THE PENNSYLVANIA STATE UNIVERSITY

The University Faculty Senate

AGENDA

Tuesday, September 17, 2019 - 1:30 pm
112 Kern Graduate Building

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 News at http://news.psu.edu/.

A. MINUTES OF THE PRECEDING MEETING

Minutes of the April 23, 2019 Meeting in The Senate Record 52:6

B. COMMUNICATIONS TO THE SENATE

Senate Curriculum Report of August 27, 2019 Appendix A

Editorial Revisions to Standing Rules - Article II Senate Committee Structure, Section K Committee on Libraries, Information Systems, and Technology; Article I Rules of Procedure, Section 10; Article III Other Functions of the Senate, Section 6 Senate Committee on Faculty Rights and Responsibilities; and Article II Senate Committee Structure, Section C Committee on Curricular Affairs and Section F Committee on Faculty Affairs Appendix B

Seating Chart for 2019-2020 Appendix C

C. REPORT OF SENATE COUNCIL - Meeting of August 27, 2019

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

SPECIAL INFORMATIONAL REPORT

Senate Council

One Penn State 2025 Report to the Faculty Senate Appendix D

[20 minutes allocated for presentation and discussion]
G. FORENSIC BUSINESS

None

H. UNFINISHED BUSINESS

Senate Committee on Committees and Rules

Revisions to Senate Bylaws; Article III – Election to Senate, Section 8 Appendix E
(Introduced at the April 23, 2019 meeting)

I. LEGISLATIVE REPORTS

None

J. ADVISORY/CONSULTATIVE REPORTS

None

K. INFORMATIONAL REPORTS

Senate Committee on Educational Equity and Campus Environment

Report on Educational Equity in the Academic Curriculum Appendix F
[10 minutes allocated for presentation and discussion]

Report on Equity for Learning Support for Commonwealth Campuses v. University Park* Appendix G

Senate Committee on Faculty Benefits

Report on Survey of Employee Satisfaction with Aetna/CVS Caremark Results Appendix H
[20 minutes allocated for presentation and discussion]

Senate Committee on Intercollegiate Athletics

Avenues for Student-Athletes to Report Concerns or Abuse by Coaches Appendix I
[10 minutes allocated for presentation and discussion]

Senate Committee on Research, Scholarship, and Creative Activity

Undergraduate and Medical Student Research Opportunities and Initiatives Appendix J
[10 minutes allocated for presentation and discussion]

* No presentation of reports marked with an asterisk.
L.  NEW LEGISLATIVE BUSINESS

None

M.  COMMENTS AND RECOMMENDATIONS FOR THE GOOD OF THE UNIVERSITY

The next meeting of the University Faculty Senate will be held on Tuesday, October 29, 2019, 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: August 28, 2019

TO: Nicholas Rowland, Chair, University Faculty Senate

FROM: Mary Beth Williams, Chair, Senate Committee on Curricular Affairs

The Senate Curriculum Report dated August 27, 2019 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 September 26, 2019.

The Senate Curriculum Report is available on the web and may be found at: http://senate.psu.edu/curriculum/senate-curriculum-reports/
COMMUNICATION TO THE SENATE

DATE: August 27, 2019

TO: Nicholas Rowland, Chair, University Faculty Senate

FROM: Victor Brunsden, Chair, Senate Committee on Committees and Rules

Four editorial changes of a non-substantive nature were approved by Senate Council by a two-thirds vote at their August 27, 2019 meeting. The revisions are described below. Any Senator who feels that the changes require a more careful review must place their objection in writing to Senate Chair Nicholas Rowland, senate@psu.edu, on or before Monday, September 23, 2019.

1. Revision to Standing Rules, Article II Senate Committee Structure, Section K Committee on Libraries, Information Systems, and Technology. This reflects a change in title from Vice Provost for Information Technology to Vice President for Information Technology. This change also removes the need to appoint a representative to the Faculty Advisory Committee on Academic Computing, as this committee no longer exists.

2. Revision to Standing Rules, Article I Rules of Procedure, Section 10. The revision brings written procedure to produce the official Senate Record into alignment with what has become current practice. The change increases the number of days to publish the Senate Record from 14 to 21 days. Transcripts for Senate plenary meetings are now handled by a third-party transcription service, and do not typically arrive at the Senate office until 7 days after each meeting. Therefore, the number of days that Senate Office staff members have to complete the official Senate Record will remain 14, provided working days are extended to 21 to account for the 7 days with the transcription service.

3. Revision to Standing Rules, Article III Other Functions of the Senate, Section 6 Senate Committee on Faculty Rights and Responsibilities. The change replaces the language: Election of committee members and alternates will be by “secret mail ballot” to Election of committee members and alternates will be by “secret and secure ballot.”

4. Revision to Standing Rules, Article II Senate Committee Structure, Section C Committee on Curricular Affairs and Section F Committee on Faculty Affairs. This reflects a change of the current title of the Guidelines for the Review of the Establishment, Reorganization, or Discontinuation of Academic Organizational Units to include missing language associated with the Senate’s important role in “naming” academic units. The title is now Guidelines for the Review of the Establishment, Reorganization, Naming, or Discontinuation of Academic Organizational Units. This pertains both to the institutional designation of the academic organizational unit (i.e., whether a unit is a school or a college) and the disciplinary title of, for example, a college or department.
2019-2020 Seating Chart

This document will be posted on Friday, September 13.
Dr. Renata Engel, Associate Vice Provost for Online Education, and Yvonne Gaudelius, Associate Vice President and Senior Associate Dean for Undergraduate Education, will present information about One Penn State 2025.
One Penn State 2025:
Summary and Update

Renata Engel, Vice Provost for Online Education
Yvonne Gaudelius, Associate Vice President and Senior Associate Dean for Undergraduate Education

September 17, 2019

Informational Report for the Faculty Senate

Today’s Conversation

• Provide a recap of the One Penn State 2025 Vision and Guiding Principles and give an update on the progress that has been made since the informational report was included in the April 23, 2019 University Faculty Senate agenda. Specifically, we will share:
  • the membership and role of the One Penn State 2025 Executive Committee,
  • the connectivity to the Faculty Senate on that committee and the guiding principle leadership teams,
  • the plan for communication with, and involvement of, the university community,
  • the approach for establishing metrics to gage progress,
  • the alignment with the Faculty Senate Committee charges for the coming year, and
  • illustrative examples that capture what is meant by One Penn State 2025.
What is One Penn State 2025?

- It is a vision for an ambitious rethinking of some of our most fundamental approaches to how we structure learning and how we operate to support student success.

- It is described with a set of guiding principles that
  - leverages our strength as one university,
  - reinforces our commitment to learners and their access to quality education, and
  - builds upon the affordances that come with the digital age.

- It supports the university’s well-being in terms of growth and engagement, continued value and relevance, and operational efficiency.

How it Emerged

As an element of the Transforming Education pillar of the University’s Strategic Plan

“Penn State will be a leader in the transformation of education, including enhancing access to it, as it fulfills its land-grant mission in a 21st-century context and continues to drive discovery-focused research across disciplines.”
The Vision: *One Penn State*

*One Penn State 2025* builds on our strong traditions of working as one university to provide world-class education and drives us to be a more integrated, flexible, and responsive institution. By 2025, seamless online access to curricula and processes will be embedded in every part of Penn State across the Commonwealth, enabling us to become a 24/7/365, diverse and inclusive institution. *One Penn State 2025* represents a fluid, personalized, and collaborative environment that enables students, faculty, and staff to achieve their goals regardless of their location in the world.

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**Five Guiding Principles Focus on Quality Penn State Experience**

1. **Provide a Seamless Student Experience**
   - Transactional operations
   - Access to co-curricular resources regardless of campus location

2. **Achieve Curricular Coherence**
   - Longer runways and multiple pathways to similarly named programs
   - Creating new programs at the outset with faculty across the university, i.e., greater utilization of disciplinary communities

3. **Design Relevant and Responsive Programs**
   - Micro-credentialing content
   - Accelerated pathways
   - Multiple modalities

4. **Engage Learners throughout their Lifetimes**
   - Enabling portals for learners to connect in single courses, or parts of courses—subscription model access or pay-as-you-go models
   - Build a cohesive approach to accessing non-credit content

5. **Achieve the Highest Level of Efficiency of University Resources**
   - Common content management systems
   - Retaining a student id, email, and access to particular resources
   - Strengthening networks of talent within the university
What progress has been made?

- Organizing and concentrating efforts through new and existing structures
- Connecting efforts through committee membership
- Establishing charges, working groups, and tasks that align and reinforce efforts

STRATEGIC SIGNATURE INITIATIVES

- The One Penn State 2025 Executive Committee formed to provide overarching coordination of 5 Guiding Principle Leadership Teams
- Representation on the Executive Committee includes the Chair-Elect of the Faculty Senate
- Each Guiding Principle Leadership Team will include representation from the Faculty Senate

UNIVERSITY FACULTY SENATE

- 11 of the 15 Faculty Senate Committees include charges that reference alignment with One Penn State 2025 or are addressing an issue to achieve the vision of One Penn State 2025
- All (except CC&R) committees are asked “What Does One Penn State 2025 mean for ... [this committee]?”
What is in Progress

• Charges and membership are being finalized for all of the Guiding Principle Leadership Committees,
• A communication plan is being developed that will share both information about the work of each of the Guiding Principle Leadership Committees and present the university community with a mechanism to share work related to One Penn State 2025,
• Initial sets of key metrics and performance indicators are being established for each major task to ensure that priorities and timelines will be met.

Five Guiding Principles Examples of Activity/Charges

1. Provide a Seamless Student Experience
   - Development of Penn State GO, the new mobile app that will integrate information
   - Formation of a committee to pilot Summer Online, a coordinated, seamless access to select online courses across the university

2. Achieve Curricular Coherence
   - Senate policy 42-10 Course Uniformity, all courses offered within Penn State must include a minimum of 80% of the core content and learning objectives
   - BS in Health Policy Administration faculty team across multiple campuses designing master classes

3. Design Relevant and Responsive Programs
   - Penn State Great Valley School of Graduate Professional Studies offers courses in a flexible format—accelerated, online, hybrid, and on campus.

4. Engage Learners throughout their Lifetimes
   - ATLAS, Penn State Extension’s educational content platform that is changing how Extension engages with all learners to deliver Penn State content.
   - Reconsidering data standards in the context of “your university for life”

5. Achieve the Highest Level of Efficiency of University Resources
   - Career Services coordinating across 37 separate career centers for all students and all employers.
One Penn State 2025 Executive Committee Membership

Renata Engel, Co-Chair, Vice Provost for Online Education
Yvonne Gaudelius, Co-Chair, Associate Vice President and Senior Associate Dean, Undergraduate Education
Rich Bundy, Vice President, Development and Alumni Relations
David Christiansen, Chancellor Penn State York
Madlyn Hanes, Vice President for Commonwealth Campuses and Executive Chancellor
Tracey Huston, Vice President for Outreach
Lance Kennedy-Phillips, Vice Provost for Planning and Assessment
Mary Lou Ortiz, University Budget Officer
Elizabeth Seymour, Chair-elect, University Faculty Senate, Associate Teaching Professor, Anthropology, Communications, History, and Women's, Gender, and Sexuality Studies
Damon Sims, Vice President for Student Affairs
Michael Verderame, Acting Vice Provost for Graduate Education and Dean of the Graduate School
Donald Welch, Interim Vice President for Information Technology and Chief Information Officer
Marcus Whitehurst, Vice Provost for Educational Equity
Charles Whiteman, John and Becky Surma Dean, Smeal College of Business
SENATE COMMITTEE ON COMMITTEES AND RULES

Revisions to Senate Bylaws; Article III – Election to Senate, Section 8

(Legislative)

Implementation: Upon approval by the Senate

Introduction and Rationale

The University Faculty Senate Bylaws stipulate that the duties of Senators are to attend the Senate plenary meetings and to attend assigned standing committee meetings. It is important for senators to attend both meetings to safeguard adequate representation for their campus or college and to facilitate the responsibilities of the standing committees. We have previously provided for the removal of senators who miss three plenary meetings in two consecutive years, however we made no provisions to address absences from the standing committees.

Persistent committee meeting absences place a greater load on regularly attending committee members, chairs, and co-chairs who must all contribute significantly more to complete the required work of the committees. Some committees are now struggling to complete their priorities. Therefore, CC&R proposes that the Senate implement stricter attendance rates to ensure it accomplishes its required work in a manner that is fair to all senators. The purpose of this legislation is to expand the absence rules to include standing committees to ensure adequate attendance for both required meetings.

During 2016-17, 29 of the 212 elected senators (14% of the elected senators) were absent from three or more Senate plenary meetings. This group averaged a plenary attendance rate of 31%. In 90% of the cases these senators missed their standing committee meetings as well.

During the same period, 51 senators (24% of the elected senators) were absent from three or more standing committee meetings. On average, this group had an attendance rate of 27%.

During 2017-18, the absence numbers increased significantly and 42 of the 209 elected senators (20% of the elected senators) were absent from three or more plenary meetings. On average, this group had an attendance rate of attendance rate of 37%.

During the same period, 55 senators (26% of the elected senators) were absent from three or more standing committee meetings. On average, this group had an attendance rate of 33%.

We have a persistent problem of nearly 25% of senators routinely being absent from half or more of the standing committee meetings during a year, however under our current
rules, only 15 senators will qualify for removal and replacement. To encourage greater participation in the standing committee meetings, the Committee on Committees and Rules recommends amending the Senate attendance rules so that routine absences from both plenary meetings and standing committee meetings should serve as grounds for removal.

CC&R recommends requiring a two-thirds attendance rate for elected senators for both the plenary meetings and the standing committee meetings. This legislation continues to allow for excused absences due to sabbatical, medical, or other official leaves of absence, or absence related to professional responsibilities. However, CC&R also recognizes that special unavoidable circumstances might arise on a short notice, which may prevent senators from attending plenary or standing committee meetings. To accommodate that, this plan is flexible enough to permit senators, if necessary, to miss two of the six meeting days a year (both plenary and committee). This change will have a relatively small impact on Senators who regularly attend the Senate meetings since the average yearly absences for the larger group of regular attendees is fewer than two for either the plenary or committee meetings.

Recommendation:

That Article III, Section 8 of the Senate Bylaws be and is hereby amended as follows:

Please note that the following contains strikethroughs for deletions and bold text for additions. Please note that the following contains bold text for additions and strikeouts indicating deleted text. Deleted text is notated with [Delete] [End Delete]. Added text is notated with [Add] [End Add].

Section 8

Duties of Senators:

a) Attend the Senate plenary meetings. [Delete] If a senator is absent from three or more plenary meetings in each of two consecutive years, the senator may resign if he or she wishes, otherwise the Senate will remove the senator and require the unit to replace that senator with an alternative representative. This provision does not pertain to sabbatical, medical, or other official leaves of absence, or otherwise absence related to professional responsibilities. [End Delete]
b) Attend the assigned standing committee meetings.
c) Communicate with their unit faculty governance organization pertaining to the activities of the Senate.
d) [Add] Elected faculty senators are required to maintain a two-thirds attendance rate for both the plenary meetings and the assigned standing committee meetings. Should a senator drop below this level in either meeting category in each of two consecutive years, the senator may resign if he or she wishes, otherwise the Senate will remove the senator and require the unit to replace that senator with an alternative elected representative. This provision does not pertain to sabbatical, medical, or other official leaves of absence, or absence related to professional responsibilities. [End Add]
SENATE COMMITTEE ON COMMITTEES AND RULES 2018-2019

- Jonathan Abel
- Michael Bérubé
- Renee Borromeo
- Victor Brunsden, Vice-Chair
- Ann Clements
- Dennis Jett
- Beth King
- Binh Le
- Richard Robinett
- Nicholas Rowland
- Keith Shapiro, Chair
- Ann Taylor
- Rodney Troester
- Matthew Woessner
Summary of Charge and Analysis
The Committee on Educational Equity and Campus Environment was charged to expand the 2018 educational equity report which focused largely on student affairs. This 2019 report should address the academic component of educational equity across Penn State. After an analysis of the 2018 survey data, this committee concludes that there could be much better distribution and facilitation of the All In video and the World in Conversation Project. At the same time, the committee concludes that it cannot adequately assess diversity and inclusion efforts in the classroom without gathering information from faculty and administrators.

Background
In Fall 2018, the EECE Sub-Committee discussed the Spring 2018 EECE report on Educational Equity. Since the report focused almost exclusively on student affairs use of the All In video, we reviewed the survey data collected in 2017-18 to discern what analysis or conclusions we could make about educational equity in academic affairs.

The original survey questions did not generate discussion of academic resources or engagement with educational equity. Based on the data collected, the committee finds that the video is not widely used in classrooms or academic curriculum. Although the World in Conversation Project lends itself to academic content, it is rarely used across the University College. In fact, the majority of campuses have little to no information about the Project and how it might be utilized to facilitate equity and inclusion.

Findings
Based on our review of the data, the EECE Committee finds that:

1) Adding a substantive academic component to the previous report would require collection of relevant survey data from faculty and administrators (see Appendix A).

2) Showing the All In video at faculty/staff meetings and links on student club/organization websites would facilitate broader distribution.

3) Most campus discussions of diversity and inclusion did not explicitly address disabilities, hunger/homelessness, religion, mental health awareness, domestic violence, sexual assault, adult students, veterans, language, or body image. Acknowledging the variety and fluidity of categories and concerns would convey a broader vision of educational equity and inclusion.

4) Each campus offers adequate US/IL course offerings relative to student population.
5) Educational equity requires the University to provide permanent and equitable resources for diversity and inclusion-related efforts across the Commonwealth.

Appendix A

Faculty/Staff Survey [2-3 minutes]

The Committee on Educational Equity and Campus Environment wants to learn about academic resources that contribute to diversity, inclusiveness, and equity on your campus.

Are any of the listed areas addressed in your curriculum? Please check all that are applicable.

- Race/class/gender inequities
- Food Insecurity
- Students with Disabilities
- Hunger/Homelessness
- Religious Groups
- Mental Health Awareness
- Domestic Violence
- Sexual Assault
- Adult and Transfer Students
- Students of Color/Women in STEM
- Inclusive Language
- Body Image

If you advise students, have any of the listed areas come up in your student advising? Please check all that are applicable.

[Same list]

Are any of the listed areas addressed in your service?

[Same list]

Do you feel that faculty have adequate resources to promote and contribute to a diverse, inclusive, and equitable campus environment?

If not, what additional resources would be helpful to you?
Chief Academic Officer Survey [5-10 minutes]

The Committee on Educational Equity and Campus Environment wants to learn about academic resources that contribute to diversity, inclusiveness, and equity on your campus.

1. Does your office provide resources for faculty/staff to provide effective teaching and/or service in any of the listed areas? Please check all that are applicable.
   - Race/class/gender inequities
   - Food Insecurity
   - Students with Disabilities
   - Hunger/Homelessness
   - Religious Groups
   - Mental Health Awareness
   - Domestic Violence
   - Sexual Assault
   - Adult and Transfer Students
   - Students of Color/Women in STEM
   - Inclusive Language
   - Body Image

2. If so, what resources do you provide?
   - Training
   - Workshops
   - Specific training/support for faculty searches
   - Specific training/support for staff searches
   - Speakers
   - Off-site retreats
   - Other [text box]

3. If you have non-faculty academic advising staff, have any of the listed areas come up in student advising? Please check all that are applicable.
   - Race/class/gender inequities
   - Food Insecurity
   - Students with Disabilities
   - Hunger/Homelessness
   - Religious Groups
   - Mental Health Awareness
   - Domestic Violence
   - Sexual Assault
   - Adult and Transfer Students
   - Students of Color/Women in STEM
   - Inclusive Language
   - Body Image
4. How does the campus equitably distribute work (committees, events, planning, etc.) related to inclusiveness, diversity, and equity amongst faculty, staff, and administration?

5. Do you feel that your office has adequate resources to promote and contribute to a diverse, inclusive, and equitable campus environment? Resources may include but are not limited to support for research, food/health, access & accommodations, events, counseling, inclusive hiring practices, training, etc.

6. If not, what additional resources would be helpful to you?

SENATE COMMITTEE ON EDUCATIONAL EQUITY AND CAMPUS ENVIRONMENT 2018-2019

- Kimberly Blockett
- Jordan Brooks
- Alicia C. Decker, Chair
- Derek Fox
- N. Christopher Giebink
- Mathias Hanses, Vice Chair
- Dajiang Liu
- Margaret Michels
- Diandra Prescod
- Ninive Robles-Flores
- Carmen Vanderhoof
- Marcus Whitehurst
- Cynthia Young
SENATE COMMITTEE ON EDUCATIONAL EQUITY AND CAMPUS ENVIRONMENT

Report on Equity for Learning Support for Commonwealth Campuses v. University Park

(Informational)

Summary of Charge and Analysis
This committee was charged with evaluating the availability of learning support resources on the Commonwealth Campuses as compared to the University Park campus. Toward this end, the committee accessed and summarized the resources identified as such on each of the campuses’ websites. See Appendix I: Website Data.

Based on this data, the following observations may be made:
1. All campuses provide some form of tutoring. Eleven campuses provide online resources. Nine campuses offer educational workshops. Nine campuses offer physical resources.

2. The “learning resource” category is very broad and refers to a variety of different services and materials that support students’ learning in addition to classroom instruction. Examples include: Summer programs addressing math and writing; tutoring (1:1 or group) by appointment; study groups; study skills workshops; for credit courses; access to test preparation books and other physical materials at a center; quiet study space; online software and information; and resources for faculty members. See: Appendix II: Definition of Learning Resources Categories.

3. As suggested by this data, access by commonwealth campus students to online resources varies. Standardizing access to online learning support resources across all campuses may be an easy way to enhance the availability of learning resources. For instance, three campuses offer some variation of OWL (“Online Writing Lab”) assistance for their students. Perhaps a University-wide license could be purchased to make this service (or similar high-quality online resources) available to all Penn State students. Tutor.com is in the process of being piloted at the Lehigh Valley location. (World Campus students already have access to this platform.)

4. The data gathered is incomplete. (This was an exploratory inquiry of publicly available information pertaining to learning resources using website content analysis.) For this reason, the findings likely underestimate the resources available to students. Consultation with the Office of the Vice President of Commonwealth Campuses underscored this observation by noting resources available at various campuses not identified on websites. Determining what resources are available would require additional inquiry, including but not limited to interviewing the Learning Resource Officer(s) and students at each campus. However, although this methodology did not yield an accurate catalog of learning resources, it does reveal that the websites fail to provide students easily accessible information on all of the resources available to them.
5. The number and type of resources vary between University Park and the Commonwealth campuses; however, without further data this should not be interpreted to mean that service offerings are inequitable. The more important question to consider in any future investigation would be whether students’ learning resource needs are being met.

6. Given that the method of delivery for a given type of learning resource varies and students’ needs may differ within and across each campus, it is difficult to assess equity. For instance, some campuses offer a writing center for in-person assistance, whereas other campuses provide online writing tutorials. To this end, the Office of the Vice President for Commonwealth Campuses has offered to partner with Faculty Senate to continue this investigation. The Office of Commonwealth Campuses has access to relevant data as well as contacts with commonwealth campus faculty and students. Gathering this information will allow more accurate assessment of the campuses and the diverse needs of each.

7. Conducting a more extensive online review of other Big Ten and peer institutions’ learning resources may reveal different ways of organizing and advertising such information to students and faculty. In addition, such analysis may identify new academic programs or initiatives for student success, as well as other resources Penn State may consider providing.

SENATE COMMITTEE ON EDUCATIONAL EQUITY AND CAMPUS ENVIRONMENT

- Kimberly Blockett
- Jordan Brooks
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- Mathias Hanses, Vice Chair
- Dajiang Liu
- Margaret Michels
- Diandra Prescod
- Ninive Robles-Flores
- Carmen Vanderhoof
- Marcus Whitehurst
- Cynthia Young
## Appendix I: Website Data

<table>
<thead>
<tr>
<th>Location</th>
<th>Types of Offerings</th>
<th>Link(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>UP</td>
<td>tutoring (multiple subjects); language resources; special tutoring for ESL writers; Undergraduate Writing Center; Guided Study Groups (GSG) with undergraduate student leaders; collaborative study spaces; alumni network; public writing initiative; training program for Statistics TAs; math help data analysis project; international newsletter for peer writing tutors (The Dangling Modifier)</td>
<td><a href="https://pennstatelearning.psu.edu">https://pennstatelearning.psu.edu</a></td>
</tr>
<tr>
<td>World Campus</td>
<td>Online guided study-groups; Tutor.com; links to resources - ALEKS, Math Essentials non-credit course, Khan Academy, foreign language resources through Tutor.com and Duolingo, statistics resource page, writing resource links and tutoring through Tutor.com</td>
<td><a href="https://pennstatelearning.psu.edu/tutoring/world-campus">https://pennstatelearning.psu.edu/tutoring/world-campus</a></td>
</tr>
<tr>
<td>Abington</td>
<td>math and science tutors, writing tutors, ESL tutors, online tutoring (NetTutor), Composition Resources (online documents), study strategies by appointment (30 min); Summer program (PaSS) to help students graduate on time; student success office offers more resources to overcome obstacles</td>
<td><a href="https://abington.psu.edu/teaching-learning">https://abington.psu.edu/teaching-learning</a></td>
</tr>
<tr>
<td>Altoona</td>
<td>professional tutors and peer tutors by subject (math, statistics, accounting, biology, chemistry, language, nursing, physics); writing center consultants to work one-on-one with students; testing accommodations (test proctoring for extra time, etc.); iStudy online learning tutorials</td>
<td><a href="https://altoona.psu.edu/offices-divisions/academic-affairs/learning-resources-center">https://altoona.psu.edu/offices-divisions/academic-affairs/learning-resources-center</a></td>
</tr>
<tr>
<td>Beaver</td>
<td>professional tutors (math, statistics, writing); peer tutors for other subjects; software for math, business, engineering, etc.; testing accommodations; free internet access; study space and supplies; student success committee that handles referrals to identify students of concern and organizes support initiatives and interventions</td>
<td><a href="https://beaver.psu.edu/academics/achievement">https://beaver.psu.edu/academics/achievement</a></td>
</tr>
<tr>
<td>Behrend</td>
<td>peer and group tutoring (multiple subjects), exam prep and weekly study sessions (guided study groups)</td>
<td><a href="https://behrend.psu.edu/Academics/academic-services/lrc">https://behrend.psu.edu/Academics/academic-services/lrc</a></td>
</tr>
<tr>
<td>Location</td>
<td>Services Provided</td>
<td>Website</td>
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<tr>
<td>Berks</td>
<td>Professional and peer tutoring, study skills tutoring during walk-in hours, writing center</td>
<td><a href="https://berks.psu.edu/learning-center">https://berks.psu.edu/learning-center</a></td>
</tr>
<tr>
<td>Brandywine</td>
<td>Professional tutors for subject areas and study skills; help with presentations and project planning; support for multilingual speakers (multilingual student course cluster); workshops on study skills and stress management; Summer Bridge Programs (LAUNCH - writing and math for incoming students, Math Boot Camp, Math Tune-up); ED Psych 297A - one credit course for 15 hours of tutoring</td>
<td><a href="https://brandywine.psu.edu/brandYW-learning">https://brandywine.psu.edu/brandYW-learning</a></td>
</tr>
<tr>
<td>DuBois</td>
<td>One-on-one and group tutoring; study groups; embedded tutoring; course review sessions; academic coaching; study skills workshops; educational resources and materials, computer programs, models; online documents about writing, study skills, and academic success</td>
<td><a href="https://dubois.psu.edu/CUE">https://dubois.psu.edu/CUE</a></td>
</tr>
<tr>
<td>Fayette</td>
<td>Peer and professional tutors (multiple subjects); meetings with learning center staff to address time-management and study skills; online writing assistance (Fayette OWL); test proctoring; iStudy for Success (online tutorials); links to writing tips; [multiple notices about tutoring services not being available to K-12 students]</td>
<td><a href="https://fayette.psu.edu/student-success-center/learning-center">https://fayette.psu.edu/student-success-center/learning-center</a></td>
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<tr>
<td>Hazleton</td>
<td>Individual and small group tutoring; professional tutors for math and writing (writing center); study skills, time management, exam forensics &amp; organization services; mini computer lab; study areas; tech equipment; interactive white board; student retention programs; links to writing resources</td>
<td><a href="https://hazleton.psu.edu/student-success-center">https://hazleton.psu.edu/student-success-center</a></td>
</tr>
<tr>
<td>Harrisburg</td>
<td>Professional and peer tutoring (multiple subjects, writing, and academic skills); programs for international students; SmartPen lending; faculty support (for teaching and professional writing); Box folder of writing resources; help with teacher certification tests; services offered to all students and World Campus students on a need by need basis; tutoring limit set at 2hrs/wk/course (with exceptions)</td>
<td><a href="https://harrisburg.psu.edu/learning-center">https://harrisburg.psu.edu/learning-center</a></td>
</tr>
<tr>
<td>Campus</td>
<td>Services</td>
<td>Website</td>
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<tr>
<td>Lehigh Valley</td>
<td>individual, group, or online tutoring; writing center drop-in hours; exam review sessions; workshops on study skills; calculators and reference materials (textbooks, study skills books and videos, test prep materials, dictionaries in multiple languages); tutoring limit set to 2 appointments per week per course</td>
<td><a href="https://lehighvalley.psu.edu/student-life/student-support-services/learning-center">https://lehighvalley.psu.edu/student-life/student-support-services/learning-center</a></td>
</tr>
<tr>
<td>Greater Allegheny</td>
<td>tutoring (multiple subjects); classes (English and math); study skills and algebra workshops; Educational Opportunity Program (additional resources including textbook loan program); website needs work on format and broken EOP link</td>
<td><a href="https://greaterallegheny.psu.edu/learning-center">https://greaterallegheny.psu.edu/learning-center</a></td>
</tr>
<tr>
<td>Mont Alto</td>
<td>content-specific and peer tutoring; Jump Start (student retention program); academic coach for student athletes; exam proctoring; learning specialist appointments; study groups; student advocacy manager appointments; faculty resources (system in place for identifying and assisting at-risk students; in class presentations on various topics related to study skills and academics); two existing websites about learning resources</td>
<td><a href="https://montalto.psu.edu/asc/service">https://montalto.psu.edu/asc/service</a> <a href="https://montalto.psu.edu/asc">https://montalto.psu.edu/asc</a></td>
</tr>
<tr>
<td>New Kensington</td>
<td>individual and group tutoring; academic resource materials (textbooks, solutions manuals, study guides, test files);</td>
<td><a href="https://newkensington.psu.edu/learning-support">https://newkensington.psu.edu/learning-support</a></td>
</tr>
<tr>
<td>Schuylkill</td>
<td>individual and group tutoring (professional and peer); workshops; study skills guides and books (hardcopies); iStudy (online learning tutorials); language assistance; learning resource center coupled with academic advising office</td>
<td><a href="https://schuylkill.psu.edu/current-students-0/arc">https://schuylkill.psu.edu/current-students-0/arc</a></td>
</tr>
<tr>
<td>Shenango</td>
<td>professional and peer tutors; instructional software; group and individual study sessions; academic workshops; study rooms; computer lab and internet access; reference materials; reading and study skills assistance; one credit courses (individual writing instruction)</td>
<td><a href="https://shenango.psu.edu/academics/sharc">https://shenango.psu.edu/academics/sharc</a></td>
</tr>
<tr>
<td>Wilkes-Barre</td>
<td>peer and professional tutors (drop in or by appointment); computer access; study space; study tips; links to writing tips; study groups; lists of math and study tips on the website</td>
<td><a href="https://wilkesbarre.psu.edu/learning-center">https://wilkesbarre.psu.edu/learning-center</a></td>
</tr>
<tr>
<td>Scranton</td>
<td>peer and professional <strong>tutors</strong>, academic <strong>mentors/coaches</strong>; writing and <strong>study skills assistance</strong>; <strong>reference materials</strong>; mini <strong>computer lab</strong>; <strong>online writing lab</strong> (Blue and White Owl); <strong>iStudy</strong> (online learning tutorials); <strong>ALEKS</strong> (online AI math learning and assessment system $40; all new students must take their assessments - used for placement and pre-requisite checking); limit for tutoring at 3 hours per week per course; links to Division of Graduate Studies website and University Learning Center: <a href="https://dus.psu.edu/academicsuccess/studyskills.html">https://dus.psu.edu/academicsuccess/studyskills.html</a> <a href="https://dus.psu.edu/academicsuccess/studyskills.html">https://dus.psu.edu/academicsuccess/studyskills.html</a> <a href="http://pennstatelearning.psu.edu">http://pennstatelearning.psu.edu</a></td>
<td><a href="https://scranton.psu.edu/learning-center">https://scranton.psu.edu/learning-center</a></td>
</tr>
<tr>
<td>York</td>
<td><strong>online writing lab</strong> (OWL); professional <strong>tutoring</strong> (multiple subjects); <strong>links</strong> to study skills and writing references</td>
<td><a href="https://york.psu.edu/academics/support/nittany-success-center">https://york.psu.edu/academics/support/nittany-success-center</a></td>
</tr>
</tbody>
</table>

**BIG TEN Universities (for comparison):**

| Michigan State   | [http://nssc.msu.edu/academic-support.php](http://nssc.msu.edu/academic-support.php) |
| Iowa             | [https://uc.uiowa.edu/student-success/arc](https://uc.uiowa.edu/student-success/arc) |
Appendix II: Learning Resources Categories Explained

- **Tutoring** - appointments and drop-in hours with specialists (1:1 or group; peer or professional) for math, writing, study skills, and a variety of academic subjects
- **Workshops** – at the learning center, in classes (set up by professors), or other
- **Study groups** – at the center or review sessions at other locations
- **Online resources** – iStudy learning tutorials, ALEKS (AI math learning), online writing lab (OWL), specialized software, links to other resources, documents with study tips or writing references houses on the learning center website or in a Box folder
- **Writing center** – designated staff and resources
- **Physical resources** – test prep and study guides, textbooks, reference books, study skills books, computer labs, software, internet access, Smartboard, calculators, SmartPen lending, designated study spaces students can use to study individually or with study groups
- **Study Space** – dedicated study space
- **Designated Courses** – 1 credit courses that offer specialized tutoring and/or writing instruction
- **Testing accommodations** – test proctoring for extra time, etc.
- **Special Programs** – Summer programs (e.g. Jump Start, LAUNCH, Math Boot Camp, Math Tune-Up) to prepare students before first year, programs to provide coaching/mentoring for student athletes, programs designed to assist students to graduate on time (PaSS), ESL program/resources, student advocacy programs
- **Faculty resources** – specific resources offered for professors to use in their classes or student referral systems, resources for faculty academic writing
SENATE COMMITTEE ON FACULTY BENEFITS

Report on Survey of Employee satisfaction with Aetna/CVS Caremark results

(Informational)

Overview
In the fall of 2018, Penn State’s Committee on Faculty Benefits expressed interest in soliciting feedback from employees regarding the University’s health care plan third party administrators: Aetna and CVS Caremark. The Committee, in collaboration with the Joint Committee on Insurance and Benefits, Human Resources, and the Office of Planning and Assessment, sponsored and developed a brief survey to be administered during the 2018-2019 academic year. The survey assessed employee satisfaction with the current vendors, awareness and use of resources, and interest in voluntary benefits.

Methodology
The Penn State Health Benefits survey was administered by email in January 2019 to all employees who were enrolled in the University’s health care plan. Of the 18,005 employees who were emailed a link to the survey, 29 percent or 5,272 employees, responded to the survey. Of the employees enrolled in the PPO Savings Plan, 30 percent responded, and 28 percent of those enrolled in the PPO Plan responded. In total, 70% of the respondents were enrolled in the PPO Plan and 28% in the PPO Savings Plan. Two percent were not sure which plan they were enrolled in. Thus, the composition of the respondents is very comparable to the distribution of employees in each plan.

In addition to multiple choice type questions which asked respondents to choose one answer from the choices given, there were also several open-ended questions in which survey takers could write comments. Part I of this report will discuss the results to the multiple-choice questions and Part II will discuss the most common responses to the open-ended questions.

PART I: RESPONSES TO MULTIPLE-CHOICE QUESTIONS

Aetna
The first set of questions deal with Aetna, the university’s administrator for medical services other than prescription medicines.

Results
The first set of questions were to be answered only by those enrolled in the PPO Savings Plan.

- Are you aware that the University contributes money to your Health Savings Account (HSA)?
  - Yes. 98%.
  - No. 2%.

- To what extent was the University's monetary contribution to the Health Savings Account a factor in choosing the PPO Savings Plan?
The next question was to be answered only by those who were enrolled in the PPO plan since only those in the PPO plan are eligible for Value-Based Benefits (VBB).

- Are you aware employees can enroll in the Value Based Benefit (VBB) through Aetna? (The VBB eliminates member cost sharing for visits/tests related to diabetes, high blood pressure, or high cholesterol.)
  - Yes. 44%
  - No. 56%

Comment: Clearly, this indicates one benefit that the university has not been successful at informing employees about.

The next set of questions were to be answered by all survey takers regardless of which plan they were enrolled in.

- Please indicate your level of satisfaction with Aetna (medical benefits).
  - Very Satisfied 9%.
  - Satisfied. 40%.
  - Neutral. 30%.
  - Dissatisfied. 15%.
  - Very Dissatisfied 7%.

- Please indicate your level of satisfaction with being able to see the same provider or other healthcare practitioner you did prior to the move to Aetna.
  - Very Satisfied. 38%.
  - Satisfied. 41%.
  - Neutral. 15%.
  - Dissatisfied. 4%.
  - Very dissatisfied. 3%.

Comment: One of the factors that influenced the university’s decision to not renew their contract with Highmark was the concern that many employees in Western PA would have to switch to new medical providers because of the contract dispute between Highmark and UPMC. That 94% of employees were either very satisfied, satisfied, or neutral about being able to see the same provider has to be gratifying to those who were involved in choosing to leave Highmark over the concern about losing UPMC providers.

- Please indicate your level of satisfaction with the Aetna concierge (call center). {This question was to be answered only by those who used Aetna’s concierge service. 57% of respondents indicated they had not used this service.}
  - Very satisfied. 13%.
  - Satisfied. 33%.
  - Neutral. 35%.
Thinking about your 2018 expenses in the health plan, were your out-of-pocket costs (copays, deductibles, coinsurance) excluding premiums:
  - Higher than 2017. 57%.
  - Less than 2017. 8%.
  - About the same as 2017. 35%.

As compared to Highmark, how would you rate your overall experience with Aetna?
  - Better. 9%.
  - Worse. 35%.
  - About the Same. 56%.

The Office of Planning and Assessment performed some deeper analysis. Of those who indicated that their 2018 out of pocket expenses would be higher than 2017, more than 80% of them indicated they are worse off with Aetna compared to Highmark. Of those who expected less out of pocket expenses in 2018, more than 60% of them indicated they were better off under Aetna compared to Highmark. For those who indicated their out of pocket were about the same, 56% indicated they were better off with Aetna.

Comment: What the above analysis indicates is that those who faced higher out of pocket expenses in 2018 compared to 2017 were much more likely to be dissatisfied with Aetna. It would be interesting to know how many of those facing higher out of pocket expenses had higher costs because of differences in reimbursement for services under Aetna compared to Highmark and how many simply had higher out of pocket expenses because they consumed more, or more expensive, health services and would have faced higher out of pocket expenses even under Highmark.

**CVS**
The next set of questions relate to the university’s administrator of prescription medicines, CVS/Caremark.

- Please indicate your level of satisfaction with CVS Caremark (prescription drug benefit).
  - Very satisfied. 16%.
  - Satisfied. 42%.
  - Neutral. 26%.
  - Dissatisfied. 11%.
  - Very dissatisfied. 5%.

- How satisfied were you with being made aware of any required prior authorizations for prescription drugs? (Prior authorization is a requirement that your physician obtain approval from your health insurance plan to prescribe a specific medication to you.)
  - Very Satisfied. 8%.
  - Satisfied. 27%.
  - Neutral. 41%.
• How satisfied were you with receiving formulary changes from CVS Caremark? (A formulary is a list of drugs covered under the prescription plan.)
  o Very satisfied. 8%.
  o Satisfied. 28%.
  o Neutral. 44%.
  o Dissatisfied. 12%.
  o Very Dissatisfied. 8%.
Note: 44% of respondents did not recall receiving the formulary. Response percentages are only of those who did receive the formulary changes.

• Thinking about your 2018 expenses in the prescription plan, were your out-of-pocket costs (copays, deductibles, coinsurance) excluding premiums:
  o Higher than 2017. 40%.
  o Less than 2017. 12%.
  o About the same as 2017. 47%.

• As compared to Highmark (Express Scripts), how would you rate your overall experience with CVS Caremark?
  o Better. 15%.
  o Worse. 20%.
  o About the same. 65%.

Again, the Office of Planning Assessment performed some deeper analysis on the question. Of those that indicated that their spending on prescriptions in 2018 was less than 2017, almost 60% felt they were better off with CVS/Caremark and fewer than 5% indicated they were worse off. Of those who indicated that their prescription costs were higher than 2017, 40% of those indicated that they were worse off with CVS/Caremark.

Resources for Decision-Making
The next set of questions related to the resources available to employees to make informed choices concerning their health care providers.

• How important is it to you to have pricing information available?
  o Extremely important. 22%.
  o Very important. 30%.
  o Moderately important. 31%.
  o Slightly important. 12%.
  o Not important at all. 5%.

• How important is it to you to have information about the quality of providers (doctors and other health care professionals) and facilities (hospitals, doctor's offices, urgent care)?
• Extremely important. 36%.
• Very important. 41%.
• Moderately important. 18%.
• Slightly important. 4%.
• Not at all important. < 1%.

• Have you used the Aetna pricing tool available on their website?
  o Yes. 17%.
  o No. 43%.
  o Did not know they had a pricing tool. 40%

• Have you used the CVS Caremark pricing tool available on their website?
  o Yes. 19%.
  o No. 44%.
  o Did not know they had a pricing tool. 40%
Comment: Another indicator that there is still room for improvement in disseminating information about health care benefits including the pricing tools provided by both Aetna and CVS Caremark.

• Have you downloaded the Aetna app?
  o Yes. 16%.
  o No. 58%.
  o Did not know there was an app. 26%

• Have you downloaded the CVS Caremark app?
  o Yes. 20%.
  o No. 58%.
  o Did not know there was an app. 23%

• What is your preferred way to receive benefits information/updates from HR's Benefits Office? (Select one.)
  o E-mail. 79%.
  o Home Mailing. 17%.
  o Website. 2%.
  o Text Message. 2%.
  o Social Media. 0%.

The final section of the survey asked about employees’ interest in obtaining other voluntary benefits paid by the employee. Below are the totals that said very likely and in parentheses very likely plus likely.

• Home insurance: 7% (20%).
• Auto Insurance: 8% (23%).
• Pet (Health) Insurance: 5% (16%).
• Cell Phone Insurance: 5% (17%).
• Critical Illness: 13% (38%).
• Hospital Indemnity: 12% (38%).
• Long-term Care: 17% (45%).
• Financial/Legal Services: 8% (30%).
• ID Theft Protection: 9% (32%).
• Student Loan Consolidation: 8% (17%).
• Student Loan Refinancing: 8% (17%).

PART II: RESPONSES TO OPEN-ENDED QUESTIONS

There were three open-ended questions survey respondents were asked to answer. There were more than three thousand written responses for each question. It would be very difficult to include all of the responses. The responses listed below are only those that had at least thirty people give the same or roughly the same answer. The responses are listed in order of frequency with the most frequent response first.

1. The total cost of your health plan consists of premiums (what you pay out of your paycheck), deductibles (what you pay before the plan begins to pay), copayments (a flat dollar amount paid when services are used), and coinsurance (a percentage of the charges once your deductible is met). Based on this, what was your primary reason for choosing the plan you did?

Top responses by those who chose the PPO Savings Plan (from most frequent to least frequent answer). There were 1,375 comments received by those choosing the PPO Savings Plan.

• Low utilization of plan because of health and age.
• HSA and University contribution.
• Lower premium.
• All expenses go toward deductible.
• More cost-effective based on comparison.
• Like the idea of being responsible for health care spending.

Top responses by those who choose the PPO plan. There were 3,100 answers received. Responses listed in order of frequency from most frequent to least frequent.

• Deductible (lower than the Savings plan).
• Cost (couldn’t afford savings plan).
• Health (chronic condition).
• “Best” coverage.
• Advancing Age.
• Risk averse to financial exposure.
• Coinsurance.
• Predictability of out-of-pocket expenses.
• Easier (to understand and pay as you go).
• Copayments.
• Cheapest (month to month expenses).
• Availability of Value Based Benefits.
• Size of family.
• Use a lot of health care.
• Maximum OOP on prescriptions.
• Medicare/other coverage prohibited moving to Savings Plan. {Note: Legislation has been proposed to ease the rules to allow Medicare recipients to be enrolled in an HSA but so far none has been passed by Congress.}
• Convenience

What the answers reveal:
• Now that employees have a choice between health care plans, results indicate that age is a significant factor in shaping plan choice. Low utilization of plan because of health and age is among the top response for faculty investing in the PPO Savings Plan, meanwhile, chronic health and advancing age are among the top responses for faculty investing in the PPO Plan. This is cause for concern because no employee can protect themselves from aging and related risks to health over time. Therefore, as Penn State moves toward an insurance spending model that results in a 75/25 university/employee costs sharing structure, the relationship between age, employee contribution (in real dollars and percentage of annual income), copayments, and out-of-pocket expenses should be closely analyzed. However, before any conclusions be drawn, a more detailed empirical analysis is needed.

• Philosophical Comment: A system that pays a fixed percentage of health care costs is not insurance. The concept of insurance is that a person is willing to pay some fixed amount to prevent having to pay a much larger and often catastrophic expense in case a disaster occurs. For example, suppose there is a 1 in 1000 chance that your car will be totaled in accident. You are willing to pay some small fixed amount in case you are the unlucky one in a thousand and not have to pay some very large amount to replace your car. To be economically efficient, the insurer should charge a premium based on the likelihood of being in an accident. If it is totally random and all vehicles cost the same, the premium should be the same for everyone. However, it is not random. For example, those who receive moving violation tickets are much more likely to be in an accident, so the insurance company charges them a higher premium. Further, if someone buys a more expensive car, if they are in an accident, it will cost the insurance company more money, so they charge that person a higher premium. This is fair because in both cases, driving recklessly and buying an expensive car are voluntary actions, actions that the insured can refrain from doing. Thus, the higher premium serves as a deterrent to engaging in those behaviors. However, for health insurance it is a different story. Among the biggest risk factors for incurring high health care expenditures are advancing age and genetic disposition. Neither of these are actions can be controlled by the insured person. Thus, penalizing people with advancing age or with genetic disposition to have some chronic condition is merely punitive. There is no economic efficiency gained by having this person pay higher out-of-pocket costs. Again, it appears from the comments that this may be exactly what has happened. Those of advanced age and/or chronic conditions are in the more expensive health plan and those who are young and without chronic conditions are in the less expensive plan. Is this really insurance? However, before any conclusions be drawn, a more detailed empirical analysis is needed.
• There is still a lot of education needed about how the health plans work. For example, there appeared to be some perception that the PPO Savings Plan entailed more paperwork.
• Those in the Savings Plan seem to understand the benefits of the HAS (such as tax advantages, the concept that the employee gets to keep the savings, etc.).
• There is a misconception that there are different provider networks in each plan. That is not the case.
• There is also a misconception that you need referrals in the PPO Savings Plan. This is also not the case.

2. In 1250 characters or less, provide any feedback you have about Aetna. (Please refrain from including any self-identifying remarks.)

There were 2,843 comments received to this question. Top responses in order of frequency from highest to lowest:

• Paying more out of pocket.
• Some providers not in-network any longer.
• Many comments about prescriptions and Aetna. Note: Aetna is not the Rx provider!
• Aetna costs higher than Highmark.
• Feedback on Aetna’s website is mixed.
• Able to see UPMC providers.
• Aetna concierge – mixed opinions.
• Billing takes too long.
• Copays are too high.
• Mixed opinions on Quest for labs.
• Mental Health Providers lacking.
• Health Equity and Aetna systems not connected.
• Deductibles are higher.
• Frustrated that more cards aren’t sent.
• Value Based Benefits are not paid as it should.

3. In 1250 characters or less, provide any other feedback you have about CVS Caremark. (Please refrain from including any self-identifying remark.)

There were 1,516 comments received to this question. Top responses in order of frequency from highest to lowest:

• Costs are too high/have increased.
• Every time I fill a prescription, it’s a different price.
• Like the App.
• Drug needed was not on formulary.
• Like auto-refill feature.
• Dislike prior authorization process.
• Using University Health Services instead.
• Can’t get 90-day supply at CVS stores.
• Takes longer to get scripts sent to you.
CVS and CVS branding is confusing. Note: There is evidence that many employees are unaware that they can prescriptions filled at many different pharmacies, not just CVS.

Next Steps
- The University will share the results of the survey with both Aetna and CVS Caremark.
- Develop communications strategy for 2020 incorporating feedback.
- Schedule Town Halls with both vendors present.
- Education will be at the forefront for 2020.
- Exploring an on-line plan comparison tool using actual claims data.

SENATE COMMITTEE ON FACULTY BENEFITS 2018-2019
- Ingrid Blood
- Denise Costanzo
- Lorraine Goffe
- Cassandra Kitko
- Raymond Najjar
- Kathleen Noce, Vice Chair
- Xuwen Peng
- Linda Rhen
- Ira Saltz, Chair
- Geoff Scott
- Gregory Stoner
SENATE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Avenues for Student-Athletes to Report Concerns or Abuse by Coaches

(Informational)

The Charge
The Faculty Senate at Penn State asked the Committee of Intercollegiate Athletics to respond to a charge from the Senate Chair, Michael Berube, to report on the avenues for student-athletes to report concerns of inappropriate behavior by members of the coaching staff.

The History of Safeguards for Student Athletes at Penn State
Penn State, given its history, has established significant safeguards for educating on and reporting misconduct and abuse across the University. These safeguarding structures are particularly present in and around Intercollegiate Athletics (ICA). As a result of the Freeh Report, the University implemented several hundred practice improvements, two of the most relevant being the creation of the role of Athletics Integrity Officer (AIO) and the deconfliction of multiple oversight roles related to athletics from the direct control of ICA leadership.

As a result, Penn State is one of the few universities to employ a full-time professional to oversee the integrity of its athletics program. The AIO is an affiliated with the University’s Ethics & Compliance Office and does not share a reporting relationship with ICA.

Structures Charged with Oversight of Athletics
The AIO also has a direct reporting line to the University’s Board of Trustees through the Committee on Law and Ethics. When the consent decree, known as the Athletics Integrity Agreement (AIA), with the NCAA and Big Ten that established many of these policies expired in August of 2017, the University voluntarily continued compliance with the prior AIA in a newly promulgated program called the Athletics Integrity Program (AIP).

According to the provisions of the AIP, the AIO convenes a group of 9-12 senior leaders in a group known as the Athletics Integrity Council (AIC), which meets quarterly. The AIC includes three members of the Faculty Senate Committee on Intercollegiate Athletics- the Faculty Athletics Representative, the current chair of the Committee on Intercollegiate Athletics and the immediate past chair. The AIC meets quarterly and is charged with reviewing NCAA, Big Ten violations, the athletics conduct log and hear reports on matters of concern to the University’s athletic reputation and integrity. This oversight would include review of any matters of inappropriate coach behaviors under investigation or recently adjudicated.

Athletics Integrity Training and Policy
The hallmarks of the AIP are two overarching initiatives. The first of these is annual integrity training conducted by the Athletics Compliance Office (ACO) and monitored by the AIO. All student-athletes, coaches, team managers, administrators or support staff that interact with students are required to participate in annual training that covers all University policies relevant to appropriate conduct, introduces the reporting mechanisms for reporting misconduct both
confidentially and non-confidentially, and the provisions for non-retaliation against such reporters.

The AIP also requires all the aforementioned individuals to sign and abide by the principles contained in the Athletics Code of Conduct. The Code of Conduct contains provisions prohibiting behaviors that compromise or demean the dignity of individuals with whom I compete or threaten the physical and mental health of members of the University Community. All coaches are signing parties of this Code.

**Big Ten Standards on Institutional Governance and Dispersion of Oversight**
Consistent with practices that have been adopted across the Big Ten, as part of the Conference’s published standards on Institutional Governance of Intercollegiate Athletics, Penn State has also established additional external lines of review on matters involving human resources, finance and budget, NCAA and Big Ten Compliance, sports medicine, and academic support, with the individuals responsible for each having either full or partial reporting relationships to other divisions of the University outside of ICA.

**Policy Oversight**
The task of establishing policies against coaching abuse and educating student-athletes regarding reporting of inappropriate behavior is one then that is shared jointly by ICA with several other University offices including: Ethics and Compliance- the unit housing both the AIO and the Athletics Compliance Office, the Office of General Counsel, the Office of Risk Management, the Office of Sexual Misconduct, Prevention and Response (OSMPR), and Title IX.

**Investigating and Adjudicating Complaints from Student-Athletes**
The foregoing charges the AIO with responsibility for reviewing all situations which may involve breach of a Penn State administrative directive or provision of the Athletics Code of Conduct. The AIO may become aware of such an allegation in a variety of ways including: a report from ICA, a direct report from a student-athlete, the result of another investigation or a call from the hotline, detailed below. The AIO also receives reports from sports medicine, the Office of Student Conduct, and the University Police.

**Compliance Hotline and/or Compliance Office**
At the beginning of each year student athletes meet with the Athletics Compliance Office, discuss NCAA rules, University Policies, ICA policies, and learn the variety of avenues they have to report any type of wrongdoing. This is an annual meeting for all student-athletes. The students learn about the Compliance Hotline, our Athletics Integrity Officer (AIO), and other support areas available to them (i.e. their sport administrator, sport medicine professional, etc.).

**Sport Administrators**
Each sport administrator meets with their teams at the start of the year to discuss expectations and their role as a sport administrator. This meeting includes communicating to student athletes that the role of the sport administrator is to be available to student athletes should they have issues and concerns. Sport administrators attend practices, meet with student athletes, coaches, and others affiliated with the program on an on-going basis.
Sport administrators are responsible for the on-going evaluation of the program and the head coaches’ performance in collaboration with Athletic Director at the end of the year.

**Athletics Integrity Officer (AIO)**
Student athletes are introduced to the AIO and their role at the start of each year in their AIP training. In addition, the AIO, when possible attends practices, workouts and competitions for a wide variety of sports throughout the academic year. The AIO, who is independent from the Department of Intercollegiate Athletics (ICA), is charged with reviewing complaints of inappropriate conduct toward student-athletes. As part of this role, the AIO maintains frequent and regular contact with the various stakeholders identified here, including Athletic Compliance; Sports Medicine; the Faculty Athletics Representative; and ICA leadership and individual sport administrators.

**Sports Medicine**
Each sport is assigned a sport medicine professional (trainer) who is at all practices and competitions and works closely with all the student athletes on the team. Our sport medicine professionals build strong relationships with student athletes and are often individuals that student athletes will confided in if they have personal issue or concerns. These individuals do not report to the Head Coach, but report to the Assistant Athletic Director for Sports Medicine. In turn, the Assistant Athletic Director of Sports Medicine reports to the Senior Associate Athletic Director for Student Athlete Performance, Health and Welfare.

**Annual Student Athlete Surveys**
Each student athlete completes an annual student athlete survey that covers a variety of areas. The areas include feedback on all coaches and support areas. The survey is anonymous and only identifies students by sport and year in school.

**Student Athlete Exit Interview Process**
All student athletes who leave a program (quit, cut, graduate, transfer, etc.) are invited to meet with their sport administrator to discuss the reasons for their departure, if appropriate, and provide feedback regarding the coaches, program and support for the program.

**Faculty Athletics Representative (FAR)**
At the start of each year, the FAR will introduce himself to student athletes and educate them on his role. He often attends competitions and practices when time permits.

**CAPS Mental Health Professional and Liaison**
An enhanced referral process has been established to ensure continuity of care for student-athletes experiencing mental health issues. Team physician, athletic trainer, and CAPS liaison to Intercollegiate Athletics work collaboratively to ensure appropriate communication and care strategy for student-athletes.

**People Involved with the Program that Do Not Report to the Coach**
- Sports Medicine professionals
- Weight Strength & Conditioning professionals
- Sports Nutrition professionals
Appendix I
09/17/19

- Student Athlete Welfare & Development professionals
- Applied Health & Performance Science professional
- Performance Psychology professional
- Faculty Partners
- Morgan Academic Center Counselors

Summary

The opportunities and resources for student athletes to share concerns and provide feedback are numerous. If a student athlete reaches out to any of the professionals mentioned, all are educated on what next steps would be involved. If it is an emergency or a student is in danger, athletics personnel are trained to follow university guidelines for emergency situations (per http://reporting.psu.edu).

If the concern or issue is not an emergency, communication with the Athletics Integrity Officer, Sport Administrator, and Director of Athletics are first steps. From there a determination about next steps and other offices and individuals that would need to be communicated with would happen through administrative consultation with the AIO. A determination of what office(s) would be involved in a review of the facts would also take place immediately. If the situation warrants it, an immediate action to suspend or remove a coach from practice and/or competition would take place. In a situation where students may not feel comfortable with speaking to one of the representatives listed in this document, student athletics are encouraged to contact the Ethics and Compliance hotline during training at the beginning of each academic year. A report to the hotline alerts the AIO to investigate further and discuss with appropriate athletic personnel.

TO MAKE A REPORT

A summary of types of misconduct and how to report is available at http://reporting.psu.edu.

If at any point you are unsure where to report a non-emergency, you may contact:

- The Office of Ethics and Compliance, Monday-Friday, 8 a.m.-5 p.m. ET: 814-867-5088
- The Penn State Hotline, 24/7: 800-560-1637 or http://hotline.psu.edu.
- Athletics Compliance Office 814-863-8048
- Athletics Integrity Officer 814-865-0722

Crime or emergency situation

- Contact the campus police or security office
- In an emergency, dial 911
- Penn State has established a Responsible Action Protocol in response to the University Park Undergraduate Association's campaign for a medical amnesty policy. Effective
January 2018, the Responsible Action Protocol was updated and now reflects the following:

- The criteria which invoke the Protocol are:
  - A student seeks medical assistance for himself or herself when experiencing an alcohol or drug overdose or related problems
  - A student seeks medical assistance for a peer suffering from an alcohol or drug overdose or related problems
  - A student suffering from an alcohol or drug overdose or related problems, for whom another student seeks assistance, will also not be subject to conduct action for alcohol violations.

**Suspected ethical or policy violations**

(including fraud, theft, conflict of interest, abusive or intimidating behavior, retaliation, athletics integrity or NCAA compliance)

- Report employee misconduct to your supervisor or HR Strategic Partner (http://ohr.psu.edu/content/hr-strategic-partner-and-consultant-directory)
- Report student misconduct to the Office of Student Conduct at http://studentaffairs.psu.edu/conduct or 814-863-0342.
- Use the Penn State Hotline at 1-800-560-1637 or http://hotline.psu.edu. Both are anonymous and available 24/7

**Child abuse, including child sexual abuse**

- Contact the Pennsylvania Child Welfare Services "ChildLine" at 800-932-0313 or https://www.compass.state.pa.us/cwis
- If the child is in immediate danger, dial 911 first
- You must also email AD72@psu.edu communicating that a report has been made. For more information on AD72 (Reporting Suspected Child Abuse), see https://policy.psu.edu/policies/ad72
- Further details can be found in the Building a Safe Penn State: Reporting Child Abuse training available on the Learning Resource Network at http://lrn.psu.edu

**Behavioral threat**

- To report a Behavioral threat at Penn State, this is the information: these are rare emergency conditions that will mobilize a University wide response.
- https://btmt.psu.edu/
- But in the observation of an emergency, individuals are advised to call 911 immediately

SENATE COMMITTEE ON INTERCOLLEGIATE ATHLETICS 2018-2019
• Sandy Barbour
• Terry Blakney, Vice Chair
• Robert Boland
• Alexis Burke
• Wendy Coduti
• Dwight Davis
• Frank Guadagnino
• Charmelle Green
• Galen Grimes
• Meredith Handley
• Lynn Holleran
• Todd LaJeunesse
• Andrew Miles
• Russell Mushinsky
• Robert Pangborn
• Daniel Perkins
• Dennis Scanlon
• Mark Stephens, Chair
• Cynthia Stifter
• Matthew Stolberg
• James Strauss
• Michael Tyworth
State of Undergraduate Research at Penn State

Penn State has a long history of student participation in undergraduate research. In fact, undergraduate research is promoted and supported in every college and on every campus in the university through financial support, promotion of experiences, and research presentation opportunities.

In August 2012 a special Senate Task Force on Undergraduate Research was formed and charged to investigate the undergraduate research scope at Penn State, to identify best practices for undergraduate research, and make recommendations for the future of undergraduate research at Penn State. The task force completed and submitted an extensive report in April 2013 that defined three possible “Roadways for Penn State undergraduate research.” Attempts have been made to follow some of the recommendations (establishment of a website to serve as a central resource for promoting research opportunities for students, and establishment of staff positions to support students and faculty within units and research institutes) with varied levels of success. The Special Committee on Engaged Scholarship, established in 2016 and reporting in April 2017, identified undergraduate research as a key opportunity type within student engagement. The current efforts of the Student Engagement Network (SEN) with the student grant program, the ongoing development of the SEN portal, and efforts to establish an effective and insightful assessment system are significant initiatives that have the potential to enhance the undergraduate research experience for undergraduates at Penn State.

In Winter 2017 Penn State, through financial support of the Offices of the Vice Presidents for Commonwealth Campuses and Undergraduate Education, became an enhanced institutional member in the Council for Undergraduate Research (CUR), the leading undergraduate research organization in the country. Membership at this level makes it possible for all faculty, staff, students, and administration to access free individual memberships in CUR. The membership provides the means for participation in the national discussion on undergraduate research through publications, institutes, conferences, and webinars.

In an effort to establish best practices for promotion of undergraduate research, partially in response to the expressed needs of students, the University Fellowships Office and the University Libraries have recently launched new efforts to assist students in familiarizing themselves regarding undergraduate research and receiving guidance on the process of finding opportunities. One of the advantages in this approach is the establishment of relationships between students and the personnel of the fellowships office and libraries that have shown to be effective in increasing fellowship award recipients at other institutions.
Penn State does not currently have a means for the collection and reporting of the extensive undergraduate research activities of students on campuses, or within the colleges and institutes. The identification of students participating in paid research (internally or externally funded) and volunteer research, as well quantitatively establishing projects, are virtually impossible. To address these areas, the Office of Undergraduate Education established a faculty fellowship for undergraduate research for the 2019-2020 academic year. Lara LaDage, associate professor of biology at Penn State Altoona, has recently been appointed to this position. In addition to working on these projects, Dr. LaDage will assist in the updating of the undergraduate research website (https://undergradresearch.psu.edu/) and provide additional leadership, in partnership with Caitlin Ting, director of the University Fellowships Office, in developing promotional and informational opportunities for students seeking to learn more about undergraduate research.

2018-2019 Student Participation in University-wide Programs Provided through the Office of Undergraduate Education

Medical Student Research at Penn State

Dr. George Harrell, the founding Dean of the Penn State College of Medicine, established the Medical Student Research (MSR) program as an integral part of the curriculum from the founding of the College of Medicine in 1967. This program was unusual for a medical school at the time, and has served to differentiate the Penn State College of Medicine from the majority of medical schools. The purpose of the MSR program is to promote, through a mentored research project, the development and application of critical thinking and problem-solving skills that are fundamental to the integration of medical science and clinical care.

Each student is expected to participate in a mentored research project sometime during medical school. Students gain an understanding of the research process, limitations and variability of data, and the translation of research and critical thinking skills to clinical practice. We expect our students to be able to articulate a relevant research question, decide on appropriate methods to address the question, collect and analyze the data, reach proper conclusions, and write a scientific report summarizing their work, including implications for further inquiry and/or clinical practice.

Medical students are strongly encouraged to pursue their individual interests in choosing a health related research project. Projects have been performed in education, behavior, quality improvement, health systems science, nutrition, basic science, clinical science and social science using qualitative, quantitative or mixed methods. Each student is required to submit a research proposal that describes the research question, its background and significance, and appropriate methods to address some aspect of the research question, as well as a research report that describes their work.

Students find projects by searching for faculty with research interests that match their interests (https://pennstate.pure.elsevier.com), by talking to advisors and other students, and by searching the list of potential projects posted by faculty on the MSR website (https://students.med.psu.edu/md-students/medical-student-research/finding-a-project/). Students can pursue projects at any campus of Penn State, as well as at other institutions. We encourage faculty from all campuses to submit potential health related research projects at this site. Most students participate in multiple research projects during medical school. Research can be
performed at any time in medical school. Most students pursue research during the summer
between their 1st and 2nd years, or as a research elective during their 3rd or 4th years.

Over the past 4 years there has been significant increases in the number of publications with
students as authors in the PubMed database, the number of meeting abstracts, and student
participation and satisfaction levels. We rank above the 90th percentile for all medical schools for
these criteria, and strong research experiences are a contributing factor in students finding the
residencies and fellowships of their choice.

The MSR program has a number of fellowships and scholarship awards as well as work study
funds to support student research, Travel funds are available to support students who attend
meetings to present their research. Please visit the MSR website or contact Dr. Ira Ropson,
Assistant Dean for Medical Student Research, for more information.
State of Undergraduate Research at Penn State

- Long history of undergraduate research participation
- Senate Task Force on Undergraduate Research (April 2013)
- Special Committee on Engaged Scholarship (April 2017)
- Enhanced Institutional Membership in Council for Undergraduate Research (CUR) since February 2017
- University Fellowships Office and University Libraries
- Undergraduate Research Faculty Fellow, Lara LaDage
**2019 Erickson Summer Discovery Grant**

- 208 total applicants
  - 52 applicants from 14 Commonwealth Campuses (25%)
  - 156 applicants from 12 University Park Colleges (75%)

- 78 awards of $3500/each offered (72 accepted)
  - 20 awards representing 11 Commonwealth Campuses (25.64%)
  - 58 awards representing 7 University Park Colleges (74.36%)

Total Money Dispersed=$252,000
2019 Undergraduate Exhibition—April 17 in the HUB

3 Entry Events (317 projects, 403 student presenters)

1. Engagement Experience Poster Exhibition (11 am-1 pm)
   - 26 projects, 54 student presenters from 6 UP Colleges

2. Oral and Performance Presentations (4-7 pm)
   - 11 presentations, 12 student presenters from 2 Commonwealth campuses, World Campus, and 5 University Park colleges

3. Research Poster Exhibition (4-7 pm)
   - 280 posters, 337 student presenters from 11 Commonwealth Campuses and 8 University Park Colleges
2019 Undergraduate Exhibition—April 17 in the HUB

124 Volunteer Judges
- Faculty
- Emeriti Faculty
- Graduate Students
- Qualified Staff
- Administrators

18 Awards presented by Undergraduate Education
- 8 Library Excellence in Information Literacy Awards
- 3 Phi Kappa Phi Awards--Outstanding Presentations by Juniors
2018-2019 Travel Grants for Student Presentations

Matching Funds
- Department/Campus
- College
- Schreyer Honors College (if applicable)
- Undergraduate Education

Awards for Domestic Conferences and Presentations
- 115 projects, 149 students awarded from 15 Commonwealth Campuses
- 100 projects, 112 students awarded from 8 UP Colleges

2018-2019 Travel Grants for Student Presentations

Matching Funds provided by:
- Department/Campus
- College
- Schreyer Honors College (if applicable)
- Undergraduate Education

Awards for Domestic Conferences and Presentations
- From 15 Commonwealth Campuses
  - 115 projects
  - 149 students awarded
- From 8 UP Colleges
  - 100 projects
  - 112 students awarded
2018-2019 Travel Grants for Student Presentations

Awards for International Conferences and Presentations
- 7 projects, 10 students awarded from 5 Commonwealth Campuses
- 10 projects, 18 students awarded from 4 UP Colleges

Total Travel Awards
- 232 projects, 289 students
- Total of awards from Undergraduate Education=$67,616
- Average award/student from Undergraduate Education=$259
Summary Observations

1. Participation has increased in all programs over past several years
2. While numbers are encouraging, they represent a very small percentage of the entire undergraduate population
3. Quantitative and qualitative assessment is needed
4. Efforts continue to develop ways to support faculty in providing more undergraduate research opportunities, especially for under-served, under-represented, and first-generation students
The Penn State College of Medicine
Medical Student Research Program

Ira J. Ropson, Ph.D.
Assistant Dean of Medical Student Research
Associate Professor of Biochemistry and Molecular Biology

September 17, 2019

History

- Dr. George Harrell, the founding Dean of the Penn State College of Medicine, established the principle that student research is an integral part of our medical school's curriculum.
- Starting with the Class of 2017, all medical students must participate in a research project during medical school. Prior to 2017 research performed as an undergraduate could fulfill the requirement.

Purpose

- Students participate in the research process, and recognize the limitations and variability of data.
- Appreciate the application of research to clinical practice.
- Understand how the practice of Medicine changes, and how research drives those changes.
- Helps the student stand out in their residency and fellowship applications.
The Medical Student Research Project

Students choose a project that interests them! Their research question determines the best data collection and analysis methodology for that research, whether qualitative (hypothesis generating) or quantitative (hypothesis testing) or mixed.

Student Responsibilities

- Select a research question and advisor. Some student research questions are completely original. Most are part of a larger research project that the advisor has been exploring.
- Submit a research proposal that describes the research question, the background and significance of the question, and appropriate methods that address some aspect of the research question.
- Complete the research and analyze the data.
- Write an MSR report in the form of a manuscript that could be submitted to a journal in that field. The report does not need to be actually submitted to the journal. This is research, and the work may not be publishable. It is the effort and the experience that counts!
How do Students Find a Project?

- Projects on our website (search for Penn State and MSR).
  https://students.med.psu.edu/md-students/medical-student-research/finding-a-project/.
- Students have completed projects at the main campus and other affiliated sites.
- Students have completed projects at other institutions (NIH, CDC, other medical schools, hospitals, clinics or with people they worked with as an undergraduate).
- Faculty can submit potential projects at the same website.

### Summary of MSR Outcomes

<table>
<thead>
<tr>
<th>Year of Graduation</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>MRD Completed Statistics</td>
<td>130</td>
<td>135</td>
<td>137</td>
<td>127</td>
<td>140</td>
</tr>
<tr>
<td>Number of Students in Class - excluding MD/PhD</td>
<td>130</td>
<td>135</td>
<td>137</td>
<td>127</td>
<td>140</td>
</tr>
<tr>
<td>Students with exempt status</td>
<td>28</td>
<td>28</td>
<td>33</td>
<td>19</td>
<td>5</td>
</tr>
<tr>
<td>Students with completed MSR requirement</td>
<td>112</td>
<td>109</td>
<td>104</td>
<td>117</td>
<td>136</td>
</tr>
<tr>
<td>Students with publications in PubMed</td>
<td>62</td>
<td>69</td>
<td>76</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publications in PubMed for entire class</td>
<td>201</td>
<td>190</td>
<td>157</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publications in PubMed with student as first author</td>
<td>41</td>
<td>58</td>
<td>55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students who were first authors</td>
<td>30</td>
<td>40</td>
<td>43</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated number of meeting abstracts</td>
<td>200-250</td>
<td>200-250</td>
<td>250-300</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Graduate Questionnaire Responses – (Percentiles)

<table>
<thead>
<tr>
<th>National Percentiles 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>14b. Research project with faculty member</td>
</tr>
<tr>
<td>14c. Authorship of a peer-reviewed publication (could be published abstract)</td>
</tr>
<tr>
<td>14d. Authorship of a peer-reviewed oral or poster presentation</td>
</tr>
</tbody>
</table>

Counted publications include literature reviews, systematic reviews, case reports, research articles and letters. We rank in the top 15% of all medical schools in research participation, the number of publications and abstracts, and student satisfaction with their research experience.
Contact Information

- WEB site – Just Google MSR and Penn State
  http://students.med.psu.edu/md-students/medical-student-research/

- Renee Seibel - MSR Administrator
  msr@pennstatehealth.psu.edu
  ext. 280809
  CG603

- Dr. Ira Ropson – Assistant Dean of Medical Student Research
  iropson@pennstatehealth.psu.edu
  ext. 4064
  C5736B

SENATE COMMITTEE ON RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

- Andrew Carleton
- James DiPerna
- John Hanold
- Kathleen Hodgdon
- Janet Hughes, Vice Chair
- Kathleen Keller
- Joshua Lambert
- Dongwon Lee
- Siela Maximova
- Anna Mazzucato
- Alan Rieck
- Ira Ropson
- Gregory Shearer, Chair
- Mary Shenk
- Fariborz Tavangarian
- Baily Thomas
- Regina Vasilatos-Younken
- Ming Wang
- Lora Weiss
- Candice Yekel
• Qiming Zhang
• Arturo Zilleruelo
• Christopher Zorn
Chair Rowland called the meeting to order at 1:30 p.m. on Tuesday, August 27, 2019, in 102 Kern Graduate Building.

The minutes of the April 7, 2019 meeting were approved with one correction.

ANNOUNCEMENTS AND REMARKS

Chair Rowland began by informing councilors of their responsibility to Senate Council and their home unit. According to our Bylaws, Article II, section (i):

“Individual Senate Council members play a critical role in communicating Faculty Senate issues and legislative decisions back to their units of origin. To facilitate these important communications, best practices for Senate Councilors include organizing caucuses with their unit membership, creating regular electronic communications of Senate activities and sending these communications to their Academic Unit Faculty Leaders, Senators and Administrators, and speaking about Faculty Senate activities at unit governance meetings. It is expected that Senate Councilors will embrace their leadership role and actively serve as a communication conduit back to the academic unit they represent.”

Chair Rowland then reported from the faculty advisory committee meeting held that morning. The topics included:

1. Updating the guidelines for letters in Immediate Tenure dossiers.
2. Rejected applications for long-term disability leave.
3. Options for enabling students to meet University writing standards.
4. Update on signage indicating that Penn State campuses are smoke-free.
5. Signage pertaining to how people with disabilities can get into buildings at Penn State.
Remarks from the Chair

Chair Rowland explained that each of the Senate committees has been asked to consider how the One Penn State 2025 initiative will affect their committee work. Senate Leadership is in regular conversation with the executive implementation committee.

The revisions to the governing documents of Graduate Council have been completed and are on the agenda today. The first faculty chair of Graduate council, Ken Davis, Professor of Atmospheric and Climate Science is here as our guest.

The Senate will devote significant time and attention to the matter of sustainability this year. There will be a scenario planning expert from Denmark working with us in a joint effort of the Senate and the sustainability institute.

Chair Rowland announced that the Senate Council Subcommittee on External Matters has been appointed. The 2019-2020 committee will be chaired by Immediate Past Chair Michael Bérubé and include continuing members Mohamad Ansari, Janet Hughes, and Lisa Posey, as well as new members Bonj Szczygietl and Josh Kirby.

Vice Presidents’ and Vice Provosts’ Comments

Provost Nick Jones reviewed the executive searches that had wrapped up this spring and summer, including Clarence Lang the new Dean for the College of the Liberal Arts and Danielle Conway at Dickinson Law. Kimberley Lawless, Associate Dean for Research in the College of Education at the University of Illinois at Chicago, has been named Dean of Penn State’s College of Education starting September 1st. Don Welsh has been appointed acting Vice President for Information Technology and chief information officer. The Penn State Health Board of Directors has appointed Stephen M. Massini to the role of chief executive officer for Penn State Health. Kevin Black has been named Interim Dean of the College of Medicine.

Nineteen clinical trials were suspended at the cancer institute. Human Subjects is working to get the issues address and to lift the sanctions. Examity, an exam proctoring system, has been found to have security gaps on three separate occasions. A new group is being formed to explore other options.

Provost Jones discussed the issue of residency requirements required to pay the Pennsylvania tuition rate. These will be changed so that students who attend and graduate from a PA high school and have at least two years with a permanent address in PA can qualified to pay Pennsylvania tuition rates. This could clarify that DACA students who are PA residents meet the requirements. He also discussed his response to the Senate request to reduce the late fees that can
burden students and prevent them from continuing school. Now late fees will be applied only for the semester in which the student accrues the fee.

**Vice Provost for Faculty Affairs, Kathy Bieschke** announced that the Jennifer Hamer has been named Penn State first Associate Vice-Provost for Faculty Affairs-Faculty Development. The searches for Vice Provost for Global Programs and the Dean of the College of Arts and Architecture were recharged. Bobby Korner and Rob Crane have agreed to stay on.

**Rob Pangborn, Vice President and Dean for Undergraduate Education** announced that paid accepts for University Park are currently up 325 to 8,666 compared to 8,341 last year. 8,512 students had attended New Student Orientation (NSO) as of 8/19, up 301 compared to the 8,211 attending last year. International paid accepts at UP are 761 compared to 888 last year (down 128 or 14%). Paid accepts for the Commonwealth Campuses are up 117 over last year at 8,001. International paid accepts are 864 compared to 1,074 last year (down 210 or 20%).

The Office of Student Aid made the first disbursement of Fall 2019 aid amounting to $344 million on Friday, August 16. The Provost Awards for 200 students who did not meet the renewal requirement have been renewed anyway, with a new retention requirement for the next year that will provide an incentive to improve on their academic record so far.

Clark Brigger resigned as of August 16 to become the Executive Director of Admissions at University of Colorado – Boulder. Vince Timbers, currently Director of Information Systems and Research in the UAO, is the Interim Director of Admissions; Yvonne Gaudelius will provide support from the Office of the VP & Dean for UE as the Interim Executive Director of Admissions.

The position of Assistant Vice President for Undergraduate Education and Executive Director of Undergraduate Admissions has been posted for several weeks. A search committee chaired by Jeff Adams has be appointed and a charge meeting is scheduled for next Friday, 8/30.

**Vice President, Madlyn Hanes** announced the that Dave Callejo Pérez has joined her office as the new Associate Vice President and Senior Associate Dean for Academic Programs. In his new role at Penn State, Callejo Pérez will facilitate curriculum and academic program development at Penn State’s Commonwealth Campuses, including strategic program planning, implementation and assessment, in partnership with campus and college leadership, University Faculty Senate, and other central offices of the University.

The search for a chancellor for Penn State Brandywine is continuing and Cynthia Lightfoot is continuing as interim. Collaborative programs continue to be a focus of the campuses and Elizabeth Wright from Hazelton will be helping with those efforts.

**Senate Officers:** no comments

**Executive Director, Blasko.** Reci Grabowski has been hired to replace Patti Hoppes who has retired. She will be beginning next week, please welcome her to the Senate.
Some changes will be made to the Senate seating this year. Additional chairs will not be added to the back of the room as it makes it difficult to enter and exit the room and could be dangerous in case of an emergency. All senators will be asked to sit in their assigned seats. There was a discussion of whether assigned seats are necessary and chair Rowland has decided that for this year the practice will continue. Those with physical limitations should contact the senate office for accommodations.

ACTION ITEMS

Senate Council approved revisions of the governing documents for the graduate school based on the recommendation of the Unit Constitution Committee chaired by Secretary Judy Ozment.

The University Faculty Senate has a consultative and advisory role on the academic impact of proposals that involve the establishment, reorganization, naming or discontinuation of academic organizational units. Senate Council reviewed a request from the Provost for consultation on a name change of the Milton S Hershey Medical Center and Penn State College of Medicine, from the Department of Psychiatry to the Department of Psychiatry and Behavioral health. Senate committees on Faculty Affairs and Curricular affairs were consulted and had no concerns. Senate Council voted that the proposal be implemented as described in the documents.

There were four P4 proposals for program closures that we approved by Senate Council after consultation with the Faculty Affairs and Curricular Affairs Committee.

- P4 closure of the Biology Minor, Penn State Erie, the Behrend College
- P4-Closure of the Chemistry Minor at Penn State Erie, the Behrend college
- P4-Closure of the Management Minor at Penn State Erie, the Behrend college
- P4-Closure of the Associate in Mining Technology
- P4-Closure of the Bachelor of Arts in Information Sciences and Technology

Editorial Changes. Senate Council approved a request from the Senate Committee on Committees and Rules for five editorial changes. According to the approved process they will be posted to the Senate webpage for five days after the meeting and if no objections are made corrected in the Senate governing documents.

Discussion Items

Senate Office recently received a request from the Chair of the Coalition of Inter-collegiate Athletics asking the Faculty Senates of Universities across the nation to provide feedback to the NCAA recent efforts to defend the “amateur athlete model” in court. A brief survey was also sent to all senators, this feedback was collated by the Chair Rowland and sent to the COIA chair for the NCAA working group. The Chair’s letter has been posted to the Senate website. [https://senate.psu.edu/files/2019/09/PSU-Reponse-to-COIA-and-NCAA-2019.pdf](https://senate.psu.edu/files/2019/09/PSU-Reponse-to-COIA-and-NCAA-2019.pdf)

GRADUATE COUNCIL. Kent Vrana is the new graduate council representative to Senate Council. As he was unable to attend previous meetings he asked for those minutes to be included in the agenda. Graduate Council will have their next meeting of this academic year on Wednesday, September 26, 2019.
SENATE AGENDA ITEMS FOR September 17, 2019

Note that in the April Senate Council meeting we approved three reports for the September Senate Agenda, Report on Educational Equity in the Academic Curriculum, [10 minutes allocated for presentation and discussion], Report on Equity for Learning Support for Commonwealth Campuses vs. University Park (Web Presentation), and Avenues for Student-Athletes to Report Concerns or Abuse by Coaches, [10 minutes allocated for presentation and discussion]

LEGISLATIVE REPORTS: None

ADVISORY/CONSULTATIVE REPORTS

The Senate Committee on University Planning entitled “Faculty Workspace Standards.” A motion to place the report on the agenda was made by a Szczygiel/Eckhardt motion. After discussion it was decided that report should be sent back to committee for additional work with the Faculty Affairs Committee.

INFORMATIONAL REPORTS

Senate Committee on Faculty Benefits. “Report on Survey of Employee Satisfaction with Aetna/CVS Caremark results.” A motion to place the report on the agenda was made by an Eckhardt/M. Jones motion. The presenters were allotted 20 minutes for presentation and discussion.

The Senate Committee on Research, Scholarship, and Creative Activity. It is titled, “Undergraduate and Medical Student Research Opportunities and Initiatives.” A motion to place the report on the agenda was made by a King/Szczygiel motion. Ten minutes were allotted for presentation and discussion.

Senate Council. One Penn State 2025 Vision and Guiding principles. This report was placed on the agenda by a King/Eckhardt motion. Council voted unanimously reorder the agenda to place this special informational report after the President’s and Provost’s comments in the agenda. Twenty minutes was allotted for presentation and discussion.

On a King/Ozment motion, The Agenda for the September 17, 2019 Senate meeting was approved. Chair Rowland thanked Council members for their attendance and participation. The meeting was adjourned at 4:03.

Dawn G. Blasko, Executive Director
Date: September 10, 2019

To: All Senators and Committee Members

From: Dawn Blasko, Executive Director

Following is the time and location of all Senate meetings September 16 and 17, 2019. Please notify the University Faculty Senate office and committee chair if you are unable to attend.

MONDAY, SEPTEMBER 16, 2019

3:00 p.m. New Senator Workshop - 102 Kern Graduate Building
6:30 p.m. Officers and Chairs Meeting – 102 Kern Graduate Building
8:15 p.m. Commonwealth Caucus Meeting – 102 Kern Graduate Building

TUESDAY, SEPTEMBER 17, 2019

8:00 a.m.
   Intercollegiate Athletics – 102 Burrowes Building

8:30 a.m.
   Committees and Rules – 201 Kern Graduate Building
   Curricular Affairs – 102 Kern Graduate Building
   Educational Equity and Campus Environment – 315 Grange Building
   Faculty Affairs – 202 Hammond Building
   Faculty Benefits – 214 Business Building
   Intra-University Relations – 504 Agricultural Sciences and Industries Building
   Libraries, Information Systems, and Technology–510A Paterno
   Outreach – 114 Kern Building
   Research, Scholarship, and Creative Activity – 502 Keller Building
   University Planning – 424 Ag. Administration Building
9:00 a.m.
Admissions, Records, Scheduling, and Student Aid – 203 Shields Building
Education – 110C Chandlee Lab
Global Programs – 412 Boucke Building
Student Life – 409H Keller Building

11:00 a.m.
Student Senator Caucus – 114 Kern Building

11:15 a.m.
Commonwealth Caucus Meeting - Nittany Lion Inn-Alumni Lounge

1:30 p.m.
University Faculty Senate – 112 Kern Graduate Building
Date: September 10, 2019  
To: Commonwealth Caucus Senators (includes all elected campus senators)  
From: Rosemarie Petrilla and Michael Bartolacci, Caucus Co-chairs

**MONDAY, SEPTEMBER 16, 2019 – 8:15 PM**  
**102 KERN BUILDING**

*Michele Hasell, Guest Speaker*  
Assistant Director of the Sustainability Institute

**Topic:**  
*Sustainability at Penn State*

**Zoom Connectivity Information:**  
Join from PC, Mac, Linux, iOS or Android: [https://psu.zoom.us/j/384648300](https://psu.zoom.us/j/384648300)  
Or iPhone one-tap (US Toll): +16468769923,384648300# or +16699006833,384648300#  
Or Telephone:  
Dial: +1 646 876 9923 (US Toll), +1 669 900 6833 (US Toll)  
Meeting ID: 384 648 300  
International numbers available: [https://zoom.us/u/bWAGfK2hj](https://zoom.us/u/bWAGfK2hj)  
Or an H.323/SIP room system: H.323:  
162.255.36.11 (US East)  
Meeting ID: 384 648 300  
SIP: 384648300@zoomrc.com

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**TUESDAY, SEPTEMBER 17, 2019 – 11:15 AM**  
**ALUMNI LOUNGE, 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