

COMMONWEALTH OF PENNSYLVANIA
HOUSE OF REPRESENTATIVES

APPROPRIATIONS COMMITTEE
BUDGET HEARING

STATE CAPITOL
HARRISBURG, PENNSYLVANIA
HOUSE CHAMBER

STATE-RELATED UNIVERSITIES

TUESDAY, MARCH 8, 2022
10:00 A.M.

BEFORE :

HONORABLE STANLEY SAYLOR, MAJORITY CHAIRMAN
HONORABLE MATTHEW BRADFORD, MINORITY CHAIRMAN
HONORABLE LYNDA SCHLEGEL-CULVER
HONORABLE TORREN C. ECKER
HONORABLE JONATHAN FRITZ
HONORABLE KEITH J. GREINER
HONORABLE DOYLE HEFFLEY
HONORABLE JOHNATHAN D. HERSHEY
HONORABLE R. LEE JAMES
HONORABLE JOHN A. LAWRENCE
HONORABLE ZACHARY MAKO
HONORABLE NATALIE MIHALEK
HONORABLE TIMOTHY J. O'NEAL
HONORABLE CLINT OWLETT
HONORABLE CHRISTOPHER B. QUINN
HONORABLE GREG ROTHMAN
HONORABLE LOUIS C. SCHMITT, JR.
HONORABLE MEGHAN SCHROEDER
HONORABLE JAMES B. STRUZZI, II
HONORABLE JESSE TOPPER
HONORABLE RYAN WARNER
HONORABLE JEFF C. WHEELAND
HONORABLE DAVID H. ZIMMERMAN
HONORABLE AMEN BROWN

*Pennsylvania House of Representatives
Commonwealth of Pennsylvania*

1 BEFORE (continued):

2 HONORABLE ELIZABETH FIEDLER
3 HONORABLE MANUEL GUZMAN
4 HONORABLE PATTY KIM
5 HONORABLE EMILY KINKEAD
6 HONORABLE STEPHEN KINSEY
7 HONORABLE LEANNE KRUEGER
8 HONORABLE KYLE J. MULLINS
9 HONORABLE BENJAMIN V. SANCHEZ
10 HONORABLE PETER SCHWEYER
11 HONORABLE JOE WEBSTER

12 NON-COMMITTEE MEMBERS PRESENT:

13 HONORABLE MARK GILLEN
14 HONORABLE SHERYL DELOZIER
15 HONORABLE MARY ISAACSON

16 COMMITTEE STAFF PRESENT:

17 DAVID DONLEY
18 REPUBLICAN EXECUTIVE DIRECTOR
19 RITCHIE LAFAVER
20 REPUBLICAN DEPUTY EXECUTIVE DIRECTOR
21 ANNE BALOGA
22 DEMOCRATIC EXECUTIVE DIRECTOR
23 TARA TREES
24 DEMOCRATIC CHIEF COUNSEL

25 *Pennsylvania House of Representatives
Commonwealth of Pennsylvania*

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I N D E X

TESTIFIERS

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PRESIDENT,
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DR. BRENDA ALLEN
PRESIDENT,
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DR. PATRICK GALLAGHER
CHANCELLOR,
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SUBMITTED WRITTEN TESTIMONY

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(See submitted written testimony and handouts
online.)

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

2 * * *

3 REPRESENTATIVE TOPPER: Good morning.

4 We're going to begin our hearing with our
5 state-related universities this morning.6 My name is Jesse Topper. I'm the Vice
7 Chairman of the Appropriations Committee.8 Chairman Saylor will be joining us shortly, but
9 we thought we would get started, so that we can
10 stay on schedule today.11 Before us today are: Dr. Eric Barron,
12 President of Penn State University, Dr. Patrick
13 Gallagher, Chancellor at University of
14 Pittsburgh, Dr. Jason Wingard, President at
15 Temple University, and Dr. Brenda Allen,
16 President at Lincoln.17 And at this time, if you would all please
18 rise and raise your right hand to be sworn in.

19 * * *

20 (Whereupon, testifiers were sworn en
21 masse.)

22 * * *

23 REPRESENTATIVE TOPPER: You may be
24 seated, and we will get started.

25 I will actually begin with the

1 questioning today. Several of you were, I'm
2 sure, had seen our Subcommittee hearing and had
3 sent some very, very informed CFOs as we talked
4 about performance-based metrics in funding.
5 Particularly, I would like to direct this
6 question to Temple, as you were one of the first
7 to get back to me with some ideas centered around
8 what they do in the State of Florida.

9 So if you could just give me an idea of
10 what that might look like, in terms of
11 performance-based metrics, with some of the State
12 funding, and some of the things that you saw in
13 Florida that made that attractive to you as a
14 possible option here in Pennsylvania.

15 And also, just a few things. First of
16 all, please pull the mics as close as possible.
17 These are not exceptionally omnidirectional, so
18 if you could get them close. I also want to let
19 the members know that Temple University has
20 brought their own photographer. So if you see
21 someone taking pictures that you're not exactly
22 sure who it is, it's okay.

23 You may continue.

24 DR. WINGARD: We want to represent
25 everyone well.

1 Thank you very much. It's a pleasure to
2 be here.

3 And to answer your question about
4 performance-based metrics, I think what I'd like
5 to start off by saying is we certainly appreciate
6 the appropriation that we're given. It allows
7 our students to have the discount that we are so
8 fortunate to be able to offer. We are certainly
9 appreciative and willing to look at metrics and
10 accountability standards for the work that we do.
11 We're proud of what we do.

12 And so we're having discussions now about
13 -- internally and with the legislature about what
14 it might look like to make sure that those
15 metrics are held accountable to us at Temple
16 University. We certainly would welcome the
17 discussion to be able to talk a little bit more
18 about what that might look like moving forward.

19 REPRESENTATIVE TOPPER: And Dr. Barron,
20 you were in -- you were at Florida State, if I am
21 -- if I'm recalling correctly.

22 Were those metrics -- were some of those
23 metrics in place in Florida at the time?

24 And if so, what were they, and some of
25 the ways that you see that could translate to

1 Pennsylvania?

2 DR. BARRON: So I had the pleasure of
3 working with the education specialist and the
4 Speaker of the House to write the first bill
5 related to performance funding in Florida, which
6 was called a preeminence funding model. And the
7 idea there was to support the high-end
8 universities with high graduation rates, strong
9 research, to make sure that they received extra
10 funding as a response to metrics in order to keep
11 the very best and brightest students in Florida
12 from not going somewhere else.

13 That model, which included about a dozen
14 different metrics was something that then became
15 a topic of discussion while I was there for the
16 Board of Governors. And I assisted in the
17 development of the metrics that were used for all
18 of the state university system universities.
19 There are a couple of basic principles.

20 One is, the metrics need to be relatively
21 simple. The legislature needs to ensure that
22 these are things that are publicly reported, so
23 that they can be tested against, and you can have
24 faith in what the numbers are like and what they
25 represent. They need to be, essentially, the

1 University is being a partner in making sure that
2 they can easily measure them, as well.

3 It's very important that the metrics help
4 the legislature understand and be able to support
5 the universities because they see in black and
6 white numbers that the universities are
7 performing in a way that the legislature
8 appreciates. So this is, in my mind, the
9 positive about performance metrics. And you got
10 points, basically, for achieving, and you got
11 points for improving.

12 I think another key aspect of it from my
13 viewpoint is that Pennsylvania does not rank
14 highly in per student report. We're 47th or
15 48th. So I think it's very important that what
16 it be used for is an incentive in order to get
17 extra money onto your budget, because then I
18 think you will see that the universities are --
19 will prove to be adept in looking at the metrics
20 and the interest of the State of Pennsylvania in
21 improving. And I believe that if you go back and
22 look at the metrics for the State of Florida,
23 that some universities that were lacking made
24 significant improvements on a time period of
25 three to five years.

1 So it is something that if the metrics
2 are clear -- the only other thing that I would
3 say is the metrics should change based on the
4 animal. A big research university is very
5 different than a smaller college that is
6 primarily teaching. And so making sure that
7 there's level of metrics that also match the
8 mission of the submission. The State of Florida,
9 institutions could suggest metrics even, based on
10 the type of university or college that they were.
11 But a lot of -- a lot of potential there if you
12 do it right.

13 REPRESENTATIVE TOPPER: And that's what
14 we're working towards, because I believe the --
15 as you mentioned, money is a great incentivizer.
16 It's also the tool that we have in the General
17 Assembly when it comes to accountability. So as
18 these relationships move forward, it's something
19 that we're all looking for, both incentives and
20 accountability. And I think I don't -- I'm not a
21 big one for reinventing the wheel. If it works
22 in other places, I'd like to adapt it to what we
23 do in Pennsylvania. That's why I appreciate that
24 answer.

25 DR. BARRON: Yes.

1 REPRESENTATIVE TOPPER: All right. We'll
2 get into questions now. And we'll start with the
3 lady from Northumberland, Ms. Culver.

4 REPRESENTATIVE CULVER: Thank you. Thank
5 you, Mr. Chairman.

6 My question is for Penn State University.
7 President Barron, I'm from the 108th Legislative
8 District, which circles the University campus
9 somewhat. So I always joke around that my
10 district bleeds blue. I can give you multiple
11 examples, but I just have a few questions today
12 because I know folks back home always want to
13 learn as much as they can about what the
14 University is doing.

15 So besides the main campuses of Penn
16 State Colleges of Law, Technology and Medicine,
17 the University has 20 satellite campuses
18 scattered across the Commonwealth.

19 Have any of these campuses struggled to
20 maintain enrollment, specifically because of the
21 pandemic?

22 And are all of them financially viable at
23 this time?

24 DR. BARRON: Yes. So thank you for that
25 question.

1 So the University had an overall blip in
2 enrollment because of COVID, which is now
3 rebounding. More significantly, our campus
4 structure is rather different in that we don't
5 want to make decisions based on the up and downs
6 of population within catchment areas because they
7 tend -- they tend to go up and down.

8 So we have an integrated budget model for
9 our campuses. This is a very important element
10 for their stability. But in addition to that, we
11 do a lot of things if there are changes in
12 enrollment, share administrators. Perhaps,
13 someone we have teaching a class that would have
14 relatively, you know, one class a year is
15 sufficient. That professor might teach at two
16 different campuses that are nearby, so that we
17 are much more efficient. We don't have to have
18 everything that is standalone.

19 But the other element of it is that we
20 also have a World Campus. So here we have our
21 campuses, allow people to live at home, perhaps
22 keep that job. It saves them a significant
23 amount of the money to go to that local campus.
24 The tuition is lower. The tuition has been very
25 stable for a large number of years. But those

1 faculty, as any faculty, teach in the world
2 Campus.

3 So when we look at the net sum for the
4 University, some residential numbers have gone
5 down at some of the campuses, but the world
6 Campus contribution has gone up. So the net is
7 basically, without University Park changing very
8 much at all, the University's enrollment in the
9 last decade has only changed three-tenths .03
10 percent in a decade. So it's a very stable
11 situation.

12 REPRESENTATIVE CULVER: Okay. Thank you.
13 I think I have time for a second question.

14 I see your budget contains a special
15 request of \$2.35 million in funding for economic
16 development. The Governor's budget themes also
17 meant \$2.35 million for Invent Penn State. And
18 we list this as an initiative to support
19 entrepreneurs and foster cross section
20 collaborations.

21 Is it safe to assume that these items are
22 the same requests?

23 Okay.

24 DR. BARRON: Yes.

25 REPRESENTATIVE CULVER: And can you

1 explain from your perspective what this
2 initiative is, how the money would be used, and
3 are you in agreement with the Governor's Office
4 on how he'd like it to be used?

5 DR. BARRON: So Invent Penn State and our
6 development program has really been set up as an
7 end-to-end approach to entrepreneurship.

8 REPRESENTATIVE CULVER: And it already
9 exists, correct?

10 DR. BARRON: It already exists, so the
11 students can take classes in almost every major.
12 There are competitions across the University.
13 And one part of this is to have what we call a
14 LaunchBox or Innovation Hub at every campus.

15 I originally thought there would be six
16 or seven, but there are now 21 of them. We have
17 a LaunchBox within 30 miles of 96 percent of the
18 population of the State of Pennsylvania.
19 Remarkable outcome, supported by the local
20 communities. They all have to have local
21 community support. It's a physical location.

22 we've had in the last few years more than
23 5,000 people come in and get advice about their
24 companies. More than 13,000 faculty members have
25 participated. Legal clinics to help people start

1 their companies. They have doors open to
2 community members. It's not just for our
3 students. They don't reside on campus. They
4 reside in the town, so that this is -- the way I
5 like to look at it is that Penn State, in its
6 mission as a land grant, has agricultural
7 extension in every county.

8 REPRESENTATIVE CULVER: Right.

9 DR. BARRON: Why shouldn't, as part of
10 this mission to serve the Commonwealth, we
11 promote economic development all throughout the
12 institution? So and the product of this is
13 hundreds of new jobs and on its way to 300 new
14 companies in the State of Pennsylvania.

15 So the problem is that we're now starting
16 to be understaffed because so many community
17 members are coming into the LaunchBoxes to get
18 help with their companies. And so if we're going
19 to continue to do the fine job of serving them
20 and creating companies and building that tax base
21 right here in the State of Pennsylvania, we have
22 to increase the staffing. So the dollars, the
23 dollars that are in that budget deliberately
24 match what Penn State is investing in staffing
25 those operations --

1 REPRESENTATIVE CULVER: Okay.

2 DR. BARRON: -- from the State already.

3 REPRESENTATIVE CULVER: Okay. We would
4 like to keep all of our educated young people
5 here. And that's probably a great way to do it.
6 So thank you for your time.

7 DR. BARRON: Thank you.

8 REPRESENTATIVE CULVER: Thank you,
9 Mr. Chairman.

10 REPRESENTATIVE TOPPER: The Chair thanks
11 the lady and recognizes the gentleman from
12 Philadelphia, Mr. Kinsey.

13 REPRESENTATIVE KINSEY: Thank you,
14 Mr. Chairman.

15 And I want to say good morning to the
16 presidents of the four universities, as well as
17 your staff who have joined you.

18 I want to center my conversation
19 initially on public safety. As you know, I
20 represent the City of Philadelphia, and public
21 safety has been a major concern, not only in our
22 residential communities, but also on our college
23 campuses.

24 So President Wingard, I'm going to ask
25 you first, if you can just talk about maybe some

1 of the public safety initiatives that you have
2 implemented during your tenure at Temple
3 University?

4 DR. WINGARD: Thank you, Representative.

5 And I agree and concur. Safety in our
6 country is at an all-time bad place. In the City
7 of Philadelphia, where we both reside, the
8 homicide number is higher than it's ever been in
9 the history of the city. And we reside right in
10 -- Temple's campus is right in north
11 Philadelphia, right in the heart of much of where
12 that homicide activity is taking place.

13 Fortunately for us, the campus of Temple
14 University has been extremely safe. And
15 statistically speaking, we have not had very many
16 incidents of violence. However, we have done, to
17 your point, a variety of safety measures to make
18 sure that we're protecting ourselves, to make
19 sure that we're supporting and partnering with
20 the community around us.

21 A few of those include -- first of all,
22 we're doing a safety audit with former police
23 commissioner Charles Ramsey. He has come into
24 our campus. We've invited to partner with him
25 and engage with him to look at our campus and to

1 look at our community around our campus to see
2 where there are opportunities for increased --
3 increasing safety measures. So that's one thing
4 we're doing.

5 we're also doing community training. So
6 in addition to all the training we do with our
7 own police force, we're having free trainings for
8 members of the community: police, citizens,
9 residents, otherwise. So what do you need to
10 look out for in order to be safer on campus and
11 the surrounding areas in the community, as well?
12 We're putting up lots of cameras and increased
13 lighting. So those are things that we're doing,
14 again, on campus and in the community around.

15 We have a safety app for our students, a
16 proprietary safety app. So our students are
17 coming from a lab late at night and they want to
18 make sure that they're safe as they get back to
19 campus, they can touch on the app. It links with
20 our Temple Police Department and then they can be
21 tracked. If they have any problems, they can
22 link into that. They can talk to somebody while
23 they're walking. So that proprietary safe app
24 has been widely used by our students and has been
25 really successful.

1 And then, most importantly, around
2 safety, it's also a psychological issue for many
3 members, for all members of our community. And
4 so psychological counseling around mental health
5 in anticipation of how dangerous they perceive it
6 to be, how dangerous it is in reality, being able
7 to get people prepared for being able to function
8 in society with all the community training we're
9 doing, with the technology, with the apps, with
10 all of the audits and the measures, we have an
11 antiviolence task force that I've stood up with
12 members of our faculty and community and
13 students.

14 And so we're doing a whole lot of work,
15 more than any other urban city university in the
16 country. We're doing all of those things because
17 we need to, because we want to. It's an
18 investment in our own student population, as well
19 as our community, but there is a mental health
20 component to this.

21 People are scared. People are anxious,
22 and so we need to make sure that we're balancing
23 that piece of it, as well.

24 REPRESENTATIVE KINSEY: I appreciate
25 that.

1 And Dr. Allen, Dr. Wingard just talked
2 about the mental health aspect. And even though
3 Lincoln University is not in the urban city, it's
4 right outside of the city, but can you tell me
5 what Lincoln has done or is doing currently to
6 address violence in and around that college
7 campus?

8 DR. ALLEN: Again -- yeah, thank you for
9 the question.

10 Back in 2017-2018, we did a full review
11 of our public safety unit. And one of the
12 highest recommendations was to actually invest in
13 training for our officers around twenty first
14 century community policing. And so for the last
15 four years, we've been engaging in that.

16 And if you look at our statistics on our
17 website, you'll see that many of the kinds of
18 things that were happening on our campus, the
19 chronic crimes that you see happen on campus:
20 Underage drinking, drugs, those things have
21 significantly decreased. What we've seen though
22 is that, coming through this COVID pandemic and
23 some of the social isolation that people have
24 been experiencing, we're finding that violence is
25 increasing all over for sure. But more than

1 that, we're finding that young people are having
2 a really hard time managing some of the anxiety
3 on the ground.

4 And so what we're trying to do is invest
5 more in really helping to redevelop some of those
6 skills and conflict resolution. So on a college
7 light, Lincoln, which is centered in the middle
8 of the rural area, a lot of what we have as
9 problems from a public safety standpoint, but
10 unlike Temple, in that we don't really have a
11 community around us, but it's the things that
12 happen on campus that need to be managed.

13 A big piece of that is really managing
14 some of the anxiety and the stress that I think
15 people more generally are feeling as we are
16 trying to emerge from COVID, and as a university,
17 providing the kind of training and opportunities
18 for our students to increase and develop those
19 conflict resolution skills.

20 So we are in a process now of having
21 someone come to campus after having a really bad
22 event happen to really talk to students about how
23 do we move forward from that and what might we do
24 to help us as a community do better in keeping
25 ourselves safe. And I think a lot of that just

1 has to do with increasing our interpersonal
2 skills. And so investing in that at this point
3 becomes a very high priority for us.

4 REPRESENTATIVE KINSEY: I truly
5 appreciate that.

6 I noticed that my time is up. And,
7 Mr. Chairman, maybe if there's a second round,
8 I'd like to get back and talk to the other two
9 universities, as well, but I do want to thank you
10 two presidents for sharing what you've shared.
11 Public safety is a major concern, as you
12 mentioned, not just in Philadelphia or
13 Pennsylvania, but throughout -- throughout the
14 country. And it's great to see that our
15 universities are taking heed and taking action to
16 protect our students.

17 So thank you very much for that.

18 Thank you, Mr. Chairman.

19 REPRESENTATIVE TOPPER: The Chair thanks
20 the gentleman and now recognizes the gentleman
21 from Adams, Mr. Ecker.

22 REPRESENTATIVE ECKER: Thank you,
23 Mr. Chairman.

24 And thank you, folks, for being here.

25 Dr. Barron, I've got a question for you

1 dealing with the ag extension program, something
2 that I -- it's near and dear to me in Adams
3 County with FERC and the great research center
4 you have there. But I see this year that the
5 Governor is proposing an increase to that line.
6 And in his budget book, he sets an initiative to
7 invest in higher education, improved college
8 access and completion.

9 Can you -- and I think you guys advocated
10 for this, as well. Can you just explain to me
11 what that increase is that you're looking for
12 there and where that's heading?

13 DR. BARRON: Okay. So the increase
14 request is 5 percent. And as you know, the ag
15 budget goes to be matched federally and locally.
16 So there's an amplifier there for what is the
17 State appropriation.

18 Typically, I come to these hearings
19 talking about all of the things that our
20 agricultural efforts in extension and research
21 and service do to address particular issues. So
22 a typical thing that I would be talking about is
23 how important this is for a budget increase for
24 the spotted lantern fly or for the new food
25 safety rules that the Federal government has

1 employed.

2 But this year, I believe it is much more
3 serious after a large number of years of little
4 growth. The College is now down 22 faculty
5 members. And with inflation, we will probably
6 lose more. So this is making an ag school, which
7 is dependent on this external support -- this is
8 creating an ag school that we may end up doing
9 less than what the State would like us to do and
10 what we would like to do.

11 You see we jumped right into the battles
12 anyway. We have an avian flu that is quite
13 serious. The threat to the economy of
14 Pennsylvania is on the order of \$13 billion. We
15 have moved into what we call our emergency mode.

16 We're using the animal diagnostic lab in
17 order to do testing. We're creating sort of an
18 educated citizen corps to make sure that we're
19 aware and can sense what's happening when it's
20 happening. So we're still doing exactly that
21 service, but we are increasingly stressed to be
22 able to provide the types of services to a major
23 part of the Pennsylvania economy that we had
24 before because funding has been flat and there's
25 inflation and salaries and everything else that

1 you have to think of.

2 REPRESENTATIVE ECKER: And Dr. Barron,
3 you raised something that's a concern for me that
4 I asked the Secretary of Agriculture about,
5 dealing with the animal health and safety line
6 and how that was eliminated. And Secretary
7 Redding kind of alluded to, well, this is part of
8 the ag extension program.

9 Can you just elaborate a little bit more
10 on what you're doing in the ag extension line?

11 You had mentioned the avian flu. Well,
12 obviously, that's a real issue. You have swine
13 flu, things like that.

14 What kind of research are you guys doing
15 there that --

16 DR. BARRON: So we have extension agents
17 in every single county in the State of
18 Pennsylvania. They have a very close
19 relationship with the farming community and the
20 service communities in each of those counties.

21 I've personally gone on tours, an ag
22 tour, multiple years to visit the production side
23 of it, what farmers are doing in recycling, what
24 the processing plants are like, and all the
25 different roles. And literally, the roles of the

1 extension agent are everything from decreasing
2 the number of falls in picking from fruit trees
3 by having an elevated structure that goes up and
4 down instead of climbing a ladder.

5 REPRESENTATIVE ECKER: I've been there
6 and saw it myself. It's great.

7 DR. BARRON: Have you been there?

8 REPRESENTATIVE ECKER: Yeah.

9 DR. BARRON: So that was an extension
10 agent that did that. Or on the other side of the
11 equation, looking at food processing for fruits
12 and vegetables and following the new standards.
13 These are experts that are there that serve every
14 county.

15 REPRESENTATIVE ECKER: Well, I appreciate
16 your time here, Dr. Barron, and thank you for the
17 work you do with the ag extension. It's
18 something that's really important in my
19 community, especially in the fruit growing area
20 of Adams County and all the other areas in the
21 animal health. It's really, really important, so
22 I thank you for your time.

23 DR. BARRON: Thank you.

24 REPRESENTATIVE ECKER: Thank you,
25 Mr. Chairman.

1 REPRESENTATIVE TOPPER: The Chair thanks
2 the gentleman and now recognizes the gentleman
3 from Montgomery, Mr. Sanchez.

4 REPRESENTATIVE SANCHEZ: Thank you,
5 Mr. Chairman.

6 To the Presidents and the Chancellor,
7 thank you for your time today. Good morning to
8 you all. Good to see you.

9 I wanted to -- we had the community
10 colleges in yesterday and had the ability to have
11 a discussion with them about workforce
12 preparation and their efforts in that regard,
13 knowing the difficulties we're facing, hopefully
14 on the tail-end of the pandemic here.

15 But I wanted to invite each of you --
16 maybe we'll start with Dr. Wingard -- to talk
17 about efforts at the universities to allow for
18 transfers and working with community colleges,
19 you know, for those students that decide to
20 further their education or specialize further,
21 what you're doing to attract, retain, lift up
22 these particular students.

23 DR. WINGARD: Thank you for that
24 question.

25 we have done a significant amount, even

1 more increasing -- going back decades, Temple
2 University has partnered with community colleges
3 in and around our region, around the country,
4 around the world even, in order to be able to
5 facilitate that transfer of students who get a
6 start in one way and then they want to finish up
7 at Temple University.

8 And so that, that partnership, as you
9 mentioned, is really important to us. And one of
10 the things we have to make sure of is that
11 there's proper coordination on the front end.
12 Because what we've seen is that students will
13 enter a community college and they will take the
14 courses that they're advised to on that front,
15 and then when they transfer to Temple University
16 or Penn State or one of my colleagues here,
17 they've taken classes that they have to take all
18 over again.

19 And so it's not in our best interest or
20 the students' best interest to have them
21 overpaying for their education. So coordination
22 is number one, making sure that we are
23 coordinated with those institutions, so that
24 students who have an interest in transitioning to
25 one of our universities, or who may have an

1 interest moving forward, have that coordination
2 properly planned.

3 Secondly, we want to make sure that
4 there's an alignment with the workforce. So we
5 are constantly at Temple University focused on
6 the future of work, what is it that our
7 curriculum is aligned to with respect to
8 employers in and around our region to make sure
9 that our students are well prepared to be able to
10 get jobs and keep jobs moving forward.

11 We want to make sure that our partners in
12 the community college system have that same
13 intention, so that, again, when we're
14 coordinated, the students come in, they know
15 which courses they can take, which will transfer
16 to Temple, which ones will align with their
17 career of choice so that they're properly
18 prepared for the debt that they're going to have
19 at the end of this. And that's again, what we're
20 trying to reduce, is actually the return on that
21 investment.

22 It's great because they're not going to
23 have as much debt because it was properly
24 coordinated. And then, number two, they're
25 actually going to be able to get a job that they

1 intend to get and be gainfully employed moving
2 forward. So that's the purpose of that
3 articulation and those agreements.

4 REPRESENTATIVE TOPPER: Dr. Wingard, I
5 hate to interrupt. I don't want to do it while
6 you're answering the question, but if you could
7 move your mic, we are having a few folks that are
8 having a hard time hearing. And I would
9 appreciate that.

10 Thank you.

11 DR. WINGARD: Absolutely.

12 DR. BARRON: So we have, I believe, 11
13 articulation agreements; two that are in process.
14 We have a digital tool where the student can see
15 what courses will transfer credit to -- to
16 credit. It requires a grade of C or above,
17 obviously. And many times, credits will transfer
18 into general credit that is progress towards
19 graduation, regardless of whether it fits within
20 a particular major.

21 Right now, we have about 800 students who
22 are at Penn State through those agreements. And
23 the majority of them are at one of our
24 Commonwealth campuses.

25 REPRESENTATIVE SANCHEZ: Wonderful.

1 DR. GALLAGHER: Representative, so I
2 agree with you. This -- we're entering a time
3 where multiple pathways into higher education and
4 a degree is going to become more normal than not.
5 And I want to second President Wingard's comment.
6 This is more than just transfer of credits.

7 I think we're moving past that stage of
8 matriculation agreements into integrated
9 advising, starting actually in high school, so
10 that, you know, students can plot their paths and
11 be getting consistent advice on their academic
12 trajectory whether or not they're in a four-year
13 research-intensive university like Pitt or a
14 community college.

15 I'll showcase just three examples of
16 things we're doing. In the Pittsburgh area, we
17 have a partnership called the Pittsburgh
18 Application Coalition between the Pittsburgh
19 public schools, the Community College of
20 Allegheny County, and Pitt, which provides sort
21 of seamless consulting and integration, academic
22 advising, if you will, across those institutions
23 to allow constant advising from Pitt advisors,
24 for example, starting in high school, and even if
25 they're taking classes at CCAC, so they can have

1 access to our advisors and our advising in
2 plotting that.

3 We generalized that and created a toolbox
4 that's now available online at transfer.pitt.edu
5 that provides these sort of online advising tools
6 for all students, irrespective of whether they're
7 in an adjacent campus or not. And one of our
8 novel programs is actually in our Titusville
9 campus where we've reinvented that campus from a
10 single occupant, namely the University of
11 Pittsburgh, and to now four tenants sharing a
12 campus: Pitt offering specific programs in
13 nursing; the Rural Regional Community College
14 offering basic education; Manchester Bidwell
15 Program, providing tech, you know, training
16 programs; and the Manufacturing Assistance
17 Center.

18 And those are all designed to be fluid,
19 you know, shared advising and shared admissions.
20 And so it really brings, you know, multiple sort
21 of vocational providers from vocational to basic
22 education to advanced professional training under
23 a single campus with a single integrated
24 experience.

25 REPRESENTATIVE SANCHEZ: Excellent. And

1 I see my time is expiring, but if we could have
2 Dr. Allen --

3 REPRESENTATIVE TOPPER: Yeah.

4 Dr. Allen, you can -- you may answer, as well.

5 DR. ALLEN: Thank you.

6 So yes, articulation agreements are
7 important, and especially articulating so that
8 students who spend their time in community
9 college can really count all those credits
10 towards a baccalaureate degree once they
11 transfer.

12 The other way in which Lincoln is trying
13 to be a part of the workforce development in the
14 State is to look at how we might use our adult
15 and continuing education unit to be able to work
16 on helping adults in the region get credentialed
17 in other ways, other than baccalaureate degrees.
18 So we currently, for example, offer a curriculum
19 regardless of your background so that you could
20 prepare to sit for certifications in cyber
21 security and in cloud computing. And we're
22 looking for other micro credentials and
23 certifications that can help to develop the
24 workforce in the Pennsylvania area, just through
25 an alternative to either an associate's or a

1 baccalaureate degree.

2 REPRESENTATIVE SANCHEZ: Wonderful.
3 Thank you all very much for those important
4 efforts.

5 And thank you, Mr. Chairman.

6 REPRESENTATIVE TOPPER: The Chair thanks
7 the gentleman and now recognizes the gentleman
8 from Chester, Mr. Lawrence.

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

11 Dr. Allen, appreciate you being here
12 today. It's very good to see you. I'd like to
13 ask about Lincoln University's tuition freeze
14 program. So as I understand it, in years past,
15 students had tuition frozen for all four years at
16 the rate they paid for their freshman year.

17 Is that still the policy at Lincoln?

18 And if so, can you speak to how this
19 program has played out? And have you seen, for
20 example, increases in four-year graduation rate?
21 Has it impacted student retention, just how that
22 policy has played out in the Lincoln community.

23 DR. ALLEN: Absolutely. Thank you. Good
24 morning.

25 Yes. So we offer tuition freeze. So

1 anyone entering in their freshman year, the
2 tuition rate that they get that year, remains the
3 rate that they have for the whole four years. We
4 think that's important for two reasons.

5 One, families can plan better over four
6 years from a tuition standpoint. But second,
7 it's an incentive to finish in four years. And
8 so what we try to do is help students get through
9 their college education in four years by being
10 able to count on some constancy in pay.

11 And we have absolutely seen a really nice
12 increase in our four-year graduation rates. For
13 a while there, our rates were really low. In
14 fact, in the last year, we've seen that
15 graduation rate increase by almost six percent in
16 one year. And again, we connect that to
17 students' ability to pay and our ability to help
18 them plan for four years so that we can plan the
19 kind of support we give them from a scholarship
20 standpoint to sort of offset the debt that they
21 have between the maximum financial aid and the
22 cost of attendance.

23 And as that tuition rates stays steady,
24 what we have to contribute also stays steady over
25 those four years, making the whole financial

1 piece of it more predictable.

2 REPRESENTATIVE LAWRENCE: Yeah, I
3 appreciate that very much.

4 Could you speak to, maybe a little bit --
5 so in other words, could you speak particularly
6 -- so the State appropriation as it relates to
7 Lincoln, could you go into a little bit more
8 about how those funds are used and what some of
9 the -- kind of some of the latest things that are
10 going on at the University?

11 DR. ALLEN: Yeah. So our State
12 appropriation accounts for about 20 percent of
13 our overall operating budget. And while some
14 portion of that is used to discount tuition for
15 in-State students, much of it is also used to
16 help to support the academic endeavor. So it
17 contributes to salaries for our faculty and our
18 staff.

19 It contributes to some of our IT
20 purchases. We are also using some of our State
21 appropriations to make sure that our students
22 have the opportunity to experience some of those
23 outside the classroom things that are so
24 important, especially important to getting work
25 once they graduate. So our ability to offer

1 internships for students who may want to intern
2 in areas that don't offer paid internships,
3 that's often the case if a student is interested
4 in going into work, into a not-for-profit, for
5 example.

6 often, those kinds of agencies can't pay
7 for an intern, but the experience is still just
8 as great. So we're able to use some of the funds
9 that we get from the state appropriation to
10 offset that so that a student can do that
11 internship and not be left behind because it's
12 not in, for example, a corporate area where the
13 internships are usually paid.

14 REPRESENTATIVE LAWRENCE: Very good.
15 Thank you very much.

16 Thank you, Mr. Chairman.

17 REPRESENTATIVE TOPPER: The Chair thanks
18 the gentleman and recognizes the gentleman from
19 Montgomery, Mr. Webster.

20 REPRESENTATIVE WEBSTER: Thank you,
21 Mr. Chairman.

22 Good morning. Thanks for being here
23 today.

24 It's been pointed out to me that we have
25 a rare opportunity to talk about sort of the

1 really big picture in higher education in
2 Pennsylvania. So excuse me, and I'm going to ask
3 both Dr. Wingard and Dr. Barron. You know, on
4 one side, you've got your first semester under
5 your belt at Temple; and on the other side, after
6 eight years of your tenure at Penn State. And
7 maybe I'll ask Dr. Wingard to go first so that
8 Dr. Barron can have the last word, if I could say
9 that.

10 But you know, your first impressions on
11 higher education in our State of Pennsylvania;
12 and then, I'll ask sort of the same question.

13 DR. WINGARD: Thank you very much for the
14 question.

15 Again, in the State of Pennsylvania, I
16 think we are fortunate that we have so many
17 institutions of higher learning to serve our
18 residents. We enjoyed, as a Commonwealth, for
19 very -- for many decades a growing economy. Now,
20 our economy is suffering compared to some other
21 states, like Florida and Texas. And so we have
22 to be more strategic about how we are building up
23 our workforce opportunities and also preparing
24 students in the Commonwealth for that economy and
25 for economies other places in the country and

1 around the world.

2 REPRESENTATIVE WEBSTER: I might suggest
3 you need a little support from the legislature,
4 as well.

5 DR. WINGARD: Support is welcome, for
6 sure.

7 One of the things that many of our
8 stakeholders ask me as President of Temple
9 University, what is the value of an education at
10 Temple University or at Penn State or at Pitt or
11 at Lincoln? Is it valuable?

12 Is it worth the money to pay tuition
13 dollars and to invest the time?

14 Is that return going to be worth it in
15 the workplace moving forward?

16 Because the workforce is changing so
17 rapidly, we are having difficulty understanding
18 what the future work is going to look like. And
19 so we are constantly analyzing that. So what I
20 would say on the front end of my tenure -- and
21 Dr. Barron will be able to talk about the back
22 end -- but what I will talk about is how we need
23 to be more focused on looking at our curriculum
24 and seeing whether or not our curriculum is
25 aligned with the competencies and the skills that

1 are needed in the workplace today, not only in
2 our Commonwealth, but around the world, because
3 we have to be able to answer that question, all
4 four of us, that if you attend our school and you
5 pay the tuition dollars, discounted as they may
6 be, it needs to be worth it.

7 And so we're investing in our curriculum.
8 We're making sure to have a culture shift amongst
9 our faculty, to make sure that they are changing
10 not only what they teach, but the way in which
11 they're teaching now. Hybrid learning is
12 starting to become more of a normalization. And
13 so at the end of four years, you can ask me the
14 same question -- and I hope and I'm expecting --
15 that the value of our education at Temple
16 University and the other institutions of the
17 Commonwealth will be much more worth it because
18 we will have taken the steps to make sure that
19 the experience, curricular-wise, extracurricular,
20 career development has been worth it and has been
21 completely aligned with the workplace.

22 REPRESENTATIVE WEBSTER: Thank you.

23 Just a brief comment, and then I'll turn
24 the mic over.

25 First of all, my daughter is a Temple

1 graduate about a year and a half ago and --

2 DR. WINGARD: Congratulations.

3 REPRESENTATIVE WEBSTER: -- and it was
4 right on for her. She's a technologist, data
5 analytics, and went from Temple to, you know, the
6 commercial industry like that. They wanted a
7 young woman who could do the math.

8 The second point I'd make is, especially
9 in the current environment of cyber and cyber
10 security, and even our National Guard which has
11 that mission in Pennsylvania, is math and
12 cryptography are going to be very, very valuable
13 in every sector of our economy because we have to
14 defend commercial networks in ways that, you
15 know, maybe because we don't have an overarching,
16 you know -- the Federal government doesn't own
17 our networks, so we have to defend them at every
18 corporate level.

19 DR. WINGARD: Absolutely. Well, that's
20 the validation that we're looking for.

21 REPRESENTATIVE WEBSTER: Yeah.

22 DR. WINGARD: Absolutely.

23 REPRESENTATIVE WEBSTER: Just an
24 interesting point.

25 DR. WINGARD: Yeah. Thank you.

1 REPRESENTATIVE WEBSTER: Dr. Barron --

2 DR. BARRON: Well, clearly my friend from
3 Temple knows what he's doing, despite a short
4 tenure. I probably could pick a lot of different
5 things. I'm just going to pick one. Twelve
6 years as a president, two different institutions.
7 And I would say that as we work to cut costs and
8 cut costs and live with what is sub-inflation,
9 State increases; in our case, sub-inflation
10 tuition, our students, in real dollars, are
11 paying less today than they were four years ago
12 or 10 years ago.

13 The thing that worries me -- one of the
14 things that worries me is there's less and less
15 money for innovation. The major universities in
16 this country have frequently been the Vanguards
17 in all sorts of different activities. And you
18 look at what the Commonwealth is interested in,
19 the nation is interested in. It might be human
20 health. It might be artificial intelligent. It
21 might be cyber security. And before we would
22 begin, we would have the resources to start to
23 invest in these areas. It is becoming narrower
24 and narrower as we have to prioritize with lower
25 amounts of funding to which one of those critical

1 topics we might invest in if we can.

2 So I would say it's a much more
3 challenging environment for the leading
4 universities of this country to take the steps
5 that are expected of us, especially -- and it's
6 not just the research. It's also training the
7 people that take these jobs.

8 And so I would say that's one of the
9 things that I think is a key worry after 12
10 years.

11 REPRESENTATIVE WEBSTER: Dr. Barron, is
12 that -- I mean, I think budgets overall, and
13 certainly in Pennsylvania, but even at the
14 Federal level, is that, you know, that we've
15 taken our eye off the real value of higher
16 education across the country? My suggestion
17 then.

18 You know, every one of these investments
19 has impact downstream in our economy, and so
20 we'll leave it there. Thank you very much for
21 being here.

22 MAJORITY CHAIRMAN SAYLOR: Very good.
23 Our next questioner is Representative
24 Chris Quinn.

25 REPRESENTATIVE QUINN: Good morning.

1 First, I want to say thank you to everyone for
2 being here today.

3 Dr. Barron, I have a number of alumni and
4 students from my district who attend Temple. And
5 I'm curious to find out what the status is -- I
6 believe you announced a new football stadium or a
7 multipurpose facility that you were planning to
8 build a couple of years ago.

9 what's the status of that facility.

10 DR. BARRON: So there's a couple of
11 factors here. One is, we haven't announced it
12 yet. We are doing the surveys and planning for
13 the stadium. If you look at one end of the
14 stadium, which happens to sway in the wind if
15 you're in the media section, it looks like a
16 world war I battleship and clearly needs to be
17 replaced. And there's aging in the stadium in
18 general, so this is a serious concern for us.

19 On the other hand -- and what I think is
20 most important -- this is a self-supporting
21 enterprise. We are one of really a handful of
22 major sports powers for which our athletic
23 program is entirely self-supporting and there are
24 no dollars that cross from the education and
25 general budget or where the State appropriation

1 goes. None crosses to athletics, and instead,
2 dollars cross from athletics into the University,
3 both in terms of an overhead charge and \$4
4 million a year that goes to projects that are
5 difficult to accomplish on campus because we
6 don't want to raise tuition.

7 So whatever happens with this stadium
8 will depend on philanthropy and will depend on
9 corporate sponsorships and will depend on the
10 viability of our sports programs to bond
11 resources.

12 REPRESENTATIVE QUINN: Thank you.

13 Can I also ask the same question of
14 Temple from the standpoint of do you have any
15 other major capital improvements planned for your
16 campus?

17 DR. WINGARD: Certainly. We -- thank
18 you, Representative.

19 Certainly. We have several buildings
20 that are planned, all academic, none athletic at
21 the moment. We do have one athletic
22 administration building, but we're looking at our
23 College of Public Health. We're looking at our
24 School of Communications. We're looking at a
25 general physical plan, just campus improvements.

1 So we have about four buildings that
2 we've just completed, and we have five more that
3 are in development right now and we're going to
4 be planning a fundraising campaign in the coming
5 year, again, to be able to fund some of these
6 initiatives to beautify and fund our campus.

7 One area that we are particularly looking
8 at is an increase in housing for our students.
9 So we have been, Temple University, for a long
10 time, a commuter school. And increasingly in the
11 last 10 to 15 years, we have increased housing on
12 campus for students to be able to be full-time in
13 residence and that demand is continuing to
14 increase. So we're looking at future
15 opportunities to be able to house students on our
16 campus, as well.

17 REPRESENTATIVE QUINN: Well, I've had the
18 opportunity to tour the facility on multiple
19 occasions, and I can tell you some of the new
20 buildings that have gone up are absolutely
21 beautiful. So thank you for your service to the
22 State of Pennsylvania.

23 Thanks.

24 DR. WINGARD: The library is world class,
25 so --

1 REPRESENTATIVE QUINN: It is.

2 DR. WINGARD: Thank you for the plug.

3 REPRESENTATIVE QUINN: Thank you.

4 MAJORITY CHAIRMAN SAYLOR: I, too, have
5 toured the library. It is beautiful.

6 Anyway, we'll move on. Our next
7 questioner is Representative Krueger.

8 REPRESENTATIVE KRUEGER: Thank you,
9 Mr. Chairman.

10 Thank you, Chancellor, and Presidents for
11 joining us here today.

12 Dr. Allen, I want to follow up on the
13 line of questioning from my colleague from
14 Chester County. My district is in Delaware
15 County, and even though we're right down Route 1
16 from you, I know that there's a lot of Delaware
17 County students who attend Lincoln. And so I
18 noticed in your budget request that rather than
19 asking for a standard percentage increase, like
20 your colleagues at the table, you asked for a
21 specific dollar amount.

22 Can you tell me a little bit about the
23 goals and priorities and why you're asking for a
24 specific amount instead of just a blanket
25 percentage increase this year.

1 DR. ALLEN: Thank you. And thank you for
2 the question.

3 So as we look at my appropriation versus
4 my colleagues here, I often say I'm the orange at
5 the table of apples, right. So we are sort of in
6 this Appropriations hearing with some different
7 goals and needs in mind.

8 So Lincoln University being a small
9 liberal arts college, as I said, uses about 20 --
10 uses its State appropriation to support about 20
11 percent of its operating budget. So it's very
12 significant to our ability to actually stay open.
13 And part of that is because we use the State
14 appropriation, first of all, to help to support
15 some of the financial gaps. So with an
16 institution where more than 68 percent of our
17 students are Pell eligible, many of our students
18 come with a gap between maximum financial aid and
19 total cost of attendance.

20 And so we definitely use the State
21 appropriation to help our in-State students close
22 that gap between what they can get from a
23 financial aid standpoint and what it costs to
24 attend. But then there are other significant
25 things that need some attention right now. So

1 for example, as our institution has grown in
2 enrollment, we haven't kept pace with the growth
3 in the faculty. And so asking for about a \$2
4 million dollar increase will help us to increase
5 the number of faculty.

6 Again, a lot of it is focused towards,
7 number one, the type of education that we offer.
8 We are a liberal arts institution, which is
9 really defined by really being high touch and
10 engaging. And if your student faculty ratio gets
11 too far out of whack, you sort of lose the basis
12 of what is your hallmark, your hallmark approach.

13 But second, it's very important because,
14 again, we serve a lot of first-generation
15 students, where the guidance in the relationship
16 between students and faculties is really what's
17 transformative for our students going on. And so
18 as our students come from communities where they
19 don't have as much social capital around how do
20 you become a good consumer with this education,
21 having the faculty contact, that being more
22 one-on-one becomes really important for our
23 students as they matriculate through their time.

24 And so using some new appropriations to
25 be able to increase that size of that faculty to

1 sort of catch up with where we've grown from an
2 enrollment standpoint, but to keep the balance in
3 the faculty/teacher ratio is really very
4 important. And the first piece of why that's so
5 important is because we have not been able to
6 keep pace with the growth of our faculty as we've
7 grown our student body, we are actually
8 overtaxing our faculty in the classroom.

9 And so our faculty are really heavily
10 burdened on the teaching side. And when you're
11 heavily burdened on the teaching side, you don't
12 have the time that you need to invest in your
13 scholarship, and scholarship becomes really very
14 important for what you can bring to the classroom
15 and how you can engage your students.

16 And so again, increasing that State
17 appropriation by about \$2 million would help us
18 to increase our faculty ranks from about 107
19 full-time now to about 127, which could be
20 transformative for us to really just catch up
21 with where we've lost pace, in terms of our
22 faculty-student ratio. Because all of those
23 things, how much our faculty teach, how much they
24 can be engaged with their students all are
25 predicated on our ability to maintain that kind

1 of a balance.

2 Thank you.

3 REPRESENTATIVE KRUEGER: I appreciate
4 that. The professors I had as an undergrad and
5 in graduate school were transformative to my
6 education. And so I appreciate you investing in
7 your faculty in order to invest in your students.

8 I've got a question for the panel that I
9 asked our community college presidents yesterday.
10 How have the needs of your students changed
11 during the COVID-19 pandemic, and are you seeing
12 an increase in students who need help meeting
13 their basic needs, like food and housing, during
14 this time?

15 DR. BARRON: Well, I can go ahead and
16 comment. Certainly -- certainly, it presented
17 many challenges, specifically when it was
18 necessary to go remote. There were a lot of
19 broadband issues, equipment issues, that we
20 stepped in -- as I understand, my colleagues did,
21 as well.

22 A lot more concerned about mental health
23 issues that we have been focusing on. And we've
24 established considerable efforts focused on food
25 security, as an example. Task force focused on

1 housing and food security. Class gift that was
2 focused on Lion's Pantry, which is a food bank.

3 For the first time, Swipe Out Hunger,
4 where students can donate points if they have
5 extra on their cards to other students. And for
6 the first time, actually a philanthropic campaign
7 to support food security. My wife and I made a
8 donation of \$500,000 to help get that food
9 security scholarship fund going.

10 We believe very strongly this isn't just,
11 let's keep tuition at a level. We really have to
12 focus on scholarships, roadblocks, housing
13 security, food security, really hard to take an
14 exam on an empty stomach. So we've been working
15 on all of these things, but not just for the
16 pandemic, just in general.

17 I will say, students have proven
18 remarkably adaptable. And maybe not the first
19 semester, but since then, certainly remarkably
20 adaptable.

21 DR. WINGARD: And I'd like to add, we
22 also have seen technical issues, you know, access
23 to computers and other digital equipment, Wi-Fi
24 access and food and housing insecurity, mental
25 health, all of the same things that Dr. Barron

1 just mentioned. But we've also seen networking,
2 networking deficits.

3 So at Temple University, we have a large
4 population students who are first generation, who
5 are under served, and so whose parents whose
6 network, broadly speaking, have not been able to
7 help them throughout their educational career to
8 be able to get to know the people, the
9 organizations that will allow them to have
10 sustainable careers.

11 And so when they come to a campus like
12 Temple University, we have a plethora of services
13 that expose them to those executives, to those
14 organizations to help them understand how they
15 can network within the system to be able to get
16 those jobs. And so the pandemic prevented them
17 from having that access by way of Temple
18 University to be able to do that.

19 So when they're at home learning in a
20 hybrid environment or in a fully online
21 environment, they couldn't access those services
22 in the same way. And their parents and their
23 network weren't able to help them in the same way
24 that other students, peers of theirs may have
25 been able to do. So that was really difficult

1 for them. And now we're seeing that we have to
2 play catch-up at Temple.

3 Now that they're back on campus, we can
4 now have -- we have to try to facilitate an
5 accelerated exposure to those organizations and
6 to those people so that they can get placed in
7 the way that they want. That's the return on
8 investment that they're looking for after
9 graduating from college.

10 DR. GALLAGHER: Yeah. I would just add
11 that the most persistent changes we're starting
12 to see now, the ones that I think are going to be
13 not the short blips, but the long-term changes
14 that we're seeing have to do with physical and
15 mental health. We're certainly seeing that
16 crisis, a real increase in demand. And of
17 course, nationally, the mental health crisis was
18 more costly to this age group than COVID was
19 directly. So this is clearly having a very
20 direct toll.

21 The other one is in association and
22 preservation. So we have students who spent
23 their first couple years on campus with a
24 completely abnormal "by yourself experience." We
25 have students coming in from high school,

1 beginning college for the first time with that
2 same experience, who have not sort of had that
3 group learning, social learning. We have faculty
4 that are learning how to reacclimate in the
5 classroom.

6 So I think there's going to be a lot of
7 persistent disruption as we prepare for, you
8 know, this sort of bubble in experience that we
9 have going through our population.

10 REPRESENTATIVE KRUEGER: Thank you.

11 And I know that we're past our time, but
12 thank you, each of you, for joining us and for
13 your leadership.

14 Thanks, Chairman.

15 DR. ALLEN: Thank you.

16 MAJORITY CHAIRMAN SAYLOR: You're
17 welcome. You're way past your time.

18 You're welcome.

19 With that, we'll move to Representative
20 Clint Owlett.

21 REPRESENTATIVE OWLETT: Thank you,
22 Mr. Chairman.

23 And Dr. Barron, this question is for you.
24 I'd like to discuss the economic workforce
25 development needs that we're seeing in all of our

1 communities.

2 what is Penn State doing to make sure
3 that the educational programs that you're
4 offering are meeting the needs of employers, both
5 in the local economies and all -- really all
6 across the Commonwealth?

7 DR. BARRON: Yeah. So really -- really,
8 there are two parts here. One is to focus on
9 making students successful in business and as
10 entrepreneurs. So as I was saying, we have,
11 actually, minors in almost every single college.
12 We have competitions, pitch competitions,
13 opportunities for funding.

14 We're getting a growing number of
15 scholarships that tell people, don't go work in a
16 summer job, here's \$15,000 to work on your
17 company. We give them free legal advice. That's
18 open to the community as well as our students,
19 faculty, and staff. I lost my cameraman because
20 he said, I all of a sudden realized I had an idea
21 and Penn State was helping people build
22 companies; why not -- why not me? So he quit his
23 job and went off to the LaunchBox to create a
24 company.

25 we have 21 LaunchBoxes, so that we have a

1 LaunchBox within 30 miles of 96 percent of the
2 population of Pennsylvania, serving literally
3 thousands of people, from students,
4 faculty/staff, and community members. It can be
5 a town without a baker, who really wants to bake
6 and gets help from Penn State on a business plan
7 and pricing and hours and everything else, all
8 the way to start-ups that are now being picked up
9 by major corporations because the products that
10 are coming out agriculture and elsewhere are so
11 good.

12 So that's one element. And then the
13 other element of it is we're keenly interested in
14 where our students go. We have a career fair
15 that already signals to us, because it's one of
16 the largest in the country, that signals to us
17 that our graduates are in very high demand.
18 We're ranked very highly in what our career
19 services are like. And we spend a lot of time,
20 particularly in areas like engineering and
21 science, in what the placement of our students
22 is. So we're very conscious of those
23 relationships and their success.

24 REPRESENTATIVE OWLETT: You probably at
25 those job fairs can see where students are going

1 and identify greater needs. So I guess my other
2 question would be, like, what are -- what are
3 some areas that maybe you're seeing less of a
4 need for?

5 And is there a way to kind of phase them
6 out in an ever-changing market that we find
7 ourselves in?

8 DR. BARRON: Yeah. So I have a lot of
9 thoughts about this. And you know, let's face
10 it, history is incredibly valuable, but few
11 history majors go off and become historians. So
12 what we see is that the companies are saying
13 deliberately, they want good communicators. They
14 want good team players. They want people that
15 are problem solvers and have good writing skills,
16 as well.

17 So the history majors have those skills.
18 And in addition to that, we provide the
19 opportunity for any student in any major to get a
20 business minor. So they're prepared, actually,
21 to launch into those areas. Even though you
22 might think that a particular degree wasn't one
23 that was career-oriented, we help make sure that
24 it is.

25 And so there is also, though, kind of a

1 self-fulfilling mode that if students don't get
2 jobs, the majors don't attract the students, and
3 therefore, those are programs that you spend less
4 time investing in. As long as you watch out for
5 cycles.

6 REPRESENTATIVE OWLETT: Yeah.

7 DR. BARRON: Almost every university in
8 the country cut petroleum and natural gas
9 engineering back, I guess, in the 80s. And then
10 10 years later, they were desperate for more
11 petroleum and natural gas engineers. And so you
12 can't just follow exactly what the job
13 opportunities are in the moment. You have to be
14 thoughtful.

15 REPRESENTATIVE OWLETT: To bring up
16 natural gas and that development, we just had a
17 press conference on that, where we really need to
18 be moving in that direction where we are, you
19 know, independent. And Pennsylvania is in a
20 great position to be able to do that. And I
21 would imagine --

22 DR. BARRON: Almost every university in
23 the country shut down those programs.

24 REPRESENTATIVE OWLETT: Yeah.

25 DR. BARRON: Because they didn't see the

1 need. And a few schools that are stronger and
2 had really solid faculty kept them, even in a
3 downturn, and now we're really glad that Penn
4 State kept those programs.

5 REPRESENTATIVE OWLETT: And we need them
6 right now.

7 DR. BARRON: We do.

8 REPRESENTATIVE OWLETT: We're seeing that
9 in --

10 DR. BARRON: We do.

11 REPRESENTATIVE OWLETT: -- what's going
12 on in the world. We definitely need to see that.

13 One other thing that I'll just briefly
14 mention is you talked a little bit about
15 agriculture and food security, and really,
16 understanding where our food comes from. One of
17 the things that I heard about at a Center for
18 Dairy Excellence board meeting was the Butcher
19 Apprenticeship that Penn State has started.

20 I think that's a great program. We need
21 people. We need to be able to produce more of
22 our food at home, but we need butchers to be able
23 to help with this. So this is a great program,
24 and I appreciate that.

25 DR. BARRON: The demand for those

1 students --

2 REPRESENTATIVE OWLETT: It's amazing.

3 DR. BARRON: -- and their products is
4 through the roof.

5 REPRESENTATIVE OWLETT: It's amazing. It
6 is. That's what they need. So thank you for
7 being here.

8 DR. BARRON: Thank you.

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

11 MAJORITY CHAIRMAN SAYLOR: Our next
12 questioner is Peter Schweyer.

13 REPRESENTATIVE SCHWEYER: Thank you, Mr.
14 Chairman.

15 Good morning everyone. And thank you all
16 for joining us today.

17 Historically, one of my major concerns,
18 particularly with our friends over at the PASSHE
19 -- with the PASSHE schools is their minority
20 enrollment numbers -- or are their minority
21 enrollment numbers. I argue that they're
22 woefully low for our schools that are supposed to
23 be most accessible to lower and middle income
24 folks.

25 we are also looking at student body

1 growth is increasing in those communities of
2 color. I represent the City of Allentown, the
3 Allentown School District. Currently, it is the
4 only school district that I represent. And I
5 want to focus in on Temple's numbers and Penn
6 State's numbers briefly because they are the
7 schools that draw the most amount of students
8 from Allentown. And Temple, because of your
9 overall proximity to Allentown; and Penn State,
10 because the Penn State branch campus at Lehigh
11 Valley, which I attended when it was still Penn
12 State Allentown 150 years ago, give or take.

13 And when I look at Lehigh valley's
14 numbers overall, Penn State has a student body
15 population of 1,461; Temple has 728. They're
16 both pretty nice numbers for a county of our
17 size. Unfortunately, only 5.9 percent of those
18 students come from the 22nd Legislative District
19 for Penn State; and in Temple, it's slightly
20 higher at 7.4.

21 The reason why my district is so
22 interesting is my district is about 80 percent
23 people of color. My school district, the only
24 school district that I represent is a 90-percent
25 -- is about 90 percent students of color. This

1 is certainly not straight up demographics across
2 your entire networks, but at least so far as it
3 comes to students of color in the Lehigh Valley,
4 they're not choosing Penn State and Temple.

5 The numbers are probably worse for Pitt,
6 but that's a proximity issue. So I'm certainly
7 not going to say that. And Lincoln is very
8 interesting, but we just don't have a huge
9 student population from Lincoln that I know of
10 from the Lehigh Valley.

11 So can we -- can you explain to me what
12 you're going -- what your plans are to address
13 minority recruitment, particularly in areas that
14 aren't necessarily your home base of Philly and
15 Pittsburgh respectively?

16 And that question is open to all four of
17 you.

18 DR. WINGARD: well, thank you,
19 Representative.

20 This is an important issue, and it's part
21 of our mission at Temple University, equity and
22 access. The heart of your question, one of the
23 reasons why we don't see more minority students
24 from within the Commonwealth attending our
25 schools is that we are among the most expensive

1 public universities, public-related universities
2 in the country. And so as you see students
3 graduating from high school, students from under
4 represented backgrounds, students who are
5 minorities, they have options outside of the
6 state that are in some cases cheaper, even out of
7 state than going to their in-state state-related
8 public universities. So cost is one concern.

9 We are appreciative of our appropriation
10 from the legislature. We match it at Temple
11 University, you know, dollar for dollar to make
12 sure that the tuition is as low as it can be, but
13 it is still higher than most other public schools
14 in the country. And so when you look at that as
15 a criteria, you see that students have
16 alternative options for education that are
17 cheaper.

18 Secondly, I would say that it's -- and
19 this addresses your question in a different way,
20 but it's a commitment of hours at Temple
21 University to make sure that we're not just
22 admitting students of color from within
23 Philadelphia, but also from within your district
24 and others, but we want to make sure that they
25 pass through and graduate. And so making sure

1 that we provide scholarships and funding for the
2 first issue, making sure that it's affordable,
3 but secondly, making sure that we have support
4 resources in place so that the statistics that
5 show not only admission of those minority
6 students, but the graduation rate of those
7 students also comes through. And I think that
8 students and their counselors in your district
9 and elsewhere are looking at those rates, those
10 graduation rates.

11 Is Temple University a place where
12 students can come and feel good and be nurtured
13 and be supported and graduate and get a job? And
14 so we are working very hard on those sets of
15 criteria, and we're investing in those. So we're
16 investing in making sure that the students have
17 the tuition rate that they're looking for that's
18 competitive against our out-of-state peers. And
19 we're looking -- making sure that we're investing
20 in each one of them on a person-to-person basis
21 to make sure that they have all the resources
22 that they need to have a good quality educational
23 experience during their four years, and that they
24 can actually get gainful employment.

25 If those metrics align competitively

1 around the country, then we'll see more students
2 coming from your district.

3 REPRESENTATIVE SCHWEYER: Sure. And I
4 understand that. We're running out of time, but
5 I will say if your initial enrollment numbers
6 aren't high, your graduation numbers aren't going
7 to be there, and you'll be looking at
8 percentages. But if we're looking at actual
9 individuals and actual opportunities, that has to
10 be a part of it.

11 DR. WINGARD: Yes.

12 REPRESENTATIVE SCHWEYER: Mr. Chairman, I
13 know we're getting near time. I was just going
14 to -- Dr. Barron was going to jump in if that's
15 okay, sir.

16 DR. BARRON: So just a couple of quick
17 things to add.

18 Over the last couple of years, we've seen
19 a significant jump, and it came from two sources.
20 One, the use of the Common app; and second, test
21 optional. And so we have had in the last couple
22 of years one of the largest, most diverse classes
23 at -- in Penn State's history. We've also
24 created a program called RaiseMe to have people
25 be college-ready coming out of a high school.

1 And if they come to Penn State, then RaiseMe
2 turns points into -- turn into scholarship
3 dollars that go beyond what we discount for
4 tuition.

5 And finally, the numbers for Penn State
6 are not evenly distributed. What we see is the
7 diversity of our campuses reflects the diversity
8 of the surrounding community. So if we looked a
9 little deeper, we would actually see that there
10 would be a significant pattern to it. So that
11 when you add the one big number for -- out of
12 93,000 students, it doesn't reflect the fact that
13 there is a draw. And the draw is happening
14 regionally.

15 REPRESENTATIVE SCHWEYER: I'd very much
16 like to see that breakdown.

17 Mr. Chairman, my time is up. I certainly
18 want to yield, but I appreciate that. Again,
19 minority communities are bigger than Pittsburgh
20 and Philadelphia. Allentown, Bethlehem, Reading,
21 Easton, York, Harrisburg, you know, the
22 communities of color are more than just our two
23 major urban cores, and I need to see an
24 investment from you pulling more and more of
25 those other students from those areas outside of

1 the two big ones.

2 Thank you, Mr. Chairman.

3 MAJORITY CHAIRMAN SAYLOR: Very good.

4 Our next questioner is Representative
5 Zach Mako.

6 REPRESENTATIVE MAKO: Thank you,

7 Mr. Chairman.

8 Doctor, Doctor, Doctor, Doctor, thank you
9 all for being here. I appreciate it.

10 Apparently, it's spring break. I didn't
11 know that. So luckily, no questions this year
12 for homework, so you're off the hook on that.

13 But question for Dr. Barron. As a Penn
14 Stater and a service member, what is Penn State
15 doing to help service members who are getting out
16 of the military transition to college life,
17 transition back to civilian life, to help that
18 transition? Because many people don't know this,
19 but that's a very difficult time for these
20 individuals.

21 Can you explain a little bit on what Penn
22 State is doing to help these people?

23 DR. BARRON: Yeah. Absolutely.

24 So this is a challenge, different world
25 experience. You're not going to go into a

1 residence hall, number one way in which people
2 start to meet friends and have interactions and
3 build a sense of community. So the community is
4 more challenging. And you've had a period of
5 time that, perhaps, it's been a while since
6 you've had that last math class then before you
7 take the next one.

8 So we take this very seriously. Part of
9 it is our strong history of relationship with the
10 U.S. military. We -- one of our largest sources
11 of funding is the U.S. Navy. But to address some
12 of the specifics here, as a veteran-friendly
13 school, we've created a Veteran Center that's a
14 one-stop shop. It's absolutely beautiful space.
15 It came from philanthropy.

16 This is a community space. You can get
17 in there 24 hours a day. And every single
18 service that a veteran might need is right there.
19 So it's intentionally designed to make it easier.
20 The military is designed as, you go there.
21 University is, financial aid, you go there. Oh,
22 you want something about -- oh, you go over here.
23 So we've created this one-stop shop that also
24 builds this sense of community.

25 And we have now 3,500 veterans that are

1 on our campus, so they are an extremely important
2 part of the population. And incidentally, we
3 also work with a lot of veterans in the World
4 Campus. And in fact, if you're headed out to sea
5 in San Diego, you can sign up for Penn State's
6 World Campus. There's an office right there.

7 So we take the success of our veterans
8 very seriously. Thank you for that question.

9 REPRESENTATIVE MAKO: Absolutely. And I
10 am a member of the World Campus currently and --
11 great program.

12 So this will be my feedback. They keep
13 e-mailing me, so it's positive feedback.

14 DR. BARRON: Are you going for a doctor?

15 REPRESENTATIVE MAKO: No, I am not. I
16 think after my MBA, I'm done.

17 DR. BARRON: Okay.

18 REPRESENTATIVE MAKO: I'm getting funned
19 out.

20 But another quick question for you,
21 Dr. Barron. You just -- a follow-up question.
22 You mentioned earlier about the natural gas and
23 these certain engineering programs.

24 How hard is it to restart a program once
25 it's been shut down like that when you see a

1 need?

2 DR. BARRON: Well, it depends on the
3 program, but engineering programs must be
4 accredited. And so it takes time to build up
5 that curriculum. If you no longer have the
6 faculty and the faculty expertise, it's extremely
7 difficult. So it's much more cost intensive to
8 create it again. And that's why you have to be
9 thoughtful about programs like that, that you're
10 not essentially fluctuating an academic program
11 by virtue of the price of oil.

12 REPRESENTATIVE MAKO: Okay.

13 DR. BARRON: You're consciously thinking
14 about what your contributions -- as I say,
15 excellence is the best offense when times are
16 good; and excellence is the best defense when
17 times are bad. So having an excellent program,
18 that's what counts.

19 REPRESENTATIVE MAKO: I couldn't agree
20 more with that.

21 And Mr. Chairman, I don't have any other
22 questions, so thank you.

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

25 REPRESENTATIVE MULLINS: Thank you,

1 Mr. Chairman.

2 And thank you, Presidents, and to your
3 very capable team members behind you and in the
4 chamber who I've known for a number of years,
5 you're well-served by those supporting
6 individuals. And I thank you all for your time
7 today.

8 First question for President Gallagher.
9 The University of Pittsburgh has recently entered
10 a five-year partnership with the company Nacero.
11 Nacero has just announced its plans to build a \$6
12 billion dollar plant, a natural gas to gasoline
13 plant in Nanticoke, Pennsylvania, just south of
14 Wilkes-Barre, which is just south of my district
15 in northeastern Pennsylvania.

16 Very curious to hear about, and excited
17 to hear about, this partnership, this research
18 partnership, what all that will entail and --
19 because we've been talking about, natural gas and
20 the need for -- the need for affordable gasoline
21 now more than ever, especially for as long as
22 we're driving internal combustion engines, it
23 would be good to have cheaper gas and be less and
24 less dependent on foreign sources.

25 So thank you for that partnership, and

1 I'm excited to hear about more.

2 DR. GALLAGHER: Well, thank you.

3 We're excited about it, as well. And I
4 sort of want to echo Eric Barron's comment. We
5 were fortunate not to end our petroleum
6 engineering program either. And you know, that's
7 what allowed these kind of partnerships to take
8 hold. So we have a number of partnerships with
9 natural gas and petroleum industry, both
10 nationally and certainly across Pennsylvania.

11 The Nacero effort is really very
12 intriguing, right. So in the realm of natural
13 gas, in which Pennsylvania is one of the most
14 abundant areas in the world, you know, it's an
15 amazing resource, but of course we like to use
16 petroleum in various forms. And so we're talking
17 now about how do you transport natural gas, for
18 example, to Europe. L&G is certainly a pathway
19 to do that, but it would be very difficult.

20 This technology would essentially gasify
21 or create liquid gas from natural gas. So not
22 cracking the opposite where you're creating
23 polymers or a longer chain of petroleum molecules
24 for liquid fuel vehicles. And so that obviously
25 would allow natural gas to be diversified and to

1 play an important role in sort of mobile
2 transportation dependent technologies.

3 I would say more broadly though for
4 Pennsylvania what I would, you know, argue is
5 that, you know, when you are blessed with a
6 natural resource like this, and you're attracting
7 the talent and leading companies from around the
8 country and growing leading countries [sic] right
9 here in this State, it's important to keep in
10 mind -- and I sort of want to second something
11 that President Barron said.

12 You know, we should really be focused not
13 just on the gas extraction and, you know, that
14 particular part of the segment, but look at the
15 entire energy intensive industries that are part
16 of this. You know, this has really been a major
17 focal point of western Pennsylvania to make sure
18 that you're not subject to bust-boom cycles
19 because you're only, you know, removing petroleum
20 and taking it out of the region.

21 West Pennsylvania is near most of the
22 markets in the United States. This is a chance
23 to be a real renaissance in advanced
24 manufacturing. In fact, even towards clean
25 energy because most of these petroleum companies

1 are also the ones leading and looking at
2 decarbonizing technology. So we think it's a
3 huge opportunity for the Commonwealth of
4 Pennsylvania.

5 And I think the attraction of the kind of
6 talent, the engineers from Pitt and other
7 universities, is a key attractor for these
8 companies.

9 REPRESENTATIVE MULLINS: Thank you very
10 much. That's a great insight and look under the
11 hood, without too much of a pun there.

12 Switching to something that, perhaps,
13 maybe gets overlooked as we discuss our budget
14 process, the non-preferred appropriations
15 discussion in that we are talking about what to
16 appropriate, what level of give from the
17 Commonwealth to the institutions, but it's, I
18 guess, less of a question -- of course, if time
19 permits, I'd love to hear from each of you
20 briefly about the generosity and community
21 activism of your students because for as much as
22 the universities receive, I believe that your
23 students have demonstrated, all four of your
24 universities, your students have demonstrated
25 incredible spirit of charity and generosity and

1 community service.

2 President Barron, the 50th year of THON
3 was just celebrated with a record-breaking \$13.7
4 million dollars raised in the fight against
5 cancer. A good friend of mine, his little
6 sister, Kayla Nakonechni, died just a few years
7 ago. She was a Penn State student and THON
8 leader. Team Kayla was something led in her
9 memory. But you know, there are names and faces
10 behind what makes your universities great and so
11 worthy of our appropriation here and our
12 attention.

13 So I see I'm out of time, so I guess it
14 may just have to be a commendation in recognition
15 of the spirit of -- the common spirit, different
16 universities, different institutions, but a
17 common spirit of student generosity and giving
18 back to the community that surrounds you and the
19 Commonwealth we live in, so thank you.

20 MAJORITY CHAIRMAN SAYLOR: Our next
21 questioner is Representative Tim O'Neal.

22 REPRESENTATIVE O'NEAL: Thank you,
23 Mr. Chairman.

24 And thank you all for being here.

25 Dr. Barron -- well, first off, I know

1 you're preparing retirement -- preparing for
2 requirement, so I want to thank you for your
3 service to the University and to the
4 Commonwealth.

5 But I do want to circle back to the
6 stadium. Yesterday, literally here this morning,
7 you're here advocating for the State to
8 appropriate \$254 million to the University, but
9 yesterday, literally -- you mentioned the survey
10 earlier. Literally, yesterday the Athletic
11 Department sent out a survey asking for inputs
12 from various stakeholders about potentially
13 building a brand-new Beaver Stadium.

14 So -- and as I know you're aware, you did
15 mention that the Athletic Department is
16 self-sufficient, and I believe that. But
17 throughout the course of COVID, it is true that
18 the University borrowed \$25 million to sustain
19 the athletic program. And really, where I'm
20 going with this is with the price of stadiums
21 across the nation right now -- the last one that
22 I'm aware of -- and I get it, it's a different
23 scenario, but SoFi Stadium, I think that's the LA
24 stadium, which seats 40,000 people less than the
25 current Beaver Stadium cost \$5 billion to build.

1 So first and foremost, how much is a new
2 Beaver Stadium going to cost?

3 DR. BARRON: Okay. Well, I don't know
4 the answer, but I sure know that the University
5 is not going to spend \$5 billion on a stadium, no
6 matter how good our football team might end up to
7 be.

8 So you know, in the State appropriation,
9 about \$5,400 for every Pennsylvania in-State
10 student, we turn into over \$13,000, in order to
11 make sure that Pennsylvania residents can come to
12 a world-class institution as cheaply as we can
13 possibly imagine. And there is literally no
14 crossover there. All those dollars from the
15 State appropriation go into the hands of
16 Pennsylvania residents for certain.

17 I look at it this way, if you want to
18 decide what kind of stadium and what it is that
19 you can do based on philanthropy and corporate
20 sponsorships, you need to ask people what it is
21 that they want. You need to have a knowledge
22 about how many suites your alumni and
23 corporations may buy. Because many, many
24 stadiums across the country -- we've had a number
25 of tours. I've looked at, for instance, San

1 Francisco Stadium, built to be earthquake-proof
2 and was about a billion. A lot depends on what
3 you do and how fancy they are.

4 College campuses don't tend to make them
5 very fancy, but you need to understand what that
6 marketplace is like in order to provide the
7 services that sell tickets and sell boxes and
8 suites and get corporate sponsorships. So I
9 don't know any other way to do it than to find
10 out how people feel about it. It's quite
11 possible that the stadium will come down in
12 sections.

13 And we might look at, you know, a
14 section. It might be a couple of million -- a
15 couple hundred million dollars to be able to do a
16 renovation that is there. But I think it's smart
17 to do the survey to make sure we understand what
18 the marketplace is like, what we can and can't
19 afford. But I do know that the University has
20 been very firm on not having any dollars cross
21 from the University to athletics.

22 And athletics, like, you know, the
23 University took a \$470 million dollar hit because
24 of COVID. We did get some Federal support, a
25 small amount from the State, but it certainly

1 didn't cover all of it. Athletics, in that kind
2 of bailiwick, borrows \$25 million; they have to
3 be the ones that pay it back. And they have to
4 pay it back with interest.

5 So --

6 REPRESENTATIVE O'NEAL: So -- and I agree
7 with your comment about, of course, you should --

8 DR. BARRON: Yeah.

9 REPRESENTATIVE O'NEAL: -- survey the
10 stakeholders.

11 DR. BARRON: Yeah.

12 REPRESENTATIVE O'NEAL: But you've got to
13 acknowledge that the optics of doing it the day
14 before you appear before us to ask the State for
15 money isn't exactly the best move.

16 DR. BARRON: Yeah, I doubt athletics
17 would sit there and say, I wonder what's going on
18 today before we release this survey, but --

19 REPRESENTATIVE O'NEAL: Well, you know,
20 part of --

21 DR. BARRON: -- I can --

22 REPRESENTATIVE O'NEAL: -- my concern --

23 DR. BARRON: -- help them with that
24 message.

25 REPRESENTATIVE O'NEAL: Sure.

1 You know, look, I love Penn State
2 football as much as any southwestern Pitt alum
3 does, but I do have a concern, you know, when
4 we're talking about potentially a multibillion
5 dollar -- I assume it would be a bond or a
6 borrowing -- strapping the University in a manner
7 that another unpredicted event occurs that that
8 potentially does affect Pennsylvania students.
9 So that's my only concern.

10 I don't doubt that the Athletic
11 Department supports itself. I don't doubt that,
12 potentially, a new stadium is needed. I just do
13 have concerns that, you know, how this affects
14 potential students or potentially affects
15 students in another emergency into the future.

16 DR. BARRON: Yeah.

17 REPRESENTATIVE O'NEAL: So thank you very
18 much.

19 DR. BARRON: I guarantee you, we will not
20 put the education program and students at risk in
21 constructing a stadium. We will not do it.

22 REPRESENTATIVE O'NEAL: Thank you.

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

25 REPRESENTATIVE KINKEAD: Thank you,

1 Mr. Chairman.

2 Thank you all for being here today. And
3 I have to give a special acknowledgement to
4 Chancellor Gallagher who's here from my home
5 city. And I went to Pitt Law, so I have a
6 special fondness for Pitt.

7 So in talking about student experience,
8 and we've talked a lot with previous questioners
9 about natural gas, and I think one of the things
10 as we're kind of talking about energy, as we're
11 looking at the situation in Ukraine and trying to
12 divest from Russia, I think that all of your
13 universities have a large footprint in your
14 community. And what steps are you taking to try
15 and be energy independent and move towards a more
16 renewable resource?

17 I know American University, I think, is
18 100-percent renewable at this point. Are you
19 guys taking any step to do the same?

20 DR. GALLAGHER: We are. And
21 Representative, you know, it's interesting. I
22 would sort of put the University's actions in
23 sort of two buckets. One is a regional
24 leadership role where, as a leading research
25 university, we want to work with the community,

1 with our wonderful foundations in the Pittsburgh
2 area, with our wonderful businesses there. And I
3 think we are making real progress towards a
4 vision, a shared vision, that recognizes that
5 western Pennsylvania is a petroleum-producing
6 area, but in doing so, it's going to attract
7 companies that need to be a leader.

8 We also have the NETL, the DOE National
9 Lab in this area. So we also need to be building
10 the future, which is clearly going to be a move
11 towards decarbonizing and possibly reusing this
12 same natural infrastructure for carbon
13 sequestration and storage. And so we'd like to
14 see western Pennsylvania be a leader for, you
15 know, global companies, research institutions,
16 DOE national labs, to be a hub and have that
17 advanced infrastructure where we can advance
18 those technologies, much like the renewable space
19 looked like 20, 30 years ago.

20 We think that's really -- the table is
21 set for Pennsylvania to play that leadership
22 role. The interest is extraordinarily high.
23 Companies are looking at decarbonizing
24 manufacturing processes, looking to site, wanting
25 to work with labor to generate the skilled

1 workforce of the future, incorporate
2 technologies, and do it at essentially commercial
3 scale. I think Pitt has to be a key part of that
4 vision.

5 The other part is the University itself,
6 as you know, is a pretty big institution, a small
7 city within a city. And you know, we've made a
8 commitment towards carbon neutrality that is
9 backed by a long range plan that maps that out.
10 A lot of the early steps are what you would hope
11 to see, energy efficiency, a lot of our built
12 infrastructure in terms of advancing toward that.

13 It will get more and more difficult as we
14 move to some of the choice issues and look at,
15 you know, for example, air traffic and commercial
16 air use. The only thing I would say is that, you
17 know, we're not alone on that journey. And as
18 this market evolves and as other companies adopt
19 these processes and, you know, provide offset
20 pricing and other things, we expect to learn a
21 lot on that journey. But our students, our
22 faculty, and our staff have demanded that of us.
23 And we think that's also a price of leadership,
24 that you kind of walk the talk.

25 DR. ALLEN: So at Lincoln, we're actually

1 -- we have a sustainability curriculum that we
2 work from. And it hits at three different
3 levels. So one is really in the curriculum. So
4 what can we do to really educate our students
5 more about sustainability and all of our
6 responsibilities to some of those issues
7 globally.

8 Second is we think about it in terms of
9 our own campus. We are fortunate enough to be
10 building our first geothermal well as we are
11 renovating a couple of our historic buildings and
12 trying to move towards just having more renewable
13 energy in our own buildings as a part of that
14 plan overall.

15 We've also been working with our
16 facilities company to do energy reduction. In
17 fact, that's a part of the contract itself,
18 investing in ways we can reduce energy. And the
19 third is that we have quite a bit of land, out
20 parcels, and we are actively seeking a partner.
21 We want to build a solar farm, and we want to be
22 able to build a solar farm in such a way that it
23 helps to reduce the energy on our own campus, but
24 also provide that energy to those in our
25 community, as well as become a sort of a living

1 laboratory, so that our students are able to
2 actually become a part of learning about some of
3 these new -- sort of new infrastructure and
4 energy-efficient sort of jobs that will be
5 definitely a part of the future.

6 DR. BARRON: So we have a strong
7 sustainability group for the University. A few
8 years back, we built the largest solar farm in
9 the history of Pennsylvania. And that moved us
10 to a point of being 50-percent renewables. We
11 are head of the Pennsylvania Plan for Carbon
12 Footprint Reduction.

13 We also have a very strong focus on
14 energy. If we take the categories of fossil
15 fuels, renewable plus nuclear, efficiency and
16 operation, policy and environment, we're the only
17 university in the country that ranks in the top
18 five in all five categories. And this is a very
19 strong focus on energy as an issue, top to
20 bottom.

21 And I think this is really the way that
22 you have to look at things, balancing energy
23 security, national security, and environmental
24 security. So really, that strong focus is
25 directed exactly at that objective.

1 DR. GALLAGHER: I concur with my
2 colleagues. We have a vision for, you know,
3 increasing our renewable solutions and being more
4 energy independent and having a green plan, et
5 cetera.

6 One of the things that we are doing, in
7 addition to what President Allen said, is we're
8 enhancing our sustainable curriculum. We're
9 learning more from our peers, as you mentioned,
10 American University. There are countless others
11 across the country and across the world,
12 particularly in urban settings, as it relates to
13 Temple University, where we can model some of the
14 solutions that they are building. And so we have
15 active committees and plans throughout the
16 University and the health system that are looking
17 at that.

18 One thing that I'll mention, though, that
19 is important for us is that we have been actively
20 building our campus in the last 20 years, so we
21 have the advantage that more than half of our
22 campus is actually new. So we have five or six
23 buildings that have been built in the last five
24 or six years.

25 As I mentioned earlier, we have five or

1 six more that are in development now. So we have
2 a real opportunity to take these priorities and
3 criteria and build it into our physical plan, our
4 master plan, as opposed to having to retrofit
5 older buildings, which is often more expensive
6 and harder to do.

7 REPRESENTATIVE KINKEAD: Thank you.

8 Thank you, Chancellor Gallagher, for
9 pointing out PA's position and being able to kind
10 of drive this, especially with southwestern PA.
11 So thank you.

12 Thank you, Mr. Chairman.

13 MAJORITY CHAIRMAN SAYLOR: Next
14 questioner is Representative Lee James.

15 REPRESENTATIVE JAMES: Thank you,
16 Chairman.

17 Good morning to all our college --
18 excuse me, university presidents. Glad you're
19 with us today.

20 I have a specific question for President
21 Wingard at Temple. I actually hail from Venango
22 County in western PA, so I'm reaching all the way
23 across the State.

24 DR. WINGARD: Okay.

25 REPRESENTATIVE JAMES: There's an

1 intriguing line item in the Temple request which
2 I saw. It is for a new \$5 million dollar
3 project, the proceeds of which are to be used
4 for, quote, community improvement and digital
5 enhancement.

6 Now, I confess to being IT-challenged,
7 but it is an intriguing line item. And I wonder
8 if you would add some details for the audience
9 here to tell us what this project is going to do,
10 and how it will benefit the kids?

11 DR. WINGARD: Yeah, certainly.

12 So that line item is related to a vision
13 and a commitment that we have to providing
14 equipment, wi-Fi capability not only for our
15 students, but for the community, as well. We
16 offer, as an example, in our health system
17 telehealth services. And if the members of the
18 community don't have access to equipment or wi-Fi
19 service, then they can't benefit that.

20 So on the one hand, we have a real
21 community driven imperative to be able to provide
22 opportunities and services to members of our
23 community. But on the other hand, because of the
24 economic capability of that community in and
25 around Temple University, they can't always

1 access it. So we have, for a long time, been
2 providing resources and support to be able to
3 take care of that.

4 The line item that you're talking about,
5 we submitted in the fall as part of our -- as
6 part of this budget. But we've since learned
7 that because this is a local problem and a
8 national problem, the Federal government has
9 actually allocated resources of support for this
10 exact cause. And so that line item that you're
11 talking about came before the Federal government
12 actually offered resources.

13 So now we actually have the ability to be
14 able to get resources from the Federal
15 government, as well. But in both cases, the
16 bottom line is, a community is embedded in Temple
17 University's campus. And it's a responsibility
18 that we have, and it's part of our mission that
19 we support that. Five million dollars is not a
20 lot of money in terms of being able to support
21 the community, but it can really greatly enhance
22 their ability to access our services, which is
23 part of why we're there to serve.

24 We're there to serve students, but we're
25 also there to serve the people who work at our

1 campus and whose students come to our campus in
2 and around north Philadelphia and Philadelphia at
3 large. And so that small line item is for that
4 benefit.

5 REPRESENTATIVE JAMES: Well, it's also
6 good to know you have buy in from the Federal
7 government as well as the City of --

8 DR. WINGARD: Absolutely.

9 REPRESENTATIVE JAMES: -- Philadelphia.

10 DR. WINGARD: It's a national problem for
11 sure.

12 REPRESENTATIVE JAMES: Well, good luck
13 with that project.

14 DR. WINGARD: Thank you.

15 REPRESENTATIVE JAMES: I still have a
16 little bit of time, so I'd like to ask a budget
17 question. I see the Governor is proposing a
18 five-percent increase for Temple University. And
19 I'd like to know, from your lips, what impact
20 those dollars would have on tuition for incoming
21 students.

22 DR. WINGARD: Yeah. So we so much
23 appreciate the appropriations we've received in
24 the past and are hopeful about the future. We
25 match effectively the appropriation that we get

1 for the University. And the whole point, and the
2 reason why we're all here today, is that we want
3 to make sure that tuition is affordable for our
4 in-State residents and for our out-of-state
5 residents. But in particular, the Commonwealth
6 residents deserve the opportunity to attend
7 college, you know, attend a university like
8 Temple University, at an affordable rate.

9 we talked about earlier that it is more
10 expensive to attend our public, our state-related
11 universities than other publics in the country,
12 but it's still a commitment of ours to make sure
13 it can be as low as possible. So the
14 appropriation funds allow us to have tuition that
15 is low and affordable for our students. We match
16 it at Temple University. And we make sure that
17 the curriculum and the services combine to add
18 the value that makes it worth it to those
19 students to pay for it.

20 REPRESENTATIVE JAMES: Dr. Barron, would
21 you agree with that?

22 Do you have comments on --

23 DR. BARRON: Absolutely. I agree with
24 it.

25 As I have said, you know, State

1 appropriation is about \$5,400 per in-State
2 student. It's the lowest of any university in
3 Pennsylvania that has public funding. And we
4 turn it into more than \$1,300 as a difference
5 between out-of-state and in-State tuition.

6 we've worked very hard to control the
7 costs. It would be -- it is impossible to
8 function on sub-inflation dollars from both the
9 tuition side of it and the State without starting
10 to harm the University. So these dollars have
11 always gone to fully support students.

12 REPRESENTATIVE JAMES: Okay.

13 DR. BARRON: That's the plan.

14 REPRESENTATIVE JAMES: Thank you very
15 much. No more questions.

16 MAJORITY CHAIRMAN SAYLOR: Next is
17 Representative Guzman.

18 REPRESENTATIVE GUZMAN: Thank you,
19 Mr. Chair.

20 And thank you to the presidents of our
21 state related universities for your time this
22 morning.

23 I'd like to piggy-back on the tuition
24 aspect of it from both members of our side and
25 members on the other side of the aisle.

1 But first off, would you all consider
2 your universities world-class universities?

3 DR. GALLAGHER: Yes.

4 DR. WINGARD: Yes.

5 DR. BARRON: Yes.

6 REPRESENTATIVE GUZMAN: Yes.

7 would you also all -- would you also say
8 that there are also neighboring states that also
9 have world-class universities in them, as well?

10 DR. GALLAGHER: Of course.

11 DR. BARRON: Of course.

12 DR. WINGARD: Yep.

13 REPRESENTATIVE GUZMAN: So it does bother
14 me when I hear that, you know, people who live in
15 my community, the City of Reading, potentially
16 can't afford to attend one of your world-class
17 institutions because the cost of tuition
18 continues to be so high.

19 And so, number one, my first question in
20 regards to that, what percentage of your student
21 population is Pell eligible?

22 DR. BARRON: For my entire University,
23 it's in the thirties.

24 REPRESENTATIVE GUZMAN: Thirties, that's
25 Penn State.

1 DR. BARRON: So 7 -- about 17,500
2 students.

3 DR. ALLEN: Sixty-eight, 69 percent at
4 Lincoln.

5 DR. GALLAGHER: It's about 20 percent at
6 the University of Pittsburgh.

7 DR. WINGARD: About 27 percent at Temple.

8 REPRESENTATIVE GUZMAN: So significant
9 populations within your universities are Pell
10 eligible. And I know you talked specifically
11 about some of your strategies, but so I won't ask
12 you about the strategies that you're using, but
13 can you all just speak to just the
14 competitiveness of not being able, for
15 Pennsylvanians to attend your universities?

16 And we talk about the brain-drain that's
17 happening within the Commonwealth of
18 Pennsylvania. We talk about the population loss
19 that's happening, as well.

20 Can you talk about just the competitive
21 nature of students that are going across borders
22 to New York, New Jersey to attend world-class
23 universities instead of attending one of our
24 world-class universities here like one of yours?

25 DR. BARRON: Well, so there's absolutely

1 no doubt there's a correlation between State
2 support and tuition. It's -- it's simple. I can
3 point to universities that are flag ships, like
4 ours, whose State appropriation is twice. They
5 help build buildings, and their in-State student
6 population is half. So essentially, \$4 more per
7 every dollar that I get for an in-State tuition.

8 This -- we just have to face the facts.
9 That lack of investment in the State of
10 Pennsylvania comes to roost as higher tuition.
11 And we have neighboring states that are willing
12 to undercut our tuition in order to get our
13 bright students to cross the boundary because
14 they have the support that they need.

15 On the other hand, we also have to make
16 sure that our students have quality. If you do
17 not invest, and we do not have quality
18 institutions, then you don't just lose lots of
19 students, you lose the best and brightest
20 students that Pennsylvania has because most
21 parents, despite what the cost is, want to send
22 their kids to outstanding institutions.

23 And finally, if you think about the
24 tuition, what in my mind is even more critical is
25 that we are providing the financial aid that we

1 need to help those need-based students. A
2 tuition increase of \$200 isn't what counts. What
3 we need to do is provide financial aid that's in
4 the thousands for those students.

5 This is a focus of our philanthropy. Now
6 that's about \$168 million that's being paid out
7 in scholarships, almost all to need-based
8 students. We have \$1.3 billion in financial aid
9 to students. That covers more than -- 73,000
10 students get some financial aid, but if you start
11 to look at what PHEAA is, in terms of dollars,
12 the fact that our ENG budget now does more than
13 \$120 million, philanthropy \$70 million, those are
14 focused almost exclusively on need-based
15 students.

16 So sort of magically, the number of
17 students that are getting that support is almost
18 exactly the same size as our population of
19 need-based students. Is it enough? No. Those
20 students graduate at a lower rate.

21 Are we doing -- are we pulling out all
22 the stops to raise money for those students?
23 Yes, we are because it's the only way for us to
24 help those students when we are keeping tuition
25 at sub-inflation for a decade and State

1 appropriations is sub-inflation for a decade.
2 It's our only choice is to provide philanthropy
3 for those students.

4 REPRESENTATIVE GUZMAN: So I mean, you
5 know, we're losing the best and brightest of
6 Pennsylvanians to our neighboring states because
7 of our tuition rates being so high.

8 Obviously -- I also want to pivot with
9 the remaining time that I have left. You know, I
10 remember being a broke college student at
11 Kutztown University, worrying about how I was
12 going to keep the lights on and/or put food in my
13 belly. And so we understand that a large portion
14 of students who attend your universities are
15 struggling with food insecurity and other
16 aspects.

17 So I'd love to hear from you all, what
18 are you doing to help support your most neediest
19 students, not just on the financial aid side, but
20 on the social welfare side, on the mental health
21 awareness side, and also ensuring that if
22 students are hungry, they have a place to eat on
23 your campus?

24 MAJORITY CHAIRMAN SAYLOR: And I will
25 remind everybody to keep theirs answers as short

1 as possible.

2 Thank you.

3 DR. ALLEN: At Lincoln, we have a food
4 bank. Again, we're located in a very rural
5 place, so 98, 99 percent of our students live on
6 campus. And to live on campus, it also comes
7 with a meal plan. So you have to purchase a meal
8 plan. And we work very closely with our food
9 service to make sure that we also have things
10 available to our students after hours as well as
11 having a very active food pantry.

12 DR. GALLAGHER: Just given the time, we
13 have about a dozen different programs with
14 emergency aid, housing assistance, food security.
15 We can provide that list to you, so you can see
16 the full range of options that we have there.

17 DR. BARRON: Just as one factor, we now
18 give scholarships in food security and housing
19 security. And you don't have to apply for the
20 housing security one. We look at what your
21 financial capability is and we discount -- if you
22 stay all four years in a residence hall, you get
23 one year free.

24 DR. GALLAGHER: And same answers,
25 dedicated resources to food insecurity, to

1 housing. We actually have, because of the stigma
2 that goes along with being able to access
3 resources, we have resources available for
4 students to be able to eat in dorms for free so
5 that nobody knows that it's free as opposed to
6 having to give out vouchers or other forms of
7 public aid, so that the stigmatization remains
8 low.

9 REPRESENTATIVE GUZMAN: Thank you very
10 much.

11 And thank you, Mr. Chairman.

12 MAJORITY CHAIRMAN SAYLOR: You're
13 welcome.

14 I have to head off to another meeting. I
15 want to thank all of you for being here.

16 I will turn this over to my Vice Chairman
17 Jesse Topper, but President Barron, I want to
18 thank you for your service at Penn State. And I
19 wish you the very best in your retirement if
20 that's what you're going to be doing, or
21 something else, but I wish you the best.

22 And I thank all of you for your service.

23 DR. BARRON: Thank you.

24 MAJORITY CHAIRMAN SAYLOR: Very good.

25 And we will move to the next questioner, which is

1 Representative Ryan Warner.

2 REPRESENTATIVE WARNER: Thank you,
3 Mr. Chairman.

4 Thank you all for joining us here today.

5 So I know that your universities aren't
6 fully publicly-funded universities, but we heard
7 the term public university often today. And that
8 would make the four of your universities the only
9 colleges in Pennsylvania, public colleges, that
10 are not subject to the State's Right to Know Law.

11 So briefly, I'd like each one of you --
12 we'll start with Temple -- just to describe what
13 your thoughts are on -- there is legislation -- I
14 have legislation out there that would require the
15 state-related universities to be part of the
16 Right to Know Law. Just to mention, too,
17 briefly, I believe that other than Delaware,
18 we're the only state in the Union that does not
19 subject our state-relateds to the Right to Know
20 Law.

21 So if you guys want to explain why or why
22 not you think that your universities should be
23 subjected to that?

24 DR. WINGARD: well, I'll just, briefly,
25 for time considerations, we conform to all the

1 policies and regulations of the Commonwealth.
2 And we make sure that we are in constant
3 communication within our stakeholder pool and
4 with our faculty, even with the unions. So we
5 have 11 unions that serve the University. So
6 we're constantly talking about all of these
7 policies and making sure that we are in
8 compliance.

9 DR. BARRON: So I was President at
10 Florida State University with a very strong
11 Sunshine Law, and obviously, at Penn State. What
12 I would say is, the University would -- is very
13 willing to sit down and talk about the things
14 that you need or want.

15 I saw two things in Florida that --
16 three things, really -- that gave me a sense of
17 how important it is to work together here to
18 figure out what you want and need and how we can
19 best do it. So I watched part of Right to Know,
20 which was faculty salaries. It was a recruiting
21 tool for over universities.

22 They'd go in, see what my hotshots were
23 being paid, offer them 15 percent more, and I
24 would lose them to other states. That's not an
25 effective use of resources because then I have to

1 turn around and offer them a 15-percent salary
2 increase and it just costs the students more to
3 do that.

4 I saw the press keenly interested in
5 whatever my coaches were doing and any kind of
6 searches I had for a coach. I never once got a
7 request related to the financial records of
8 Florida State University in four years. So there
9 is good and bad to Right to Know.

10 You may know that the state of Florida is
11 in the midst of a discussion, whether they're
12 going to exempt presidential searches because
13 they're public and they're on TV and nobody wants
14 their current institution to know that they're
15 out looking for another job. So they don't get
16 the same -- the same pool. And frankly, people
17 cheat.

18 So what I would like to do is sit down
19 and work for the best way to do this for what you
20 need as opposed to something that's blanket and
21 might actually have a negative budget
22 consequence.

23 DR. GALLAGHER: Yeah. I guess I would
24 start in the same place.

25 So I actually might be mistaken,

1 Representative, but I, you know, we actually are
2 subject in many ways to a modified Right to Know.

3 REPRESENTATIVE WARNER: Yeah, excuse me.
4 It's very modified.

5 I believe you have to give -- is it top,
6 maybe top 10 or top 20 salary positions and then
7 some IRS tax information, but --

8 DR. GALLAGHER: Well, I --

9 REPRESENTATIVE WARNER: -- basically
10 that's it. So it's definitely, with all due
11 respect, it is definitely not the same standard
12 as a regular public university.

13 DR. GALLAGHER: So I think there's
14 several statutes that cover that. And I thought
15 it was recently expanded, you know, we've kind of
16 approached this the same way as essentially
17 independently operated and state-affiliated or
18 state-related to sit down and basically work with
19 you in terms of looking at legitimate needs of,
20 you know, we believe that you're right. There
21 has to be a certain degree of transparency and
22 accountability to the public sector.

23 And I thought we had sort of been quite
24 good at working with the legislature in terms of
25 tailoring that to what those needs are. And if

1 those have shifted, we would certainly do it. I
2 know that we didn't apply, sort of, a state
3 agency type standard to the state-related
4 universities, but I thought there had been
5 significant expansion that had broadened it
6 beyond that more limited disclosure.

7 REPRESENTATIVE WARNER: There's been
8 discussions, but not yet.

9 DR. ALLEN: I just have to say I agree.
10 I think transparency is really very important.
11 And so making sure that we are compliant with
12 what we are obligated to do becomes a real high
13 priority for us as a campus. And I think also
14 the opportunity to offer information when it's
15 requested becomes as important, as well.

16 REPRESENTATIVE WARNER: So my time is
17 almost up. I do have one more question.

18 I'm a proud Penn State alum, but I did
19 notice that as far as state-related universities,
20 Penn State was the only university that doesn't
21 have House and Senate appointees on their Board
22 of Trustees.

23 Is this something that you'd be open to?

24 DR. BARRON: Doesn't have what?

25 REPRESENTATIVE WARNER: House or Senate

1 appointees on the Board of Trustees.

2 DR. BARRON: So there's a strong history
3 there obviously. We have 36 trustees. That's
4 very large. And they come from all walks of
5 life, business, and industry, ag, elections from
6 every county, appointments by the Governor with
7 concurrence with the Senate. There are
8 alumni-elected trustees.

9 So it is quite a variety of paths. And
10 so the only thing that -- and it's already
11 cumbersome at 36, so -- but it's history. And
12 people are loathed to change it.

13 REPRESENTATIVE WARNER: I understand. My
14 time has expired, but I do want to thank
15 everybody.

16 And for the record, I do -- as quote,
17 unquote, public universities, I do think that
18 there should be an expansion in access of Right
19 to Know law for the universities. And being that
20 Penn State does receive the largest sum of money
21 from this legislature, I think it would only be
22 appropriate to have House and Senate-appointees
23 on the Board of Trustees, like the other members.

24 But I do want to thank you guys for your
25 service here to the Commonwealth. Thank you very

1 much.

2 REPRESENTATIVE TOPPER: The Chair thanks
3 the gentleman and recognizes the lady from
4 Dauphin, Ms. Kim.

5 REPRESENTATIVE KIM: Thank you,
6 Mr. Chairman.

7 I'm very proud of our state-related
8 universities. I have three nephews who go to
9 your universities, represented at the panel. And
10 I got to hear up close what you guys had to deal
11 with during the pandemic, the logistics, the
12 decisionmaking.

13 My nephew tested positive at Penn State
14 Harrisburg, goes to a hotel out in the suburbs.
15 You guys delivered food for him. Like I can't
16 imagine what you had to go through. Just wanted
17 to thank you for taking care of the students.
18 And can't imagine, again, what you had to go
19 through.

20 Burnout is real, in the health-care
21 system, teachers. As legislators here looking in
22 the future, what should we know about in terms of
23 maybe faculty members? Do you have a worker
24 shortage at your universities?

25 what do we need to know post-pandemic to

1 help support you guys and maybe even fill the
2 pipeline for future jobs?

3 DR. WINGARD: Well, I'll start. You
4 named it. Mental health is the biggest crisis
5 that we are facing on campus. And it actually
6 affects everything that we're doing now, at the
7 student level, at the faculty level,
8 administrators, partners. We don't have
9 resources that we need following this pandemic
10 to, at the student level, support them.

11 You know, the numbers of support that we
12 need -- we need one-to-one support. Any student
13 who is having difficulty psychologically needs to
14 be able to access resources on campus and be able
15 to afford it when they need it. Our
16 infrastructure wasn't prepared to be able to
17 handle that pre-pandemic. And now we are working
18 feverishly to be able to invest in an
19 infrastructure that can actually provide that
20 level of support.

21 So we're well on our way. We're getting
22 lots of support from corporations, philanthropic
23 dollars. We're having to allocate more of our
24 budget towards it, but that's just the students.
25 And we need to be able to also, when we get to

1 that marker, be able to then transition to be
2 able to support better our staff and our faculty
3 members, as well.

4 It's an overwhelming problem. We know
5 that the whole psychological infrastructure of
6 this country, of the world, is having difficulty.
7 If you want to have a therapist right now, good
8 luck. It's going to be really difficult for your
9 to find it, whether it's in person or virtually.
10 So we are investing in that infrastructure as
11 quickly as we can, but the resources in the
12 pipeline available to us are really light.

13 REPRESENTATIVE KIM: Thank you.

14 DR. GALLAGHER: Yeah, I would just add
15 sort of two elements to that.

16 So burnout is real. We're all dealing
17 with that internally, you know. But burnout is
18 also generic across the whole workforce. So
19 we're seeing sort of, as I think all employers
20 are, pretty widespread disruption in terms of
21 availability of talent, which means,
22 interestingly, you know, people are going after
23 our folks, as well, and in many cases, offering a
24 very interesting thing that didn't exist two
25 years ago, which is you can stay where you're at,

1 be flexible, but we'll hire you and just change
2 who you're working for.

3 So I think some of this disruption in the
4 work environment is going to percolate through
5 universities. I think it's too early to know
6 exactly what that looks like, but in certain
7 acute areas, cyber security and mental health and
8 health providers, we're seeing those effects very
9 quickly.

10 The other one I would notice, of course,
11 is we educate workforce -- our graduates go off
12 and want to be hired. So again, I think this is
13 still an evolving story, but you know, the first
14 responder community in particular is seeing sort
15 of an acute need. We're seeing unprecedented
16 demand for nursing, nursing graduates,
17 particularly in rural hospitals and
18 community-based hospitals.

19 We just started a new public health
20 program, undergraduate public health program
21 responding to an enormous demand for public
22 health officials. Again, a lot of burnout and
23 need in those communities, as well. And I think
24 we're going to have to be attentive to these
25 short of shifts as we kind of come out of this

1 global experience together.

2 REPRESENTATIVE KIM: Thank you.

3 DR. ALLEN: I just want to add, I think
4 one thing we don't recognize enough is how
5 amazingly strong and supportive many of our
6 faculty and staff have been through this. And so
7 I'm glad that you just acknowledge that it has
8 taken a lot to manage that.

9 And when we all, you know, took the step
10 to really bring most everyone back to campus this
11 year, it's taken even more as we've tried to
12 manage that. In the pandemic, make sure that we
13 keep our campuses safe, but at the same time,
14 make sure that we're trying to offer as much of
15 an authentic education as we possibly can.

16 And so moving forward, I just think it's
17 going to be really important that we find a way
18 to continue to reward the people who have just,
19 you know, done just an amazing job and found the
20 strength to be able to help us all get through
21 that. And so you know, part of the appropriation
22 is also looking forward to trying to help the
23 faculty and staff that we still have, those who
24 haven't done the great resignation to actually
25 stay engaged.

1 And part of staying engaged is going to
2 be helping them to keep up with the pace of how
3 the economy has changed and inflation and being
4 able to offer the kind of cost of living raises
5 that can help them to continue to also support
6 their families. And so I know every year we come
7 for the State appropriation, and it's really very
8 important, but if part of this is also to support
9 our staffing and to actually help them to persist
10 through all the things that are changing
11 economically, I think this is one of the years
12 where the increase is going to be real important
13 for us because it will allow us to also offer
14 those raises to individuals who have just stuck
15 with us through the last two years.

16 REPRESENTATIVE KIM: Thank you.

17 DR. BARRON: Yeah. I would just say
18 briefly, mental health issues, workforce mode of
19 operation, and competition for salaries, all
20 three of these are intensified at the same time.

21 REPRESENTATIVE KIM: Thank you all for
22 your responses.

23 Thank you, Mr. Chairman.

24 REPRESENTATIVE TOPPER: The Chair thanks
25 the lady.

1 And we have reached the conclusion of all
2 those wishing to ask a question. So I would just
3 like to say thank you for taking the time, to
4 each individual and your staff, and for the
5 Universities to appear before us today. And we
6 look forward to continuing our discussions as we
7 move closer to this budget session.

8 So thank you all. We will resume at 1:00
9 with PHEAA, and this hearing is adjourned.

10 (Whereupon, the hearing concluded.)
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C E R T I F I C A T E

I hereby certify that the proceedings are contained fully and accurately in the notes taken by me on the within proceedings and that this is a correct transcript of the same.

Tracy L. Powell

Tracy L. Powell,

Court Reporter