



## THE PENNSYLVANIA STATE UNIVERSITY

### The University Faculty Senate

### AGENDA

Tuesday, September 9, 2014 – 1:30 p.m.

112 Kern Graduate Building

**Senators are reminded to bring their PSU ID card to swipe in a card reader to record attendance.**

*In the event of severe weather conditions or other emergencies that would necessitate the cancellation of a Senate meeting, a communication will be posted on Penn State Live at <http://live.psu.edu/>.*

#### A. MINUTES OF THE PRECEDING MEETING

Minutes of the April 29, 2014, Meeting in The Senate Record 47:6

#### B. COMMUNICATIONS TO THE SENATE

Senate Curriculum Report of August 19, 2014

Appendix A

Seating Chart for 2014-2015

Appendix B

#### C. REPORT OF SENATE COUNCIL – Meetings of June 24 and August 19, 2014

#### D. ANNOUNCEMENTS BY THE CHAIR

#### E. COMMENTS BY THE PRESIDENT OF THE UNIVERSITY

#### F. NEW BUSINESS

Resolution to Honor the Late Vice Provost W. Terrell Jones

Appendix C

*(Motion to be voted on at the September 9, 2014 Senate meeting; approved by Senate Council, August 26, 2014)*

Response to Pennsylvania State Senate Bill 1240

Appendix P

*(Approved by Senate Council, August 19, 2014)*

#### G. FORENSIC BUSINESS

Forensic Report on Proposed AD88 and AD86

Appendix D

[20 minutes allocated for presentation and discussion]

Forensic Report on *Penn State Values* and *The Pennsylvania State University*

Appendix E

*Values and Culture Survey*

[20 minutes allocated for presentation and discussion]

H. UNFINISHED BUSINESS (*Motion to be voted on at the September 9, 2014 Senate meeting*)

Motion on Faculty Contracts  
(James Ruiz, Harrisburg)

Appendix F

I. LEGISLATIVE REPORTS

Admissions, Records, Scheduling, and Student Aid

Revisions to Senate Policy 54-00 and all related Senate policies Academic  
Warning, Drop Action, and Reinstatement: 54-10, 54-20, 54-40, 54-50, 54-52, 54-54,  
54-58, 54-80, 54-82, 58-60, 14-00, 14-10, 16-00, 18-30, 18-70, 51-70, and 67-00

Appendix G

Committees and Rules

Implementation of Recommendations on Structure and Organization of  
the University Faculty Senate: Revisions to the Bylaws

Appendix H

Revisions to the Standing Rules, Article I, Section 11(g)  
(Reporting of Senate Election Results)

Appendix I

Revisions to the Standing Rules, Article III, Sections 10-12  
(Committee on Athletics Searches)

Appendix J

J. ADVISORY/CONSULTATIVE REPORTS

Faculty Affairs

Recommendations Regarding AD14 Administrative Reviews

Appendix K

K. INFORMATIONAL REPORTS

Undergraduate Education

Pennsylvania State University Academic Integrity Violation Report  
[20 minutes allocated for presentation and discussion]

Appendix L

Faculty Rights and Responsibilities

Annual Report for 2013-2014\*

Appendix M

Intercollegiate Athletics

Annual Report of Academic Eligibility and Athletic Scholarships for 2013-2014\*

Appendix N

Student Life

Initiatives at Penn State to Address Alcohol Issues among Students  
[15 minutes allocated for presentation and discussion]

Appendix O

\*No presentation of reports marked with an asterisk

L. NEW LEGISLATIVE BUSINESS

M. COMMENTS AND RECOMMENDATIONS FOR THE GOOD OF THE UNIVERSITY

The next meeting of the University Faculty Senate will be held on Tuesday, October 21, 2014, 1:30 p.m., Room 112 Kern Graduate Building.

All members of the Faculty Senate are asked to sit in their assigned seats for each Senate meeting. The assignment of seats is made to enable the Senate Chair to distinguish members from visitors and to be able to recognize members appropriately. Senators are reminded to wait for the microphone and identify themselves and their voting unit before speaking on the floor. Members of the University community, who are not senators, may not speak at a Senate meeting unless they request and are granted the privilege of the floor from the Senate Chair at least five days in advance of the meeting.

PENNSSTATE



**University Faculty Senate**  
The Pennsylvania State University  
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University Park, PA 16802

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URL: [www.senate.psu.edu](http://www.senate.psu.edu)

*COMMUNICATION TO THE SENATE*

**DATE:** August 20, 2014

**TO:** Jonna M. Kulikowich, Chair, University Faculty Senate

**FROM:** Judy Ozment, Chair, Senate Committee on Curricular Affairs

The *Senate Curriculum Report* dated August 19, 2014 has been circulated throughout the University. Objections to any of the items in the report must be submitted to Julia Gibboney, curriculum coordinator, 101 Kern Graduate Building, 814-863-0996, [jsg1@psu.edu](mailto:jsg1@psu.edu), on or before **September 19, 2014**.

The *Senate Curriculum Report* is available on the web and may be found at:  
[http://www.senate.psu.edu/curriculum\\_resources/bluesheet/bluex.html](http://www.senate.psu.edu/curriculum_resources/bluesheet/bluex.html)

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Front of Auditorium




Appendix B  
9/9/14

									A-8 Ghosh D.	A-7 Gilchrist I.	A-6 Gingrich D.	A-5 Gouran D.	A-4 Gray G.	A-3 Grimes G.	A-2 Griswold A.			A			
									B-9 Eckhardt C.	B-8 Egolf R.	B-7 Enama J.	B-6 Fernández- Jiménez J.	B-5 Fore R.	B-4 Forest C.	B-3 Freiberg A.	B-2 Friedenberg M.	B-1 Funk R.	B			
						C-11 Davis D.	C-10 Demirel M.	C-9 Dendle P.	C-8 Dessel A.	C-7 Dietz A.	C-6 Dooris M.	C-5 Duffey M.	C-4 Eberle C.	C-3 Eberle P.	C-2 Ebken D.	C-1 Eckert J.	C				
				D-12 Castañeda E.	D-11 Casteel M.	D-10 Chletsos J.	D-9 Chorney M.	D-8 Christina A.	D-7 Coleman- Kelly M. D.	D-6 Connolly- Ahern C.	D-5 Copeland A.	D-4 Craven R.	D-3 Crawford G.	D-2 Crawford J.	D-1 Curran W.	D					
			E-13 Bowen B.	E-12 Bower R.	E-11 Brady C.	E-10 Brennan M.	E-9 Bridges K. R.	E-8 Brown C.	E-7 Brown R.	E-6 Brown T.	E-5 Browne S.	E-4 Brunsdon V.	E-3 Butler P.	E-2 Butler W.	E-1 Carlsen W.	E					
		F-12 Blockett K.	F-11 Blood G.	F-10 Boehmer J.	F-9 Borromeo R.	F-8	F-7	F-6	F-5	VISITOR SECTION								F			
		G-13 Beaver D.	G-12 Beebee T.	G-11 Belz R.	G-10 Bérubé M.	G-9 Blasko D.	G-8	G-7	G-6									G-5	G		
		H-14 Barney P.	H-13 Barsom P.	H-12 Bartlett A.	H-11 Bartolacci M.	H-10 Bascom R.	H-9 Basso S.	H-8	H-7									H-6	H-5	H	
		J-15 Asbury J.	J-14 Aurand H.	J-13 Aynardi M.	J-12 Azemi A.	J-11 Babb D.	J-10 Bagby J.	J-9 Baker R.	J-8									J-7	J-6	J-5	J
K-16 Abel J.	K-15 Aboul-Hosn S.	K-14 Adewumi M.	K-13 Aebli F.	K-12 Ahr A.	K-11 Andelin S.	K-10	K-9	K-8	K-7									K-6	K-5	K	
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Senate Staff																					

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Appendix B  
9/9/14

A									A-16	A-15	A-14	A-13	A-12	A-11	A-10									A											
B									B-21 Moore J.	B-20 Whitehurst M.	B-19 Wilburne J.	B-18 Wilson M.	B-17 Wilson R.	B-16 Winch S.	B-15 Woessner M.	B-14 Wolfe D.	B-13 Woods V.	B-12 Yarnal B.	B-11 Yarnal C.	B-10 Yennawar H.								B							
C									C-25 Ruiz J.	C-24 Taylor A.	C-23 Thomas D.	C-22 Trauth E.	C-21 Troester R.	C-20 Tschakert P.	C-19 Turner T.	C-18 Van Hook S.	C-17 Vollero M.	C-16 Vrana K.	C-15 Walker E.	C-14 Weber F.	C-13 Webster N.	C-12 Weidemann C.								C					
D									D-28 Sharma A.	D-27 Shea M.	D-26 Sherwood L.	D-25 Shupp D.	D-24 Sigurdsson S.	D-23 Sims D.	D-22 Sims E.	D-21 Singer R.	D-20 Slattery M.	D-19 Smith D.	D-18 Steiner K.	D-17	D-16 Strauss S.	D-15 Subramania n R.	D-14 Sutton J.	D-13 Szczygiel B.								D			
E									E-30 Robinett R.	E-29 Robinson C.	E-28 Rohrbach A.	E-27 Rohrbaugh P.	E-26 Ropson I.	E-25 Rose A.	E-24 Ross S.	E-23 Roth G.	E-22 Rybka W.	E-21 Samuel B.	E-20 Schiano J.	E-19 Schulz A.	E-18 Seymour E.	E-17 Shaffer J.	E-16 Shannon R.	E-15 Shapiro K.	E-14 Sharkey N.								E		
F	F-28 Pettitt A.	F-27 Pinter B.	F-26 Poole T.	F-25 Posey L.	F-24 Potochny J.	F-23 Prins E.	F-22 Purcell N.	F-21 Pyatt T.								F-20 Raab G.	F-19 Radhakrishna R.	F-18 Radovic L.	F-17 Ray C.	F-16 Reeves W. B.	F-15 Regan J.	F-14 Ricketts R.	F-13 Rinehart T.								F				
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H	H-32 Mahan C.	H-31 Mangel L.	H-30 Manning K.	H-29 Marko F.	H-28 Marsh J.	H-27 Marsico S.	H-26 Mazzucato A.	H-25 McCleery M.								H-24 McFeely E.	H-23 McFalls A.	H-22 Meloy M.	H-21 Messner J.	H-20 Meyers C.	H-19 Miles J.	H-18 Miles M.	H-17 Miller E.	H-16 Mookerjee R.	H-15 Muchmore A.								H		
J		J-32 Koch P.	J-31 Krajsa M.	J-30 Krasilnikov A.	J-29 Kremer G.	J-28 Kubat R.	J-27 Kubicki J.								J-26 Lagoa C.	J-25 Lamont W.	J-24 Lasher W.	J-23 Lawlor T.	J-22 Le B.	J-21 Lee B.	J-20 Lichvar S.	J-19 Litzky B.	J-18 Long C.	J-17 Luzhansky L.	J-16 Lynn V. A.								J		
K	K35 Hudson B.	K-34 Hufnagel P.	K-33 Hughes C.	K-32 Ingram P.	K-31 Jaap J.	K-30 Jablokow K.	K-29 Jett D.								K-28 Jolly R.	K-27 Jones N.	K-26 Jovanovic I.	K-25 Jurs P.	K-24 Kanaan M.	K-23 Kang B.	K-22 Kass L.	K-21 Keiler K.	K-20 Kelly W.	K-19 Kenyon W.	K-18 Khalilollahi A.	K-17 Khanchandani S.								K	
L		L36	L-35	L-34	L-33	L-32	L-31								L-29 Haigh M.	L-28 Han D.	L-27 Hanes M.	L-26 Haque M. A.	L-25 Harnish R.	L-24 Harrison T.	L-23 Harwell K.	L-22 Hayford H.	L-21 Henry J.	L-20 Hickerson B.	L-19 High K.	L-18 Hinchey P.	L-17 Horn J.								L

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Resolution to Honor the Late Vice Provost W. Terrell Jones

WHEREAS, W. Terrell Jones, Vice Provost for Educational Equity, earned both his master's and doctoral degrees at The Pennsylvania State University; and

WHEREAS, Vice Provost Jones was responsible for planning, developing, coordinating, articulating, and advocating the University's goals, policies, and procedures pertaining to equal opportunity for under-represented faculty, staff, and students; and

WHEREAS, Vice Provost Jones was a dedicated colleague and friend who championed diversity initiatives and equity for faculty, staff and students at Penn State; and

WHEREAS, Vice Provost Jones was very passionate about transforming the lives and contributing to the success of our first-generation and low-income students, and author of "The Realities of Diversity and the Campus Climate for First-Year Students"; and

WHEREAS, Vice Provost Jones was an affiliate faculty member of the Department of Educational Psychology, Counseling, and Special Education at Penn State, and taught courses on race relations and cross-cultural counseling; and

WHEREAS, Vice Provost Jones was instrumental in establishing a "Trustee Scholarship" through the Senate Committee on Educational Equity and Campus Environment; and

WHEREAS, Vice Provost Jones was a board member of the International Partnership for Service Learning and served as President of the Pennsylvania Black Conference on Higher Education; and

WHEREAS, The Pennsylvania State University was very fortunate to have had the opportunity to know and work with Vice Provost Jones for so many years,

Be it resolved that,

(1) The University Faculty Senate of The Pennsylvania State University mourns the passing of Vice Provost Jones and expresses its deepest condolences to his family and friends

(2) The University Faculty Senate of The Pennsylvania State University recognizes the many significant contributions of Vice Provost Jones in leading the implementation of the University's strategic plan that embraces and supports diversity and that made the University a better place.

(3) The University Faculty Senate of The Pennsylvania State University with deep sorrow acknowledges the passing of Vice Provost Jones as an immeasurable loss for Penn State, the Centre Region, and the Commonwealth of Pennsylvania.

(4) The University Faculty Senate of The Pennsylvania State University honors Vice Provost Jones not only for the impact of his contributions to Penn State, but also for the exceptional person that he was.



Office of Ethics and Compliance  
The Pennsylvania State University  
120 South Burrowes Street, Suite 333  
State College, PA 16801

814-867-5088  
Fax: 814-863-2174

Date: August 26, 2014

From: Timothy Balliett, Ethics Specialist, Office of Ethics and Compliance

To: Jonna M. Kulikowich, Chair, University Faculty Senate

RE: Forensic report on proposed AD88 and AD86

University leadership aims to utilize best practices of legal compliance in the formulation of University policy that communicates University standards.

The proposed *AD88: Code of Responsible Conduct* (attached) is a simple, unified summary of Penn State policies regarding standards of conduct. It has been reviewed by the Office of General Counsel, Office of Ethics and Compliance, Ethics and Compliance Council, University Ethics Committee, the University Staff Advisory Council, and Advisory Council for Continued Excellence (ACCE).

The proposed *AD86: Acceptance of Gifts and Entertainment* (attached) addresses when employee acceptance of gifts, paid invitations, entertainment, travel, room or housing, meals, transportation, and other such activity may influence an employee's decision making, compromise an employee's judgment, or have the appearance of doing so. Opinions vary among reasonable people on an acceptable de minimis exemption. This includes member universities of the Committee on Institutional Cooperation (CIC), whose exemptions range from \$0 to \$100. Upon review by the Office of General Counsel, Office of Ethics and Compliance, Ethics and Compliance Council, University Ethics Committee and Advisory Council for Continued Excellence (ACCE), it was determined that \$100 was a reasonable exemption.

Prior to presenting the proposed AD88 and AD86 to the Vice President for Administration and President's Council for formal adoption (per *AD00: Policy on Policies*), the Office of General Counsel and Office of Ethics and Compliance welcomes the counsel of Faculty Senate as to the effective implementation of these proposed policies.

The forensic will be facilitated by Steven Dunham, Vice President and General Counsel, and Regis Becker, Chief Ethics and Compliance Officer.

Discussion will center on two questions:

1. What suggestions does the Faculty Senate offer for any adjustments in wording or for successful implementation of *AD88: Code of Responsible Conduct* among University faculty?
2. What suggestions does the Faculty Senate offer for any adjustments in wording or for successful implementation of *AD86: Acceptance of Gifts and Entertainment* among University faculty?



# Policy AD88 CODE OF RESPONSIBLE CONDUCT

**DRAFT @ 08-14-14.**

**Policy Steward: Vice President for Administration**

## **Contents:**

- Purpose
  - ...Legal and Policy Compliance
  - ...Conflict of Interest
  - ...Accurate Records
  - ...Reporting
  - ...Non-Retaliation
  - Further Information
  - Cross References
- 

## **PURPOSE:**

Fulfilling the mission of The Pennsylvania State University for those we serve requires the highest standards of integrity, responsibility, and respect. As direct contributors to this mission, all employees (including faculty, staff, administrators, and student employees) of The Pennsylvania State University are expected to follow this Code:

### **Legal and Policy Compliance**

- Obey all applicable federal, state, and local laws, including, but not limited to, those pertaining to fulfilling the duties of employment, non-discrimination, anti-bribery, and anti-corruption.
- Follow all applicable University policies and procedures.

### **Conflict of Interest:**

- Abide by University policies on conflict of interest.

### **Accurate Records:**

- As required by University policies and federal, state, and local law, create, transmit and enter information into Penn State's records accurately, completely, and with appropriate supporting documentation.

### **Reporting:**

- Report any wrongdoing, misconduct, or violations to the appropriate office/agency per University policy, one's supervisor, or (anonymously) via the Penn State Ethics and Compliance Hotline at 1-800-560-1637 or <http://www.mycompliancereport.com/brand/psu>.

## **Non-Retaliation:**

- Retaliation against any individual who makes a good faith report of wrongdoing to the University or an appropriate authority or who participates in an investigation or legal proceeding related thereto is strictly prohibited.

## **FURTHER INFORMATION:**

Additional information about Penn State policies may be found in the General University Reference Utility (GURU) at <https://guru.psu.edu>.

For questions, additional detail, or to request changes to this policy, please contact the Office of Ethics and Compliance.

## **CROSS REFERENCES:**

AD67 - Disclosure of Wrongful Conduct and Protection From Retaliation

AD39 - Minors Involved in University-Sponsored Programs or Programs Held at the University and/or Housed in University Facilities

AD72 - Reporting Suspected Child Abuse

AD74 - Compliance With the Clergy Act

AD77 - Engaging in Outside Professional Activities (Conflict of Commitment)

AD83 - Institutional Financial Conflict of Interest

AD85 - Discrimination, Harassment, Sexual Harassment and Related Inappropriate Conduct

AD87 - Compliance with the Drug-Free Schools and Communities Act

FN22 - Policy on Institutional and Employee Relationships with Educational Loan Lenders

HR91 - Conflict of Interest

Penn State Travel Policy

RA18 - Compliance with Federal Export Regulations

RA20 - Disclosure and Management of Significant Financial Interests (formerly *Individual Conflict of Interest*)

RAG04 - Guidelines For Gifts, Grants and Contracts (The Funding Matrix)

RAG11 - Ensuring Compliance With Export Control Policy RA18

# Policy AD86 ACCEPTANCE OF GIFTS AND ENTERTAINMENT

**DRAFT @ 08-15-14.**

**Policy Steward: Vice President for Administration**

## **Contents:**

- Purpose
  - Definitions
  - Policy
  - Further Information
  - Cross References
- 

## **PURPOSE:**

This policy provides guidance on avoiding possible conflicts of interest, undue influence, or the appearance thereof when perquisites are offered to employees of the University.

## **DEFINITIONS:**

**Gift** - any perquisites that are beyond the acceptable amounts established by University policies, such as a gratuity, discount, hospitality, loan, forbearance, or other tangible or intangible item having monetary value, including but not limited to, cash, merchandise, food and drink.

**Entertainment** - including but not limited to, paid invitations to (or subsequent reimbursement for) events, including tickets, transportation, room or housing, meals, and other such activity provided to an employee beyond the acceptable amounts established by University policies.

## **POLICY:**

Fulfilling the mission of The Pennsylvania State University requires the highest standards of integrity and responsibility. Employees of the University must exercise caution and good judgment when accepting gifts, entertainment and/or contributions from individuals or parties with current or prospective business with the University.

The purpose of gifts and entertainment is to establish a relationship of goodwill among current and pending collaborative partners. However, employee acceptance of gifts, paid invitations, entertainment, travel, room or housing, meals, transportation, and other such activity may interfere with the University's mission, and may adversely affect the reputation of the University.

Thus all employees of The Pennsylvania State University are expected to not accept any gift or entertainment that might influence the employee's decision making, compromise the employee's judgment, or have the appearance of doing so. All Penn State employees will refuse any gift, hospitality, favor, or entertainment if all of the following criteria are met:

- The gift, hospitality, favor, or entertainment is offered by any individual or party who has current or prospective University business, and
- The employee offered the gift, hospitality, favor or entertainment has authority or influence in the current or prospective University business, and
- The gift, hospitality, favor, or entertainment has a value of more than \$100, and
- The gift, hospitality, favor, or entertainment is offered either directly or indirectly.

If it would be offensive or gravely detrimental to the relationship to refuse a gift, hospitality, favor, or entertainment valued over \$100, said gift, hospitality, favor, or entertainment must be disclosed to and approved by the employee's supervisor and the Office of Ethics and Compliance. Said gift, hospitality, favor, or entertainment having a value of more than \$100 is to be donated to a charity or properly displayed for the benefit of the University community, as approved by the Office of Ethics and Compliance.

A Penn State employee may be subject to a more restrictive policy in accordance with one's unit or department responsibilities.

#### **FURTHER INFORMATION:**

For questions, additional detail, or to request changes to this policy, please contact the Office of Ethics and Compliance or the Office of General Council.

#### **CROSS REFERENCES:**

AD04 – Development Solicitation

AD31 – Outdoor Public Art

AD75 – University Events and Ticket Accountability

BS07 - Authority and Procurement

BS08 - Information Inquiries

BS09 - Initiating Purchases From Vendors Outside the University

FN03 - Substantiation, Disclosure, and Accountability for the Receipt of Contributions from Non-Governmental Sources

FN09 - Scholarships

FN10 - Other Business Expenses and Activities

FN15 – Establishing or Accepting Funds for Endowed or Named Annually Funded Accounts

FN20 – Student Group Travel Policy

FN22 - Policy on Institutional and Employee Relationships with Educational Loan Lenders

FN24 – Providing Educational Services to Military Service Members

FNG01 - Flow and Accountability of Gifts and Grants from Non-Governmental Sources

HR77 – University-Named Career Development Professorships

HR81 – University-Named Professorships

HR82 – University-Named Chairs

HR83 – University Endowed Fellowships

HR91 – Conflict of Interest

HR93 – University-Named Dean's Chairs

HR94 – University-Named Department Head's Chairs

HRG15 – Support Funds and Outside Compensation During Sabbatical

IP04 – Royalty Payments for Course Materials

IPG04 – Acceptance of Donated Intellectual Property by The Pennsylvania State University

RA04 - Making Revisions to Budgets and Program Plans on Federally Sponsored Projects

RA20 – Disclosure and Management of Significant Financial Interests

RAG04 – Guidelines for Gifts, Grants and Contracts (The Funding Matrix)

RAG18 – Establishing Research Institutes, Consortia, and Centers

Bylaws of The Pennsylvania State University, Section 8:13 – Disclosure of Potential Conflict of Interest by the Employees of the University

Penn State Travel Policy

AD86: Frequently Asked Questions - OR – ADGxx (will provide link once available)



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Date: August 22, 2014

From: Timothy Balliett, Ethics Specialist, Office of Ethics and Compliance

To: Jonna M. Kulikowich, Chair, University Faculty Senate

RE: Forensic report on *Penn State Values* and *The Pennsylvania State University Values and Culture Survey*

The recent history of values statements at Penn State is complex and has deep roots in the University Faculty Senate. With recommendations of two Faculty Senate task forces in mind, the Advisory Council for the Implementation of Freeh Recommendations (ACIFR) and its successor, the Advisory Council for Continued Excellence (ACCE), conducted a two phase process to help determine the values of the University. The first phase was a qualitative analysis of existing University documents. The second phase was *The Pennsylvania State University Values and Culture Survey* conducted by the Ethics Resource Center (ERC), a nonprofit research organization dedicated to advancing high ethical standards and practices in public and private institutions.

The culmination of this effort is the Penn State Values, a set of core values that ACCE views as an authentic representation of the values of the University community. The attached forensic report, *The Penn State Values and The Pennsylvania State University Values and Culture Survey*, presents the Penn State Values, their origin in the Faculty Senate, and the two phases that guided their creation.

The forensic will be facilitated by Christian Brady, Dean of the Schreyer Honors College and Associate Professor of Classics and Ancient Mediterranean Studies and Jewish Studies in The College of Liberal Arts. He will be assisted by Timothy Balliett, Ethics Specialist, Office of Ethics and Compliance; and Affiliate Assistant Professor of Education (Educational Psychology) in the College of Education.

Discussion will center on two questions:

1. Given the Faculty Senate Student Conduct Code Task Force and ACCE's suggestions, what can the Faculty Senate do to support and endorse the Penn State Values?
2. Given ACCE's suggestions, what practices can the Faculty Senate promote for successful implementation of the Penn State Values within the academic sphere?

*The Penn State Values and  
The Pennsylvania State University Values and Culture Survey*

August 22, 2014

Advisory Council for Continued Excellence  
The Pennsylvania State University  
and  
Ethics Resource Center  
Arlington, VA

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The recent history of values statements at Penn State is complex and has deep roots in the University Faculty Senate. During 2011-2012, the Faculty Senate Academic Integrity/Honor Code Task Force reviewed CIC and other university peers and recommended that Penn State should adopt a single, unified, and compact statement of honor and integrity (both academic and personal). They also suggested that the University as whole, rather than just students, should be included (Faculty Senate, 2012). In 2012-2013, the Faculty Senate Student Conduct Code Task Force further recommended that “a single, unified, and compact statement of honor and integrity that applies to all faculty, staff and students still has great merit and should be pursued” and should “be developed by the Penn State community as a whole” (Faculty Senate, 2013, p.1).

During the same academic year, the Board of Trustees established the Advisory Council for the Implementation of Freeh Recommendations (ACIFR) to assist the University’s response to the Freeh Report recommendation 1.0 to “create a values- and ethics-centered community,” which includes recommendation 1.1, “Organize a Penn State-led effort to vigorously examine and understand the Penn State culture in order to ... establish values and ethics-based decision making and adherence to the Penn State Principles as the standard for all University faculty, staff, and students” (Freeh Sporkin & Sullivan, 2012, p. 129).

Noting this overlap in goals and objectives, the Faculty Senate Student Conduct Code Task Force agreed:

...that the most effective way to introduce a common set of community expectations is not to create it in isolation (as was the approach with the current Penn State Principles), but rather to intentionally engage the community in a robust series of ongoing focus groups and feedback sessions that are designed to gather input, engage interested parties, and ultimately form a set of aspirational statements for which the University community feels ownership... Our goal would be to distill the input into a simple and clear set of statements that would replace the Penn State Principles. They would apply to all members of the University community: students, faculty and staff, and would be an overarching set of expectations ingrained in every aspect of University activity... Once these principles are in place, sub groups (faculty, staff, and students) would be created to focus on policies and procedures aimed at the implementation of these statements in practice. For example, the Senate’s Student Conduct Code Task Force may be reconvened to take the overarching statement, and in conjunction with students, faculty and the Colleges, mold it into a statement of honor and integrity that could be adopted by the University as a whole (Faculty Senate, 2013, p. 3).

With these recommendations in mind, ACIFR and its successor, the Advisory Council for Continued Excellence (ACCE) (which included the Immediate Past Chair and Chair of University Faculty Senate for the given year and other faculty) conducted a two phase process to help determine the values of the University. The first phase was a qualitative analysis of existing University documents. The second phase was *The Pennsylvania State University Values and Culture Survey* conducted by the Ethics Resource Center (ERC), a nonprofit research organization dedicated to advancing high ethical standards and practices in public and private institutions.



Using the results of both initiatives, and guided by suggestions of ERC and the Faculty Senate Task Forces on Academic Integrity/Honor Code and Student Conduct Code, ACCE drafted a set of core values to represent the University. ACCE views this set of values to be an authentic representation of the values of the University community, as it utilized a bottom-up approach beginning with existing University documents and participation of undergraduate students, graduate students, faculty, staff, and employees at all campuses in *The Pennsylvania State University Values and Culture Survey*.

### **The Penn State Values**

The proposed Penn State Values are:

**COMMUNITY:** We are Penn State, one University geographically dispersed, committed to our common values and mission, working together for the betterment of the University and the communities we serve and to which we belong.

**DISCOVERY:** We seek and create new knowledge and understanding, and foster creativity and innovation, for the benefit of our communities, society, and the environment.

**EXCELLENCE:** We strive for excellence in all our endeavors as individuals, an institution, and a leader in higher education.

**INTEGRITY:** We act with integrity in accordance with the highest academic, professional, and ethical standards.

**RESPECT:** We respect and honor the dignity of each person, embrace civil discourse, and foster a diverse and inclusive community.

**RESPONSIBILITY:** We act responsibly and hold ourselves accountable for our decisions, actions, and their consequences.

In the final publication of the values, ACCE proposes to include specific, concrete examples of the values “in action” as generated by various constituents of the University community. To this end, ACCE proposes holding “town hall” meetings across the colleges, campuses, and other University units as well as engaging focus groups and leadership groups in order to introduce the values, explain their development, discuss the definitions, and solicit examples for inclusion in the final document. The process of meeting with constituents and soliciting examples is expected to conclude by the end of the Fall 2014 semester. The publication of the final statement, barring any significant alterations required, is anticipated no later than mid-Spring 2015.

### **Development of the Penn State Values**

#### **Qualitative Analysis of Values**

For the qualitative analysis, a subcommittee of ACIFR researched all currently available unit and University mission, vision, values, and honor/integrity statements. After identifying values present in these statements, the occurrences were cataloged and values were categorized thematically. The prevailing value themes are listed in Table 1.

Table 1. Value themes emerging from existing Penn State documents.

Value Themes	Contributing Values
Integrity	Integrity, Honor, Ethical Behavior
Excellence	Excellence, Quality
Innovation	Innovation, Discovery, Creativity
Respect	Respect, Diversity (Community)
Responsibility	Responsibility, Accountability
Efficiency	Efficiency, Sustainability
Community	Community, Global Community

### **The Pennsylvania State University Values and Culture Survey**

ACIFR then recommended that the University contract with ERC to conduct a survey of all undergraduate students, graduate students, faculty, staff, and employees at all campuses. In addition to perceptions of values currently operative at the University and preferences for values to be emphasized in the future, the survey was designed to measure the following: perceptions of institutional priorities, commitment of leaders and peers to ethics, and pressure to violate policy and/or law; thoughts on which priorities should be operative in the future; collective identity and connection to the University; awareness of resources regarding conduct; observations of misconduct; decisions to report misconduct; and results of reporting misconduct, including retaliation.

It is anticipated that ERC will release a full report of their findings during fall 2014. Consequently, this report includes a summary of the principle findings rather than the in-depth analysis that will be available later this semester.

ERC developed the survey during April – September 2013. First, information was gathered through 85 in-person individual and group interviews of senior leaders and stakeholders. Then survey items were developed based on previous ERC research and in consultation with several university leadership groups, including staff and students. Pilot testing of a stratified random sample of approximately 4,000 students, faculty, and administration (of which 12.2% participated) led to further revisions of the question set.

Four versions of the questionnaire were developed, one each for graduate students, undergraduate students, faculty, and staff/administrators/technical service employees. After a respondent indicated their position as one of the above, he/she was directed to the appropriate version. Each version contained a core set of questions common to all versions. Each version also contained branching patterns dependent upon participant responses, as well as demographic data. See Table 2 for the number and types of questions in each survey version.

Table 2. Number of questions by survey version.

Version	Content Questions	Branching Questions	Demographic Questions	Total Number of Questions
Faculty	42	25	17	84
Staff/Administrator/Technical Service Employee	41	25	17	83
Graduate Student	40	25	17	82
Undergraduate Student	40	25	16	79

Emails inviting participation in the online survey were sent to 110,747 individuals, comprising all faculty, staff, employees, administrators, and students (graduate and undergraduate) at all campuses, including World Campus. The survey was open from October 29 – November 22, 2013. Participation was promoted through various media. Upon completion of the survey, participants were invited to sign up to win one of 20 iPad Air tablets. If one opted to participate in the drawing, the participant was directed to a new website where the participant provided his/her name and contact information, which was kept separate from survey data. The drawing was held by ERC on December 12, 2013, and tablets were mailed to the winners just after the start of the New Year.

#### Participation

The response rate and margin of error for each group, college, and campus are listed in Tables 3, 4 and 5.

Table 3. Final response rates and margins of error by designation.

Designation	Total Population <sup>1</sup>	Responses		Margin of Error
Faculty	7,411	2,299	31.0%	+/- 1.7%
Staff/Administrators/Technical Service Employees	13,171	5,233	39.7%	+/- 1.1%
Undergraduate Students	77,452	5,689	7.3%	+/- 1.3%
Graduate Students	12,713	1,434	11.3%	+/- 2.4%
<b>TOTAL</b>	<b>110,747</b>	<b>14,655</b>	<b>13.2%</b>	<b>+/- 0.8%</b>

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<sup>1</sup> Population figures provided by Penn State Budget Office for Fall 2013 semester, February 3, 2014. Campus locations that are also Colleges may have different population numbers, since individuals at a given campus location may be affiliated primarily with another College or administrative unit (e.g., Finance and Business).

Table 4. Final response rates and margins of error by academic college.

<b>Academic Colleges Overall (Faculty, Staff, Undergraduate Students, Graduate Students)</b>				
<b>College</b>	<b>Total Population<sup>1</sup></b>	<b>Responses</b>		<b>Margin of Error</b>
Abington	2,158	249	11.5%	+/- 5.8%
Agricultural Sciences	4,416	799	18.1%	+/- 3.1%
Altoona	1,559	194	12.4%	+/- 6.6%
Arts and Architecture	1,873	292	15.6%	+/- 5.3%
Behrend (Erie)	3,324	411	12.4%	+/- 4.5%
Berks	1,506	225	16.9%	+/- 6.0%
Business	7,394	847	11.5%	+/- 3.2%
Capital (Harrisburg)	4,551	310	6.8%	+/- 5.4%
Communications	3,460	355	10.3%	+/- 4.9%
Dickinson School of Law	7,57	125	16.5%	+/- 8.0%
Earth and Mineral Sciences	3,403	520	15.3%	+/- 4.0%
Education	3,628	509	14.0%	+/- 4.0%
Engineering	12,297	1,434	11.7%	+/- 2.4%
Health and Human Development	6,496	814	12.5%	+/- 3.2%
Information Sciences and Technology	2,212	300	13.6%	+/- 5.3%
Liberal Arts	11,456	1,457	12.7%	+/- 2.4%
Medicine	1,643	374	22.8%	+/- 4.5%
Nursing	2,906	173	6.0%	+/- 7.2%
Science	5,812	914	15.7%	+/- 3.0%
University College	7,174	385	5.4%	+/- 4.9%
Other	n/a	1,252	n/a	n/a

<sup>1</sup> Population figures provided by Penn State Budget Office for Fall 2013 semester, February 3, 2014. Campus locations that are also Colleges may have different population numbers, since individuals at a given campus location may be affiliated primarily with another College or administrative unit (e.g., Finance and Business).

Table 5. Final response rates and margins of error by campus location.

<b>Campus Location Overall (Faculty, Staff, Undergraduate Students, Graduate Students)</b>				
<b>Campus Location</b>	<b>Total Population<sup>1</sup></b>	<b>Responses</b>		<b>Margin of Error</b>
Abington	4,281	308	7.2%	+/- 5.4%
Altoona	4,401	268	6.1%	+/- 5.8%
Beaver	860	101	11.7%	+/- 9.2%
Berks	3,236	306	9.5%	+/- 5.3%
Brandywine	1,751	149	8.5%	+/- 7.7%
Carlisle	218	37	17.0%	+/- 14.7%
DuBois	841	90	10.7%	+/- 9.8%
Erie	4,818	493	10.2%	+/- 4.2%
Fayette	1,004	96	9.6%	+/- 9.5%
Great Valley	614	67	10.9%	+/- 11.3%
Greater Allegheny	788	108	13.7%	+/- 8.8%
Harrisburg	5,103	403	7.9%	+/- 4.7%
Hazleton	1,124	102	9.1%	+/- 9.3%
Hershey	2,072	404	19.5%	+/- 4.4%
Lehigh Valley	1,101	111	10.1%	+/- 8.8%
Mont Alto	1,273	100	7.9%	+/- 9.4%
New Kensington	829	93	11.2%	+/- 9.6%
Schuylkill	1,014	81	8.0%	+/- 10.4%
Shenango	693	62	8.9%	+/- 11.9%
University Park	61,453	10,247	16.7%	+/- 0.9%
Wilkes-Barre	747	91	12.2%	+/- 9.6%
World Campus	9,478	712	7.3%	+/- 3.5%
Worthington Scranton	1,435	89	6.2%	+/- 10.1%
York	1,343	137	10.2%	+/- 7.9%

Given the low response rates from both student groups, analyses were conducted comparing the demographics of those who responded to the survey with population data provided by the University Budget Office. First, chi-squared tests were conducted on demographic variables that were possible to match to data from the University Budget Office: academic rank and appointment type for faculty; age, gender, residency, and class standing for undergraduate students; and age, gender, residency, and degree status for graduate students. Results indicated that the survey distribution differed from the expected distribution. Random subsets were drawn from the data for each demographic matched to the population distribution in order to determine if any significant differences arose between the random subset and the survey population. One-way analysis of variance tests determined that no significant differences existed between the random subsets and the survey population, providing evidence that the survey data can be considered representative of the Penn State population.

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<sup>1</sup> Population figures provided by Penn State Budget Office for Fall 2013 semester, February 3, 2014. Campus locations that are also Colleges may have different population numbers, since individuals at a given campus location may be affiliated primarily with another College or administrative unit (e.g., Finance and Business).

Theory suggests that individuals who answer a survey later, after more prodding through direct reminders and other communications, are more similar to those who do not answer a survey at all than those who answer a survey early (Armstrong & Overton, 1977). Thus, to examine the presence of significant nonresponse bias, time trend extrapolation was conducted on the data, which compared survey participants who completed the survey during the first seven days the survey was in field ("early responders") to participants who completed the survey during the last seven days the survey was in field ("late responders"). This analysis also compared participants who completed the survey during the first fourteen days the survey was in field to participants who completed the survey during the last fourteen days the survey was in field. After some statistically significant differences were found between early responders and late responders, the composition of each test group was adjusted to represent faculty, staff, undergraduate students, and graduate students by their representation in the overall Penn State population, thereby controlling for differences in answers attributable to the different populations. Faculty and staff were more likely to respond to the survey early, and undergraduate and graduate students were more likely to respond later. Controlling for population in this way appeared to account for much of the difference between early responders and late responders. Further, statistically significant differences did not appear in questions that were asked about a survey participant's personal experiences at Penn State or beliefs and perceptions about themselves. Only in the set of questions that asked about their perceptions of other groups of people (e.g., "I believe that senior administrators are transparent about critical issues that impact Penn State") did some statistically significant differences continue to appear. For example, the largest mean difference between weighted groups was for the question, "Senior administrators act as good role models for ethical behavior," at -.117 (early responders' mean = 3.319; late responders' mean = 3.436). Thus while the presence of non-responder bias cannot be ruled out, the mean differences are not large enough to influence the practical interpretation of these findings.

### Core Values

A list of 13 values was developed by ACFIR and ERC that included the themes previously mentioned and values that are commonly cited in codes of conduct and other organizational values statements: accountability, community, courage, excellence, discovery, honesty, integrity, openness, respect, responsibility, service, sustainability, and transparency. A majority of respondents stated that all but transparency (46.3%) were currently "very important" to the University now. When asked to identify five values that should be important to Penn State in the future, seven values were selected most frequently by survey respondents, including a majority in at least one group: integrity, honesty, respect, excellence, accountability, responsibility, and community.

Table 6. Percentage of respondents selecting value as one of their “top five” values that should be important to the Penn State community in the future.<sup>2</sup>

Value	PSU Overall	Faculty	Staff	Undergraduate Students	Graduate Students
<b>Integrity</b> – Our behavior is consistent with our values.	67%	75%	74%	64%	73%
<b>Honesty</b> – We are forthcoming and truthful.	59%	51%	65%	60%	52%
<b>Respect</b> – We treat one another in a way that upholds each individual’s dignity.	57%	46%	55%	60%	46%
<b>Excellence</b> – We each strive to give our best in all situations.	54%	65%	47%	54%	56%
<b>Accountability</b> – We accept the consequences of our actions.	47%	48%	66%	43%	51%
<b>Responsibility</b> – We diligently meet our obligations.	47%	36%	42%	50%	41%
<b>Community</b> – We come together to achieve a common purpose	45%	30%	29%	51%	34%
<b>Discovery</b> – We seek new knowledge.	31%	41%	19%	31%	39%
<b>Service</b> – We help meet the needs of others.	24%	19%	25%	24%	22%
<b>Courage</b> – We stand up for what is right, even when it is difficult.	20%	14%	12%	23%	16%
<b>Openness</b> – We welcome new perspectives.	20%	26%	22%	19%	20%
<b>Transparency</b> – We are proactive in sharing information to keep our stakeholders informed.	18%	36%	30%	14%	24%
<b>Sustainability</b> – We work to preserve the long-term health of the environment and its resources.	16%	17%	16%	15%	22%

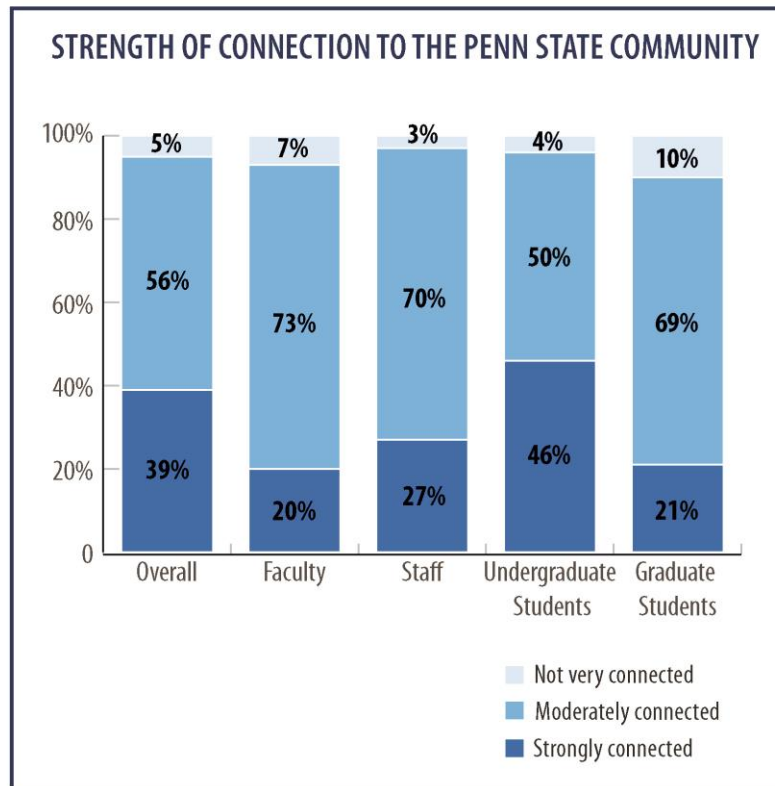
### Connection to culture

The data reveal that overall Penn State has a strong and engaging culture: almost universally, faculty, staff, and students feel connected to the University. Thirteen survey questions were used to create a scale to measure the strength of connection to the culture. Ninety-five percent of respondents were categorized as at least “moderately connected,” including 39% who were categorized as “strongly

<sup>2</sup> Percentages in bold are one of the top five items selected by each group. For undergraduates, the percentage point difference between Community (51%) and Responsibility (50%) is not statistically significant. Therefore, both are listed in rankings and are bolded in the table.

connected.” Five percent of respondents were categorized as “not very connected.” A strong connection to the University is linked to investment in the community and beliefs about its importance in a positive way. There is also a positive connection between the community and personal values; ninety-five percent of those who are strongly connected to the University say that they have been able to maintain their personal values throughout their university experience.

**Figure 1.** Strength of connection to the Penn State Community.



### Drivers of culture

The academic experience emerged as a primary means by which members of the community say they feel this strong connection to the Penn State culture. Half of all faculty participants (51%) said that teaching makes them feel most connected. For 59% percent of graduate student respondents, “engaging in intellectual activity (e.g. classroom time, research)” was what most connected them. Fifty percent of staff respondents stated that “engaging in tasks related to my job” was what makes them feel most connected. Twenty-seven percent of undergraduate respondents thought that “engaging in intellectual activity (e.g. classroom time, research)” made them feel most connected. Furthermore, when asked to identify the individuals who help define what success looks like at Penn State, respondents most often selected academics.



For undergraduate students in particular, attending or following Penn State athletic events (in general) is also a primary means of connection. Twenty-five percent said that this makes them feel most connected. The survey included a question for all participants that asked if they believed football, in particular, was overemphasized within the Penn State culture. The data show that there is no consensus. Forty percent say football gets too much emphasis, 36% disagree, and 24% are neutral. Of those who say football is too important, 54% also say that the attention level is “about the same as other universities like Penn State.”

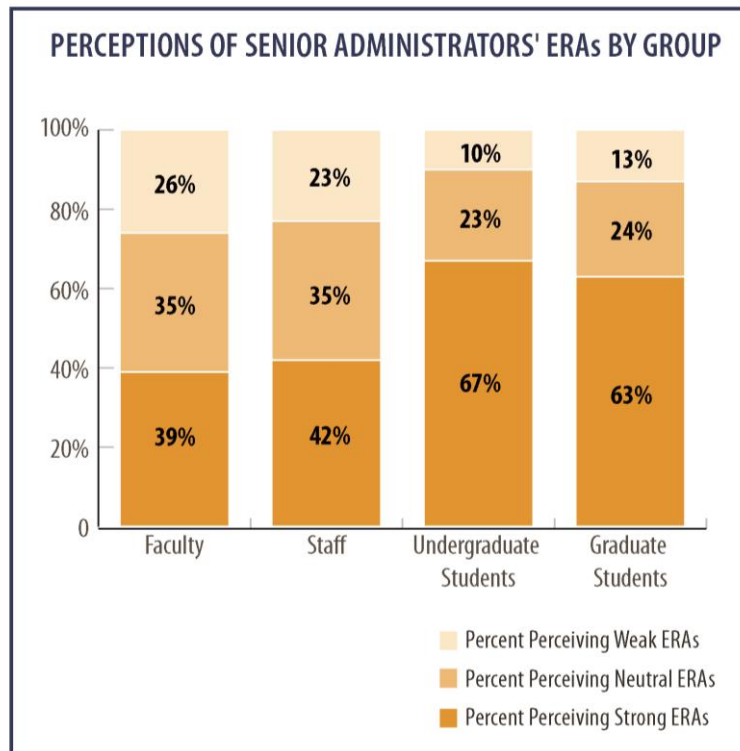
#### Perceptions of senior administrators

Members of the Penn State community were asked a series of questions about the “ethics-related actions” (ERAs) of various groups, and six survey questions were used to show how powerful the impact of different groups can be. ERAs include: speaking about the importance of ethics, acting with integrity and responsibility, having accountability if violations of university policy occurred, modeling ethical behavior, supporting others in following university policy, and having transparency with regard to critical issues affecting Penn State.

Survey respondents identified different individuals as “senior administrators,” indicating that a broad group of leaders across the University has the potential to make this positive impact. The three groups identified as “senior administrators” most often were President and Vice Presidents (35% overall), Board of Trustees (28%), and Deans and Department Heads (27%).

Senior administrators emerged as an influential group; survey respondents who indicated that their senior administrators displayed these ERAs also indicated that they experience fewer ethics challenges. Specifically, respondents experience less pressure to commit violations of policy or the law, and they less frequently observe improper conduct.

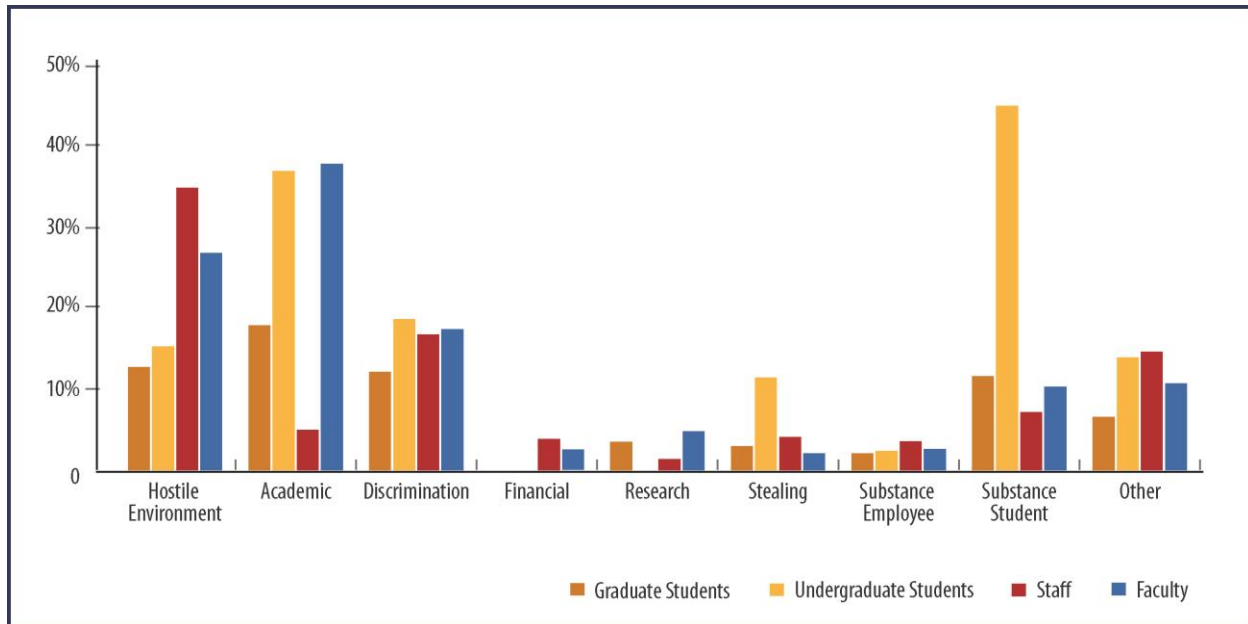
Across the University, 61% expressed a positive view of senior administrators’ ERAs. This result was largely driven by the more positive views that were expressed by graduate and undergraduate students (see Figure 2).

Figure 2. Perceptions of senior administrators' ERAs by group.Observed and reported misconduct

The survey collected baseline data about observed and reported misconduct on campus in order to help measure the impact of the University's programs in the future. Overall, 58% of survey respondents said that within the last twelve months they observed at least one type of behavior they considered to be "a violation of University policy or the law." By group, 59% of faculty, 48% of staff, 64% of undergraduate students, and 34% of graduate students said that they observed some form of improper behavior.

Misconduct was defined as the one of the following: abusive or intimidating behavior that creates a hostile work environment (e.g., bullying); cheating, plagiarism, or other violations of academic integrity; discrimination; financial misconduct (e.g., falsifying expense reports, embezzlement; research misconduct; stealing and theft; substance abuse by a faculty member or University employee; substance abuse by a student; and "other violations of University policies or the law (e.g., violations of the Student Code of Conduct or HR policy, including sexual misconduct)." Rates of observance of each type of misconduct are listed in Figure 3.

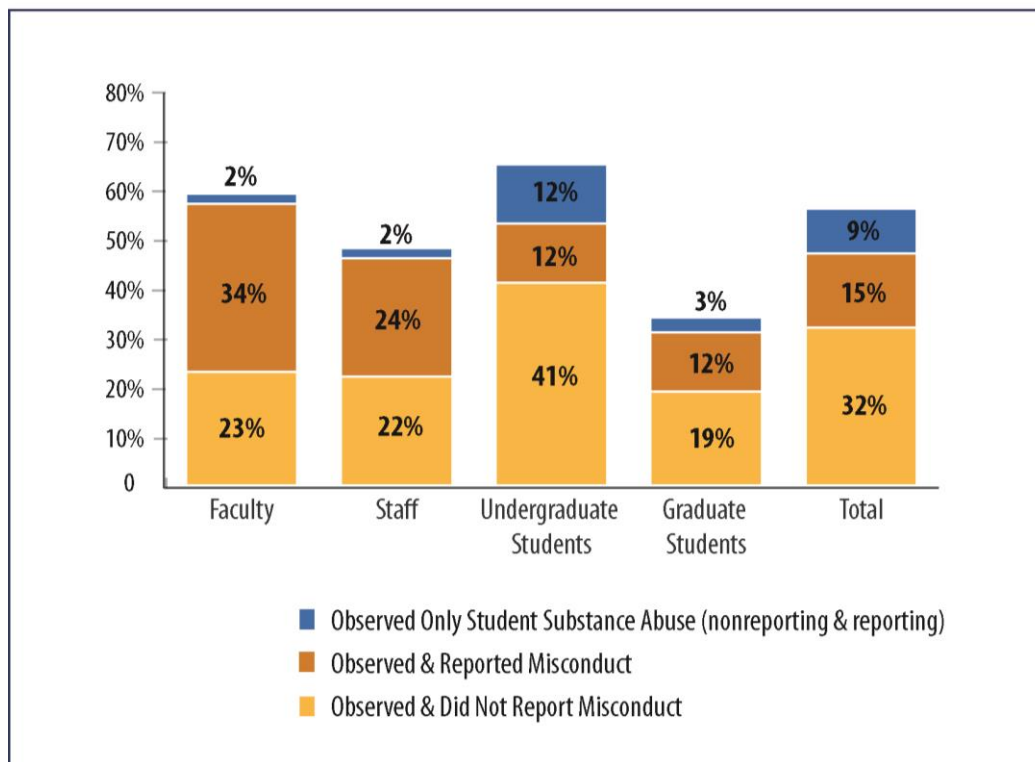
Figure 3. Frequency of type of observed misconduct by group.



Overall, 26% of survey respondents who observed misconduct also reported it to a University leader, manager, or other authority. The highest number of respondents who observed wrongdoing and did not report said that they did not believe it was significant enough to report (69% overall). Across all key groups (faculty, staff, undergraduate and graduate students), at least 36% of those who did not report in any group said that they did not believe they could report anonymously, indicating unfamiliarity with the process.

Since student substance abuse was included as misconduct in the survey, there was concern that student substance abuse rates may be confounding the rate of observed and reported misconduct. Subsequent analyses indicated that when those whose only observed misconduct is student substance abuse are removed, 49% of respondents observed misconduct in the last 12 months. Additionally, the rate of undergraduate observed misconduct is reduced from 65% to 53% (see Figure 4).

**Figure 4.** Percentages of observed and reported misconduct controlling for those whose only observed misconduct was student substance abuse.



Across all key groups, the largest percentages of people who did report misconduct said they went first to someone with whom they had an existing relationship. More than a third (38%) of staff reported to a supervisor; 47% of undergraduate students went to either an authority in the classroom or the residence halls; and 53% of graduate students went either to the person they work most closely with or another faculty member/instructor.

#### Ethics experiences of staff

The data suggest that staff members, in particular, are confronted with a significant ethics challenge. Forty-eight percent of all staff members said they observed misconduct; half reported it. However, eighteen percent of staff members who chose to report the misconduct they witnessed said they experienced retaliation – more than any other key group. For staff members, the most frequently observed specific behavior (by 35% of all staff) was “abusive or intimidating behavior that creates a hostile environment (e.g. bullying).” Importantly, these observations are significantly lower where supervisors are perceived to display ethics-related actions (ERAs). Specifically, 66% fewer staff observe “abusive and intimidating behavior that creates a hostile work environment (e.g., bullying)” when their supervisors are perceived as exhibiting ERAs.

### Suggestions

As the Values and Culture Survey noted, the academic experience is primary in connecting members to the community and culture of Penn State. Thus efforts to fully and successfully enculturate the values of the Penn State community expressed in the Penn State Values will necessarily involve the partnership and leadership of faculty. ACCE thinks that the Faculty Senate and the faculty of the University, individually and collectively, have a tremendous opportunity to build upon the strengths of the Penn State culture by integrating the proposed Penn State Values within the context of the academic experience at Penn State. Following the recommendation of the Faculty Senate Student Conduct Code Task Force, ACCE suggests that the Faculty Senate develop policies and procedures aimed at the implementation of the Penn State Values in practice within the academic sphere.

As a result of the findings of the survey, after consultation with ERC, ACCE makes the following suggestions:

1. Adopt one set of core values to represent all of Penn State. Promote the values and talk about what they look like in various settings.
2. Leverage the academic experience to apply the values.
3. Continue to make University standards and core values a primary focus of leadership.
4. Foster environments where employees are supported and can raise their concerns without fear. Hold managers accountable for inappropriate supervisory practices.
5. Position the Office of Ethics & Compliance as a primary recipient for reports of misconduct, and a resource in promoting the core values of the institution.
6. Share lessons learned about culture, ethics, and higher education.

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Brent Yarnal, Professor of Geography, College of Earth and Mineral Sciences; Immediate Past-Chair of University Faculty Senate

## Resolution

Whereas fairness and mutual respect should serve as the baseline in defining the relationship between administrators and faculty, and

Whereas, fairness requires that people be given fair notice of their working conditions and obligations

And Whereas administrators sometimes fail to give faculty reasonable notice of the need to teach overload courses or the terms and conditions thereof,

And Whereas faculty make preparations far in advance in their academic and private lives to be properly prepared to teach an overload class in a timely manner,

And Whereas fairness in planning may require administrators to reserve a right to cancel under enrolled classes but that fairness also require a reasonable period of advance notice

Be it resolved that it shall be the policy of The Pennsylvania State University that all faculty overload contracts shall be fully executed at least five business days before the first class day of any semester.



SENATE COMMITTEE ON ADMISSIONS, RECORDS, SCHEDULING,  
AND STUDENT AID

Revisions to Senate Policy 54-00 and all related Senate policies to Academic Warning, Drop Action, and Reinstatement: 54-10, 54-20, 54-40, 54-50, 54-52, 54-54, 54-58, 54-80, 54-82, 58-60, 14-00, 14-10, 16-00, 18-30, 18-70, 51-70, and 67-00

(Legislative)

Implementation: Upon Approval by the Senate & revision of relevant AAPPM policies by the  
Administrative Council on Undergraduate Education

Introduction & Rationale:

Current academic standing policies are too generous and allow students to remain enrolled for too long while performing poorly. The revisions to these policies streamline the existing complicated process and prevent students from staying for an extended period at the University when they are not making progress toward completing a degree. These policy revisions eliminate deficiency points, the process of reinstatement and the non-degree conditional status.

In addition, approximately 75% of Penn State undergraduates receive financial assistance each year. The majority of these students receive federally funded student aid which requires that students maintain academic progress under specific guidelines. Students must remain in degree status to receive financial aid and must complete 67% of credits attempted. Students are allowed a one-time warning semester and must complete 100% of attempted credits while in a warning status. Failure to complete this requirement results in loss of eligibility for financial aid. This proposed legislation is more aligned with the standards required for the receipt of financial aid. Students who remain in degree status while performing poorly, may accumulate education loan debt without the assurance of graduation from Penn State. Students who fail to meet the required academic progress standard for financial aid eligibility but are allowed to continue enrollment often turn to private education loans to pay their costs. These loans may create excessive debt for a student who has a low probability of completing his/her degree program. College costs are too high to allow students to remain enrolled if they are not making progress towards achieving a degree.

It is important that students, faculty, staff and families receive ample and timely information related to this change in policy to help them understand its purpose, implications, and impact. Data from the Spring and Fall 2013 semesters indicate that approximately half of the students who begin the semester with a cumulative grade-point average below a 2.00 (~5-6%) finish the semester with a semester grade point average of less than a 2.00 (~2-3%). For this reason, students placed on academic warning at the end of a semester will receive notification, will have a hold placed on registration, and will be required to meet with an academic adviser in order for this registration hold to be removed. Individual campuses are encouraged to provide additional academic support (tutoring; advising; counseling) to these students. Breakout of the data by campus is in the attached document.

Revised and New Policies:

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54-00 Academic **Progress** ~~Warning, Drop Action, and Reinstatement~~

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- 54-00 Academic **Progress** ~~Warning, Drop Action, and Reinstatement~~
  - **54-10 Good Standing**
  - 54-20 Academic Warning
  - **54-40 Academic Suspension** (new)
  - 54-50 Academic ~~Drop~~ **Dismissal**
  - ~~54-52 Baccalaureate Degree Candidates~~ (deleted: no longer applies)
  - ~~54-54 Associate Degree Candidates~~ (deleted: no longer applies)
  - 54-58 Notification of Candidate
  - ~~54-80 Reinstatement~~ (deleted: no longer applies)
  - ~~54-82 Dropped for Unsatisfactory Scholarship~~ (deleted: no longer applies)
  - ~~58-60~~ **54-90** Academic Renewal
  - 14-00 Nondegree Student Classification and Course Enrollment
  - 14-10 Limitations to Enrollment as a Nondegree ~~(Regular and Conditional)~~ Undergraduate Student
  - 16-00-Degree Candidate ~~or Provisional Student~~ to Nondegree Student
  - 18-30 Baccalaureate Degree Candidate
  - 18-70 Associate Degree Candidate
  - ~~51-70 Grade Point Deficiency~~ (deleted: no longer applies)
  - 67-00 Athletic Competition
- 

To graduate, a **degree** candidate must complete the requirements for the candidate's major and earn at least a C (2.00) average for all courses taken at this University **as stated in 82-40**, subject to the conditions of Section 51-00. ~~Thus, graduation requires that a minimum of two grade points be earned for each credit completed in accordance with specifications listed in Section 42-00.~~

**When a student fails to make adequate progress towards meeting and maintaining this 2.00 grade-point average, various academic progress statuses are used to serve as notification of such failure and to assist the student in correcting his/her academic difficulties. These statuses include academic warning (54-20) and academic suspension (54-40) and are summarized in the table below.**

Status at beginning of semester *	Cumulative GPA at end of semester	Semester GPA	Status at end of semester
<b>Good Standing</b>	<b>2.00 or higher</b>	<b>2.00 or higher</b>	<b>Good Standing</b>
<b>Good Standing</b>	<b>2.00 or higher</b>	<b>Less than 2.00<sup>±</sup></b>	<b>Good Standing</b>
<b>Good Standing</b>	<b>Less than 2.00</b>	<b>Less than 2.00</b>	<b>Academic Warning</b>
<b>Academic Warning</b>	<b>2.00 or higher</b>	<b>2.00 or higher</b>	<b>Good Standing</b>
<b>Academic Warning</b>	<b>Less than 2.00</b>	<b>2.00 or higher</b>	<b>Academic Warning</b>
<b>Academic Warning</b>	<b>Less than 2.00</b>	<b>Less than 2.00</b>	<b>Academic Suspension</b>

**\*First semester students are exempted for the first 18 attempted credits (Summer semester credits are excluded) since their semester GPA is the same as their cumulative GPA.**

**<sup>±</sup> Students will receive a notification when their semester grade-point average drops below a 2.00.**

### **54-10 Good Standing**

**A student is considered to be in good academic standing if the student's cumulative grade-point average is 2.00 or higher.**

**A student will receive notification at the end of each semester when his/her semester grade-point average drops below a 2.00.**

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### **54-20 Academic Warning**

~~Academic warning serves as official notification that the candidate is currently failing to meet the~~ **Academic warning serves as official notification that the student has failed to meet the** ~~earn a 2.00 minimum cumulative grade-point average for graduation. A candidate with any grade-point deficiency shall receive an academic warning unless drop action is taken under other policies. (See Sections 10-00, 54-52, 54-54.)~~ **earn a 2.00 minimum cumulative grade-point average for graduation. A student with any grade-point deficiency shall receive an academic warning unless drop action is taken under other policies. (See Sections 10-00, 54-52, 54-54.) A student placed on academic warning will have a hold placed on registration and will be required to meet with an academic adviser in order for this registration hold to be removed.**

**A student in academic warning status may continue to enroll for classes as long as the semester grade-point average continues at a 2.00 or higher. To return to good standing from academic warning, the cumulative grade-point average must be 2.00 or higher. A student in academic warning who fails to maintain a semester grade-point average of 2.00 or higher will be academically suspended (54-40).**

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### **54-40 Academic Suspension**

**Academic suspension is an official notification that a student has earned a semester grade-point average of less than 2.00 while on academic warning. A student who has been academically suspended may not schedule courses at the University for two consecutive semesters (Note: Summer session is equal to one semester and includes all courses offered after Spring semester and before Fall semester). A student returning from academic suspension must apply for re-enrollment as defined in policy 58-00 (or admission, if he/she is a degree-seeking provisional student) and returns to the University in warning status, with his/her former cumulative grade-point average, and with a hold placed on the registration. The student must receive written support obtained in the college/major (or DUS) the student intends to pursue.**

**A student can be academically suspended from the University two times. If, after two suspensions the student fails to achieve at least a 2.00 semester GPA, the student is subject to academic dismissal (54-50). A student may apply for academic renewal four years after academic dismissal.**

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## 54-50 Academic Drop **Dismissal**

**A student who has been placed on academic suspension two times and fails to achieve at least a 2.00 semester GPA is subject to academic dismissal and is no longer permitted to take courses at the University.** ~~An academic drop is an official notification to a degree candidate that the person can no longer enroll in courses as a degree candidate.~~

**After a period of four calendar years, a student who has been academically dismissed from the University may seek re-enrollment to the University by requesting academic renewal (54-90).**

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## ~~54-52 Baccalaureate Degree Candidates~~

~~A baccalaureate degree candidate shall be dropped as a degree candidate for unsatisfactory scholarship based on the following table:~~

<del>Total Credits Scheduled</del>	<del>Grade-Point Deficiency*</del>
<del>24 to 39.5</del>	<del>21 or more</del>
<del>40 to 69.5</del>	<del>18 or more</del>
<del>70 to 99.5</del>	<del>15 or more</del>
<del>100 and more</del>	<del>12 or more</del>

~~This schedule of actions shall not apply to a baccalaureate degree candidate who has earned a 2.00 average or better in the semester under question.~~

~~Revised: 10/14/75 (as Rule P-22)~~

~~Revised: 11/11/75 (as Rule P-22)~~

~~Revised: 1/9/79~~

~~Revised: 11/9/82~~

~~Revised: 1/19/93~~

~~Revised: 4/25/95~~

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## ~~54-54 Associate Degree Candidates~~

~~An associate degree candidate shall be dropped as a degree candidate for unsatisfactory scholarship based on the following table:~~

<del>Total Credits Scheduled</del>	<del>Grade-Point Deficiency*</del>
<del>20 to 29.5</del>	<del>16 or more</del>
<del>30 to 49.5</del>	<del>14 or more</del>
<del>50 to 59.5</del>	<del>12 or more</del>
<del>60 and more</del>	<del>8 or more</del>

~~This schedule of actions shall not apply to an associate degree student who has earned a 2.00 average or better in the semester under question.~~

\*Grade point deficiency is defined in Section 51-70.

*Revised: 10/14/75 (as Rule P-23)*

*Revised: 2/28/84*

*Revised: 11/11/75 (as Rule P-23)*

*Revised: 1/19/93*

*Revised: 1/9/79*

*Revised: 4/25/95*

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## 54-58 Notification of Candidate

The University Registrar shall notify each ~~candidate~~ **student and his/her academic adviser whenever the student's semester grade-point average is less than a 2.00 and** of ~~any drop action or academic warning, academic suspension, and academic dismissal action~~ under Sections 54-20, **54-40**, and **54-50** ~~54-00~~.

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## 54-80 Reinstatement

~~A student who has been dropped as a degree candidate from the University for unsatisfactory scholarship must be reinstated in order to become a degree candidate once again.~~

~~If the student is approved for reinstatement by the dean of the college in which reinstatement is sought, the student is automatically re-enrolled.~~

## ~~1-2 Reinstatement Procedure~~

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## 54-82 Dropped for Unsatisfactory Scholarship

~~A student who has been dropped as a degree candidate from the University for unsatisfactory scholarship may enroll in credit courses on a space-available basis (or in Independent Learning credit courses) as a nondegree conditional student, in order to reduce the grade point deficiency, subject to Section 14-00. The student may request reinstatement from the dean of the college in which reinstatement is sought. In order to be reinstated to degree candidacy, a student must have reduced the grade point deficiency at the time of the drop by at least one-half before applying for reinstatement, and have reduced the grade point deficiency below the point at which the student would be dropped again in accordance with Sections 54-52 and 54-54. Colleges may specify stricter grade point deficiency reduction or attainment of a cumulative grade point average consistent with entrance to college and major standards in effect at the time of reinstatement. The student must also meet any additional requirements for entrance to the college and major in which reinstatement is sought. Any candidate reinstated and re-enrolled as a degree candidate shall continue to be subject to the minimum standards specified in Section 54-20. The dean of the college, subject to the approval of the director of the Division of Undergraduate Studies, may recommend that the student be reinstated and re-enrolled directly into the division.~~

**Note a:** ~~A reinstatement fee is charged at the time that the request for reinstatement is granted.~~

**Note b:** ~~Reinstatement and re-enrollment are two separate actions. A student seeking reinstatement must request re-enrollment at the same time. See Section 58-20.~~

**Note c:** ~~Because grades earned at another college or university are not transferred to a student's academic record at the University, they are not used in calculating the student's grade point average or any grade-point deficiency. Thus, work done at another institution is not taken into consideration for reinstatement.~~

~~**Note d:** An annual report of reinstatement actions taken by each college is to be submitted by the dean to the Senate Committee on Admissions, Records, Scheduling and Student Aid. This report shall be due by the beginning of each fall semester for the previous academic year.~~

## ~~58-60~~ **54-90** Academic Renewal

A ~~student~~ previous associate or baccalaureate degree candidate **who has been academically dismissed from the University (54-50)** seeking re-enrollment as a degree candidate according to Section 58-50 or a non-degree or provisional student seeking re-enrollment to the University may request the Registrar to approve Academic Renewal **and Re-enrollment**. To be approved the student must have had an absence of at least four **calendar** years during which they were not enrolled in any Penn State credit courses. ;  
and

- ~~• The student's previous cumulative average was below 2.00.~~

If Academic Renewal is granted:

- The student's cumulative average will start over at 0.00.
- All prior courses and grades remain unchanged on the student's academic record.
- The notation of Academic Renewal will be recorded on the student's transcript.
- Courses passed with a grade of "C" or better during the earlier enrollment and approved by the dean of the college may be used to fulfill graduation requirements.
- The number of late drop credits available to the student will be reset to the number provided by policy 34-89.

## K-2 Re-enrollment with Academic Renewal Procedure

Initial Legislation: 4/3/84

Revised: 5/5/75

Revised: 10/14/75

Revised: 11/11/75

## 14-00 Nondegree Student Classification and Course Enrollment

A nondegree student who has not been dropped **academically suspended or dismissed** from degree status by this University or any other college or university for unsatisfactory scholarship will be listed as a ~~nondegree regular student~~ and may enroll in any number of credits, not to exceed the typical semester credit load of a full-time student if criteria 1, 2, and 3 are met. Nondegree ~~regular~~ students who change from degree candidates to nondegree ~~regular~~ or who intend to become degree candidates must also meet criterion 4.

~~A nondegree student who has been dropped from degree or provisional status by this University or any other college or university because of unsatisfactory scholarship will be listed as a nondegree conditional student and may enroll in a maximum of 12 credits per semester if criteria 1, 2, 3, and 4 are met.~~

1. The student has completed the prerequisites for the courses to be scheduled or has obtained permission from the instructor to schedule the course.

2. Space is available after degree candidates have been accommodated.
3. The student has not been dismissed or suspended for nonacademic reasons from any college or university. An applicant not in good standing at another accredited college or university for disciplinary reasons must consult with the director of the Office of Student Conduct for admissions clearance.
4. The student has obtained academic advising/counseling from an adviser/counselor designated by the academic unit to which admission, or reinstatement and re-enrollment, is desired.

Note: A student must be admitted, or reinstated and re-enrolled, as a degree candidate to apply the credits earned as a nondegree student toward fulfilling the requirements for a degree. The dean of the college of enrollment shall decide which credits may be used to fulfill the degree requirements.

#### A-4 Nondegree Application Procedure

*Revised: 3/2/76 ; Revised: 1/10/78 ; Revised: 3/14/78 ; Revised: 5/2/78 ; Revised: 9/7/78 ; Revised: 2/1/83 ; Revised: 4/28/87; Revised: 2/29/00; Revised Editorially: 7/6/11; Revised: 3/13/12; Revised 4/29/14*

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#### 14-10 Limitations to Enrollment as a Nondegree ~~(Regular and Conditional)~~ Undergraduate Student

A student in nondegree status ~~(regular or conditional)~~ may remain in that status for a maximum of 30 credits, at which time the student must be accepted into a degree program to continue taking credit courses at Penn State.

~~A student in nondegree conditional status must achieve a semester grade point average of 2.01 or higher every semester. If a student fails to achieve a 2.01 or higher semester grade point average, the student will be dismissed from the University at the end of that semester and may only reenter the University through the academic renewal process (as defined by Policy 58-60).~~

If a student in nondegree status is not eligible for a degree program after completing 30 credits in that status, s/he may continue to take credit courses at Penn State only as long as a semester grade point average of more than 2.00 continues to be earned and the student has the written support of the major s/he intends to enter or re-enter. In this situation, the student must enter a degree program immediately upon reaching eligibility.

Nondegree ~~conditional or regular~~ students whose cumulative grade point average is below 2.00, who have reached the 30-credit limit, are not eligible for a degree program and will be dismissed from the University at the end of the semester and may only re-enter the University through academic renewal (as defined by Policy ~~58-60~~ **54-90**).

Nondegree regular students who have reached the 30-credit limit, are in good academic standing (defined as at least a 2.00 cumulative grade point average), and do not intend to earn a degree may self-identify and continue taking credit courses at Penn State as an “enrichment course taker” for as long as a cumulative grade point average of at least 2.00 is maintained.

#### I-6: Limitations to Enrollment as a Nondegree Student Initial Legislation: 4/28/87

Revised: 2/29/00      Revised: 12/3/02  
Revised: 1/31/06      Revised: 3/18/08  
Revised: 3/13/12

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#### 16-00 Degree Candidate to Nondegree Student

A baccalaureate or associate degree candidate may enroll as a nondegree student after completion of a semester only if the candidate either has withdrawn from degree candidacy or has **not** been ~~dropped~~ **academically suspended or dismissed** from degree candidacy for poor scholarship. To subsequently become a degree candidate, a student who has withdrawn from candidacy must apply for re-enrollment as a candidate in accordance with the policies and procedures specified in Section 58-00. A student who has been ~~dropped~~ **academically suspended** for poor scholarship must first apply for reinstatement in accordance with the requirements and procedures of the college to which reinstatement is sought.

##### A-7 Procedure

Revised: 3/2/76  
Revised: 3/14/78

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#### 18-30 Baccalaureate Degree Candidate

**A nondegree student who seeks enrollment as a baccalaureate candidate must complete a minimum of 18 credits at the University with a minimum grade-point average of 2.00 and satisfy all the requirements of the college of enrollment or the Division of Undergraduate Studies to be considered for Admission.**

~~An applicant must complete a minimum of 18 baccalaureate credits with a minimum grade-point average of 2.00 as a nondegree student. All these credits must be earned at this University. Such an applicant also must meet the entrance requirements (Carnegie Units) of either the college of enrollment or of the Division of Undergraduate Studies. An applicant who has completed at least the equivalent of two years of baccalaureate degree work before applying for admission as a baccalaureate degree candidate must have the approval of either the dean of the college in which enrollment is desired or of the director of the Division of Undergraduate Studies, if the student wishes to enroll in that division.~~

~~Note: A person planning to apply for admission as a baccalaureate degree candidate should consult with the dean of the college or major concerned while taking courses as a nondegree student. A person may take courses to make up deficiencies in the entrance requirements (Carnegie Units) or in the advanced standing requirements.~~

A person who has been ~~dropped~~ **academically suspended** as a degree candidate from this University for poor scholarship must follow the requirements and procedures of the college to which reinstatement is sought, and for re-enrollment as specified in Section 58-00.

Revised: 3/2/76  
Revised: 3/14/78



## 18-70 Associate Degree Candidate

**A nondegree student who seeks enrollment as a associate candidate must complete a minimum of 18 credits at the University with a minimum grade-point average of 2.00 and satisfy all the requirements of the college of enrollment or the Division of Undergraduate Studies to be considered for Admission.**

~~An applicant must complete a minimum of 9 credits with a minimum grade point average of 2.00 as a nondegree student. All these credits must be earned at this University. An applicant must meet the entrance requirements (Carnegie Units) of either the major in which enrollment is desired or of the Division of Undergraduate Studies if the student wishes to enroll in that division. An applicant who has completed at least the equivalent of one year's associate degree work before applying for admission as an associate degree candidate must have the approval of either the dean of the college in which enrollment is desired or of the director of the Division of Undergraduate Studies if the student wishes to enroll in that division.~~

~~Note: A person planning to apply for admission as an associate degree candidate should be aware of the program requirements of the college or major concerned while taking courses as a nondegree student. A person may take courses to make up deficiencies in the entrance requirements (Carnegie Units).~~

A person who has been ~~dropped~~ **academically suspended** as a degree candidate from this University for poor scholarship must follow the requirements and procedures of the college to which reinstatement is sought and for re-enrollment as specified in Section 58-00.

Revised: 3/2/76

Revised: 3/14/78

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## 51-70 Grade-Point Deficiency

~~A grade point deficiency for a student exists when total grade points are less than total credits scheduled multiplied by two.~~

~~Example: At the end of the second semester, a student who has scheduled a total of 36 credits and who has earned 66 grade points would have a grade point deficiency of 6 and would be placed on academic warning. (36 credits x 2=72; 72-66=6)~~

~~Courses for which "no grade" and "deferred grade" symbols have been recorded are not included in the computation of grade point deficiency.~~

**H 3 Computation of Grade Point Average/Deficiency When No Grades (NG) and/or Deferred Grades (DF) Exist Procedure**

Revised: 9/9/75

## 67-00 Athletic Competition I

1. General
2. Eligibility of Athletes\*
3. Grants-in-Aid
4. Athletic Contests
5. Athletic Schedules
6. Delegation of Authority

### 2. Eligibility of Athletes\*

1. In order for student-athletes to be eligible to practice and compete they must meet certain status conditions. These conditions depend on whether the intercollegiate athletics team is NCAA Division 1, Division 3, or PSUAC:

a) Division 1: Student-athletes must be enrolled in at least a minimum full-time program of baccalaureate studies to be eligible to practice and participate in intercollegiate athletic contests. Student-athletes in their final semester may schedule fewer than the minimum requirements for full-time status if they need fewer than twelve credits to meet graduation requirements. A full-time graduate student (attained a baccalaureate degree and scheduling a minimum of nine credits), or a student enrolled in a second baccalaureate degree program at the same institution (campus), with competitive eligibility remaining, may also practice and compete. Courses offered through World Campus may not be used to establish the minimum requirements for full-time status. If a student-athlete drops below full-time status any time during the semester (except as noted above) that student will be immediately ineligible to practice or compete. Provisional, non-degree regular and non-degree conditional students are not considered baccalaureate candidates and are not eligible to practice or compete.

b) Division 3: Student-athletes shall be enrolled in at least a minimum full-time program of studies. A student-athlete enrolled in a two-year degree program shall be eligible only if that student-athlete was admitted to the institution under the same standards as four-year degree-seeking students and if the two-year degree program is not a terminal program. Student-athletes in their final semester may schedule fewer than the minimum requirements for full-time status if they need fewer than twelve credits to meet graduation requirements. A full-time graduate student (attained a baccalaureate degree and scheduling a minimum of nine credits), or a student enrolled in a second baccalaureate degree program at the same institution (campus), with competitive eligibility remaining, may also practice and compete. Up to 3 credits of coursework offered through World Campus may be used to establish the minimum requirements for full-time status. If a student-athlete drops below full-time status any time during the semester (except as noted above) that student will be immediately ineligible to practice or compete. Provisional, non-degree regular and non-degree conditional students are not considered baccalaureate candidates and are not eligible to practice or compete.

c) Penn State University Athletic Conference (PSUAC): Only full-time students are eligible to practice and participate in intercollegiate athletic contests. Exceptions to full-time status may be made for baccalaureate and associate degree student-athletes during their final semester if they

need less than twelve credits to meet graduation requirements. If a student-athlete drops below full-time status any time during the semester (except as noted above) that student will be immediately ineligible to practice or compete.

2. A student-athlete from the University Park campus shall represent the University in an intercollegiate athletic contest only if the student has acquired the designated number of credits at the beginning of the appropriate semester (in residence) as follows:

<b>Semesters in Residence</b>	<b>Minimum Number Credits Required</b>
3	24
5	40% of degree credits completed
7	60% of degree credits completed
9	80% of degree credits completed

3. A student-athlete from a campus location other than University Park shall represent the University in an intercollegiate athletic contest only if the student has acquired the designated number of credits at the beginning of the appropriate semester (in residence) as follows:

<b>Semesters in Residence</b>	<b>Minimum Number Credits Required</b>
2	9
3	24
4	36
5	48
6	60
7	72
8	84
9	96

A student-athlete from a campus location other than University Park who is deemed ineligible for not meeting the designated number of credits at the beginning of the appropriate semester (in residence) may petition to have his or her eligibility re-evaluated due to a change in the academic record.

3. A student-athlete at any location is eligible to represent the University in an intercollegiate athletic contest only if the student meets the minimum cumulative grade point requirements at the beginning of the appropriate semester (in residence) as follows:

Semesters in Residence	Minimum cGPA
2	1.80
3	1.90
4	1.90
5	2.00
6	2.00
7	2.00
8	2.00
9	2.00

4. A student-athlete from a campus location other than University Park who is deemed ineligible for not meeting the minimum cumulative grade point requirements at the beginning of the appropriate semester (in residence) may petition to have his or her eligibility re-evaluated due to a change in the academic record.

5. A student-athlete at University Park also must comply with the current eligibility requirements of the NCAA and the Big Ten Conference, Inc. A student-athlete at other campus locations must comply with current eligibility requirements of the NCAA and/or any other athletic conference that governs the athletic contests in which the student expects to compete.

6. Student-athletes transferring from another four-year institution to University Park shall not be eligible to participate in intercollegiate athletic contests until the students have completed a residence requirement of at least one full academic year, and one calendar year has lapsed since registering at the University. Exceptions may be granted as prescribed by the NCAA. However, a student who transfers to University Park from a junior college and did not fulfill the requirements of the NCAA bylaws concerning initial eligibility must complete one academic year (two semesters) and one calendar year must lapse before the student is eligible to compete. Student-athletes transferring to Penn State baccalaureate degree granting Campuses must comply with NCAA Division III regulations. A student-athlete transferring to other Penn State Commonwealth College locations must comply with the eligibility requirements that govern the athletic contests at that location.

7. A graduate student may be eligible to participate in intercollegiate athletics if the student has completed a baccalaureate degree, has not exceeded the calendar-year limitations on competitive eligibility, and is a full-time student in a degree program, with one exception: students who have graduated, and return to the same institution (Penn State Campus) to complete their athletics eligibility within the five-year period, may enroll as a non-degree seeking graduate student, provided the student enrolls in courses that are approved by a particular graduate program as counting toward any graduate degree.

8. A student at University Park who has participated in organized practice or competition during any academic term, and who has not continued in residence through that term, shall not become eligible until at least one calendar year has lapsed from that date of the student's re-entry according to Big Ten Conference academic eligibility rules.

\*Detailed information about student-athlete eligibility may be found in the current NCAA Manual, for University Park the Handbook of the Big Ten Conference and for the Commonwealth Campuses the Athletic Conference Policy Manual

Revised: 6/3/75  
 Revised: 4/6/76  
 Revised: 5/3/83  
 Revised: 5/1/84  
 Revised: 4/18/89  
 Revised: 1/22/91  
 Revised: 3/19/91

Revised: 4/23/02  
 Revised: 4/27/04  
 Revised: 10/25/05  
 Revised: 12/5/06  
 Revised: 12/7/10  
 Revised: 12/6/11  
 Revised: 4/24/12

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SENATE COMMITTEE ON ADMISSIONS, RECORDS, SCHEDULING,  
 AND STUDENT AID (2013-2014)

- Martha W. Aynardi, Chair
- David M. Babb
- Stephen H. Browne
- Robert E. Clark
- Lydia A. Copeland
- Henry J. Donahue
- Anna M. Griswold
- Jyotsna M. Kalavar
- Robert A. Kubat
- Cynthia G. Lightfoot
- Richard W. Robinett, Vice Chair
- Anne L. Rohrbach
- Adam Snyder
- Douglas E. Wolfe

**Student Academic Progression Analysis  
High Level University Overview**

Appendix G  
9/9/14

	Spring 2013			Fall 2013		
	Count	Percentage of Total Returning Registered UG Students	Percentage of Total Returning Registered UG Students with Cumulative GPA < 2.0	Count	Percentage of Total Returning Registered UG Students	Percentage of Total Returning Registered UG Students with Cumulative GPA < 2.0
Returning, Registered UG Students:	67590	100.00%		56189	100.00%	
Returning Registered UG Students beginning with a Cumulative GPA < 2.0	4014	5.94%	100.00%	2703	4.81%	100.00%
Returning Registered UG Students beginning with a Cumulative GPA < 2.0 & earned < 2.0	2002	2.96%	49.88%	1104	1.96%	40.84%

**Student Academic Progression Analysis Summary  
(as a function of the University)**

Appendix G  
9/9/14

Campus	Spring 2013		Fall 2014		Campus
	Returning Registered UG Students beginning with a Cumulative GPA < 2.0 & earned < 2.0	Percentage: Campus / Total	Returning Registered UG Students beginning with a Cumulative GPA < 2.0 & earned < 2.0	Percentage: Campus / Total	
AA	133	6.64%	67	6.07%	AA
AN	38	1.90%	19	1.72%	AN
BD	146	7.29%	82	7.43%	BD
BK	134	6.69%	68	6.16%	BK
BR	33	1.65%	19	1.72%	BR
CL	98	4.90%	58	5.25%	CL
DE	63	3.15%	27	2.45%	DE
DS	19	0.95%	8	0.72%	DS
FE	23	1.15%	9	0.82%	FE
HN	47	2.35%	25	2.26%	HN
MA	48	2.40%	11	1.00%	MA
MK	46	2.30%	11	1.00%	MK
NK	29	1.45%	13	1.18%	NK
OZ	152	7.59%	95	8.61%	OZ
SL	56	2.80%	10	0.91%	SL
SV	8	0.40%	11	1.00%	SV
<b>UP</b>	<b>628</b>	<b>31.37%</b>	<b>396</b>	<b>35.87%</b>	<b>UP</b>
WB	15	0.75%	9	0.82%	WB
WD	174	8.69%	136	12.32%	WD
WS	58	2.90%	16	1.45%	WS
YK	54	2.70%	14	1.27%	YK
Total	2002	100.00%	1104	100.00%	Total

**Example: 628 Returning Registered UG Students at UP begin with a cumulative GPA of < 2.0 and earned a semester GPA of < 2.0 in Spring 2013. This was 31.37% of all Spring 2013 Penn State Returning Registered UG students (2002) that began with a cumulative GPA of < 2.0 and earned a semester GPA of < 2.0.**

**Student Academic Progression Analysis Per Campus Semester  
(as a function of the campus itself)**

Appendix G  
9/9/14

Spring 2013							
Campus	Returning, Registered UG Students:	Returning Registered UG Students beginning with a Cumulative GPA < 2.0	% of Returning UG students Per Campus that begin with Cum GPA < 2.0	Returning Registered UG Students beginning with a Cumulative GPA < 2.0 & earned < 2.0	% of Unsuccessful students who don't succeed	% of Returning Registered UG Students who were unsuccessful and did not succeed	Campus
AA	3412	308	9.03%	133	43.18%	3.90%	AA
AN	771	75	9.73%	38	50.67%	4.93%	AN
BD	3619	276	7.63%	146	52.90%	4.03%	BD
BK	2472	246	9.95%	134	54.47%	5.42%	BK
BR	610	65	10.66%	33	50.77%	5.41%	BR
CL	3015	218	7.23%	98	44.95%	3.25%	CL
DE	1343	134	9.98%	63	47.01%	4.69%	DE
DS	552	43	7.79%	19	44.19%	3.44%	DS
FE	771	45	5.84%	23	51.11%	2.98%	FE
HN	946	91	9.62%	47	51.65%	4.97%	HN
MA	962	81	8.42%	48	59.26%	4.99%	MA
MK	581	73	12.56%	46	63.01%	7.92%	MK
NK	609	58	9.52%	29	50.00%	4.76%	NK
OZ	3052	350	11.47%	152	43.43%	4.98%	OZ
SL	757	94	12.42%	56	59.57%	7.40%	SL
SV	495	22	4.44%	8	36.36%	1.62%	SV
UP	36439	1250	3.43%	628	50.24%	1.72%	UP
WB	564	41	7.27%	15	36.59%	2.66%	WB
WD	4010	352	8.78%	174	49.43%	4.34%	WD
WS	1083	105	9.70%	58	55.24%	5.36%	WS
XS	575	0	0.00%	0	0.00%	0.00%	XS
YK	952	87	9.14%	54	62.07%	5.67%	YK
Total	67590	4014	5.94%	2002	49.88%	2.96%	Total

**Example: 3.34% (1250) of UP's returning students registered for Spring 2013 (36439) began with a cumulative GPA < 2.0. 50.24% (628) of those students earned a semester GPA of < 2.0. In summary, 1.72% of UP's returning students registered for Spring 2013 began with a cumulative GPA < 2.0 and earned a semester GPA of < 2.0.**



**Student Academic Progression Analysis Per Semester, Campus, and Semester Classification  
(as a function of the University)**

Appendix G  
9/9/14

SPRING 2013						
Campus	Sem Cls	Count per Sem Cls	Percentage of all Sem Cls's	Count per Campus	Percentage of all Campuses	Campus
AA	1	36	27%	133	6.64%	AA
	2	52	39%			
	3	7	5%			
	4	9	7%			
	5	8	6%			
	NC	15	11%			
	NR	1	1%			
	PR	5	4%			
AN	1	7	18%	38	1.90%	AN
	2	12	32%			
	3	4	11%			
	4	1	3%			
	5	1	3%			
	6	2	5%			
	NC	7	18%			
	NR	2	5%			
	PR	2	5%			
BD	1	23	16%	146	7.29%	BD
	2	46	32%			
	3	15	10%			
	4	15	10%			
	5	5	3%			
	6	6	4%			
	7	1	1%			
	8	2	1%			
	NC	20	14%			
	NR	10	7%			
	PR	3	2%			
BK	1	30	22%	134	6.69%	BK
	2	38	28%			
	3	16	12%			
	4	10	7%			
	5	5	4%			
	6	3	2%			
	7	1	1%			
	8	1	1%			
	NC	17	13%			
	NR	9	7%			
	PR	4	3%			
	1	7	21%			
	2	9	27%			
	3	3	9%			

**Student Academic Progression Analysis Per Semester, Campus, and Semester Classification  
(as a function of the University)**

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BR	4	9	27%	33	1.65%	BR
	5	1	3%			
	NC	3	9%			
	PR	1	3%			
CL	1	16	16%	98	4.90%	CL
	2	29	30%			
	3	8	8%			
	4	5	5%			
	5	1	1%			
	6	8	8%			
	7	3	3%			
	8	1	1%			
	11	1	1%			
	NC	22	22%			
	NR	3	3%			
	PR	1	1%			
DE	1	12	19%	63	3.15%	DE
	2	17	27%			
	3	6	10%			
	4	3	5%			
	5	2	3%			
	6	4	6%			
	7	1	2%			
	8	3	5%			
	NC	6	10%			
	NR	5	8%			
	PR	4	6%			
DS	1	4	21%	19	0.95%	DS
	2	4	21%			
	3	1	5%			
	NC	3	16%			
	PR	7	37%			
FE	1	4	17%	23	1.15%	FE
	2	8	35%			
	3	2	9%			
	4	1	4%			
	5	4	17%			
	6	1	4%			
	NC	1	4%			
	PR	2	9%			
HN	1	7	15%	47	2.35%	HN
	2	19	40%			
	3	5	11%			
	4	5	11%			
	5	1	2%			
	6	1	2%			
	8	1	2%			

**Student Academic Progression Analysis Per Semester, Campus, and Semester Classification  
(as a function of the University)**

Appendix G  
9/9/14

	NC	7	15%			
	NR	1	2%			
MA	1	8	17%	48	2.40%	MA
	2	16	33%			
	3	10	21%			
	4	5	10%			
	NC	5	10%			
	PR	4	8%			
MK	1	15	33%	46	2.30%	MK
	2	11	24%			
	3	4	9%			
	4	4	9%			
	5	1	2%			
	6	1	2%			
	7	1	2%			
	8	1	2%			
	NC	4	9%			
	NR	1	2%			
	PR	3	7%			
NK	1	9	31%	29	1.45%	NK
	2	6	21%			
	3	2	7%			
	4	1	3%			
	5	2	7%			
	6	1	3%			
	7	1	3%			
	NC	2	7%			
	NR	1	3%			
	PR	4	14%			
OZ	1	36	24%	152	7.59%	OZ
	2	44	29%			
	3	13	9%			
	4	13	9%			
	5	1	1%			
	6	3	2%			
	7	1	1%			
	8	2	1%			
	NC	19	13%			
	NR	19	13%			
	PR	1	1%			
SL	1	14	25%	56	2.80%	SL
	2	21	36%			
	3	8	13%			
	4	5	8%			
	6	1	2%			
	7	1	1%			
	8	1	0%			

**Student Academic Progression Analysis Per Semester, Campus, and Semester Classification  
(as a function of the University)**

Appendix G  
9/9/14

	NC	3	1%			
	PR	2	1%			
SV	1	3	38%	8	0.40%	SV
	2	3	38%			
	8	1	13%			
	NR	1	13%			
UP	1	61	10%	628	31.37%	UP
	2	113	18%			
	3	48	8%			
	4	61	10%			
	5	38	6%			
	6	48	8%			
	7	36	6%			
	8	32	5%			
	9	4	1%			
	10	4	1%			
	11	2	0%			
	NC	141	22%			
	NR	33	5%			
	PR	7	1%			
WB	1	2	13%	15	0.75%	WB
	2	6	40%			
	3	1	7%			
	4	2	13%			
	6	1	7%			
	NC	2	13%			
	NR	1	7%			
WD	1	19	11%	174	8.69%	WD
	2	15	9%			
	3	18	10%			
	4	20	11%			
	5	20	11%			
	6	15	9%			
	7	8	5%			
	8	4	2%			
	9	8	5%			
	10	2	1%			
	11	3	2%			
	NC	20	11%			
	NR	12	7%			
	PR	10	6%			
WS	1	12	21%	58	2.90%	WS
	2	13	22%			
	3	6	10%			
	4	4	7%			
	5	1	2%			
	6	1	2%			

**Student Academic Progression Analysis Per Semester, Campus, and Semester Classification  
(as a function of the University)**

Appendix G  
9/9/14

	7	2	3%			
	8	1	2%			
	NC	11	19%			
	NR	5	9%			
	PR	2	3%			
YK	1	12	22%	54	2.70%	YK
	2	22	41%			
	3	9	17%			
	4	3	6%			
	6	1	2%			
	NC	4	7%			
	NR	2	4%			
	PR	1	2%			

## SENATE COMMITTEE ON COMMITTEES AND RULES

### Implementation of Recommendations on Structure and Organization of the University Faculty Senate: Revisions to the Bylaws

(Legislative)

Implementation: Upon approval by the Senate

On September 17, 2012, the Senate Self-Study Committee was charged by Chair Larry Backer to think creatively about mechanisms by which the Senate could improve its role in shared governance and enhance faculty engagement. On January 29, 2013, the committee submitted a Forensic Report to the University Faculty Senate on the following topics:

**Senate Organization**  
**Senate Administrative Offices**  
**Senate Reports**  
**Communication**  
**Membership and Engagement**  
**Transparency**

The Self-Study Committee brought forth two sets of recommendations (Set 1: 2, 3, 4, 7, and 8; Set 2: 1, 5, and 6). Set 1 is the focus of a separate Legislative report.

The second set of Recommendations (1, 5, and 6) is proposed amendments to the Bylaws. Consistent with the process of amending the Bylaws, these three recommendations were discussed at the March 12, 2013 meeting and approved at the April 23, 2013 meeting. The process for amending the Bylaws is in accordance with the procedures outlined in the Bylaws, Article X, Section 1 (Amendments).

- **Recommendation 1.** The Self-Study Committee recommends an amendment of the Bylaws, Article II - Senate Council, Section 1c to empower the Senate Council the decision on whether an informational report, mandated or otherwise, is to be placed on the agenda for presentation and discussion or is to be placed on the agenda only and disseminated to the Senate and the University Community.
- **Recommendation 5.** The Self-Study Committee recommends an amendment of the Bylaws Article I – Officers, Section 5 to expand the duties of the Secretary of the Senate to include, “The Secretary in consultation with other Senate Officers shall review and disseminate issues of serious concern, from the Senate Discussion Forum, to the Senate Council.”
- **Recommendation 6.** The Self-Study Committee recommends an amendment of the Bylaws, Article III – Election to the Senate, to revise Section 7 as set forth herein.  
SECTION 7 Duties of Senators:
  - a. Attendance at the Senate plenary meetings. Absence at three or more plenary meetings in a single academic year, if repeated in the subsequent academic year, the senator may resign if he or she wishes, but otherwise shall be replaced by the unit’s

- alternate representative. This provision does not pertain to sabbatical, medical, other leaves of absence, or otherwise absence related to professional responsibilities.
- b. Attendance at the assigned standing committee meetings.
  - c. Communication between the University Faculty Senate and the unit faculty governance organization, pertaining to the activities of the committee to which the senator is assigned.

These recommendations were voted on and ratified by the Senate, <http://senate.psu.edu/record/12-13/042313/042313record.pdf>. This report addresses implementation of the changes to the Bylaws.

#### Recommendations 1, 5 & 6, Senate Self Study Amendments to the Bylaws

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##### Recommendation #1 Bylaws, Article II, Section 1 (c)

It shall provide a mechanism for Council members to review all legislative, consultative, and informational reports submitted for the Senate Agenda. **If Council determines the report is adequately prepared, it will be submitted to the Senate Agenda with the following options:**

- 1. Place an informational report, mandated or otherwise, on the Senate Agenda for presentation and discussion.**
- 2. Place an informational report, mandated or otherwise, on the Senate Agenda only for the purpose of dissemination to the Senate and University community.**

Decision on whether an item is to be placed on the Agenda for full Senate discussion or disseminated to the Senate and University community is to be based on whether a report is adequately prepared and documented.

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##### Recommendation #5 Bylaws, Article I, Section 5

The Secretary shall keep the official roll, shall prepare and publish notices, agenda, and minutes of Senate meetings, and shall perform other duties appropriate to the office. **The Secretary, in consultation with other Senate Officers, shall review and disseminate issues of concern from the *Senate Discussion Forum* to the Senate Council.**

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Recommendation #6  
Bylaws, Article III, Section 7

~~Senate voting units have the authority to replace a unit senator who has three or more absences from plenary meetings of the University Faculty Senate in any given academic year. A voting unit should adhere to the procedures outlined in the Bylaws, Article III, Section 6 for identifying a replacement senator.~~

**Duties of Senators:**

- a) Attend the Senate plenary meetings. If a senator is absent from three or more plenary meetings in each of two consecutive years, the senator may resign if he or she wishes, otherwise the Senate will remove the senator and require the unit to replace that senator with an alternative representative. This provision does not pertain to sabbatical, medical, or other leaves of absence, or otherwise absence related to professional responsibilities.**
- b) Attend the assigned standing committee meetings.**
- c) Communicate with their unit faculty governance organization pertaining to the activities of the Senate.**

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SENATE COMMITTEE ON COMMITTEES AND RULES (2013-2014)

- Larry C. Backer
- Dawn G. Blasko
- Robin M. Bower
- Mark A. Casteel, Vice Chair
- Michael J. Chorney
- Patricia M. Hinchey
- Pamela P. Hufnagel
- Jonna M. Kulikowich
- Jeffrey A. Laman
- Christopher P. Long
- Cynthia K. Robinson, Chair
- Keith D. Shapiro
- James A. Strauss
- Brenton M. Yarnal



SENATE COMMITTEE ON COMMITTEES AND RULES

Revisions to the Standing Rules, Article I, Section 11(g)  
Reporting of Senate Election Results

(Legislative)

Implementation: Upon approval by the Senate

On January 28, 2014 the Senate passed a resolution offered by Senator James Ruiz pertaining to the publication of election results, to include the number of votes received by each candidate. The proposed change codifies that stipulation.

New wording is bolded.

SECTION 11

(g) At the last regularly scheduled meeting of the Senate year, announcement shall be made of the results of elections of Senate officers, of the members of the Faculty Advisory Committee to the President, of the Committee on Committee's and Rules, and the Senate Council, and their installation shall be placed on the agenda between Items "j" (informational reports) and "k" (new legislative business). **The results of Senate elections, including the number of votes received by each candidate for Chair-Elect, Secretary, Faculty Advisory Committee to the President, Faculty Rights and Responsibilities Committee, University Promotion and Tenure Committee, and Standing Joint Committee on Tenure, will be posted on the Senate website immediately after the last regularly scheduled meeting of the Senate year.**

SENATE COMMITTEE ON COMMITTEES AND RULES (2013-2014)

- Larry C. Backer
- Dawn G. Blasko
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SENATE COMMITTEE ON COMMITTEES AND RULES

Revisions to the Standing Rules, Article III, Sections 10-12  
Committee on Athletics Searches

(Legislative)

Implementation: Upon approval by the Senate

Establishment of an extra-senatorial Committee on Athletics Searches

Penn State varsity head coaches are a major contributor to the educational mission of the University and educational experience of student athletes, so the University Faculty Senate should participate in the screening and selection of varsity head coach candidates during the search process.

Because the standard Athletics Department coach search process and committee includes the Athletic Director as chair, who also appoints the committee, the UFS will make immediately available one faculty member to serve on each varsity head coach search committee.

In order to participate readily in what is often a short timeline, highly confidential search process; the UFS will establish an extra-senatorial committee on athletics searches.

The Committee will be chaired by the Senate Chair and will comprise six faculty who are actively participating in the Faculty Partners program, a program overseen by the Faculty Athletics Representative and the Senior Women's Administrator. In addition, members of the Intercollegiate Athletics Committee of the University Faculty Senate can be nominated to serve.

Members of will be nominated by the UFS Committee on Committees and Rules and submitted for ratification by Senate Council, with membership effective on the day following the last regularly scheduled meeting of the Senate for the academic year.

The Chair of ESCAS will be the primary, initial point of contact between Athletics and the UFS. The Chair will identify a member to serve on each varsity head coach search committee.

ESCAS members who serve on varsity head coach search committees will be expected to abide by all University human resources hiring practices as well as appropriate requests and guidance provided by the Athletics Director. ESCAS members will be expected to fully participate in the search, weighing their considerations entirely by academic concerns.

Revised sections follow:

SECTION 10

**Committee on Athletics Searches**

- (a) Membership: This committee shall comprise six faculty members who are participating in the Faculty Partners program and the Chair of the University**

**Faculty Senate, who shall serve as Chair of this committee. Members of the Committee on Intercollegiate Athletics are also eligible to serve. Members will be elected annually by Senate Council during its penultimate meeting of the academic year from a slate of nominees submitted by the Senate Committee on Committees and Rules. The term for the committee will begin immediately after the last regularly scheduled Senate meeting of the academic year.**

- (b) Duties: The committee shall ensure that one member of the committee (not the Chair) will be available to serve on each search committee named to fill head coach vacancies in all Division I sports teams at the University. The committee will provide an annual report to the Senate on its activities during the academic year.**

#### **SECTION 4011**

University Faculty Ombudsperson:

- (a) Eligibility: Current or emeritus faculty member
- b) Election: By the Senate Council for a term of four years (renewable). While University Faculty Ombudsperson, the incumbent may not serve on the Standing Joint Committee on Tenure, the Committee on Faculty Rights and Responsibilities, or the University Promotion and Tenure Review Committee
- (c) Duties: The University Faculty Ombudsperson shall coordinate the training of all college and campus ombudspersons; shall provide for the appropriate dissemination of information among the various college and campus ombudspersons; and shall be the University-level contact for the various college and campus ombudspersons. The University Faculty Ombudsperson shall report periodically to the Senate Council and shall maintain liaison with the Office of the University Provost, the Office of Human Resources and the Office of the University Faculty Senate. The University Faculty Ombudsperson shall have no appeal function.

#### **SECTION 4412**

Council of Past Senate Chairs:

- (a) Membership: The Council shall consist of the Past Chairs of the Senate other than the Immediate Past Chair. It shall have no legislative authority, and shall serve only as an advisory and consultative body to the Chair of the Senate.
- (b) Duties: The Council shall convene only at the call of the Senate Chair to provide consultation and advice.

#### **SECTION 4213**

Senators representing the Senate on extra-senatorial committees, boards, and commissions shall report actions of these bodies to the Senate when requested by the Senate Council or the Chair.

#### **SENATE COMMITTEE ON COMMITTEES AND RULES (2013-2014)**

- |                         |                       |                        |
|-------------------------|-----------------------|------------------------|
| • Larry C. Backer       | • Patricia M. Hinchey | • Cynthia K. Robinson, |
| • Dawn G. Blasko        | • Pamela P. Hufnagel  | Chair                  |
| • Robin M. Bower        | • Jonna M. Kulikowich | • Keith D. Shapiro     |
| • Mark A. Casteel, Vice | • Jeffrey A. Laman    | • James A. Strauss     |
| Chair                   | • Christopher P. Long | • Brenton M. Yarnal    |
| • Michael J. Chorney    |                       |                        |

## SENATE COMMITTEE ON FACULTY AFFAIRS

### Recommendations Regarding AD14 Administrative Reviews

(Advisory/Consultative)

Implementation: Upon Approval by the President

#### **Background**

For the 2008-09 academic year, the Intra-University Relations Committee of the University Faculty Senate was charged to investigate compliance across the University with [Policy AD14 Academic Administrative Evaluation](#), which was last revised in 1999. Their goals were to determine 1) the status of AD14 implementation regarding the scheduling of reviews and the process for faculty input, and 2) whether annual performance evaluations of administrators occur, and if so, whether faculty have the opportunity to provide input. The committee collaborated with Blannie Bowen, Vice Provost for Academic Affairs, to review the seven-week process for evaluation of deans and chancellors, and to conduct a survey of administrators to gather information about compliance across the University with AD14's suggested five-year time frame for extended reviews, and to learn whether annual evaluations of administrators are conducted.

In 2008, Vice Provost Bowen distributed the survey to thirty-five units, fourteen at University Park and twenty-one at other campuses. Eighteen campus and twelve University Park units responded. The dean's or chancellor's office responded for the entire unit. Respondents were asked to list the titles of those positions in their unit under the purview of AD14 and provide, for each, the year of appointment of the current incumbent, the year of the most recent AD14 five-year extended review of that office, whether or not that administrator's performance is also reviewed annually, and the number of faculty positions reporting to the position. For administrators whose performance is reviewed annually, respondents were asked whether all faculty, some faculty, or no faculty have the opportunity to provide input; what mechanisms are used to solicit faculty input; and whether faculty input is treated confidentially. Space was provided to supply comments or additional information. The quantitative results and "Summary of Survey Responses" were appended to the final report.

The resulting [Advisory and Consultative Report](#) recognized that deans and chancellors were being reviewed in compliance with the AD14 five-year schedule and with a process that allows extensive input from stakeholders. The report recommended scheduling reviews for each administrative office rather than each administrator, to ensure regular review of the functioning of those offices whose incumbents are routinely appointed for fewer than five years.

The report's other recommendations focused on regularizing reviews of administrators who report to a dean/chancellor. For the five-year extended reviews, it advised adopting a consistent process similar to that used for reviews of deans and chancellors. Additionally, it recommended that administrators reporting to a dean/chancellor undergo annual evaluations, at which time administrators would be encouraged to define annual goals for their units and account for the achievement of those goals. Individuals conducting the review should solicit feedback from

various constituency groups, including faculty when appropriate, and incorporate that information into the annual performance assessment. In 2009, the Senate and the [University President approved](#) the report for implementation. At the time, the Intra-University Relations Committee alerted senators: “If approved and implemented, some of the recommendations in this report might necessitate revision of current administrative policy, or establishment of new policy.”

### **The Charge**

In the 2012-13 and 2013-14 Academic Years, the Senate Committee on Faculty Affairs was charged to investigate “Administrative Communication & Transparency: Best Practices for AD14.” The current report addresses this charge.

The Committee has been asked to review and comment upon the AD14 Policy for Administrative Reviews. The initial question concerned the regularity of such reviews and the degree of faculty participation in the review process. In the course of deliberations, the Committee found that the initial question was, to some extent, misframed. The Committee’s principal concern is not whether the five-year AD14 reviews are being conducted in a timely manner. The 2008-09 report demonstrated that they typically are on schedule, though the Committee calls attention to situations in which an administrator does not serve a full five-year term, and to previously stated recommendations concerning annual reviews for administrators who report to a dean/chancellor. Rather, the Committee’s principal concern lies with the *results* of these reviews, and the question of how to ensure that an administrator’s constituency has access to a summary of the results of a review without compromising the integrity and the confidentiality of the review process.

Viable practices for including faculty in AD14 reviews are already documented and available for adoption at all administrative levels. This was noted in the 2009 report, and demonstrated to the Senate Committee on Faculty Affairs by Lisa Squire, Assistant Vice President for Administration of the Commonwealth Campuses, who administers current practices for dean/chancellor reviews. In consultation with the Intra-University Relations Committee, this Committee concluded that surveying faculty and administrators about faculty engagement with administrative reviews would not result in meaningful new data about implementing these best practices. Based on the findings of the 2009 report, subsequent discussions, and consultations with the Vice Provost for Academic Affairs Blannie Bowen, the Committee recommends mechanisms that will facilitate administrative communication and transparency. If implemented, these mechanisms will also record unit compliance with regularizing schedule and process, as previously recommended and approved in 2009.

### **Rationale for Recommendations**

The Senate Committee on Faculty Affairs proposes a number of changes to AD14 Process and Guidelines. The Committee’s recommendations address post-review transparency and communication, and are made in the spirit of the American Association of University Professors’ *Policy Documents and Reports* statement on “[Faculty Evaluation of Administrators](#),” which states, in relevant part, that

the process should be so designed that members of the faculty have reason to

believe that their participation in the review has been meaningfully weighed in the outcome. Thus, for example, when the faculty is not provided with a report following a review, there is likely to be pervasive suspicion that its role in the process has not been important. This does not mean that all faculty members necessarily have the right to a “raw” report in its entirety, only that a trusted representative body of the faculty most directly engaged in its preparation should have the opportunity to know the results.

The Committee hopes and expects that proper use of administrator evaluations, as with faculty evaluations, can offer guidance and recommendations for improvement. To that end, the AAUP statement insists that candid evaluations must always rely on a high degree of confidentiality: “the more constructive and developmental the evaluation, the greater the desirability of confidentiality sufficient to encourage the individual to undertake a midcourse correction.”

Based on these principles, the Committee proposes the following changes, listed in order of their appearance in the AD14 policy recommendations below:

Under Process, the Committee recommends that the AD14 process include a reporting requirement whereby all reviews, when conducted, are reported to a central office at the Provost’s level. This office can thus keep track of which administrators are reviewed and when, and see to it that both AD14 and annual reviews are being conducted in a timely manner even for administrators who do not serve a full five-year term.

Under Guidelines, the Committee believes that it is *always* desirable to initiate a review when a principal academic office is vacated, and that AD14 reviews should serve as “exit reviews” in all such situations, regardless of the length of time the administrator has served.

Next, the Committee proposes a communication from administration to the academic unit subsequent to the completion of each AD14 review. AD14 Policy states: “opportunities should be provided for feedback to the reviewers to indicate serious consideration has been given to the recommendation.” The Committee recommends that the administrator supervising the review shall prepare a summary, in general terms that do not violate the confidentiality of the review, of the major findings and the incumbent’s feedback, including objectives and goals for the next five years. This summary will be distributed to faculty and staff in the academic unit.

Finally, the Committee recommends that progress toward these five-year objectives and goals should be an important part of the “conventional annual evaluations” that supplement the AD14 five-year schedule. We recommend that these annual reviews function similar to annual faculty reviews, so that administrators are encouraged to define annual goals for their units and account for the achievement of those goals.

### **Recommendations**

In light of the principles enumerated above, the Senate Committee on Faculty Affairs recommends the following revisions to Policy AD14. Only the Process and Guidelines Sections of AD14 for which edits are proposed is shown in this revision. The entire document, Policy AD14 is available at <http://guru.psu.edu/policies/AD14.html>. Deletions are marked by strike-

through and insertions are italicized:

#### **PROCESS:**

Because of the diversity of the University, the specific process for periodic review of academic administrative officers and their offices is not prescribed for each unit.

Each academic administrative officer directly responsible to either the Executive Vice President and Provost or the Senior Vice President for Health Affairs and Dean of the College of Medicine shall, in consultation with either the Executive Vice President and Provost or the Senior Vice President for Health Affairs and Dean of the College of Medicine and the appropriate administrative and faculty groups for this office, develop a process for the review of those academic administrative officers and their offices reporting to him or her within guidelines listed below.

The processes shall without exception include mechanisms whereby *a central office at the provost's level, as well as* faculty of the pertinent unit shall be informed when the review is started, when the review is completed, and that the next highest academic administrative officer has been informed of the results of the review *and has prepared and distributed a summary to faculty and staff in the academic unit.*

#### **GUIDELINES:**

Academic administrative officers and their offices ordinarily shall be reviewed at regular intervals. The offices of Deans and their Associate or Assistant Deans, as well as Chancellors and the Directors of Academic Affairs, may be scheduled for simultaneous or separate reviews. Such reviews, however, shall be conducted in addition to conventional annual evaluations. The typical period between reviews *shall* ~~will~~ be five years; however, some flexibility is afforded depending upon circumstances. ~~Sometimes it may be~~ *It is always* desirable to initiate an exit review when a principal academic office is vacated, e.g., by resignation or retirement, or when significant changes are proposed.

Responsibility for initiating and implementing the periodic review of academic administrative officers and their offices rests with the administrator at the next highest level.

Academic members of the unit being reviewed shall be significantly involved in the review process. Appropriate academic members from other related units, and academic administrative peers, are recommended to be included in the review process. ~~Opportunities should be provided for feedback to the reviewers to indicate serious consideration has been given to the recommendation(s).~~

The general results of the review shall be made known to the responsible academic administrative officer by the next highest academic administrative officer. *Within 30 days, the administrator under review shall submit a response*

*concerning actions taken, underway, and planned. In general terms that do not violate the confidentiality of the review or the incumbent's response, the administrator supervising the review shall prepare a summary of the major findings and the incumbent's objectives and goals for the next five years. This summary shall be distributed to faculty and staff in the academic unit. Confidentiality of personnel evaluations shall be maintained.*

*As part of the conventional annual review referenced above, each administrator shall submit to his or her supervisor a progress report based on the five-year goals enumerated in his or her most recent AD14 review or if prior to the administrator's first AD14 review, goals outlined in consultation with his or her supervisor.*

#### SENATE COMMITTEE ON FACULTY AFFAIRS (2013-2014)

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SENATE COMMITTEE ON UNDERGRADUATE EDUCATION

Pennsylvania State University Academic Integrity Violation Report

(Informational)

University Faculty Senate policy 49-20 defines and details expectations for academic integrity for all members of the University community. Violation of Academic Integrity is a violation of this policy and a violation of one of the sixteen categories of the University's code of conduct. Unlike all other code categories, violations of academic integrity are primarily managed by faculty and staff from the Colleges and/or Campus Academic Affairs units, a change that was instituted in 2001. The Office of Student Conduct is designated as the unit that maintains the only records of violations that are reported throughout the University community. The information provided in this report is based on the cases forwarded to the Office of Student Conduct and Student Conduct Designees throughout the Penn State system.

Figure 1 shows the number of cases managed throughout the University each academic year beginning with 2008-09. The steady increase over the years may be more indicative of increased participation by faculty, an increase in academic dishonesty behavior by students, or increased undergraduate enrollment. However, more study is needed to determine this increase. From an historical perspective, it may of interest to note that 346 incidents were reported ten years ago, during the 2002-03 academic year.

**Figure 1: Number of Reported Academic Integrity Violations**

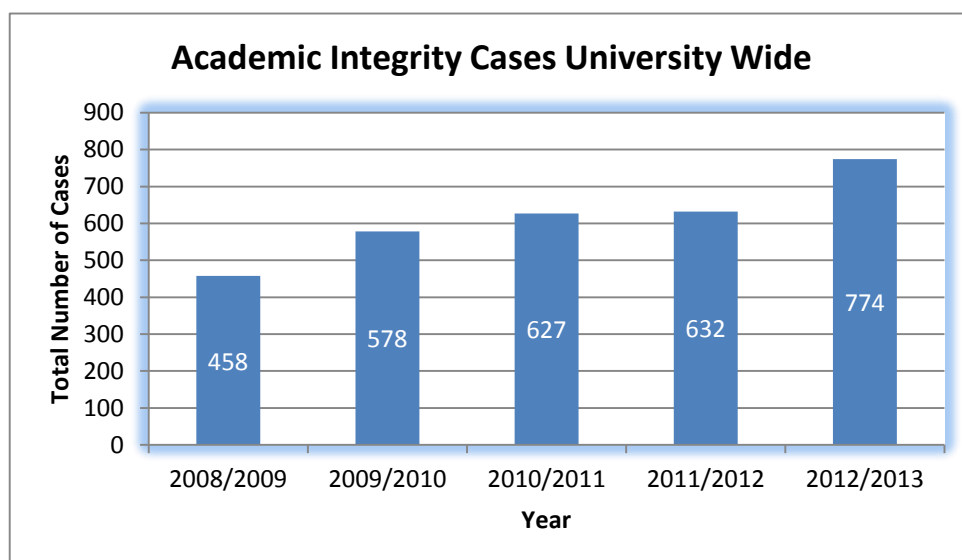


Figure 2 breaks down the particular student behaviors that resulted in academic integrity violations. The categories listed have been modified over time to reflect changes in student behavior. For example, the “Improper Use of Technology” was once a category limited to

computer misuse. With the increase of other forms of technology, the category has been broadened.

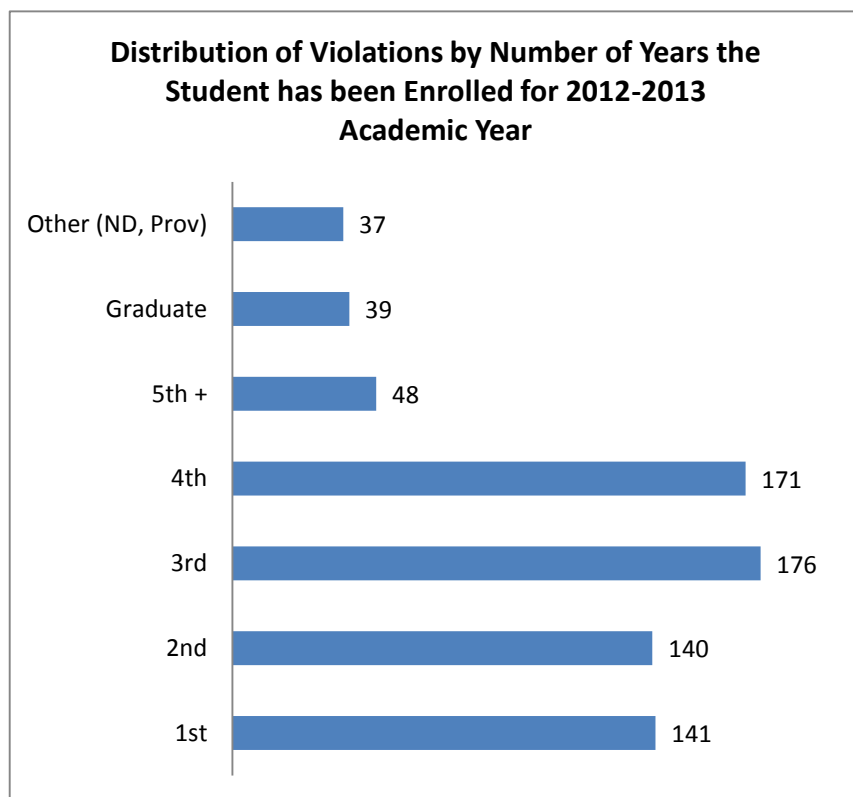
In looking at comparisons over multiple years, the two categories in which we consistently see the highest numbers of violations are “Copying” and “Submitting Another Person’s Work as Your Own”, often referred to as Plagiarism. The category of copying most often involves copying homework assignments or copying during an exam. Proactive initiatives by faculty such as using multiple exam forms and intentional seating design during exams may influence the incidence of these types of violations. Faculty members continue to utilize *Turn It In* as well as many other computer search programs to check student papers and assignments for plagiarism. A further review of the violations also shows an increase in students turning in work submitted by other students during previous semesters. There is also a noticeable increase in the “Unauthorized Collaboration” category. The high number of cases in 2012/13 involved a few incidents that involved multiple students.

**Figure 2: Academic Integrity Violations by Specific Code**

<b>DISTRIBUTION OF CASES BY SPECIFIC VIOLATION ASSIGNED</b>					
<b>10. Violation of Academic Integrity</b>	<b>2008/2009</b>	<b>2009/2010</b>	<b>2010/2011</b>	<b>2011/2012</b>	<b>2012/2013</b>
<b>10.01, Copying</b>	104	138	136	103	202
<b>10.02, Submitting Another Person’s Work as Your Own or Submitting Another Person’s Work without Proper Citation</b>	260	328	338	348	293
<b>10.03, Unauthorized Test Possession, Purchase, or Supplying</b>	4	12	8	8	11
<b>10.04, Ghosting</b>	0	12	1	9	19
<b>10.05, Altering Exams or Assignments</b>	3	1	6	0	3
<b>10.06, Improper Use of Technology</b>	2	0	2	14	11
<b>10.07, Fabricating of Information</b>	4	5	4	7	17
<b>10.08, Facilitating Violations of Academic Integrity by Others</b>	14	4	10	19	17
<b>10.09, Submitting Work Previously Used Without Permission</b>	6	2	10	4	6
<b>10.10, Tampering with Work of Other Students</b>	0	0	1	0	1
<b>10.11, Unauthorized Collaboration</b>	49	27	60	59	103
<b>10.12, Unauthorized Use of Study Aids</b>	15	24	25	41	49
<b>10.99, Other</b>	15	22	11	19	30
<b>TOTAL</b>	<b>476</b>	<b>575</b>	<b>612</b>	<b>631</b>	<b>762</b>

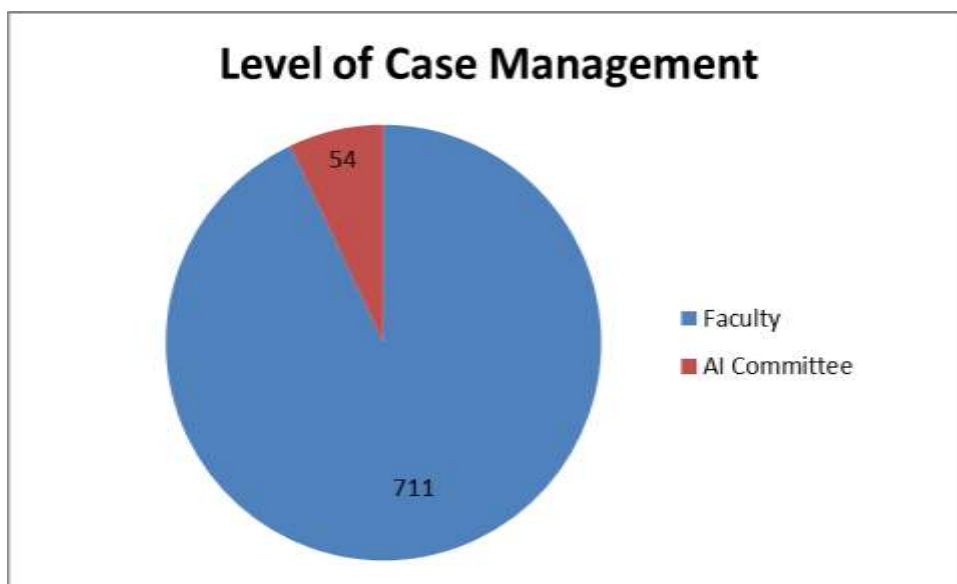
There is often an assumption that academic integrity violations occur most often when students are in their first year of study at the University and when they may not be as aware of the academic integrity policies. We have found that the distribution is more diverse with a greater number of incidents occurring in the junior and senior years

**Figure 3: Distribution by Student Year of Enrollment**



In the last report, provided to the Faculty Senate in 2007, there were data that reflected the number of cases managed by the Faculty, the Academic Integrity Committees of the colleges and campuses and the Office of Student Conduct (formally the Office of Judicial Affairs). One of the significant changes over the past five years was a change in the procedures when the outcome includes a disciplinary sanction. The Academic Integrity Committee in the college or at the campus now manages the entire case. Aside from centralized record keeping, the Office of Student Conduct is only involved when a disciplinary sanction is requested at the completion of the college/campus academic integrity process. Figure 4 shows the number of cases managed by the faculty as well as those cases that also required the involvement of the campus or college Academic Integrity Committee. In 2012-13 a disciplinary sanction was requested in 29 cases.

**Figure 4: Level of Case Management of Cases Managed 2012-2013**



**Other Changes:**

As noted earlier, there have been some changes to procedures since the last report was submitted in 2007. In addition to those noted above related to management of cases with discipline sanctions, and the updating of the names and descriptions of the violations, there have been some modifications to AAPP M G-9: Academic Integrity and the Sanctioning Guidelines document. These changes have been achieved through the work of an *ad hoc* academic integrity advisory group and extensive consultations with the colleges/campuses. This group also developed a single Academic Integrity form so that all faculty across the University record violations in the same fashion. In addition, this unified approach means that all students receive the same information about the academic integrity process, their right of appeal, and the time frame for the process. The advisory group continues to meet regularly and consider questions and improvements related to process and the development of resources to support faculty and students.

*\*Report prepared by Yvonne Gaudelius, Associate Vice President and Senior Associate Dean for Undergraduate Education, and Karen Feldbaum, Associate Director, Student Conduct*

SENATE COMMITTEE ON UNDERGRADUATE EDUCATION (2013-2014)

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- Christopher Palma
- Karen Pollack
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- Stephen J. Van Hook
- Fredric Weber
- Matthew Woessner

## SENATE COMMITTEE ON FACULTY RIGHTS AND RESPONSIBILITIES

### Annual Report for 2013-2014

(Informational)

University policy HR76 “Faculty Rights and Responsibilities” establishes the scope of the Senate Committee on Faculty Rights and Responsibilities. Petitions may be filed by faculty on the grounds of violations of academic freedom, procedural fairness, or professional ethics. Other avenues for resolution should be pursued before filing a petition including working with the college, campus or university ombudsperson.

The committee received four petitions between July 2013 and June 2014. In addition, one petition received at the end of June 2014 was carried forward for review by the 2014-2015 committee. This is a smaller number of petitions than has been seen in recent years (eight petitions in 2012-2013, eight petitions in 2011-2012, eight in 2010-2011, and nine in 2009-2010).

All four of this year’s petitions alleged procedural unfairness related to tenure and/or promotion reviews. The committee found sufficient evidence in all four of the petitions to investigate. Two of the petitions also claimed unfairness based on discrimination and in those cases the petitions were forwarded to the Office of Affirmative Action for a parallel review, as specified in HR76.

The committee found procedural unfairness in the tenure review process of one petitioner and recommended a remedy to the Vice Provost for Academic Affairs. The Vice Provost and Interim Provost accepted the committee’s recommendation and directed the relevant administrator to implement the remedy.

A second petition claimed procedural error in promotion to full professor. Upon investigation, the committee found evidence of procedural unfairness and recommended a remedy to the Vice Provost for Academic Affairs. Because the results of this review were concluded very recently it is not known if the Vice Provost will accept the recommendations of the committee.

For one petition claims of procedural fairness, breach of contract, and breach of protocol were investigated. Claims of breach of contract are not within the purview of the committee and were not taken up. The claim of procedural unfairness was investigated and was found to be without merit.

The final petition claimed irregularities during tenure evaluation, and racial discrimination. The petition was referred to the Office of Affirmative Action to investigate the claims of racial discrimination. After investigation, the Committee on Faculty Rights and Responsibilities found no evidence of procedural unfairness in the tenure review.

The Committee on Rights and Responsibilities provides an important service to the University as faculty members and administrators work together to make decisions on the most important and sensitive matters. It is labor intensive and requires the thoughtful consideration of each petition and careful deliberation on potential remedies, and the chair would like to thank all of the

members of this year's committee for their effort. We would like to thank the ombudspersons of the University for resolving many conflicts and disputes in the colleges and campuses. We would like to thank Blannie Bowen, Vice Provost for Academic Affairs, for working with the committee to improve awareness of the policies and procedures related to promotion and tenure and in that way reduce the number of complaints to the committee.

SENATE COMMITTEE ON FACULTY RIGHTS AND RESPONSIBILITIES (2013-2014)

- Mohamad A. Ansari
- Lori J. Bechtel-Wherry
- Victoria A. Braithwaite
- Dawn G. Blasko, Chair
- Lee Coraor
- Barbara I. Dewey
- Timothy Lawlor
- Amanda L. Maple
- Paula Milone-Nuzzo

SENATE COMMITTEE ON INTERCOLLEGIATE ATHLETICS  
Annual Report of Academic Eligibility and Athletic Scholarships for 2013-14  
 (Informational)

## Introduction

Each year the Senate Committee on Intercollegiate Athletics is mandated to provide a report on Penn State athletic activities to the Senate. Included in this report are basic statistical data, a summary of the Committee on Intercollegiate Athletics activities and related legislation passed during AY 2013-14, student-athlete academic highlights, team-by-team data on the Academic Progress Rate (APR), three reports on the Graduation Success Rate (GSR), two reports on the Federal Graduation Rate (FGR).

Total Number of Student-Athletes (Academic year 2013 - 2014) = 2162\* (counting indoor and outdoor track as separate teams)

1. Total Number of Student-Athletes Not Eligible (Fall 2013 & Spring 2014) = 50
2. Total Number of Scholarship Student-Athletes (Academic year 2013 - 2014) = 581\*
3. Total Number of Medical Non-Counter Student-Athletes (Fall 2013 & Spring 2014) = 16
4. Total Number of Exhausted Eligibility Student-Athletes (Fall 2013 & Spring 2014) = 8
5. Comparison of Data Beginning AY 2009-10:

	<b>2009- 2010</b>	<b>2010- 2011</b>	<b>2011- 2012</b>	<b>2012- 2013</b>	<b>2013- 2014</b>
<b>Total Number of Student-Athletes</b>	1995	2036	1998	2145*	2162
<b>Student-Athletes Not Eligible</b>	60	48	42	41	50
<b>Scholarship Student-Athletes</b>	492	484	488	544*	581

\*Increase due to addition of men's and women's ice hockey as a varsity sport in 2012.

## Summary of Committee on Intercollegiate Athletics Activities during AY 2013-14

1. Implementation of the 8-Day Rule for Missed Class Time

This past year was the first year of implementation for the new policy that converted the 75-hour rule to the 8-day rule. There were no problems with scheduling and student-athletes' fall GPAs were a bit higher than usual and a number of academic records were broken during the year. The Committee on Intercollegiate Athletics will continue to monitor the 8-day rule with regard to student-athlete academic achievement and overall health and well-being.

2. Guideline for Missed Class Time during Summer Sessions

There should be no missed class time during Maymester.

In keeping the logic of the 8 day rule as well as the intensity of the two summer sessions, it seems reasonable to suggest that if a student-athlete will miss more than 3 days of classes of a 3 credit course per 6 week semester, the student-athlete not schedule a course(s) in the 1<sup>st</sup> and/or 2<sup>nd</sup> semester. This is more conservative than in the regular semester, but given the intensity of the work, missing 3 days, especially consecutive days, would like present significant academic challenges. If the student-athlete



was not going to miss consecutive days, the 3 days guideline may be more flexible, depending on the academic health of the student-athlete.

3. The Faculty Partner Program (FPP)

The FPP is a joint venture between IAC and the Department of Intercollegiate Athletics to increase contact and collaboration between faculty members, coaches and student-athletes. It is in its second year of operation. Thirteen of the 31 teams have faculty partners and four others have requested partners. An end of the year survey in April 2014 indicated that for the vast majority of participants, the program is an added benefit to everyone involved.

4. Transition to Committee on Campus Athletics

During the past year the transition to the extra-senatorial committee on campus athletics went smoothly.

5. Review on Concussion Management

During the past AY the IAC engaged in two activities related to better understanding concussion management: one was a self-study requested from the Coalition on Intercollegiate Athletics and the other was a survey conducted by the Big Ten Conference. In both instances participating universities shared best practices and procedure. Penn State's policies and procedures are consistent with, if not superior to, other benchmark universities. Dr. Wayne Sebastianelli, Tim Bream, and Dr. Sam Slobonouv also attended a meeting between the Big Ten and Ivy League conferences to share best practices with regard to treatment and management of concussion, return to play, and research related to concussion management. With regard to research, compared to other universities, Penn State has a well-developed research agenda and impressive publication record.

6. Addition of Resource People to IAC

Three people were added as resource people to complement the work of the IAC. These were Julie Del Girono, Athletics Integrity Officer; Matthew Stolberg, Associate Athletic Director and Director of Compliance; and the Chairperson of the Student-Athlete Activities Board (SAAB).

7. Self-study and the Rawlings Panel on Intercollegiate Athletics at the University of North Carolina at Chapel Hill

The IAC undertook a self-study using the report from the Rawlings Panel on Intercollegiate Athletics at the University of North Carolina at Chapel Hill as a framework for the task. The Rawlings Panel made 28 recommendations under the following six headings: Oversight and Management; Financial Priorities; Network of Peers; Treatment of Student/Athletes in Admissions, Eligibility and Time Commitments; Mandatory Education Programs for Coaches; and Enhancing the UNC-CH's Leadership Team's Knowledge of Intercollegiate Athletics.

Based on this self-study, the IAC concluded that the relationship between the IAC and the Penn State Department of Intercollegiate Athletics was healthy and that the IAC was operating as it should. We reported an informational report to go to CC&R for long term members of the committee.

8. Continued and Future Self-monitoring of Student-Athlete Academic Excellence

The Committee on Intercollegiate Athletics continues to monitor various metrics of student-athlete academic performance. Historically the Committee has reviewed a report on student-athlete distribution in majors and colleges every other year. In addition to that report, two self-monitoring reports will be reviewed by the Committee: an examination of student-athletes who have been granted a reserved space vis-à-vis their academic performance over the first year and student-athlete course enrollment data. Ideally these reports will be spaced at reasonable time intervals (e.g., once every three years). We will attempt during the AY 2014-15 to complete as many of these reports and reviews as possible. The Committee will then establish a time table for future reports.

### **Student-Athlete Academic Highlights**

#### *Fall 2013 Semester – Academic Highlights*

- Penn State’s 31 varsity athletic teams had an average Fall 2013 semester team GPA of 3.04. (This number counts indoor track, outdoor track, and cross-country as separate teams, even though many student-athletes are members of all three teams.)
- 19 Penn State varsity athletic teams (out of 31) had a Fall 2013 semester GPA over a 3.00. (This number counts indoor track, outdoor track, and cross-country as separate teams, even though many student-athletes are members of all three teams.)
- 197 Penn State student-athletes made the Dean’s List after the Fall 2013 semester (3.50 GPA with at least 12 credits earned for the semester).
- 84 Penn State student-athletes (in 7 fall sports) earned Academic All-Big Ten honors. Below is the number of selections from each team.
 

- Football	25 selections
- Women’s Soccer	14 selections
- Men’s Soccer	9 selections
- Men’s Cross Country	4 selections
- Women’s Cross Country	11 selections
- Women’s Volleyball	9 selections
- Field Hockey	12 selections
- 468 Penn State student-athletes earned a GPA of 3.00 or above in the Fall 2013 semester. This is 59% of the 798 overall Penn State student-athletes (this counts student-athletes only once even if they are on more than one team roster and includes student-athletes enrolled in less than 12 credits during the Fall 2013 semester).
- Fall 2013 Academic All-Americans: (1) John Urschel, Football (2x honoree)  
(2) Katie Slay, Women’s Volleyball

#### *Big Ten, Winter, Academic All-Big Ten Selections*

- 65 Penn State student-athletes (in 8 winter sports) earned Academic All-Big Ten honors. Below is the number of selections from each team.
 

- Men’s Swimming & Diving	13 selections
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- Women's Swimming & Diving	16 selections
- Men's Basketball	3 selections
- Women's Basketball	3 selections
- Men's Gymnastics	4 selections
- Women's Gymnastics	6 selections
- Wrestling	5 selections
- Men's Ice Hockey	15 selections

**\*Through (20) years of full membership in the Big Ten Conference, 4,477 Penn State student-athletes have been recognized as Academic All-Big Ten Conference selections (total after the 2012-2013 AY).**

*Spring 2014 Semester – Academic Highlights*

- Penn State's 31 varsity athletic teams had an average Spring 2014 semester team GPA of 3.10. (This number counts indoor track, outdoor track, and cross-country as separate teams, even though many student-athletes are members of all three teams.)
- 21 Penn State varsity athletic teams (out of 31) had a Spring 2014 semester GPA over a 3.00. (This number counts indoor track, outdoor track, and cross-country as separate teams, even though many student-athletes are members of all three teams.)
- 205 Penn State student-athletes made the Dean's List after the Spring 2014 semester (3.50 GPA with at least 12 credits earned for the semester).
- 136 Penn State student-athletes (in 16 spring/at-large sports) earned Academic All-Big Ten honors. Below is the number of selections from each team.

- Softball	9 selections	- Baseball	15 selections
- Women's Lacrosse	15 selections	- Men's Lacrosse	13 selections
- Women's Fencing	6 selections	- Men's Fencing	6 selections
- Men's Golf	7 selections	- Women's Golf	7 selections
- Women's Tennis	2 selections	- Men's Tennis	5 selections
- Women's Track (In/Out)	21 selections	- Men's Track (In/Out)	13 selections
- Men's Volleyball	4 selections	- Women's Ice Hockey	13 selections

- Overall, Penn State had 285 Academic All-Big Ten selections during the 2013-2014 academic year.
- Through (21) years of full membership in the Big Ten Conference, 4,762 Penn State student-athletes have been recognized as Academic All-Big Ten Conference selections.
- 461 Penn State student-athletes earned a GPA of 3.00 or above in the Spring 2014 semester. This is 62% of the 749 Penn State student-athletes (this counts student-athletes only once even if they are on more than one team roster and includes student-athletes enrolled in less than 12 credits during the Spring 2014 semester).
- Spring 2014 Academic All-Americans:
  - (1) David Taylor, Wrestling
  - (2) Gabrielle Shishkoff, W. Swimming/Diving

- **Overall, there have been 186 Academic All-Americans all-time at Penn State.**

Note: The statistical information outlined the Fall 2013 and Spring 2014 semesters includes the following student-athletes:

- Student-athletes actively participating on a varsity team (eligible and ineligible)
- Student-athletes medically unable to participate, but are completing their degrees
- Student-athletes whose eligibility has been exhausted, but are receiving athletic aid and completing their degrees

*Big Ten Conference Distinguished Scholar Award Recipient History (established in February 2008)*

<b>*2008-2009 academic year</b>	<b>62 student-athletes recognized</b>
<b>*2009-2010 academic year</b>	<b>57 student-athletes recognized</b>
<b>*2010-2011 academic year</b>	<b>45 student-athletes recognized</b>
<b>*2011-2012 academic year</b>	<b>51 student-athletes recognized</b>
<b>*2012-2013 academic year</b>	<b>68 student-athletes recognized</b>
<b>*2013-2014 academic year</b>	<b>73 student-athletes recognized</b>

\*Overall PSU Six-Year Total 356 student-athletes recognized

**Highlights of Penn State's Academic Progress Rate (APR) for the Cohort of AY 2009-10 through AY 2011-12 Federal Graduation Rate (FGR), Graduation Success Rates (GSR) for 2013-14 (See appended tables for further detail).**

NOTES: The APR is based on four years of data, with the most current year's data added and the oldest year removed to create a four-year (multi-year) rolling rate. The APR scores are a measure of eligibility and retention/graduation for each student-athlete receiving athletic aid during the identified academic semester/year. Retention is evaluated for each student-athlete with the following question in mind: Did that student-athlete return to the institution the next semester (students can earn 2 points after the fall semester and 2 points after the spring and summer semesters). Eligibility is evaluated using NCAA, conference (if applicable), and institutional standards.

APR is calculated by dividing all possible points for all scholarship athletes into total points earned. The APR minimum academic standard to participate in postseason competition is 900. Beginning with 2012-13 championships, teams must earn a minimum 900 four-year APR or a 930 average over the most recent two years to be eligible to participate. For 2014-15 championships, teams must earn a 930 four-year average APR or a 940 average over the most recent two years to participate in championships. In 2015-16 and beyond, teams must earn a four-year APR of 930 to compete in championships.

The Graduation Success Rate (GSR) is a percentage of scholarship student athletes graduating during a six-year window. Each cohort includes freshmen (fall and mid-year) plus incoming transfer students less any athletes who left the institution in good academic standing.

The Federal Graduation Rate (FGR) measures the percentage of fall, first-time, full-time freshman who graduate within six years of entering their original four-year institution.

NOTE:

- Seven teams achieved APR rates of 1000 (the highest rating possible): Men's cross-country, men's tennis, women's cross-country, field hockey, women's golf, women's ice hockey, and women's tennis.
- The class of 2006-2007 had a federal graduation rate of 77% - Division I average is 65%. (The 77% graduation rate is the third highest in the Big Ten Conference.)
- Penn State's four-year (2003-2006) Graduation Success Rate (GSR) is 88% - Division I average is 81%. (The 88% GSR is tied for fourth overall in the Big Ten Conference.)

Note: This report has been prepared by Dr. Linda Caldwell, Faculty Athletics Representative, and Mr. Russell Mushinsky, Director of the Morgan Academic Support Center for Student-Athletes

**NCAA ACADEMIC PROGRESS RATE (APR) INFORMATION**  
**2012-2013 (FOUR-YEAR DATA) / RELEASED IN MAY 2014**  
**PENN STATE RANKINGS**

<b>Penn State Intercollegiate Athletic Teams</b>	<b>Multi-Year Team APR</b>	<b>APR Ranking w/in Big Ten Conference</b>	<b>APR All Division I Average</b>	<b>APR Public Institution Average</b>
Baseball	984	6 <sup>th</sup> (13)	967	962
Men's Basketball	964	10 <sup>th</sup> (14)	957	952
Men's Cross Country	1,000	Tied for 1 <sup>st</sup> (12)	977	972
Men's Fencing	958	2 <sup>nd</sup> (2)	980	970
Football	954	13 <sup>th</sup> (14)	951	947
Men's Golf	981	Tied for 10 <sup>th</sup> (14)	975	971
Men's Gymnastics	989	4 <sup>th</sup> (7)	981	981
Men's Ice Hockey	977	5 <sup>th</sup> (6)	984	979
Men's Lacrosse	980	2 <sup>nd</sup> (5)	975	969
Men's Soccer	950	Tied for 8 <sup>th</sup> (9)	970	964
Men's Swimming	975	9 <sup>th</sup> (10)	977	971
Men's Tennis	1,000	Tied for 1 <sup>st</sup> (12)	977	974
Men's Indoor Track	997	1 <sup>st</sup> (12)	967	961
Men's Outdoor Track	997	2 <sup>nd</sup> (13)	969	964
Men's Volleyball	969	2 <sup>nd</sup> (2)	981	977
Wrestling	977	6 <sup>th</sup> (14)	962	958
Women's Basketball	990	4 <sup>th</sup> (14)	973	968
Women's Cross Country	1,000	Tied for 1 <sup>st</sup> (14)	985	982
Women's Fencing	947	3 <sup>rd</sup> (3)	987	980
Field Hockey	1,000	Tied for 1 <sup>st</sup> (9)	988	985
Women's Golf	1,000	Tied for 1 <sup>st</sup> (14)	985	983
Women's Gymnastics	990	8 <sup>th</sup> (10)	990	991
Women's Ice Hockey	1,000	1 <sup>st</sup> (4)	990	987
Women's Lacrosse	987	Tied for 3 <sup>rd</sup> (5)	986	981
Women's Soccer	989	6 <sup>th</sup> (14)	982	980
Softball	988	Tied for 7 <sup>th</sup> (14)	980	976
Women's Swimming	992	7 <sup>th</sup> (13)	987	985
Women's Tennis	1,000	Tied for 1 <sup>st</sup> (14)	983	980
Women's Indoor Track	991	Tied for 3 <sup>rd</sup> (13)	978	974
Women's Outdoor Track	993	2 <sup>nd</sup> (13)	980	975
Women's Volleyball	984	13 <sup>th</sup> (14)	982	978

(#)  
=

Number of schools in the Big Ten Conference who sponsor the sport.

# NCAA GRADUATION SUCCESS RATE (GSR) RANKINGS, BIG TEN CONFERENCE 2003-2006 COHORT

STUDENT-ATHLETE GSR (4-Year Percentage)		MALE STUDENT-ATHLETE GSR (4-Year Percentage)		FEMALE STUDENT-ATHLETE GSR (4-Year Percentage)	
Institution	%	Institution	%	Institution	%
Northwestern	97	Northwestern	95	Northwestern	98
Illinois	90	Penn State	85	Michigan State	97
Ohio State	89	Illinois	85	Ohio State	96
Penn State	88	Ohio State	84	Illinois	95
Iowa	88	Rutgers	84	Maryland	95
Michigan	88	Iowa	83	Michigan	95
Rutgers	88	Michigan	82	Penn State	94
Michigan State	87	Minnesota	80	Iowa	94
Maryland	86	Maryland	79	Minnesota	94
Minnesota	86	Michigan State	79	Wisconsin	94
Wisconsin	85	Wisconsin	77	Indiana	92
Indiana	82	Indiana	73	Rutgers	92
Nebraska	80	Nebraska	73	Nebraska	91
Purdue	80	Purdue	73	Purdue	90
Overall Division I	81		75		88

## NCAA GRADUATION SUCCESS RATE (GSR) RANKINGS, BIG TEN CONFERENCE 2003-2006 COHORT

AFRICAN AMERICAN STUDENT-ATHLETE GSR (4-Year Percentage)		AFRICAN AMERICAN MALE STUDENT-ATHLETE GSR (4-Year Percentage)		AFRICAN AMERICAN FEMALE STUDENT-ATHLETE GSR (4-Year Percentage)	
Institution	%	Institution	%	Institution	%
Northwestern	92	Northwestern	92	Michigan	100
Penn State	88	Penn State	91	Illinois	95
Rutgers	85	Rutgers	84	Michigan State	95
Maryland	79	Nebraska	76	Ohio State	95
Nebraska	79	Maryland	73	Maryland	93
Illinois	78	Illinois	72	Nebraska	92
Michigan State	71	Michigan State	63	Northwestern	92
Ohio State	71	Iowa	61	Indiana	90
Michigan	65	Ohio State	61	Rutgers	88
Iowa	64	Minnesota	60	Iowa	86
Indiana	62	Indiana	58	Purdue	81
Minnesota	62	Michigan	57	Minnesota	80
Purdue	61	Purdue	55	Penn State	79
Wisconsin	56	Wisconsin	52	Wisconsin	75
Overall Division I	66		61		78



# NCAA GRADUATION SUCCESS RATE (GSR) RANKINGS, BIG TEN CONFERENCE

## 2003-2006 COHORT

<u>STUDENT-ATHLETE GSR</u> (4-Year Percentage)		<b>MALE STUDENT-ATHLETE GSR</b> (4-Year Percentage)		<b>FEMALE STUDENT-ATHLETE GSR</b> (4-Year Percentage)	
<b>Institution</b>	<b>%</b>	<b>Institution</b>	<b>%</b>	<b>Institution</b>	<b>%</b>
Northwestern	97	Northwestern	95	Northwestern	98
Illinois	90	Penn State	85	Michigan State	97
Ohio State	89	Illinois	85	Ohio State	96
Penn State	88	Ohio State	84	Illinois	95
Iowa	88	Rutgers	84	Maryland	95
Michigan	88	Iowa	83	Michigan	95
Rutgers	88	Michigan	82	Penn State	94
Michigan State	87	Minnesota	80	Iowa	94
Maryland	86	Maryland	79	Minnesota	94
Minnesota	86	Michigan State	79	Wisconsin	94
Wisconsin	85	Wisconsin	77	Indiana	92
Indiana	82	Indiana	73	Rutgers	92
Nebraska	80	Nebraska	73	Nebraska	91
Purdue	80	Purdue	73	Purdue	90
Overall Division I	81		75		88

**NCAA GRADUATION RATE RANKINGS, BIG TEN CONFERENCE  
CLASS OF 2006-2007, FEDERAL GRADUATION RATES**

<u>ALL STUDENTS (2006-2007)</u>		<u>ALL STUDENTS (4-Year Average)</u>		<u>ALL STUDENT-ATHLETES (2006-2007)</u>		<u>ALL STUDENT-ATHLETES (4-Year Average)</u>	
<b>Institution</b>	<b>%</b>	<b>Institution</b>	<b>%</b>	<b>Institution</b>	<b>%</b>	<b>Institution</b>	<b>%</b>
Northwestern	93	Northwestern	94	Northwestern	91	Northwestern	89
Michigan	91	Michigan	90	Illinois	80	Penn State	78
Penn State	86	Penn State	86	Penn State	77	Michigan	78
Illinois	84	Illinois	83	Rutgers	77	Illinois	77
Wisconsin	83	Maryland	82	Michigan	76	Ohio State	75
Maryland	82	Wisconsin	82	Ohio State	76	Maryland	74
Ohio State	82	Ohio State	79	Wisconsin	75	Michigan State	72
Michigan State	79	Michigan State	78	Maryland	74	Rutgers	72
Rutgers	79	Rutgers	78	Michigan State	73	Wisconsin	72
Indiana	75	Indiana	73	Purdue	73	Iowa	71
Minnesota	73	Iowa	70	Iowa	72	Purdue	71
Iowa	70	Minnesota	70	Minnesota	69	Minnesota	69
Purdue	70	Purdue	68	Nebraska	69	Indiana	65
Nebraska	65	Nebraska	65	Indiana	66	Nebraska	58
Overall Division I	64		63		65		65

**2013 Federal Graduation Rate/NCAA Graduation Success Rate (GSR) – National Comparison**

Appendix N

9/9/14

<u>INSTITUTION</u>	<u>ALL STUDENTS</u> <u>(2006-2007)</u>	<u>ALL STUDENTS</u> <u>4-Year Average</u> <u>(2003-2006)</u>	<u>ALL STUDENT-</u> <u>ATHLETES</u> <u>(2006-2007)</u>	<u>ALL STUDENT-ATHLETES</u> <u>4-Year Average</u> <u>(2003-2006)</u>	<u>GRADUATION SUCCESS</u> <u>RATE (GSR)</u> <u>(4-Year Average, 2003-2006)</u>
Penn State	86 (12 <sup>th</sup> )	86 (12 <sup>th</sup> )	77 (Tied 4 <sup>th</sup> )	78 (6 <sup>th</sup> )	88 (Tied 8 <sup>th</sup> )
Baylor	75	72	60	64	86
Boston College	92	91	77	79	96
California	91	91	64	68	78
Duke	94	94	86	86	98
Florida	85	84	61	60	83
Florida State	75	73	63	58	81
Maryland	82	82	74	74	86
North Carolina	89	88	67	72	86
Notre Dame	95	96	84	88	99
Oklahoma	66	66	58	55	76
Pittsburgh	79	78	61	64	77
Rutgers	79	78	77	72	88
Stanford	95	95	93	93	97
Temple	66	66	62	69	81
Texas	79	80	64	67	80
Texas A & M	80	80	69	68	77
UCLA	92	90	74	74	87
USC	90	89	61	64	77
Vanderbilt	92	91	75	73	91
Virginia	93	93	77	77	88

Virginia Tech	83	81	73	71	90
Wake Forest	87	89	75	79	94
DIVISION I	64	63	65	65	81

SENATE COMMITTEE ON INTERCOLLEGIATE ATHLETICS (2013-2014)

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- Renee Borromeo
- Linda Caldwell
- Julie Del Giorno
- Charmelle Green
- David Han
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- David Joyner
- Arianna N Lantz
- Keefe B. Manning
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- Robert D. Ricketts
- Michael A. Ridenour
- David W. Saxe
- Matthew A. Stolberg
- Tramble T. Turner

## SENATE COMMITTEE ON STUDENT LIFE

### Initiatives at Penn State to Address Alcohol Issues among Students

(Informational)

Damon Sims, Vice President of Student Affairs, will present baseline metrics from some of the wide-ranging initiatives to address student alcohol issues at Penn State. The report is part of the Student Life Committee's effort to keep the Senate membership apprised of progress in addressing college student alcohol use and abuse.

#### SENATE COMMITTEE ON STUDENT LIFE (2013-2014)

- Steven L. Andelin
- Brian A. Aynardi, Vice Chair
- Brenden H. Dooley
- Brandon Hunt
- Barry A. Lee
- Katelyn R. Mullen
- Alexei Novikov
- Sarah Rhodes
- Nonny E. Schlotzhauer, Chair
- Lisa L. Sherwood
- Damon R. Sims
- Bradley J. Sottile
- Careen M. Yarnal

**Penn State Alcohol Initiatives Status Report, 2014**  
**Damon Sims, Vice President for Student Affairs**

Below is an update on metrics used to track student alcohol issues at Penn State. The Student Life Committee selected the metrics to keep the senate membership informed of progress in addressing college student alcohol use and abuse. The metrics were originally presented to the Faculty Senate in Fall 2012. Several metrics summarize the progress of key alcohol-related initiatives.

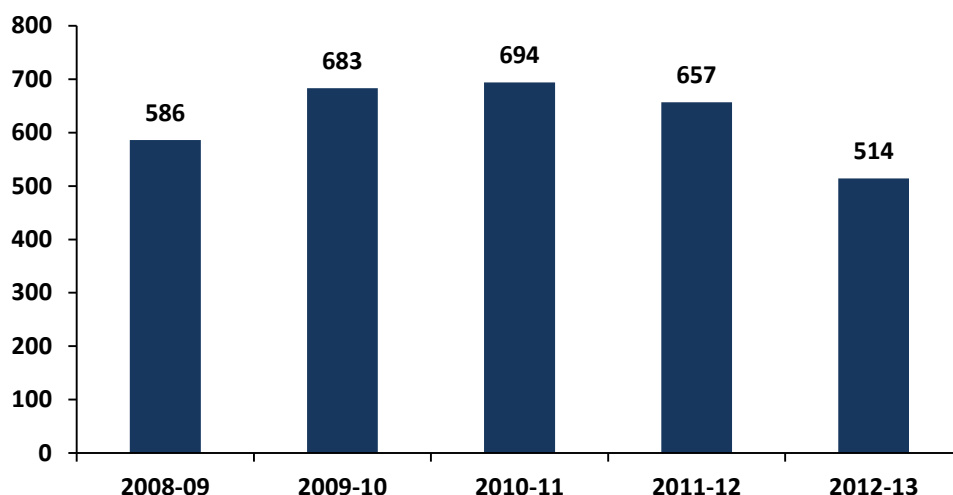
**A. Mount Nittany Medical Center Emergency Department data**

Mount Nittany Medical Center has been recording data on alcohol-related emergency visits of Penn State students since 1996. Mount Nittany Medical Center examines all electronic medical files related to alcohol at the end of each weekend to generate a list of students who have visited the Emergency Department. The de-identified information (date of incident, day of week, length of visit, age, sex, and blood alcohol content level) are entered into a spreadsheet categorized by month and year. This information makes it possible to examine trends in the annual number of alcohol-related Emergency Department visits by Penn State students.

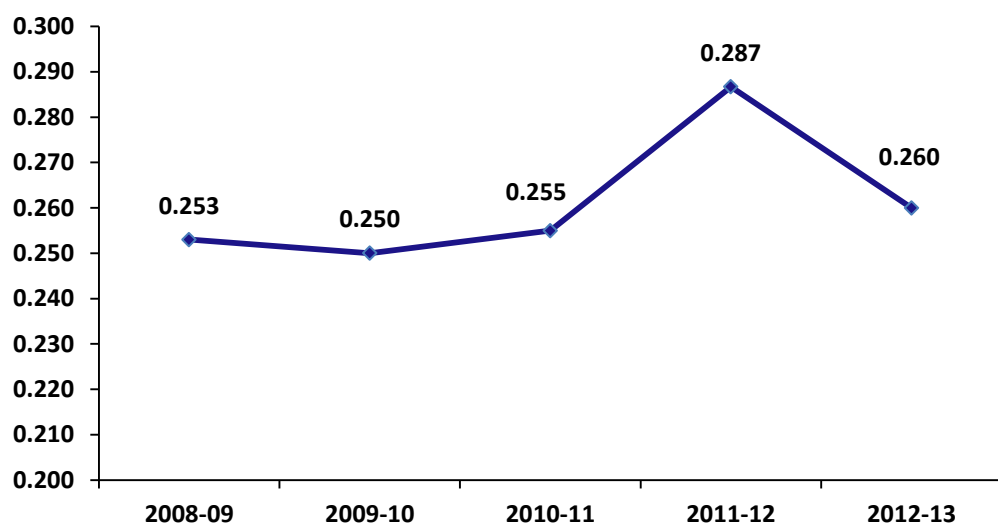
The Blood Alcohol Content (BAC) of a patient is measured at the discretion of the doctor. BAC levels are good indicators of the extent of alcohol consumption, but since this test is done at the discretion of each physician, BAC results are not consistently available for all of the alcohol-related emergency visits by Penn State students. Therefore, the figure below that reports average BAC level for student visits should be interpreted with caution.

The data is aggregated using the dates June 1 through May 31.

**A-1 Number of Penn State Student Alcohol-Related Visits to Mount Nittany Medical Center**



**A-2. Average BAC Levels for Penn State Students' Alcohol-Related Visits to Mount Nittany Medical Center**



**A-3. Pennsylvania State University Students Involved in Alcohol-Related Visits to MNMC Emergency Department by Month, 2003-2013**

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
June	5	4	2	10	7	11	22	21	4	6
July	11	9	13	20	18	21	30	42	17	10
August	8	14	17	15	32	45	49	66	36	32
September	36	31	54	77	64	104	102	124	76	83
October	25	35	75	59	57	72	86	135	114	100
November	31	18	38	51	14	51	72	44	70	38
December	11	24	13	38	40	41	49	29	34	46
January	9	17	22	30	41	29	41	38	46	49
February	11	21	26	32	43	48	67	64	71	53
March	13	16	31	47	37	51	50	42	61	37
April	11	34	39	43	68	76	85	72	119	48
May	7	4	10	27	24	37	30	17	9	12
<b>Total</b>	<b>178</b>	<b>227</b>	<b>340</b>	<b>449</b>	<b>445</b>	<b>586</b>	<b>683</b>	<b>694</b>	<b>657</b>	<b>514</b>

**B. Pulse Student Drinking data**

Information about students' self-reported consumption of alcoholic beverages has been gathered from samples of Penn State University students since 1995. The Penn State Pulse Student Drinking Survey has allowed for a comparison of student alcohol consumption patterns over the past years. These findings are used to

examine the effectiveness of prevention efforts, to identify at-risk populations, and to inform policy and practice. The survey is administered every one to two years.

The 2008 survey was significantly revised with the assistance of Dr. Rob Turrisi and his staff at the Prevention Research Center. While several comparisons to previous surveys are still applicable, many of the findings now reflect changes made in 2008. Between 2003 and 2008, surveys were administered by phone and also by Web at the request of University Health Services. In 2009 and 2010 the survey was administered by Web only.

As part of the Penn State Pulse Student Drinking Survey, students are asked about a series of consequences of alcohol use – both indirect (resulting from other students' drinking) and direct (resulting from their own drinking). The table below provides data for direct negative consequences by type of drinker.

High-risk drinking is defined as having four or more drinks in a two-hour period for women and five or more in a two-hour period for men. Occasional high-risk drinkers are those who report engaging in high-risk drinking one or two times during a two-week period. Frequent high-risk drinkers are those students who report engaging in high-risk drinking three or more times during a two-week period. Occasional high-risk drinkers are those who report engaging in high-risk drinking one or two times during a two-week period.

**B-1. Percentage of PSU Students Who Experienced Negative Consequences by Risk Category 2008, 2009, 2010, 2011, and 2013**

	Non-high-risk drinkers					Occasional high-risk drinkers					Frequent high-risk drinkers				
	2008	2009	2010	2011	2013	2008	2009	2010	2011	2013	2008	2009	2010	2011	2013
Have a hangover	44%	40%	42%	39%	39%	86%	82%	86%	80%	86%	94%	94%	94%	92%	92%
Miss a class	14%	8%	10%	9%	9%	38%	29%	32%	35%	34%	61%	53%	54%	56%	51%
Get behind in school work	13%	10%	11%	11%	9%	32%	31%	31%	29%	24%	45%	41%	39%	43%	39%
Do something you later regretted	19%	13%	15%	14%	15%	43%	45%	43%	40%	47%	64%	60%	61%	60%	59%
Get into trouble with the campus or local police	2%	1%	2%	2%	2%	5%	4%	5%	4%	3%	11%	8%	7%	11%	4%
Get hurt or injured	6%	4%	5%	4%	7%	16%	16%	16%	15%	20%	29%	35%	29%	32%	39%

**C. Conduct – University Park**

Staff in the Office of Student Conduct (OSC) receive referrals concerning alcohol and drug violations from off-campus police, University Police, Residence Life as well as from faculty, staff, students, administrators and community members. In 2001, Penn State University amended its Off-Campus Misconduct Policy to take into account



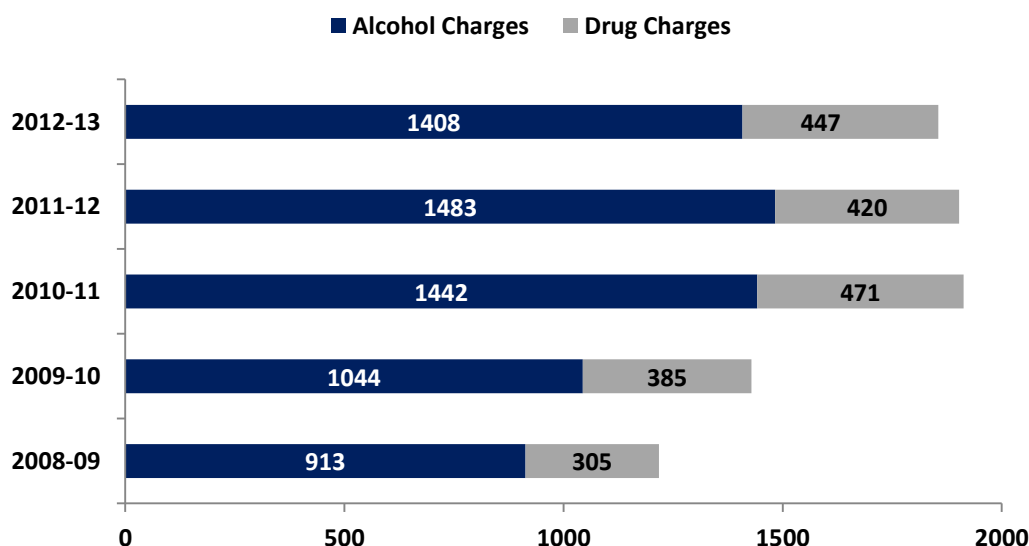
criminal violations occurring off campus, including alcohol-related violations. By late 2001, the State College Police Department began referring all criminal citations and arrests to OSC for review. When any allegation of misconduct is referred to OSC, it is reviewed to determine whether to proceed with a discipline conference or a more formal hearing. The majority of cases are settled in discipline conferences with a small number of cases being reviewed by a hearing board or administrative hearing.

Beginning with the fall 2010 semester, OSC began charging students for off-campus, minor alcohol and/or drug violations (e.g., first time underage possession or use of alcohol or possession of a small quantity of marijuana) that previously were handled through an email warning. The majority of these referrals are alcohol related. In addition, marijuana use became more prevalent in the residence halls and on campus. Thus, OSC witnessed a sharp increase in charges issued for both alcohol and drugs.

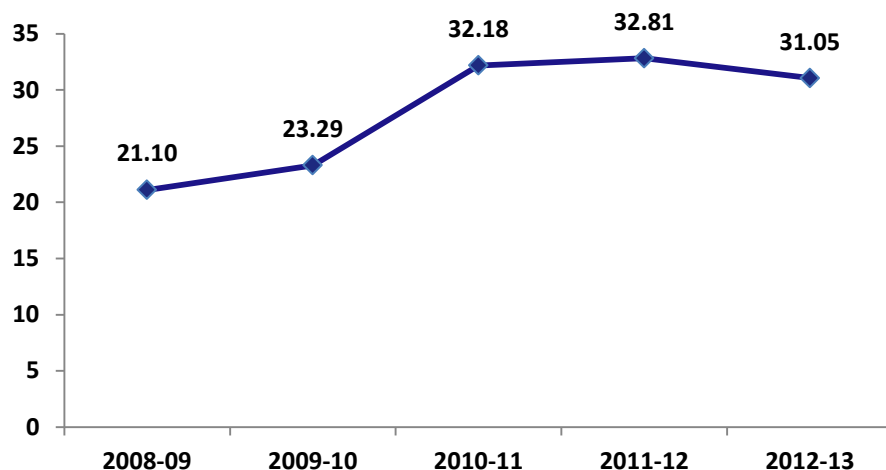
In 2012-13, OSC processed 1408 alcohol-related violations (the majority of which were underage possession, excessive consumption of alcohol, or driving while impaired) and 447 drug-related violations (the majority of which were use or possession of marijuana). In Chart C-2 the numbers of alcohol violations are standardized to represent the number of violations per 1,000 students.

The data is aggregated using the dates June 1 through May 31.

#### C-1. Alcohol and Drug Charges Processed by the Office of Student Conduct



### C-2. Office of Student Conduct Alcohol Charges per 1,000 Students



### C-3. Number of Drug and Alcohol Charges Assigned, 1998-2013

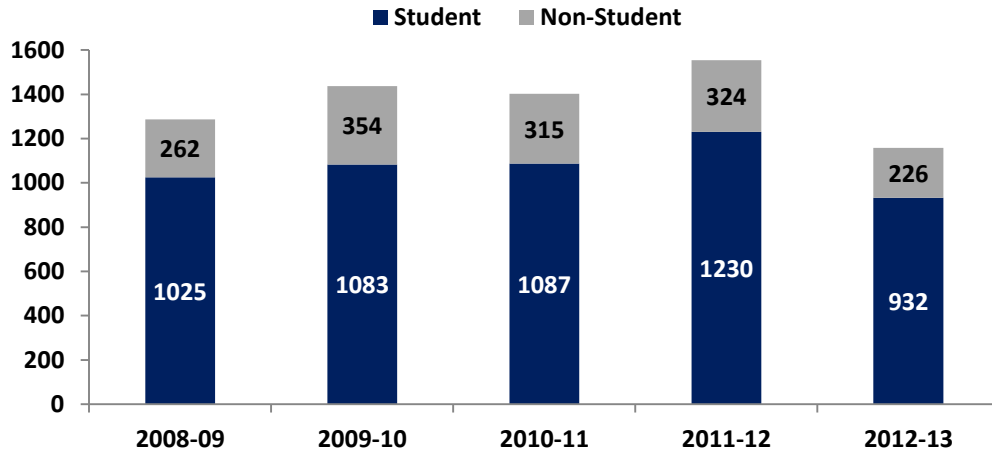
	Total	Alcohol	Drug
1998-99	292	NA	NA
1999-00	409	NA	NA
2000-01	428	NA	NA
2001-02	707	455	252
2002-03	928	630	298
2003-04	787	666	121
2004-05	901	736	165
2005-06	980	773	207
2006-07	1292	910	382
2007-08	1138	884	254
2008-09	1218	913	305
2009-10	1429	1044	385
2010-11	1913	1442	471
2011-12	1903	1483	420
2012-13	1855	1408	447

### D. State College Police data

The State College and University Park police provide data for alcohol violations on the University Park campus and in the borough of State College. Below are the data for liquor law violations. A liquor law violation includes purchase, consumption, possession, or transportation of beverages containing alcohol by a person who is under twenty-one years of age.

The data is aggregated using the dates June 1 through May 31.

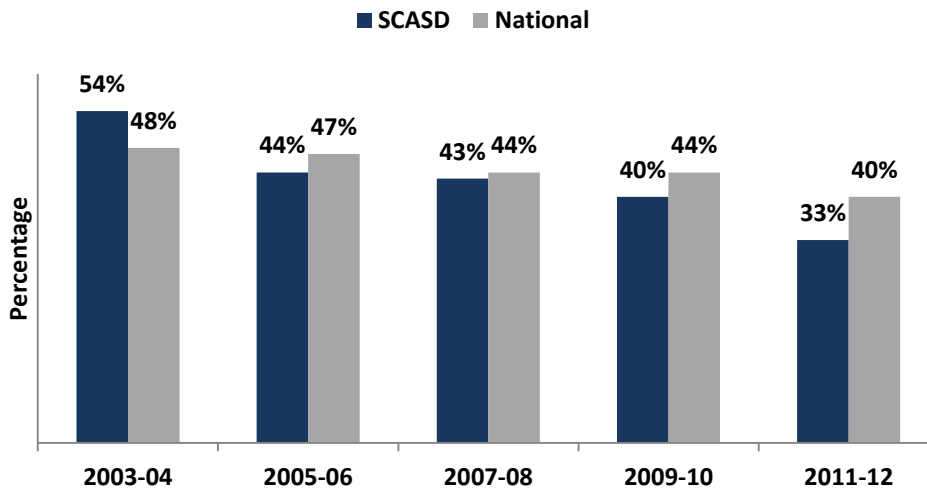
### D-1. Police Issued Citations for Liquor Law Violations



### E. State College Area School District data

In 2000, SCASD began participating in the Pennsylvania Youth Survey that includes questions about alcohol consumption. These data provide an idea of the level of alcohol consumption among SCASD high school students. Because the Youth Survey is administered nationally, the alcohol use of SCASD students can be compared with national usage. The most recent survey data (2011-12) are presented below.

#### E-1. Percent of 12<sup>th</sup> Graders Who Drank in the Last 30 Days



## **F. Penn State SAFE - Student Alcohol Feedback and Education**

Penn State SAFE (Student Alcohol Feedback and Education) is an online module for first-year students across Penn State's 20 undergraduate campuses. Penn State SAFE is designed to address alcohol issues prior to students' matriculation. The program provides students with information about their own drinking behavior, basic alcohol education, and an overview of community expectations. Additionally, students receive a personalized normative feedback report comparing their drinking behavior to campus drinking norms. Personalized normative feedback is an evidence-based strategy designed to decrease alcohol consumption by identifying misperception in drinking norms through an individualized approach.

The program was first implemented during summer 2011 using an implied mandate. For summer and fall 2012, approximately 14,350 students from all Penn State campuses participated in the program. Of those, 13,004 fully completed the module, a 79% completion rate. At University Park, 88% of students completed the program (over 7,000).

### **F-1. University Park Participation and Completion Rates for Penn State SAFE, 2011-13**

Year	Number of eligible students	Participation	% Participation	Part 1 Completion	Part 1 Completion (%)
2011-12	7517	7327	97.5%	6925	92.1%
2012-13	8062	7615	94.5%	7124	88.4%

## **G. BASICS – Brief Alcohol Screening and Intervention for College Students**

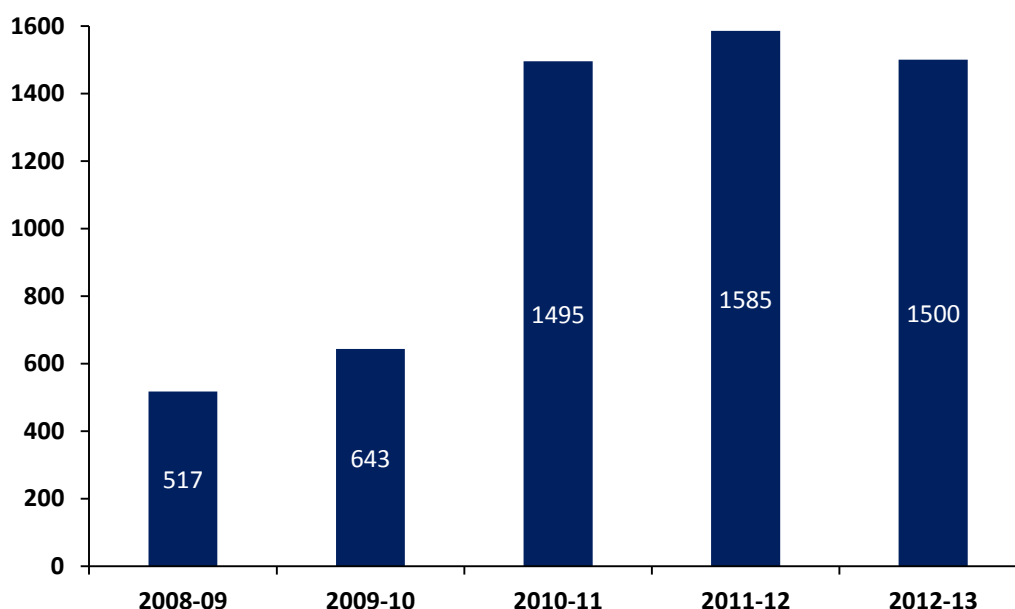
BASICS (Brief Alcohol Screening and Intervention for College Students) is a harm-reduction program designed specifically for college students 18 to 24 years old. The program seeks to reduce risky behaviors and the harmful effects of drinking. BASICS utilizes motivational enhancement strategies such as motivational interviewing, readiness to change, cognitive-behavioral skills training, and social norms-challenging in an individualized, brief, targeted intervention.

Effective fall 2010, University Park students who have a first-time alcohol violation on or off campus or an alcohol-related visit to the emergency department at Mt. Nittany Medical Center are required to complete the BASICS program administered by University Health Services (UHS). The BASICS program consists of two one-hour sessions with a community health educator. Students are also screened for alcohol abuse, depression, and anxiety. Students who demonstrate high levels of alcohol abuse (based on a standardized screening instrument) are mandated to complete two additional sessions with a counselor from Counseling and Psychological Services (CAPS).

Students are required to pay a \$200 cost-recovery fee for BASICS. Students can self-refer, without charge, if they are concerned about their own drinking.

Since the BASICS program began on August 25, 2010, the 2010-11 data is aggregated using the dates August 25 through May 31. The 2011-13 data is aggregated using the dates June 1 through May 31.

#### **G-1. Number of Students who Completed Alcohol Intervention Programs at University Health Services**

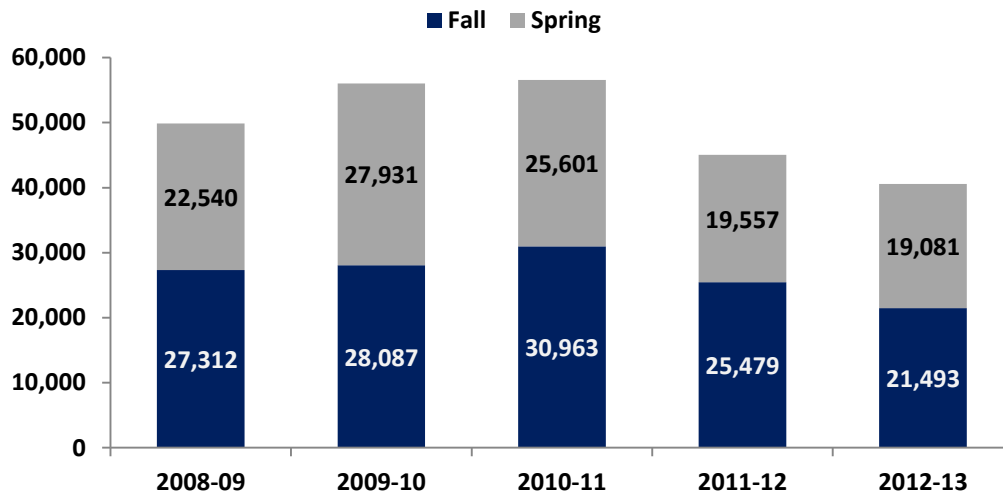


#### **H. LateNight**

In 1996, the LateNight initiative was created to offer late night, alcohol-free activities for students. The mission of LateNight is to provide high-quality entertainment during prime social times, specifically from 9 p.m. to 2 a.m. on Friday and Saturday nights, with a late movie offered on Thursdays. Events in the past have included movies, arts and crafts, dancing, live music, bingo, hypnotists, cultural showcases, casino nights, comedians, and magicians. Beginning Fall 2008, all LateNight programming is coordinated by the Student Programming Association LateNight Committee.

The data is aggregated using the dates June 1 through May 31.

## H-1. Attendance at LateNight Events



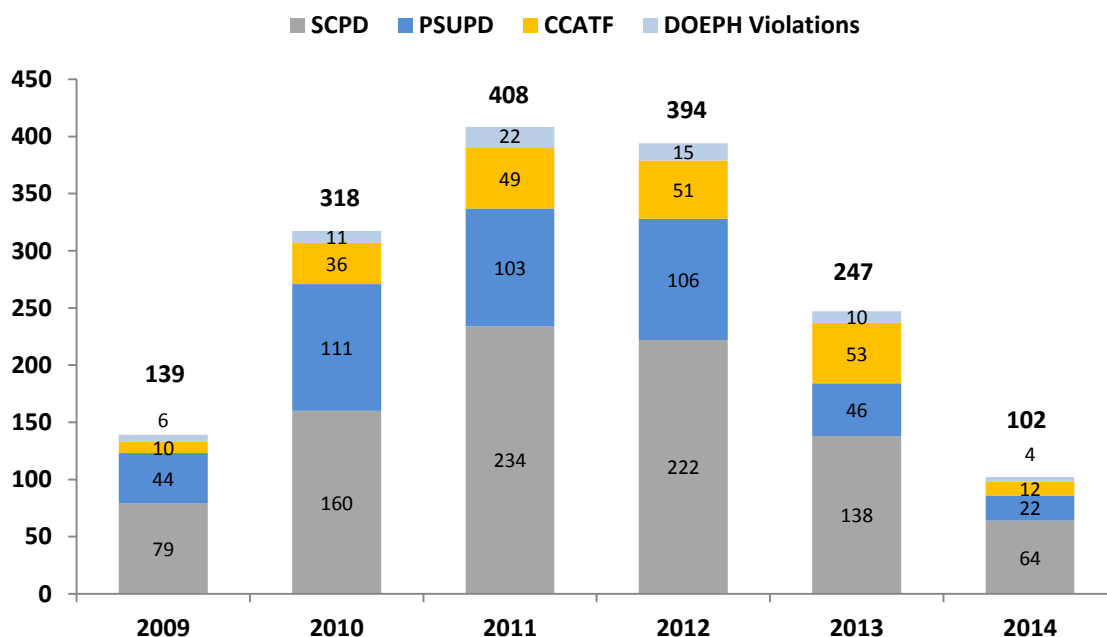
### I. State Patty's Day 2014

State Patty's Day (SPD) was created by a Penn State student in 2007. The event was created to give students an opportunity to celebrate St. Patrick's Day in State College because the actual holiday occurred during spring break that year. The event was entirely student initiated with no support or sanctioning from the University. SPD has been an annual event since 2007, typically held on the Saturday between Dance Marathon and spring break. Promotion of the event occurs almost exclusively through social media outlets. March 1, 2014 marked the 8<sup>th</sup> annual SPD.

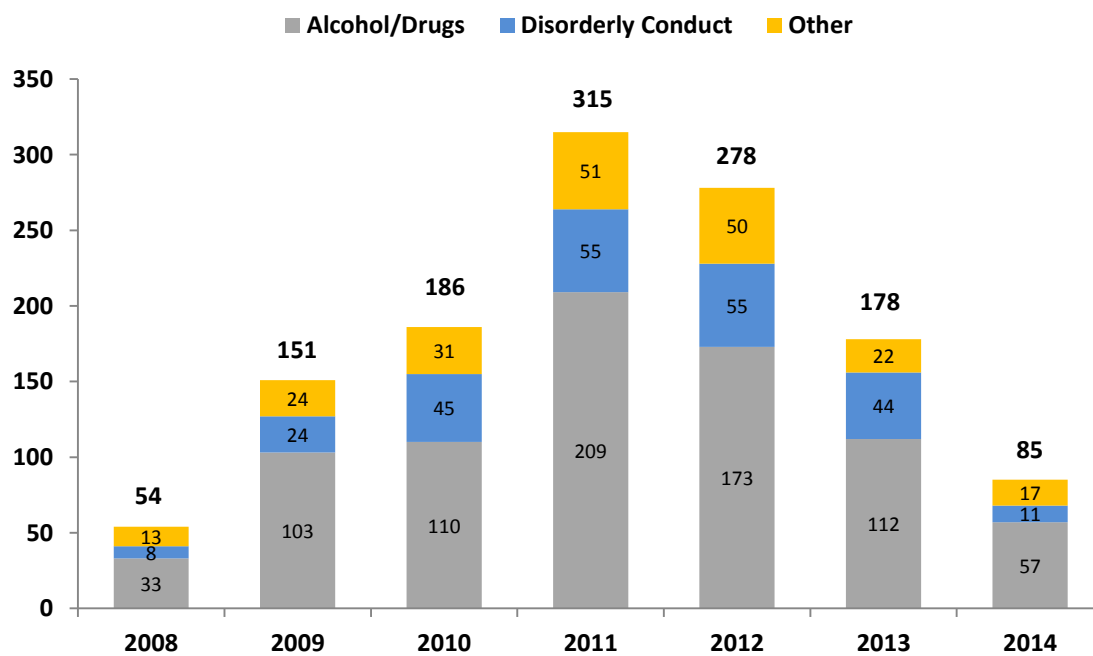
A number of initiatives have been implemented over the last several years in an effort to reduce the amount of dangerous drinking and to mitigate the impact of SPD on the University and State College community.

Data show that negative consequences from the event peaked in 2011, with slight decreases in 2012 and a dramatic decline in 2013 and 2014. The consistent decline in consequences over the past two years suggests that recent initiatives have been effective in making the weekend safer.

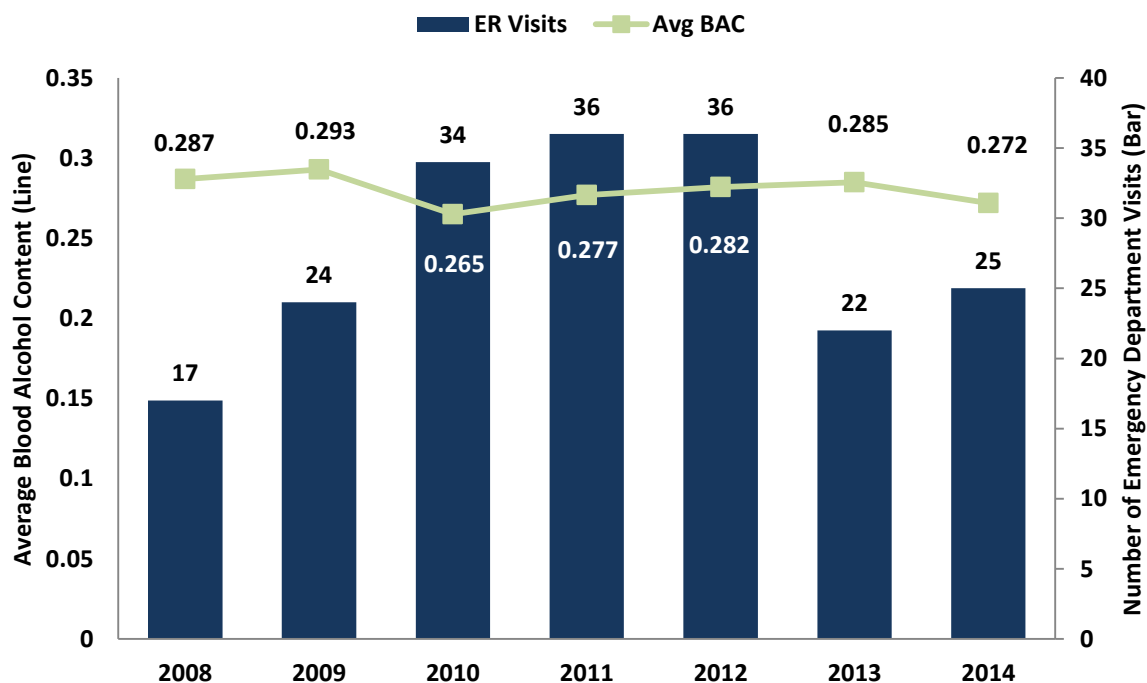
**I-1. Number of Arrests or Citations by Agency, State Patty's Day Weekend 2009-2014**



**I-2. Number of Student Conduct Violations by Type, State Patty's Day Weekend 2008-2014**



### I-3. Number of Student Emergency Department Visits and Average Blood Alcohol Content, State Patty's Day Weekend 2008-2014



### Student Initiatives, State Patty's Day

Students engaged in a number of activities leading up to and on the day of State Patty's Day 2014. Below is a brief description of those activities.

*Association of Residence Hall Students (ARSH) and Student Programming Association (SPA)* sponsored alternative, alcohol-free events on campus. ARSH is the primary representative voice for the University Park residence hall community. SPA is a group of students who plan diverse activities, and provide programming assistance and resources to enhance a student's overall co-curricular experience.

*Council of LionHearts* organized State Day of Service: Restore Our Name, No More Shame. There were approximately 950 volunteer slots available to students this year, making it the largest single day of student service for Penn State. Council of LionHearts is a round-table of 13 student service organizations.

*Interfraternity Council (IFC)* chapters voted to not hold social events with alcohol on Friday or Saturday of State Patty's Day weekend. A large number of fraternities



participated in State Day of Service. A select number of fraternities were required to participate in programming activities outside of the State College area.

*Office Campus Student Union (OCSU)* leaders engaged in door-to-door contact with student residents to discuss health and safety issues in advance of State Patty's Day. Students distributed an informational letter from Chief King.

*Panhellenic Council* chapters voted for a no-guest policy in the sorority residence halls for the weekend.

*University Park Undergraduate Association (UPUA)* leadership met with the Tavern Owner's Association to encourage cooperation. Leaders also met with downtown businesses to discourage the sale of State Patty's Day paraphernalia, such as t-shirts and hats. UPUA leaders wrote a letter to the editor of *The Daily Collegian* encouraging safe and responsible behavior.

#### I. Fraternities and Sororities

The *Greek Pride: A Return to Glory* strategic plan requires that all fraternities and sororities host or attend an alcohol education program for their chapter each calendar year. The Penn State fraternity and sorority community is comprised of 58 fraternities and 30 sororities and a total of 6,350 students.

The minimum attendance expectation for the program is 80% of the chapter's membership during the semester in which the program is held or attended. Additional credit and recognition is given when attendance for the program exceeds 90% or more of the chapter's membership.

*Fraternity and Sorority Chapter Accreditation.* As part of the *Greek Pride: A Return to Glory* strategic plan, each fraternity and sorority is required to apply for and receive accreditation on an annual basis. Each governing council now has a Chapter Accreditation program for their respective chapters. Chapters must earn a minimum score of 70% during their chapter accreditation evaluation in order to receive accreditation and a Chapter in Good Standing rating.

During the accreditation review process, a chapter can lose up to 50 points per violation and not be eligible for the Chapter of Excellence rating when charged and found responsible for underage alcohol and/or drug-related violations. In addition, a chapter can lose up to 40 points per violation when chapters are charged and found responsible for other alcohol-related violations during the chapter accreditation evaluation process.

#### J. Collegiate Recovery Community (CRC)

In 2011 the Penn State Collegiate Recovery Community (CRC) was founded to help students in recovery from alcohol and other addictions. The CRC is a program within Student Affairs that provides various types of support, and is located in rooms 105

and 106 of the Pasquerilla Spiritual Center. The mission of the CRC is to: 1) communicate a message of hope; 2) link students with recovery-related services and persons in recovery, including fellow students; 3) support the university's academic mission by pairing education and recovery; 4) facilitate the development of healthy and sustainable habits of mind, body, and spirit; and 5) support lifelong recovery by providing a Penn State community committed to helping students, even after they graduate.

The CRC has two affiliate organizations, Lions for Recovery (a student run organization) and Lions in Recovery (an official alumni interest group). The CRC hosts meetings such as Alcoholics Anonymous, Adult Children of Alcoholics. The CRC sponsors yoga and meditation meetings. The group collaborates with service providers and other supporters.

### **Summary**

This report features data about a number of alcohol-related metrics, including health and legal indicators. The report highlights several student-led initiatives for State Patty's Day and several within the fraternity and sorority community. Additionally, a relatively new initiative, the Collegiate Recovery Community, is summarized.

Penn State has many initiatives, beyond those discussed in this report, to address dangerous alcohol use among students. Changing the high-risk drinking culture requires an ongoing, coordinated effort from all sectors of the institution. Administrators, staff, students, and faculty have unique and critical roles to play in helping students have a safe, healthy and successful time at Penn State.

PENNSTATE



University Faculty Senate  
The Pennsylvania State University  
101 Kern Graduate Building  
University Park, PA 16802

Telephone: (814) 863-0221  
Fax: (814) 863-6012  
URL: [www.senate.psu.edu](http://www.senate.psu.edu)

Date: August 19, 2014

To: Pennsylvania State University Governmental Affairs Office

From: University Faculty Senate Council

Re: Pennsylvania State Senate Bill 1240, "*Reorganizing the Board of Trustees of the Pennsylvania State University*"

Regarding the above proposed State Senate Bill, The Penn State University Faculty Senate ratified a report submitted by a Special Committee on University Governance (SCUG) "*Executive Summary and Final Report*" on March 12, 2013. That report is an exhaustive study of many facets of University governance, including recommendations for composition and size of the Board of Trustees.

There has been a request from your office (June 5, 2014) for a summary statement of the Faculty Senate position regarding Board of Trustees composition. This letter summarizes **only** the report's recommendations for faculty, President and student involvement in Penn State's Board of Trustees, pertinent to State Senate Bill 1240.

The Executive Summary states "One of the best means of ensuring that the Board understands the mission, values, unique structures and operating systems of the complex academic institution that it governs is to select members who have academic expertise and professional experience in higher education" (1). In general, the SCUG report recommends that the Board of Trustees move away from a legislative mandate and gubernatorial appointment model, to one of best practices for the University.

To that end, the University Faculty Senate Council strongly supports that the following excerpts from the SCUG Final Report be adopted in determining Penn State Board of Trustee composition:

### **1. Academic Trustees**

Those serving on governing boards should have a "deep understanding of the academic mission, values and unique structures and operating systems of universities and one of the best routes to that understanding is having a professional background in higher education" (19-20). Faculty are, therefore, highly qualified to ensure the academic wellbeing of the institution.

Given the vital role faculty provide in the educational, research, and service missions of Penn State, there should be representation of two full-time Penn State faculty, or "Academic Trustees" with full voting rights, as elected by Faculty Senate. One Academic Trustee should have an academic home at University Park, and the other at a campus location other than University Park.

## **2. The President of the University**

“Maintaining a strong president who has the authority to match the huge responsibility of managing an exceedingly complex, multi-billion-dollar academic institution should be, in the opinion of the Special Committee, a high priority”, therefore, the report continued: “[T]he President of the University should continue to serve on the Board of Trustees as

an ex-officio voting member” (24). While the SCUG report *called* for retaining the President as a voting member, we realize that the decision has already been made to remove the President's vote. Regardless of whether the President has a vote, we feel he/she should remain a member of the Board.

But given the President is no longer a voting member of the Board, this more strongly emphasizes the need for the addition of Academic Trustees to ensure the presence of board member(s) who have experience and expertise in higher education.

## **3. Student Trustee**

The SCUG report also recommends that a full-time student in good standing at Penn State should be selected to serve as an ex officio member of the Board of Trustees, and that this position be formalized as a continuing part of Board of Trustees composition. Furthermore, “[T]he Student Trustee should be selected in accordance with an appropriate internal process rather than by gubernatorial appointment. The existing process of nomination and vetting of candidates should be maintained” and,

“The number of gubernatorial appointments to the Board (of which a student Trustee has traditionally been one) should be reduced by one as the Student Trustee moves to an ex officio position” (25). (*note*: Senate supports this standard regardless of the internal processes by which the student is selected)

Attached is the SCUG *Executive Summary and Final Report* in its entirety.



## **MINUTES OF SENATE COUNCIL**

Tuesday, June 24, 2014 – 1:30 p.m.

102 Kern Graduate Building

**Members Present:** M. Ansari, E. Barron, R. Bascom, P. Butler, W. Carlsen, R. Egolf, D. Gouran (for C. Eckhardt), K. Jablokow, N. Jones, P. Koch, J. Kulikowich, W. Lasher, B. Le, J. Miles, J. Nousek, C. Ray, J. Strauss, B. Szczygiel, A. Taylor, M. Wilson, B. Yarnal

**Guests/Others:** L. Backer, S. Basso, B. Bowen, R. Haas, D. Hagen, M. Hanes, J. Schulenberg, J. Shaffer, M. Shamrock, M. Slaterry

**Absent:** M. Aynardi, T. Beebee, V. Brunsdon, C. Eckhardt, E. Knodt, R. Radhakrishna,

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### **CALL TO ORDER**

Chair Kulikowich called the meeting to order at 1:30 p.m. on Tuesday, June 24, 2014, in 102 Kern Graduate Building.

### **MINUTES OF THE MEETING OF APRIL 8, 2014**

The minutes of the April 8, 2014, meeting were approved on an Egolf/Taylor motion.

### **ANNOUNCEMENTS AND REMARKS**

Chair Kulikowich welcomed all new and continuing members and special guests. She announced that the Agenda for the meeting was being revised to reflect the schedules of several individuals who were making presentations at the meeting.

President Eric Barron reviewed the six items on which he is focusing: the path to excellence, student engagement, demographics and diversity, access and affordability, research applications for economic development, and the impact of evolving technology. A brief discussion on engagement followed.

Executive Vice President and Provost Nicholas Jones mentioned that unit strategic plans are due to his office at the end of June. A group will be established to review those plans and provide feedback to the units. He reported that he hopes to have the next dean of Agricultural Sciences identified within the next two weeks. Marie Hardin has accepted the offer to be Dean of Communications; interviews for Dean of Information Sciences and Technology are in process.

Vice Provost Blannie Bowen reminded Councilors to become familiar with the Self-Study Report that has been prepared for the Middle States Commission on Higher Education accreditation review. The review team will visit several campuses as well as University Park.

Vice President Madlyn Hanes mentioned the importance of generating inventories of student engagement activities at the campuses.

There were no comments by Senate officers, the Executive Director, or Councilors.

## **ACTION ITEMS**

These items were moved to a later point in the meeting for consideration but due to the length of the meeting, the action items were ultimately postponed until the August 19 meeting of Senate Council.

## **DISCUSSION ITEMS**

Chair Kulikowich introduced Susan Basso, Vice President for Human Resources, and Robin Haas, Director of Employee Benefits. They reviewed portions of a handout pertaining to benefits. They stressed the financial impact of failure to comply with the requirements of the Affordable Care Act, and their desire for input on the number of hours of work per course credit. This issue was discussed at length, with Council referring to the Advisory and Consultative report on Part-time faculty passed at the April 29, 2014 meeting.

Chair Kulikowich introduced Senate Bill 1240 and the proposed Reorganization of the Board of Trustees for discussion. Discussion focused on the wording of the draft response circulated previously to Council and the power of Council to act on behalf of the full Senate. On a Szczygiel/Wilson motion the Council voted to establish a small group of Senate Council members to develop a statement regarding Senate Bill 1240 to forward to Governmental Affairs. The statement must accurately reflect the Senate voice and will be vetted by the Senate Council at its August 19 meeting, then considered by the Senate at its September meeting. Chair Kulikowich appointed Ansari, Egolf, and Szczygiel to the group.

Chair Kulikowich introduced Janet Schulenberg and Maggie Slattery, two of the three co-chairs of the General Education Planning and Oversight Task Force. They reviewed the progress to date, the process of developing prototypes for general education, reported another retreat will be held in August as originally planned, and their intent to submit an Informational Report for Senate in the fall. They intend to visit campuses and UP colleges in the fall to discuss the prototypes.

## **REPORT OF THE GRADUATE COUNCIL**

Minutes from the April 16 and May 7, 2014, Graduate Council meetings are posted on the Graduate School website at <http://gradsch.psu.edu/council/>.

## **AGENDA ITEMS FOR SEPTEMBER 9, 2014**

Submitted agenda items will be considered at the August 19, 2014 Council meeting.

**NEW BUSINESS: None**

**ADJOURNMENT**

Chair Kulikowich thanked Council members for their attendance and participation. The meeting was adjourned at 4:28 p.m.

Daniel R. Hagen  
Executive Director



## **MINUTES OF SENATE COUNCIL**

Tuesday, August 19, 2014 – 1:30 p.m.

102 Kern Graduate Building

**Members Present:** M. Ansari, M. Aynardi, R. Bascom, T. Beebee, V. Brunsten, P. Butler, W. Carlsen, C. Eckhardt, R. Egolf, K. Jablokow, N. Jones, E. Knodt, P. Koch, J. Kulikowich, W. Lasher, J. Miles, R. Radhakrishna, C. Ray, J. Strauss, B. Szczygiel, A. Taylor, M. Wilson, B. Yarnal

**Guests/Others:** L. Backer, B. Bowen, D. Hagen, M. Hanes, W. Knight, M. McCleery, M. Shamrock, R. Pangborn, C. Weidemann, M. Whitehurst

**Absent:** B. Le, J. Nousek

### **CALL TO ORDER**

Chair Kulikowich called the meeting to order at 1:30 p.m. on Tuesday, August 19, 2014, in 102 Kern Graduate Building.

### **MINUTES OF THE MEETING OF JUNE 24, 2014**

The minutes of the June 24, 2014, meeting were approved on a Brunsten/Taylor motion.

### **ANNOUNCEMENTS AND REMARKS**

Chair Kulikowich welcomed all new and continuing members and introduced Marcus Whitehurst, Acting Vice Provost for Educational Equity. She announced that Vice Provost Terrell Jones passed away this morning, and asked for a moment of silence. On an Egolf/Taylor motion Council approved the establishment of a subcommittee of Ansari, Koch, and Brunsten to develop a resolution in honor of Dr. Jones. The resolution will be shared with Council for comments and appear on the agenda for the September 9 meeting, for Senate consideration and passage. She welcomed Wanda Knight, Administrative Fellow to Provost Jones and Melissa McCleery, the 2014-15 UPUA student senator.

Additional announcements by Chair Kulikowich:

- The New Senators' Workshop will be held on Monday, September 8 at 4:00 p.m. in this room. Council members should encourage new faculty senators from their voting units to attend. A student senators' orientation will be held during the student caucus meeting on Tuesday, September 9 at 11:00 a.m. in 114 Kern.



- In 2014-15, we will have 200 faculty senators, 26 student senators and 20 appointed and ex officio senators for a grand total of 246 senators.
- The Senate officers will visit the following campuses during the fall semester: Altoona, October 3; Fayette, October 3; Hazleton, October 16; Medicine, September 30; Penn College, October 30; Schuylkill, October 15; Worthington Scranton, October 17; and Wilkes-Barre, October 16.
- Over the summer the Senate officers charged the fifteen standing committees of the Senate. Committee Priority Forms have been distributed to councilors. Priority forms are also posted to committee websites. Responses and suggestions on the committee charges are invited.
- The Senate is pleased to join the Division of Undergraduate Studies, the Office of Undergraduate Education, and the Office of the Executive Vice President and Provost again this year in sponsoring the annual DUS conference on October 1. The theme for this year's conference is "Advising Smarter: Theoretical Foundations & Practical Applications for Student Success." Councilors are encouraged to register for all or part of this meeting at [dus.psu.edu](http://dus.psu.edu).
- Logan McCloskey, a student in the College of Information Sciences and Technology, has been interning in the Senate office. Logan's project has been to create a new, accessible website for the University Faculty Senate. In the near future, Senate Council members will receive an email with a link to the new website. Councilors' feedback, comments, and questions about the site will be requested before the new website is made live.
- The Faculty Advisory Committee met this morning with President Barron and Provost Jones and discussed the following topics: general education; strategic planning; status of the budget model in relation to the commonwealth campuses; student engagement, engaged scholarship, and the University Faculty Senate; humanities and higher education; faculty benefits update, civility and public discourse, graduate school student insurance; dean searches; and updates on the data center and Lion PATH.
- President Barron accepted the Engaged Scholarship report approved by the Senate on April 29, 2014. The President has asked the offices of Student Affairs, Outreach, and Undergraduate Education to take the lead in reviewing the report's recommendations and identifying appropriate avenues to further this important aspect of the student experience at Penn State. The report and the President's response are posted on the Senate website.
- President Barron also made recommendations on the Report on the Procedures Used to Hire Faculty which was approved by the Senate on April 29, 2014. In regards to recommendation number one, the Provost has been asked to communicate to the deans and chancellors, and through them to the department heads and search committee chairs, the importance of following the "Guidelines." The President will implement recommendation number two to modify Form B of the Affirmative Action Recruitment Report, by emphasizing the efforts made by the search committee and Deans/Chancellors for increasing faculty diversity. The third recommendation, for EECE to report diversity data every five years to the full Senate, was accepted and the President supports the reporting structure as suggested.
- President Barron responded to the Implementation of the Affordable Care Act: Health Benefits for Part-Time Faculty report which was approved by the Senate on

April 29, 2014. The President has decided that Penn State will use the 3.05:1 ratio recommended by the Office of Human Resources.

- Chair Kulikowich announced the formation of a Special Committee on Shared Governance and Communication, to be chaired by Senator Dennis Gouran. Senator Gouran provided a synopsis of the charge for the committee and announced that Chair Kulikowich would name five members of the committee and identify an additional member from each of five groups: Student senator, Faculty Senators from a unit other than University Park, Faculty senator from University Park, Dean or Campus Chancellor, and an Ex Officio Senator who has an administrative appointment. Nominations for those five groups are invited from Councilors and are due on August 29.

Executive Vice President and Provost Jones announced that President Barron gave a presentation to the Board of Trustees in July on accessibility and affordability of a Penn State education. A committee is being formed to study the issue, with intent to have a report by spring 2015. He described work that is being done on graduate student health care benefits and cost, including increasing counseling services and renegotiation of the Aetna contract to reduce premiums. He gave an update on dean searches: Rick Roush has been named Dean of Agricultural Sciences; the IST search was unsuccessful, so Mary Beth Rosson has been named Interim Dean; James Houck and Gary Gildin have been named Interim Dean of Penn State Law (University Park) and Dickinson School of Law (Carlisle), respectively. National searches for those two dean positions will be initiated in the future. Provost Jones also announced that, after evaluating several options for siting of the proposed Data Center, the decision was made that erecting a new building is the most cost-effective option.

Blannie Bowen, Vice Provost for Faculty Affairs, reminded Councilors of the upcoming site visits by the Middle States Commission on Higher Education and asked Councilors to review the self-study report that is available on ANGEL. The site visit team will visit six campuses, Hershey, Dickinson School of Law, and the education abroad site in Rome, as well as University Park.

Madlyn Hanes, Vice President for Commonwealth Campuses, pointed out the decision by Middle States that Penn State is one university, geographically distributed and the importance of the uniqueness. She also announced that a search for Chancellor of Beaver campus has been launched; a search for Chancellor of Greater Allegheny will be launched soon.

Marcus Whitehurst, Acting Vice Provost for Educational Equity, reported that Grace Hampton is retiring. Keith Gallagher will fill that position temporarily and is interested in improving mentoring of faculty who are on tenure track and who have not been promoted to the rank of Professor.

Rob Pangborn, Vice President for Undergraduate Education, reported that paid accepts for the Commonwealth Campuses are at 8,562, up 380 from last year at this time and 747 from 2012. Paid accepts for University Park are at 8,598, up 196 over last year. Undergraduate Admissions is well into the recruitment cycle for the 2015 entering class. Attendance at the Spend A Summer Day events at University Park was up by 15% over last year. The 2014 application will go live on September 1.

Craig Weidemann, Vice President for Outreach and Vice Provost for Online Learning, reported that the Digital Learning Steering Committee has been charged and Senator Elizabeth Seymour is a member of this committee.

No comments were offered by the Senate officers, the Executive Director, or Councilors.

## **ACTION ITEMS**

Senate Council response to Senate Bill 1240. On a Brunsden/Koch motion, Senate Council voted to approve this statement. The statement will be sent to the Governmental Affairs Office.

College of Agricultural Sciences proposal to phase out the Associate in Science in Agricultural Business. On an Eckhardt/Wilson motion, Senate Council voted to approve this request. The Office of Undergraduate Education will be notified of this action.

College of Agricultural Sciences proposal to phase out the Agricultural Economics and Rural Sociology Minor. On a Taylor/Wilson motion, Senate Council voted to approve this request. The Office of Undergraduate Education will be notified of this action.

College of Agricultural Sciences proposal to phase out the Wood Products Marketing Minor. On a Taylor/Miles motion, Senate Council voted to approve this request. The Office of Undergraduate Education will be notified of this action.

University College proposal to phase out the American Studies Minor at Penn State Brandywine, Fayette and York. On an Ansari/Egolf motion, Senate Council voted to approve this request. The Office of Undergraduate Education will be notified of this action.

University College proposal to phase out the Associate in Building Engineering Technology at Penn State Fayette. On an Egolf/Eckhardt motion, Senate Council voted to approve this request. The Office of Undergraduate Education will be notified of this action.

Revisions to the *Guidelines for Review of the Establishment, Reorganization, or Discontinuation of Academic Organizational Units*. The document was withdrawn by Councilor Koch so Faculty Affairs can clarify wording and address concerns about review of discontinued units.

Unit Constitution Subcommittee. The Senate secretary chairs the Unit Constitution Subcommittee. Executive Director Hagen serves as a member by virtue of his position and Binh Le and Ann Taylor agreed to serve as committee members. There is also provision for a member from the voting unit submitting the Constitution to serve on this subcommittee. On an Ansari/Brunsdan motion the membership for the 2014-15 Unit Constitution Subcommittee was confirmed.

Chair Kulikowich presented the following slate of candidates to serve on the External Matters Subcommittee, chaired by immediate past Senate chair Brent Yarnal: Martha Aynardi, Rebecca Bascom, Peter Butler, Bill Carlsen, and John Nousek. The membership of the 2014-15 External Matters subcommittee was ratified following a Taylor/Brunsdan motion.

## **DISCUSSION ITEMS**

Chair Kulikowich provided an overview of the responsibilities of Senate Council.

## **REPORT OF THE GRADUATE COUNCIL**

Minutes from the April 16 and May 7, 2014, Graduate Council meetings are posted on the Graduate School website at <http://gradsch.psu.edu/council/>. Councilor Eckhardt, Senate Council Liaison to Graduate Council, mentioned a proposal to have two levels of Graduate Faculty membership—Full and Associate. Concerns have been expressed about possible change in level of membership for faculty who currently chair graduate student committees and faculty who do not have a terminal degree in their field. Input on the issue is welcome and can be submitted by email to Councilor Eckhardt.

## **AGENDA ITEMS FOR SEPTEMBER 9, 2014**

### Forensic Business

### Legislative Reports

*Admissions, Records, Scheduling, and Student Aid*—Revisions to Senate Policy 54-00 and all related Senate policies Academic Warning, Drop Action, and Reinstatement: 54-10, 54-20, 54-40, 54-50, 54-52, 54-54, 54-58, 54-80, 54-82, 58-60, 14-00, 14-10, 16-00, 18-30, 18-70, 51-70, and 67-00. This report was placed on the Agenda with changes suggested by Councilors on an Egolf/Brunsdan motion.

*Committees and Rules*—Revisions to the Standing Rules, Article I, Section 11(g) (Reporting of Senate Election Results). This report was placed on the Agenda on a Brunsdan/Wilson motion.

*Committees and Rules*—Revisions to the Standing Rules, Article III, Sections 10-12 (Committee on Athletics Searches). This report was placed on the Agenda on a Taylor/Brunsdan motion.

### Advisory/Consultative Reports

*Faculty Affairs*—Recommendations Regarding AD14 Administrative Reviews. This report was placed on the Agenda on an Eckhardt/Egolf motion.

### Informational Reports

*Faculty Rights and Responsibilities*—Annual Report for 2013-2014. This report was placed on the Agenda on an Ansari/Taylor motion. There will be no presentation. Questions will be invited and may be submitted via email to senate@psu.edu.

*Intercollegiate Athletics*—Annual Report of Academic Eligibility and Athletic Scholarships for 2013-2014. This report was placed on the Agenda on a Brunsdan/Eckhardt motion. There will be no presentation. Questions will be invited and may be submitted via email to senate@psu.edu.

*Intercollegiate Athletics*—Self-Study Report and Review of the Rawling’s Report. This report was withdrawn and will be revised before being resubmitted for Council consideration.

*Achieving High Standards of Integrity*. This report was placed on the Agenda as a Forensic report on an Eckhart/Aynardi motion, pending Council review of a revised Forensic report cover page, which will be provided to Councilors by August 22, with comments due by August 26. Twenty Twenty minutes was allocated for presentation and discussion.

*The Penn State Values and The Penn State Values and Culture Survey*. This report was placed on the Agenda as a Forensic report on a Wilson/Taylor motion, pending Council review of a revised Forensic report cover page, which will be provided to Councilors by August 22, with comments due by August 26. Twenty minutes was allocated for presentation and discussion.

*Student Life*—Initiatives at Penn State to Address Alcohol Issues among Students. This report was placed on the Agenda on an Egolf/Wilson motion. Fifteen minutes was allocated for presentation and discussion.

*Undergraduate Education*—Pennsylvania State University Academic Integrity Violation Report. This report was placed on the Agenda on a Brunsden/Wilson motion. Twenty minutes was allocated for presentation and discussion. This report will be the first Informational report presented at the September 9 meeting.

#### **APPROVAL OF THE AGENDA FOR SEPTEMBER 9, 2014**

The Agenda was approved on an Ansari/Aynardi motion.

**NEW BUSINESS** – None.

#### **ADJOURNMENT**

Chair Kulikowich thanked Council members for their attendance and participation. The meeting was adjourned at 3:55 p.m.

Daniel R. Hagen  
Executive Director



**Date:** September 2, 2014

**To:** All Senators and Committee Members

**From:** Daniel R. Hagen, Executive Director

Following is the time and location of all Senate meetings for September 8 and 9. Please notify the Senate office and committee chair if you are unable to attend.

## **MONDAY, SEPTEMBER 8, 2014**

<b>4:30 p.m.</b>	New Faculty Senators Workshop	102 Kern Graduate Building
<b>6:30 p.m.</b>	Officers and Chairs Meeting	102 Kern Graduate Building
<b>8:15 p.m.</b>	Commonwealth Caucus Meeting	102 Kern Graduate Building

## **TUESDAY, SEPTEMBER 9, 2014**

<b>8:00 a.m.</b>	Intercollegiate Athletics	502 Keller Building
<b>8:30 a.m.</b>	Admissions, Records, Scheduling, and Student Aid	112 Shields Building
	Committees and Rules	201 Kern Graduate Building
	Curricular Affairs	102 Kern Graduate Building
	Educational Equity and Campus Environment	315 Grange Building
	Faculty Affairs	118 Agricultural Sciences and Industries Building
	Faculty Benefits	519 Elliott Building
	Global Programs	412 Boucke Building
	Intra-University Relations	215 Business Building
	Outreach	216 Business Building
	Research	403 Rackley Building
	Undergraduate Education	110C Chandlee Lab
	University Planning	217 Forest Resources Building

<b>9:00 a.m.</b>	Libraries, Information Systems, and Technology	510A Paterno Library
	Student Life	409H Keller Building
<b>11:00 a.m.</b>	Student Senators Caucus and Orientation	114 Kern Graduate Building
<b>11:15 a.m.</b>	Commonwealth Caucus Meeting	Faculty Staff Club, Nittany Lion Inn
<b>1:30 p.m.</b>	University Faculty Senate	112 Kern Graduate Building



**Date:** September 2, 2014  
**To:** Commonwealth Caucus Senators (includes all elected campus senators)  
**From:** Roger Egolf and James Ruiz, Caucus Co-chairs

**MONDAY, SEPTEMBER 8, 2014 – 8:15 PM**  
**102 KERN BUILDING**

The Senate Committee on Faculty Rights and Responsibilities:  
How It Works and Why It Exists  
*Amanda Maple, FR&R Committee Chair*

To join the evening caucus meeting by phone or video,  
please dial 440352 for video or 814-867-5845 and enter the ID# 440352 for phone.

**TUESDAY, SEPTEMBER 9, 2014 – 11:15 AM**  
**FACULTY STAFF CLUB, NITTANY LION INN**

*A buffet luncheon will be provided at 12:15 p.m.*

**Agenda**

- I. Call to Order
- II. Announcements
- III. Committee Reports
- IV. Other Items of Concern/New Business  
Discussion of speakers for Monday evening Caucus meetings
- V. Adjournment and Lunch