THE PENNSYLVANIA STATE UNIVERSITY
The University Faculty Senate
AGENDA
Tuesday, December 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 October 21, 2014, Meeting in The Senate Record 48:2

B. COMMUNICATIONS TO THE SENATE

Senate Curriculum Report of November 18, 2014 Appendix A

2015-2016 Senate Calendar Appendix B

C. REPORT OF SENATE COUNCIL – Meeting of November 18, 2014

D. ANNOUNCEMENTS BY THE CHAIR

E. COMMENTS BY THE PRESIDENT OF THE UNIVERSITY

F. NEW BUSINESS

G. FORENSIC BUSINESS

H. UNFINISHED BUSINESS

I. LEGISLATIVE REPORTS

Admissions, Records, Scheduling, and Student Aid

Updated 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

New Senate Policy 34-30 (Academic Registration Hold) Appendix D

Committees and Rules
Revisions to the Constitution, Article II, Sections 3 and 5 (Membership)  Appendix E

Revisions to the Bylaws, Article II, Section 2 (Senate Council) and Article VII, Section 4 (Delegation of Authority)  Appendix F

Revisions to the Bylaws, Article III, Section 3 (Election to the Senate)  Appendix G

Procedures for Retiree Senators

Revisions to the Senate Standing Rules, Article III, Other Functions of the Senate  Appendix H

J. ADVISORY/CONSULTATIVE REPORTS

Faculty Benefits
Revisions to Policy HR 37: Grant-in-aid for Dependents of Faculty, Staff and Retirees  Appendix I

K. INFORMATIONAL REPORTS

Admissions, Records, Scheduling, and Student Aid

Faculty Senate Scholarships Awarded to Undergraduates*  Appendix J

Outreach, Research, Student Life, and Undergraduate Education

Update on Engaged Scholarship  Appendix K
[20 minutes allocated for presentation and discussion]

Research

The State of PSU Research  Appendix L
[20 minutes allocated for presentation and discussion]

University Planning

University Budget Report  Appendix M

*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, January 27, 2015, 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.
COMMUNICATION TO THE SENATE

DATE: November 19 2014

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

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

The Senate Curriculum Report dated November 18, 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, on or before December 18, 2014.

The Senate Curriculum Report is available on the web and may be found at: http://senate.psu.edu/curriculum/senate-curriculum-reports/
## 2015-2016 SENATE CALENDAR

<table>
<thead>
<tr>
<th>Council Reports and Curriculum Proposals Due</th>
<th>Senate Council Meetings and Curriculum Report Publication Date</th>
<th>Senate Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 4, 2015</td>
<td>November 17, 2015</td>
<td>December 8, 2015</td>
</tr>
<tr>
<td>December 18, 2015</td>
<td>January 12, 2016</td>
<td>January 26, 2016</td>
</tr>
<tr>
<td>February 5, 2016</td>
<td>February 23, 2016</td>
<td>March 15, 2016</td>
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<td>March 23, 2016</td>
<td>April 5, 2016</td>
<td>April 19, 2016</td>
</tr>
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<td></td>
<td>June 28, 2016*</td>
<td></td>
</tr>
</tbody>
</table>

*If needed
Updated 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 – (Legislative)

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

This document represents previously approved revisions from the April 29, 2014 Senate Agenda, Appendix C, that were not correctly depicted in the September 9, 2014 Senate Agenda, Appendix G.

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

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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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54-00 Academic Progress Warning, Drop Action and Reinstatement

- 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 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
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.

<table>
<thead>
<tr>
<th>Status at beginning of semester *</th>
<th>Cumulative GPA at end of semester</th>
<th>Semester GPA</th>
<th>Status at end of semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Standing</td>
<td>2.00 or higher</td>
<td>2.00 or higher</td>
<td>Good Standing</td>
</tr>
<tr>
<td>Good Standing</td>
<td>2.00 or higher</td>
<td>Less than 2.00</td>
<td>Good Standing</td>
</tr>
<tr>
<td>Good Standing</td>
<td>Less than 2.00</td>
<td>Less than 2.00</td>
<td>Academic Warning</td>
</tr>
<tr>
<td>Academic Warning</td>
<td>2.00 or higher</td>
<td>2.00 or higher</td>
<td>Good Standing</td>
</tr>
<tr>
<td>Academic Warning</td>
<td>Less than 2.00</td>
<td>2.00 or higher</td>
<td>Academic Warning</td>
</tr>
<tr>
<td>Academic Warning</td>
<td>Less than 2.00</td>
<td>Less than 2.00</td>
<td>Academic Suspension</td>
</tr>
</tbody>
</table>

*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.

± Students will receive a notification when their semester grade-point average drops below a 2.00.
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. **Degree-seeking Provisional 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. **Degree-seeking Provisional 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. **Degree-seeking Provisional provisional**, non-degree regular and non-degree conditional students are not considered baccalaureate candidates and are not eligible 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:

<table>
<thead>
<tr>
<th>Semesters in Residence</th>
<th>Minimum Number Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Semesters in Residence</th>
<th>Minimum Number Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>24</td>
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<tr>
<td>4</td>
<td>36</td>
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<td>5</td>
<td>48</td>
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<td>6</td>
<td>60</td>
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<td>7</td>
<td>72</td>
</tr>
<tr>
<td>8</td>
<td>84</td>
</tr>
<tr>
<td>9</td>
<td>96</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Semesters in Residence</th>
<th>Minimum GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1.80</td>
</tr>
<tr>
<td>3</td>
<td>1.90</td>
</tr>
<tr>
<td>4</td>
<td>1.90</td>
</tr>
</tbody>
</table>
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*
SENATE COMMITTEE ON ADMISSIONS, RECORDS, SCHEDULING, AND STUDENT AID

- Martha W. Aynardi
- Albert L. Bartlett
- Joseph T. Chletsos
- Rachel L. Fore
- Anna M. Griswold
- David C. Han
- Robert A. Kubat
- David M. Kuskowski
- Keefe B. Manning, Chair
- John Marsh
- Eugene L. McFeely
- Richard W. Robinett, Vice Chair
- Richard Singer
- Douglas E. Wolfe
SENATE COMMITTEE ON ADMISSIONS, RECORDS, SCHEDULING, AND STUDENT AID

New Senate Policy 34-30 (Academic Registration Hold)

(Legislative)

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

Introduction & Rationale

Current Faculty Senate legislation does not specifically include a policy for the use of registration holds. The practice, however, is recognized in the Academic Administrative Policies and Procedures Manual (N2) and permits registration holds being placed on students for non-compliance with Senate Policies and, in limited circumstances, when reasonable efforts have been made to enforce college or DUS policies but the student has not resolved the issue in a timely fashion. In addition, the AAPPM acknowledges that the Office of Student Conduct, University Health Services, and the Office of Global Programs have legitimate and compelling reasons to impose registration holds.

In August 2012, a joint Faculty Senate/ACUE study group was convened to examine the extensive use of registration holds. Among its findings (Appendix A) was the sense that no uniform policy and process governed the use of registration holds. Accordingly, what had emerged was wide variance in practice and growth of registration holds being applied for many non-academic reasons. By benchmarking with peer institutions across the Big Ten/CIC, the study group identified a number of approaches that provided greater clarity on who had the authority to issue a registration hold and what due process students had to lift or, otherwise, remove the hold. Additionally, the study group recommended the creation of other mechanisms for more appropriately enforcing policies (e.g., restricting access to recreation facilities for non-payment of fees as opposed to preventing a student from registering for classes).

In early January 2014, the Faculty Senate and ACUE convened a Committee to specifically develop a proposed policy and procedure for registration holds. In its charge (Appendix B), the Committee was asked to “define various types of holds, to articulate the authority for placing and removing holds, to establish the criteria for placing holds, and to develop a notification/appeal/review process for students with holds.”

Given that academic progress and student success are core outcomes of the learning environment at Penn State, Faculty Senate legislation needs to provide clear guidelines that govern the use of registration holds. The use of registration holds needs to be restricted to instances that will help ensure the academic success of our students and community. When used improperly, capriciously, or for reasons beyond academic success, registration holds can have the counter effect of preventing students from registering (or changing a registration) in a timely fashion and prevent access to courses needed to complete viable academic programs. Registration holds can be an effective tool for ensuring that students have face-to-face conversations with appropriate University officials that will help them fully understand the
implications of their academic decisions. Accordingly, registration holds should be used for legitimate academic reasons and should primarily be used only after a student has failed to respond to clear efforts by academic or other authorized units to contact the student. Registration holds can ensure that students resolve outstanding academic issues and that they are in a position to access appropriate academic and related support services across campus. Registration holds must not be used in a fashion that does not provide students with due process or that can inadvertently jeopardize or delay their academic progress.

In developing this proposed Senate legislation, the following offices and individuals were consulted: Jennifer Campbell, Office of Global Programs; Paula Hamaty, Office of the Registrar; Judy Ozment, Abington/Faculty Senate; Rick Robinett, University Park/Faculty Senator; Danny Shaha, Office of Student Conduct; David Smith, Division of Undergraduate Studies; Ken Womack, Altoona/ACUE.

The following are considered Best Practices and Procedures:

To use registration holds as a tool to help students succeed at Penn State, academic and other authorized units must develop procedures that afford due process while allowing the unit to effectively interact with a student to discuss or resolve legitimate academic concerns. The following steps govern the procedures to be followed by academic or other authorized units when placing a registration hold:

1. Academic and other authorized units must post to their websites clear information that articulates the policy and procedure for registration holds within that unit.
2. Academic and other authorized units must formally contact a student in advance of a registration hold detailing that a hold will be issued if defined steps are not completed by the student within a set timeframe.
3. Academic advisors must be notified of holds placed on their advisees.
4. Academic and other authorized units must articulate a process for students to appeal the placing of a registration hold on their account.
5. Academic and other authorized units must articulate clearly who to contact regarding lifting a registration hold.
6. Academic and other authorized units must refrain from issuing registration holds during active registration periods (i.e., the activation of holds should be to prompt students to resolve issues before or after the registration period in an effort to minimize unintended disruptions to timely academic progress).
7. Academic and other authorized units must have periodic reviews of their process to confirm that consistency, due process, and effectiveness are being achieved by use of registration holds.
8. In limited cases, academic or other authorized units may reserve the right to impose a registration hold without warning when circumstances warrant immediate action to protect the campus community or ensure the safety of a student.

Recommendations

New Policy: 34-30 Academic Registration Hold
Student success is the governing factor surrounding the legitimate use of an academic registration hold. That is, an academic registration hold can be used as a legitimate means to intrusively interact with a student that is not responding to outreach, that is violating university or college policy, or is making academic decisions that are counterproductive to academic success. Within this context, academic registration holds also can be considered to ensure the operation and well-being of the academic community as a whole. In instances where students are unresponsive to attempts by academic or other authorized units to make contact or are making decisions that either threaten their academic success or jeopardize the academic community at Penn State, a hold can be placed on a student’s ability to access the registration system. This form of intrusion is geared towards ensuring that the student has a conversation with the appropriate person regarding their academic decisions or that issues are resolved in a timely fashion. In addition to not allowing students to use the registration system, an academic registration hold also prevents any requests for an official transcript to be processed by the Office of the Registrar. Authorized individuals (e.g., Associate Deans for Undergraduate Education, Academic Affairs Officers, or Senior Directors or any of their appropriate academic designees) within five broad areas can place an academic registration hold on students:

1. Academic (College, enrollment unit, or campus designate)
2. Conduct (Office of Student Conduct)
3. Financial (Bursar, Housing)
4. Global Programs (International Students and Study Abroad)
5. Medical (University Health Services)

Policies should be established following the Best Practices and Procedures outlined previously.

Effective Date
July 1, 2015

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

- Martha W. Aynardi
- Albert L. Bartlett
- Stephen H. Browne
- Joseph T. Chletsos
- Rachel L. Fore
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- David C. Han
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- Keefe B. Manning, Chair
- John Marsh
- Eugene L. McFeely
- Richard W. Robinett, Vice Chair
• Richard Singer
• Douglas E. Wolfe

Appendix A – Academic Hold Task Force Report (2013)

Attached Separately

Appendix B – Charge to Academic Hold Review Committee (2013)

Attached Separately
Appendix A – Academic Hold Task Force Report (2013)

REGISTRATION HOLD POLICY

Recommendations on Creating a Comprehensive University Hold Policy

Rationale

Currently, there is no Penn State University policy that addresses holds on student registration. In a memo of August 13, 2012, University Faculty Senate Chair Larry C. Backer and Associate Vice President for Undergraduate Education Jeremy Cohen convened our study group in order to address this issue, writing that “It is not uncommon for various colleges, advising centers, financial offices, student affairs and others to place holds on registration in order to persuade a student to come in for an appointment or pay an overdue bill. It appears that there are few, if any, established criteria for placing a hold, or due process safeguards built into this practice.
Currently, a student has no means of appeal.” Indeed, the only process in place is an ACUE procedure (http://www.psu.edu/oue/aappm/N-2.html), but it only references academic holds. A copy of the original charge letter can be found in Appendix A.

To this end, our study group was convened, with joint representation from the University Faculty Senate and ACUE and with the goal of developing a conceptual design to be considered by the Senate and ACUE.

In our study group’s organization meeting, we agreed that the policy should focus on:

1. Registration holds
2. Conduct standards transcript notations
3. Conduct standards degree conferral holds

As an initial first step in determining the scope of the problem, the University Registrar documented all of the possible holds that could be placed on a Penn State student. The list of these holds can be found in Appendix B. She found it very difficult to even identify all of the holds that were current at Penn State and found a number of holds that still existed but had not been used for a number of years. The joint committee also met with Daniel Shaha (Senior Director of Student Conduct) and Roseann Sieminski (Assistant Controller and Bursar) to discuss their experience with holds, since financial and conduct standards holds constitute the vast majority of holds placed on students. We learned that a Conduct hold prevents registration only, while a Bursar hold can prevent registration, release of a transcript, and/or release of a diploma.

**Benchmarking Efforts**

A discussion of holds policies occurred at the February 2013 meeting of the AAU Registrars. One institution indicated that it does not place holds on any first year students. Another institution places holds only as specified by University Policy or by state or federal law. One institution indicated that it does not have an advising hold. Another university places financial holds only for non-payment of “term-billed” (e.g., tuition, housing) items. Given this wide disparity in policy and practice, we also benchmarked the holds procedures at several CIC institutions. The following universities provided copies of their holds policies:

1. University of Chicago
2. University of Wisconsin
3. Michigan State University
4. Indiana University
5. Ohio State University

While some policies were relatively short, others were long and detailed. We thought it best to offer a brief summary of each institution’s policy.

1. University of Chicago: Defines two categories of holds – category one restrictions are applied by the office placing the hold and do not impact registration/enrollment (e.g.,
library may restrict access to the stacks due to unpaid fines; registrar may restrict access to official transcripts due to non-payment of transcript fees; when a check is returned for insufficient funds, Bursar restricts direct deposit and check distribution until payment is made). Category two holds are placed for academic, financial, and non-compliance reasons and prohibit registration and access to services (e.g., email, library, official transcripts, diplomas, parking permits). If a category two hold if placed after the student has already registered for the upcoming semester, the student’s future courses are dropped and future registration is prevented.

2. University of Wisconsin: “Upon written request from any University official involved, the Registrars of each campus are empowered to withhold degree certification, transcripts and academic record information, registration records, and/or permission to register, in cases where a student has unpaid fines, has a delinquent loan account, has refused to return books or property of the University, has refused to replace or repair University property which the student has damaged, or is otherwise indebted to the University, until the fines or indebtedness are paid or satisfactory arrangements for restitution have been made.”

3. Michigan State University: Defines four hold types (financial, judicial, academic, and administrative). Specifies the authority for each hold type, the criteria for use of each hold type, the consequences of the holds. Financial holds also have an appeal policy. All offices with authority for placing holds must have documented procedures that include provision for the following:
   a. Adequate prior notice to the student (including all pertinent details) of pending placement of a hold, prior to issuance except in the case of bad checks.
   b. Procedures for the student to challenge the placement of a hold, prior to the issuance of a hold.
   c. While a student is in the process of appealing the case in question, the hold will not be issued.
   d. Review by the offices responsible for developing hold use procedures to ensure that the administrative ruling on holds is being accurately and consistently followed.

4. Indiana University: No policy; authority given based on Board of Trustees resolutions. Restrict registration due to academic or financial holds. Restrict transcript, diplomas and enrollment/degree verification based on financial holds. Restrict all services due to disciplinary holds.

5. Ohio State University: “With the approval of the executive vice president and provost, an administrative hold may be placed on the records or accounts of any person who fails to comply in a reasonable period of time with an obligation imposed under university rules or who has an overdue debt or fine. An administrative hold will cause certain services to be withheld, including, but not limited to: obtaining current semester, summer term, or session grades, registering or enrolling, being certified as eligible to obtain a degree or certificate, receiving a transcript, borrowing books or equipment, or participating in
discount plans available to faculty, staff, or alumni.” Notice to the student prior to placing the hold is required and disputes are resolved by the university registrar.

As the Faculty Senate develops a policy on holds, we suggest that the following “best practices” be considered for inclusion in that policy:

- Multiple “levels” of holds similar to Chicago
- Addition of a 4th hold type, administrative, similar to Michigan State
- Require adequate notice, similar to Michigan State
- Cancel schedule for holds placed after registration period has begun (similar to Chicago), but only under very limited circumstances
- Limit the types of financial holds that may be placed and eliminate some of the current financial holds

Components of Hold Policy and Procedure

Because the consequences of some holds affect academic activities such as registration, and can therefore affect students’ progress toward degree, the Faculty Senate should have a policy on holds. In addition there should be a procedure specified which outlines various aspects of the implementation of the Senate policy.

Based on a comparison of our own varied hold structure and the benchmarking that was performed, we recommend the following in terms of policy and procedure.

Recommendation 1: The appointment of a joint Senate/ACUE Task Force to create the policy and procedure for all registration holds at Penn State, including those placed on credit and non-credit students. The work of the Task Force should include determining which elements should be in the policy and which should be in the procedure. The Task Force should start its work as soon as possible, but no later than this summer 2013 and should finish as soon as possible since the committee’s results might impact the specification of the new ISIS system.

Recommendation 2: The creation of a single policy and single procedure for both credit and non-credit holds which would cover the following elements:

1. Introduction/Background/Rationale
2. Definition of Holds
   a. Purpose
   b. Types and Consequences of each
   c. Categories/Levels
3. Authority for Placing and Removing Holds
   a. Procedure for Defining New Holds
4. Criteria for Placing Holds
5. Notification/Appeal/Review Process for Students with Holds
Element 1: There should be a context provided for the reason for holds and their consequences, which in addition would provide a context for the future creation of new holds.

Element 2: There should be a listing and definition for every hold which is used at Penn State. As noted in Recommendation 3, it was a non-trivial process to even identify all of the current holds in use as we found no single source in which all holds could be identified. All holds should be identified in a single policy/procedure. In addition, each hold should have a clear description of its purpose and a concise and clear statement of the consequences of the hold being placed.

We recommend that the Task Force examine registration holds. If a hold is placed on future registration, are there situations in which a future semester’s schedule should be dropped? Should a registration hold restrict all future registration changes, or a limited set (e.g., allow section changes and/or course drops, but no course adds).

We also recommend that the Task Force consider defining multiple levels of holds as at the University of Chicago. At a minimum there could be two levels of holds – those which impacted the student in a limited manner (e.g., restricted library access or computer access) and those which had more global impact and which restricted a large number of services and abilities (e.g., restricted registration, enrollment). The level of the hold would define the severity of the action causing the hold and hence the extent of the consequences.

We also recommend the Task Force consider adding to the current three hold types (academic, financial, and judicial) a fourth hold type, administrative, as at Michigan State. The various types of holds define the authorizing source for a hold.

Element 3: There should be a clear specification of which units have the authority for placing and removing which holds. Units not listed in the policy/procedure would not be able to create a hold without a change in policy and/or procedure, thus restricting the ability to create new holds outside of the defined process. Clearly, a process should also be drafted which would define how a new hold could be created and how existing holds could be eliminated. We also recommend that a periodic review of holds be undertaken.

Element 4: Each hold should have a clear description of the criteria in which a hold can be placed in order to ensure that holds are properly implemented.

Element 5: Holds need to be placed far enough in advance such that the student has time to appeal the hold before it adversely affects their ability to progress toward graduation. Students should also have the right to appeal the placement of a hold and should have easy access to information on how to appeal a hold. As much as is practical, a student should be given the opportunity to appeal the placement of a hold, before the hold is put into place. There should be a compelling reason, as defined in the policy, for those few cases in which a hold could be placed without the student having an opportunity to appeal the hold before its imposition. In all cases, whether before or after the hold is applied, a student should have a right to appeal, with a clearly defined process, and limits on how long the appeal process will take.
Recommendation 3: A single unit/administrator (i.e., ACUE, VPUE, or Provost) needs to take responsibility for monitoring and maintaining the hold system. Currently no such centralization exists with the effect that we found it very difficult to even identify all of the holds that were current at Penn State and found a number of holds that still existed but had not been used for a number of years.

Another issue to be addressed is the issue of holds other than registration (i.e., transcript and diploma holds). It is our recommendation that it is counterproductive to place transcript and diploma holds. However, a broader discussion, perhaps within the joint Senate/ACUE Task Force, is warranted.

REGISTRATION HOLD STUDY GROUP MEMBERS:

- Mark A. Casteel, Associate Professor of Psychology, Penn State York
- Lee D. Coraor, Associate Professor of Computer Science and Engineering, University Park
- Karen L. Schultz (chair), University Registrar
- Kenneth A. Womack, Associate Dean for Academic Affairs, Penn State Altoona
Appendix D
12/9/14

N-2: HOLDS ON STUDENT REGISTRATION

A temporary hold may be placed on a student’s registration under limited circumstances related to compliance with Senate policies such as 39-80 (Completion of Enrollment) and AAPP D-4; 14-10 (Limitations to Enrollment as a Nondegree Student) and AAPP I-6; and 58-50 (Re-Enrollment as a Degree Candidate) and AAPP K-1.

College deans and administrative officers such as the Director of DUS also may authorize an ad hoc temporary registration hold under very limited circumstances, and when all other attempts to enforce college of DUS policies have failed, and a reasonable attempt has been made to contact the student to resolve the continuing issue. A temporary registration hold can have unintended consequences, such as the loss of the ability to take a course in a timely manner or a delayed
opportunities to complete a prerequisite necessary to a future course registration. As a result, deans are urged to take due care in the authorization of ad hoc holds.

Temporary holds initiated by the colleges or DUS may be entered on the ISIS ARUSH screen by a college’s authorized operator.

In addition to the colleges and DUS, other administrative units have the authority to place temporary registration holds as follows:

- The Director of the Office of Student Conduct has the authority to place a temporary registration hold on a student for limited reasons, including as a consequence of a disciplinary proceeding and failure on the student’s part to follow through with required actions for resolving an incident.
- On rare occasions, the Director of University Health Services may place a temporary registration hold on a student for health-related reasons.
- The Director of International Student Advising in the Office of Global Programs has the authority to place a temporary registration hold on an international student to ensure that proper immigration documents are completed and filed with the office as required by Department of Homeland Security regulations.

Note that a student may be disenrolled from a college or major under Senate Policy 54-56 Drops by Colleges (AAPP I-5) “for failure to meet academic retention standards of the major or the college.” Initiation of a drop action requires the use of the AAPP I-5 procedure, *rather than the assignment of a temporary registration hold*. Authorized 54-56 college drop actions automatically prevent registration as a degree candidate until reinstatement to degree candidacy is granted.

Approved: ACUI (10-20-77)
Revised: Editorial (10-6-10)
Revised: ACUE (4-5-12)
Appendix B – Charge to Academic Hold Review Committee (2013)

DATE: November 21, 2013

FROM: Yvonne M. Capecelatro, Associate Vice President and Senior Associate Dean for Undergraduate Education

Brent Yaral, Chair, University Faculty Senate
E. Willard & Ruby S. Miller Professor and Associate Head of Geography

TO: Richard Robinson
Robert Kubat
Kenneth Womack
David Smith
Judy Ozment

RE: Registration Holds Committee Charge

You are invited to serve on a joint Faculty Senate/ACUE committee to develop the policy and procedure for all credit and non-credit registration holds at Penn State. David Smith, Executive Director of DUS and Associate Dean for Advising, has agreed to chair the committee.

An earlier committee (report enclosed) completed an inventory of the various registration holds that are placed on students. These range from academic holds placed by the colleges or DUS, to conduct holds placed by the Office of Student Conduct, to financial holds placed by the Office of the Bursar, among others. In addition, the earlier committee conducted benchmarking with several peer institutions.

From this work, the earlier committee developed several suggestions to frame a policy and procedure for holds, including the need to define various types of holds, to articulate the authority for placing and removing holds, to establish the criteria for placing holds, and to develop a notification/appeal/review process for students with holds.

As your committee begins its work on developing a policy and procedure, we would encourage you to consult widely. In addition, it is our hope that the policy and procedure would be drafted by March 14, 2014.

Please RSVP to Kate Smerekar at kms52@psu.edu by December 6, 2013 regarding your willingness and availability to serve. We hope you are able to participate in this important initiative.
<table>
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<th>Hold Code</th>
<th>Description</th>
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</table>

| CS | Contact standards | When a student is placed on disciplinary probation with a transcript notation of Suspension, indefinite suspension, or expulsion; or when a student takes a disciplinary withdrawal from the University or receives an interim suspension | N-2 | X | When the term of the sanction or action expires (e.g., when the suspension is lifted) |
| NS | Non-compliant | When student fails to appear for a meeting with the AIP | N-2 | X | When meeting is re-scheduled |
|     | Through special arrangements with the college and Registrar’s Office and through manual processes, a degree conferred may be held | As a result of a disciplinary sanction | L-10 | X | Degree conferred following completion of sanction |

**Bursar Financial**

| DL | Delinquent Account (Graduation) | After 2 general bills | X | X | Balance paid below $100 |
| LS | Delinquent Account (Graduation) | 1 month before graduation | X | X | Balance paid below $100 |
| CS | General Sales (Fraternity/Sorority/Childcare) | 6 months past due | X | X | Balance paid in full |
| NC | Non-Credit (Tuition/Conference/Sport Camps) | 90 days past due | X | X | Balance paid in full |
| NL | Past Due IDS [Parent Loan] | 90 days past due | X | X | Paid up to date |
| SL | Past Due Long/Short Term University Loan | 90 days past due | X | X | Paid up to date |
| UD | Bart Debt Chargeback | After 1 delinquent bill | X | X | Bad debt paid in full |
| UD | University Department | At department’s request (e.g., student borrowed item and did not return) | X | X | Notification from department debt has been paid or forgiven |
| WO | Write Off | 6 months after DL placed | X | X | Balance paid in full |
| XL | Ext Interview | 30 days after selected; if incomplete | X | X | Completion of ext interview |

**OTHER FINANCIAL**

<p>| AE | Athletic Equipment | When an athlete fails to return team equipment | X | X | When notification is received that student returned equipment |</p>
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>BK</td>
<td>Boots</td>
<td>Placed on a student-athlete's record as part of the IGA Book Loan Program (students-athletes that receive athletic scholarships that include course books) when student fails to return borrowed textbook after dropping or completing course.</td>
</tr>
<tr>
<td>BL</td>
<td>Berneuter Loan</td>
<td>When a student receives an emergency loan (Berneuter) at a campus and does not repay.</td>
</tr>
<tr>
<td>FB</td>
<td>Foods Building</td>
<td>When student fails to pay amount due in excess of $100.</td>
</tr>
<tr>
<td>HF</td>
<td>Housing and Food</td>
<td>Student remains in scheduled status resulting in room/board not being charged to student account.</td>
</tr>
<tr>
<td>IN</td>
<td>Insurance</td>
<td>To enforce mandatory requirement for int'l students and dependents to have health insurance.</td>
</tr>
<tr>
<td>PC</td>
<td>Psychological Clinic (Liberal Arts)</td>
<td>Non-payment for clinic services exceeding $50 and 90 days past due.</td>
</tr>
<tr>
<td>RI</td>
<td>Returned Item</td>
<td>Placed by campus when student payment has been returned for insufficient funds.</td>
</tr>
<tr>
<td>TB</td>
<td>Traffic Delinquency</td>
<td>When student owes $50 or more for unpaid parking tickets, or failure to return a revoked parking permit.</td>
</tr>
</tbody>
</table>

**Removal Process:**
- Removed from a student-athlete's record when the course books not returned are paid for in full.
- When student repays loan.
- When payment in full is received.
- When student pays housing/dining debt to HSFS.
- When proof of insurance is submitted.
- When bill is paid in full.
- Usually, when a BI hold is placed, it remains on the account.
- If a student graduates and it's been over a year and never returned the parking permit, the hold is released.
- Monetary holds do not get released until the full balance due is paid.
Revision to the Constitution, Article II, Sections 3 and 5 (Membership)

(Legislative)

Implementation: Upon approval by the President

Recently a decision was made to reorganize law education at Penn State, changing from one law school with two campuses to two separate law schools. Consequently, a change in the composition of the Senate is needed to reflect that new structure and provide for Senate representation for each law school. Changes are given below as follows: new text is provided in bold; strike-throughs indicate deletions.

SECTION 3
For the purpose of electing senators, the University faculty shall be divided into the following groups, hereinafter referred to as academic voting units:

(a) Each college/unit at University Park
(b) Penn State Abington
(c) Penn State Altoona
(d) Penn State Berks
(e) Penn State Erie, The Behrend College
(f) Penn State Great Valley
(g) Penn State Harrisburg, The Capital College
(h) Dickinson School of Law
(i) Penn State Law
(j) Pennsylvania University Libraries at University Park. All members of the University Libraries at locations other than University Park who fit the definition of the Senate Electorate are included in the Senate Electorate and census for that particular location
(k) College of Medicine
(l) The Combined Departments of Military Science at University Park. All members of the Departments of Military Science at locations other than University Park who fit the definition of the Senate Electorate are included in the Senate Electorate and census for that particular location
(m) Each campus of the University College
(n) Such groupings as may be designated, according to such procedures as the Senate may establish
(o) The academic voting units shall elect their senators at-large rather than as representatives of smaller units within the academic voting units, except at multi-campus units. In the case of a multi-campus unit, the academic voting unit itself shall determine the method of allocations Senate seats within that unit, provided that each geographic location is represented by at least one senator. The method of allocating Senate seats must be approved by Senate Council.
Each faculty member shall be counted in one, and only one, academic voting unit. Members of the University faculty who are not included in one of the above units (described in a section of this section of the Constitution) may petition for assignment to an academic voting unit, according to procedures as the Senate may establish.

SECTION 5
(c) The full-time, degree-seeking students at the University shall be represented by student senators elected by their units and by two ex officio student senators from undergraduate student government organizations. Student senators shall be allocated as follows:

(1) One undergraduate student from each of the colleges at University Park
(2) One student from each of the following locations or units:
   - Penn State Abington
   - Penn State Altoona
   - Penn State Berks
   - Penn State Erie, The Behrend College
   - Penn State Great Valley
   - Penn State Harrisburg, The Capital College
   - Dickinson School of Law
   - Penn State Law
   - Division of Undergraduate Studies
   - Graduate School
   - College of Medicine

SENATE COMMITTEE ON COMMITTEES AND RULES

- Mohamad A. Ansari
- Larry C. Backer
- John W. Bagby
- Dawn G. Blasko
- Mark A. Casteel, Chair
- Michael J. Chorney
- Patricia M. Hinchey, Vice Chair
- Pamela P. Hufnagel
- Jonna M. Kulikowich
- Christopher P. Long
- Robert D. Ricketts
- Kim C. Steiner
- James A. Strauss
- Brenton M. Yarnal
SENATE COMMITTEE ON COMMITTEES AND RULES

Revisions to the Bylaws, Article II, Section 2 (Senate Council) and Article VII, Section 4 (Delegation of Authority)

(Legislative)

Implementation: Upon approval by the Senate

Recently a decision was made to change from one law school with two campuses to two separate law schools. Consequently, changes in the composition of the Senate Council and delegation of authority to the law schools are needed to reflect that new structure. Changes are given below as follows: new text is provided in bold; strike-throughs indicate deletions.

Article II (Senate Council)

SECTION 2
The Senate Council shall include:
(a) The Senate officers, with the Chair presiding.
(b) One faculty senator elected from and by the elected faculty senators of each academic unit entitled to four or more elected faculty senators. One faculty senator elected by and among the elected faculty senators of other voting units at University Park, The Dickinson School of Law, Penn State Law, and Great Valley. One faculty senator elected from and by the elected faculty senators of the campuses of the University College. One student senator elected from and by the elected student senators. All elections to the Senate Council shall be for terms of one year. A member of Senate Council unable to attend a meeting may send another elected senator from the member’s voting unit to represent the unit and vote.
(c) In the event of a vacancy among the elected members of the Council, the electing body shall elect a replacement.
(d) The elected members of the Faculty Advisory Committee shall participate, without vote, in Senate Council deliberations.
(e) The President and the Executive Vice President and Provost of the University may attend Senate Council meetings at their own discretion.

Article VII (Delegation of Authority)

SECTION 4
The faculty of The Dickinson School of Law and Penn State Law are delegated responsibility, respectively, for the approval and content of courses (900-level courses) taken by law students in the law curriculum (900-level courses). This delegation of responsibility is subject to review by the University Faculty Senate. The review process shall include the submission of all 900-level courses to the Curriculum Coordinator for inclusion on the Senate Curriculum Report (Blue Sheet) and will be subject to the same hold and approval procedures as those listed in The Guide to Curricular Procedures.
SENATE COMMITTEE ON COMMITTEES AND RULES

- Mohamad A. Ansari
- Larry C. Backer
- John W. Bagby
- Dawn G. Blasko
- Mark A. Casteel, Chair
- Michael J. Chorney
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- James A. Strauss
- Brenton M. Yarnal
In 2002 the Senate enacted legislation to authorize two retiree senator seats in the Senate. The procedures that were adopted in that legislation addressed the qualifications of and the mechanism for identifying eligible individuals. Since 2002, the opportunity for senators to participate in Senate committee meetings and plenary sessions via electronic communication technologies has made proximity to University Park a lesser consideration for senators in general. In addition, limiting participation to only those who have been retired for 10 years or less might exclude individuals who continue to contribute to the academic environment of the University and who could make valuable contributions to Senate’s functions. The procedures for electing retiree senators have been followed carefully since the inception of those procedures. However, the procedures are not included in the Constitution, Bylaws, and Standing Rules of the Senate, and therefore, are not readily accessible to interested parties. This Legislative report proposes changes in two of the qualifications for retiree senators and revisions in the Bylaws to include the election procedures.

Bold type indicates additions; strikethroughs indicate deletions.

**Article III**

**ELECTION TO THE SENATE**

**SECTION 1**
Election to the Senate by members of the University faculty in each voting unit shall be as follows:

(a) Nominations shall be made by members of the University faculty. The procedures shall provide that every member of the electorate shall have the opportunity to place names in nomination.

(b) While it is recommended that there be at least twice as many nominations as there are senators to be elected, there must be no fewer than one-and-one-half times the number of senators to be elected.

(c) Election shall be by secret ballot.

**SECTION 2**
The Elections Commission shall review annually and adjust, if necessary, the number of senators to be elected from each voting unit, based on the distribution of the University faculty as of the preceding November 1.

**SECTION 3**
Two retired faculty senators will be elected according to the following procedures. The Senate office will obtain from the Office of Human Resources a list of retired faculty members. That list will be cross-checked with lists of faculty who served on the University...
Faculty Senate prior to retirement. From the list of former senators, the Committee on Committees and Rules will develop a list of potential nominees, and the Executive Director will then contact the individuals to ask if they would stand for election to the Senate. A ballot will be established with the individual former senators (the order of names on the ballot will be determined by random selection) who have consented to serve. This ballot will also have a line marked “Other” for write-in votes so that other members of the retired population can be included in the voting. The ballot will be made available to all retired faculty. A simple plurality vote will determine the winner. In the case of a tie the Committee on Committees and Rules will determine the winner by a coin toss. One Retired Senator will serve on the Committee on Faculty Benefits and one will serve on a standing Senate committee of the retired faculty senator’s choosing. The term of office will be four (4) years. If a retired senator cannot fulfill his/her term, the alternate from the last election will be appointed to do so. The elected retired faculty will be full voting members of the Senate.

SECTION 3 4
Student senators shall be nominated and elected according to such procedures as the Elections Commission of the Senate may establish.

If a student senator is unable to attend a meeting of the University Faculty Senate, an alternate may substitute for the senator at the plenary meeting of the Faculty Senate. The alternate may also substitute for the senator at the senator’s committee meeting being held on the same day. The Senate office must be provided with the name of the alternate senator prior to the first full meeting of the Senate year. The alternate senator must notify the Senate office prior to attending the meeting in order to receive the same voting privileges as the senator for whom he/she is substituting for the day.

SECTION 4 5
The names of newly elected and newly appointed senators to serve during the following year shall be reported to the Senate office by the first Friday in February in order to be reported to the Senate at the last regular meeting of the academic year.

SECTION 5 6
An elected senator who is engaged in any type of professional activity making it impossible to carry out Senate responsibilities for a period exceeding three consecutive months, excluding June, July and August, may resign if he or she wishes, but otherwise shall be replaced by an alternate to fill the period of time that the senator will be absent from the Senate.

SECTION 6 7
In case an elected faculty senator is unable to complete the elected term, the University faculty of the senator’s voting unit shall identify a replacement in the following manner: In addition to identifying an elected senator for each vacant seat, regular Senate elections shall identify at least the highest ranking alternate, that is, the candidate receiving the highest number of votes of those not elected. If more than one alternate is identified, the alternates’ names should be submitted in order of rank, based on the number of votes. The names of the winner(s) and all of the alternate(s) shall be reported directly to the Senate office. First choice for replacement is to be
the highest ranking alternate, as identified in the most recent regular Senate election; if the 
highest ranking alternate is not available, then the choice will move to all remaining alternates, in 
order of their rank by vote. If no alternates are available from the most recent regular Senate 
election, then the University faculty of the voting unit shall hold a special election to identify a 
new elected senator, who will complete the unfinished term. This same procedure shall be 
followed in the replacement of committee members elected at-large by the Senate.

SECTION 7 8
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.

SECTION 8 9
All elections of the Senate shall be supervised by an Elections Commission consisting of the 
Secretary of the Senate and four other elected faculty senators selected by the Committee on 
Committees and Rules.

SECTION 9 10
In cases in which a voting unit or geographic location has only one faculty senator, if that senator 
is unable to attend a meeting of the University Faculty Senate, an alternate may substitute for the 
Senator at the plenary meeting of the Faculty Senate. The alternate may also substitute for the 
Senator at the Senator's committee meeting being held on the same day. The substitute must be 
identified on the Senate office's list as an alternate for the voting unit or geographic location and 
must notify the Senate office in order to receive the same voting privileges as the Senator for 
whom he/she is substituting for the day.

SENATE COMMITTEE ON COMMITTEES AND RULES
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Appendix G
12/9/14
Introduction and Rationale

At its November 2014 meeting, the University Board of Trustees voted to change its composition, including the addition of an Academic Trustee to be nominated by the University Faculty Senate.

This amendment to the University Faculty Senate's Standing Rules describes the process for selecting the Academic Trustee and adjusts the numbering of the subsequent sections of the Standing Rules. In the Recommendation below, **boldface** indicates new text; strikeouts indicate deleted text.

Recommendation (changes to existing Standing Rules)

**SECTION 10**

**Academic Member of the University Board of Trustees**

The Academic Member of the University Board of Trustees, hereinafter referred to as the Academic Trustee, is nominated by the Senate Council Nominating Committee and elected by the Board of Trustees.

(a) The Academic Trustee shall have the rights and responsibilities designated in the Charter, Bylaws, and Standing Orders of the Board of Trustees.

(b) Nominees for the position of Academic Trustee shall be selected by the Senate Council Nominating Committee from among the University's full-time faculty, with the following exclusions:

(i) The President's immediate staff;

(ii) The immediate staff of the Executive Vice President and Provost, including Vice Provosts and Associate and Assistant Vice Provosts;

(iii) Other Vice Presidents, including Associate and Assistant Vice Presidents, Academic Deans and Campus Chancellors;

(iv) Those holding affiliate academic appointments.
(c) Slates of the nominees for the position of Academic Trustee shall be determined by the Senate Council Nominating Committee and submitted to the University Faculty Senate at the same time and in the same manner as the other slates that the Senate Council Nominating Committee submits to the Senate. The University Faculty Senate shall then vote in the same manner as it votes to elect the Senate officers. According to the election results, the name of the recipient of the highest number of votes shall be forwarded to the Board of Trustees [as the preferred candidate for Academic Trustee. In accordance with the Board's Charter, Bylaws, and Standing Orders (Standing Order V), . T] the Board of Trustees [may will] then appoint the Academic Trustee [in accordance with the Board’s Charter, Bylaws, and Standing Orders]. In the event that the designated Academic Trustee does not serve his or her full term, the recipient of the next highest number of votes from the most recent University Faculty Senate election for this position shall become the University Faculty Senate's Academic Trustee nominee to fill the unfinished in accordance with the Board's Charter, Bylaws, and Standing Orders.

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 142

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

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SENATE COMMITTEE ON FACULTY BENEFITS

Revisions to Policy HR 37: Grant-in-aid for Dependents of Faculty, Staff and Retirees

(Advisory/Consultative)

Implementation: Upon approval by the President

Introduction

Some of the provisions in HR 37 are outdated and/or in need of revision. The Senate Committee on Faculty Benefits, in consultation with the University Office of Human Resources and the Joint Committee on Insurance and Benefits, has considered HR 37, and this report presents recommendations for revisions.

Recommendations

1. Eliminate the marriage rule for dependent children, so the grant-in-aid benefit is available regardless of marital status.
2. Allow the grant-in-aid benefit for the entire semester in which the employee is eligible at the beginning of that semester.
3. Eliminate the complex table for deceased employees and provide the full grant-in-aid benefit to dependents of a deceased employee who completed three or more years of regular full time employment.
4. Specify that the grant-in-aid benefit for dependent children is for undergraduate credits for the first Baccalaureate degree.
5. Eliminate the 2-year employment waiting period for spouses/same-sex domestic partners to receive the grant-in-aid benefit.
6. Implement an age limit of 35 for a dependent child to initiate an undergraduate academic program. The benefit would continue until graduation with the first Baccalaureate degree.

Rationale

The recommended revisions are to modernize the policy regardless of marital status (Recommendation #1), and to simplify the administration of the policy with regard to employment status that qualifies the tuition discount benefit (Recommendations #2 & #3). Recommendation #4 would clarify within the policy what level of university coursework qualifies for the grant-in-aid benefit. Recommendation #5 eliminates the two-year delay of enrollment for qualified spouses/same-sex domestic partners, as data supports that it will not change overall enrollment numbers and will reduce the tuition increases likely over the time period of the delayed years. Recommendation #6 caps the benefit at age 35 to eliminate the benefit being used by older dependent children. Data for enrollment by age in the table below indicates a small number of dependents who currently use the benefit beyond age 35. The committee supports the age limit for...
dependent children as a way to balance university resources in providing tuition benefits to employees.

Table: Grant-in-aid for employee dependents by age (August 2014)

<table>
<thead>
<tr>
<th>Age</th>
<th>18-25</th>
<th>26-29</th>
<th>30-39</th>
<th>40-59</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>3157</td>
<td>82</td>
<td>60</td>
<td>11</td>
</tr>
</tbody>
</table>

CIC/Big Ten Comparison of tuition benefits for dependent children

<table>
<thead>
<tr>
<th>University% tuition for eligible child</th>
<th>Qualifying Employment</th>
<th>Deceased Condition</th>
<th>Level of Study</th>
<th>Marital status</th>
<th>Dependent Age Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Univ. of Chicago -100% tuition at a college, 75% at Univ. of Chicago (100% to 85% if hired before 2004) Portable to other institutions.</td>
<td>Full-time faculty. Full-time research after 1 year of employment. Full-time staff is 50%. Retiree eligible if hired before 2013.</td>
<td>Surviving child eligible if tenured or with 10 years full-time employment at time of death.</td>
<td>Undergraduate study with a 4 year limit for first baccalaureate.</td>
<td>Unmarried.</td>
<td>Under age 25.</td>
</tr>
<tr>
<td>Univ. of Illinois -50% tuition.</td>
<td>Full-time or part-time employee.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indiana Univ. -50% tuition.</td>
<td>Full-time at 75% FTE at the end of first week of term, or retiree, or disabled.</td>
<td>If surviving child is eligible at time of death.</td>
<td>First Baccalaureate, or first 140 credit hours.</td>
<td>Unmarried.</td>
<td>Under age 25 at beginning of academic year.</td>
</tr>
<tr>
<td>University of Iowa -no tuition benefit.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Univ. of Maryland -100% prorated by FTE. 50% at other identified Maryland campuses.</td>
<td>After 2 years of full-time employment.</td>
<td>Surviving child eligible 7 years after death and before age 22; 3 years service = first</td>
<td>Untaxed benefit for first Baccalaureate degree. Taxed on graduate course tuition. Full schedule</td>
<td>No limit.</td>
<td>Under 26. If over 26 then if claimed as a dependent on Federal Tax return.</td>
</tr>
<tr>
<td>Institution</td>
<td>Study Credits</td>
<td>Tuition Details</td>
<td>Additional Details</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michigan State Univ.</td>
<td>Fall &amp; Spring, 4 credits in Winter &amp; 8 credits in Summer.</td>
<td>Undergraduate credits. Limited to 100% for 14 credits per academic year.</td>
<td>Dependent on Federal Tax return.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Univ. of Michigan</td>
<td>Part-time and full-time staff/faculty at 50% and higher appointment.</td>
<td>Surviving child can complete the degree in which enrolled at the time of death.</td>
<td>First baccalaureate, no limit on credits, but limit to 8 semesters.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Univ. of Minnesota</td>
<td>Regular full time employees and retirees.</td>
<td>15 credit hours per year at undergraduate level.</td>
<td>Unmarried. Under 24, and claimed as dependent for tax purposes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Univ. of Nebraska</td>
<td>Full time employment on first day of classes. Hired before 2000, then 12 years = 90% tuition. After 2000, then 5 years = 40% tuition.</td>
<td>Available to surviving child after death based on years of service.</td>
<td>Any marital status, or residence. Through age 25, and beyond if disabled.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northwestern Univ.</td>
<td>Employed at least 50% FTE on first day of class.</td>
<td>Undergraduate program (40–90%), or professional program (85% tuition). Limited to 8 full time semesters.</td>
<td>No age limit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ohio State Univ.</td>
<td></td>
<td>Undergraduate, Graduate, and Professional courses up to 140 credits, or 8 semesters.</td>
<td>Unmarried. If foster child then 5 years of residence required.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University</td>
<td>Regular Full Time Employment</td>
<td>Surviving Child Eligibility</td>
<td>First Baccalaureate Degree</td>
<td>Unmarried Status</td>
<td>Age Requirements</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------------------</td>
<td>----------------------------</td>
<td>-----------------------------</td>
<td>------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Penn State Univ. - 75% tuition. (Policy proposed)</td>
<td>Regular full time employment.</td>
<td>Surviving child eligible after 3 years of service.</td>
<td>First baccalaureate degree.</td>
<td>Unmarried.</td>
<td>Under 35 initially, then older until completion of degree.</td>
</tr>
<tr>
<td>Purdue Univ. - 100% tuition.</td>
<td>Regular half time or more employee through first 6 weeks of semester.</td>
<td>Surviving child under age 25.</td>
<td>First baccalaureate degree up to five years enrollment.</td>
<td>No limit.</td>
<td>Under 26 initially, then older if continuously registered. Also beyond if disabled.</td>
</tr>
<tr>
<td>Rutgers Univ. - 100% tuition.</td>
<td>Regular appointed full-time on first day of class for the course, or retiree with 25 years or 10 years if age 60.</td>
<td>Surviving child is eligible with 10 years service prior to death, or if child enrolled at time of death then until graduation.</td>
<td>First baccalaureate degree; 10 terms for a 4 year degree and 12 terms for a 5 year degree.</td>
<td>No limit.</td>
<td>No age limit. Dependent for tax purposes.</td>
</tr>
<tr>
<td>Univ. of Wisconsin - no tuition benefit provided</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: blank cells indicate provision not specified or unable to determine.

Policy Revisions

Policy HR37 GRANT-IN-AID FOR DEPENDENTS OF FACULTY, STAFF, AND RETIREES

POLICY’S INITIAL DATE: January 28, 1938  THIS VERSION EFFECTIVE: May 3, 2011

Contents:

Purpose
A Dependent Defined
Eligible Faculty and Staff Members
Length of Service Requirement
Applying for Grant-in-Aid
Where Courses are Offered

Limitations

Amount of University Grant-in-Aid

Dependent of a Deceased Faculty or Staff Member

Cross References

PURPOSE:

To provide dependents of faculty, staff, and retirees, the opportunity to take University courses at reduced fees.

A DEPENDENT DEFINED:

The following dependents of eligible faculty, staff, and retirees are entitled to a University grant-in-aid:

a. A spouse (unless appointed as a graduate assistant, graduate fellow, or non-stipend scholar);

b. An unmarried son or daughter, including adopted son or daughter and stepson or stepdaughter, only until such dependent child receives the first bachelor's degree from the University or any other college or university. **THE DEPENDENT CHILD MUST ENROLL IN AN ACADEMIC PROGRAM PRIOR TO HIS/HER 35TH BIRTHDAY AND WILL REMAIN ELIGIBLE UNTIL THE COMPLETION OF THE FIRST BACHELOR'S DEGREE.** (See also LIMITATIONS section below.) Dependants who are eligible for the educational privileges provided by policy HR36 Educational Privileges for Faculty, Staff, and Retirees are not eligible for the grant-in-aid provisions of this policy.

ELIGIBLE FACULTY AND STAFF MEMBERS:

The following categories are eligible for a University grant-in-aid:

a. A regular employee, during active periods of employment and certain inactive periods of employment. See HR16, HR19, HR34, HR88, and HRG11 for eligibility of regular employees during inactive periods of employment.

b. A faculty or exempt staff member appointed on a full-time Fixed-Term II or full-time, faculty Visiting Appointment for at least one semester or summer session, during any time covered by that appointment which encompasses both the beginning and end of a semester or summer session.

c. A member of the armed services who is on the staff of the Department of:
1. Military Science
2. Air Force Aerospace Studies
3. Naval Science
d. A retired employee provided the retiree meets the requirements for the continuation of benefits after retirement (see HR54).

LENGTH OF SERVICE REQUIREMENT:

The grant-in-aid for a spouse is available for any semester or summer session in which classes begin two years or later from **ON OR AFTER** the faculty or staff member's date of full-time, regular employment. The grant-in-aid for a dependent child is available for any semester or summer session in which classes begin on or after the faculty or staff member's date of full-time, regular employment.

Dependents are not eligible for a grant-in-aid, for any semester or summer session in which classes begin after the employee's final day of fulltime, regular employment status. Also, the faculty or staff member must remain in regular employment status for at least one-half of the semester or summer session in order to maintain eligibility for the grant-in-aid. These limits do not apply to an eligible retiree as indicated in "d" in the section above.

APPLYING FOR GRANT-IN-AID:

To apply for a dependent grant-in-aid, the faculty or staff member must complete the Dependent Grant-In-Aid request form, an online application. The online form must be completed before the end of the semester or summer session in which the grant-in-aid is to begin. A hard copy of the application form can also be obtained from the Employee Benefits Division.

WHERE COURSES ARE OFFERED:

Eligibility for a University grant-in-aid applies at all University locations.

LIMITATIONS:

The grant-in-aid applies to all resident instruction, **WORLD CAMPUS**, and continuing education **UNDERGRADUATE** credit courses except for professional curriculum such as those offered at the College of Medicine at The Milton S. Hershey Medical Center, the Smeal College of Business Administration Executive MBA Program, and the Dickinson School of Law. It does not apply at summer camps or workshops operated by the University unless University credit is given and regular tuition is charged.

The grant-in-aid for a son or daughter applies only until the bachelor's degree is received. If a son or daughter chooses to pursue an additional bachelor's degree from Penn State,
the grant-in-aid will not apply. Furthermore, if a son or daughter has obtained a bachelor's degree prior to attending Penn State, he/she is not eligible for the grant-in-aid because he/she has already obtained his/her first bachelor's degree.

When both parents are employed by the University, the grant-in-aid for a son or daughter is available to only one parent.

**AMOUNT OF UNIVERSITY GRANT-IN-AID:**

Regular tuition will be assessed for each dependent. A dependent is eligible for a University grant-in-aid provided application is made by a faculty or staff member, or in case the faculty or staff member is deceased, the person authorized to act for the dependent. The amount of the grant-in-aid would result in out-of-pocket costs for employees to be 25 percent of the effective in-state tuition rate (excluding other student fees).

**NOTE:** TUITION REDUCTION FOR A SPOUSE TAKING GRADUATE LEVEL CLASSES MAY BE SUBJECT TO TAXES. PLEASE CONTACT THE PAYROLL OFFICE FOR TAX INFORMATION.

**DEPENDENT OF A DECEASED FACULTY OR STAFF MEMBER:**

The grant-in-aid for the dependent of a deceased faculty or staff member is provided **IF THE EMPLOYEE HAS COMPLETED THREE OR More YEARS OF REGULAR FULL TIME EMPLOYMENT WITH THE UNIVERSITY.** subject to the limits of the following schedule.

<table>
<thead>
<tr>
<th>LENGTH OF SERVICE BEFORE DEATH:</th>
<th>SEMESTERS GRANTED FOLLOWING DEATH:</th>
<th>TIME LIMIT FOR USAGE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>If an employee had the following length of full-time, regular active employment prior to death...</td>
<td>Each deceased employee's eligible dependent is entitled to the following number of semesters with grant-in-aid...</td>
<td>The dependent must be enrolled within a time limit from the employee's death equal to the length of regular employment of the employee prior to death. (Exclude time spent by the dependent for required military duty.)</td>
</tr>
<tr>
<td>At least but less than 0 years</td>
<td>1-semester*</td>
<td></td>
</tr>
<tr>
<td>2 years</td>
<td>2-semesters</td>
<td></td>
</tr>
<tr>
<td>3 years</td>
<td>3-semesters</td>
<td></td>
</tr>
<tr>
<td>5 years</td>
<td>4-semesters</td>
<td></td>
</tr>
<tr>
<td>6 years</td>
<td>5-semesters</td>
<td></td>
</tr>
<tr>
<td>8 years</td>
<td>6-semesters</td>
<td></td>
</tr>
</tbody>
</table>

*(Excluding time spent by the dependent for required military duty.)*
9

11

7 semesters

11 years and over

8 semesters

*Note: For this policy, two summer sessions shall equate to one semester

**CROSS REFERENCE:**

HR16 - Leave of Absence without Salary (Other than for Extended Active Military Service)

HR18 - Graduate Study Leave of Absence

HR19 - Leave of Absence for Active Military Service or Training

HR34 - Employment Conditions for Staff Employees

HR36 - Educational Privileges for Faculty, Staff, and Retirees

HR54 - Continuation of Group Insurance after Age 60, Age 65, and after Retirement or Death

HR88 - Alternatives to Regular Twelve Month Staff Employment

**HRG11** - Family Medical Leave

**REVISIONS:**

May 3, 2011 - Revised the Applying for Grant-In-Aid section.

November 12, 2009 - Amount of University Grant-in-Aid section - Language updated to reflect current practices.

August 1, 2007 - Dependent Defined section - clarification added that anyone eligible for HR36 provisions is not eligible for HR37 provisions.

July 1, 2002 - Limitations section - revised to include the Smeal College of Business Administration Executive MBA Program

**SENATE COMMITTEE ON FACULTY BENEFITS**

- Susan McGarry Basso, Vice President for Human Resources
- Rebecca C. Craven
- Amy R. Dietz
- Robin L. Haas
• Peter C. Jurs
• Chris Muscarella
• Jamie M. Myers
• Daniel Nugent
• Willie K. Ofosu, Chair
• Gregory W. Roth
• Petra Tschakert
• Matthew Woessner, Vice Chair
Faculty Senate Scholarships Awarded to Undergraduates

(Informational)

On behalf of the Faculty Senate, the Office of Student Aid facilitates the awarding of University Scholarships designated as ‘Faculty Senate Scholarships.’ Twenty-one endowments and one annually funded source generate the support for these undergraduate awards. As a whole, the Faculty Senate endowments require recipients to be academically talented and demonstrating financial need. Individually, most of the endowments have a unique eligibility preference that we are required to honor. Donors agree to scholarship guidelines that can include both general eligibility criteria and specific preferences that donors have chosen. For instance, several guideline preferences specify students from a particular high school, city, or county; more specify students who have demonstrated leadership skills, service to community and school, and/or participation in extra-curricular activities.

Faculty and staff at each campus nominate students who have reached at least their third semester of enrollment at Penn State. In most cases, financial aid officers solicit nominations from faculty, rank order the nominees, and submit names and brief comments about the academic merit and extra-curricular activities of each nominee. The Office of Student Aid then matches a pre-determined number of nominees to appropriate guidelines and funds. In late July or early August, students receive formal scholarship award letters sent from the Faculty Senate Office. Each letter identifies the name of the Faculty Senate Scholarship, the award value, and the one-year term of the award, as well as provides the donor name and a request for a thank you note. If original scholarship recipients do not enroll or choose not to return mid-year, funds are awarded to the next nominees from those particular campuses.

In consultation with the Faculty Senate Office and under guidelines developed by the committee on Admissions, Records, Scheduling and Student Aid (ARSSA), the Office of Student Aid ensures the equitable distribution of scholarships across all campuses. Campus allotments are in proportion to campus undergraduate enrollments.

In the 2013-14 academic year, Penn State undergraduates received a total of $221,741 in Faculty Senate Scholarship awards. The majority of recipients are from Pennsylvania (88.2%), and they are enrolled in 19 different academic colleges. Available spending tends to fluctuate year to year based on the value of the University’s investment pool and the available endowment earnings. A three-year comparison follows and confirms this fluctuation in available dollars and resulting awards.

<table>
<thead>
<tr>
<th>Faculty Senate Scholarship Awarding: A Three-Year Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Student Recipients</td>
</tr>
<tr>
<td>Dollars Awarded</td>
</tr>
<tr>
<td>Average Award Value</td>
</tr>
<tr>
<td>Average Award Value</td>
</tr>
<tr>
<td>Average GPA</td>
</tr>
</tbody>
</table>

The attached report shows the distribution of scholarships across campuses, colleges and class.
Appendix J

2013-14 Faculty Senate Fund Distribution

<table>
<thead>
<tr>
<th>Student Recipients</th>
<th>220</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dollars Awarded</td>
<td>$221,721</td>
</tr>
<tr>
<td>Median Award Value</td>
<td>$1000</td>
</tr>
<tr>
<td>Average Award Value</td>
<td>$107</td>
</tr>
<tr>
<td>Median GPA</td>
<td>3.76</td>
</tr>
<tr>
<td>Average Need Index</td>
<td>0.8</td>
</tr>
</tbody>
</table>

A. Faculty Senate Scholarships are awarded to undergraduates across all campuses. The number of awards made per campus is in proportion to campus vs. total undergraduate enrollment figures from the University Budget Office’s fall head count, prior to the year of awarding.

<table>
<thead>
<tr>
<th>Campus Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>Abington</td>
</tr>
<tr>
<td>Altoona</td>
</tr>
<tr>
<td>Beaver</td>
</tr>
<tr>
<td>Berks</td>
</tr>
<tr>
<td>Brandywine</td>
</tr>
<tr>
<td>Dubois</td>
</tr>
<tr>
<td>Erie</td>
</tr>
<tr>
<td>Fayette</td>
</tr>
<tr>
<td>Greater Allegheny</td>
</tr>
<tr>
<td>Harrisburg</td>
</tr>
<tr>
<td>Hazleton</td>
</tr>
<tr>
<td>Lehigh Valley</td>
</tr>
<tr>
<td>Mont Alto</td>
</tr>
<tr>
<td>New Kensington</td>
</tr>
<tr>
<td>Schuylkill</td>
</tr>
<tr>
<td>Shenango</td>
</tr>
<tr>
<td>University Park</td>
</tr>
<tr>
<td>Wilkes Barre</td>
</tr>
<tr>
<td>Worthington Scranton</td>
</tr>
<tr>
<td>York</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>
B. The majority of Faculty Senate Scholarship recipients are from Pennsylvania.

<table>
<thead>
<tr>
<th>Residency Distribution</th>
<th># of Awards</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA</td>
<td>194</td>
<td>88.2</td>
</tr>
<tr>
<td>Non-PA</td>
<td>26</td>
<td>11.8</td>
</tr>
<tr>
<td>Total</td>
<td>220</td>
<td></td>
</tr>
</tbody>
</table>

C. At least one Faculty Senate Scholarship recipient is enrolled in each academic College. The table below shows the distribution of recipients for the last three years across all academic colleges. This table is not intended to compare to Table A since the student’s academic college is not a factor in the selection of Faculty Senate Scholarship recipients. This distribution is an outcome of the selection process and varies from year to year. This table is provided for informational purposes only.

<table>
<thead>
<tr>
<th>College Distribution</th>
<th>2013-14</th>
<th>2012-13</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abington College</td>
<td>11</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>Agricultural Sciences</td>
<td>20</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Altoona College</td>
<td>6</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Arts &amp; Architecture</td>
<td>7</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Behrend College</td>
<td>14</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>Berks College</td>
<td>4</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Smeal Business</td>
<td>25</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td>Capital College</td>
<td>12</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>University College</td>
<td>25</td>
<td>31</td>
<td>29</td>
</tr>
<tr>
<td>Communications</td>
<td>8</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Division of Undergraduate Studies</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Earth &amp; Mineral Science</td>
<td>3</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Education</td>
<td>10</td>
<td>18</td>
<td>13</td>
</tr>
<tr>
<td>Engineering</td>
<td>28</td>
<td>22</td>
<td>24</td>
</tr>
<tr>
<td>Health &amp; Human Development</td>
<td>12</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Information Sciences &amp; Technology</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>14</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>Nursing</td>
<td>2</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Science</td>
<td>14</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>220</td>
<td>220</td>
<td>214</td>
</tr>
</tbody>
</table>
D. Faculty Senate Scholarship recipients are predominantly juniors and seniors.

<table>
<thead>
<tr>
<th>Class Distribution</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Standing</td>
<td># of Awards</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>28</td>
</tr>
<tr>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>8</td>
<td>57</td>
</tr>
<tr>
<td>9</td>
<td>37</td>
</tr>
<tr>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>220</td>
</tr>
</tbody>
</table>

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

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- Stephen H. Browne
- Joseph T. Chletsos
- Rachel L. Fore
- Anna M. Griswold
- David C. Han
- Robert A. Kubat
- David Kuskowski
- Keefe B. Manning, Chair
- John Marsh
- Eugene L. McFeely
- Richard W. Robinett, Vice Chair
- Richard Singer
- Douglas E. Wolfe
This report is presented to the Senate as an update to the ongoing work of the Council on Engaged Scholarship, and a follow up to the Advisory and Consultative report presented at the Senate plenary meeting of April 28, 2014.

This report was drafted by Careen Yarnal, faculty member in Health and Human Development and Co-chair of the Council on Engaged Scholarship (Undergraduate Education), Janet Conner (Outreach) and Barry Bram (Student Affairs). The draft was subsequently shared with the seven committees of the Council on Engaged Scholarship for feedback, which was incorporated into the document. We thank them for their thoughtful input and advice.

Careen Yarnal, Nicole Webster, Brent Yarnal, and Andrea Adolph will present a summary of the informational report.

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• Melik C. Demirel
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• Benjamin T. Hudson
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• Emily R. Miller
• John W. Moore
• Angela L. Pettitt
• Karen I. Pollack
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• Jeffrey L. Shiano
• Elizabeth M. Seymour, Chair
• David R. Smith
• Ann H. Taylor, Vice Chair
• Stephen J. Van Hook
• Fredric Weber
• Victoria L. Woods
What do we mean by engaged scholarship at Penn State?

- Penn State defines engaged scholarship as *out-of-classroom academic experiences that complement in-classroom learning*.
- These experiences include: undergraduate research, study abroad, study away, embedded travel courses, community-based learning, service learning, internships, and capstone experiences.

**How does engaged scholarship differ from and complement student engagement?**

Engaged scholarship and student engagement are closely associated and complementary concepts. Penn State recognizes *student engagement* as those co-curricular activities that improve the health, development, and well-being of the student, the University, and society. Student engagement activities can range from such things as participation in intramural and club sports, to involvement in student societies and student government, to volunteerism with THON or Habitat for Humanity. One characteristic of student engagement is that it may or may not relate to in-class learning. In contrast, Penn State defines *engaged scholarship* activities as out-of-the-classroom academic experiences that complement and support learning that takes place in the classroom. Penn State identifies a broad array of engaged scholarship activities, as noted above.

**How is Penn State advancing engaged scholarship?**

The primary body charged with advancing engaged scholarship at Penn State is the Council on Engaged Scholarship (CoES). Formed in 2012, the CoES has additional oversight and sponsorship by the Vice for President and Dean for Undergraduate Education, the Vice President for Student Affairs, and the Vice President for Outreach and Vice Provost for Online Education. This collaboration has enabled Penn State’s co-curricular and undergraduate educational experiences to demonstrate reciprocal benefits that come from a multi-campus land-grant institution working with local, regional, state, national, and global communities. Formation of CoES also fulfills one of five recommendations of the Service-Learning-Student Engagement Task Force (2010-2012), a University-wide nineteen-member group charged to determine how to coordinate and extend the full spectrum of curricular and co-curricular student engagement experiences at Penn State.

The CoES comprises more than thirty-five sitting members with an additional seventy participants, including University-wide student, faculty, staff, and administrator representation¹. The Council comprises seven (7) committees and a newly emerging Ambassador Program. The seven committees include: Faculty and Staff Development; Pilots (including six (6) subcommittees); Expos and Symposia; Philanthropy and Development; Commonwealth Campuses (including broad representation from campus units); Marketing and Communications; and

¹ Appendix 1 lists Council on Engaged Scholarship members and affiliations
Appendix K

Student Tracking and Recognition\textsuperscript{2}. It is important to note that the seven committees emerged from opportunities presented by evolving work. Each of the seven committees is individually charged, but all work in close partnership to:

- realize the vision and goals of the Council on Engaged Scholarship;
- fulfill the recommendations of the Faculty Senate Advisory and Consultative Report on Engaged Scholarship; and
- contribute to Penn State’s mission and distinguished history as a public land-grant institution.

It is also important to highlight that the CoES is paying particular attention to the development of assessment metrics at all levels of ongoing work. Following recommendations of the Middle States Commission, the goal of the Pilot Committee Assessment sub-committee, for example, is to “establish clear, measurable expected outcomes of student learning; ensure that students have sufficient opportunities to achieve those outcomes; systematically gather, analyze, and interpret evidence to determine how well student learning matches the expectations; and use the resulting information to understand and improve student learning.” Based on Association of American Colleges and Universities (AAC&U) rubrics and other scholarly work, the Assessment sub-committee established that the following four student learning outcomes encapsulate engaged scholarship at Penn State:

1. Multi-cultural awareness/Diversity
2. Civic Responsibility
3. Ethical Awareness
4. Systems Thinking

The Assessment sub-committee is also working on faculty outcomes and community outcomes from short-term and longitudinal involvement with Penn State’s engaged scholarship initiative. Metrics for University-wide (and beyond) contributions to and benefits from engaged scholarship are also being considered.

**What is the vision and goal of the Council on Engaged Scholarship?**

The vision of the Council on Engaged Scholarship is for Penn State to be the leading public higher education institution for undergraduate engaged scholarship, inspiring students to graduate as informed, engaged, and globally knowledgeable citizens.

The goal of the CoES is that by 2020, engaged scholarship will be a defining part of the University’s ethos and identity. Advanced through strong collective leadership, innovative structures, cost-effective processes, and rigorous institution-wide assessment, sustainable financing and reward systems will empower faculty and staff, departments, colleges, institutes, and campuses to enable all undergraduate students—including distance, commuter, and resident learners—to pursue at least one if not multiple engaged scholarship experiences during their time at Penn State.

\textsuperscript{2} Appendix 2 provides Council on Engaged Scholarship committee charges, accomplishments, goals, membership and affiliations.
Enabling at least one engaged scholarship opportunity for each of Penn State’s nearly 100,000\textsuperscript{3} undergraduate students is at once a leadership opportunity and a leadership challenge. On the one hand, recent well-researched evidence from the University Faculty Senate\textsuperscript{4} indicates that about 50 percent of undergraduate students currently participate in engaged scholarship experiences. On the other hand, the number falls far short of the potential embodied by undergraduate enrollment to demonstrate the reciprocal benefits that come from a multi-campus land-grant institution working with local, regional, state, national, and global communities.

Reaching this ambitious goal means that the University must dramatically increase the number of engaged scholarship opportunities available to its students, which is where the work of the CoES committees, various sub-committees, and program initiatives comes into play. This dynamic, flexible ecosystem will further enhance the many distinguished, long-standing commitments to engaged scholarship pedagogy and research across the institution. At the same time, it will seed engaged scholarship initiatives that further reinforce Penn State’s portfolio as an innovative national leader in engaged scholarship. The time is right: with the commencing of new leadership at Penn State, the reimagining of the 21\textsuperscript{st} century land-grant model, and the increasing market and demographic pressures faced by Pennsylvania, providing each student with one or more engaged scholarship opportunities is the best way not only to serve our students and to help them flourish personally and professionally, but also to address the pressing needs of Pennsylvania, the nation, and the world.

What are major accomplishments of the Council on Engaged Scholarship initiative?

- Collaborated with the University Faculty Senate to advance an advisory and consultative report on engaged scholarship, endorsed by the University Faculty Senate in April 2014\textsuperscript{5}. The President accepted the report unchanged in July 2014\textsuperscript{6}.
- Initiated an annual jointly coordinated student-CoES engaged scholarship expo and an annual Penn State engaged scholarship symposium for faculty, staff, administrators, and students. The purpose of the expo and symposium are to:
  - strengthen understanding of engaged scholarship across the institution;
  - identify and increase engagement with and participation in new and ongoing efforts to support engaged scholarship;
  - share promising, scalable pedagogical and programmatic approaches for engaged scholarship;
  - learn from visiting experts and scholars, students, faculty, and staff about best practices in engaged scholarship; and
  - harness information from the expo and symposium to further strengthen and leverage Penn State’s local, regional, and national engaged scholarship portfolio.

3 Includes distance learners
4 Informational Reports on Internships and on Undergraduate Research are available on the University Faculty Senate web-site (http://www.senate.psu.edu/)
5 See (http://www.senate.psu.edu/)
6 See (http://www.senate.psu.edu/)
• Oversee global, regional, and local engaged scholarship pilot programs to advance rigorous, innovative, scalable high-, medium-, and low-impact engaged scholarship experiences for all Penn State undergraduate students.

• Established website and social media presence to share information and raise visibility across the University and beyond (see http://www.engagedscholarship.psu.edu/)

• Charged the CoES Faculty and Staff Development Committee to create and align mechanisms and resources that will enable Penn State to become a national leader in the recruitment, preparation, support, recognition, and reward of faculty and staff for engaged scholarship work.

• Integrated engaged scholarship as a foundational principle in the University’s draft strategic plan. A selection of colleges, campuses, and administrative units has an articulated engaged scholarship strategy.

It is also important to note that University Park Undergraduate Association (UPUA) and the Council of Commonwealth Student Governments (CCSG) passed resolutions supporting the engaged scholarship initiative and that students are involved in the CoES and committees.
Appendix 1

Council on Engaged Scholarship Membership 2014/2015

Andrea Adolph – Penn State New Kensington
Barry Bram - Student Affairs
Mark Brennan – College of Agricultural Sciences
Neil Brown – Global Programming
Raye Brown – School of Nursing
Elaine Brzycki – Outreach and Online Education
Brian Bumbarger – Health and Human Development
Philip Burlingame – Student Affairs
John Byrnes – College of Agricultural Sciences
Jennifer Campbell – Student Affairs
Adam Christensen – Student Affairs
Janet Conner – Outreach and Online Education
Deno De Ciantis – Penn State Pittsburgh Center
Wil Del Pilar – Development and Alumni Relations
Renata Engel – Outreach and Online Education
Paul Esqueda – Penn State Berks
Nancy Franklin – University Outreach
Yvonne Gaudelius – Undergraduate Education
Laurie Grobman – Penn State Berks
Meeghan Hollis – Student Affairs
Penny Huffman – University Libraries
Tinamarie Illar – Outreach and Online Education
Tim Kelsey – College of Agricultural Sciences
Lisa Kerchinski – Schreyer Honors College
Eugene Lengerich – College of Medicine
Angela Linse – Undergraduate Education
Grant Littke – International Affairs
Emily Miller - Student
Khanjan Mehta - Engineering
Annemarie Mountz – Strategic Communications
Bob Orndorff – Student Affairs
Beth Seymour – Penn State Altoona
John Shaffer - Student
David Smith – Undergraduate Education
Richard Smith – Outreach and Online Education
Ann Taylor – Earth and Mineral Science
Annemarie Ward – Education
Nicole Webster – Agriculture
Craig Weidemann – Outreach and Online Education
Kenneth Womack – Penn State Altoona
Careen Yarnal – Health and Human Development
Brent Yarnal – Earth and Mineral Science
Council on Engaged Scholarship Committee Charges, Accomplishments, Goals and Membership

1. **Expos and Symposia Committee:**

The Expos and Symposia Committee, formed in spring 2013, is charged with: raising awareness of and educating about the breadth and depth of Penn State’s engaged scholarship amongst key stakeholders including students, faculty, staff, administrators and other internal and external leaders and with developing synergy among all stakeholders. During 2013-14 the committee held the first Engaged Scholarship Expo (attended by 90+) and the Inaugural Engaged Scholarship Symposium (attended by 200+) and established a committee to work on the 2014-15 Expo and Symposium events. Goals for the committee for 2014-15 are two fold. First, the committee will plan, coordinate, and conduct a fall 2014 Engaged Scholarship Expo. The goals of the Engaged Scholarship Expo are to: increase the number of students who participate in the Expo as planners and presenters; increase the number of first year students who participate in the Expo; provide a forum for participants to learn through both hearing about the experiences of others and through interacting with presenters about their experiences; stimulate ongoing dialogue about engaged scholarship experiences pre- and post-Expo through the use of social media. The second goal of the committee is to plan, coordinate, and conduct a spring 2015 Engaged Scholarship Symposium. The goals of the Engaged Scholarship Symposium are to: update the Penn State community on progress of the engaged scholarship initiative, inspire involvement in and sharing about engaged scholarship; provide content that will leverage Penn State’s engaged scholarship capacity to new heights.

**Chair(s):**
Meeghan Hollis – Student Affairs

**Members:**

Andrea Adolph – Penn State New Kensington (resource)
Andrew Ahr – University Park Undergraduate Association/student
Barry Bram – Student Affairs
Brian Bumbarger – Health and Human Development
Jennifer Campbell – Global Programs
Lisa Clapper – Health and Human Development
Yvonne Gaudelius – Undergraduate Education
Janine Gautiere – Outreach and Online Education
Mark Heckel – Student Affairs
Meeghan Hollis (Chair) – Student Affairs
Ryan Henrici – Student
Karla Loya - Student
Haley Sankey – Earth and Mineral Science
Larkin Hood – Undergraduate Education
Beth Seymour – Penn State Altoona (resource)
Kristen Thomas – Graduate Assistant
Nimisha Thakur – Liberal Arts
2. **Pilots Committee:**

The Pilots Committee, formed in spring 2013, is charged with: developing partnerships, ecosystems and projects that will allow Penn State to bring engaged scholarship to scale; developing the structure for and assessment of these partnerships, ecosystems and projects. The Pilots committee, and its six subcommittees, is currently engaged in more than half a dozen partnerships including the Library of Congress, World Hope International, Project HOME, and a selection of corporate partners. In addition, student learning outcomes have been established and instruments for assessing those outcomes are in development. The goals of this committee for the coming year are to: 1) develop assessment methods for faculty and community outcomes, 2) identify ten to fourteen additional partners, and 3) develop faculty and staff workshops on various topics (e.g., travel logistics, research protections, partnerships, local resources, etc.) to those interested in ecosystem, project and community partnerships.

**Chair(s):**

Adam Christensen – Student Affairs  
Richard Smith – Outreach and Online Education

**Members:**

Betsy Aumiller – College of Medicine  
Steffen Bianco - Student  
Barry Bram – Student Affairs  
Chas Brua – Undergraduate Affairs  
Adam Christensen (Co-Chair) – Student Affairs  
Brigid Colligan – Student/ UPUA  
Janet Conner - Outreach and Online Education  
Lee Erickson – Information Sciences and Technology  
Irena Gorski - Engineering  
Carter Hunt – Health and Human Development  
Chang Liu - Student  
Peggy Lorah – Student Affairs  
Nicola McCarthy – Outreach and Online Education  
Khanjan Mehta - Engineering  
Bob Orndorff – Student Affairs  
Kyle Peck - Education  
Darcy Rameker – Student Affairs  
Chelsey Scott – Outreach and Online Education  
Richard Smith (Co-Chair) – Outreach and Online Education  
Amy Vashaw – Arts and Architecture  
Annmarie Ward – Education  
Nicole Webster - Agriculture  
Suzanne Weinstein – Undergraduate Education  
Careen Yarnal – Health and Human Development  
Michael Zeman – Eberly College of Science
3. **Marketing and Communications Committee:**

The Marketing and Communications Committee, formed in spring 2013, is charged with: enhancing a common understanding among University and external audiences of the definition and benefits of Penn State engaged scholarship; helping to inform communities of the work of the CoES; inspiring involvement; sharing stories of achievement and impact; and helping to build a community of practice and conversation around Penn State engaged scholarship. Thus far, the committee has launched a first-phase initiative website ([www.engagedscholarship.psu.edu](http://www.engagedscholarship.psu.edu)) and social media presence on Twitter and Facebook (@EngagePennState), developed several presentations for key stakeholder groups, promoted the 2013 Expo and 2014 Symposium, and produced an engaged scholarship video. Goals for the 2014-15 year include finalizing a comprehensive branding strategy, redeveloping and publicizing a more robust website, advancing outbound communications, supporting the growing communication needs of the other CoES committees, and establishing stronger, regular internal communication mechanisms to share information among the CoES committees, CoES sponsors, and University community.

**Chair(s):**  
Tinamarie Illar – Outreach and Online Education

**Members:**  
Denise Bortree – College of Communications  
Alex Calderaro – University Park Undergraduate Association/student  
Janine Gautierre – Outreach and Online Education  
Tinamarie Illar (Chair) – Outreach and Online Education  
Blaine Prichard – Student/ Liberal Arts Undergraduate Council  
Chelsey Scott – Outreach and Online Education

4. **Philanthropy and Development Committee:**

The Philanthropy and Development Committee, formed in late spring 2013, is charged with: bringing the scholarly engagement mission to the world of philanthropy and development. Tasks include: articulating goals and seeking out benchmarking means; working to create a hub to bring the engaged scholarship, philanthropy, development and University outreach constituencies together; inviting Deans and Directors of Development (along with other agents of University outreach) to serve as end-users for this hub; and having students/faculty populate the hub with projects so that end-users can begin working with potential projects and programs as they are developed through other auspices of the CoES. Future goals for 2014-15 and beyond include: engaging with Deans and Directors of Development to assess their interests in and perspectives on the hub; connecting with other CoES committees to further understand the role of funding in terms of meeting faculty and student programmatic needs; and identifying larger fundraising needs across the University to more effectively make the case for achieving sustainable financial support for engaged scholarship initiatives.

**Chair(s):**  
Ken Womack – Penn State Altoona  
Wil Del Pilar – Development and Alumni Relations
Members:
Rob Butler – Development and Alumni Education
Wil Del Pilar (Co-Chair) – University Programs
Paul Esqueda – Penn State Berks
Angela Linse – Undergraduate Education
Bennett Samuel – University Park Undergraduate Association/student
Ken Womack (Co-Chair) – Penn State Altoona

5. Student Tracking and Recognition Committee:
The Recognition and Tracking Committee, formed in early 2014, is charged with: working with the Faculty Senate Committee on Curricular Affairs to refine and further develop common course designations and numbers for engaged scholarship experiences; working with the LionPath team to identify ways that students' participation in engaged scholarship can be tracked in the University’s student information system; creating a Penn State Engaged Scholarship honor society that provides interested students with a pathway to participate in multiple engaged scholarship experiences, to include recognition and rewards for achievements; creating an ePortfolio system that will allow students to demonstrate what they have learned through their engaged scholarship curricular and co-curricular experiences (which includes mechanisms for micro-credentialing, similar to the "badging" movement). The committee met biweekly, beginning March 2014, receiving briefings on the Council on Engaged Scholarship Penn State’s Badging Initiative, the College of Earth and Mineral Science’s “EMSAGE” program (http://www.ems.psu.edu/EMSAGE - the College’s engaged scholarship society), and Florida State’s “Garnet and Gold Scholar Society (their engaged scholar society). After the briefing the committee elected to Focus on Charge 3 – Creation of a Penn State Engaged Scholarship honor society. To that end the committee, conducted environmental scanning, sought other models for engaged scholar honor societies (in addition to EMSAGE and FSU, discovered models at Elon College, University of North Carolina – Asheville, and the University of Minnesota; created a draft model for a Penn State Engaged Scholar society that includes both the society’s requirements for entry and an implementation plan. Goals for 2014-15 are to: refine the model for a Penn State engaged scholar society based on diverse stakeholder and CoES feedback; create subcommittees to focus on remaining charges.

Chair(s):
Bob Orndorff – Student Affairs
Annie Taylor – Earth and Mineral Sciences

Members:
Ryan Belz – Student, UPUA
Kyle Bowen – Education Technology Services
Neil Brown – Global Programs
Michael Busges – Central Finance and Business
Natalia Caballero – Student, UPUA
Vera Cole – Earth and Mineral Sciences
Anand Ganjam – Student, UPUA President
Mark Heckel – Student Affairs
6. **Campus Committee:**

- The Campus Committee, formed in April 2014, is charged with: working to provide at least one engaged scholarship experience for every undergraduate student, paying particular attention to constraints and opportunities at each campus; capitalizing on engaged scholarship synergies within and between campuses, including UP; exploring engaged scholarship experiences that might be unique to a campus and its local community; fostering faculty, staff, and student awareness of and support for engaged scholarship; providing engaged scholarship development opportunities for staff and faculty members; capitalizing on existing and harnessing new community and other partnerships; developing engaged scholarship faculty champions on each campus and developing with that group a "community of practice" for localized development and "train the trainer" approaches; and building and strengthening buy-in from campus leadership (chancellors, CAOs, DSAs, and other directors). In order to address its charges, the committee has decided that its first order of business is to create an inventory of engaged scholarship activities across the campuses so that it is clear what level of activity we are building from. Thus far, the committee has gathered data on engaged scholarship through several channels, asking for input from campus directors and faculty (CAOs, DSAs, UFS senators), getting information from the Office of the VP for Commonwealth Campuses, and making campus visits with other CoES members from the Faculty and Staff Development subcommittee. The committee will continue to build this inventory of engaged scholarship activities across the Commonwealth Campuses, begin to identify best practices and faculty champions, and start sharing this information across the University as warranted.

**Chair(s):**
Beth Seymour – Penn State Altoona
Andrea Adolph – Penn State New Kensington

**Members:**
Andrea Adolph (Co-Chair) – Penn State New Kensington
Douglas Charles – Penn State Greater Allegheny
7. **Faculty and Staff Development Committee:**

The Faculty and Staff Development Committee was formed in fall 2014 because the Council recognized that to expand the number and quality of engaged scholarship experiences for Penn State students, it is necessary to significantly increase the quantity of faculty and staff participating in engaged scholarship work. To develop this increased capacity, it is essential to create and align mechanisms and resources that will enable Penn State to recruit, prepare, support, recognize, and reward faculty and staff for engaged scholarship work. The work of the committee therefore includes: benchmarking with leading engaged scholarship institutions to see how they encourage, promote, and reward faculty and staff for engaged scholarship participation; reviewing the role that engaged scholarship has in current Penn State promotion and tenure policies and procedures for tenure line and non-tenure line faculty and in current Penn State promotion and advancement policies and procedures for staff; and considering systems and processes to measure and evaluate faculty and staff efforts in engaged scholarship. Ultimately, the Committee will make recommendations to the University Faculty Senate and the University Staff Advisory Council on policies and procedures to promote engaged scholarship among faculty and staff.

**Chair(s):**
- Philip Burlingame – Student Affairs
- Deno De Ciantis - Outreach
- Brent Yarnal – Earth and Mineral Sciences

**Members:**
- Martha Aynardi – Penn State Berks
- Philip Burlingame (Co-Chair) – Student Affairs
- Deno De Ciantis (Co-Chair) – Pittsburgh Center
- Jackie Edmonson – Undergraduate Education
- Renata Engel – Outreach and Online Education
- William Kleiner – Cooperative Extension
- Angela Linse – Undergraduate Education
- Ruth Mendum – University Fellows office
- Peter Newman – Health and Human Development
- Nicholas Rowland – Penn State Altoona
- Melinda Stearns- Outreach and Online Education
- Jeremy Warner – Arts and Architecture
- Marcus Whitehurst – Educational Equity
- Brent Yarnal (Co-Chair) – Earth and Mineral Science
Engaged Scholarship Initiative
Senate Update
December 9, 2014

Vision for 2020
How will it happen?

1. Expo & Symposium
2. Faculty & Staff Development
3. Commonwealth Campus
4. Philanthropy & Development
5. Pilots
6. Student Tracking & Recognition
7. Marketing & Communications
Types of Experiences

- Undergraduate Research
- Community-based Learning
- Service Learning
- Internships
- Capstone Experiences
- Study Abroad | Study Away
- Embedded Travel Courses

Recent Accomplishments

- Advisory/Consultative Report
- Student Support Resolutions
- Annual Expo/Annual Symposium
- Website/Social Media Presence
- Global/Domestic Pilot Programs
- Engagement Scholarship Consortium Conference 2015@Penn State
Commonwealth Campus Committee

**CHARGE**

- Capitalize on synergies within/between campuses, paying attention to constraints/opportunities
- Foster faculty, staff, and student awareness/support
- Provide development opportunities for staff/faculty
- Develop faculty and staff champions
- Develop "community of practice" for localized development and "train the trainer" approaches
- Build and strengthen buy-in from campus leadership

**WORK**

- Building an inventory of engaged scholarship activities across the Campuses
- Identifying best practices/faculty champions
- Sharing this information across the University
Faculty and Staff Committee

**CHARGE**

- Review PSU P&T policies for faculty & staff
- Benchmark P&T policies of leading institutions
- Recommend ways to reward faculty & staff
- Recommend ways to measure & evaluate efforts

---

Faculty and Staff Committee

**WORK**

- Reviewing Penn State P & T guidelines
- Visiting campuses & colleges
- Preparing to benchmark leading institutions
Pilots Committee

**CHARGE**

- Develop partnerships, ecosystems, projects that will allow Penn State to bring engaged scholarship to scale
- Develop the structure for and assessment of these partnerships, ecosystems and projects

**WORK**

1. Institutional Ecosystem
2. Global Ecosystem
3. Domestic Ecosystem
Domestic Ecosystem

Support Ecosystem

Engagement Ecosystem

Domestic Ecosystem Partners

Strategic Themes Considerations

- Promoting our health
- Stewarding our resources
- Transforming education
- Building our digital future
- Valuing and exploring our cultures
Domestic Ecosystem Partners
Current Partners

- PA Cooperative Extension
- College of Agricultural Sciences
- College of Nursing
- College of Business
- College of Engineering
- College of Health and Human Development
- Coca Cola
- PA Alzheimer’s Association
- Pennsylvania Academy of Family Physicians
- Project HOME
- Library of Congress
- Project HOME example

The Domestic Ecosystem In Action
Project HOME example

- Functional Furniture
- Design space
- Arts & Architecture
- Business
- Hill Futures
- Capacity building
- Entrepreneurship
- Agriculture
- Health & Wellness
- Nursing/Rehabilitation
- Art/Garden Therapy
- Health education
- Internships
- Dance
- Art therapy
- Community gardens
- Holistic living
- Green space utilization
- Nutrition
- Nutritional education
- Cooking modules
The Domestic Ecosystem In Action
Library of Congress Example

Engaged Scholarship

LOOKING FORWARD

- Internal alignment
- External collaborations
- Strategic plan
Thank you.
Comments/suggestions?
SENATE COMMITTEE ON RESEARCH

THE STATE OF PSU RESEARCH
Office of the Vice President for Research
Report to the Faculty Senate
December 9, 2014

(Intentional)

**Introduction**
This informational presentation by the Vice President for Research provides an update on the research activities at Penn State University of the past year, and the anticipated future direction of these research activities. The report will inform faculty on the State of PSU Research.

**Information**
The information will include data on grants and contracts, by activity, and administrative units, and where applicable, comparison with our peer institutions. This presentation will also include various themes of research programs being pursued at major administrative units, support services and resources available for PSU research, and the future anticipated research activities.

**Discussion and Conclusion**
This report would provide a comprehensive overview of PSU research activities.

SENATE COMMITTEE ON RESEARCH

- Amit Sharma, Chair
- Seinn Sigurdsson, Vice Chair
- Thomas O. Beebee
- Robert P. Brooks
- James P. Crawford
- Chris E. Forest
- John W. Hanold
- Kathryn Hume
- Ronald J. Huss
- Igor Jovanovic
- Andrey Krasilnikov
- Shawn A. Lichvar
- Frantisek Marko
- Ashley J. Mc Falls
- Craig M. Meyers
- Rogerio I. Neves
- Gregory E. Raab
- Neil A. Sharkey
- David B. Spencer
- Ronald P. Wilson
- Candice A. Yeke
WHERE WE ARE AND WHERE WE ARE GOING. . .

. . . THE STATE OF PSU RESEARCH

Office of the Vice President for Research
Report to the Faculty Senate
December 9, 2014

2013-2014 Grants and Contracts
Total Expenditures = $813,125,000

Research Expenditures by Source of Funds

Research Expenditures by College

Vice President for Research
Expenditures fell 4% in 2013-2014.

Federal R&D Investment
By Fiscal Year in Billions of Dollars

“The future of the federal government contribution to the research enterprise is highly uncertain in light of deep discretionary spending cuts . . . for the first time since the 1950s the federal government contribution to the research enterprise dipped below 60%.”

Council on Governmental Relations, 2014
“Competition for sponsored research is increasingly fierce. Success rates on proposals have declined to under 15% compared to 19% in 2008. On a nominal basis 38% of private and public universities recognized grant and contract revenue in fiscal 2013 below fiscal 2009.”

Moody’s Investor Service, 2014

2013-2014 Grants and Contracts

Relative to Peers?

<table>
<thead>
<tr>
<th>Institution</th>
<th>2012 Fiscal Year</th>
<th>2013 Fiscal Year</th>
<th>2014 Fiscal Year</th>
<th>2015 Fiscal Year</th>
<th>2016 Fiscal Year</th>
</tr>
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<tr>
<td>All Institutions</td>
<td>$580,414,762</td>
<td>$558,762,123</td>
<td>$525,280,123</td>
<td>$558,762,123</td>
<td>$658,762,123</td>
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<tr>
<td>U. of Texas, Austin</td>
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<td>$300,000,000</td>
<td>$250,000,000</td>
<td>$200,000,000</td>
<td>$150,000,000</td>
</tr>
<tr>
<td>U. of California, Berkeley</td>
<td>$300,000,000</td>
<td>$250,000,000</td>
<td>$200,000,000</td>
<td>$150,000,000</td>
<td>$100,000,000</td>
</tr>
<tr>
<td>U. of Illinois, Urbana-Champaign</td>
<td>$250,000,000</td>
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<td>$150,000,000</td>
<td>$100,000,000</td>
<td>$50,000,000</td>
</tr>
<tr>
<td>U. of Michigan, Ann Arbor</td>
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<td>$150,000,000</td>
<td>$100,000,000</td>
<td>$50,000,000</td>
<td>$0</td>
</tr>
</tbody>
</table>

2013-2014 Grants and Contracts

Federal R&D Investment

By Fiscal Year in Millions of Dollars

Vice President for Research

not so bad...
2013-2014 Grants and Contracts

Risk Mitigation – A Balanced Portfolio

NIH & NSF Awards (as percentage of total)

2013-2014 Grants and Contracts

Research Expenditures from Federal Agencies
FY2014 Total = $501,228,000

Leading Federal Sponsor of R&D

- NIH: $1,012,000,000
- NSF: $461,117,000
- DOE: $523,000,000
- NASA: $111,296,000
- National Science Foundation, $60,000,000
- Department of Health and Human Services, $517,296,000
- Department of Defense, $196,800,000

R&D (incl. NIH)

- DOE: $523,000,000
- NIH: $1,012,000,000
- NSF: $461,117,000
- NASA: $111,296,000
- Department of Health and Human Services, $517,296,000
- Department of Defense, $196,800,000

Office of Science and Technology Policy
- R&D expenditure is the consolidated total of the following agencies:
  - NIH
  - NSF
  - DOE
  - NASA
  - Department of Health and Human Services
  - Department of Defense

- The R&D expenditure is the consolidation of the following agencies:
  - NIH
  - NSF
  - DOE
  - NASA
  - Department of Health and Human Services
  - Department of Defense
2013-2014 Grants and Contracts

Risk Mitigation – A Hungry Faculty

National Science Foundation Proposals and Awards

FY05-FY08: 667 proposals/year
360 awards/year
54% hit rate

FY11-FY14: 726 proposals/year
360 awards/year
50% hit rate

2013-2014 Grants and Contracts

Risk Mitigation – Large Collaborative Grants

• The Strategic Interdisciplinary Research Office
  
established in 2010
shepherds large interdisciplinary proposals
30 proposals/year
20% success rate
$5M average award value
major strategic awards across 7 colleges
and 5 federal agencies
2013-2014 Grants and Contracts

Risk Mitigation – Proactive Presence in Washington and Harrisburg

U.S. Innovation Deficit
Authorized and Actual Appropriations for Research Agencies on Doubling Path in America COMPETES

Total Expenditures = $813,125,000

Risk Mitigation – Private Sponsorship

Top 10 Industrial Partners, 1995-2015

<table>
<thead>
<tr>
<th>Company</th>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Dynamics</td>
<td>$40,084,000</td>
</tr>
<tr>
<td>Boeing Company</td>
<td>$21,187,000</td>
</tr>
<tr>
<td>Northrop Grumman Corporation</td>
<td>$19,356,000</td>
</tr>
<tr>
<td>Lockheed Martin Corporation</td>
<td>$17,059,000</td>
</tr>
<tr>
<td>Westinghouse Electric</td>
<td>$12,692,000</td>
</tr>
<tr>
<td>United Technologies Corporation</td>
<td>$12,078,000</td>
</tr>
<tr>
<td>Dow Chemical Company</td>
<td>$10,341,000</td>
</tr>
<tr>
<td>Merck and Company</td>
<td>$9,885,000</td>
</tr>
<tr>
<td>Chevron Corporation</td>
<td>$9,790,000</td>
</tr>
<tr>
<td>Air Products and Chemicals</td>
<td>$9,457,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$186,480,000</strong></td>
</tr>
</tbody>
</table>
Major OVPR Initiatives

Enhance and Expand University-Industry Partnerships

Associate VP of Research and Industrial Partnerships

- New Role as of Oct 13
- Responsible for developing and nurturing corporate partnerships with potential and existing partners, to further industrial research growth at the University.

Jeffrey Fortin, Ph.D.
B.A. Physics from the Univ of Southern Maine
M.S. Physics from Rensselaer Polytechnic Institute
Ph.D. Eng Science from Rensselaer Polytechnic Institute
15 Years at GE - Global Research Center through Executive Engineering Director
25+ US Patents, Co-author of 2 books, multiple peer review journal articles

304 Old Main
jfort17@psu.edu

Major OVPR Initiatives

Enhance and Expand University-Industry Partnerships

The approach

Understand the capabilities & focus areas - differentiation, institutes/centers/colleges, state & local gov’t

Search and connect – marketing & communications plan, company profiling, travel to and host industry, coordination across PSU

Match the needs – the right technologies, services, and capabilities for the right industry challenge

Develop the plan and execute - drive success through innovation in the approach, execution, collaboration, & continuous improvement
**Major OVPR Initiatives**

**Enhance and Expand University-Industry Partnerships**

Activities for coming months

- Meeting with faculty and staff across PSU to understand the capabilities, expertise, and Strategic Plans
- Begin development of a marketing plan/PSU Research branding for external communications
- Begin development of a web portal specifically for Industry
- Identification of target companies for broad partnerships, through interaction with faculty and research
- Understand and improve the processes for interaction with industry (NDA, research agreements, etc.)
- Support on-going activities as necessary

**Major OVPR Initiatives**

**Entrepreneurship, Technology Transfer and Economic Development**

- **Fund for Innovation**
  
  *stimulate translation of Penn State discoveries and ideas the marketplace*

- **New Human Resources**
  
  *provide additional in-house IP attorneys, licensing professionals and marketing experts in the Office of Technology Management*

- **Engage Alumni**
  
  *engage alumni interest and expertise to recruit managers and investors for Penn State start-ups*
**Institute for Cyberscience**

Invigorate and advance Penn State’s Infrastructure for Research Computing

- OVPR/ICS initiative spearheaded by Padma Raghavan, Associate VP for Research and Director of ICS
- Reengineer hardware and services for advanced cyberinfrastructure to enhance researcher productivity
- Establish a workable model of faculty governance that ensures fair and equitable access across all disciplines

Since February 2014, the ICS has operated the Lion-X clusters. As of July 1, 2014 the staff of the former RCC now ACI has been resituated as part of a growing and improving ICS. These changes are part of a series of steps designed to help Penn State deliver the broad spectrum of computing and data services that are required to advance research at Penn State, as defined in a series of recent reports (see [http://ics.psu.edu/ics-update](http://ics.psu.edu/ics-update) for more information).
**The Social Science Research Institute**

- **SSRI Supports**
  - Nearly $500K in SSRI seed grant funding during 2013-2014 academic year
  - Seven new SSRI co-funded faculty members hired in 2013-2014
  - SSRI provided consultation to 347 faculty members across 82 departments and units in 2013-2014

- **SSRI Unit Updates**
  - **Clearinghouse for Military Family Readiness**
  - Technical assistants (TA) use interactive communication (phone, web, Skype, instant messages, and text messaging) to help professionals implement evidence-based programs and practices to enhance family well-being.
  - TA includes information on program selection, adaptation, program, implementation and evaluation, program leader training, and the continuum of evidence.
  - **Geographic Information Analysis Core**
  - New Academic Director, Dr. Guangquin Chi will join PSU in March, 2015. Dr. Chi will also serve as Academic Director of the PRI's Demographic Methods Core.

- **Network on Child Protection & Well-Being**
  - Search for six cofunded faculty with expertise in child maltreatment is ongoing

- **Population Research Institute (PRI)**
  - The 9th Annual DeJong Lecture, *Well-Being in Same-Sex Relationships*, will take place on Wednesday, November 5, 2014, 8:30-12:20

- **Social, Life & Engineering Sciences Imaging Center (SLEIC)**
  - 3-T scanner will be upgraded to upgraded to a Siemens Prisma Fit in December, 2014

- **US Census Research Data Center (RDC)**
  - Next “Users Guide to the RDC” workshop is scheduled for February, 2015

*To receive SSRI weekly announcements:*  
[info@ssri.psu.edu](mailto:info@ssri.psu.edu)  
Visit SSRI:  [SSRI@psu.edu](mailto:SSRI@psu.edu)
The Social Science Research Institute

- **The Human System**: How environments and experiences “get under the skin” to affect physiological and psychological functioning and the role of human behavior in these processes
- **Social Disparities**: Discovery of causes and consequences and development of evidence-based policies and practices for remediating widening gaps in health and education
- **Smart Health**: Health and mental health promotion and disease prevention and treatment using novel methods (electronic devices, social media, human-technology hybrids, “big data” analytics, etc.)
- **Cross-cutting themes:**
  - **Innovative Methods**: Novel approaches to research design, data collection, security, and archiving, and modeling and analysis pertaining to SSRI’s substantive foci and beyond
  - **Dissemination and Implementation Science**: Study of best methods for translating knowledge into policies, programs, practices, and products that achieve broad, sustained, and effective implementation and uptake.

The Huck Institutes of the Life Sciences

New Co-hires Link Materials & Life Sciences in MSC

Lines connect Faculty who were Co-PIs on Grants (Awarded, Pending, and Not Funded)
**The Huck Institutes of the Life Sciences**

**New Space Built in MSC to Encourages Data Exploration for Insight & Innovation:**

- Space Seeded with New Grants
  1. Investment of $408,000 to initiate CyberHealth
  2. Includes seed funding for Faculty from ECoS, IST, Engineering, EMS and ARL

---

**The Huck Institutes of the Life Sciences**

**New Graduate Program Produced: Combined 5 Programs into 1:**

- Allows for Common Entry, Flexibility Between Programs & One Director with significant support

**Molecular & Cellular Integrative Biosciences (MCIBS)**

<table>
<thead>
<tr>
<th>Emphasis Area</th>
<th>CDB</th>
<th>GEN</th>
<th>IID</th>
<th>MM</th>
<th>MT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cell &amp; Developmental Biology</td>
<td>Genetics</td>
<td>Immunology &amp; Infectious Disease</td>
<td>Molecular Medicine</td>
<td>Molecular Toxicology</td>
</tr>
</tbody>
</table>

**Recent Increase in Student Support includes:**

1. 2 new training grants – 1 in Physiology and 1 in Bioinformatics
2. New Huck Graduate Enrichment Fund supports Graduate Research
3. New Graduate Fellowships attracts outstanding applicants
4. New Travel Grants for Huck Students to attend conferences
5. Improved Funding and support for Diversity
Appendix L
12/9/14

The Materials Research Institute

Industrial Research Partnerships

Slippery Coating on Pitcher Plants

Organic semiconductor devices and circuits

Penn State researchers use Nanofab to construct advanced 3D FinFET transistors and...

Bio-inspired Slippery Coatings on Industrial Materials

Flexible and Printed Electronics

Strategic Program in Partnership for Next Generation Electronics

The Materials Research Institute

MRI Start-Ups From the Bio-Material Interface

Zhiwen Liu,

Developing innovative biomedical instruments based on Acoustic Tweezers™ technologies.

Lab on a Chip

Creating innovative optical imaging and spectroscopy technologies.

Developing optical solutions for mobile based biochemical device that can be used to sense hemoglobin, oxygen, and glucose

The Materials Research Institute

MRI Commitment to Core Facilities

Josh Stapleton

In an average year:
*MRI facilities touch ~ $145M of all PSU research contracts (~20%).
*MCL serves >950 users from 38 PSU departments and 85 external organizations
*Nanofab serves >500 users from 26 PSU departments and 56 external organizations.

Adri van Duin

Susan Troler-McKinstry

Institutes of Energy and the Environment
Institutes of Energy and the Environment

Focal Areas in PSIEE’s 2014-2019 Strategic Plan

- Develop Research Leadership
- Engage External and Research Communities
- Identify and Evaluate Emerging Research Trends
- Support Research Infrastructure
- Evaluate Activities

Data ↔ Knowledge ↔ Impact

New investment of $7+ million in top of the line instrumentation for shared user facilities

- X-ray computed tomography scanner enables cutting edge research in key areas: bridging materials, energy, life science & environmental sciences
- UC Laser Ablation Unit: Mineralogy, isotope geochemistry, and environmental microbiology applications

Institutes of Energy and the Environment

Data ↔ Knowledge ↔ Impact

Global Challenges
Integration & Communication
- Communications training
- Workshops for policy makers
- Science of science communication

Regional Dynamics

Local Issues

Institutional Capacity Investment
- Water Ecology Institutes
- Interdisciplinary Degrees (climate, water, ecology)

Dan Kahan
The Applied Research Laboratory

VADM Paul E. Sullivan, USN (Ret.), Director

- Increase warfighter capability
  - develop and demonstrate advanced Science and Technology capabilities
  - transition technology solutions to acquisition programs and to fleet systems

- Cost savings for acquisition and lifecycle
  - new technology solutions and open standards
  - design for manufacturing and affordability

- Education and Training
  - filling pipeline of future engineers & scientists
  - providing tools / expertise for training forces
  - training manufacturers on new technology

GFY14 Funding: $195.5M

Sponsors

<table>
<thead>
<tr>
<th>Sponsor</th>
<th>Funding</th>
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<tbody>
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<td>NAVSEA</td>
<td>$66.6M</td>
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<tr>
<td>DoD</td>
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<tr>
<td>Industry</td>
<td>$12.2M</td>
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<tr>
<td>ONR</td>
<td>$24.0M</td>
</tr>
<tr>
<td>Other政府</td>
<td>$24.1M</td>
</tr>
<tr>
<td>Other Navy</td>
<td>$15.8M</td>
</tr>
<tr>
<td>Other Armed Services</td>
<td>$6.8M</td>
</tr>
<tr>
<td>Other</td>
<td>$3.0M</td>
</tr>
<tr>
<td>USMC</td>
<td>$3.6M</td>
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Office Distribution

<table>
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<tr>
<th>Category</th>
<th>Funding</th>
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</thead>
<tbody>
<tr>
<td>Materials and Manufacturing</td>
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<tr>
<td>Advanced Technology</td>
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<td>Undersea Weapon</td>
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<td>Communications, Information and Navigation</td>
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<tr>
<td>Program Development</td>
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<tr>
<td>Fluids, Structural Mechanics and Acoustics</td>
<td>$26.3M</td>
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</tbody>
</table>
The Applied Research Laboratory

Program Objective
To contribute to Penn State’s educational mission by:
• providing research opportunities for students at ARL;
• enabling ARL faculty and engineering staff to educate students in critical disciplines and utilizing student talent for exploring new ideas;
• conducting educational and training programs for DOD, Service, and National Security personnel; and
• helping to ensure a pipeline of scientists and engineers to address future National Security needs.

Support for Students

Graduate Students (149)
- Eric Walker - Graduate Assistantships (84)
- Sponsored Projects - Graduate Assistantships (36)
- Sponsored Projects - Wage Payroll (29)

Undergraduate Students (181)
- Distinguished Undergraduate Researchers (40)
- Wage-Payroll Undergraduate Researchers (112)
- Co-Operative Education Students (26)
- Diversity Students (3)

High School, Technical, & Business Schools (2)
- High School Interns (2)

ARL Employees (47)

Office of Sponsored Programs

myResearch Portal Monthly Logins

Vice President for Research
Office of Sponsored Programs

Major Policy Development:
Uniform Guidance Effective 12/26/14

- Applies to all federal grants and most federal contracts
- **Voluntary Cost Sharing** is not expected under Federal research proposals and cannot be used as a factor during merit review (unless specified in a notice of funding opportunity).
- It is now permitted to direct charge **clerical and administrative salaries** when they are integral to a project or activity (with the prior written approval of the Federal agency).
- When charging **travel** to federal awards, we must document that “participation of the individual is necessary to the Federal award.” If an individual does not have effort allocated to a project, his or her travel should not be charged to that project.
- **Computers** (< $5K) can now be charged as a “supply,” but only with justification that the device is “essential and allocable” to the project.

Office of Technology Management

Recent Accomplishments

- 8 licenses/technologies generating more than $1 million
- PSRF accounts grow to > $7 million
- Number of Penn State start-up companies formed per year doubles
- 41% of PSRF’s issued U.S. patents are licensed
Office of Technology Management

TechCelerator@StateCollege

Summary Results

2yrs/5 Classes/30 teams graduated
- Formed/forming 28 companies
- $2.3M start-up funding
- > $1.3M revenue generated
- 5 Incubator tenants
- 70 full or part-time employees
- 18 of 30 based on Penn State technology
- Ben Franklin has invested $700K in 8 start-ups
- $100K Vodafone contest winner
Office of Research Protections

IRB Submissions: Approval Times

<table>
<thead>
<tr>
<th>Year</th>
<th>Exempt</th>
<th>Expedited</th>
<th>Full</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>20</td>
<td>52</td>
<td>102</td>
</tr>
<tr>
<td>2014</td>
<td>19</td>
<td>28</td>
<td>53</td>
</tr>
<tr>
<td>Current National Average</td>
<td>17</td>
<td>30</td>
<td>52</td>
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</tbody>
</table>

Office of Research Protections

Policy RA20 – Individual Conflict of Interest

<table>
<thead>
<tr>
<th></th>
<th>Total disclosures</th>
<th>No Significant Financial Interest</th>
<th>Conflict Identified and Managed</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>4704</td>
<td>67</td>
<td>1459</td>
</tr>
<tr>
<td>College of Medicine</td>
<td>4254</td>
<td></td>
<td>1265</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>46</td>
</tr>
</tbody>
</table>
**Office of Research Protections**

**Trend in Research Misconduct Allegations**

<table>
<thead>
<tr>
<th>Period</th>
<th>Allegations</th>
<th>Warrant Inquiry and/or Investigation</th>
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</thead>
<tbody>
<tr>
<td>2000-2004</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>2005-2009</td>
<td>14</td>
<td>21</td>
</tr>
<tr>
<td>2010-current*</td>
<td>29</td>
<td>8</td>
</tr>
</tbody>
</table>

*Number of allegations current through September 2014

110% increase over the 2000-2004 period
180% increase over the 2000-2004 period

---

**Office of Research Protections**

**Responsible Conduct of Research (RCR) Educational Programs**

**SARI@PSU**

Scholarship and Research Integrity

SARI@PSU provides opportunities for graduate students, new faculty, postdocs, and undergraduate researchers to learn about RCR and address ethical issues unique to their fields of research and scholarship

SARI@PSU in 8/14 [Penn State News](#)

Penn State moves forward as leader in ethics education

**aegis**

Note from Penn State’s Office for Research Protections

Subscribe: ORProtections.psu.edu

Other ORP educational opportunities

Seminars and workshops, classroom presentations, online training and resources, and courses for research administrators and animal users

970 participants in other ORP Responsible Conduct of Research programs (2013-2014)
**Animal Resources**

**Gnotobiotic Facility**
Opened Recently
Germ free mice – are completely free of exogenous bacterial, fungal, and viral microorganisms

Mice are bred and maintained indefinitely in soft-sided bubble-type isolators

**Animal Resources**

**An ABSL-3 Laboratory**
- The lab is operational and ready for research.
- Wet labs, animal rooms, and an insectary are available.
- The lab will be able to perform contract research
Dr. Nicholas P. Jones, Executive Vice President and Provost, will provide a summary of the University’s 2014-2015 Operating Budget and the priorities that guided development of the budget as well as a summary of the preliminary 2015-16 budget plan and State Appropriation Request. Dr. Jones will also report on the University’s latest initiatives and progress in developing the Penn State Strategic Plan for the five-year planning cycle 2015-2016 through 2019-2020.
BUDGET REPORT TO UNIVERSITY FACULTY SENATE

NICK JONES
EXECUTIVE VICE PRESIDENT AND PROVOST
DECEMBER 9, 2014
2014-15 Budget Priorities

- Keep tuition increases low again this year
- Identify expense reductions and moderate other spending priorities
- Fund operating cost increases and selective strategic initiatives
- Maintain competitive position to attract and retain the best talent
2014-15 Total Institutional Budget – Income

Total Budget: $4.639 billion

- Tuition & Fees: 34.5%
- Hospital/Clinic: 32.0%
- Aux. Enter.: 8.6%
- Restricted Funds: 14.3%
- Other: 4.6%
- State Appropriations: 6.0%
General Funds Budget Components

- Educational and General (E&G)
- Agricultural Research & Cooperative Extension
- College of Medicine
- Penn College
2014-15 General Funds Budget - Income (excludes College of Medicine and Penn College)

General Funds: $1.859 billion

- Tuition & Fees: 79.4%
- State Appropriations: 13.2%
- Other: 7.4%
Penn State’s
2014-15 State Appropriation

Finalized at $289.7 million

- Level funding for Educational & General, Ag Research & Cooperative Extension and Medical Assistance
- $2.0 million increase for Penn College
E&G Expense Changes

- $31.4 million of budget reductions and other targeted expense cuts
- Modest salary adjustments for faculty and staff
- Rising costs for employee health care and retirement
- Facilities
- Strategic Initiatives
### Percentage Increases in Lower Division Tuition Rates

<table>
<thead>
<tr>
<th></th>
<th>University Park</th>
<th>Commonwealth Campuses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident</td>
<td>2.99%</td>
<td>0-2.40%</td>
</tr>
<tr>
<td>Non-Resident</td>
<td>2.99%</td>
<td>0-2.40%</td>
</tr>
</tbody>
</table>

**Aggregate base increase of 2.73%**
2015-16
State Appropriation Request
2015-16 Appropriation Request: Change in Emphasis

- Includes a modest increase in General Support
- Emphasis of budget request on strategic partnership with the Commonwealth to support economic development and promote student career success
- Three specific initiatives
Strategic Priorities: Stimulating Pennsylvania’s Economy and Student Career Success

- Entrepreneurs-in-Residence
- Engineering, Business and Nursing Education*
- Commonwealth Priorities*

*linked to the Capital Budget Request
## 2015-16 Appropriation Request

($ in thousands)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Support</strong></td>
<td>$214,110</td>
<td>$4,800</td>
<td>$218,910</td>
<td>2.24%</td>
</tr>
<tr>
<td><strong>Strategic Priorities</strong></td>
<td></td>
<td>7,900</td>
<td>7,900</td>
<td>-</td>
</tr>
<tr>
<td><strong>Ag Land Scrip Funds</strong></td>
<td>46,237</td>
<td>3,164</td>
<td>49,401</td>
<td>6.84%</td>
</tr>
<tr>
<td><strong>Penn College</strong></td>
<td>17,584</td>
<td>879</td>
<td>18,463</td>
<td>5.00%</td>
</tr>
<tr>
<td><strong>MS Hershey Med. Ctr:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Med. Asst. Funding</td>
<td>11,816</td>
<td>591</td>
<td>12,407</td>
<td>5.00%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$289,747</td>
<td>$17,334</td>
<td>$307,081</td>
<td>5.98%</td>
</tr>
</tbody>
</table>
2015 One Percent Modules*

Salaries** $10,171,000

Appropriation (Excl. HY, PCT) $2,141,000

Tuition $12,082,000

*E&G Only
**Includes Related Benefits
Summary

- Proposal reflects the initial step in the budget process
- Ongoing discussion with elected officials and Governor’s Office
- Finalized in June 2015
Strategic Planning
Promoting Our Health
Stewarding Our Resources
Transforming Education
Building Our Digital Future
Valuing and Exploring Our Cultures
“NEW THEME” TBD
Impact...and a Better Penn State!

- Impact on the constituencies we serve
- Impact through our world-class research
- Impact through the quality, scope, reach and accessibility of our teaching and educational programs
- Impact through our service and outreach activities
## Foundational Principles

<table>
<thead>
<tr>
<th>Foundational Principle</th>
<th>Supporting Principle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellence (***)</td>
<td>Global Engagement</td>
</tr>
<tr>
<td>Engaged Scholarship/Student Engagement (***)</td>
<td>Sustainability</td>
</tr>
<tr>
<td>Access and Affordability (***)</td>
<td>Collaboration</td>
</tr>
<tr>
<td>Student Career Success (***)</td>
<td>Accountability</td>
</tr>
<tr>
<td>Diversity and Inclusion (***)</td>
<td></td>
</tr>
<tr>
<td>Supporting Pennsylvania/Economic Development (***)</td>
<td></td>
</tr>
</tbody>
</table>
Supporting Strategies

Academic Infrastructure & Support
- Build state-of-the-art information technology
- Invest creatively in research and academic infrastructure
- Sustain and build fundraising
- Support innovation and discovery
- Encourage and facilitate collaboration

Outreach and Engagement
- Ensure worldwide access to research and scholarship
- Promote technology transfer and commercialization
- Embrace role of Penn State in economic development
- Strengthen communications and marketing
- Support engaged scholarship

Business Processes
- Develop responsive budget processes
- Embrace continuous organizational performance assessment
- Simplify academic & business processes to promote agility in working with internal & external partners
- Develop flexible, competitive human resources recruitment, management & development processes
Next Steps

- Plan reviews and feedback
- Working groups
- Socialization and engagement

<table>
<thead>
<tr>
<th>Units/Advisory Boards</th>
<th>Trustees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Senate</td>
<td>Elected officials</td>
</tr>
<tr>
<td>Students</td>
<td>Alumni</td>
</tr>
<tr>
<td>Administration</td>
<td></td>
</tr>
</tbody>
</table>
Working Groups for Strategic Priorities and Supporting Strategies

**Short- to medium-term**

- Creating a three-page statement (what a theme means, what Penn State aspires to, metrics, targets, timelines . . . )
- Building input to/framework for the PSU plan

**Short- to long-term (through Fall 2015)**

- Moving the conversation forward
- Promoting connections and collaborations
- Identifying and engaging faculty & staff, trustees, donors
Questions?
MINUTES OF SENATE COUNCIL  
Tuesday, November 18, 2014 – 1:30 p.m.  
102 Kern Graduate Building


Absent: L. Backer, M. Hanes, E. Knodt, M. McCleery, C. Ray

CALL TO ORDER

Chair Kulikowich called the meeting to order at 1:32 p.m. on Tuesday, November 18, 2014, in 102 Kern Graduate Building.

MINUTES OF THE MEETING OF OCTOBER 7, 2014

The minutes of the October 7, 2014, meeting were approved on a Brunsden/Wilson motion.

ANNOUNCEMENTS AND REMARKS

Additional announcements by Chair Kulikowich:
- The Faculty Advisory Committee met this morning with Provost Jones and discussed the following topics: General Education, Update on Dean Searches, Provost’s Remarks at Board of Trustees’ Meetings, Strategic Planning Update, Selection, Preparation, and Support of non-US students for study at Penn State; Travel Registry, Student Health Care, Unizin, Textbook Initiative, and Research Computing, and Release time for Senators from units that are at least 50 miles from University Park.
- President Barron has approved the changes to AD 14-Academic Administrative Evaluation, that were recommended by the Senate at the September 9, 2014 meeting.
- The Senate officers have completed the fall visits to eight campuses. The officers are scheduled to provide a debriefing from those visits with Provost Jones and Vice President Madlyn Hanes on December 11. The summary report will be provided for the January 13, 2015 Senate Council meeting.
- Ryan Belz, the 2014-15 College of Communications student senator, was elected as the Senate Council student senator for 2014-15 at the October 21 Student Caucus meeting.
Senate Councilors are reminded that all Unit Constitutions must be reviewed by the Senate Unit Constitution Subcommittee and, subsequently, by Senate Council for official ratification. Revisions should be sent electronically to the Faculty Senate Office by the Chair of the Faculty Organization with a request to have the revisions reviewed.

The new Senate website went online on November 5. Suggestions for improvement are always welcome.

Chair Kulikowich welcomed Nichole (Nickie) Schlegel, who has accepted the position of Senate office manager, effective December 1.

Executive Vice President and Provost Nicholas Jones reported the search committee for the Dean of the Graduate School and Vice Provost of Graduate Education has been charged. The search committee for the Dean of Information Science and Technology has been re-charged. The search committee for Dean of the Eberly College of Science will be forthcoming. Provost Jones expressed his appreciation for the contributions of Dean Larson to the College and to Penn State. He mentioned the remarks he made to the Board of Trustees on November 14 regarding fixed term faculty and announced eight groups have been appointed to study the five thematic areas and three subareas of the strategic plan. The groups have been allotted a period of six weeks to generate a 3-page paper on opportunities. Provost Jones announced that President Barron has appointed a university strategic planning council of 30 members. The Data Center described earlier has been approved. The $70million project will address research computing needs and a governing group will be named to address research computing. Penn State has joined Urizin (urizin.org). A response to the Health Care Task Force report has been developed.

Vice Provost Blannie Bowen mentioned the successful Academic Leadership Forum on World Campus and online course sessions, held on November 12. He reminded Councilors to review the Executive Summary of the Middle States Self-Study Report and provide input to him and Mike Cooris. The Commission will be visiting six campuses during the fall and winter and University Park in March.

Vice President Rob Pangborn reported 29,000 applications for summer and fall 2015 have been received so far, more than 2013. He mentioned the interviews for the Executive Director of Admissions will be held over the next few weeks. Senate representatives are participating in those interviews.

Vice Provost Craig Weidemann pointed out three committees manage Unizin.

Acting Vice Provost Marcus Whitehurst reported Penn State ranked fourth in a Chronicle of Higher Education ranking of doctoral degrees awarded to African-Americans.

There were no comments from senate officers, the executive director, or councilors.

**ACTION ITEMS**

A College of the Liberal Arts proposal to change the name of the Department of Women’s Studies to the Department of Women’s, Gender, and Sexuality Studies was endorsed on an Eckhardt/Egolf motion. The Executive Vice President and Provost will be notified of this action and requested to accept the proposal.
A College of Earth and Mineral Sciences proposal to phase out the Energy, Environmental, and Mineral Economics Minor (P6) was accepted on an Aynardi/Wilson motion.

A Penn State Harrisburg proposal to phase out the Bachelor of Science in Applied Behavioral Science (P6) was returned to the campus for clarification.

Revision of the College of the Liberal Arts constitution. Secretary Jim Strauss provided a summary of the changes. Senate Council approved the revised constitution. The chair of the unit faculty organization and the College of the Liberal Arts dean will be notified.

Revision of the Penn State Mont Alto constitution. Jim Strauss provided a summary of the changes. Senate Council approved the revised constitution. The chair of the unit faculty organization and Mont Alto chancellor will be notified.

Revision of the University Libraries constitution. Jim Strauss provided a summary of the changes. Senate Council approved the revised constitution. The chair of the unit faculty organization and University Libraries dean will be notified.

The 2015-16 Senate Calendar was approved on an Ansari/Wilson motion.

DISCUSSION ITEMS

REPORT OF THE GRADUATE COUNCIL

Minutes from the October 15, 2014 meeting are posted on the Graduate School website at http://gradsch.psu.edu/council/. Councilor Eckhardt reported the proposal to establish two tiers of graduate faculty membership had been discussed at length. The subcommittee will be bringing a new proposal to Graduate Council to update some policies, but maintain one graduate faculty group.

AGENDA ITEMS FOR DECEMBER 9, 2014

Forensic Business

Unfinished Business

Legislative Reports

Admissions, Records, Scheduling, and Student Aid—Updated 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 on an Aynardi/Brunsden motion.

Admissions, Records, Scheduling, and Student Aid—New Senate Policy 34-30 (Academic Registration Hold). This report was placed on the agenda on a Brunsden/Wilson motion.
Committees and Rules--Revisions to the Senate Standing Rules, Article III, Other Functions of the Senate. This report was placed on the agenda on an Eckhardt/Brunsden motion. The Committee will provide a revised report to Council members within the next two days, reflecting the points made during the discussion.

Advisory/Consultative Reports

Faculty Benefits--Revisions to Policy HR 37: Grant-in-aid for Dependents of Faculty, Staff and Retirees. This report was placed on the agenda on an Egolf/Szczygiel motion.

Informational Reports

Admissions, Records, Scheduling, and Student Aid--Faculty Senate Scholarships Awarded to Undergraduates. This report was placed on the agenda on an Eckhard/Taylor motion. There will be no presentation. Questions will be invited and may be submitted via email to senate@psu.edu.

Outreach, Research, Student Life, and Undergraduate Education--Update on Engaged Scholarship. This report was placed on the agenda on a Wilson/Koch motion. Twenty minutes was allocated for presentation and discussion.

Research--The State of PSU Research. This report was placed on the agenda on an Aynardi/Koch motion. Twenty minutes was allocated for presentation and discussion.

University Planning--Budget Update. This report was placed on agenda on a Wilson/Brunsden motion. This report will be presented by Provost Jones as the first Information Report at the meeting.

APPROVAL OF THE AGENDA FOR DECEMBER 9, 2014

The Agenda was approved on a Taylor/Koch motion.

NEW BUSINESS: none

ADJOURNMENT

On behalf of all the officers, Chair Kulikowich wished everyone a Happy Thanksgiving recess. The meeting was adjourned at 2:45 p.m.

Daniel R. Hagen
Executive Director
Date: November 19, 2014

To: All Senators and Committee Members

From: Daniel R. Hagen, Executive Director

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

MONDAY, DECEMBER 8, 2014

6:30 p.m. Officers and Chairs Meeting 102 Kern Graduate Building

8:15 p.m. Commonwealth Caucus Meeting 102 Kern Graduate Building

TUESDAY, DECEMBER 9, 2014

8:00 a.m. Admissions, Records, Scheduling, and Student Aid 112 Shields Building

*Note time change.

Intercollegiate Athletics 502 Keller Building

8:30 a.m. 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

Intra-University Relations 215 Business Building

Outreach 216 Business Building

*Joint meeting of Research and University Planning 217 Business Building

*Note location change.

Undergraduate Education 110C Chandlee Lab
<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 a.m.</td>
<td>Global Programs</td>
<td>412 Boucke Building</td>
</tr>
<tr>
<td></td>
<td>Libraries, Information Systems and Technology</td>
<td>510A Paterno Library</td>
</tr>
<tr>
<td></td>
<td>Student Life</td>
<td>409H Keller Building</td>
</tr>
<tr>
<td>9:30 a.m.</td>
<td>Research (cont.)</td>
<td>217 Business</td>
</tr>
<tr>
<td></td>
<td>University Planning (cont.)</td>
<td>217 Forest Resources Building</td>
</tr>
<tr>
<td>11:00 a.m.</td>
<td>Student Senators Caucus</td>
<td>114 Kern Graduate Building</td>
</tr>
<tr>
<td>11:15 a.m.</td>
<td>Commonwealth Caucus Meeting</td>
<td>Ballroom C, Nittany Lion Inn</td>
</tr>
<tr>
<td>1:30 p.m.</td>
<td>University Faculty Senate</td>
<td>112 Kern Graduate Building</td>
</tr>
</tbody>
</table>
Date: November 19, 2014

To: Commonwealth Caucus Senators (includes all elected campus senators)

From: Roger Egolf and James Ruiz, Caucus Co-chairs

MONDAY, DECEMBER 8, 2014 – 8:15 PM
102 KERN BUILDING

On-Campus Housing at University Park
Jennifer Garvin, Director of Ancillary Services in Housing and Food Services

To join the evening caucus meeting by phone or video, please dial 440351 for video or 814-867-5845 and enter the ID# 440351 for phone.

TUESDAY, DECEMBER 9, 2014 – 11:15 AM
BALLROOM C, 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

V. Adjournment and Lunch