to me, that's  
13 not something to be proud of, and we can change  
14 that. And I understand we have a lot to do in  
15 the Pennsylvania State System. We're on it.  
16 It's hard work. And we invite the partnership,  
17 and we welcome it, but this affordability  
18 challenge is going to require all of us to think  
19 differently and to work differently together.

20 REPRESENTATIVE MADDEN: I agree. And  
21 maybe our other PASSHE schools should take --  
22 should take a lead from ESU with the warrior  
23 promise and when you enter as a freshman, your  
24 tuition does not go up for your four years in  
25 college. Maybe we could use some Federal dollars



1 or some of that \$8 1/2 billion dollars that we  
2 have sitting in the General Fund to help make  
3 college more affordable for our Pennsylvania  
4 students.

5 Thank you, Mr. Chairman, for your time.

6 MAJORITY CHAIRMAN SAYLOR: Thank you.

7 Our next questioner is Representative  
8 Mercuri.

9 REPRESENTATIVE MERCURI: Thank you,  
10 Mr. Chairman.

11 And good morning, Chancellor. Thank you  
12 for being here.

13 I have a question for you around how  
14 we'll know when we've succeeded with this  
15 integration and how long it will take, in your  
16 estimation. So I assume that you are monitoring  
17 metrics and that you have certain success  
18 criteria defined across the system. You know, as  
19 you think about the why of the three institutions  
20 in west and east, how will that integrated unit,  
21 base on the east and west achieve those metrics,  
22 besides, you know, the new size that they'll  
23 have --

24 DR. GREENSTEIN: Yeah.

25 REPRESENTATIVE MERCURI: -- achieve a

1 greater rate of return on those success metrics  
2 that you define?

3 DR. GREENSTEIN: You know, I'm going by  
4 our projections. I think, you know, four years,  
5 four or five years is not an unreasonable amount  
6 of time. And obviously, anything can happen in  
7 those four or five years, but --

8 REPRESENTATIVE MERCURI: And that's from  
9 now or is that from an integration --

10 DR. GREENSTEIN: No, that would be from  
11 '22. That would be from '22-'23, so yeah. It's  
12 a multi-year journey. And again, you know, it's  
13 interesting. I think the closer I get to it, the  
14 biggest -- the biggest challenge -- we have a  
15 discourse on culture. The biggest challenge is  
16 creating a new culture. Right. I mean, now,  
17 we're talking about community colleges and  
18 universities thinking about themselves  
19 sectorally. Now you have universities that have  
20 been around for -- I think our youngest is 125  
21 years old. And now you're asking them to blend  
22 those cultures. And that's a people issue.  
23 Right.

24 That is people learning how to work  
25 together, and we're going to teach English in our

1 own department or whatever our subject is,  
2 psychology or communications, and we now have to  
3 built the departmental culture across three  
4 different institutions, which have different  
5 approaches, et cetera, a huge amount of  
6 opportunity there.

7 But it also requires people getting to  
8 know each other, et cetera. So some of those  
9 cultural attributes are harder to measure. You  
10 know, we can track how our enrollments are doing  
11 and what our financials are and how our students  
12 are doing, but how are our groups coming together  
13 and working well across the institutions?  
14 Probably a little harder to get a beat on, and  
15 that is the thing that will take the longest.

16 REPRESENTATIVE MERCURI: Thank you.

17 MAJORITY CHAIRMAN SAYLOR: Our next  
18 questioner is Representative Schweyer.

19 REPRESENTATIVE SCHWEYER: Thank you,  
20 Mr. Chairman.

21 Chancellor, how are you?

22 DR. GREENSTEIN: I'm well. Thank you,  
23 sir.

24 REPRESENTATIVE SCHWEYER: I'm over here  
25 to your left today. So the \$50 million that we

1 allocated as part of the budget, I just want to  
2 recall briefly, you used a chunk of it for debt  
3 service, if I'm not mistaken, not all of it, but  
4 a portion of it. Some of it is going for the  
5 integration consolidation plan. Some of it is  
6 going for general operating funds over and above,  
7 based on needs with the lack of enrollment as a  
8 result of COVID. The last part is for student  
9 support. Did I get that roughly right?

10 DR. GREENSTEIN: Yeah. You're good.

11 REPRESENTATIVE SCHWEYER: All right. So  
12 the student support is the part I want to talk  
13 about at the moment, if I could. So that is for  
14 scholarships. It's also for dual enrollment  
15 work, correct?

16 DR. GREENSTEIN: So the student success  
17 initiatives bucket is for initiatives that  
18 improve student success, so enrollment would be  
19 your measurement. We haven't determined exactly  
20 what we will invest in. I've presented some  
21 options to the Board, but we're working very  
22 closely with our presidents to identify the areas  
23 which will deliver the greatest impact. And we  
24 will be making a more detailed -- and we're also  
25 gathering our Board's input. The Board will have

1 a point of view, as well. So we'll have a more  
2 detailed breakdown of what's in that particular  
3 category next time I see you.

4 REPRESENTATIVE SCHWEYER: Okay. So  
5 there's a possibility that the dual enrollment  
6 will be what we discussed earlier as a -- as a  
7 partnership with various community colleges with  
8 their own particular articulation agreements with  
9 the individual universities or colleges, correct?

10 DR. GREENSTEIN: It is a possibility.  
11 We're looking for things which are --

12 REPRESENTATIVE SCHWEYER: And I'm not  
13 asking you for definitive plans. You've made it  
14 clear that --

15 DR. GREENSTEIN: Yeah. It would be hard  
16 -- if it were to -- if we were to invest in that  
17 area, it would be from that source of funds.

18 REPRESENTATIVE SCHWEYER: Okay. And  
19 you're not looking at dual enrollment with high  
20 schools at this point in time --

21 DR. GREENSTEIN: We are.

22 REPRESENTATIVE SCHWEYER: -- or are you?

23 DR. GREENSTEIN: We have schools which  
24 are -- Mansfield is the best example, which are  
25 piloting a number of different approaches for the

1 system. We have about 800 students in dual  
2 enrollment with high schools at the moment. I  
3 think about --

4 REPRESENTATIVE SCHWEYER: System wide?

5 DR. GREENSTEIN: System wide, about 200  
6 of them that are at Mansfield, which is  
7 deliberately looking at exploring different  
8 opportunities.

9 REPRESENTATIVE SCHWEYER: Okay. Is there  
10 any conversation between you and the community  
11 colleges about, frankly, and I understand that  
12 we've discussed the competition between the two,  
13 sometimes the friction between the two at length.  
14 I'm not going to -- we don't need to continue to  
15 go there, but are you worried at all about  
16 stepping on the toes of any of our community  
17 colleges in any of those places where they  
18 already have that dual enrollment?

19 DR. GREENSTEIN: So I mean, I think  
20 again, this goes back to that mindset shift.

21 REPRESENTATIVE SCHWEYER: Right.

22 DR. GREENSTEIN: There is -- there's not  
23 enough education in this State. There's too much  
24 for the traditional population, which is the high  
25 school-leaving student going directly to college

1       because that population is declining in size.  
2       There's too little in a whole range of other  
3       areas. Our employers -- and you know this  
4       because I'm sure they come visit you --

5               REPRESENTATIVE SCHWEYER: Yeah.

6               DR. GREENSTEIN: -- are begging us for  
7       people who have the skills they need to fill jobs  
8       which are going unfilled, not because people  
9       don't want to work, but because people don't have  
10      the skills. So it's not like the market for  
11      education has somehow gone away and we're all  
12      sort of fighting over scraps and sometimes -- I  
13      think, again, we have to shift our mindset.

14              So what do we have? We have a great new  
15      partnership. Ship, Harrisburg University and  
16      HACC are looking at supply chain management.  
17      What a great idea. It's not like one of them is  
18      saying, hey, supply chain management is mine.  
19      Get out. All three of them realized supply chain  
20      management in this region is one of our most  
21      unmet employer needs. There's a huge  
22      opportunity. So they're co-developing a program  
23      which they can all offer to their students. It's  
24      about saturating the market with needed  
25      opportunity.

1           REPRESENTATIVE SCHWEYER: I agree. And  
2 I'm encouraging that continued dialogue between  
3 our community colleges and the PASSHE schools in  
4 anything that the system can do to continue to  
5 foster that. My asks specifically are for  
6 those -- in those areas where this is an  
7 established relationship between a community  
8 college and a high school.

9           I represent the Allentown School  
10 District. Only in the Allentown School District  
11 do we have a robust partnership with LCCC, a  
12 little bit with -- on dual enrollment; at least  
13 we used to. I'm not sure where we're at with  
14 that, but I know we've had a good one with LCCC.  
15 Specifically, you know, the concern that they  
16 have is that there is going to be fighting over  
17 student A, who is a high achieving high school  
18 student.

19           DR. GREENSTEIN: Yeah.

20           REPRESENTATIVE SCHWEYER: And now that  
21 student is going to have to choose between  
22 taking, you know, college math at LCCC or college  
23 math at insert name of PASSHE school here. That  
24 is the very real life fundamental concern.

25           DR. GREENSTEIN: It is.



1           REPRESENTATIVE SCHWEYER: So how can  
2           PASSHE and the community college system as a  
3           whole work to prevent that, so that a, we're not  
4           being asked to pay for both of those; b, that you  
5           guys are able to work together hand in hand with  
6           them? That's what I'm asking for.

7           DR. GREENSTEIN: And the biggest  
8           challenge we face is a cultural one. It  
9           requires, you know, parties to vent -- to offer  
10          trust. If I were emperor and not Chancellor, I  
11          would require everyone to read Brene Brown's Dare  
12          to Lead because she talks a lot about trust. But  
13          we're going to have to put down that we're  
14          competing over the same student and ask ourselves  
15          a different question, the question that John  
16          Sygielski asked with ship and leaders at  
17          Harrisburg University, which is how can we work  
18          together to get more students to go into supply  
19          chain management?

20          REPRESENTATIVE SCHWEYER: Right. So  
21          what's PASSHE's role in this?

22          DR. GREENSTEIN: We have set the table,  
23          served the food, put the policy environment in  
24          place. We have the data. We have the best data  
25          of pretty much any damn State. Right. So we can

1 do a lot with it. So now we need people to join  
2 us, but they need to join us in the spirit of  
3 partnership.

4 REPRESENTATIVE SCHWEYER: Okay. So  
5 moving forward, I want to talk a little bit about  
6 something that you mentioned earlier. I  
7 apologize. Which one of my colleagues asked the  
8 question about enrollment? You're expecting a  
9 decrease this year in COVID. And first of all, I  
10 made that one up. We're just going to make up  
11 terms today. Sure.

12 So you're looking at a decrease in  
13 students, but you believe it's directly resulted  
14 or related to COVID?

15 DR. GREENSTEIN: It doesn't seem to have  
16 a pattern that would suggest anything else.

17 REPRESENTATIVE SCHWEYER: Sure.

18 DR. GREENSTEIN: It -- the pattern is  
19 tough to discern. It is -- every year, you get  
20 unexpected dips and rises, but this year  
21 continues that.

22 REPRESENTATIVE SCHWEYER: So -- and I  
23 believe that to be true. Are you -- do you have  
24 projections yet on who those students are?

25 DR. GREENSTEIN: We do not. I can guess,

1 as I think we all can, that the biggest impact is  
2 going to be on lower-income students and students  
3 of color.

4 REPRESENTATIVE SCHWEYER: Okay. So we  
5 are -- we should be bracing ourselves for what  
6 has been one of my chief concerns from day one,  
7 is the number of PASSHE students, frankly, look  
8 like people in this room as opposed to people  
9 that live in Allentown? Take a look around.

10 DR. GREENSTEIN: Yeah. I would --

11 REPRESENTATIVE SCHWEYER: Best guess.  
12 You don't have the numbers yet; I understand  
13 that.

14 DR. GREENSTEIN: We could see an impact,  
15 yeah. And I'm hesitating because I'm, being too  
16 technical, because my guess is that the biggest  
17 impact is going to be in returning students and  
18 not in new students.

19 REPRESENTATIVE SCHWEYER: Okay. Fair  
20 enough. But if we're looking at typical number  
21 of students and the race and ethnic breakdown of  
22 our student body, we think there is going to be  
23 an increasing gap at the PASSHE schools in the  
24 upcoming school year between white students and  
25 students of color.

1 DR. GREENSTEIN: That's what we saw  
2 nationally last year.

3 REPRESENTATIVE SCHWEYER: Okay. So we're  
4 making a guess that we're going to be part of  
5 that overall national trend.

6 DR. GREENSTEIN: Yeah. And we did not  
7 see it here last year because our numbers did not  
8 follow the national trend.

9 REPRESENTATIVE SCHWEYER: Right.

10 DR. GREENSTEIN: This year, they seem to  
11 be.

12 REPRESENTATIVE SCHWEYER: And so as we're  
13 looking at this, what are your -- not your plans,  
14 but where are you in the development of plans to  
15 once again do a better job of getting into our  
16 high schools and communities that are a higher  
17 disproportionately number of kids of color.

18 DR. GREENSTEIN: So we can do a bunch of  
19 things on the enrollment, marketing, and  
20 recruitment side. And again, I'll come back to  
21 you in October when we're working with our  
22 presidents and others on plans of that nature.

23 REPRESENTATIVE SCHWEYER: Sure.

24 DR. GREENSTEIN: But at the end of the  
25 day, this is going to come down to cost. And

1 we're going into schools in your district and  
2 we're telling students, hey, you can have a  
3 \$100,000 degree, knock yourselves out.

4 REPRESENTATIVE SCHWEYER: Right.

5 DR. GREENSTEIN: I mean, and just to be  
6 -- and I've said this before. We can do all  
7 sorts of administrative restructuring and  
8 organizational change. We cannot touch that  
9 problem.

10 REPRESENTATIVE SCHWEYER: Okay.

11 DR. GREENSTEIN: Not meaningfully.

12 REPRESENTATIVE SCHWEYER: All right. As  
13 part of the integration plan that was adopted by  
14 the Board -- at this point in time, water under  
15 the dam, we have may have disagreed; it is what  
16 it is -- I don't recall -- and this -- I'll blame  
17 myself. I don't recall having robust  
18 conversation, specifically with integration,  
19 about outreach retention, work to try to close  
20 that gap. There might have been, but I don't  
21 recall being part of that conversation.

22 DR. GREENSTEIN: Yeah, there is. I mean,  
23 and this is going on across the system. Again, I  
24 don't want to, you know, focus exclusively on  
25 this seg, because obviously, enrollment,

1 management, retention, and affordable options are  
2 critical to all of our universities. All of our  
3 universities are doing great work. You know, and  
4 it shows up in both student retention and student  
5 debt load, which is, you know, contained, even  
6 though it's high. It still, you know, represents  
7 at the moment a reasonable option for higher  
8 education.

9 The plans of the six, you know,  
10 extensive, just because, you know, we asked them  
11 to develop them in greater detail. You'll see  
12 them in the student success section of the  
13 report, but I refer you to the appendix where  
14 you'll see the detail. And you'll see  
15 comprehensive reinvestment in a whole range of  
16 initiatives that are intended to improve  
17 retention.

18 REPRESENTATIVE SCHWEYER: Okay. I guess  
19 I'm just going to leave a point. I spoke to a  
20 number of my colleagues from the Lehigh valley,  
21 both sides of the aisle, about that issue, again,  
22 just kind of revisiting the community college  
23 piece. There is a level of concern that that  
24 cooperation -- and I'm certainly happy to have  
25 those conversations with the folks on the other

1 side of it.

2 DR. GREENSTEIN: Yeah.

3 REPRESENTATIVE SCHWEYER: It's two folks.  
4 But we absolutely need the other data because  
5 you're the highest profile of all of them,  
6 because you just went through this plan. Because  
7 of all that stuff, we're going to need PASSHE to  
8 take a stronger leadership role in being  
9 welcoming to the community colleges on those  
10 issues.

11 DR. GREENSTEIN: I --

12 REPRESENTATIVE SCHWEYER: And I'm sure  
13 your perspective is different.

14 DR. GREENSTEIN: It is.

15 REPRESENTATIVE SCHWEYER: There's a --  
16 there's certainly, certainly a great deal of  
17 concern about that. And the areas -- I'll speak  
18 for myself -- the area of the world that has felt  
19 the significant greatest absence in the Allentown  
20 School District up until recently has been  
21 PASSHE, in terms of education. Temple has filled  
22 that void. Penn State is trying to fill that  
23 void. LCCC is filling that void. Recently, it's  
24 changed. It's gotten better. And I've  
25 acknowledged that, especially with Bloom and

1 Kutztown.

2 DR. GREENSTEIN: Yeah.

3 REPRESENTATIVE SCHWEYER: However, there  
4 is -- there is a sense that you don't have a  
5 foothold in the community. It's one of the  
6 reasons why your racial and ethnic disparities  
7 are what they are. And so the only way that  
8 we're going to be able to do that, you -- as the  
9 most affordable option, or four-year degree,  
10 students that tend to be not only kids of color,  
11 but also on the low end of the socioeconomic  
12 spectrum, we need you to build those  
13 relationships with folks that are actually in the  
14 building. And not only the school, not only the  
15 school system itself, the Allentown School  
16 District, but the community colleges and the  
17 folks that are in there.

18 DR. GREENSTEIN: Those relationships are  
19 there to be had. We are open. We are open for  
20 business.

21 REPRESENTATIVE SCHWEYER: Okay.

22 DR. GREENSTEIN: And now people need to  
23 step forward and create those interpersonal  
24 relationships that, frankly, they don't have.  
25 And they're going to -- you know, I can tell



1       them, hey, stop scrapping over that student, but  
2       they have to recognize, we have to jointly  
3       recognize -- just as John Sygielski has done with  
4       now Charles Patterson at Ship -- that what we  
5       need to do is not to go -- after that student.  
6       And that is not what's happening uniformly.

7                 That is the story that you get in your  
8       office. I am certain about it. But that is not  
9       my experience of what is happening on the ground,  
10      which is why I would -- went out of my way to  
11      reference programs that are nationally -- would  
12      be exemplary nationally --

13                REPRESENTATIVE SCHWEYER: The stories I  
14      get in my office, to be clear, are hypotheticals  
15      concerned about it --

16                DR. GREENSTEIN: Yeah.

17                REPRESENTATIVE SCHWEYER: -- with that  
18      money. It's not actually happening.

19                DR. GREENSTEIN: Yeah.

20                REPRESENTATIVE SCHWEYER: The concern I  
21      have is that I just don't see enough of everybody  
22      working to try to get the 17,000 kids in the  
23      Allentown School District not only ready for  
24      college, but give them that opportunity. Whether  
25      it's a pathway directly from the community

1 college to one of your institutions, whether it's  
2 a returning student at the age of 19 or 20 after  
3 somebody's deployment or something along those  
4 lines, whatever it ultimately is, there is  
5 definitely a lack of coordination with everybody.  
6 And that message is being delivered to everybody,  
7 to be clear.

8 DR. GREENSTEIN: Yep.

9 REPRESENTATIVE SCHWEYER: Thank you, sir.  
10 Thank you, Mr. Chairman.

11 MAJORITY CHAIRMAN SAYLOR: Our next  
12 questioner is Representative Jesse Topper.

13 REPRESENTATIVE TOPPER: Chancellor, thank  
14 you very much. Just to be clear, you -- the  
15 Board and the system did not raise tuition this  
16 past year, correct?

17 DR. GREENSTEIN: We did not.

18 REPRESENTATIVE TOPPER: And how many  
19 years in a row is that?

20 DR. GREENSTEIN: Three.

21 REPRESENTATIVE TOPPER: I commend you for  
22 that. I wish that all of the institutions that  
23 receive money from the General Assembly would be  
24 as transparent in how the money that we give them  
25 relates to tuition increases. So we'll talk

1 about that also at a later time. With the money  
2 that you received in the budget this year, the  
3 budget is now completed, how do you feel about  
4 your financial projections and the modeling  
5 moving forward?

6 we've not raised tuition again. You've  
7 received -- you know what you're receiving now  
8 from the General Assembly. You have a little bit  
9 of an idea in terms of enrollment. How do we  
10 feel moving forward? Should we expect in the  
11 Appropriations side to receive, you know, that  
12 we're on the right track in terms of the money  
13 that we're looking at for next year, as well.

14 DR. GREENSTEIN: So you know, as we move  
15 forward, we are doing everything we can, as you  
16 know, to, you know, deliver on our promises of  
17 accountability, transparency, affectability,  
18 effective management. We're aligning costs with  
19 revenue. We're doing all of that stuff,  
20 undertaking some pretty tough organizational  
21 work, focusing always on our students. But our  
22 problems remain, and they relate specifically to  
23 the level of funding that's available from the  
24 State. And so we've talked about partnership  
25 since I've been here. And our part of the

1 partnership was to do all of the things I just  
2 said we're doing. And we are.

3 And now we have to have another  
4 conversation with the General Assembly.  
5 Ultimately, it's a policy choice. And I'm --  
6 it's your choice. And the choice really doesn't  
7 have to do with PASSHE or community colleges. It  
8 really has to do with people and students and the  
9 future of the State. And we can talk a lot, and  
10 we have in the Higher Education Funding  
11 Commission, about what the impacts are on the  
12 State's economy if it does not have an educated  
13 -- an adequately educated citizenry. They're  
14 pretty horrific.

15 And the key to having an educated  
16 citizenry is having, you know, great schools and  
17 you do. You have great schools. They're really  
18 good. They really are good. And I feel badly  
19 having had to talk about some of their challenges  
20 because the reason they're worth talking about  
21 and they're worth investing in and they're worth  
22 working for and really working hard for is  
23 because they are good. And they provide such an  
24 important -- to the State.

25 So no, we can't sustain ourselves on the

1 level of funding that we have. We'll become  
2 increasingly -- we'll have to continue to raise  
3 tuition. We either get it from tuition or room  
4 and board. You know, we -- our costs don't not  
5 go up. They go up, not unreasonably, you know.  
6 I mean, we're not unreasonable with respect to  
7 education generally.

8 So you know, I think there's still -- and  
9 I've said this again with respect to the  
10 integration plan. The integration plan is an  
11 important step, but it's only part of what we  
12 have to do. And what we have to do is to engage  
13 in a different type of dialogue with the General  
14 Assembly. And whether it's funding for students  
15 or funding for PASSHE, we've got to crack this  
16 affordability problem or there's going to be a  
17 workforce development challenge. It's already  
18 here.

19 REPRESENTATIVE TOPPER: Well, you would  
20 say the -- I mean, as you mentioned earlier,  
21 we're over -- we have too much education for a  
22 population that is declining.

23 DR. GREENSTEIN: Yep.

24 REPRESENTATIVE TOPPER: And we don't have  
25 enough education for a population that is

1 increasing.

2 DR. GREENSTEIN: Right.

3 REPRESENTATIVE TOPPER: So you know, that  
4 sounds like more than just a money problem. That  
5 sounds like a structuring problem, which we're  
6 working on.

7 DR. GREENSTEIN: Correct.

8 REPRESENTATIVE TOPPER: And I think you  
9 will see that increased -- you will see that  
10 increased desire, you know, to appropriate  
11 towards a system that is correcting.

12 DR. GREENSTEIN: Yeah.

13 REPRESENTATIVE TOPPER: That's just the  
14 -- that's just the bottom line from my  
15 perspective. So once we, you know, and I think  
16 in some cases we are seeing that and I think  
17 that's -- that you have a group here of  
18 legislators that is certainly interested in  
19 putting our money where our mouth is when we can  
20 see those results. So I think this is a --  
21 everything that we're seeing right now is  
22 positive in terms of what we're talking about.  
23 And now it's a matter of doing this through a  
24 challenging time because of the pandemic and what  
25 that meant for enrollments.

1 DR. GREENSTEIN: Yep.

2 REPRESENTATIVE TOPPER: But anything that  
3 we can do -- and I -- this is probably not, you  
4 know, the greatest time. Maybe there will be a  
5 hearing that will come on down the road where  
6 we'll talk about funding higher education in  
7 general, as you said. Should we be focused more  
8 on the students as opposed to the systems?  
9 Should the system of which we own take a little  
10 more of a lead in that? So I think that we'll  
11 have some opportunities to do that in the next  
12 couple of months, and I look forward to that.  
13 But I think keeping us, you know, the reason that  
14 we put this in Act 50 was, we didn't just want to  
15 see what the projections would be and the  
16 modeling would be on May 25 as we had to have a  
17 budget done a month later.

18 So if we -- if we need to look at them  
19 and I think that we met PASSHE's request in terms  
20 of the money for the integration. So you know,  
21 continuing to make sure that that is still  
22 adequate, or if there needs to be more, in a  
23 great deal of time before we actually have to  
24 make that decision would be very helpful.

25 DR. GREENSTEIN: Yeah. And as you know,

1 I encourage that holistic view. I mean, we can't  
2 solve -- PASSHE can't solve the community college  
3 problem. We can't solve the K-12 problem.

4 REPRESENTATIVE TOPPER: You do seem to be  
5 Chancellor of a lot more institutions after  
6 today's hearings, from what I can see.

7 DR. GREENSTEIN: Yeah, apparently. I'm  
8 sure that would not be welcome news beyond the --  
9 some of the -- some circles. But I do think it's  
10 going to require that holistic approach. And one  
11 of the, you know, these are educational problems.  
12 They're higher educational workforce problems,  
13 you know. And it requires kind of a hands-on  
14 approach. And sadly or happily, only you have  
15 that purview because you look across all of the  
16 recipients.

17 REPRESENTATIVE TOPPER: Thank you,  
18 Mr. Chairman.

19 MAJORITY CHAIRMAN SAYLOR: Thank you.

20 We have Representatives James, who is  
21 virtual. And then we have Representative  
22 Bradford and myself to wrap up the hearing this  
23 morning.

24 So Representatives James, if you would  
25 start your hearing -- or questioning.



1           REPRESENTATIVE JAMES: Thank you. I'm  
2 going to circle back all the way to  
3 Representative Longietti, with more of a  
4 statement than a question, about his concern  
5 about outreach to former students.

6           So as the Chancellor probably well knows,  
7 our -- my university, which is Clarion, is going  
8 to try a super confident president, Dale  
9 Pehrsson. She has already implemented with her  
10 people a system whereby we are calling former  
11 students. We're engaged in that right now part.  
12 And I suspect that because of her new position,  
13 she will, if she hasn't already, want to have the  
14 same program at Cal and Edinboro.

15           So that's actually happening. That's  
16 basically what I wanted to say. I had a couple  
17 other questions, but a lot of people have asked  
18 good questions. And Chancellor, as usual, your  
19 responses have been excellent. So I waive off at  
20 this point.

21           DR. GREENSTEIN: Thank you,  
22 Representative.

23           MAJORITY CHAIRMAN SAYLOR: Thank you,  
24 Representatives James.

25           Next is Representative Bradford.

1           MINORITY CHAIRMAN BRADFORD: Thank you,  
2 Chancellor.

3           I wanted to follow up on something you  
4 said. And you said it in a couple different  
5 contexts, but tell me if I'm wrong. You're  
6 saying your biggest challenge going forward is  
7 affordability.

8           DR. GREENSTEIN: Our biggest challenge  
9 has always been affordability. Maybe not always,  
10 but in the recent years.

11           MINORITY CHAIRMAN BRADFORD: Tell me what  
12 the integration plan proposes to do about it and  
13 what, going forward, you propose we do about it.

14           DR. GREENSTEIN: Yeah. So system  
15 redesign, which is a part, is really focused on,  
16 you know, two things, both of which drive  
17 enrollments, both of which make educational  
18 degrees/credentials more affordable.

19           One of them is to improve student  
20 outcomes. The other is to diversify enrollments,  
21 to go to the need that is unmet in the State.  
22 And the third has been to curtail costs through a  
23 variety of shared service efforts. You know,  
24 integration does all of those things pretty  
25 intensively in three places. And you know, I

1 think -- yeah, I think I promised to the  
2 Appropriations Committee in February, not last  
3 one, but the one before, that we were on a path  
4 to reduce our operating costs by \$200 to \$250  
5 million dollars. So we've met that. We've taken  
6 \$200 million costs out of the operation.

7 But that doesn't get at the kind of the  
8 scale of the problem that affordability presents  
9 us with. Let me just give you some numbers. So  
10 in 2010, we were \$6,500 less expensive than our  
11 nearest competitor in the State. We're now about  
12 a thousand and a half-ish. We'll see how long  
13 that holds up, less expensive. To get, you know,  
14 Chancellor math, it would cost a thousand dollars  
15 -- for every thousand dollar reduction in student  
16 cost of attendance, for undergraduates only, it's  
17 about \$75 million.

18 So if we wanted to go back to 2010,  
19 that's five times \$75 million dollars. That's  
20 the scale of the problem that we're facing. It's  
21 just -- and you know, getting back to where we  
22 were in 2010 doesn't really get it -- it gets us  
23 closer to the middle, I guess, of the pack in  
24 terms of State's investment in higher education.

25 But these are -- again, they're policy

1 issues. They have to do with workforce  
2 development and uneducated citizenry.

3 MINORITY CHAIRMAN BRADFORD: Integration  
4 will save us how much?

5 DR. GREENSTEIN: So integration doesn't  
6 -- integration saves, I think, \$19 million  
7 annually ongoing after four years. And that's  
8 mostly ensured service and management staff  
9 reductions. Overall, the system has taken about  
10 \$200 million out of its operating costs in the  
11 last couple years.

12 MINORITY CHAIRMAN BRADFORD: But  
13 affordability, your number one challenge is --

14 DR. GREENSTEIN: Requires investment from  
15 the State.

16 MINORITY CHAIRMAN BRADFORD: -- five  
17 times \$75 million.

18 DR. GREENSTEIN: well, no. Just  
19 hypothetically, if we wanted to get back to a  
20 relative position to other educational  
21 providers --

22 MINORITY CHAIRMAN BRADFORD: If you  
23 wanted to attack your number one challenge,  
24 affordability.

25 DR. GREENSTEIN: If -- and we said as a

1 benchmark, it would be getting back to a 2010  
2 benchmark. I'm just pulling it out of the air  
3 because I know the number. Yeah, it's five times  
4 \$75 million annual. And that just assumes \$5,000  
5 in the pocket of every student undergraduate.

6 MINORITY CHAIRMAN BRADFORD: At one  
7 point, Representative Topper, I think, deserves  
8 credit for recognizing, you know, how difficult  
9 it was to get the unanimous support for this.  
10 You said our part of the deal, talking about the  
11 legislature. Our part of the deal is coming up  
12 with a good chunk of that five times \$75 million,  
13 if you're serious about dealing with  
14 affordability.

15 DR. GREENSTEIN: I think your biggest  
16 challenge is to understand where the State needs  
17 to be in the next five to 10 years with respect  
18 to its ability to be economically strong and  
19 socially viable.

20 MINORITY CHAIRMAN BRADFORD: So I share  
21 your view. In a very different context, I had  
22 the opportunity to sit through a redistricting,  
23 which the Center for Rural Pennsylvania put on.  
24 And it talked about the demographic challenges,  
25 frankly, in areas more in western PA, like

1 Representative Topper's part of the world. And  
2 when you look at the birthrates and the  
3 replacement rates and that male mortality rates  
4 are overtaking birthrates, and that you need to  
5 add a 2 percent to birthrate in order to just  
6 keep up, you're talking about areas that are  
7 hemorrhaging population. And one would argue  
8 that the PASSHE system is probably one of the  
9 best ways to deal with those challenges, an  
10 educated, skilled workforce prepared to make it.

11 But if affordability -- and I think,  
12 again, Representative Topper says it right. If  
13 it's not affordable to those who most need it,  
14 what's the purpose of having it? It's a great  
15 export to have, but it doesn't change the  
16 trajectory of this Commonwealth in any meaningful  
17 way. And while integration sounds great,  
18 integration without dealing with what you freely  
19 admit is your biggest challenge, affordability is  
20 whistling by the graveyard, I believe is the  
21 term.

22 DR. GREENSTEIN: Well, I see this as a  
23 portfolio approach, you won't be surprised to  
24 hear. And we have a lot of challenges that we  
25 need to address, integration, the restructuring,

1 the alignment of costs, the accountability.  
2 They're all a part of that building a DEI to  
3 Representative Schwyer's point, you know,  
4 building a strategy that allows us to  
5 aggressively address issues with adversity equity  
6 inclusion are all part of that.

7 But you know -- and again, that's doing  
8 everything we can to live into what I heard as  
9 being the needs of the Commonwealth. And I heard  
10 it from all quarters, all parties, all people.  
11 But absent investment, you know, from the State  
12 significant -- whether again, whether it's  
13 institutions or students, and there's a variety  
14 of ways to do it -- I just don't see how we  
15 educate ourselves to the level that we will need  
16 in order to maintain a strong -- I think  
17 employers will begin to -- they have already  
18 begun to shift. You know that. And they shift  
19 for the same reason, cost and educated workforce.

20 MINORITY CHAIRMAN BRADFORD:  
21 Representative Kinkead asked you to answer  
22 questions and you put out the idea that you  
23 couldn't ask about variables that you're not  
24 worried about. The variable I'm worried about,  
25 which I think I can put a bogey on is that the

1 legislature doesn't live up to its end of the  
2 bargain. That we do integration, we make all  
3 these changes, we act like a three-year tuition  
4 freeze somehow brings tuition down.

5 Frankly, we need not just to hold the  
6 line, we need to bring tuition down.

7 Affordability isn't just, you know, keeping where  
8 we are, which is not an affordable option for too  
9 many Pennsylvania students, students of color,  
10 working class of all races. We're just not  
11 hitting the mark. Not asking you to answer about  
12 variables you don't know about. The variables  
13 you know in the plan, the weaknesses, the  
14 strengths, all the things that we have going for  
15 us and working against us, what part of this plan  
16 still keeps you up at night?

17 What part do you think is the weakest  
18 part of your plan?

19 Looking at the challenges you have in the  
20 legislature in front of you, and the team you  
21 have in front of you, what do you think is the --  
22 a question that you're not getting asked that you  
23 do worry about?

24 DR. GREENSTEIN: So you know, the  
25 technical aspects of the plan, I'm not worried



1 about because they're technical. The funding  
2 aspects of the plan, I'm worried about, but I'm  
3 not worried about because they're kind of -- I  
4 mean, I can advocate they're sort of out of my  
5 control. They're in your hands, you know --

6 MINORITY CHAIRMAN BRADFORD: You should  
7 worry about them.

8 DR. GREENSTEIN: I worry about them. The  
9 thing I worry most about though, and it's come up  
10 a lot today, is that, you know, to turn this  
11 page, we all have to act and behave in different  
12 ways. Now we're talking about a people problem.  
13 It's a problem of culture. Joni Finney, I think,  
14 is a professor at Penn or emeritus professor at  
15 Penn. I wasn't reading a lot of the articles,  
16 just to be honest, that were coming out just  
17 around the integration, just because. Not  
18 because I wasn't interested, but just because.

19 But I did see something that Joni Finney  
20 talked about, you know, the Pennsylvania State  
21 System has been sort of a punching bag for the  
22 General Assembly for a dozen years or 20 years or  
23 whatever. And you know, this is not a criticism.  
24 I've enjoyed our conversations.

25 But this requires all of us even to then

1 shift the culture. Imagine what it requires of  
2 professors at Representative James's district,  
3 which is down at Clarion, or staff who are  
4 working now with professors at Edinboro. So  
5 imagine it requires of our community college,  
6 university partnerships. We talked a lot about  
7 them. We're talking about people now. People  
8 who have been, you know, struggling really to  
9 figure out a path through in a highly competitive  
10 environment with, you know, relatively -- where  
11 resources, not just money or skills. It requires  
12 a significant shift in the way we think.

13 How do you engineer that? That's what  
14 keeps me up at night. It's the changed  
15 leadership, changed management aspect which gets  
16 people in how they interact with one another.

17 Thank you.

18 MINORITY CHAIRMAN BRADFORD: Thank you.

19 MAJORITY CHAIRMAN SAYLOR: Let's see  
20 here. Really, I don't have any real questions.  
21 I think that, one, I do want adopt to say on the  
22 record that we have a statewide commission  
23 looking at funding of all colleges and  
24 universities across the state. Now that COVID is  
25 whatever it is. I'm not sure yet. Hopefully we

1 will start those meetings again and decide how  
2 we're going to be funding higher education.

3 Senator Aument was the architect of that  
4 Commission. So we'll see where that moves. I  
5 think also it should be noted that student  
6 population of a lot of colleges and universities,  
7 not just the State System, have dropped off.  
8 More and more families are having no children or  
9 one or two children instead of three or four,  
10 which is kind of what -- just the transition of  
11 society today because of expenses.

12 I do want to note also that I'm one of  
13 those who has beat up the PASSHE System for  
14 multiple years now because I -- I remember when I  
15 was at IUP. I remember I was able to pay my debt  
16 off, and the cost of going to school was very  
17 low. There's a multitude of reasons for that.  
18 But also, I felt that the State system had failed  
19 to make sure that students graduating from our  
20 State System, one, were able to afford it.  
21 Number two, that we were not attracting the  
22 low-income and middle-class families that it  
23 needed. And I think this new transition will do  
24 that.

25 And I do think that we at the General

1 Assembly, at least as long as I'm here, will be  
2 committed to making sure that system works, as  
3 long as the system works for the students. That  
4 is my commitment. We do have a handshake with, I  
5 believe, at least the Governor and you, that --  
6 from Senate and House and maybe even more, but we  
7 do have at least that commitment to the PASSHE  
8 system to do whatever we can. And I think that I  
9 believe both sides of the aisle, Senate and House  
10 and this Governor, have committed themselves to  
11 making sure this system works, as you have been  
12 outlining.

13 You've done an amazing job as Chancellor.  
14 Something, I've got to be honest, I wasn't sure  
15 anybody could do. You've kind of performed a  
16 miracle because of all the different parties  
17 involved who, one, didn't want to see changes,  
18 others who wanted to go different directions.  
19 And I give you great kudos for performing a  
20 miracle in a state that's very diverse. And I'm  
21 excited to see this new integration plan because  
22 I think finally our state system will be training  
23 people for real jobs out there.

24 And I would say to the community colleges  
25 that they need to up their game, as well. You

1 know, I see people are talking about whether you  
2 guys at PASSHE compete with community colleges.  
3 well, guess what, the world is about competition,  
4 and students gain when there is competition  
5 because it's going to improve the quality of  
6 education and it also might even lower the cost  
7 of education for some. But again, I see all  
8 things positive from where you've moved. And I  
9 look forward as you move forward in this game.

10 You know, I have many discussions with  
11 Dr. Driscoll at IUP. And I give him kudos. He  
12 has been doing a great job out there, as many of  
13 our other college presidents have as well. But  
14 what I would say in the end is keep up the great  
15 job, Chancellor. I think you have truly  
16 surprised this General Assembly, and maybe both  
17 sides of the aisle, with the work you have done.  
18 You deserve kudos. You deserve maybe even a pay  
19 raise from the Governor.

20 I put a plug in there. You always like  
21 talking about money, Representative.

22 No, seriously. Again, thank you. We're  
23 going to adjourn the hearing, but God bless and  
24 good luck as you move forward. Thank you.

25 This meeting is adjourned.

1 DR. GREENSTEIN: Thank you, Chairman.  
2 (Whereupon, the hearing concluded at 11:50 a.m.)  
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5

6 C E R T I F I C A T E  
7

8 I hereby certify that the proceedings are  
9 contained fully and accurately in the notes taken  
10 by me from audio of the within proceedings and  
11 that this is a correct transcript of the same.  
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14

15 -----  
16 Tracy L. Powell,  
17 Court Reporter  
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