Senators are reminded to bring their PSU ID cards 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 8, 2015, Meeting in The Senate Record 49:3

B. COMMUNICATIONS TO THE SENATE

Senate Curriculum Report of January 12, 2016 Appendix A

C. REPORT OF SENATE COUNCIL – Meeting of January 12, 2016

D. ANNOUNCEMENTS BY THE CHAIR

E. COMMENTS BY THE PRESIDENT OF THE UNIVERSITY

F. COMMENTS BY THE EXECUTIVE VICE PRESIDENT AND PROVOST OF THE UNIVERSITY

G. FORENSIC BUSINESS

Special Senate Committee on Implementation of the General Education Reform

Forensic Discussion on the Integrative Studies Requirement Appendix B
[30 minutes allocated for presentation and discussion]

Faculty Benefits

Update on the work of the Health Care Advisory Committee Appendix C
[45 minutes allocated for presentation and discussion]

H. UNFINISHED LEGISLATIVE BUSINESS

I. LEGISLATIVE REPORTS

Committees and Rules

Revision to Bylaws, Article II, Section 1 (Senate Council) Appendix D
Intercollegiate Athletics

Revisions to Senate Policy 67-00, Athletic Competition, Section 5 Athletic Schedules Appendix E

Undergraduate Education

Change to Senate Policy 05-81 (Minimum Entrance Requirements for Admission to Baccalaureate Degree Programs) Appendix F

J. ADVISORY/CONSULTATIVE REPORTS

Educational Equity and Campus Environment

Lack of Diversity in Academic Administrative Positions Appendix G

Faculty Affairs

Revision to Policy HR23 Promotion and Tenure Procedures and Regulations Appendix H

K. INFORMATIONAL REPORTS

Admissions, Records, Scheduling, and Student Aid

Annual Report on the Reserved Spaces Programs* Appendix I

Faculty Senate Scholarships Awarded to Undergraduates* Appendix J

Elections Commission

University Faculty Census Report 2015-2016* Appendix K

Libraries, Information Systems, and Technology

Unizin [10 minutes allocated for presentation and discussion] Appendix L

Senate Council

Report on Fall 2015 Campus Visits [5 minutes allocated for presentation and discussion] Appendix M

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 15, 2016, 1:30 p.m., Room 112 Kern Graduate Building.

All members of the University 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 13, 2016

TO: Mohamad A. Ansari, Chair, University Faculty Senate

FROM: Margaret Slattery, Chair, Senate Committee on Curricular Affairs

The Senate Curriculum Report dated January 12, 2016 has been circulated throughout the University. Objections to any of the items in the report must be submitted to Kadi Corter, Curriculum Coordinator, 101 Kern Graduate Building, 814-863-0996, kkw2@psu.edu, on or before February 11, 2016.

The Senate Curriculum Report is available on the web and may be found at: http://senate.psu.edu/curriculum/senate-curriculum-reports/
Special Senate Committee on Implementation of the General Education Reform

FORENSIC REPORT

FORENSIC DISCUSSION ON THE INTEGRATIVE STUDIES REQUIREMENT

Introduction. On April 28, 2015, the Senate overwhelmingly approved the following recommendation proposed by the Task Force on General Education:

Recommendation 6: (a) Require 6 credits of Integrative Studies as part of the General Education Baccalaureate requirements;

(b) create inter-domain courses as a way for students to accomplish the Integrative Studies requirement;

(c) create linked courses as a way to offer the Integrative Studies component;

(d) replace the “9-6-3” substitution with the more flexible “Move 3” substitution; and

(e) allow an Integrative Studies course to satisfy the flexible 3 credits of exploration within the Associate Degree General Education Curriculum.

Appendix B (http://senate.psu.edu/senators/agendas-records/april-28-2015-agenda/appendix-b/)

In May 2015, Senate Chair Mohamad Ansari charged the newly-formed Special Senate Committee on Implementation of the General Education Reform to devise ways to implement items (b) and (c); other parts of Recommendation 6 had been automatically set in place by the April Senate vote. The Special Committee first decided to update the Domain Criteria for each of the seven General Education Domains. To do so, it revised the existing Domain statements, sent out a survey asking for Senate and faculty responses, and has finalized a proposal for revisions based on the survey results and other responses. The proposed new wording is posted on the Senate website (senate.psu.edu) and will be brought to the Senate for a vote, as part of the Committee’s legislative report, in the Spring.

We now turn to our proposals for implementing the new 6-credit Integrative Studies requirement by way of the two Pathways that were approved last year: Inter-Domain courses and Linked courses.

Key Concepts. Some brief definitions are required:

1. Integrative Studies Courses: Courses that intentionally require students to synthesize knowledge across General Education Knowledge Domains (Arts, Humanities, Health and Wellness, Natural Sciences, and Social and Behavioral Sciences) as well as encourage students to identify connections between existing knowledge and new information.

2. Linked Courses: Interrelated General Education courses, each meeting the criteria of a different General Education Knowledge Domain, that approach similar subject matter from different intellectual perspectives or are linked in some other purposeful way to help students increase their integrative thinking.
3. **Inter-Domain Courses**: An individual General Education course that in itself meets the criteria of two different General Education Knowledge Domains as well as helps students increase their integrative thinking.

Integrative Studies courses will have a distinctive intellectual dimension. Because they ask the student to consider a topic from the perspective of two different General Education Knowledge Domains, they will advance the student’s ability to comprehend things from multiple perspectives, to see connections, and to grasp the concept that one must employ different modes of thinking, different epistemologies to understand fully the nature of things—one domain is not fully equal to the task of understanding the world around us.

**Towards Implementation.** The central task that faced the committee was to find a way to include 6 credits of Integrative Studies within the existing Knowledge Domains, which constitute 30 credits of General Education (6 credits each in the Arts, Humanities, and Social and Behavioral Sciences; 9 credits in the Natural Sciences; 3 credits in Health and Wellness). In general, the Integrative Studies courses will fit the same way the current U.S. Cultures and International Cultures requirements fit, by overlapping with other requirements. Details will be provided in an upcoming report. Both existing courses and new courses may be considered for approval for one of the two Integrative Studies Pathways.

An example of a course that might be approved as an Inter-Domain course is Chemistry and Literature, which is listed in the Undergraduate Bulletin as CHEM 233 and ENGL 233; this course is now designated GN and GH. Proposals for courses to carry the Inter-Domain designation will begin with the faculty, continue with approvals by department heads and deans as now occurs for course proposals, and will then be sent forward to the Senate Committee on Curricular Affairs for approval as Inter-Domain Integrative Studies General Education courses. Only if a course has received these approvals—it meets the criteria for being a General Education course, it meets the criteria for Domain #1, and it meets the criteria for Domain #2—will it qualify as an Inter-Domain course.

A Linked course is a General Education course in a single Knowledge Domain that is intentionally related to a course dealing with parallel subject matter in a different single General Education Knowledge Domain. Many courses that might potentially be linked exist now. For example, a course dealing with sustainability from a biological perspective (GN) might partner with another dealing with sustainability in a social and behavioral sciences field (GS). Students will need to take 6 credits from the same linkage (which may include more than two courses) to fulfill the requirement. Courses seeking to be designated as Linked, like courses seeking to be recognized as Inter-Domain, will proceed through the normal curricular affairs process.

Courses might be approved for permanent Inter-Domain or Linked status, or for a one-time designation (as can now occur with Honors sections, for example). Many sections of these Integrative Studies courses, along with appropriate supporting resources, will be required to meet the needs of the thousands of students who enter the university each year. With both Pathways, as we scale these concepts for a student body of many thousands, with diverse backgrounds, interests, locations, and delivery modes, flexibility is a key concept. Exceptions might be needed for individual students, as they are now for other degree requirements. Provision will have to be made for students transferring to Penn State or changing location within Penn State, etc. Existing General Education substitutions may also be used, though (as now) each Knowledge Domain will continue to be represented by at least one course in that domain alone. And some aspects of implementation will need to be worked out. For example, Inter-Domain courses will need instructors qualified in both domains, and Linked courses may require LionPATH adjustments (we have been assured that the needed resources and expertise will be made available).
In terms of the timeline, if this proposal is approved this Spring, we anticipate that adequate support for curriculum development will be made available, as Provost Jones has previously indicated; and that courses, new or existing, would be approved as Integrative Studies during the 2016-17 academic year, submitted for scheduling during Fall 2017, and available for students in Fall 2018.

Questions for Forensic Discussion

As the Special Committee continues to develop its legislative report, anticipated later this Spring, the Committee seeks input from Senators and other members of the university community on the following questions:

1. What factors would encourage you to offer an Inter-Domain course or a Linked course? Or, if you yourself do not teach, what factors do you think might encourage other colleagues to teach such courses?

2. What resources will you or your unit need to offer a high quality General Education curriculum that includes Integrative Studies in the form of Inter-Domain and Linked courses?

SPECIAL SENATE COMMITTEE ON IMPLEMENTATION OF THE GENERAL EDUCATION REFORM

- Andrew Ahr
- Martha Aynardi
- Robin Bower
- Michael Bérubé
- Caroline D. Eckhardt
- Jacqueline Edmondson
- Patricia Hinchey
- John W. Moore, Chair
- Emily Miller
- Robert Ricketts
- Richard Robinett
- Elizabeth M. Seymour
- Keith Shapiro
- Margaret Slattery
- David R. Smith
- Matthew Wilson
Introduction

In response to the Health Care Task Force Report that was released in April 2014, President Eric Barron established the Health Care Advisory Committee in 2014, to develop a path for delivery of health care and availability of medical providers in a sustainable manner.

Penn State’s expenditures for health care are in excess of $220 million annually, and the costs continue to increase each year. But those costs, like the other components of wage and salary expenditures for critical staff, are only part of the story. Reflected in those costs are also the benefits to the university of retaining staff and of keeping staff healthy for the delivery of its key services to students and the community through the university’s public mission. The university adheres to the principle that benefits cannot be understood as merely a cost but as the investment in its critical assets for the long-term protection of its reputation and for the delivery of world-class education to its students.

The Committee comprises faculty, staff, and administrators who have specific technical expertise in, or direct responsibility for, health care-related work at the University. Health care practitioners, academic experts in health care and health insurance, administrators from human resources, budget, and finance, and the Chair of the University Faculty Senate are members of the Committee.

The Committee, chaired by Senior Vice President David Gray, has identified guiding principles that will serve as the foundation for a long-term strategic plan for health care, and has identified several actions that will begin to address areas for improvement of health care for faculty, staff, and their eligible dependents.

Input from the University Faculty Senate is sought at this time regarding two issues might be considered in determining the direction of future health care benefits offered to University employees.

Three questions will be addressed in the forensic session, led by Senior Vice President David Gray and Vice President for Human Resources Susan Basso:

- What are the one or two most pressing health care-related concerns of the faculty?
- How can we best partner to be prudent stewards of Penn State’s financial resources?
• How do we help faculty, staff and families strive for healthy behaviors?

• What tools and resources would enable you and your family to make the health plan choices that best meet your needs?

• Who or what is the best source of information about your medical plan and opportunities to manage your health?

SENATE COMMITTEE ON FACULTY BENEFITS

• Susan McGarry Basso
• Renee L. Borromeo, Chair
• Victor W. Brunsden, Vice Chair
• Amy R. Dietz
• Lonnie M. Golden
• Mark W. Horn
• Peter C. Jurs
• Cassandra Kitko
• Chris Muscarella
• Jamie Myers
• Willie K. Ofosu
• Ljubisa Radovic
• Erica Smithwick
• Gregory Stoner
Penn State’s Medical Benefits
A Look Ahead

David Gray
Senior Vice President, Finance & Business

Presentation to the Faculty Senate
January 26, 2016
Current State

- PPO Blue Plan (80%-82% enrollment)
- PPO Savings Plan (18%-20% enrollment)
- Employee premium cost sharing target has consistently been 17.5%
- Overall cost sharing (including employee out-of-pocket expenses) has consistently been 75% University, 25% employee, but below Willis Towers Watson benchmark (72%/28%)
- PPO Blue deductibles below market
- Disparity between PPO Savings and PPO Blue employee premiums
- Employee premium structure intended to protect those at lower incomes
  - Higher income employees may perceive they are taking on excessive burden
- Preserving choice may not be sustainable
  - Despite legislation to delay Cadillac Tax until 2020, medical costs continue to exceed inflation
Being Stewards of Penn State’s Financial Resources to Fund Medical Benefits Means...

- Offering competitive, affordable medical coverage for all benefits eligible employees
- Helping employees and families avoid or better manage chronic conditions
- Providing improved health transparency
- Directing employees and families to appropriate sites and delivery of care
- Increasing our physical activity
- Embracing a tobacco free community
- Engaging patients and families
How are Medical Plan Costs Determined?

Billed Charges

Provider Discounts and Pricing Arrangements

Allowed Charges

Out-of-Pocket Cost
(i.e., deductible, copays, etc.)

Plan Cost

Participant Out-of-Pocket (Variable Cost)

Penn State HSA Funding* (Savings Plan Only)

Participant Contributions (Fixed Cost)

Penn State Operating Cost

*Included in Cadillac Tax calculation
Penn State’s Medical Trend
Cost Per Employee

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual PEPY</th>
<th>Penn State Annualized Trend</th>
<th>Market Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>$9,635</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>$10,027</td>
<td>4.1%</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>$10,557</td>
<td>6.2%</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>$10,798</td>
<td>1.4%</td>
<td></td>
</tr>
<tr>
<td>2015*</td>
<td>$11,567</td>
<td>4.7%</td>
<td></td>
</tr>
</tbody>
</table>

- Penn State self funds its medical plan, which means each 1% change in medical trend results in $1.8M in cost increase or savings.
- Penn State’s health care expenditures for active employees have increased by over $30M from 2011-2015 which equates to an annual trend of 4.1%, which is slightly below market.
Plan Design Considerations

Modernization

• PPO Blue Plan
  ▪ Increase deductibles from $250/$500 to $500/$1,000
  ▪ Increase coinsurance out-of-pocket maximums (excluding deductible) from $1,000/$2,000 to $1,250/$2,500
  ▪ Increase copays
    – PCP--$10 to $20
    – Specialist--$20 to $30
    – Urgent Care--$20 to $30 (or potentially higher)
Plan Design Considerations

Modernization

• PPO Savings Plan

  ▪ Increase deductibles from $1,300/$2,600 to $1,600/$3,200
    – Moves deductibles slightly ahead of IRS permissible minimums
  ▪ Modify coinsurance out-of-pocket maximums (excluding deductible) from $2,100/$4,200 to $1,800/$3,600
    – Total out-of-pocket needs to align with IRS permissible maximums (2016 limits shown)
Plan Design Considerations

➤ Prescription Drugs
  • Pharmacy trends exceed medical trends
    ▪ 2016—6%-13%
    ▪ 2017—8%-13%
    ▪ Driven by specialties (e.g., Rheumatoid Arthritis, MS, Hepatitis C)
      – 20% of plan costs; 25% by 2018
      – Spend will double in 3 years
      – Penn State—16.4% trend
Plan Design Considerations

➤ Prescription Drugs
  • Opportunities
    ▪ PPO Blue Plan
      – Increase separate out-of-pocket maximum
      o Integrate into total coinsurance out-of-pocket maximum
      – Increase specialty maximums paid by member per Rx
      – More stringent mandatory generic policy
      – Mandatory mail order for maintenance drugs (e.g., after 2 retail refills)
    ▪ PPO Savings Plan
      – Establish minimums paid per Rx fill by member across all drugs (generic, mail order and specialty)
      – More stringent mandatory generic policy
      – Mandatory mail order for maintenance drugs (e.g., after 2 retail fills)
    ▪ Preserves generic vs. brand choice, but asks member to pay difference
Other Cost Control Opportunities

➢ Utilization
  • Penn State Healthcare Partners
    ▪ Health management
  • Steerage
    ▪ Lab services
    ▪ High end radiology
  • Data warehouse
  • Provider engagement
  • Employee engagement

➢ Contractual (2018)
  • Reimbursements
  • ACOs/provider incentives
  • Rx management
**Discussion Questions**

- Penn State’s total medical costs are approaching $200M. Of this, $35-$40M is needed from employee premiums to meet budgetary needs.
  - Employees indicated in the Health Care Advisory Committee survey that total costs are a concern
    - How do we effectively share costs?
      - Premiums or out-of-pocket expenses?
      - Balance of both?
    - Reasonableness of salary indexing?

- Should incentives be used to reduce some of the costs of Penn State’s medical plans?
  - Premium vs. out-of-pocket?
  - Additional premiums for certain behaviors, such as tobacco use?
    - Tobacco users incur roughly $3,000 more in annual medical claims
    - Movement towards a tobacco free campus
  - Penn State Healthcare Partners
    - Health management resource
Discussion Questions

What tools and resources would enable you and your family to make the health plan choices that best meet your needs?
• Examples of anticipated out-of-pocket expenses for different medical claims scenarios under the PPO Blue and PPO Savings Plans
• Cost transparency tools
• Webinars
• Online communications/education

Where do you go first for information about your medical plan and effective ways to manage your health?
• Physician
• Highmark
• Penn State
• Third party
• Other?
At one time, all changes in Unit Constitutions were reviewed by the entire Senate Council. However, in March of 1992 that process was changed in order to streamline such reviews; responsibility and authority were delegated to a subcommittee of the Council. Language in the Bylaws relative to this functioning subcommittee is currently relatively general, providing minimal guidance on practice. The purpose of the legislation proposed here is to provide more specificity and guidance for the future by detailing a process that has evolved and is currently working well.

The proposed language appears in bold. Deletions are indicated by strike-throughs.

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

(d) It shall advise, upon consultation with appropriate Senate committees, the President and Executive Vice President and Provost of the University on the establishment, reorganization, or discontinuation of organizational units and areas of the University that
involve two or more teaching, research, and continuing education functions (whether or not delegation of authority exists). Such advice should be given before official action is taken.

(e) It shall recommend to the Senate the delegation of maintain a standing Constitution Subcommittee with authority and responsibility to carry out specific legislative, advisory and consultative functions relative to properly organized faculty organizations. It shall maintain criteria and guidelines for such delegation and review approved organizations at appropriate intervals. These functions include review of Unit Constitutions, Bylaws and Standing Rules. The subcommittee will consist of two Council members appointed by the Senate Chair and the Senate Parliamentarian and will be chaired by the Senate Secretary.

(f) In coordination with the University administration, it shall represent the Senate in seeking information from officials and agencies external to the University especially those who establish policies and control resources affecting University academic programs. It shall advise the University administration on external government legislation and other external issues that may have impact on the University. It shall advise the Senate on the preparation of statements on such matters. It shall be the Senate advisory body to the University on public and alumni relations, public information, general publications and private fundraising. The Chair shall be the spokesperson for the Council in these matters.

The External Matters Subcommittee is a standing subcommittee of Senate Council that will be charged to deal with issues external to the University. The subcommittee will consist of at least five Council members together with appropriate additional elected faculty senators and resource personnel and will be chaired by the Immediate Past Chair of the Senate. A majority of the subcommittee will be councilors with at least two members from locations other than University Park. The members of the External Matters Subcommittee will serve terms of two years, and may complete the second year of the term even in cases where they are no longer a member of Senate Council.

(g) It shall serve as an advisory body to the Senate officers and the Senate as a whole.

(h) In the event that the Chair of the Senate declares existence of a situation of special Senate concern, the Senate Council shall be empowered to act for the Senate in all matters until this authority is terminated by actions of the Senate.

SENATE COMMITTEE ON COMMITTEES AND RULES

- Mohamad A. Ansari
- Larry Backer
- John Bagby, Vice Chair
- Dawn Blasko
- Patricia Hinchey, Chair
- Pamela Hufnagel
- Krishna Jayakar
• William Kelly
• Jonna Kulikowich
• Laura Pauley
• Robert Ricketts
• Richard Robinett
• James Strauss
• Matthew Woessner
SENATE COMMITTEE ON INTERCOLLEGIATE ATHLETES

Revisions to Senate Policy 67-00, Athletic Competition, Section 5 Athletic Schedules

(Legislative)

Implementation: Upon Approval by the Senate

Background and Rationale

The Committee on Intercollegiate Athletics is charged with oversight of Penn State Intercollegiate Athletics, including participation in athletic contests by student-athletes and scheduling of athletic competitions as detailed in Senate Policy 67-00. It has become clear that a number of clarifications are required to streamline communications between Penn State Intercollegiate Athletics, the Faculty Athletics Representative, and the Committee on Intercollegiate Athletics. Some of the existing language, class times, presentation of requirements, distinction between guidelines and requirements, and other issues require updating. Below is a discussion of each of the five subsection changes to the section of 67-00 titled Athletic Schedules.

The Faculty Athletics Representative, as an agent of the Intercollegiate Athletics Committee, ensures that all student-athletes are approved to represent Penn State University in each athletic contest. A list of student-athletes expecting to participate in a given contest is submitted to the Faculty Athletics Representatives for approval. The current provision under “Athletic Contests” addressing this approval also stipulates that copies of these team lists are to be forwarded to the Intercollegiate Athletics Committee. This provision is impractical, has not been followed, and offers no additional assurance of compliance with academic requirements. Given that there are 31 varsity teams at University Park and many more at Penn State campuses other than University Park that compete weekly, the management of thousands of lists would overwhelm the business of the Intercollegiate Athletics Committee. Therefore this provision is proposed to be deleted.

The Committee on Intercollegiate Athletics is charged with review of all 31 Penn State varsity team competition schedules for compliance with Policy 67-00. This schedule review is much more efficient if all competition schedules for teams competing in a given semester are submitted simultaneously and by a date sufficient for review and approval at the start of that semester. Currently the submission process and dates are not included in Policy 67-00. This proposed revision to Policy 67-00 adds competition schedule submission dates to subsection 1a and 1b.
As the Big Ten expands and non-conference competition schedules are affected, there are increasing challenges to schedule competitions such that the requirements of Policy 67-00 are fully met. Certain Penn State teams have significant challenges in scheduling to limit missed class time, avoid competitions during Penn State exam periods as well as opponents’ exam weeks, and avoid competitions on Penn State study days. As such, the Committee on Intercollegiate Athletics has historically accepted requests for waiver of certain Policy 67-00 requirements, which is currently provided for in 67-00. However, the contents of waiver requests have often not been consistent or have not provided academic information needed for a waiver decision in large part due to the lack of specificity in 67-00. The major change to subsection 1 is the addition of subsection 1e detailing waiver request requirements. Standardizing the waiver request will streamline the process and make available all necessary information for the Committee on Athletics to make a determination on the waiver request.

Competition schedules inevitably change for many reasons – playing venue situations, travel delays due to weather, and a host of other very valid reasons outside the control of Penn State Intercollegiate Athletics. To date there has not been a reporting back to the Committee on Intercollegiate Athletics of competition schedule changes after Committee approval. In some cases the competition schedule change may affect missed class time relative to Policy 67-00 requirements. Subsection 1f requires reporting of changes in schedules so that the Committee is either involved in an additional approval or is informed of competition schedule changes.

The current Policy 67-00 provides no guidance for Penn State Intercollegiate Athletics when conference competitions are scheduled on Penn State study days or during final exam periods. Subsection 1g has been added to clarify Committee expectations where conference competition schedules, which are outside the control of Penn State, require travel or competition on a study day or during final exam periods.

Policy 67-00 currently calls for Intercollegiate Athletics Committee review and approval of Penn State Intercollegiate Athletics competition contracts with institutions. Historically, this review has not taken place, nor is it practical. The proposed revision clarifies the interest of the Committee and intent of Policy 67-00 such that, where Intercollegiate Athletics competition contracts include, or may include, competitions during official university exam periods or on study days, the competition date(s) must be approved by the Intercollegiate Athletics Committee prior to execution of the contract. The contract review provision has been separated from subsection 1 and listed in a separate subsection, subsection 2.

Policy 67-00 currently specifies the limits and counting of missed class days due to University approved absence for athletic competitions. Minor edits are required to clarify the application of this subsection 3 and to correct for the class schedule time changes to be implemented for Fall 2016. No material change is proposed to the requirement.

The Committee on Intercollegiate Athletics has had, and continues to have, an interest in the scheduling of varsity team practices as it affects student-athlete ability to schedule courses. In 2011 Intercollegiate Athletics presented internal guidelines for varsity team practice and suggested to the Intercollegiate Athletics Committee that these guidelines be included in Policy
67-00, which they subsequently were. As pressures have intensified for practice venues and the realities of publishing varsity team practice times sufficiently in advance of student-athlete preferred course scheduling are very problematic, it has become apparent that subsection 5 requires modification. The modifications are designed for flexibility, sufficient oversight, and clear intent – the intent being that varsity team practice times must account for student-athlete course schedules. In addition, new class times on Tuesday and Thursday will require a revision of this section, which has been done.
Athletic Contests

1. A student-athlete who represents the University in an athletic contest shall be excused from class and provided with an official excuse form.

2. No student-athlete shall be allowed to represent the University in an athletic contest unless the student has been officially approved for participation. A list of student-athletes expecting to participate in the contest must be submitted to the appropriate Faculty Athletics Representatives at least twenty-four hours in advance of the contest. Copies of the team lists shall be forwarded to the IA Committee.

Athletic Schedules

1. All schedules of athletic contests will be submitted to the Intercollegiate Athletics Committee through appropriate Faculty Athletic Representatives for approval or modification before final arrangements or contracts are made. It is the responsibility of the Intercollegiate Athletics Committee to ensure that all athletic schedules fall within established University regulations and policies. No regular-season, locally-scheduled athletic travel or competition shall take place during University final exam periods. Waivers to this policy will be considered by the Intercollegiate Athletics Committee. In addition, all efforts should be made to avoid travel and competition during official study days. Whenever study days are needed for regular-season, locally-scheduled athletic travel or competition, this must be noted on the schedule reviewed by the Intercollegiate Athletics Committee and accompanied by a rationale. ("Locally-scheduled” means that contest arrangements, including time and date of the game, are under the control of Penn State University and not the Big Ten, NCAA, USCAA, or other outside agency.)

1. All schedules of athletic competitions must be submitted to the Intercollegiate Athletics Committee through the Faculty Athletic Representative for approval.

Competitions that involve varsity teams or individual team members serving as official representatives of the University and that are scheduled annually must be approved at the time season schedules are approved by the IA Committee. Example competitions include annual invitational meets, regional conference tournaments, and NCAA regional competitions.

It is the responsibility of the Intercollegiate Athletics Committee to ensure that all intercollegiate athletic competition schedules are within established university regulations and policies.

a. Division 1 schedules for all athletic contests scheduled during the fall semester must be submitted to the Faculty Athletic Representative no less than two weeks prior to the regularly scheduled April meeting of the Intercollegiate Athletics Committee.
b. Division 1 schedules for all athletic contests scheduled during the spring semester must be submitted to the Faculty Athletic Representative no less than two weeks prior to the regularly scheduled September meeting of the Intercollegiate Athletics Committee.

c. Regular season, non-conference* athletic travel or competition shall not take place during official university final exam periods.

d. Regular season, non-conference* athletic travel or competition shall not take place on official university study days.

e. Waivers, submitted in writing to the Faculty Athletics Representative requesting approval for non-conference* competitions scheduled on a study day, will be considered by the Intercollegiate Athletics Committee. Waiver requests must be received no less than 15 weeks prior to the anticipated competition and must include:
   i. full rationale for the need to schedule a competition on a study day, including reasons alternate dates are not possible;
   ii. actual study day hours occupied for the competition, including preparations, travel, completion, and post competition activities;
   iii. current team academic performance measures including team cumulative GPA, recent semester GPA, and academic progress rate;
   iv. team academic progress rate ranking as compared to Big Ten competitors and all Penn State intercollegiate athletics teams;
   v. de-identified individual Penn State student athlete cumulative GPA of those student athletes who will participate in the study day competition in question;
   vi. a specific plan that replaces official university study day hours lost to the competition in question with alternative, supervised study hours;
   vii. a plan to avoid future competitions on official university study days; and
   viii. the number of team missed class days scheduled for the semester in question.

f. Where a team competition schedule that has been approved by the Intercollegiate Athletics Committee must be revised due to unforeseen circumstances:
   i. If a team competition schedule revision results in no increase, or a decrease, beyond the approved schedule missed class time, the Faculty Athletics Representative must be notified of the schedule change.
   ii. If a team competition schedule revision results in an increase in the missed class days previously approved, but there are fewer than eight
(8) missed class days in the revised schedule, the Faculty Athletics Representative must review the schedule change.

iii. If a team competition schedule revision results in an increase resulting in greater than eight (8) missed class days in the revised schedule, the Faculty Athletics Representative will review the schedule change in collaboration with the Intercollegiate Athletics Committee, or its designated scheduling review subcommittee, and provide a decision.

iv. The Intercollegiate Athletics Committee must be notified of all team schedule revisions where missed class days exceed eight (8) in a summary report by the Faculty Athletics Representative or Intercollegiate Athletics Committee designated scheduling review subcommittee.

* “Non-conference” means that contest arrangements, including time and date of the competition, are under the control of Penn State University and not the Big Ten, NCAA, USCAA, or other outside agency.

* Every effort must be made by Intercollegiate Athletics to avoid league (Big Ten, NCAA, etc.) scheduled contests and associated travel on university scheduled final exam days and study days. Where league contests are scheduled during official university final exam periods or study days, Intercollegiate Athletics is strongly encouraged to replace official university study day hours lost to the competition in question with alternative, supervised study hours.

2. Where Intercollegiate Athletics competition contracts include, or may include, competitions during official university exam periods or on study days, the competition date(s) must be approved by the Intercollegiate Athletics Committee prior to execution of the contract.

23. Athletic teams or individual team members shall be allowed to be absent from the university for no more than eight (8) class days in one semester. A full class day will be counted as absent if student athletes are absent from classes prior to noon. A half-day will be counted as absent if student athletes are absent from classes between noon and 2:15 p.m. Student-athlete absences after 2:15 p.m. or for championship competitions would not count towards the eight class day total. The number of class days missed by each Intercollegiate Athletics team shall be kept on record by the Intercollegiate Athletics Committee and the respective Intercollegiate Athletics Departments. It shall be the joint responsibility of those bodies to enforce these limitations.

   a. One full class day absence is counted if student athletes are absent from classes beginning prior to 12:00 pm.
b. One half class day absence is counted if student athletes are absent from Monday, Wednesday or Friday classes beginning between 12:00 pm and 2:15 p.m.

c. One half class day absence is counted if student athletes are absent from Tuesday or Thursday classes beginning between 12:00 pm and 2:50 p.m.

d. No absence is counted when student-athlete absences begin Monday, Wednesday or Friday after 2:15 p.m.

e. No absence is counted when student-athlete absences begin Tuesday or Thursday after 2:50 p.m.

f. No absence is counted for absences due to championship competitions.

4. Participation in special events outside approved scheduled events by varsity teams or individual team members (such as football bowl games) must be approved by the IA Committee at least ten days prior to participation. As in all events, NCAA and/or other athletic conference regulations and University regulations will be followed.

5. Team practice times must be arranged so as to allow student-athletes maximum flexibility in scheduling and attending classes each semester. Expected Team practice times must be established should be made available prior to student-athlete class preferential scheduling for the semester affected -- typically February 1 for Fall and September 1 for Spring. Every effort should be made to adjust team practice times to avoid conflict with student-athlete class schedules.

a. *Morning team practices should conclude with sufficient time to allow 3rd period (10:10 a.m. – 11:00 a.m.) class attendance on Monday, Wednesday, and Friday.

b. *Morning team practices should conclude with sufficient time to allow 14th period (9:45 a.m. to 11:00 a.m. 10:35 a.m. to 11:50 a.m.) class attendance on Tuesday and Thursday.

c. *Afternoon team practices should begin sufficiently after 6th period concludes (2:15 p.m.) on Monday, Wednesday, and Friday to allow class attendance.

d. *Afternoon team practices should begin sufficiently after 16th period concludes (2:15 2:50 p.m.) on Tuesday and Thursday to allow class attendance.

e. Morning Team practices should not be scheduled during both Fall and Spring semesters.

f. Exceptions to the above must receive prior approval by the Sport Administrator and the University Faculty Senate Committee on Intercollegiate Athletics or the Faculty Athletics Representative. Significant departures from the practice guidelines listed above must be approved by the Faculty Athletics Representative. The Faculty Athletics Representative will provide an annual report of cases where significant departures have occurred and submit for review by Intercollegiate Athletics Committee.
*Class start/end times vary from campus to campus.

SENATE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

- Sandy Barbour
- John Boehmer
- Linda Caldwell
- Meaghan Coleman
- Julie Del Giorno
- Richard Duschl, Vice Chair
- Madeline Fortin
- Charmelle Greene
- Benjamin Hickerson
- Kane High
- Lynn Holleran
- Jenny Kline
- Jeffrey Laman, Chair
- Craig Meyers
- Russell Mushinsky
- Mahdi Nasereddin
- Kimberlyn Nelson
- John Nichols
- Rob Pangborn
- Mark Patzkowsky
- Thomas Poole
- Chester Ray
- John Regan
- Matthew Stolberg
SENATE COMMITTEE ON UNDERGRADUATE EDUCATION

Change to Senate Policy 05-81 (Minimum Entrance Requirements for Admission to Baccalaureate Degree Programs)

(Legislative)

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

Rationale:

The current policy outlines the minimum requirements needed for admission to baccalaureate degree programs, including the Minimum Carnegie Units required in a range of disciplines.

In most cases, the Minimum Carnegie Units must be completed prior to admission to degree candidacy. The only exception occurs for World Language. Recognizing that some students may not have had the opportunity to complete the required two units in a world language other than English, students may be admitted with fewer than two units.

Currently, a student is required to correct this deficiency “by the time s/he earns 60 credits or graduates from Penn State, whichever comes first.” Completing the required work in world language can be difficult, if not impossible, for students in programs that have a highly structured first two years. This challenge is compounded further if the student must complete additional coursework to satisfy the necessary requirements and work required for the major.

We recommend a change to Senate Policy 05-81 that would remove the requirement for students to complete this prior to earning 60 credits (if that milestone is encountered first) while maintaining the requirement to complete this requirement by the time a student graduates.

CURRENT POLICY:

05-81 Minimum Entrance Requirements for Admission to Baccalaureate Degree Programs

To be eligible for admission consideration to the University as a Baccalaureate degree candidate, either as a beginning student or as a student with advanced standing, an applicant must meet the following minimum requirements:

1. Penn State requires graduation from a recognized secondary high school program, home school program or equivalent (e.g. GED), as reported on the application for undergraduate admission, for admission to four-year degree programs.

A secondary school diploma issued by the Pennsylvanian Department of Education, or appropriate authority in another state, may be accepted as equivalent to graduation from an accredited secondary school and as
equivalent to the minimum secondary school units required for admission, as indicated under the Minimum Carnegie Units heading, with the exception of math and world language.

An adult learner, as defined by the University, may be considered for admission on an exception basis without a high school transcript by, at a minimum, self-certifying graduation. If an adult learner has completed 18 or more collegiate credits at an accredited university, successful collegiate level courses and secondary level Carnegie units as reported on the application will be considered for the admission decision. Adult learner applicants with 17 or fewer collegiate credits are strongly encouraged to provide a high school transcript for admission; however, if a high school transcript is not available, the applicant will be evaluated based on the available credentials and may be referred to degree-seeking provisional or other options.

2. Completion of the required units of preparatory work as indicated below under the heading Minimum Carnegie Units.

The University accepts the definition of a secondary school unit as established by the Carnegie Foundation. A unit represents a year of work in a subject in a preparatory school or secondary school, provided that the work done in that subject is approximately one-fourth of the total amount of work regularly required in a year in the school.

The University reserves the right to deny admission to any applicant for admission for any reason the University determines to be material to the applicant’s qualifications to pursue higher education.

Admission to degree candidacy is specified in terms of enrollment in a college or school of the University or in the Division of Undergraduate Studies. Entrance to a major is a subsequent step that normally occurs near the end of the second year of study. Both for admission to a college or school and for entrance to a major, a student must satisfy the requirements of the University, of the particular college or school, and of the major area. In special circumstances, the University may need to further restrict admissions to a college or school and entrance to majors because of space limitations.

**Minimum Carnegie Units**

**English**
Four units, including one unit each in composition and literature, are required.

**Social Studies/Art/Humanities**
Three units in any combination of social studies, arts, and humanities are required.

**World Language**
Two units in a single world language other than English are required. However, a student may be admitted with fewer than two units in a world language other than English, but must correct this deficiency by the time he/she earns 60 credits or graduates from Penn State, whichever comes first. This deficiency may be corrected by passing one three- or four-credit college-level world language course or by demonstrating proficiency equivalent to two units of high school world language study.

Either a third unit in the same language or an additional unit in a second world language other than English is recommended.
Science
Three units of science are required.

Math
Three units of mathematics are required (four are recommended), selected from any combination of algebra, geometry, and trigonometry.

Some specific programs may have additional entrance requirements.

RECOMMENDATION:

Please note that the following contains bold text for additions and strikeouts indicating deleted text.

05-81 Minimum Entrance Requirements for Admission to Baccalaureate Degree Programs

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2. Completion of the required units of preparatory work as indicated below under the heading Minimum Carnegie Units.

The University accepts the definition of a secondary school unit as established by the Carnegie Foundation. A unit represents a year of work in a subject in a preparatory school or secondary school, provided that the work done in that subject is approximately one-fourth of the total amount of work regularly required in a year in the school.

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**CLEAN COPY:**

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SENATE COMMITTEE ON UNDERGRADUATE EDUCATION

- Andrew J. Ahr
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- Christian M. Brady
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- Yvonne M. Gaudelius
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- Daniel F. Perkins
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- Jeffrey L. Schiano
- David R. Smith
- Ann H. Taylor, Vice Chair
- Mary Beth Williams
As stated in the Framework to Foster Diversity, Challenge 6 – *Institutional Viability and Vitality*, “Penn State’s commitment to diversity must be visible in its most public face, that of the senior managers and leaders of the University.” University administration must be the model for the rest of the University by reflecting what diversity can and should be at this institution. As part of the University Strategic Plan process, the Office of the Vice Provost for Educational Equity (OVPEE) reviewed unit diversity plans (2014-19) and found that, in general, most plans were “less sophisticated and more narrowly focused” than they were in 2001. Moreover, the reviewers expressed concern that PSU’s plans for diversity must be more than “window dressing.”

Academic leadership positions in higher education are prestigious and influential positions on university campuses, yet they do not reflect the diversity of the nation nor the Commonwealth of Pennsylvania\(^1\). The paucity of underrepresented groups in these positions has major implications for building an equitable campus community.

### Race/Ethnicity

**2015 Data\(^2\)**

- 0 Deans reported from underrepresented groups (3 undeclared)
- 15% of Assistant and Associate Deans are from underrepresented groups
- 12% of Chancellors are from underrepresented group
- 8% of Directors of Academic Affairs are from underrepresented groups
- 18% of Department Heads are from underrepresented groups

**Longitudinal data (2008-2015)\(^3\)**

- The percentage of executives* from underrepresented groups increased from 7.3% to 9.1% (one additional hire since 2008).
- The percentage of administrators** from underrepresented groups decreased from 9.1% to 6.5%. (3.8% are race/ethnicity unknown).

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\(^1\) According to the 2010 U.S. Census Bureau, African Americans, Hispanics, Asians, and Native Alaskans, Hawaiians, Americans, or Pacific Islanders make up approximately 36% of the U.S. and 21% of the State populations.

\(^2\) The Office of Human Resources provided the data from FA15 for 181 positions.

\(^3\) The Office of Planning and Institutional Research provided the longitudinal data from 2008-15 for 327 positions.
• The percentage of academic administrators*** from underrepresented groups increased from 10.5% to 12.3%. (3.6% are race/ethnicity unknown).

**Gender**

**2015 Data**
• There is a disparity between male and female department heads (f=20, m=57)
• There are almost twice as many male Chancellors as female Chancellors (f=6, m=11)

**Longitudinal data (2008-2015)**
• The percentage of female executives rose from 22% to 29.5%.
• The percentage of female administrators rose from 34.8% to 43.6%.
• The percentage of female academic administrators rose from 27.3% to 33.2%.

Based on these data, this Committee finds that the recruitment and retention practices over the past six years have not yielded sufficient changes in the diversity of our administration. We note that the two sets of data have somewhat different groupings and categorizations. We also note a troubling absence of Native Americans and Pacific Islanders in any of the administrative categories.

Moreover, there are several other underrepresented groups (sexual orientation, disability, etc.) for which the University does not collect data. It is imperative that the University develop a consistent method to assess recruitment and retention for all segments of our population, most urgently for those groups that have not been accounted for in the data. For example, the lack of data for the LGBTE community seriously undermines any efforts to serve that community or any other group that is not represented in the demographics. Although we acknowledge the complexities of data collection for some groups, the Committee strongly urges the University to include a self-identification option for all underrepresented groups.

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* An Executive is the President, a Senior Officer (e.g., Provost, Vice President for Administration, Senior Vice President for Finance and Business), a Staff Officer of the University, a Dean of an Academic College (e.g., Dean of the College of Engineering).

** An Administrator is a person responsible directly to the President, a Senior Officer, or a Staff Officer of the University AND who has been delegated by the Executive Officer the responsibility for a non-academic department or non-academic function of a major scope (e.g., AVP for the Office of Physical Plant, Chancellor, AVP for Finance and Business).

*** An Academic Administrator is one who holds academic rank AND who holds an administrative position in a major academic function (e.g., Associate Dean, Assistant Dean).
We agree with the recommendations from the OVPEE’s *Framework Review and Planning Updates* that “[i]ncremental change is no longer adequate; we must make institutional transformation through bold deliberate actions. Diversity, equity, and inclusion must be a core value of the University and a specific priority to be implemented.” If diversity, equity, and inclusion are to continue to be core values of Penn State, then surely its leadership and strategic plan must reflect those values.

**RECOMMENDATION:**
The Committee recommends adopting uniform and expanded methods of collecting and reporting demographics of the University administration to measure progress on diversity. There is a clear need for the University to put forth a plan that specifies bold and deliberate actions to effect immediate change in the demographics of Penn State’s administration.

**SENATE COMMITTEE ON EDUCATIONAL EQUITY AND CAMPUS ENVIRONMENT**
- Kimberly Blockett
- Anthony D’Augelli
- Dwight Davis
- Erinn Finke
- Patreese Ingram
- Beth King
- Robert Loeb, Vice Chair
- Jennifer Sliko Meyer
- Daniel Stern
- Holly Thuma
- Tramble Turner, Chair
- Roberto Valdes
- Johanna Wagner
- Marcus Whitehurst
SENATE COMMITTEE ON FACULTY AFFAIRS

Revision to Policy HR23 PROMOTION AND TENURE PROCEDURES AND REGULATIONS

(Advisory/Consultative)

Implementation: Upon approval by the President

Introduction

It has been brought to the attention of this committee that Penn State does not have a uniform standard of practices for the selection of promotion and tenure committees, and HR23 is silent on the matter. On some campuses, fixed-term (FT) faculty are eligible to vote for the members of promotion and tenure committees; on some campuses they are not. Even on a single campus, practices may vary from unit to unit. There appears to be no clear rationale for the disparity.

HR23 states, in relevant part:

Only tenured faculty should be eligible to serve on peer tenure and promotion committees, and only faculty of higher rank than the candidate should make recommendations about promotion. In unusual circumstances, e.g., insufficient numbers of tenured and higher-ranked faculty, exceptions to this provision may be permitted by the Executive Vice President and Provost on request by the academic unit.

Promotion and tenure committees shall consist of members of the faculty selected by procedures approved by the unit's faculty, the campus chancellor (if applicable), and the dean. The faculty of the unit concerned should determine the size of the review committee, but in no case should a review committee consist of fewer than three members.

Rationale

Fixed-term faculty are by definition excluded from the tenure and promotion process set forth in HR23—specifically, HR23 IV.2, “Academic Appointments Not Subject to Tenure.” There are no grounds for FT faculty to be involved in the determination of the composition of tenure and promotion committees.

By contrast, it is vitally important that FT faculty be permitted to participate in university governance with regard to matters pertaining to FT faculty. Therefore, in conjunction with this Advisory and Consultative Report, the committee is submitting an Advisory and Consultative Report proposing revisions to HR21 that will propose guidelines for selection of the members of Fixed-Term Review Committees in each unit.
RECOMMENDATION: We propose to amend HR23 as follows (new language in bold):

COMPOSITION OF REVIEW COMMITTEES:

Only tenured faculty should be eligible to serve on peer tenure and promotion committees, and only faculty of higher rank than the candidate should make recommendations about promotion. In unusual circumstances, e.g., insufficient numbers of tenured and higher-ranked faculty, exceptions to this provision may be permitted by the Executive Vice President and Provost on request by the academic unit.

Promotion and tenure committees shall consist of members of the faculty selected by procedures approved by the unit's faculty, the campus chancellor (if applicable), and the dean. Only tenured and tenure-line faculty are eligible to vote for members of all peer tenure and promotion committees. The faculty of the unit concerned should determine the size of the review committee, but in no case should a review committee consist of fewer than three members.

In order to ensure continuity in the review process, the procedures shall provide that some members of the review committee at each level shall, where possible, serve for at least two years. When terms of specified length are used, the terms of committee members should be staggered.

Senate Committee on Faculty Affairs

- David M. Babb
- Michael Bérubé (Chair)
- Blannie E. Bowen
- Justin I. Brown
- Thomas Brown
- Michael A. Bruno
- Delia B. Conti
- Ann W. Copeland
- Dianne C. Ebken
- Noel Christopher Glebink
- Edward J. Glantz
- David C. Han
- Betty J. Harper
- Rosemary J. Jolly
- Lawrence E. Kass
- Patricia B. Koch
- Angela R. Linse
- Barrie F. Litzky
- Michael J. Lobaugh
- Salvatore A. Marsico
- Marc E. McDill
- Margaret G. Meloy
- John A. Nousek
- Ann Ouyang
- Mari B. Pierce
• Esther S. Prins (Vice Chair)
• Nicholas J. Rowland
• Geoffrey Scott
• Stephen J. Snyder
• Bonj Szczygiel
• Jane M. Wilburne
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 up to 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 apply to and are 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 2007-2012, 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 2015, 279 spaces were used in the spring, summer and fall, constituting 3.48% of the calendar year admissions. Reserved spaces approved by the Admissions Review Committee exceeded its limit by 12 students. Owing to the low yield on admissions offers, the Committee was more liberal in allocating spaces on appeal. Athletics also exceeded its limit by 3 students, owing to the inclusion of a growing number of spaces used for spring and summer admissions.

Table 3 shows the proposed reserved space limits for 2016. The spaces utilized by EOP/CAMP in 2015 were lower this year due to expiration of funding for the College Assistance Migrant Program (CAMP). However, we recommend keeping the current limit in place, as it is anticipated that we will apply for restored funding in the next cycle.
SENATE COMMITTEE ON ADMISSIONS, RECORDS, SCHEDULING, AND STUDENT AID

- Charles Abdalla
- Martha Aynardi
- Clark Brigger
- Stephen Browne
- Joseph Chletsos
- Madhuri Desai
- Richard Garey
- Anna Griswold
- Michel Haigh, Chair
- Harold Hayford
- Robert Kubat
- Nicholas Pearson
- Elizabeth Seymour, Vice Chair
- Douglas Wolfe
TABLE 1
RESERVED SPACES BY ADMISSION CATEGORY - SPRING, SUMMER, FALL 2015
UNIVERSITY PARK

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<th>TYPE</th>
<th>CAT. 1 (4.00-3.50)</th>
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<th>CAT. 3 (2.99-2.75)</th>
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<th>CAT. 6 (2.24-2.00)</th>
<th>CAT. 1-6 (4.00-2.00)</th>
<th>CAT. 7-10 (1.99-0.01)</th>
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*EOP/CAMP = Educational Opportunity Program/College Assistance Migrant Program
**Adm Review Comm = Admissions Review Committee

Source: Office of Undergraduate Admissions, 11/23/15
Vice President and Dean for Undergraduate Education

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1/26/16
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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, 11/23/15
Vice President and Dean for Undergraduate Education
Bar chart showing the number of reserved spaces used compared to total first-year admission to University Park by year from 2007 to 2015.

The years 2007 to 2012 reflect fall only, with 259 of the 5285 first-year admissions in 2007 and 240 of the 6020 first-year admissions in 2012 admitted via reserved spaces.

The years 2013, 2014, and 2015 reflect full-year (spring, summer, fall) admissions, with 295 of 8382, 259 of 8663, and 279 of 8013 first-year admissions in 2013, 2014, and 2015 respectively, admitted via reserved spaces.
TABLE 3
Proposed Reserved Spaces Limits for 2016

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<td><strong>Subtotal</strong></td>
<td><strong>165</strong></td>
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<tr>
<td><strong>Grand Total</strong></td>
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</table>
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.
SENATE COMMITTEE ON ADMISSIONS, RECORDS, SCHEDULING, AND
STUDENT AID

Faculty Senate Scholarships Awarded to Undergraduates

(Informational)

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

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

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

In the 2014-15 academic year, Penn State undergraduates received a total of $234,725 in Faculty Senate Scholarship awards. The majority of recipients are from Pennsylvania (84%), and they are enrolled in 19 different academic colleges. Available spending tends to fluctuate year to year based on the value of the University’s investment pool and the available endowment earnings. A three-year comparison follows and confirms this fluctuation in available dollars and resulting awards.

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<th>Faculty Senate Scholarship Awarding: A Three-Year Comparison</th>
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<td>Student Recipients</td>
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<td>Average Award Value</td>
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<td>Median GPA</td>
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The attached report shows the distribution of scholarships across campuses, colleges and class.

### 2014-15 Faculty Senate Fund Distribution

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A. Faculty Senate Scholarships are awarded to undergraduates across all campuses.

The number of awards made per campus is in proportion to campus vs. total undergraduate enrollment figures from the University Budget Office’s fall head count, prior to the year of awarding.

### Campus Distribution

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</tr>
<tr>
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<tr>
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<td>Wilkes Barre</td>
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<td>620</td>
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<tr>
<td>Worthington Scranton</td>
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<td>1260</td>
<td>1.8%</td>
</tr>
<tr>
<td>York</td>
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<td>1.6%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>224</strong></td>
<td>-</td>
<td><strong>71,457</strong></td>
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</tbody>
</table>
B. The majority of Faculty Senate Scholarship recipients are from Pennsylvania.

Residency Distribution

<table>
<thead>
<tr>
<th></th>
<th># of Awards</th>
<th>% of Total</th>
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<td>PA</td>
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<td>83.9</td>
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<tr>
<td>Non-PA</td>
<td>36</td>
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<tr>
<td>Total</td>
<td>224</td>
<td>-</td>
</tr>
</tbody>
</table>

C. At least one Faculty Senate Scholarship recipient is enrolled in each academic College.

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

College Distribution

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Abington College</td>
<td>10</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Agricultural Sciences</td>
<td>9</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>Altoona College</td>
<td>3</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Arts &amp; Architecture</td>
<td>7</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Behrend College</td>
<td>12</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>Berks College</td>
<td>6</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Smeal Business</td>
<td>18</td>
<td>25</td>
<td>18</td>
</tr>
<tr>
<td>Capital College</td>
<td>11</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>University College</td>
<td>20</td>
<td>25</td>
<td>31</td>
</tr>
<tr>
<td>Communications</td>
<td>7</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Division of Undergraduate Studies</td>
<td>6</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Earth &amp; Mineral Science</td>
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<td>3</td>
<td>6</td>
</tr>
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<td>Education</td>
<td>16</td>
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<tr>
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<td>29</td>
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<td>22</td>
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<tr>
<td>Health &amp; Human Development</td>
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<td>12</td>
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<tr>
<td>Information Sciences &amp; Technology</td>
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</tr>
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<td>Liberal Arts</td>
<td>22</td>
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</tr>
<tr>
<td>Total</td>
<td>224</td>
<td>220</td>
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</table>
D. Faculty Senate Scholarship recipients are predominantly juniors and seniors.

Class Distribution

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<th>% of Total</th>
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<td>8</td>
<td>38</td>
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</tr>
<tr>
<td>9</td>
<td>61</td>
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<td>10</td>
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</tr>
<tr>
<td>11</td>
<td>19</td>
<td>77%</td>
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Total 224

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

- Charles Abdalla
- Martha Aynardi
- Clark Bigger
- Stephen Brown
- Joseph Chletsos
- Madhuri Desai
- Richard Gary
- Anna Griswold
- Michel M. Haigh, Chair
- Harold Hayford
- Robert Kubat
- Nicholas Pearson
- Elizabeth Seymour, Vice Chair
- Douglas Wolfe
ELECTIONS COMMISSION

University Faculty Census Report 2016-2017

(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://sites.psu.edu/facultysenate/wp-content/uploads/sites/13525/2014/06/031511_appf.pdf.

In 2016-2017, the University Faculty Senate will be a fixed size of 200 elected faculty seats.
<table>
<thead>
<tr>
<th>VOTING UNITS</th>
<th>Total Faculty as of 10/31/15</th>
<th>2016-17 Senate Seats Alotted</th>
<th>Total Faculty as of 10/31/14</th>
<th>2015-16 Senate Seats Alotted</th>
<th>Net Change in Senate Seats</th>
<th># of Senate Seats Expiring SP16</th>
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<td>Abington</td>
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<td><strong>TOTAL</strong></td>
<td>6314</td>
<td>200</td>
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</table>
Unizin
Unizin is a consortium of like-minded institutions facilitating the transition toward collaborative digital education. The mission is to improve the learning experience of the students by providing an environment built on collaboration, data, standards, and scale.

Founding membership in the consortium includes 22 institutions representing more than 750,000 students:
- Penn State University
- Ohio State University
- University of Michigan
- Indiana University
- University of Wisconsin-Madison
- University of Minnesota
- University of Iowa
- University of Nebraska
- Colorado State University
- Oregon State University
- The University of Florida
- The State University System of Florida (11 affiliate members)

The Unizin consortium leverages a standard technology infrastructure that includes a content repository and relay, a standard learning management system (Canvas), and an analytics tool that will inform teaching and learning practices.

Accomplishments from the Last 18 Months
Unizin has grown in the last eighteen months to include a partnership with Canvas as a standard learning management system. A content discovery tool has been developed to allow faculty to find and import content from a variety or repositories into their courses. Additionally, Unizin acquired the technology, Courseload, which becomes an internal repository for OER materials, reusable learning objects, videos, course materials, and more. The software also allows for the digital delivery of commercial textbooks at a savings over retail costs. Unizin is currently pilot testing several analytics tools that will leverage student data from Canvas for informing teaching and learning.

Internal to Penn State Unizin Activities
Penn State adopted Canvas as a replacement for the ANGEL learning management system (LMS). The adoption of Canvas will allow Penn State to fully engage with the Unizin community. Penn State has two representatives on the Unizin Board of Directors, informing decisions about the future of the consortium. Faculty from the library and staff from Teaching and Learning with Technologies are participating in the Unizin Teaching and Learning
Committee which is developing opportunities for faculty and staff to leverage the Unizin technology ecosystem and the community to address shared challenges that include: retention, access to high quality learning materials, affordability, and access to robust learning analytics.

Faculty and staff participated in the Unizin Innovation Summit in October to continue to identify shared challenges and opportunities for collaboration. The Penn State Unizin Engagement Advisory Group has been formed and will begin meeting after the first of the year. Joe Salem for University Libraries and Jennifer Sparrow from Teaching and Learning with Technologies are co-chairing that committee. This group will be charged with developing a list of institutional priorities around teaching and learning that can be leveraged through our partnership with Unizin institutions.

Contact Information:
Dr. Joe Salem
Associate Dean for Learning, Undergraduate Services and Commonwealth Campuses Libraries
jsalem@psu.edu

Dr. Jennifer Sparrow
Senior Director, Teaching and Learning with Technology
Jennifer.sparrow@psu.edu

SENATE COMMITTEE ON LIBRARIES, INFORMATION SYSTEMS, AND TECHNOLOGY

- Fred J. Aebli
- Kyle D. Bowen
- William E. Butler
- Ann C. Clements
- Peter J. Dendle
- Joseph L. Enama
- Joyce A. Furfaro
- Ian C. Gilchrist
- Anna L. Mazzucato
- Mahdi Nasereddin
- Tery O’Heron
- Nikita Page
- Bart K. Pursel
- Ira J. Ropson
- Eric A. Walker
SENATE COUNCIL

Report on Fall 2015 Campus Visits

(Informational)

The Senate Officers visited seven campuses during Fall 2015 including: Dubois (9/29/15), New Kensington (10/8/15), Greater Allegheny (10/8/15), Great Valley (10/20/15), Abington (10/23/15), Brandywine (10/23/15), and Harrisburg (11/3/15).

Scope of Senate Officer Campus Visits:

The Senate Officers were proactive with our meetings and made conscious efforts to convey the issues we heard from both student and faculty discussions with the Campus Administration representatives. We presented a comprehensive, 18-page report that encompassed our campus-specific observations and discussions during a December 3, 2015 meeting with Executive Vice President and Provost Nicholas Jones, and Vice President of Commonwealth Campuses Madlyn Hanes. At this meeting, the Senate Officers had a productive exchange with the Provost and Vice President and thought our observations, impressions, and recommendations were appreciated and addressed by our administration colleagues.

Detailed, campus-specific discussions and recommendations from Senate Officer visits are not presented in this public report due to confidentiality. The Senate Officers offer the following general discussions and recommendations from the campus visits for Faculty Senate review.

Student Discussions:

Students are generally very enthusiastic and positive about their Penn State experience. They enjoy the diversity of their campuses and the opportunities to meet others with different cultural experiences. International students commented that the campus was very welcoming. Students enjoy the smaller campus and classes. The students are pleased with the quality of instruction and the opportunity to know their instructors. Clubs and athletic teams are valued on the campuses.

Students at many campuses found housing options and commuting to be a problem. Some campuses did not have dorms on campus or housing nearby. On some campuses, parking was limited or public transportation was not convenient. Students without a car found it difficult to shop for necessary items. Off-campus yearly housing contracts were a problem for students needing a change of location to University Park in Spring semester. Campus security was a concern at some locations.

At some campuses, the students had course scheduling problems including: limited course offerings, cancellation of under-enrolled courses, required courses not offered each semester or
even each year, course conflicts, and courses filling before freshmen schedule. World Campus courses sometimes filled before campus students were allowed to schedule.

Some students requested improvements in the tutoring and advising services. At some campuses, an appointment was needed for tutoring services, which caused delayed access. Some students commented that their adviser did not know the degree requirements and the availability of courses. Students in 2+2 programs would like better contact with University Park including course scheduling and housing information.

For some majors, courses are taught at a different campus and viewed by Polycom. Students valued face-to-face contact in a course and found Polycom courses to be less effective. In addition, some campuses have had problems with the reliability of the Polycom system. Wi-Fi, and cell phone coverage are also not reliable at some campuses.

International students faced challenges at some campuses. Transportation and housing arrangements were difficult. At campuses with mainly evening courses, international students did not have anything to do during the day. Club activities or internship opportunities would be welcomed.

Faculty and Campus Administration Discussions

The faculty is generally very positive about their campus environment, the students, and administration. Faculty find the campus to be welcoming and supportive. There is increased diversity on campus that is encouraged and accepted. The faculty finds the students to be enthusiastic and eager to learn. The faculty enjoy the small class environment and the opportunity to get to know the students.

There are concerns about decreasing enrollments and competition with other campuses and local colleges. The impact of the Common Course Scheduling and the uncertainty about a new budget model are concerns at all campuses. Wi-Fi and cell phone coverage is not reliable at some campuses.

Some faculty members are concerned about implementation of the General Education changes and how the efforts will be supported. The feasibility of offering a selection of linked and inter-domain courses at every campus is a concern. Some faculty members commented that the C-required courses in General Education will put an additional load on instruction and tutoring. The assessment of the General Education courses is an area where campus faculty members desired support and guidance. Better communications and coordination of assessment across campuses is needed.

Faculty at many campuses voiced concerns about faculty positions. Some campuses have a limited number of multi-year fixed-term contracts. Faculty members having FT1 positions may be notified of a contract renewal only a few weeks before the semester begins. This creates anxieties about the contract renewal and then a rush to prepare for upcoming classes. It is suggested that more multi-year FT1 contracts be considered. Faculty members at many
campuses also wish to be involved in graduate research and have stronger connections with their
disciplinary programs at University Park. Faculty members would like to be approved for
Graduate Faculty status so that they could serve on graduate thesis and dissertationcommittees.

Since many faculty members have nine month appointments, it was suggested that any
University-wide discussions and new initiatives (such as health care and AD35) should occur
during the contract period, not the summer. Many faculty are not on campus and working during
the summer and do not have an opportunity to provide input to announcements during the
summer.

Prepared by:
Laura L. Pauley, Faculty Senate Secretary, in consultation with Faculty Senate Chair Mohamad
A. Ansari and Chair-Elect James A. Strauss.
MINUTES OF SENATE COUNCIL
Tuesday, January 12, 2016 – 1:30 p.m.
102 Kern Graduate Building


CALL TO ORDER

Chair Ansari called the meeting to order at 1:30 p.m. on Tuesday, January 12, 2016, in 102 Kern Graduate Building.

MINUTES OF THE MEETING OF November 17, 2015

The minutes of the November 17, 2015, meeting were approved.

ANNOUNCEMENTS AND REMARKS

Chair Ansari welcomed all new and continuing members and special guests.

Additional announcements by Chair Ansari:
The Faculty Advisory Committee met this morning with President Barron and Provost Jones and discussed the following topics: Student Engagement Initiative, Timeliness of response to reports of possible ethics violation to the Financial and Compliance Hotline, Public-private partnerships for construction projects, “State of the State”, Strategic Planning Vote, Strategic Plan, Graduation Decorum, Promoting the “Penn State Values” statement, Vice Provost for Information Technology, Updates on searches for Deans and CISO, Canvas, Admissions and LionPATH, and WorkLion.

Chair Ansari announced that there will be an FAC meeting and Senate Council meeting on Tuesday, February 23, 2016.
Executive Vice President and Provost Nick Jones reported on January 4 the Committee on Governance and Long-Range Planning of the Board of Trustees voted to support the draft Strategic Plan. The full Board will consider the plan at its next meeting. A structure for governance/oversight of the plan will be developed.

With the resignation of Kevin Morooney to accept a position with Internet2, Matthew Decker, CISO for Applied Research Lab, will serve as Interim Vice Provost for Information Technology until the position is filled.

Interviews are being conducted with candidates for Dean of Penn State Law and the School of International Affairs. The search for Dean of Dickinson Law will be initiated after the Penn State Law search is completed. The search for the Chief Information Security Officer continues.

Implementation of Work Lion continues; a security review was recently conducted. LionPath implementation continues. Issues are being addressed as they are discovered.

Vice President Blannie Bowen mentioned a report is due to Middle States in April 2017. Lance Kennedy Phillips is working on material for that report, and Lance will be the presenter at the Academic Leadership Forum in the spring. General Education and the framework for assessment will be key features of the report to Middle States.

Vice President Madlyn Hanes reported three of four Chancellor searches have been completed successfully. The fourth search will be reinitiated.

Vice President Rob Pangborn reported that the number of undergraduate applications for the current admissions cycle is greater than the number for 2014. The final decisions of admission to University Park will occur on January 15. Several issues arose in LionPATH regarding the admissions process. Roll-out of other aspects of LionPATH will be occurring in 2016.

Vice President and Vice Provost Craig Weidemann reported work is continuing on identifying a system that will provide a group function when Canvas replaces ANGEL. Officers and the Executive Director had no comments.

Councilor Taylor asked about the impact of LionPATH on changes in policies and when changes would be completed. The completion date is not known.

**ACTION ITEMS**

Revision to the Penn State Behrend constitution. Senate Council voted to approve the revisions. The chair of the unit faculty organization and the Behrend chancellor will be notified.

**DISCUSSION ITEMS**

**REPORT OF THE GRADUATE COUNCIL**

Minutes from the November 18, 2015, Graduate Council meetings are posted on the Graduate School website at [http://www.gradschool.psu.edu/gradcouncil/2015-16-graduate-council-meetings/](http://www.gradschool.psu.edu/gradcouncil/2015-16-graduate-council-meetings/).
AGENDA ITEMS FOR JANUARY 26, 2016

Forensic Business

Forensic Report on Forensic Discussion on the Integrative Studies Requirement. This report was placed on the Agenda on a Szczygiel/Wilson motion. Thirty minutes was allocated for presentation and discussion.

Forensic Report on Update on the work of the Health Care Advisory Committee. This report was placed on the Agenda on a Brunsden/Wilson motion. Forty-five minutes was allocated for presentation and discussion.

Legislative Reports

Committees and Rules — Revision to the Standing Rules, Article II, Section 1 (Senate Council). This report was placed on the Agenda on a Koch/Grimes motion.

Intercollegiate Athletics — Revisions to Senate Policy 67-00, Athletic Competition, Section 5 Athletic Schedules. This report was placed on the Agenda on a Taylor/Koch motion.

Undergraduate Education — Change to Senate Policy 05-81 (Minimum Entrance Requirements for Admission to Baccalaureate Degree Programs). This report was placed on the Agenda with edits on a Grimes/Brunsden motion.

Advisory/Consultative Reports

Educational Equity and Campus Environment — Lack of Diversity in Academic Administrative Positions. This report was placed on the Agenda on a Kuldau/Szczygiel motion, subject to modification of the title and recommendations.

Faculty Affairs — Revision to Policy HR23 Promotion and Tenure Procedures and Regulations. This report was placed on the Agenda on a Brunsden/Aynardi motion.

Faculty Affairs — Revision to HR21 Definition of Academic Ranks. This report was returned to the committee for clarification of types of appointments.

Informational Reports

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

Admissions, Records, Scheduling, and Student Aid — Faculty Senate Scholarships Awarded to Undergraduates. This report was placed on the Agenda on a Brunsden/Koch motion. There will be no presentation. Questions will be invited and may be submitted via email to senate@psu.edu.

Election Commission — University Faculty Census Report 2015-2016. This report was placed on the Agenda on a Grimes/Szczygiel motion. There will be no presentation. Questions will be invited and may be submitted via email to senate@psu.edu.
Libraries, Information Systems, and Technology — Unizin. This report was placed on the Agenda on a Grimes/Koch motion. Ten minutes was allocated for presentation and discussion.]

Senate Council — Report on Fall Campus 2015 Visits. This report was placed on the Agenda on a Szczygiel/Wilson motion. Five minutes was allocated for presentation and discussion.]

APPROVAL OF THE AGENDA FOR JANUARY 26, 2016

The Agenda was approved on a Koch/Aynardi motion.

NEW BUSINESS

ADJOURNMENT

Chair Ansari thanked Council members for their attendance and participation. The meeting was adjourned at 3:23 p.m.

Daniel R. Hagen
Executive Director
Date: November 23, 2016  
To: All Senators and Committee Members 
From: Daniel R. Hagen, Executive Director

Following is the time and location of all Senate meetings for January 25 and 26. Please notify the Senate office and committee chair if you are unable to attend.

MONDAY, JANUARY 25, 2016

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 26, 2016

8:00 a.m. Intercollegiate Athletics 502 Keller Building
8:30 a.m. Admissions, Records, Scheduling, and Student Aid 203 Shields Building 
Committees and Rules 201 Kern Graduate Building 
Curricular Affairs 102 Kern Graduate Building 
Educational Equity and Campus Environment 315 Grange Building 
Joint meeting of Faculty Affairs and Intra-University Relations 118 Agricultural Sciences and Industries Building *(IRC will meet in 217 Forest Resources after the joint meeting with FA)*

Faculty Benefits 519 Elliott Building 
Outreach 214 Business Building 
Research 217 Grange Building 
Undergraduate Education 110C Chandlee Lab 
University Planning 324 Agricultural Sciences and Industries Building
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<th>Time</th>
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<tr>
<td>9:00 a.m.</td>
<td>Global Programs</td>
<td>412 Boucke Building</td>
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<td>Libraries, Information Systems, and Technology</td>
<td>510A Paterno Library</td>
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<td>Student Life</td>
<td>409H Keller Building</td>
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<tr>
<td>11:00 a.m.</td>
<td>Student Senators Caucus and Orientation</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>
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<tr>
<td>1:30 p.m.</td>
<td>University Faculty Senate</td>
<td>112 Kern Graduate Building</td>
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Date: January 19, 2016

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

From: Galen Grimes and Matthew Woessner, Caucus Co-chairs

MONDAY, JANUARY 25, 2016 – 8:15 PM
102 KERN BUILDING

Update: Status of the University College
Madlyn Hanes, Vice President for Commonwealth Campuses

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 26, 2016 – 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