THE PENNSYLVANIA STATE UNIVERSITY
The University Faculty Senate
AGENDA
Tuesday, January 27, 2015 – 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 December 9, 2014, Meeting in The Senate Record 48:3

B. COMMUNICATIONS TO THE SENATE

Senate Curriculum Report of January 13, 2015 Appendix A

C. REPORT OF SENATE COUNCIL – Meeting of January 13, 2015

D. ANNOUNCEMENTS BY THE CHAIR

E. COMMENTS BY THE PRESIDENT OF THE UNIVERSITY

F. NEW BUSINESS

G. FORENSIC BUSINESS

Forensic Report on Administrative Policies at Penn State Appendix B
[20 minutes allocated for presentation and discussion]

H. UNFINISHED BUSINESS

I. LEGISLATIVE REPORTS

Committees and Rules

Revisions to the Standing Rules, Article II, Section 6 Appendix C
(Senate Committee Structure)

Changes to the Bylaws, Article II (Senate Council), Section 1 Appendix D
General Education Planning and Oversight Task Force

Revision to Goal Statement and Learning Objectives for General Education

REPORT TABLED

J. ADVISORY/CONSULTATIVE REPORTS

General Education Planning and Oversight Task Force

Institutional Support and Resources for General Education

Appendix F

K. INFORMATIONAL REPORTS

Admissions, Records, Scheduling, and Student Aid

Annual Report on the Reserved Spaces Program*

Appendix G

Elections Commission

University Faculty Census Report 2015-2016*

Appendix H

Outreach

Update on Penn State World Campus

[15 minutes allocated for presentation and discussion]

Appendix I

Update on Penn State Cooperative Extension

[15 minutes allocated for presentation and discussion]

Appendix J

L. NEW LEGISLATIVE BUSINESS

M. COMMENTS AND RECOMMENDATIONS FOR THE GOOD OF THE UNIVERSITY

*No presentation of reports marked with an asterisk.

The next meeting of the University Faculty Senate will be held on Tuesday, March 17, 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: January 14, 2015

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

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

The Senate Curriculum Report dated January 13, 2015 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 February 13, 2015.

The Senate Curriculum Report is available on the web and may be found at: http://senate.psu.edu/curriculum/senate-curriculum-reports/
Forensic Report on Administrative Policies at Penn State

Date: January 16, 2015
From: Ann H. Taylor, Senator (EMS) and Director, John A. Dutton e-Education Institute
To: Jonna M. Kulikowich, Chair, University Faculty Senate
RE: Forensic report on administrative policies at Penn State

Governance of any institution, especially one as large as our own, requires a common set of guidelines and policies. At Penn State, these can be found in our Policy Manual (https://guru.psu.edu/policies/), which includes policies and guidelines in the following categories: administrative (AD/ADG)), budget (BT), business services (BS), financial (FN/FNG), human resources (HR/HRG), intellectual property (IP/IPG), payroll (PR), and research administration (RA/RAG). The first of these, administrative policies and guidelines, are set forth by the Board of Trustees and the officers of the University. The Office of the President is responsible for overseeing the “AD/ADG” section of the Policy Manual.

There are currently 81 administrative policies and guidelines in place at Penn State. These cover a broad range of topics, from Lost and Found Items (AD13) to Academic Administrative Evaluation (AD14). Many, but not all, of these administrative policies and guidelines govern the daily work of Penn State’s faculty. It is this subset that is the topic of this forensic discussion.

Per the University’s policy AD00 (Policy on Policies),

A University Policy may be initiated by a Responsible Official with authority and responsibility for the subject area addressed. The Responsible Official should oversee the drafting and development process and may designate and authorize others to assist. Responsible Officials should also periodically review and update policies to ensure compliance with best practices, laws and regulations and seek approval of any material changes. In developing or amending a University Policy, the Responsible Official should confer with others in the University who may be significantly affected by the Policy or who have relevant expertise in the subject matter. Responsible Officials may consult with the Office of the Vice President and General Counsel at any stage in the development process and in interpreting Policies that have been adopted.

At the September 9, 2014 plenary session of the University Faculty Senate, a forensic report on then proposed policies AD88 (Code of Responsible Conduct) and AD86 (Acceptance of Gifts and Entertainment) was presented and discussed. The Faculty Senate welcomed this opportunity to provide input on these important policies before they were presented to the Vice President for Administration and the President’s Council for formal adoption. At the September 9 session, Steven Dunham, Vice President and General Counsel, and Regis Becker, Chief Ethics and Compliance Officer facilitated a healthy conversation of the new policies. A number of key faculty questions and concerns were addressed, helping faculty
make sense of the “legalese” and providing a public record of the intent of each policy, as explained by Dunham and Becker.

The Forensic Report of September 9, 2014 marked a positive change in the manner in which new “AD” policies are presented. Previously, University faculty (particularly the full Faculty Senate) have had little or no opportunity to review and provide input on new policies and guidelines that govern our work. Furthermore, many faculty have reported having difficulty finding their way through, and making sense of, the large body of University policies in order to discover the specific rules and procedures that govern their endeavors, such as travel, consulting, contact with minors, etc.

The forensic will be facilitated by Ann Taylor, Senator from the College of Earth and Mineral Sciences and Director of the John A. Dutton e-Education Institute.

Discussion will center on three questions:

1. Beyond "GURU" (the General University Reference Utility), is there a need for an online portal where faculty could easily discover information related to specific aspects of their work, providing answers to questions such as “I’m traveling abroad for the University this summer – what do I need to know?,” “I’ve been asked to consult for a firm in Indiana – are there any guidelines and/or rules I should be aware of?,” or “A local middle school teacher has asked me to speak to his class – are there any University policies or guidelines relating to this kind of activity?”

2. Does the University Faculty Senate need a mechanism for reviewing and providing input on new AD policies and guidelines that govern our work? If so, what might that process look like?

3. Does the University Faculty Senate need a mechanism for reviewing and providing input on existing AD policies and guidelines that govern our work? If so, what might that process look like?
Penn State varsity head coaches are a major contributor to the educational mission of the University and educational experience of student athletes. No mechanism currently exists, however, allowing for University Faculty Senate (UFS) involvement in the screening and selection of varsity head coach candidates during the search process. The purpose of this legislation is to codify the procedures for identifying qualified faculty members to serve on head coach search committees.

The standard Department of Intercollegiate Athletics (ICA) head coach search process follows Penn States Human Resources (HR) policies and procedures. During the head coach search process, the Athletics Director (AD) appoints a chair and charges each search committee, reviewing HR policies and procedures. High profile head coach searches (e.g., football and men’s and women’s basketball) are typically chaired by the AD; other head coach searches are chaired by a senior ICA administrator or the faculty athletics representative (FAR). Head coach search committees usually are comprised of ICA a senior administrator, a head coach, a facilities and operations staff member, the FAR, an additional faculty member, and others as needed. To facilitate the appointment of an additional faculty member (beyond the FAR), the UFS will make immediately available one faculty member to serve on each varsity head coach search committee. Bold indicates new text.

Section 6

Senate Committees:

(a) Committee on Committees and Rules

1. Membership:

(i) Ten (10) elected faculty senators

(ii) Chair-Elect of the Senate (non-voting)

(iii) Immediate Past Chair of the Senate (non-voting)

(iv) Secretary of the Senate (non-voting)

2. Election: By the Senate Council for a term of two years. Elected members of the Committee may serve no more than four consecutive years nor more than three consecutive years as its
chair. Elected members of Senate Council may not serve on the Committee on Committees and Rules.

3. Duties: The Committee on Committees and Rules shall review and make recommendations on the Senate’s committee structure. It shall appoint the members of all Standing Committees. It shall be responsible for proposing changes in the Constitution, Bylaws, and Standing Rules of the University Faculty Senate for action by the Senate. This committee shall serve as a Nominating Committee to the administrative officers of the University in the selection of University faculty to serve on University-wide committees. In addition, this committee has the investigative function in determining the constitutionality of acts of the Senate, failures to implement Senate legislation, problems resulting from conflicting legislation, and errors in the implementation of legislation. The Committee on Committees and Rules shall have the authority to interpret the Senate Constitution, Bylaws, and Standing Rules subject to review by the Senate.

Each spring, the Committee on Committees and Rules shall select a pool of faculty members who will be available to serve as a member of all Division I intercollegiate Head Coach athletics searches. The Committee on Committees and Rules will ask for nominations from faculty members who are currently participating in or have participated within the last four calendar years on the Senate Committee on Intercollegiate Athletics, the Athletics Integrity Council, and/or the Faculty Partners Program. The assignment of faculty members to serve on a head coach search committee will be the prerogative of the Senate Chair but under most circumstances, it is expected that the faculty member will be drawn from the pool of candidates identified each year by the Committee on Committees and Rules.

Each year the Committee on Committees and Rules shall ask returning and new senators to rank their preferences for committee assignments. The Committee on Committees and Rules will then select the senatorial members of each Standing Committee, taking into consideration the preferences of senators. Where a representative of an administrative office is to be an ex officio member of a committee, this member will be selected by the Committee on Committees and Rules in consultation with the appropriate administrative officer. Appointments to all committees should reflect the variety of disciplines, functions, and geographic locations of University units. Annually, the Committee on Committees and Rules shall elect its own Chair and Vice Chair. In consultation with the Senate Chair, the Committee shall designate the leadership of all other Standing Committees of the Senate.

While the Senate officers are the primary faculty representatives to the Committee on Institutional Cooperation (CIC), the Committee on Committees and Rules shall be informed and consulted on faculty governance issues that arise in the CIC. Such items will be periodically reported to the Senate.

4. Mandated reports: Nomination report. The Committee on Committees and Rules shall have the authority to approve its mandated Informational Reports for publication to the Senate Agenda. The committee shall send its Informational Reports to the Senate Council.
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

Changes to the Bylaws, Article II (SENATE COUNCIL), Section 1

(Legislative)

Implementation: Upon Approval by the Senate

From time to time, reports on topics of potential interest to the University Faculty Senate and (or) the university community are brought forward by individuals or groups outside the Senate, for consideration by Senate Council. Dissemination of such information is described in Article I, Section 1(d) of the Senate Constitution. In certain situations, such as the annual budget informational report presented by the Executive Vice President and Provost, a standing committee of the Senate has sponsored the report. Recently, other reports prepared and submitted by groups external to the Senate have not had an obvious sponsor, resulting in an awkward situation whereby the report was presented in a forensic session, when an informational report would have been more appropriate. A clear mechanism is needed for Senate Council to consider reports from individuals or groups external to the Senate, while avoiding confusion regarding the origin of such reports or any appearance of endorsement by the Senate.

The proposed changes to the Bylaws are intended to remedy the situation described above.

Bold type indicates new wording; strikethroughs indicate deleted wording.

SECTION 1

Duties:

(a) It shall ensure that the Senate addresses issues of major concern to the faculty voting units and the faculty as a whole.

(b) It may initiate Senate legislation in the same manner as a standing committee. In addition, it may charge a standing committee of the Senate to investigate matters deemed appropriate by the Council.

(c) It shall provide a mechanism for Council members’ review of all legislative, forensic, advisory/consultative, and informational reports submitted for the Senate Agenda. If Council determines the report is adequately prepared, it will be submitted to the Senate Agenda, with the following options for informational reports:

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

3. Place other informational reports, not otherwise sponsored by any Senate Committees, on the Senate agenda for either presentation and discussion or for the purpose of dissemination to the Senate and University community.

SENATE COMMITTEE ON COMMITTEES AND RULES
- Mohamad A. Ansari
- Larry C. Backer
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- Christopher P. Long
- Robert D. Ricketts
- Kim C. Steiner
- James A. Strauss
- Brenton M. Yarnal
GENERAL EDUCATION PLANNING AND OVERSIGHT TASK FORCE

Revision to Goal Statement and Learning Objectives for General Education

(Legislative)

Implementation: Upon approval by the Senate

Introduction

The University Faculty Senate establishes the intent and structure of General Education for undergraduate students, approves General Education courses, and provides oversight of the program’s effectiveness. With the exception of revisions to First-Year Engagement and to Intercultural and International Competence requirements (University requirements which often overlap with General Education courses), the current General Education program has not been modified since its adoption on December 2, 1997. The General Education Planning and Oversight Task Force was charged in March 2013 by the Faculty Senate and the Provost to revisit and revise General Education. In part, this charge stems from studies of General Education nationally and at Penn State which suggest that student learning is enhanced by a coherent General Education curriculum with a clearly defined purpose. Otherwise, General Education courses often appear to students and faculty as unrelated to each other or to a larger purpose.

Discussion and Rationale

A key first step toward addressing this challenge is to develop capacity for alignment toward explicit purposes of the General Education curriculum. To that end, the General Education Task Force recommends modifications to the stated goal of the General Education program to 1) reflect Penn State’s educational mission through contemporary General Education learning

1 Appendix A.1 and A.2 General Education http://senate.psu.edu/policies-and-rules-for-undergraduate-students/appendix-a-1-general-education-baccalaureate-degree/

objectives and 2) to enable comprehensive, curriculum-level assessment that continually refocuses the General Education curriculum around those General Education learning objectives. The scholarship and consultation that led to this present recommendation and informed the development of the proposed learning objectives is summarized in an October 21, 2014 Senate informational report. In previous General Education Task Force reports, the term “objective” was used to describe the knowledge, skills, and thinking processes for which learners should be able to exhibit gains following instruction, and that terminology is continued here. This recommendation for updated goals and objectives addresses identified gaps in the current General Education program. Most notably, this step allows the university to explicitly construct a General Education curriculum around these learning objectives and assess the value of our General Education curriculum on an ongoing basis.

In advance of any other proposed curricular change to General Education, the Task Force recommends adoption of a revised General Education goal statement, which includes seven unranked and interrelated learning objectives. The proposed learning objectives have been modified from those adopted in 1997 to reflect changes in knowledge and society important for all Penn State graduates. General Education learning objectives lay a foundation for and complement the learning accomplished in other parts of the undergraduate degree. Overall, the objectives of General Education have been reframed to reflect the national emphasis on a range of literacies, skills, and ways of thinking necessary in today’s world. Some of the objectives are quite similar to those from 1997 (e.g., Effective Communication) and some reflect only minor changes. The greatest revisions are reflected in two of the seven objectives: Social Responsibility and Ethical Reasoning, and Global Learning. Social Responsibility and Ethical Reasoning has been added to reflect the importance of helping all Penn State graduates engage with the world in meaningful, intellectually grounded ways consistent with the priorities and values of the institution that emphasize student engagement. The language describing Global Learning expands the existing language on international interdependence and cultural diversity to reflect the interconnectedness of the twenty-first century and the absolute necessity for our students to participate in intercultural, international, and global contexts.

3 A Progress Report to the University Faculty Senate (October 21, 2014) http://senate.psu.edu/senators/special-committees/general-education-planning-and-oversight-task-force/reports-and-resources/
4 In some disciplines, the terms “goal” or “outcome” may be used to convey this concept. The term “objective” is used in this manner by the Schreyer Institute for Teaching Excellence at Penn State. www.schreyerinstitute.psu.edu/tools/programassessment/definitions.
5 A Progress Report to the University Faculty Senate (October 21, 2014), Part A. The Task Force’s plan for bringing reports to Faculty Senate is summarized on p. 57.
6 Key scholarship informing this is referenced in two prior Senate Informational reports (October 21, 2014 and October 16, 2013), and includes College Learning for the New Global Century (2007), Association of American Colleges & Universities and A Crucible Moment: College Learning & Democracy’s Future (2012), The National Task Force on Civic Learning and Democratic Engagement.
In adopting the revised General Education goal statement and the seven learning objectives, it is important to keep in mind that they will be actualized through an array of current and new courses proposed by the faculty, each of which will include student learning opportunities for some portion of these objectives. No single course will need to address all, or even most, of these learning objectives. These General Education learning objectives do not supplant course-level, disciplinary learning objectives. Rather, the General Education learning objectives reflect the sum of General Education-level skills, knowledge areas, and ways of thinking that each course partially contributes to student learning. (Senate Legislation on a curricular structure at a later point will clarify aspects such as how many of these seven learning objectives General Education courses or student choices will need to meet.) Nor do the General Education learning objectives intend to preclude additional aims, especially of long-term learning goals that go beyond the available assessment measures. Although some assessment data may need to be collected from courses, these proposed learning objectives are associated with the General Education curriculum and assessment of these objectives will be at the level of the General Education curriculum (i.e. assessment data will be aggregated across multiple courses). Nor is General Education-level curricular assessment associated with teaching evaluations or course-level assessment. Each of these learning objectives is associated with existing assessment tools adaptable to course content for any discipline\(^8\) which can be used to assess to what extent the proposed General Education learning objectives are being met for our students, to point to areas of excellence, and to target curricular improvements.

**Recommendations**

It is recommended that the current statement on General Education goals\(^9\) be updated as follows:

**The General Education curriculum will enable students to acquire skills, knowledge, and experiences for living in interconnected contexts, so they can contribute to making life better for others, themselves, and the larger world.** General Education encompasses the breadth of knowledge involving the major intellectual and aesthetic skills and achievements of humanity. This must include understanding and appreciation of the pluralistic nature of knowledge epitomized by the natural sciences, quantitative skills, social and behavioral sciences, humanities, and arts. To achieve and share such an understanding and appreciation, skills in self-expression, quantitative analysis, information literacy, and collaborative interaction are necessary. General Education aids students in developing intellectual curiosity, a strengthened ability to think, and a deeper sense of aesthetic appreciation. General Education, in essence, aims to cultivate a knowledgeable, informed, literate human being.

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\(^8\) Examples are described on pages 52-54 and Appendix K of A Progress Report to the University Faculty Senate (October 21, 2014).

\(^9\) Appendix VII: Final Report and Recommendations of The Special Committee on General Education to the University Faculty Senate (December 2, 1997) *Goals.*
An effective general education program enables students to:

a. acquire knowledge through critical information gathering—including reading, listening, computer-assisted searching, and scientific experimentation and observation;
b. analyze and evaluate, where appropriate in a quantitative manner, the acquired knowledge;
c. integrate knowledge from a variety of sources and fields;
d. make critical judgments in a logical and rational manner;

e. develop the skills to maintain health, and understand the factors that impinge upon it;
f. communicate effectively, both in writing and orally, and using the accepted methods for presentation, organization and debate particular to their disciplines;
g. proceed independently and in collaboration with others in seeking and sharing knowledge;
h. gain understanding of international interdependence and cultural diversity, and develop consideration for values, lifestyles, and traditions that may differ from their own;
i. comprehend the role of aesthetic and creative activities in expressing both imagination and experience.

An effective General Education curriculum shall facilitate teaching and learning through seven key objectives:

a. EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

b. KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, including textual, quantitative, information/technology, health, intercultural, historical, aesthetic, and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

c. CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

d. INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.
e. CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

f. GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

g. SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one’s own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

Acknowledgements. The Gen Ed Task Force is grateful to the members of the Assessment Subcommittee of the Gen Ed Task Force for their research and leadership on defining these proposed learning outcomes for General Education.

GENERAL EDUCATION OVERSIGHT AND PLANNING TASK FORCE

- Martha Aynardi, Senior Lecturer in Biology, Director of Academic Support and Projects, Penn State Berks (Elected Senator; Senate Council Member; Member of the Senate Committee on Admissions, Records, Scheduling and Student Aid)
- Robin Bower, Associate Professor of Spanish, Penn State Beaver (Elected Senator, Chair of the Senate Committee on Intra-University Relations)
- Mark Brennan, Professor and UNESCO Chair in Rural Community, Leadership and Youth Development; College of Agricultural Sciences (Elected Senator, Vice-Chair of the Senate Committee on University Planning)
- Robert Crane, Professor of Geography; College of Earth and Mineral Sciences
- Caroline D. Eckhardt, Professor of Comparative Literature and English; Director, School of Languages and Literatures; College of the Liberal Arts (Elected Senator; Senate Council Member; Senate Liaison to the Graduate Council)
• Robb Frederick, Public Information Coordinator, Office of Marketing Communication, Penn State Erie-Behrend
• Tanya Furman, Professor of Geosciences; College of Earth and Mineral Sciences; Associate Vice President and Associate Dean for Undergraduate Education
• Nichola Gutgold, Professor of Communications, Arts and Sciences; Associate Dean for Academic Affairs of the Schreyer Honors College
• Betty Harper, Senior Planning and Research Associate, Office of Planning and Institutional Assessment
• Terry Harrison, Earl P. Strong Executive Education Professor of Business and Professor of Supply Chain and Information Systems; Smeal College of Business (Elected Senator, Vice-Chair of the Senate Committee on Outreach)
• Krishna Jayakar, Associate Professor of Communications; College of Communications (Elected Senator, Member of the Senate Committee on Faculty Affairs)
• James Kasting, Evan Pugh Professor of Geosciences; College of Earth and Mineral Sciences
• Patricia Koch, Professor of Biobehavioral Health (Elected Senator; Senate Council Member; Chair of the Senate Committee on Faculty Affairs)
• Andrew Lau, Associate Professor of Engineering; College of Engineering
• Marie Lindhorst, Advising Program Coordinator; Penn State World Campus
• Christopher Long, Professor of Philosophy and Classics; Associate Dean for Graduate and Undergraduate Education; College of the Liberal Arts (Elected Senator; Member of the Senate Committee on Committees and Rules)
• Paula Milone-Nuzzo, Professor and Dean; Penn State College of Nursing
• Aldo Morales, Professor of Electrical Engineering; Penn State Harrisburg (Elected Senator; Vice-Chair of the Senate Committee on Educational Equity and Campus Environment)
• Richard Robinett, Professor of Physics (Elected Senator, Vice Chair of the Senate Committee on Admissions, Records, Scheduling, and Student Aid)
• Carlos Rodriquez, Undergraduate Student in Security and Risk Analysis, Representative of the University Park Undergraduate Association
• Janet Schulenberg, Co-Chair of the General Education Task Force, Associate Director for Advising, Technology and Curriculum, Division of Undergraduate Studies (DUS Resource, Member of the Senate Committee on Curricular Affairs)
• Keith Shapiro, Associate Professor of Art; College of Arts and Architecture (Elected Senator, Member of the Senate Committee on Curricular Affairs)
• Norah Shultz, Senior Associate Dean for Academic Affairs & Professor of Sociology, Penn State Abington
• Margaret Slattery, Co-Chair of the General Education Task Force, Assistant Professor and Undergraduate Program Coordinator of Biomedical Engineering (Elected Senator, Member of the Senate Committee on Curricular Affairs)
• Rachel Smith, University Budget Officer
• Jane Sutton, Professor of Communication Arts and Sciences, Penn State York (Elected Senator, Member of the Senate Committee on Educational Equity and Campus Environment)
• Patrick Tanner, Director of Student and Enrollment Services, Penn State York
• Ann Taylor, Senior Lecturer; College of Earth and Mineral Sciences; Director, John A. Dutton e-Education Institute (Elected Senator; Senate Council Member; Vice-Chair of the Senate Committee on Undergraduate Education)
• Peggy Van Meter, Associate Professor of Education
• Suzanne Weinstein, Director of Instructional Consulting, Assessment and Research, Schreyer Institute for Teaching Excellence
• Mary Beth Williams, Co-chair of the General Education Task Force, Professor of Chemistry; Associate Dean for Undergraduate Education, Eberly College of Science
• Kenneth Womack, Professor of English; Senior Associate Dean of Academic Affairs, Penn State Altoona (ACUE Member, Committee on Intra-University Relations)
• Careen Yarnal, Associate Professor of Recreation, Park and Tourism Management; College of Health and Human Development (Elected Senator, Member of the Senate Committee on Outreach)
Introduction

Ongoing University strategic planning discussions include a central dialog around “transforming education”¹ and a focus on excellence.² General Education coursework is the common required undergraduate program for all (~90,000) Penn State students. It currently includes 45 of at least 120 credits for baccalaureate degrees and 21 of 60 credits for associate degrees,³ and distinguishes Penn State’s undergraduate education on the whole. As such, General Education is delivered at all Penn State campuses, and ~50% of all Penn State faculty teach General Education courses.⁴ Given the scope and impact of General Education coursework across the University, supporting excellence, innovation, and scholarship in General Education should be a central priority for the University. By pursuing this priority, Penn State has the opportunity to become a nationally-visible leader in the scholarship of General Education. Penn State should invest in and support instructional excellence and research, so that the outcomes of the General Education curriculum can be continually assessed to enable dynamic innovation and continuous improvement. **To accomplish this, it is important that Penn State create a formalized university-wide structure to serve as a pedagogical and educational research commons for participants in the shared mission of General Education. This structure would function as an engine for collaboration, innovation, assessment, and research in General Education. Such a structure is necessary for improving our current General Education program, as well as for any future revisions to that program.**

Rationale: why is formalizing the support structure of General Education important to Penn State?

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¹ University-level Strategic Planning: Emerging Themes and Directions (March 21, 2014) [http://www.opia.psu.edu/advocates/2014/03](http://www.opia.psu.edu/advocates/2014/03)
² Barron introduces six major topics to spark discussion across University (May 14, 2014) [http://news.psu.edu/story/315948/2014/05/14/barron-introduces-six-major-topics-spark-discussion-across-university](http://news.psu.edu/story/315948/2014/05/14/barron-introduces-six-major-topics-spark-discussion-across-university)
³ Appendix A.1: General Education (Baccalaureate Degree) and Appendix A.2: General Education (Associate Degree) [http://senate.psu.edu/policies-and-rules-for-undergraduate-students/](http://senate.psu.edu/policies-and-rules-for-undergraduate-students/)
⁴ In the Fall 2014 semester, there were > 2900 unique instructors teaching Gen Ed courses at all campuses and in all skill and knowledge domains. Source: Data Warehouse December, 2014.
In response to a March 2013 charge by the Faculty Senate Chair and the Provost’s Office to revisit and revise General Education, the Gen Ed Task Force has submitted three previous reports to University Faculty Senate. On pages 21 – 26 of the October 2014 Informational Report to Faculty Senate, the Gen Ed Task Force summarized data collected in meetings and focus groups with faculty, advisers, students, and administrators, and comments submitted via the website (gened.psu.edu). Among these data, the following critical needs were identified by faculty regarding Penn State’s current General Education program:

- A need for resources to adequately support General Education;
- A need for coordination, collaboration, and communication among those teaching General Education;
- A need for support and recognition of instructors teaching in the General Education program at all campuses;
- A need for support for curricular assessment that would enable ongoing evaluation and improvement of the General Education curriculum.

It was often remarked that the lack of resources since the last curricular change has led to a General Education program without cohesion and without the ability to implement all of the principles that were articulated in 1997. The above needs identified by Penn State faculty are consistent with national research and best practices in General Education, which indicate that coordination and resources are essential for excellence in the curriculum.

The size and complexity of our University create challenges to meeting these needs, particularly if we are to initiate and sustain collaborations across the General Education curriculum, which spans disciplines and locations. This is especially true since the composition of the instructors who teach General Education has shifted so that a majority are fixed-term faculty members.

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5 (a) A Progress Report to the University Faculty Senate (October 22, 2013); A Progress Report to the University Faculty Senate (March 18, 2014); A Progress Report to the University Faculty Senate (October 21, 2014) See: http://senate.psu.edu/senators/special-committees/general-education-planning-and-oversight-task-force/reports-and-resources/

6 See also pp. 50 – 51 in the October 2014 Informational Report to University Faculty Senate.


8 The Increasing Trend in the Ration of Fixed-Term Faculty to Standing Faculty (December 4, 2012 report to Faculty Senate) http://senate.psu.edu/senators/standing-committees/intra-university-relations/reports-and-resources/
with increasing involvement of part-time faculty and instruction by graduate students (at some locations). As part of their ongoing work, several University Faculty Senate committees are addressing these complex issues. However, to ensure excellence in the General Education curriculum, the University must explicitly provide support to all who teach General Education, regardless of appointment status. The University needs to work to create a more cohesive and better-supported faculty, including those part-time faculty who may tend to be marginalized but share the mission to teach the General Education curriculum.

Several existing Penn State units already support excellence in teaching, including the Schreyer Institute for Teaching Excellence (SITE), the Dutton Institute, the Center for Excellence in Science Education, the Leonhard Center, etc. Among these, only SITE is a University-wide entity. It is an administrative unit primarily charged with providing consultation services, workshops and short courses on pedagogy, and testing services, as well as for the administration of the Student Ratings of Teaching Effectiveness (SRTEs), University teaching awards, and seed grants for instructional projects. Yet, during meetings and town halls with faculty from all units and campuses, and discussions with the Gen Ed Task Force members, faculty identified additional needs for strengthening and supporting General Education that are currently not the charge of any unit, as summarized above and described in the October 2014 Informational Report.

To address all of the needs expressed by faculty, to give distinct University-wide visibility to the importance of General Education, and to achieve the goal of excellence in our General Education curriculum, the University ought to invest in a clearly defined and faculty-led support structure comprised of an inter-campus, multi-disciplinary network of instructors (i.e., faculty, graduate students, post-doctoral scholars and others) teaching General Education courses at all campuses. We are not recommending the designation of a "Gen Ed Faculty," but rather the creation of a structure that facilitates support and exchange of ideas among instructors who have a strong interest and engagement in General Education. This is needed to bring together instructors in General Education, and to promote an ongoing, purposeful, excellent, and innovative undergraduate General Education curriculum. Establishing an intra-University structure for General Education would enable collaboration across locations and disciplines to develop, innovate, and assess the General Education curriculum. It would also provide incentives, support for, and recognition of faculty innovation and effort in General Education at the local and University-wide Penn State levels. These support efforts would be undertaken in close consultation with the Faculty Senate and its relevant committees.

One of the goals of the new support structure would be to offer resources for instructors that will facilitate excellence in General Education instruction, such as providing funding for conference

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9 Trends and Patterns in the Use of Full and Part-Time Fixed-Term Faculty 2004-2010 (January 24, 2012)
attendance or other exploratory or research efforts related to General Education course development, curricular innovation, and learning assessment. Incentives could be provided for course development. Recognition for innovation and excellence in General Education teaching could be provided for instructors of all ranks.

Further, this faculty-led network would foster and sustain communication about General Education among faculty, students, and other constituents, and engage instructors from all the skill and knowledge domains participating in the General Education curriculum. To do this, it must span the geographically dispersed University, with participation from every campus and college. It would need to be more than a web-based resource, though it should have access to state-of-the-art technology and funding to facilitate connections and collaborations throughout the University.

To ensure ongoing excellence, resources for evaluation and assessment of the General Education curriculum would also be necessary. By closely aligning with SITE and the Academic Council on Undergraduate Education (ACUE) Assessment Coordinating Committee, a task of this General Education structure would be to partner on General Education program-level assessment, i.e. beyond the level of individual courses or sections. Resources would be made available to collect data on the General Education curriculum, and provide these data in a consultative capacity to University Faculty Senate.

As referenced in this report, both national scholarship and the input from the Penn State faculty have clearly identified the need for resources and support for General Education instructors, to achieve excellence, innovation, and scholarship in our General Education program. Formalizing the support structure outlined in this report, and providing it with significant resources, would meet these needs, and improve delivery of the General Education curriculum for our students.

**Recommendations:**

1. The University should establish a signature intra-University faculty-led structure for General Education collaboration, support, assessment and research, which will be available to serve all Penn State locations and instructors who teach General Education courses.

2. The University administration should work with the Gen Ed Task Force and the appropriate Faculty Senate committees in the creation of this structure with a standing budget that will meet the needs of the instructors teaching General Education to best support, maintain, and promote excellence, innovation, and scholarship in General Education.
Acknowledgements. The Gen Ed Task Force is grateful to the members of the Faculty Subcommittee of the Gen Ed Task Force for their work and dedication to supporting instructors teaching General Education.

GENERAL EDUCATION OVERSIGHT AND PLANNING TASK FORCE

- Martha Aynardi, Senior Lecturer in Biology, Director of Academic Support and Projects, Penn State Berks (Elected Senator; Senate Council Member; Member of the Senate Committee on Admissions, Records, Scheduling and Student Aid)
- Robin Bower, Associate Professor of Spanish, Penn State Beaver (Elected Senator, Chair of the Senate Committee on Intra-University Relations)
- Mark Brennan, Professor and UNESCO Chair in Rural Community, Leadership and Youth Development; College of Agricultural Sciences (Elected Senator, Vice-Chair of the Senate Committee on University Planning)
- Robert Crane, Professor of Geography; College of Earth and Mineral Sciences
- Caroline D. Eckhardt, Professor of Comparative Literature and English; Director, School of Languages and Literatures; College of the Liberal Arts (Elected Senator; Senate Council Member; Senate Liaison to the Graduate Council)
- Robb Frederick, Public Information Coordinator, Office of Marketing Communication, Penn State Erie-Behrend
- Tanya Furman, Professor of Geosciences; College of Earth and Mineral Sciences; Associate Vice President and Associate Dean for Undergraduate Education
- Nichola Gutgold, Professor of Communications, Arts and Sciences; Associate Dean for Academic Affairs of the Schreyer Honors College
- Betty Harper, Senior Planning and Research Associate, Office of Planning and Institutional Assessment
- Terry Harrison, Earl P. Strong Executive Education Professor of Business and Professor of Supply Chain and Information Systems; Smeal College of Business (Elected Senator, Vice-Chair of the Senate Committee on Outreach)
- Krishna Jayakar, Associate Professor of Communications; College of Communications (Elected Senator, Member of the Senate Committee on Faculty Affairs)
- James Kasting, Evan Pugh Professor of Geosciences; College of Earth and Mineral Sciences
- Patricia Koch, Professor of Biobehavioral Health (Elected Senator; Senate Council Member; Chair of the Senate Committee on Faculty Affairs)
- Andrew Lau, Associate Professor of Engineering; College of Engineering
- Marie Lindhorst, Advising Program Coordinator; Penn State World Campus
- Christopher Long, Professor of Philosophy and Classics; Associate Dean for Graduate and Undergraduate Education; College of the Liberal Arts (Elected Senator; Member of the Senate Committee on Committees and Rules)
Appendix F
1/27/15

- Paula Milone-Nuzzo, Professor and Dean; Penn State College of Nursing
- Aldo Morales, Professor of Electrical Engineering; Penn State Harrisburg (Elected Senator; Vice-Chair of the Senate Committee on Educational Equity and Campus Environment)
- Richard Robinett, Professor of Physics (Elected Senator, Vice Chair of the Senate Committee on Admissions, Records, Scheduling, and Student Aid)
- Carlos Rodriguez, Undergraduate Student in Security and Risk Analysis, Representative of the University Park Undergraduate Association
- Janet Schulenberg, Co-Chair of the General Education Task Force, Associate Director for Advising, Technology and Curriculum, Division of Undergraduate Studies (DUS Resource, Member of the Senate Committee on Curricular Affairs)
- Keith Shapiro, Associate Professor of Art; College of Arts and Architecture (Elected Senator, Member of the Senate Committee on Curricular Affairs)
- Norah Shultz, Senior Associate Dean for Academic Affairs & Professor of Sociology, Penn State Abington
- Margaret Slattery, Co-Chair of the General Education Task Force, Assistant Professor and Undergraduate Program Coordinator of Biomedical Engineering (Elected Senator, Member of the Senate Committee on Curricular Affairs)
- Rachel Smith, University Budget Officer
- Jane Sutton, Professor of Communication Arts and Sciences, Penn State York (Elected Senator, Member of the Senate Committee on Educational Equity and Campus Environment)
- Patrick Tanner, Director of Student and Enrollment Services, Penn State York
- Ann Taylor, Senior Lecturer; College of Earth and Mineral Sciences; Director, John A. Dutton e-Education Institute (Elected Senator; Senate Council Member; Vice-Chair of the Senate Committee on Undergraduate Education)
- Peggy Van Meter, Associate Professor of Education
- Suzanne Weinstein, Director of Instructional Consulting, Assessment and Research, Schreyer Institute for Teaching Excellence
- Mary Beth Williams, Co-chair of the General Education Task Force, Professor of Chemistry; Associate Dean for Undergraduate Education, Eberly College of Science
- Kenneth Womack, Professor of English; Senior Associate Dean of Academic Affairs, Penn State Altoona (ACUE Member, Committee on Intra-University Relations)
- Careen Yarnal, Associate Professor of Recreation, Park and Tourism Management; College of Health and Human Development (Elected Senator, Member of the Senate Committee on Outreach
Introduction
"Reserved Spaces" are admission spaces reserved at University Park for eligible first-year students with special needs or talents that cannot be met at Commonwealth Campus locations and whose evaluation indices (EI) do not meet the applicable University Park admission criteria. These students contribute to the educational and cultural life and diversity of the University Park campus.

Information
Table 1 shows the distribution of admissions through the Reserved Spaces program by each EI category. The spaces are organized into three types: Senate Approved, Other Academic, and Administrative. The Glossary at the end of the report describes the groups under each type.

In the past, including students entering in 2014, the limits or targets approved by the Senate Committee on Admissions, Records, Scheduling and Student Aid applied to fall admissions only. Because of the increased use of spring and summer as the initial term for many of the new incoming students, the allocated reserved spaces will apply to and be reported in 2015 over a full calendar year.

Table 2 provides limits for each type and group of students and the number of reserved spaces actually used. The graph that follows compares the number of reserved spaces to the total first-year admissions at University Park. On both the chart and graph, for the years 2006-2012, the data refer to fall admissions only. For 2013 and 2014, actual reserved space use for both fall and for the full calendar year are shown. In 2014, 167 spaces were used in the fall, constituting 2.66% of all fall admissions; and 92 additional reserved spaces were used in the spring and summer for a total of 259 over the full calendar year, or 2.99% of all 2014 admissions.

Table 3 shows the proposed reserved space limits for 2015. In recent years, the Admissions Review Committee (ARC) spaces have exceeded the limit for fall admission, and athletic spaces, when spring and summer are included, are close to the limit. We increased the ARC limit from 40 to 75 spaces, borrowing 15 spaces from the Vice President and Dean (VP&D) allocation. The net increase in total reserved spaces is therefore 20. This change is intended to reduce the number of spaces that are administratively controlled (VP&D) and allocate them instead to the ARC for use in addressing academically-related circumstances.
• Stephen Browne
• Joseph Chletsos
• Rachel Fore
• Anna Griswold
• David Han
• Robert Kubat
• David Kuskowski
• John Marsh
• Eugene McFeely
• Richard Singer
• Douglas Wolfe
TABLE 1
RESERVED SPACES BY ADMISSION CATEGORY - SPRING, SUMMER, FALL 2014
UNIVERSITY PARK

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*EOP/CAMP = Educational Opportunity Program/College Assistance Migrant Program
**Adm Review Comm = Admissions Review Committee

Source: Office of Undergraduate Admissions, 12/9/14
Vice President and Dean for Undergraduate Education
### TABLE 2
RESERVED SPACES - 8 YEAR COMPARISON
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</table>

*EOP/CAMP = Educational Opportunity Program/College Assistance Migrant Program

**Adm Review Comm = Admissions Review Committee

Source: Office of Undergraduate Admissions, 12/9/14

Vice President and Dean for Undergraduate Education
Appendix G
1/27/15

Bar chart showing the number of reserved spaces used compared to total first-year admission to University Park by year from 2006 to 2014.

The years 2006 to 2012 reflect fall only, with 226 of the 6700 first-year admissions in 2006 and 240 of the 6020 first-year admissions in 2012 admitted via reserved spaces.

The years 2013 and 2014 reflect full-year (spring, summer, fall) admissions, with 295 of 8382 and 259 of 8663 first-year admissions in 2013 and 2014, respectively, admitted via reserved spaces.
**TABLE 3**

**Proposed Reserved Spaces Limits for 2015**

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<tr>
<th>Type</th>
<th>Limits</th>
<th>Increase/Decrease</th>
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<td></td>
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<tr>
<td>A &amp; A Talent</td>
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<tr>
<td>(Architecture/Landscape</td>
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<td></td>
</tr>
<tr>
<td>Architecture)</td>
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<td>Program/College Assistance</td>
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<td>95</td>
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<tr>
<td>ROTC Scholars</td>
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<tr>
<td>Admissions Review Committee</td>
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<td><strong>Subtotal</strong></td>
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<td>165</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
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<td>(net change of +20)</td>
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Glossary of Terms for the Reserved Spaces Report

Arts and Architecture Talent Review:

The College of Arts and Architecture recommends up to ten exceptionally talented freshman applications for admission to the Architecture and Landscape Architecture programs each year. Applicants interested in pursuing special talent admission are required to submit a representative portfolio of their creative art work relevant to architectural studies, which will be reviewed by the appropriate faculty. Portfolios are being accepted between January 1 and February 15.

Admissions Review Committee:

Individual student appeal of an admissions decision based upon additional information, credentials, or extenuating situations that were not considered in the initial decision.

Educational Opportunity Program (EOP):

Spaces reserved to provide access and retention to low-income Pennsylvania students. Student may not meet regular admission criteria for his or her selected campus. Student must meet financial guidelines established by the Pennsylvania Department of Education for low income families. Decisions are made in the Undergraduate Admissions Office in collaboration with the Office of the Vice Provost for Educational Equity.

College Assistance Migrant Program (CAMP):

Reserved spaces for students accessing Penn State through the College Assistance Migrant Program (CAMP), a federally funded program designed to assist first-year college students from migrant and seasonal farm worker families pursue higher education. Decisions are made in the Undergraduate Admissions Office in collaboration with the Office of the Vice Provost for Educational Equity.

Vice President and Dean for Undergraduate Education:

Final level of appeal for an admission decision based upon extenuating circumstances, additional information, changes in credentials, etc. not considered in prior decisions.
ELECTIONS COMMISSION

University Faculty Census Report 2015-2016

(Informational)

In March 2011, the Senate voted to change the representation ratio for electing senators from one senator for each 25 members of the electorate, to a representation model of a maximum number of 200 elected faculty seats. The legislative report and table showing the calculation for achieving a Senate of 200 elected faculty seats is available at http://www.senate.psu.edu/agenda/2010-2011/mar2011/appf.pdf. In 2014-2015, the University Faculty Senate will be a fixed size of 198 elected faculty seats.
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<th>Total Faculty as of 10/31/13</th>
<th>2014-15 Senate Seats Alotted</th>
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<tr>
<td><strong>TOTAL</strong></td>
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<td>6027</td>
<td>198</td>
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Introduction
The World Campus is a Penn State success story. Its success comes from the support and vision of faculty, staff, academic partners, and leadership across the University. Together, we are strengthening a comprehensive, learner-centric program through the integration of high-quality academic programs, outstanding student services, and excellent instruction informed by research and driven through innovation for students who choose to study at a distance worldwide. This is an update on Penn State World Campus's accomplishments and its vision to be the premier provider of online education among peer research institutions. This report will highlight how that vision is coming to reality today and will offer an overview of the challenges and opportunities before us.

Information

Overview

The World Campus first opened in 1998 with a modest beginning of five academic programs and 41 students. Today, more than 125 certificates and degrees are offered through the World Campus, and more than 84,600 students have taken World Campus courses. In the budget academic year (BAY) 2013-2014—comprised of the summer 2013, fall 2013, and spring 2014 semesters—13,983 students were identified as World Campus students through their campus location. More than 5,300 additional students from other Penn State locations also took World Campus courses during that time frame. These 19,000-plus students accounted for 60,622 course enrollments in BAY 2013-2014, exceeding the established goal of 60,181. With a growth rate of 12% from BAY 2012-13 to 2013-14, the World Campus is likely to exceed its University-established goal of 66,694 course enrollments by BAY 2014-15.

The World Campus is a Penn State success story. Its success comes from the support and vision of faculty, staff, academic partners, and leadership across the University. Together, we are strengthening a comprehensive, learner-centric program through the integration of high-quality academic programs, outstanding student services, and excellent instruction informed by research and driven through innovation for students who choose to study at a distance worldwide.

Perhaps one of the most significant benefits realized through the World Campus is the elevated focus on pedagogy and student learning. There have been, and continue to be on a daily basis, examples of new instructional models and strategies developed through the efforts of faculty, learning designers, and others involved with the World Campus. What is incredibly significant is that these innovations are not restricted to World Campus, but are being integrated into core resident instruction. With the proliferation of learning designers embedded throughout the University (more than 200 professionals are working in the area of learning design) there has been a significant focus on elevating the learning process and integration of all of instruction,
whether face-to-face or online. A great testimony of this approach comes from a recent quote by Al Turgeon, Emeritus Professor of Turfgrass Management and among our World Campus pioneers:

“… teaching isn’t just about transferring knowledge. It’s about helping and encouraging students to learn and grow in their knowledge and wisdom, to become better versions of themselves, and to fully realize their potential as human beings.

I didn’t fully understand this until I was well along in my academic career … I began teaching as I was taught. It wasn’t until I attempted to develop web-based learning resources and to employ them in the online environment that I began to really think about teaching … in attempting to become an online teacher, I became a better teacher—in the classroom and elsewhere.”

Truly, Penn State is a leader in online postsecondary education due to many factors, including:

- **The World Campus is integrated within Penn State's academic and administrative structure.** All World Campus offerings are embedded within the academic units, with the same admission and program requirements, and taught by Penn State faculty. Its programs and faculty remain with the colleges, and World Campus goals are included within the strategic plans of the colleges and campuses. Administratively, all World Campus services report to or are closely aligned with the appropriate University administrative units (e.g., Admissions, Registrar, Financial Aid) and adhere to University policies.

- **The World Campus offers REAL Penn State degrees.** This is foundational to our success and of significant importance to our students. The degrees earned through World Campus are truly earned from the academic colleges, not World Campus. Colleges must agree to develop them with the World Campus, and they are responsible for identifying and approving all faculty, who remain with the college.

- **The World Campus offers students a complete Penn State experience.** It just happens to be virtual. Faculty and staff work diligently to provide an array of opportunities that enhance the curricular experience. From student organizations to career services and community engagement, Penn State faculty and staff are exploring and expanding the connection with online learners inside and outside of the classroom.

- **The World Campus operates with a strong, learner-centric orientation.** This is reflected in the phrase, “Success, Not Just Access!” which is a guiding principle. Service to learners is extremely important to all students and uniquely to the online adult learner, who balances many demands and challenges while pursuing an advanced education.

- **Faculty and staff who serve World Campus students demonstrate daily an extraordinary commitment to adult learners.** Students’ success is their success. It is indeed the people who work with World Campus students every day who make the difference. From faculty
and advisers to student aid experts and communications staff, these individuals bring dedication to help improve the learner experience.

- *The World Campus is built upon strong business acumen and market knowledge.* When the World Campus was established there was only a handful of institutions offering online programs. Today, online offerings are available with more than 330 institutions, including many of our academic peers. As this competitive landscape continues to grow, Penn State's success hinges upon decisions driven by research coupled with outstanding business services, marketing, and management.

The growth of the World Campus is critical to Penn State during a time when American higher education is facing significant challenges in the near and long term.

While the elevated focus on student learning and success has been a genuine benefit of the World Campus, the revenue generated has been a significant value to the University. In January 2011, the 13-member Academic Program and Administrative Services Core Council (“the Core Council”), chaired by then Executive Vice President and Provost Rodney Erickson, was appointed by the President to provide in-depth analyses of programs, examine available resources, find efficiencies, and determine how to maintain the University’s excellence in an era of declining state revenue and mounting fiscal challenges. The Core Council identified the World Campus as the University’s major enrollment growth area, and encouraged colleges and campuses to develop programs responsive to the fastest growing markets – professional master’s degrees and professionally oriented undergraduate degrees. Then, in April 2013, the University formally established a goal to grow the World Campus to 45,000 students by 2025, committing $20 million over five years from World Campus revenues toward this expansion.

The 45,000 target was driven by a desire to enable more learners to achieve a Penn State degree, and also by a need to ensure a healthy revenue stream. Most recently, in BAY 2013-14, World Campus revenue led to $62.1 million in tuition-generated revenue being distributed to the colleges, and that revenue is projected to increase to $68.5 million in BAY 2014-15. Revenues from the World Campus have also funded major University-wide expenditures and other University priorities. In addition, the World Campus is currently funding almost 50 positions across the University, including administrators, learning designers, and faculty.

Without question, the aggressive growth goal brings with it a host of challenges. The University must scale services, faculty capacity, resources, and programs, but also remain steadfast in an unwavering commitment to Penn State quality. Leaders must think big and long-term, but must also react swiftly to a rapidly changing and volatile higher education marketplace. The future demands that the World Campus and academic and administrative units all reinforce a collective approach toward ensuring success. We cannot allow silos, legacy processes, dated structures, or any unproductive practices hinder careful and effective growth.

As with all that is Penn State, the World Campus cannot be simply adequate. Instead, in the Penn State tradition of quality, the vision is for the World Campus to be the premier provider of online education among peer research institutions. This report will highlight how that vision is coming to reality today and will offer an overview of the challenges and opportunities before us.

*As of November 4, 2014*
Demographics: Unique World Campus Students

The World Campus continues to have a primary focus on adult part-time learners at a distance, and as a result has brought new learners (undergraduate and graduate) to Penn State who otherwise may not have access. This approach is built upon the foundation established by Penn State’s 100-year history in serving similar audiences through correspondence study. These students represent a unique population with needs that are different than traditional-aged students who attend residential campuses. They often have families and full-time jobs. They do not continuously enroll, but start and stop out as time and finances permit. They are spread across multiple time zones. As a result, they are unlikely to ever set foot on a physical Penn State campus. They also cannot easily stop by faculty members’ offices or University offices if they have issues to resolve. Nor do they have direct access to many of the rich academic, administrative, and cultural resources and opportunities availed to our traditional face-to-face students. The World Campus therefore must maintain a robust presence of online services with extended hours in order to meet the needs of these learners.

World Campus Student Headcount

The number of students with a campus identifier of World Campus has been steadily climbing, reaching approximately 14,000 in 2013-2014. In the early years of the World Campus, there were many more undergraduate students than graduate students because of the transition of Penn State’s Independent Learning Program (correspondence study) into the World Campus, a program that was completely focused on undergraduate education. As graduate programs were added to the World Campus, however, the number of graduate students has steadily risen to the point where the undergraduate and graduate student head counts are both growing at double-digit rates each year (see Figure 1). It is worth noting that the World Campus graduate student population has seen more growth than with the rest of the University’s graduate programs.

![World Campus Students*](chart)

*Only students whose campus designation is “World Campus” are included

As of November 4, 2014
The comparison of World Campus to resident instruction graduate student headcount is notable. The graph shown in Figure 2A (below) displays the total Penn State graduate-level student headcount. The yellow bars (in the middle) show resident instruction only, while the green bars (on the right) show World Campus graduate student headcount (total graduate headcount equals resident instruction plus World Campus). In Fall 2014, the World Campus represented 34% of the total Penn State graduate student headcount. Furthermore, the total graduate headcount trend is upward, driven by World Campus. For resident instruction only, graduate student headcount is trending downward. This graduate level growth at the World Campus may be attributable to the increase in number of Master of Professional Studies degrees, with an emphasis on applied studies.

Student Geographic Distribution and Student Demographics

The information below explains the geographic distribution and demographics of the World Campus student population.

As of November 4, 2014
As of November 4, 2014
In recent years, enrollment of military personnel (active duty and veterans) has been rising significantly. In 2013-14, 17% of World Campus enrollments were from current or former military members.

**Financial Aid for World Campus Students**

World Campus students have significant financial aid needs. Approximately 89% of World Campus undergraduate students use financial aid. When these students graduate, they leave the University owing an average of $37,225, in contrast to the overall average debt for Penn State students at $35,639—both higher than the national average of $28,400 (according to a November 13, 2014, release from The Institute for College Access & Success). In addition, World Campus undergraduate students have an average median household income of $39,009, which is much lower than the $72,607 average median household income for all Penn State undergraduates. Finally, only 34% of World Campus undergraduates are Pell Grant eligible, demonstrating the funding gap that exists for individuals at this income level.

In response, the University is aggressively advancing the opportunity for financial aid for distance learners by addressing government regulatory issues and increasing philanthropy for World Campus students. The World Campus financial aid endowment began in 2007-08 with $150,000. In the last two years, the World Campus committed an additional $7 million of surplus funding to endowment. The endowment is now valued at $7,865,650.11 with $2 million pledged through estate gifts.

The endowment currently provides approximately $350,000 of scholarship awards. This past year, the World Campus added an additional $650,000 of institutional scholarship dollars to bring total scholarship awards to $1,000,000 for the year. More than 300 students were awarded this year, and the current average award for 2014-15 is around $2,000, which equates to nearly 29% of the direct costs for students attending the World Campus. Nonetheless, the average amount of scholarship dollars available for each World Campus student is merely $62, in contrast to the University Park student body at $260.

**Penn State Resident Students taking World Campus Courses**

Penn State resident-based students at University Park and the campuses may and do take World Campus courses. However, since the primary role of the World Campus is to provide access to the students pursuing degrees online, World Campus courses are not made available to resident students until seven days before the beginning of the fall and spring semesters. This ensures that World Campus students have an opportunity to enroll in World Campus courses first. Note that adult learners from any Penn State location may register for a World Campus course during the normal registration period. The seven-day limitation does not apply for the summer semester.

*As of November 4, 2014*
Figure 2B shows the number and percent of resident-based students taking World Campus courses over the last several years. The percent has remained fairly consistent; however, over the last five years many colleges and campuses have offered an increasing number of online courses, outside of the World Campus, for their resident students during the summer session and throughout the year.

**Military and Veteran Students Attending the World Campus**

Current members of the military (active, guard, and reserve) and veterans represent a very important segment of the World Campus student body and make up 17% of the total student enrollments. Of Penn State’s 4,186 student veterans, 1,827 are studying with the World Campus, making it the Penn State campus with the largest number of veterans, followed by University Park at 984 (fall 2014).

The World Campus provides a host of programs and services designed to support this very specific population of online students. Examples include dedicated military admissions and academic advising teams; a website devoted to the military and veteran audience at worldcampus.psu.edu/military; and military informational webinars. In addition, the World
Campus is the only Penn State campus to offer a Military Grant-in-Aid, which lowers undergraduate tuition by approximately 40% for currently serving service members and their spouses. More than $865,000 in grants is awarded annually. The World Campus also offers several scholarships for these learners including the newest, the Military Scholarship in Honor of Captain Ryan J. McCombie, United States Navy, Retired.

**World Campus Quality**

Academic oversight of World Campus program and course offerings by Penn State’s academic colleges helps to ensure that students receive the same quality instruction and earn the same degrees as resident students. All World Campus program and course offerings are based within the academic colleges and departments of the University. The academic units provide leadership for selecting and approving the faculty for the online classes. This commitment to quality and partnership with academic units continues to result in national recognition.

*Rankings in U.S. News & World Report's 2014 Best Online Programs:*

- No. 3 for best online bachelor’s programs
- No. 5 for best online graduate engineering programs
- No. 6 for best online graduate computer information technology programs
- No. 17 for best online graduate business programs
- No. 25 for best online graduate education programs

Another indicator of quality is the perspective of peer institutions. As other universities consider adding or enhancing online programs, a significant number choose to benchmark against the World Campus. These institutions include: University of Arkansas, Louisiana State University, University of Virginia, University of Wisconsin, University of California, University of Minnesota, University of Missouri, and University of Florida. Most recently, The Ohio State University sent a team to benchmark the World Campus.

The World Campus offers real Penn State degrees, convenience, flexibility, and a connection to the Penn State family. As noted, the academic units work closely with World Campus to ensure classes are up to the same rigorous standards as resident instruction courses.

World Campus staff members seek to evaluate and monitor quality in a number of ways. One measure is course completion rates for students. Data related to course completion are collected and analyzed every year. In BAY 2013-14, World Campus course completion rates continued to be strong. To demonstrate, 88% of undergraduate students and 97% of graduate students who registered for World Campus courses completed them. The World Campus also closely monitors grades earned by students, as shown in Figure 3.
Student Satisfaction

Since the spring 2012 semester, all World Campus courses have used the online Student Rating of Teaching Effectiveness (SRTE) to measure student satisfaction. In spring 2014, a total of 11,607 SRTEs were completed in 957 course sections, representing a 50% response rate. In summer 2014, a total of 7,713 SRTEs were completed in 844 course sections, representing a 43% response rate.

Data from three questions were aggregated to provide an overall picture of student satisfaction for spring 2014 and summer 2014 courses. Results show that students appear to be quite satisfied with the overall quality of courses (Figure 4) and the overall quality of instructors (Figure 5). Students also generally indicate strong agreement with the statement, “I would recommend this course to others” (Figure 6). These results are illustrated in the frequency graphs that follow. The mean, median and mode are also provided.
World Campus SRTE Results - Spring 2014 and Summer 2014

Figure 4

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Figure 5

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As of November 4, 2014
Appendix I
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Figure 6

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World Campus Services for Students

Penn State's World Campus students come from all 50 states, more than 73 countries, and all 7 continents, yet they all share the goal of making their lives better through education. They are adult learners who require flexible services that are available beyond traditional Monday-through-Friday business operating hours, and they benefit most from staff who understand their challenges. With that in mind, World Campus offers an integrated suite of adult-friendly, learner-centric support services to facilitate learner success and foster a positive experience with Penn State.

Helping Students to Get Started: Admission Services, Registrar

World Campus Admission Services is often the first point of contact for the prospective student who is interested in earning their Penn State degree through World Campus. Admission counselors respond to inquiries, assist students in completing the application for admission, and provide basic financial aid information. For students who are unsure of a career path, an educational planning specialist is able to discuss appropriate World Campus programs as they relate to their career needs. Admission counselors also can refer specific questions to a financial
literacy coordinator, who assists students with creating a personal finance plan as it relates to borrowing student loans. World Campus also offers student aid advisors, who are affiliated with the University’s Financial Aid Office.

The World Campus and Continuing Education Registrar’s Office is comprised of records specialists and managers whose primary duties include processing incoming student requests and troubleshooting any issues a student may have throughout the registration process. The Registrar’s Office also maintains all student records electronically, as required by the University. Records specialists’ duties also include verifying course information before finalizing the courses in the student information system, thus minimizing errors and difficulties for students. The Registrar’s Office also manages the Outreach Testing Center, where a number of World Campus exams are proctored.

Creating the Best Online Classroom: Learning Design, Faculty Development

The World Campus Learning Design (WCLD) team works with academic and administrative partners to envision and develop engaging, high quality experiences for online students. The staff focuses on the needs of adult learners, and integrates learning theory with instructional design principles. The resulting courses offer a blend of rich media, contextual activities, and assessment strategies that engage students in the overall learning experience.

In support of the creation of exemplary online and co-curricular experiences for World Campus students, the Media and Learning Design (M&LD) team integrates WPSU’s media production and web design capacity with Learning Design’s course production activities. M&LD provides WCLD staff with a space and resources for innovation and experimentation in pedagogy, user experience, and scale.

WCLD and M&LD aren't the only means by which learning design is advanced at Penn State. Much of this work is also accomplished by quality design units within the colleges and campuses. These positions are usually funded through World Campus revenue sharing or directly supported by the World Campus. Most importantly, these embedded designers apply their expertise to also improving resident instruction.

The World Campus Faculty Development unit partners with faculty, programs, departments, and colleges to meet the needs of online faculty in a rapidly changing landscape of technology, research, markets, and faculty culture. Resources, services, and programs are provided in three key areas of professional development:

- Competency-based training to teach online
- Onboarding of new faculty
- Scholarly life of fixed-term, remote, and residential online faculty

The mission of the World Campus Faculty Development unit is to improve instruction by supporting online faculty and instructors throughout their careers. Examples of support include a curriculum of free Online Learning (OL) courses focusing on use of the learning management system and other technologies, learner accessibility, best practices for effective instruction,
online presence, teaching the adult learner, and teaching the military learner. Additionally, the unit offers a five-course OL Teaching Certificate, the OL Graduate Student Teaching Certificate, an annual faculty convocation, college and program level onboarding workshops, and topic-based webinars.

**Providing Ongoing Support and Connectedness: Advising and Learner Success, HelpDesk, Accessibility**

*Advising and Learner Success* can provide a vital link between online adult distance learners and the University. Their services can help learners to feel more like a valuable part of the Penn State family—whether they’re from around the corner or around the world. This team works closely with academic and campus partners, advocating for adult-friendly processes and creating innovative support resources and community-building activities. Academic advisers within this unit assist learners with planning their academic paths, provide ongoing moral support, and connect students to academic and career resources. Of course, many colleges and campuses also provide advising for undergraduate World Campus students and all advising for World Campus graduate students.

The *HelpDesk* offers a wide range of technical support and training for World Campus students and faculty, with extended weekday and weekend hours to serve a geographically dispersed audience. Students may reach the HelpDesk team via email, phone, and online chat. A new service management tool launched in November 2014 will also enable students to submit and track questions and issues via an online portal.

The *Accessibility* team provides leadership in identifying and facilitating implementation of accessibility standards and best practices. They coordinate academic accommodations and support for students with disabilities; identify and address access issues specific to special audiences, such as members of the military; conduct and disseminate informal research; develop partnerships with external accessibility service providers; and conduct user testing with students who use assistive technologies. In addition, Accessibility staff evaluate course materials, develop accessibility solutions, maintain testing tools and software, and build awareness of related best practices and University policies.

**Helping to Ensure Student Success: Retention and Remediation**

The World Campus provides a gamut of initiatives to help students remain on course with their academic endeavors. These initiatives are aligned with Undergraduate Education to ensure collaboration and coordination. Students can tap into the World Campus student website (*student.worldcampus.psu.edu*) to access webinars and content on a growing lineup of topics such as new student orientation, online learning readiness, balancing life with learning, financial resources, and required placement exams. Online tutoring resources are also available through partnerships between World Campus, Penn State Learning, and Tutor.com; in addition, some World Campus courses utilize embedded tutors. Advising and Learner Success also offers services specially designed for military and veteran students. The World Campus retention rate from Fall 2013 to Fall 2014 was 62% for bachelor degree-seeking students and 82% for graduate degree-seeking students.
Creating a Sense of Connectedness: Student and Alumni Engagement

In order to create a consistent positive user experience for those who interact with or attend the World Campus, a team of marketing communication and engagement professionals carefully plan, execute, and analyze programs to connect students, prospects, and alumni to World Campus and Penn State.

The unique World Campus audience of time-restricted adults has focused the teams’ efforts on creating brief but impactful interactions designed to engage our audience while providing them with a truly rewarding Penn State experience. The strategically determined combination of social media, events, and support to clubs and organizations has proven to be a successful approach in 2014.

Social Media – World Campus marketing has changed the focus of social media content and strategies from simply providing information to truly engaging students, prospects, and alumni, thereby creating opportunities for the audience to “experience” Penn State. In just one year (October 2013 to October 2014), the World Campus Facebook page grew from 5,000 to 40,000 followers and Twitter grew from 1,400 to 10,500 followers.

- Connecting to the larger University – Information about Penn State experts, accomplishments, facts, and on-campus events are selectively shared with the audiences so that students are aware of the University’s expertise and recognitions and can feel connected to the larger University. When University events are live-streamed, students are notified so that they can participate virtually.

- Highlighting the geographic diversity of students, local chapters of Alumni Association, and different degree programs – Each week the team highlights one of the cities or states where students are located and, if possible, shares information about their local alumni chapter so they can connect with other Penn Staters in their area or find inspiration to engage in their community.

- Highlighting Penn State World Campus’ vast program portfolio – Each week one degree or certificate programs is featured to connect current students to others in their major and to inform prospective students of World Campus’ broad array of offerings.

- Super Penn Staters - Students nominate each other for this fan recognition series. Each week one student is featured, providing others with an arena to compliment and recognize each other’s accomplishments and determination.

- Distant Connections – Short-form video content is used to introduce University events so students who have never visited a campus can have a glimpse of what it’s like. For example, during the Penn State-Ohio State football game, video was uploaded from within Beaver Stadium of positive moments that are usually only experienced by those in attendance and rarely seen on TV.

As of November 4, 2014
• **Contests** – Penn State and World Campus trivia and other contests have been incorporated weekly to give audiences a fun way to learn more about the University and the opportunity to win Penn State World Campus branded items.

• **Promote academic success** - Tips for how to be successful are provided weekly to help students through their educational journey with World Campus.

• **Popular topics** – Weekly discussions around news and lifestyle-related current events allow audiences to engage with each other and Penn State World Campus to share their opinions and comments around current events.

**Newsletter** – A student-focused newsletter is sent out every other week to all Penn State World Campus students and contains information on upcoming events and deadlines, resources, student stories, and highlights from staff blog posts.

**Blog** – Students and staff contribute to share their perspective of, and expertise in, online education. Staff contributions come from several departments, such as HelpDesk, Learning Design, Advising, and Student Aid. Q&A features with faculty members provide opportunities for students to relate with instructors and learn more about them as people, outside of the class environment.

**Dean's List Congratulatory Message** – Each semester, students are highlighted for their academic achievements. These messages are written to be both congratulatory and motivational.

**All University Day** – As part of the Penn State's All University Day, World Campus hosts a tailgate for students, staff, faculty, and alumni, providing a special opportunity for interaction. Each year, students fly in from around the country to join the celebration, and two student representatives are chosen to carry the World Campus banner in Beaver Stadium.

**Penn State Reads** – World Campus participates in this University-wide program, which includes live streaming from University Park, providing students with copies of the book, and allowing students to submit questions to the author.

**Graduation Celebration** – Each semester, World Campus students are welcomed for a Graduation Celebration, recognizing their educational achievements. This event has grown significantly over the years with close to 500 participants attending the Summer 2014 Graduation Celebration event.

**Clubs and Organizations** – Students (and prospective students) often have a significant digital footprint as individuals. Many are used to meeting virtually for class assignments, work, or to keep up with friends and relatives across the globe. World Campus helps student organizations use that same “technological comfort” to develop and run their online student clubs. Examples include the Technology Club, Psychology Club, Blue and White Society, and Alpha Sigma Lambda.
Appendix I

Penn State World Campus Alumni Society – In 2014, the Penn State World Campus Alumni Society was formally launched. This organization within the Penn State Alumni Association will provide a way for Penn State World Campus alumni to meet and network with graduates from other colleges and campuses. The society formed with more than 4,200 initial members. World Campus is developing new programs and opportunities to engage these alumni and to harness their enthusiasm to help continuously drive the growth of Penn State World Campus and Penn State.

World Campus Programs

Distribution of Programs by College and Campuses

The World Campus launched in 1998 with five programs, enrolling eight students. Today, the World Campus offers a range of undergraduate degrees, graduate degrees, undergraduate certificates, and graduate-level certificates—over 125 programs in total.

The World Campus partners with many colleges, Penn State Erie, Penn State Harrisburg, Penn State Great Valley, and the Commonwealth College in the delivery of programs. Appendix 1 lists the enrollments in programs currently delivered through the World Campus, along with the partnering college or campus. “Program” includes degrees, undergraduate certificates, post-baccalaureate certificates, and graduate certificates. Enrollments in these programs are not restricted to students in World Campus majors. This table also includes enrollment projections for the budget academic year (BAY) 2014-15.

As Figure 7 shows, graduation rates at the World Campus continue to steadily grow. Appendix 2 lists the number of degrees earned through the World Campus, by students whose home location code was World Campus. Note that some students may have completed portions of their degree at another campus.

<table>
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<th>Student Level</th>
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<th>BAY 10/11</th>
<th>BAY 11/12</th>
<th>BAY 12/13</th>
<th>BAY 13/14</th>
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<td>422</td>
<td>536</td>
<td>721</td>
<td>1,031</td>
<td>2,978</td>
</tr>
<tr>
<td>Undergraduate</td>
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<td>467</td>
<td>585</td>
<td>774</td>
<td>937</td>
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<td>Graduate &amp; Undergraduate</td>
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<td>889</td>
<td>1,121</td>
<td>1,495</td>
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World Campus enrollments have evolved through two distinct periods. Between its launch in 1998 and 2005, enrollment growth was steady but not dramatic. The budget academic year 2005-2006 saw enrollments surpass 10,000. Significant growth has occurred each year since then, averaging 15% during the last three budget academic years. Figure 8 illustrates this growth. Note that this graph represents enrollments in World Campus courses, which includes students from other Penn State campuses taking World Campus courses. Approximately 14% of World Campus course enrollments are resident Penn State students.

As of November 4, 2014
As student headcount has grown in graduate programs (see page 7), enrollments in graduate programs has naturally followed suit. Figure 9 shows enrollments by student level (i.e., by graduate level versus undergraduate level). Note that this graph represents students whose campus location code is WD (World Campus). Course enrollments attributed to non-WD students are not included in this graph.

As of November 4, 2014
The Program Pipeline

The World Campus continually works with Penn State academic units to explore online program opportunities, identifying those that are viable and putting them on a schedule to move them into development and delivery. Program ideas originate from two sources: they are either suggested by academic units or are identified in the market scans completed on a regular basis by Outreach Market Research. All ideas are subject to evaluation using program criteria (see Appendix 3) and follow a vetted program approval process (see Appendix 4).

The costs of putting a degree program online are substantial. In addition, online education is becoming an increasingly competitive enterprise, with the number of providers growing annually. As a result, it is imperative to make good decisions with regard to what programs are put online. Market research plays a key role in evaluating all programs that are considered for World Campus delivery.

The World Campus places primary emphasis on adding degree programs to its portfolio rather than individual courses. It does so because of the focus of attracting new students to Penn State, but also because of costs related to marketing. A key marketing goal is to attract degree students who will come back to Penn State over and over to take courses to complete their degree rather than having to recruit students to take individual courses, a highly expensive proposition. The General Undergraduate Portfolio (GUP) does contain individual courses primarily from the Colleges of Arts and Architecture, Health and Human Development, the Liberal Arts, and Science to enable World Campus degree-seeking students to meet their general education requirements. New courses are only added to this portfolio if they meet a need for degree-seeking students or add popular course options that will meet degree requirements.

It is anticipated that by the end of the 2014-2015 budget academic year, the World Campus will have opened seven new B.S. degree programs, as well as expanded or revised four B.S. programs and five new minors. In addition, the graduate program portfolio will be enhanced with four new professional master's degree programs, one new certificate, one blended program, and three expanded or revised master's degree programs.

Program Planning and Management (PP&M) within the Outreach and Online Education Academic Affairs unit strategically guides the selection, development, and delivery of online programs and courses. The team utilizes market research, enrollment and financial analyses, and an understanding of the market forces that influence the viability of online distance education programs. PP&M staff members apply knowledge of Penn State academic partners, their faculty, and the curricula, and an understanding of online distance education, in their work. Utilizing a partnership approach, they use project management skills to ensure effective and efficient development and delivery of programs in a timely fashion. In addition, PP&M is the hub that links partner academic units with support services available through the World Campus, such as Advising and Learner Success, Admissions, Faculty Development, Learning Design, and Marketing.

As of November 4, 2014
Faculty Profile

All faculty members who teach courses delivered through the World Campus are approved and appointed by Penn State academic colleges and departments using the procedures and processes they deem appropriate. In some cases, the World Campus pays faculty members depending upon the Gross Revenue Sharing level of a program, but it never appoints or approves faculty separately from an academic college.

The World Campus is also unique in the context of online postsecondary education in that most of those who teach courses via the World Campus are Penn State faculty rather than independent contractors (who are still appointed by a college/department). In budget academic year (BAY) 2013-14, 60% of the 974 faculty who taught World Campus courses delivered were either standing or fixed-term full-time Penn State employees. In addition, 1.4% of the instructors were Penn State graduate students, and 34% were adjuncts with fixed-term part-time status, wage-payroll employees, fellows, or post-doc scholars. Therefore, nearly 96% of all instructors teaching World Campus courses in BAY 2013-14 had significant affiliations with Penn State. In BAY 2013-14, the majority of faculty teaching World Campus-offered courses (74%) were affiliated with the University Park campus.

In BAY 2013-14, 106 (11%) of faculty who taught courses via the World Campus were Professors, 98 (10%) were Associate Professors, and 61 (6%) were Assistant Professors. Nine faculty held the position of Professor of Practice. Of the 974 faculty who taught via the World Campus in BAY 2013-14, 23% had tenure or were on tenure-track.

Online Faculty Development

Teaching online for the World Campus requires knowledge and skills unique to having adult learners as students. Adult learners are autonomous, bring considerable life and work experiences to their courses, need flexibility in when and how they learn, and need to see how new ideas and concepts apply to their day-to-day lives. Additionally, online teaching requires special instructional competencies in the areas of pedagogy, technology, and course administration for asynchronous learning. While not all effective practices of residential teaching translate to the online space, many online practices improve residential teaching. This means specific training and professional support in online instruction benefit all teaching at Penn State. In order to assist faculty in developing these competencies, the World Campus created the Faculty Development unit in 2008. This team is part of the Academic Affairs pillar in Outreach and Online Education and serves Penn State faculty teaching through the World Campus and Continuing Education. The director of World Campus Faculty Development has an academic appointment, with teaching and course design responsibilities in addition to leadership of the unit.

Faculty Development focuses on three areas of service: self-directed and cohort training through Online Learning (OL) Courses for effective online instruction; face-to-face and virtual faculty onboarding and orientation; and, face-to-face virtual support of the scholarly life of fixed-term, online faculty.

As of November 4, 2014
Success in these three areas relies on collaboration between the Faculty Development unit, other units within World Campus, academic programs, departments, and colleges, and the University-wide community of faculty development practitioners. The unit’s research initiatives guide these three areas in order to learn more about online faculty development, faculty needs, and effective training and practices that improve instruction toward the paramount goal of student success.

The mission of the World Campus Faculty Development unit is to support online faculty at key stages of their careers in order to positively impact student success. To fulfill this mission, the unit has a robust list of free services and resources available to Penn State faculty course authors and teachers, academic program administrators and staff, and others involved in Penn State’s online presence.

- **Faculty Convocation** – bringing together experts from across the University and interested faculty and staff, building a community of practice, and expanding knowledge and skills critical to successful online teaching

- **Orientation and Onboarding** – face-to-face and virtual onboarding and orientation to online teaching workshops

- **Initiatives to Enhance Scholarly Life** – activities and projects to enhance the scholarly life of residential and remote fixed-term faculty, the majority of Penn State faculty who teach through the World Campus

- **Certificate for Online Teaching** – comprised of five online courses that explore critical topics and best practice instructional competencies

- **Graduate Student Certificate in Online Teaching and Learning** – comprised of online courses and webinars introducing graduate students to teaching and learning theory and competency-based best practices for online instruction

- **Specialized Topic Offerings** – courses in The Military Learner, Teaching the Adult Learner, Assessment in Online Teaching, Grouping and Teamwork Online, Course Design in collaboration with World Campus Learning Design, and webinars for faculty and staff across the University

- **Faculty Capacity Planning** – in collaboration with World Campus Program Planning and Management and faculty leaders, an annual workshop for academic administrators to plan for growth and capacity for their online programs

The World Campus Faculty Development website, found at wcfd.psu.edu, curates research topics, resources, and registration for OL Courses, certificates, webinars, and other services and activities. The University also provides resources and support through units such as the Schreyer Institute for Teaching Excellence, Elearning Institute in the College of Arts and Architecture, e-Dutton Institute in the College of Earth and Mineral Sciences, the University Libraries, and Teaching and Learning with Technology.

As of November 4, 2014
World Campus Tuition and Revenue Sharing

The World Campus Budget and Financial Operations unit provides financial reporting, planning, budgeting, forecasting, and analysis (historical trends, strategic performance indicators, benchmark data, and projection methodologies). Through these analyses, the unit is able to provide recommendations to World Campus, academic units, and University committees on how to make well-informed, strategic decisions related to finances and enrollments. This includes tuition income and enrollment projections, as well as information related to overall management of income and expenditures. It also manages the distribution of gross revenue sharing funds to academic partners that offer programs and courses through the World Campus.

As World Campus enrollments have grown, so too have gross tuition revenue and revenue streams for colleges and campuses. Figures 13 and 14 show these patterns of growth. Both graphs include projections for the budget academic year (BAY) 2014-2015. Tuition revenue from courses delivered through the World Campus is projected at $115.8 million in BAY 2014-2015, with a corresponding $68.5 million projected to be shared with colleges and campuses. In 2011, the University Budget Office approved a new revenue sharing model, referred to as "Revenue Distribution Categories." This model simplified the previous model and provided a more balanced approach to sharing revenue earned on courses delivered through the World Campus.

Figure 13: World Campus Gross Tuition Revenue from 2007-2008 to 2014-2015

As of November 4, 2014
World Campus Opportunities and Challenges

- **Effective predictive analytics to improve student success:** The Office of Undergraduate Education, Teaching and Learning with Technology, and the World Campus are collaborating on predictive analytics (big data for higher education) to help drive and improve student success. In March 2014, the University agreed to a partnership with Civitas (civitaslearning.com) to use technology and deep data science and modeling to better leverage and analyze existing student, learning, and non-cognitive data to unlock the potential of this data in improving student outcomes. This work could lead to specific student interventions, better course sequencing, and/or development of new support services, as just a few examples. Additionally, since August 2012, the World Campus has been a member of the Predictive Analytics Reporting (PAR) Framework, a multi-institutional data mining collaborative whose goal is to improve student success through the use of analytics, interventions, research, and benchmarks.

- **Rising costs and increased student debt:** With the increasing cost of higher education, students are graduating with increasing debt. Nationally, student debt in 2013 was $28,400 for graduating seniors at public and private nonprofit colleges, according to a November 13, 2014, release from The Institute for College Access & Success (TICAS). At Penn State, the average student loan debt during 2012-13 for graduating seniors with loans was $35,639 University-wide (25% more than the national average) and $37,225 for World Campus seniors (31% more than the national average). Students are looking at other more affordable options in order to keep their student debts down when they graduate. The expanding availability of prior learning opportunities, use of predictive analytics and adaptive learning technologies, and a deeper focus on retention should all help to reduce World Campus students cost to degree.
• **Increased competition:** Within the last few years, a significant number of four-year public institutions have entered the online market. Online offerings are now available with more than 330 institutions of higher education, including many quality institutions. As previously mentioned, a significant number of these universities also chose to benchmark against the World Campus. Today, for-profit external partnerships (e.g. 2U, eCollege) are enabling many institutions new to the online domain to outsource online services and come up to speed much more quickly—within months instead of years. As a result of this rapidly expanding marketplace, the cost to attract students is significantly increasing. Clearly, the World Campus operates in a highly competitive environment.

• **Requirement for robust and adaptable technology:** The World Campus rests on a foundation of technology. When the technology goes down or fails periodically, World Campus students lose their campus. Fortunately, World Campus technology needs are not unlike those of the University at large, especially in terms of instructional support. This common need has spurred increased collaborations and progress. For example, a significant increase in efficiencies and quality of services should be realized with the advent of LionPATH and the new Learning Management System.

• **Market-based disruptive innovations:** The volume of market-based disruptive innovations (e.g. badges, micro-credentials, competency-based programs) continues to occur at an ever-accelerated pace. For example, Massive Open Online Courses (MOOCs) represent a multi-million dollar investment in the online environment, a significant strategic investment, and a disruption to the traditional educational pathway. The use of technology is a well-accepted and heavily discussed option for offering suitable solutions to the issues of quality, affordability, and scale in postsecondary education. Penn State will continue to face these challenges and will need to respond appropriately in order to remain competitive.

• **Increased state regulation and accountability requirements:** In order to ensure the quality of online instruction and to protect students, the Federal Department of Education is implementing a number of regulations, which add cost to our operations. For example, “State Authorization Regulations” stem from a federal regulation requiring that distance education providers be compliant with the rules and regulations of all U.S. states and territories. The World Campus is obligated to comply with each state’s laws and regulations for distance education. These requirements vary greatly from state to state, with the need to seek authorization dependent upon the University’s activities in—and the respective laws of—each state. Failure of any part of the University to comply could result in a state issuing a cease-and-desist order or fines, regulators turning to the media declaring our noncompliance, or students filing lawsuits for our lack of proper approvals and failure to notify them. As of December 8, 2014, World Campus has gained “compliant” status in 47 states and 4 territories; however, any changes to existing programming and state laws can affect the approved status. Ongoing communication between colleges and Outreach will be critical in avoiding any compliance issues. Appendix 5 contains a map of World Campus’ progress in meeting the state regulations.

As of November 4, 2014
• **Scalability**: As the World Campus continues to grow, a huge and critical challenge will be to maintain quality. Working with the colleges and campuses to engage faculty to teach at a distance is one of salient issues facing the University. Fortunately, many colleges and campuses are already exploring unique models to address this challenge. In addition, the application of predictive learning analytics and adaptive learning provides the potential to impact scale. As these technologies enable courses to be customized according to the individual student's experience, progress, and learning style, there may be opportunity to increase course sizes, especially gateway courses.

• **Student engagement**: As most World Campus students never set foot on a Penn State campus, engagement efforts can pose unique challenges. Enhancing student engagement is a priority for World Campus. Exemplars in building connections to faculty, advisors, other students, and Penn State at large through student engagement are the field experiences in the Energy and Sustainability Policy program and the undergraduate research opportunities available in the Psychology program. World Campus will continue to explore and implement new initiatives that support effective student engagement and engaged scholarship.

• **Advancing a service-oriented culture**: The world continues to undergo dramatic change around the issue of speed and service. World Campus students—all students—come with expectations grounded in their daily lives. The University must continue to address deficiencies that impede response time or prohibit providing important services, as well as explore new opportunities to enhance the student experience.

**Conclusion**

The World Campus celebrated its 15th anniversary in 2013. Starting in 1998 with only five programs and less than 50 students, it is now the 2nd largest campus at Penn State and is continuing to grow at significant rates. In so doing, it is extending access to Penn State to individuals who otherwise could not attend the University.

The World Campus continues to be a thriving delivery unit, integrated within Penn State and maintaining strong support from University leadership. Its mission continues to be serving adult learners studying at a distance, which helps the University attract net new students. Among traditional universities, the World Campus is a leader in online learning and teaching, with other institutions benchmarking against its success. Its leadership position is built upon quality education, which continues to evolve and improve to address the needs of students.

The success of the World Campus is based on its strong relationships with University colleges and campuses, dedicated faculty, a learner-centric focus, and a high level of student service. Strong business acumen and market knowledge has placed the World Campus in a position of providing additional revenue streams to the University, and its staff committed to the adult learner has paved the way to future success. Working closely with Penn State’s academic colleges, the World Campus is clearly positioned to further extend the educational reach of the University beyond the walls of the classroom to national and international student audiences.
American higher education has entered a most challenging time. There are numerous forces impinging on colleges and universities including disruptive technologies, increased federal and state government regulation, decreased public subsidies, increased competition, more voices demanding greater accountability, an increased emphasis on performance outcomes, and the very concerning challenge of rising student debt, which cannot be ignored.

Within this context of change, the World Campus has been called a strategic asset for Penn State, further indicating how the program can help Penn State in multiple ways:

- It has the potential to continue to bring increased numbers of new students to Penn State.
- It has the potential to foster blended programming at a large scale across the campuses.
- It has the potential to increasingly facilitate the integration of technology into all modes of teaching and pedagogy.
- It has the potential to extend Penn State’s strategic goal of becoming a global university.
- It has the potential to bring new revenue streams to the University during financially challenging times.

The future of the World Campus is bright. It has a strong foundation. It has the infrastructure in place to continue building Penn State’s reputation and stature in online learning at the postsecondary education level. Its future, however, is dependent upon a University-wide collaborative and disciplined approach to strategic growth. That is the task before all of us—to think, operate, and build as one Penn State.
## Appendix 1 - Enrollments and Projections by Program by College/Campus

<table>
<thead>
<tr>
<th>College/Campus</th>
<th>Program</th>
<th>BAY 2013/14 Enrollments</th>
<th>BAY 2014/15 Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abington College</td>
<td>Corporate Communication</td>
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<tr>
<td>Agricultural Sciences</td>
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<td>400</td>
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<td>Capitol College</td>
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<td>Master in Geographic Information Systems/Graduate Certificates</td>
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<td>Education</td>
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As of November 4, 2014
<table>
<thead>
<tr>
<th>College/Campus</th>
<th>Program</th>
<th>BAY 2013/14 Enrollments</th>
<th>BAY 2014/15 Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
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<td>Education</td>
<td>Graduate Certificate in Institutional Research</td>
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<td>Education</td>
<td>Master of Education in Adult Education/Postbaccalaureate Certificate in Distance Education</td>
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<td>Education</td>
<td>Master of Education in Curriculum and Instruction/Graduate Certificate in Children's Literature</td>
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<td>Education</td>
<td>Master of Education in Educational Leadership Program</td>
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<td>Education</td>
<td>Master of Education In Higher Education</td>
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<td>100</td>
</tr>
<tr>
<td>Education</td>
<td>Master of Education in Learning, Design, and Technology/ Postbaccalaureate Certificate</td>
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<td>Education</td>
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<td>Education</td>
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<td>Undergraduate Certificate in Nanotechnology</td>
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<td>1357</td>
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<tr>
<td>The Liberal Arts</td>
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<td>The Liberal Arts</td>
<td>Bachelor of Arts and Bachelor of Science in Labor and Employee Relations/ Undergraduate Certificate</td>
<td>811</td>
<td>900</td>
</tr>
</tbody>
</table>

*As of November 4, 2014*
<table>
<thead>
<tr>
<th>College/Campus</th>
<th>Program</th>
<th>BAY 2013/14 Enrollments</th>
<th>BAY 2014/15 Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Liberal Arts</td>
<td>Bachelor of Arts and Bachelor of Science in Organizational Leadership</td>
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<td>55</td>
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<td>The Liberal Arts</td>
<td>Homeland Security Core and Elective Courses</td>
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<td>The Liberal Arts</td>
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<tr>
<td>Total</td>
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<td><strong>60,622</strong></td>
<td><strong>66,694</strong></td>
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*As of November 4, 2014*
# Appendix 2 - Five-Year Trend of Degrees Granted by Undergraduate and Graduate Majors

## Undergraduate Degrees Granted

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<tr>
<th>Major</th>
<th>BAY 09/10</th>
<th>BAY 10/11</th>
<th>BAY 11/12</th>
<th>BAY 12/13</th>
<th>BAY 13/14</th>
<th>Total Degrees Granted</th>
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<td>B.A. in Advertising and Public Relations</td>
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<td>-</td>
<td>-</td>
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<td>B.S. in Business</td>
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<td>30</td>
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<td>B.S. in Hotel, Restaurant and Institutional Management (HRIM)*</td>
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<td>2</td>
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<td>1</td>
<td>8</td>
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<tr>
<td>A.S. in Human Development and Family Studies</td>
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<td>8</td>
<td>11</td>
<td>9</td>
<td>16</td>
<td>56</td>
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<tr>
<td>B.S. in Human Development and Family Studies</td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>A.S. in Information Sciences and Technology</td>
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<td>17</td>
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<td>B.S. in Information Sciences and Technology</td>
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<td>1</td>
<td>8</td>
<td>10</td>
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<td>42</td>
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<tr>
<td>B.S. in Labor and Employee Relations</td>
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As of November 4, 2014

*World Campus major no longer offered but allowing students to finish the degree*
## Graduate Degrees Granted

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</tbody>
</table>

*World Campus major no longer offered but allowing students to finish the degree

As of November 4, 2014
Appendix 3 - World Campus Program Evaluation Criteria

**Academic Reputation**
- Program reputation. Is the department or program of high quality and is recognized as a leader in the field? If there is an existing resident program, is it highly ranked when compared to other similar programs?

**Academic Readiness**
- Program status. If there is an existing resident program, how much revision is required to restructure the existing program within a distance education format? When can the program be ready to be launched?
- Department commitment. Is there an ongoing interest and commitment to the online program by the academic partner? Is there administrative support and faculty interest?
- Department capacity. Does the academic partner have the ability to support an expanded curriculum, additional course sections, and increased number of students while maintaining teaching and learning quality?
- Strategic importance. Is the program consistent with the academic partner's strategic goals of providing access to new audiences, enhancing dissemination of research, and enhancing relationships with key industries and professions?

**Appropriate Technology**
- Course content. Can the course be delivered effectively online using appropriate technologies?

**Sustainable Market**
- Interest by potential audience. How interested are members of the potential audience in the program? What are their motivations?
- Unique market niche. Does the program represent a unique “niche” for Penn State, filling a need that is not easily met by others?
- Clarity/accessibility of potential audience. Is the potential audience clearly defined? Has Penn State developed a relationship with the target audience (e.g., audience has participated in other programs, etc.)?
- Occupational demand. Is there evidence that there is occupational demand for individuals who successfully complete the program?
- Ability to pay. Is the potential audience able to afford the program? Is there potential for employer support?

**Scalability**
- Size of potential audience. How large is the potential audience? Will the potential audience increase over time?
- Partnering potential. Is there potential to partner with business and industry, associations, or other entities such as other universities?
Appendix I
1/27/15

Appendix 4 – World Campus Program Approval Process

As of November 4, 2014
Appendix 5 – State Authorizations Map

As of December 8, 2014, the World Campus status is as follows:

- **Compliant:** 47 states and 4 territories – World Campus is currently in compliance for known activities (additions of and changes to University programs may, however, trigger further action)

- **Renewal:** 3 states – These are states where World Campus is compliant and presently in the process of renewing registration paperwork (Kansas, Maryland & Montana)

- **In Progress:** 3 states – the Outreach compliance team is actively monitoring and evaluating authorization policies and requirements (North Carolina, Massachusetts & North Carolina)

- **Remaining:** Washington D.C. & 4 territories – Following compliance in each of the states, authorization will also be sought in the District of Columbia and remaining four U.S. Territories

*Blue asterisk on map indicates a Top 15 state by enrollment figures.*
Appendix 6 – Penn State Digital Learning Steering Committee

Charge

The Penn State Digital Learning Steering Committee, comprised of senior level University-wide executives, will provide leadership to advance the overall University digital learning strategy.

The overarching goal is to utilize educational technology and outstanding pedagogy to advance student learning and success. More specifically, the Digital Learning Steering Committee will:

- Develop a vision, mission, and fiscal model to support the continued evolution of digital learning in all delivery formats;
- Recommend changes to current administrative and academic policies and procedures and/or generate necessary policies and procedures to allow the University to develop integrated quality digital learning offerings and to adapt as digital learning evolves;
- Oversee the work of the PSU Online Coordinating Council;
- Monitor and respond to federal and state policies impacting digital learning (e.g., State Authorization, PHEAA financial aid for students studying at a distance);
- Ensure quality of all instruction (e.g., grade distribution, balance of faculty, student retention, graduation rates, etc.) and course design across the University offered through digital modes of delivery (e.g., online, hybrid, flipped, and blended instruction);
- Respond to recommendations and decisions from the World Campus Governance Committee;
- Advance processes and practices to ensure fiscal optimization of digital offerings;
- Advance and oversee non-credit programs delivered via digital formats (e.g., online, hybrid, flipped, and blended instruction);
- Monitor strategic partnerships with external service vendors providing support or enhancements to digital instruction (e.g., Blackboard, Inside Track);
- Oversee all academic (e.g., program portfolio) and administrative elements of the World Campus enrollment growth plan to ensure quality and integration of the offerings;
- Advance the integration of educational technology and web-enhanced instruction in on-campus classrooms;
- Evaluate emerging pedagogy and technology models (such as MOOC and MOCC) for effectiveness and application to the Penn State teaching and learning model. This includes the management of intake processes, exit strategies, and administrative approvals;
- Champion technology enhancements that improve the effectiveness and efficiency of all learning systems;
- Advance processes and services to improve student support for students studying at a distance; and
• Lead innovations and strategic alliances to advance online and digital learning.

The Digital Learning Steering Committee is not a policy body and does not have oversight of traditional academic issues under the purview of the colleges and campuses. The Committee will work closely with other key University administrative and academic bodies (e.g., UPCADs, ACUE, Council of Campus Chancellors, the Graduate Council, University Faculty Senate, President’s Council, etc.) and advance all policies on to the Provost for initial consideration.

Digital Learning Steering Membership

• Donald Birx, Chancellor, Penn State Erie, The Behrend College
• David Chown, Chancellor, Penn State York
• Ann C. Croucher, Dean, College of Health and Human Development
• Barbara Dewey, Dean, University Libraries and Scholarly Communications
• Kate Domico, Executive Director, Learning Design and Public Media
• William E. Easterling, III, Dean, College of Earth and Mineral Sciences
• Amr Salah Elnashai, Dean, College of Engineering
• Renata Engel, Associate Vice Provost for Online Programs
• Yvonne Gaudelius, Associate Vice President and Senior Associate Dean for Undergraduate Education
• Madlyn Hanes, Vice President for Commonwealth Campuses
• Barbara Korner, Dean, College of Arts and Architecture
• Mukund Kulkarni, Chancellor, Penn State Harrisburg
• Daniel Larson, Dean, Eberly College of Science
• Paula Milone-Nuzzo, Dean, College of Nursing
• David Monk, Dean, College of Education
• Kevin Morooney, Vice Provost of Informational Technology
• Robert Pangborn, Vice President and Dean for Undergraduate Education (co-chair)
• Mary Beth Rosson, Professor and Interim Dean, College of Information Sciences and Technology
• Richard Rousch, Dean, College of Agricultural Sciences
• Elizabeth Seymour, University Faculty Senate Representative
• Damon Sims, Vice President for Student Affairs
• Rachel Smith, University Budget Officer
• Jennifer Sparrow, Senior Director of Teaching and Learning with Technology
• Regina Vasilatos-Younken, Interim Dean of the Graduate School
• Craig Weidemann, Vice President for Outreach and Vice Provost for Online Education (co-chair)
• Susan Welch, Dean, College of the Liberal Arts
• Chuck Whiteman, John and Becky Surma Dean, The Smeal College of Business
Discussion and Conclusion
The World Campus continues to be a thriving delivery unit, integrated within Penn State and maintaining strong support from University leadership. Its mission continues to be serving adult learners studying at a distance, which helps the University attract net new students. Among traditional universities, the World Campus is a leader in online learning and teaching, with other institutions benchmarking against its success. Its leadership position is built upon quality education, which continues to evolve and improve to address the needs of students.

The success of the World Campus is based on its strong relationships with University colleges and campuses, dedicated faculty, a learner-centric focus, and a high level of student service. Strong business acumen and market knowledge has placed the World Campus in a position of providing additional revenue streams to the University, and its staff committed to the adult learner has paved the way to future success. Working closely with Penn State’s academic colleges, the World Campus is clearly positioned to further extend the educational reach of the University beyond the walls of the classroom to national and international student audiences.

SENATE COMMITTEE ON OUTREACH
- Theodore R. Alter
- K. Robert Bridges
- Dennis D. Calvin
- Ann W. Copeland
- Terry P. Harrison, Vice Chair
- John Henry
- William J. Kelly, Chair
- William J. Lamont
- Witold B. Rybka
- Bennett W. Samuel
- Craig D. Weidemann
- Samuel Winch
- Careen M. Yarnal
Introduction

Cooperative Extension continues to make major change in both its administrative and program delivery structures. Extension has responded to the Provost’s Core Council recommendations and our own internal change process (Reframing, Outreach “Reset 2020” and The College of Agricultural Sciences “Ag Futures”). Extension has established a new Strategic Plan with four major objectives and strategies to accomplish each objective. This is a short update on Penn State Extension’s accomplishments and an overview of its ongoing efforts to implement the new Strategic Plan.

Information

Preamble to Report

Before reading the following informational report on the current status of Penn State Extension’s transition to a new business and operational model, a short five to six minute video has been prepared that provides background from previous Faculty Senate reports. You can access the video at (http://extension.psu.edu/about/reports/update-on-changes-in-penn-state-extension). If you would like to review the two earlier informational reports, links can be found at the above site.

Background

On December 7, 2010, Dr. Dennis Calvin, Director of Cooperative Extension/Associate Dean of Extension/Associate Vice President of Outreach, submitted and presented an information report on the status of Cooperative Extension. This report presented the historic context for Cooperative Extension, and discussed how Cooperative Extension’s role had evolved over the last 96 years, the forces driving its continued evolution, how Cooperative Extension has been restructuring itself for success in the future, and its potential to help the University more fully realize the promise of the Kellogg Presidential Commission report. A follow-up informational report was submitted to the Faculty Senate in March of 2012 as an update on the many structural and operational changes that Cooperative Extension had implemented since the first report was submitted. This report is intended to provide the short update on additional progress toward Extension’s new structure and operational model.

Core Council Recommendations

On January 12, 2011, the College of Agricultural Sciences received recommendations from the University Core Council on changes needed to improve programs and operations in order to build a stronger and more sustainable College. Within the recommendations to the College were recommendations specific to Penn State Extension. These recommendations were:

1) Consider more innovative delivery models, such as consolidation of offices and moving to a regional model
2) Focus on a few key issues and include non-agricultural programming and academic partners from many colleges across the university
3) Seek to develop a budget model that is less dependent on state, federal and local funding
4) Make sure extension educational programming is closely aligned with solid research within Penn State
5) Reduce the number of Natural Work Group and program areas – prune those that are not central to the college and university mission
6) Develop a financial model and structure in collaboration with Outreach to stimulate extension activities of faculty in other areas of the university
7) Extension must remain a key part of the College of Agricultural Sciences mission

This report provided information on how Extension has responded to the original recommendations and its current efforts to continue improvement.

Response to the Core Council’s Recommendations

- Penn State Extension has been restructured from sixty-seven county offices managed by fifty-seven county extension directors and four regional directors to twenty districts, made up of two to five counties, administered by District Directors and two urban centers administered by Center Directors. This administrative restructuring has reduced the number of individuals with administrative assignments from eighty-one to thirty-nine. By flattening the administrative structure, individuals with previous administrative duties were reassigned to educational program development and delivery.
- The reporting lines of county educators were shifted from county extension directors to extension program leaders, which aligned responsibility, finances, and authority for program management.
- Twelve program teams directly supervised by extension program leaders were formed in collaboration with department heads to ensure that faculty, staff, and educators are working as a team and focused on a limited number of high-impact programs that tied back to our research capacity. This was a further reduction from the original 19 Natural Work Groups. All extension programs are now directly aligned with a science base, both within the College and across the University. It should also be noted that Cooperative Extension is a national organization and thus draws from the scientific base of all land grant universities and other sources.
- A new revenue-enhancement model and policies have been approved and implemented as a first step toward a more comprehensive financial model.
- The College of Agricultural Sciences and Penn State Extension have invested funding into the two Urban Centers, the Lewistown Center, and Marcellus Shale Center for Outreach and Research in collaboration with Penn State Outreach and the Colleges of Earth and Mineral Sciences and Arts and Architecture.
- The college and extension continue to invest in the implementation of technology to support extension programs. Specifically, extension has implemented an online registration and payment system (Cvent) for its programs, three online reporting systems (EPAS, ACCESS for 4-H, and VMS for Master Gardeners), and a new web design (in Plone) for improved access to educational content. Extension is in the process of implementing an online e-commerce system (Magento) and a customer relations system (Salesforce). These systems are intended to be fully integrated, providing a more data-driven business management system that will enhance service to our customers.

Extension is also testing a new integrated data system (phone, video, and other data) that
in the future will connect all county offices under one system.

**Penn State Extension 2014-2018 Strategic Plan**

**Objectives and Strategies**

**Objective 1. Provide relevant, high-quality products and customer service**

*Objective 1 Strategies:*
- Fully implement external advisory committees for all teams and departments
- Implement a strategic, formal product development process
- Develop a data-driven quality control/quality improvement process for continued assessment of products, services, and impacts
- Implement appropriate online/mobile/marketing technologies and best practices to enhance customer interactions and access

**Objective 2. Create an environment rewarding innovation and risk taking that explores emerging areas and new products and expands markets and revenues**

*Objective 2 Strategies:*
- Strengthen our traditional customer base and expand into new demographics
- Increase the use of data and marketing research to develop products and expand markets
- Invest resources and encourage innovation for new product development
- Implement online marketing and e-commerce best practices
- Create a process/pipeline to bring products to market in less time with less money that meet set standards

**Objective 3. Improve the integration of new knowledge discovery, translation, dissemination, adoption and evaluation**

*Objective 3 Strategies:*
- Enhance the opportunities for field-based and on-campus units to interact, communicate, and collaborate
- Improve awareness and access to research and expertise
- Enhance opportunities for multifunctional grant teams and projects
- Expand private/public partnerships

**Objective 4. Advance a systems approach to address integrated, complex, and emerging issues**

*Objective 4 Strategies:*
- Optimize the disciplinary makeup of teams and departments
- Create formal communication channels and expectations across teams and departments
- Assess the skills and attributes of faculty, extension faculty, associates and educators relative to the continually evolving needs of the customers and the organization

Each of the twelve State Extension Teams has developed a set of team actions designed to assure successful implementation of the new Strategic Plan.
Discussion and Conclusion

At the heart of this new Strategic Plan is the implementation of the new “Atlas Strategy”. The Atlas Strategy is made up of three basic components: a customer relations management system (CRM), a product development approach, and an e-commerce system. It is a unified strategy that seamlessly integrates the CRM system, e-commerce, web content management system (Plone), and on-line registration system (C-vent). The customer will not know when they move between systems. This new business platform will improve Extension’s ability to track our customers and provide a higher, quality product line that meets their needs. This strategy also assures that the Penn State Extension brand will be consistent and valued and provides a way to control on-line security for our customers and 24/7 access to on-line content and products. By better serving our customers, Penn State Extension will provide an improved experience and build life-long customer relationship that will be essential to maintaining our value in the future. A good overview of the Atlas Strategy can be found at http://agsci.psu.edu/atlas.

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- Bennett W. Samuel
- Craig D. Weidemann
- Samuel Winch
- Careen M. Yarnal

Guests/Others: B. Bowen, D. Hagen, M. Hanes, W. Knight, R. Pangborn, N. Schlegel, A. Shilling, C. Weidemann

Absent: T. Beebee, K. Jablokow, E. Knodt, M. Whitehurst

CALL TO ORDER

Chair Kulikowich called the meeting to order at 1:30 p.m. on Tuesday, January 13, 2015, in 102 Kern Graduate Building.

MINUTES OF THE MEETING OF NOVEMBER 18, 2014

The minutes of the November 18, 2014, meeting were approved on an Eckhardt/Koch motion.

ANNOUNCEMENTS AND REMARKS

Announcements by Chair Kulikowich:

- The Faculty Advisory Committee met this morning with President Barron and Provost Jones and discussed the following topics: Faculty Athletics Representative; Faculty Rewards and Awards for Economic Development; Evaluation of First-Year Engagement at Penn State; Support for Engaged Scholarship and Faculty and Staff Rewards for Engaged Scholarship at Penn State; Update on Dean Searches; Update on Dickinson School Of Law; Strategic Planning Update; Meetings with Rating Agencies, and Consequences for Penn State of US Department of Education Ratings Plan.

- President Barron has approved the changes in the Constitution, Article II, Section 3 and 5 (Membership) that were approved by the Senate on December 9, 2014.

- The Senate officers are scheduled to provide a debriefing from the Fall campus visits with Provost Jones and Vice President Hanes on January 22. The summary report will be submitted for review by the Senate Council for the February 24, 2015 meeting.

- All faculty are encouraged to participate in the events commemorating Martin Luther King, Jr. that are scheduled for the week of January 19. The Schedule of Events is posted at
Senate Councilor Bonj Szczygiel is unable to attend to her Senate duties for spring semester. Consequently, Keith Shapiro will represent the College of Arts and Architecture as Senate Councilor for Spring 2015.

Executive Vice President and Provost Jones gave updates on several searches for administrative positions. Two candidates are being interviewed for the Dean of the College of Information Science and Technology. Interviews for the Dean of the Graduate School will occur soon. A search committee has been named for the Dean of the Eberly College of Science and dean searches for the two law schools will begin soon. A search will begin in the near future for a successor to Michael Dooris, Executive Director of Planning and Institutional Assessment, who is retiring at the end of March. The search for the Vice Provost for Educational Equity will be launched in the near future. The strategic planning process continues; reports from the groups assigned to study various components are being received. The University has requested that Moody’s and Standard & Poor’s review the University’s bond rating. The rating affects the cost of borrowing funds for construction projects.

Vice Provost Blannie Bowen reported the site visit team from the Middle States Commission on Higher Education will begin its campus visits next week. He reminded Senate Councilors to review the self-study report in preparation for the site visit.

Vice President Madlyn Hanes reported searches for administrators for four campuses are underway.

Vice President Rob Pangborn reported approximately 95,000 applications have been received to date, an increase of about 3,000 over 2014 and an increase of more than 11,000 compared with 2013. Applications from out of state are strong; applications from Pennsylvania residents are up 1% despite strong competition and demographic challenges. Offers for admission will be sent later this month.

Vice Provost Craig Weidemann pointed out that Penn State’s online undergraduate programs were ranked #1 by U.S. News and World Report. Penn State online graduate programs in business, engineering, education, and computer information technology rank in the top 10. These rankings indicate the quality of Penn State’s online offerings and should increase visibility of the Penn State programs.

Senate officers had no comments.

Executive Director Hagen announced that Julia Gibboney, Curriculum Coordinator, has announced her retirement, effective April 1. The search for her successor has begun. Councilors who know of strong candidates for the position are asked to encourage those individuals to apply.

A question was raised about the possible impact on Penn State enrollments of President Obama’s concept of federal support to qualified individuals for community college education. Details of the plan are not available, but there was general agreement that the impact of the program on Penn State might be low, considering the articulation agreements with community colleges that are already in place, the demographic targeted by the plan, and other factors.
ACTION ITEMS

The College of Engineering proposal for an association between the Departments of Electrical Engineering and Computer Science & Engineering was endorsed (option 1 of Reorganization Guidelines) on a Koch/Eckhardt motion. A. Taylor expressed concern about the level of communication with faculty about the plan.

A College of Nursing proposal to phase out the Associate of Science in Nursing (P6) was accepted on a Brunsden/Le motion.

The revision of the Abington constitution will be considered at the February 24 Council meeting.

DISCUSSION ITEMS

Ann Taylor introduced a discussion item: Improving Senate involvement with the University's "AD" policies. Three points were brought forward: All faculty members, not just the Senate, should have the opportunity to give input on proposed changes in AD policies. A mechanism for reviewing existing policies is needed. A user-friendly online portal to policies needs to be established. At the end of the meeting, the possibility was raised of bringing this topic to the Senate meeting on January 27 as a forensic session. If a request for a forensic session is brought forward no later than 7 days prior to that meeting, a time limit of 20 minutes would be in effect.

REPORT OF THE GRADUATE COUNCIL

Minutes from the November 12 And December 10, 2014 Graduate Council meetings are posted on the Graduate School website at http://gradsch.psu.edu/council/. Carey Eckhardt reported the issue of the number of tiers of graduate faculty is being reconsidered.

AGENDA ITEMS FOR JANUARY 27, 2015

Forensic Business

Unfinished Business

Legislative Reports

Committees and Rules--Revisions to the Standing Rules, Article II, Section 6 (Senate Committee Structure. This report was placed on the agenda on a Koch/Belz motion.

Committees and Rules--Changes to the Bylaws, Article II (SENATE COUNCIL), Section 1 This report was placed on the agenda on a Brunsden/Wilson motion.

General Education Planning and Oversight Task Force--Revision to Goal Statement and Learning Objectives for General Education. This report was placed on the agenda on an Eckhardt/Brunsden motion.

Advisory/Consultative Reports
General Education Planning and Oversight Task Force--Institutional Support and Resources for General Education This report was placed on the agenda on a Koch/Wilson motion.

Informational Reports

Admissions, Records, Scheduling, and Student Aid--Annual Report on the Reserved Spaces Program This report was placed on the agenda on a Taylor/Eckhardt motion. There will be no presentation. Questions will be invited and may be submitted via email to senate@psu.edu.

Educational Equity and Campus Environment--Update on the Activities of the Commission on Lesbian, Gay, Bisexual and Transgender Equity. This report was placed on the agenda on a Wilson/ Brunsden motion. Fifteen minutes was allocated for presentation and discussion.

Elections Commission--University Faculty Census Report 2015-2016. This report was placed on the agenda on an Eckhardt/Koch motion. There will be no presentation. Questions will be invited and may be submitted via email to senate@psu.edu.

Outreach--Update on Penn State World Campus. This report was placed on the agenda on a Brunsden/Wilson motion. Fifteen minutes was allocated for presentation and discussion.

Outreach--Update on Penn State Cooperative Extension. This report was placed on the agenda on a Belz/Koch motion. Fifteen minutes was allocated for presentation and discussion.

APPROVAL OF THE AGENDA FOR JANUARY 27, 2015 Moved by Aynardi; seconded by Belz.

NEW BUSINESS: none

ADJOURNMENT

The meeting adjourned at 2:43 p.m.

Daniel R. Hagen
Executive Director
Date: January 20, 2015

To: All Senators and Committee Members

From: Daniel R. Hagen, Executive Director

Following is the time and location of all Senate meetings for January 26 and 27. Please notify the Senate office and committee chair if you are unable to attend.

MONDAY, JANUARY 26, 2015

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

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

TUESDAY, JANUARY 27, 2015

8:00 a.m. Intercollegiate Athletics 502 Keller Building

8:30 a.m. Admissions, Records, Scheduling, and Student Aid

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 214 Business Building

[Note location change for Spring]

Research 217 Business Building

[Note location change for Spring]

Undergraduate Education 110C Chandlee Lab

University Planning 217 Forest Resources Building

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<thead>
<tr>
<th>Time</th>
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<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>
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<tr>
<td></td>
<td>Student Life</td>
<td>409H Keller Building</td>
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<tr>
<td>11:00 a.m.</td>
<td>Student Senators Caucus</td>
<td>114 Kern Graduate Building</td>
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<tr>
<td>11:15 a.m.</td>
<td>Commonwealth Caucus Meeting</td>
<td>Assembly Room, Nittany Lion Inn</td>
</tr>
<tr>
<td>1:30 p.m.</td>
<td>University Faculty Senate</td>
<td>112 Kern Graduate Building</td>
</tr>
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</table>
Date: January 20, 2015

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

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

MONDAY, JANUARY 26, 2015 – 8:15 PM
102 KERN BUILDING

Energy Conservation Strategies for the Campuses
Laura Miller, Office of the Physical Plant

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, JANUARY 27, 2015 – 11:15 AM
ASSEMBLY ROOM, 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

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