THE PENNSYLVANIA STATE UNIVERSITY

The University Faculty Senate

AGENDA

Tuesday, April 28, 2020

Via ZOOM at 1:00 p.m
Connection Information: – https://psu.zoom.us/s/94465128088 OR
Number to call: 312-262-6799 or 646-876-9923, Meeting ID: 944-6512-8088

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 March 17, 2020 Meeting in The Senate Record 53:5

B. COMMUNICATIONS TO THE SENATE

Senate Curriculum Report of April 7, 2020 Appendix A

C. REPORT OF SENATE COUNCIL - Meeting of April 7, 2020

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

Senate Council

Student Perspectives on Sustainability Appendix D

Sustainability in the University Context and Beyond Appendix E

G. FORENSIC BUSINESS

None
H. UNFINISHED BUSINESS

Faculty Senate Climate Action Resolution  Appendix C

I. LEGISLATIVE REPORTS

Senate Committee on Admissions, Records, Scheduling, and Student Aid

Changes to Senate Policy 60-10: Concurrent Majors Program  Appendix F

Senate Committee on Admissions, Records, Scheduling, and Student Aid

Creation of Senate Policies 01-99, 42-83, and 83-99  Appendix BB

Senate Committee on Committees and Rules

Revision to Bylaws, Article IV Committees, Section 1  Appendix G

Revisions to Standing Rules, Article II, Section 6(n), Committee on Student Life  Appendix H

Revisions to Standing Rules Article III, Other Functions of the Senate, Section 4  Appendix I

Senate Committee on Intercollegiate Athletics

Revisions to Senate Policy 67-30, Division III and PSUAC - Athletic Competition (non-University Park), IV Athletic Schedules  Appendix L

J. ADVISORY/CONSULTATIVE REPORTS

Senate Committees on Admissions, Records, Scheduling, and Student Aid; Curricular Affairs; Education; Educational Equity and Campus Environment; Faculty Affairs; Intra-University Relations; and Student Life

Enhancing Academic Advising Across Penn State  Appendix M

Senate Committee on Faculty Affairs and Intra-University Relations

Revisions to AC-13 Recommended Procedure for Hiring New
K. INFORMATIONAL REPORTS

Senate Council

Freedom of Speech and College Campuses  Appendix B
[15 minutes allocated for presentation and discussion]

Senate Committee on Admissions, Records, Scheduling, and Student Aid

Annual Report on High School Students Enrolled Nondegree*  Appendix O

Senate Committee on Faculty Benefits

Faculty Salary Report  Appendix P
[10 minutes allocated for presentation and discussion]

Faculty Raises Versus Increases in Faculty Spending on Health Care 2013-2018  Appendix Q
[5 minutes allocated for presentation and discussion]

Report on Child Care at Penn State University  Appendix R
[5 minutes allocated for presentation and discussion]

Senate Committee on Global Programs

Explore Treatment of International Students  Appendix S
[10 minutes allocated for presentation and discussion]

Senate Committee on Intra-University Relations and Faculty Affairs

Promotion Flow Report  Appendix U
[5 minutes allocated for presentation and discussion]

Senate Committee on Libraries, Information Systems, and Technology

IT Sustainability Initiatives  Appendix V
[10 minutes allocated for presentation and discussion]
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, September 15, 2020, 1:00 p.m., Room 112 Kern Graduate Building.

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.
The next meeting of the University Faculty Senate will be held on Tuesday, September 15, 2020, 1:00 p.m., Room 112 Kern Graduate Building.

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:    April 8, 2020
TO:       Nicholas Rowland, Chair, University Faculty Senate
FROM:    Mary Beth Williams, Chair, Senate Committee on Curricular Affairs

The Senate Curriculum Report dated April 7, 2020 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 May 7, 2020.

The Senate Curriculum Report is available on the web and may be found at: http://senate.psu.edu/curriculum/senate-curriculum-reports/
As vice president and general counsel for Penn State, Stephen Dunham leads a team of attorneys in providing legal advice and representation to the Board of Trustees, the President, and other administrators in their capacity as agents conducting University business. In this presentation to the University Faculty Senate, Stephen Dunham will speak about freedom of speech in the context of contemporary college campuses.

Senate Council

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FACULTY SENATE CLIMATE ACTION RESOLUTION

Brandi Robinson, College of Earth and Mineral Sciences

(Legislative)

Officially endorsed upon a majority vote of the University Faculty Senate

Background

On March 17, 2020, two days after the return from Spring Break, the University Faculty Senate met for the first time in a completely remote environment. During the final request for “new business,” a motion was made by Senator Brandi Robinson for the Senate to consider a “Faculty Senate Climate Action Resolution,” which was subsequently seconded. Matters of new business, barring a suspension of the rules, are then considered by Senate Council for inclusion into the next plenary meeting as a matter of “unfinished business.” On April 7, 2020, Senate Council convened to discharge the duty of preparing the Senate Agenda for the following plenary meeting wherein the “Faculty Senate Climate Action Resolution” gained a majority vote, in this case, a unanimous vote, in favor of appearing on the April 28, 2020, Senate Agenda.

The authors of this resolution are Senator Brandi Robinson, a faculty member and adviser for the Bachelor of Arts degree in Energy and Sustainability Policy in Penn State’s Department of Geography, and Dr. Peter Buck, the Academic Programs Manager at Penn State’s Sustainability Institute. Both Senator Robinson and Dr. Buck have experience writing sustainability-based resolutions. Additionally, Senator Robinson, our Vice Chair of Educational Equity and Campus Climate, has conducted research on local-scale mitigation of greenhouse gas emissions, specifically using the University Park campus as a case study. These authors are also grateful for consultation with and from the Senate Committee on University Planning, a committee that has devoted remarkable effort this academic calendar year toward sustainability efforts associated with the institution’s carbon footprint, among other achievements.

Also, for sake of context: On March 17, 2020, during the final request for “new business,” the Senate also received two additional resolutions after receiving Senator Robinson’s, a draft resolution for an optional, alternative grading system for students and a draft resolution on the use of SRTEs in a time of pandemic. While the “Faculty Senate Climate Action Resolution” was subsequently considered weeks later by Senate Council, the other resolutions were considered almost immediately in a Special Session of the Senate convened immediately after the Plenary Session adjourned. Some Senators have noted that they had virtually no recollection of the “Faculty Senate Climate Action Resolution” being motioned or seconded, and the extraordinary circumstances of the March 17, 2020, Plenary Session may be one reason why that is the case.
WHEREAS, the Paris Agreement\textsuperscript{1} agreed to hold the increase in the global average temperature to well below 2°C above pre-industrial levels, and to pursue greenhouse gas (GHG) mitigation efforts to limit the increase to 1.5°C above pre-industrial levels in order to prevent catastrophic harm to people and ecological systems on which life depends; and

WHEREAS, the 2019 Intergovernmental Panel on Climate Change (IPCC) \textit{1.5°C Report}\textsuperscript{2}, the U.S. Fourth National Climate Assessment\textsuperscript{3}, and the \textit{Global Risk Report 2020}\textsuperscript{4} of the World Economic Forum all conclude that climate disruption is a present danger to human health and well-being, to civil society especially poor and marginalized communities, to economies from the local to the global, and to life on Earth; and

WHEREAS, both the magnitude and speed needed to achieve reductions necessary to prevent dangerous human-induced warming urgently requires colleges and universities, all levels of government, the private sector, and civil society to rapidly develop strategies to achieve the Paris Agreement's warming limit goals; and

WHEREAS, any delay in reducing GHG emissions makes the Paris Agreement's warming limit goals much more difficult, if not impossible to achieve, and more expensive as existing GHG emissions levels are rapidly reducing the shrinking carbon budgets that must constrain total global GHG emissions to achieve said goals; and

WHEREAS, a growing number of organizations, including our peer Big 10 institutions the Ohio State University\textsuperscript{5}, University of Illinois\textsuperscript{6}, University of Maryland\textsuperscript{7}, University of Michigan\textsuperscript{8}, and Northwestern University\textsuperscript{9} have committed to GHG reduction targets and made plans to reach net zero or net negative GHGs as quickly as possible but no later than 2050; and

WHEREAS, the Constitution of the Commonwealth of Pennsylvania, Article 1, Section 27 guarantees that, "The people have a right to clean air, pure water, and to the preservation of natural, scenic, historic, and esthetic values of the environment. Pennsylvania's public natural resources are the common property of all the people, including generations yet to come. As trustees of these resources, the Commonwealth shall conserve and maintain them for the benefit of all the people;"\textsuperscript{10} and

WHEREAS, Pennsylvania contributes approximately 1% of global GHG emissions\textsuperscript{11}, which, according to the Commonwealth's Third Pennsylvania Climate Impacts Assessment\textsuperscript{12}, is affecting agriculture, energy, human health, infrastructure, recreation, water quality, forests, and other ecosystems in Pennsylvania, and human health and ecological systems around the world.

WHEREAS, Pennsylvania boasts a proud heritage of energy innovation and production and is also forward-looking to continue to innovate in the changing energy landscape.

WHEREAS, Pittsburgh\textsuperscript{13}, Philadelphia\textsuperscript{14}, Lancaster\textsuperscript{15}, and communities across Pennsylvania have resolved to act on climate change through their personnel, policies, and programs; and
WHEREAS, the Pennsylvania State University is the land grant university of the Commonwealth of Pennsylvania with a global mission committed to research, teaching, community engagement, service, and operational excellence; and

WHEREAS, Penn State is committed to empowering resilience to help individuals, our University community, and society to respond effectively to adversity and, even more impactfully, to “bounce forward,” creating new solutions in response to complex challenges of the 21st Century including anthropogenic climate change \(^{xvi}\); and

WHEREAS, Penn State has stated greenhouse gas (GHG) emissions reduction goals that are aligned with the Kyoto Protocol \(^{xvii}\); and

WHEREAS, Penn State President Eric Barron signed the “We Are Still In” pledge \(^{xviii}\) committing the University to do its part to meet the goals set forth by the 21st Conference of Parties to the United Nations Framework Convention on Climate Change in Paris (“the Paris Agreement”); and

WHEREAS, Penn State has reduced its GHG emissions 31.4% from 639,824 metric tons of carbon dioxide equivalent in 2005-06 to 439,230 metric tons of carbon dioxide equivalent in 2018-19 \(^{xix}\); and

WHEREAS, projected reductions will surpass 40% by mid-year 2020 when Penn State’s solar power purchase agreement goes into operation in Franklin County \(^{xx}\); and

WHEREAS, Penn State is a leading teaching and research university in the fields of low-carbon and renewable energy, carbon capture and sequestration, transportation, buildings and infrastructure, materials, food and agriculture, climate-related natural and social sciences, business, policy, law, the arts, humanities, and ethics with participation on local, state, national, and international climate-related research, teaching, and solution organizations; and

WHEREAS, Penn State has both a rich history of energy science and related engineering disciplines and a continued spirit of excellence entering a transformative period in our global energy economy.

WHEREAS, Penn State faculty are committed to ensuring a safe and just space for ourselves, our staff, our students and our children, future generations, and all of life on Earth.

NOW, THEREFORE, WE RESOLVE THAT:

1. The Faculty Senate shall immediately call on the University’s Senior Leadership to develop a University-wide Climate Action & Adaptation Plan that is grounded in the best available science and in principles of transparency, cooperation, equal participation, and justice, and focused on available solutions and the development of new solutions.
2. The Climate Action & Adaptation Plan should be aimed at both interim and long-range targets that aspire to achieve:
a. 100% reduction in purchased electricity-generated GHG emissions by 2030;
b. 100% or more reduction in net GHG emissions by 2050 based on 2005 levels through direct mitigation activities, carbon sequestration, and offsetting opportunities

3. The Climate Action & Adaptation Plan should include planning to adapt to the changes already happening in our local and national climate.

4. Significantly increase investment in academic, co-curricular, outreach, and research initiatives focused on climate science, solutions, and management that are grounded in a spirit of transdisciplinarity, collegiality, and active hope.

5. Engage peer institutions, government, the private sector, and civil society to raise awareness and identify courses of action to reduce the impacts of and embrace the opportunities created by anthropogenic climate change.

RESOLVED this 28th day of April, 2020.

i https://unfccc.int/process-and-meetings/the-paris-agreement/the-paris-agreement
ii https://www.ipcc.ch/sr15/
iii https://nca2018.globalchange.gov
iv https://www.weforum.org/reports/the-global-risks-report-2020
v https://fod.osu.edu/sites/default/files/ohio_state_climate_action_plan.pdf
vi https://icap.sustainability.illinois.edu
vii https://sustainability.umd.edu/progress/climate-action-plan
viii http://sustainability.umich.edu/carbonneutrality
xi https://cleanair.org/climate-change-policy/

xii https://www.pennfuture.org/Files/Admin/Pennsylvania-Climate-Impacts-Assessment-Update---2700-BK-DEP4494.compressed.pdf
xiii https://pittsburghpa.gov/dcp/climate-action-plan
xv https://www.cityoflancasterpa.com/climate/
xvi https://strategicplan.psu.edu/plan/executive-summary/
xvii https://sustainability.psu.edu/climate-action
xviii https://news.psu.edu/story/470755/2017/06/06/impact/penn-state-backs-open-letter-support-paris-climate-agreement
xix Graphic depiction here: https://sustainability.psu.edu/climate-action
xx Sic.
As a graduate Penn State University and current graduate student in Agricultural and Biological Engineering, Haley Stauffer examines biorenewable systems with a focus in risk assessment of bioenergy supply chains in the U.S., particularly those of switchgrass. In this presentation to the University Faculty Senate, Haley Stauffer will address the role that the University holds as an international leader in sustainability and climate action, placing an emphasis on identifying and acting on their true values and reconnecting with whom the establishment serves, their students.

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- Bonj Szczygiel
SENATE COUNCIL

Sustainability in the University Context and Beyond

(Informational)

Vice President of Sustainability at Perdue Farms, Steve Levitsky will address the Senate on matters of sustainability. Perdue Farms is an industrial food manufacturing firm that specializes in poultry, grain, and other consumer and industrial products. Recently, Perdue Farms and Penn State University partnered to create transformative changes to food and agriculture with special emphasis on incorporating social and environmental impacts during decision making.

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SENATE COMMITTEE ON ADMISSIONS, RECORDS, SCHEDULING
AND STUDENT AID

Changes to Senate Policy 60-10: Concurrent Majors Program

(Legislative)

Implementation: Upon approval by the Senate (and development of procedures when applicable)

Introduction and Rationale

During the implementation of LionPATH, some processes including the election of major programs and concurrent major programs moved to direct electronic submission. The presence of this new capacity in the software allowed for the discontinuation of the approval to admission to each major to occur separately, thus effectively removing the first step in the existing policy language. As a result, the language for Senate Policy 60-10 needs to be updated to reflect current practice.

Recommendation

The committee recommends revised wording for Senate Policy 60-10 Concurrent Majors Program to reflect current practices that became necessary with the implementation of LionPATH.

Revised Policy

60-10 Concurrent Majors Program

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].

1. [Delete] Approval for admission to each major must be obtained from the colleges and departments offering the majors. The approval document should include the list of courses that will satisfy the requirements for each of the majors. [End Delete] [Add] Majors are elected in LionPATH. Once an initial major is approved, the concurrent major will be requested in LionPATH and is sent to the Dean(s) of the College(s) of the current major and proposed concurrent major for approval. [End Add]

2. Whenever possible and with approval from the departments and colleges involved, courses may be used to meet the requirements of more than one major.

3. Each major for which the candidate has been approved elected will be listed on the candidate’s degree audit and transcript at the time of admission to that major. A separate Degree Audit will be generated for each major. For the purpose of enrollment and record keeping, each major will be treated equally.
4. Upon the completion of the Concurrent Majors Program, a candidate shall receive a diploma for each major.
5. A Concurrent Majors Program may be listed and described in official University publications if entrance and graduation requirements have been identified and approved by the academic units involved.
6. At the time of entry to major, not more than one of the candidate’s majors may be under administrative enrollment control.
7. Exceptions to any part of the policy require the approval of all deans and departments involved.

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60-10 Concurrent Majors Program

1. Majors are elected in LionPATH. Once an initial major is approved, the concurrent major will be requested in LionPATH and is sent to the Dean(s) of the College(s) of the current major and proposed concurrent major for approval.
2. Whenever possible and with approval from the departments and colleges involved, courses may be used to meet the requirements of more than one major.
3. Each major the candidate has elected will be listed on the candidate’s degree audit and transcript at the time of admission to that major. A separate Degree Audit will be generated for each major. For the purpose of enrollment and record keeping, each major will be treated equally.
4. Upon the completion of the Concurrent Majors Program, a candidate shall receive a diploma for each major.
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SENATE COMMITTEE ON ADMISSIONS, RECORDS, SCHEDULING, AND STUDENT AID

- Nathan Allerheiligen
- Michele Duffey, Chair
- Tracy Fausnight
- Deidre Folkers
- Katherine Garren
- Yvonne Gaudelius
- Edward Glantz
- James Jaap
• Robert Kubat
• Melissa Kunes
• Allen Larson
• Salvatore Marsico
• Ellen Maple
• Keith Nelson
• Maura Shea, Vice Chair
• Douglas Wolfe
• Isabella Webster
SENATE COMMITTEE ON COMMITTEES AND RULES

Revisions to Bylaws; Article IV, Committees, Section 1 and 2

(Legislative)

Implementation: Upon approval by the Senate

Rationale
Since the University Faculty Senate Constitution Article 1 Section IV authorizes Senate committees to act for and in the name of the Senate, voting on these committees should express the views of Senators. CC&R therefore recommends amending the Bylaws Article IV Section 1 to add consistency and clarity to the voting membership so that the same voting rules apply for standing and special committees as they do for plenary sessions. This further clarifies the rule in Section 2, which becomes redundant. This change will allow us to remove the confusing asterisks after some appointed members in the Standing Committees rules by clarifying that any senator, whether elected or appointed, has equal voting rights in any standing, special or plenary meeting.

Recommendations
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].

Recommended changes to Bylaws; Article IV, Section 1, Committees are as follows:

Bylaws Article IV – Committees

Section 1

The Senate shall determine its committee structure and composition with only the following stipulations:

(a) Any University personnel or any student of the University may be appointed to a committee.

(b) Chairs of Standing Committees must be elected faculty senators.

(c) [Add] The voting membership of Senate standing committees, special committees, and subcommittees consists of elected faculty, ex-officio, student, or appointed senators. [End Add]

[Delete] (c) [End Delete] [Add] (d) [End Add] A majority of the voting membership of a Senate standing or special committee must be elected faculty senators.

[Delete] Section 2
Persons who are appointed to committees and standing subcommittees who are also members of the University Faculty Senate have full voting privileges on the committee or subcommittee on which they serve whether elected faculty, ex-officio, student, or appointed senators.

Section [Delete] 3 End Delete [Add] 2 [End Add]*

All members of Standing Committees who are not members of the Senate shall have nonvoting privileges of the floor when the subject of discussion pertains specifically to the work of their respective committees.

*Sections 4, 5, and 6 become Sections 3, 4, and 5.

**Revised Policy/Policies (Clean Copy)**

Bylaws Article IV – Committees

Section 1

The Senate shall determine its committee structure and composition with only the following stipulations:

(a) Any University personnel or any student of the University may be appointed to a committee.

(b) Chairs of Standing Committees must be elected faculty senators.

(c) The voting membership of Senate standing committees, special committees, and subcommittees consists of elected faculty, ex-officio, student, or appointed senators.

(d) A majority of the voting membership of a Senate standing or special committee must be elected faculty senators.

Section 2

All members of Standing Committees who are not members of the Senate shall have nonvoting privileges of the floor when the subject of discussion pertains specifically to the work of their respective committees.

**SENATE COMMITTEE ON COMMITTEES AND RULES**

- Johnathan Abel
- Michael Berube
- Renee Borromeo
- Victor Brunsden, Chair
- Beth King
- Jeffrey Laman
- Binh Le
- Judith Ozment
- Nicholas Rowland
- Elizabeth Seymour
- Keith Shapiro
- Anne Taylor, Vice Chair
- Rodney Troester
- Kent Vrana
Introduction and Rationale

As we face the existential threats of climate change, biodiversity loss, and interrupted biochemical flows, Penn State students are poised to effect change that might reverse these trends. Many of our students have already taken the initiative to strive toward a more sustainable future. The Sustainability Institute is focused on the 17 Sustainability Development Goals that 192 countries have agreed upon to achieving a sustainable society. With over 100,000 students at any one time, students are an integral part of achieving these goals. The Sustainability at Penn State 2018-2019 Highlight Report includes many links between our students and sustainability including learning labs, student competitions, sustainability-relevant courses, and student organizations.

According to the report, there “are more than 100 student organizations that have committed to advancing one or more Sustainability Development Goals, with more than 15 organizations highly engaged and active in sustainability work, and hundreds more that touch sustainability throughout their activities.” Some of these groups include, but are not limited to:

- EcoReps
- Advanced Vehicle Team
- Beekeepers Club
- Engineers without Borders
- Sustainable Agriculture Club
- Students for Environmentally Enlightened Design
- Horticulture Club

The Council of Sustainable Leaders is an organization affiliated with the Sustainability Institute. The Council consists of leaders from several sustainability organizations on campus, and their primary mission is “to advance sustainability initiatives at Penn State through the organized collaboration of the University’s sustainability leaders.”

As a Faculty Senate Committee, the Student Life Committee, in particular, is in a position to share student sustainability with the faculty and bring student sustainability concerns to the university administration, and to recommend student-driven initiatives to increase the sustainability of the University. Due to the Council of Sustainable Leaders’ affiliation with the Sustainability Institute, and the collaboration between multiple student organizations, this council is well-suited to provide student sustainability feedback to the Student Life Committee.
Recommendation

Recommended changes to the Senate’s Standing Rules, Article II, section 6(n), are as follows:

*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]*.

1. Membership:

(i) At least seven elected faculty senators
(ii) Two graduate students, at least one a senator
(iii) One undergraduate student senator from a location other than University Park
(iv) President of the University Park Undergraduate Association
(v) Vice President of the University Park Undergraduate Association
(vi) Vice President for Student Affairs*

[Add] (vii) The Executive Director or another student representative from the Council of Sustainable Leaders* [End Add]

2. Selection: By the Committee on Committees and Rules

3. Duties: The Committee on Student Life shall be concerned with policies involving those aspects of student life on the University campuses that are of concern to students, both graduate and undergraduate, and that are not specifically covered in other committees. The purview of the Committee shall include but not be limited to student housing, health, conduct, organizations, extracurricular activities, [Add] sustainability, [End Add] and career development and placement. The committee shall be a principal agency to the Senate for representation of student opinion on academic matters in the Senate, and to this end it shall be a point of entry for student proposals. It shall maintain liaison with the elected officers of the students as appropriately organized and with the appropriate University offices. It shall be the Senate advisory body to the Vice President for Student Affairs. It shall maintain awareness of current trends and long-range studies in student life. It shall maintain liaison with all student organization committees and boards as appropriate.

4. Mandated reports: none. [Add] The Council of Sustainable Leaders may send an annual summary of student sustainability efforts to the Student Life Committee. The Student Life Committee shall share this report with the Senate via either a presentation or as supplemental material. [End Add]

*nonvoting unless Article IV, Section 2 of the Bylaws applies

Revised Policy (Clean Copy)

1. Membership:

(i) At least seven elected faculty senators
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(iii) One undergraduate student senator from a location other than University Park

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4. Mandated reports: none. The Council of Sustainable Leaders may send an annual summary of student sustainability efforts to the Student Life Committee. The Student Life Committee shall share this report with the Senate via either a presentation or as supplemental material.

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SENATE COMMITTEE ON COMMITTEES AND RULES

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- Kent Vrana
SENATE COMMITTEE ON COMMITTEES AND RULES

Revisions to Standing Rules; Article III – Other Functions of the Senate, Section 4

(Legislative)

Implementation: UPON APPROVAL BY THE SENATE

Rationale
On December 3, 2019, the University Faculty Senate approved legislation to add to its membership one representative of the World Campus Student Government Association (WCSGA). That member now serves in the Senate along with representatives from two other undergraduate student government associations who are also eligible for representation on the Standing Joint Committee for General Education Assessment. These other organizations are University Park Undergraduate Association (UPUA) and the Council of Commonwealth Student Governments (CCSG). This legislation amends the rules of the Standing Joint Committee for General Education Assessment so that representatives from all three of our undergraduate student government associations can be eligible for membership on this committee, which deals with important issues in undergraduate education.

Recommendations
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].

Recommended changes to the Senate Standing Rules Article III – Other Functions of the Senate, Section 4 are as follows:

Standing Joint Committee for General Education Assessment

(a.) Scope

The new standing joint committee should recommend the development of datasets to inform general education assessment. Such datasets should include, but not be limited to:

i. A General Education Curricular Inventory that shows patterns of course offerings, student enrollment, and student grades by major and location.
ii. General Education curriculum mapping that shows the relationship between General Education and undergraduate majors.
iii. General Education course objective mapping that shows the relationship to General Education learning objectives.
iv. The new standing joint committee should collect and use data in an ongoing way to examine student outcomes, such as (1) student success (e.g., time-to-degree,
Appendix I
4/28/20

graduation rate, and other institutional data) and (2) student learning (e.g., coursework, engaged scholarship projects, and other factors that provide evidence of learning). The data should also be used to inform curricular improvement, including but not limited to: (1) decisions about the General Education curriculum, including questions about the efficacy of pathways to support integrative thinking; (2) effective assessment practices and processes, especially those that can be shared across disciplines; and (3) decisions about availability of General Education curricular components across the University, including gaps and trends. The goal should be to develop an analytic assessment plan, supported by data that informs curricular improvement and evolves over time.

(b.) Membership

i. Associate Vice Provost for Learning Outcomes Assessment; Co-Chair
ii. Chair of the Curricular Affairs Committee; Co-Chair
iii. An associate vice president and associate dean for Undergraduate Education, appointed by the Vice President and Dean for Undergraduate Education
iv. Director and Assistant Dean of the Office for General Education
v. A member of the Graduate Council, appointed by the Vice Provost for Graduate Education and the Dean of the Graduate School
vi. An associate dean from Penn State Libraries, appointed by the Dean of Libraries and Scholarly Communications
vii. A student government representative [Delete] (either UPUA or CCSG) [End Delete] [Add] (either UPUA, CCSG, or WCSGA) [End Add], appointed by the Committee on Committees and Rules
viii. Six University Faculty Senators, to represent Commonwealth Campuses and University Park Colleges, appointed by the Senate Committee on Committees and Rules. Faculty Senators will serve rotating three-year, renewable terms.

(c.) Selection

i. The University Faculty Senate, the Office of Undergraduate Education and the Office of Planning and Assessment shall jointly appoint the committee.

(d.) Duties

i. The committee shall work in cooperation with the University-wide assessment working group chaired by the Vice Provost for Planning and Assessment and any subsequently formed University-assessment coordinating body to ensure that assessment efforts are coordinated across General Education, baccalaureate degree programs, and other assessments of academic areas (such as engaged scholarship, minors, certificate programs, etc.).

ii. The committee shall develop data sets to be used for general education assessment, such as curricular inventories that show patterns of course offerings, student enrollment, and student grades by major and location; curriculum mapping that shows the relationship between General Education and
Appendix I

undergraduate majors; and course objective mapping that shows the relationship to General Education learning objectives.

iii. The committee shall collect and use data to examine student learning outcomes and to develop analytic assessment plan, which evolves over time and informs curricular improvement.

Revised Policy/Policies (Clean Copy)

Standing Joint Committee for General Education Assessment

(a.) Scope

The new standing joint committee should recommend the development of datasets to inform general education assessment. Such datasets should include, but not be limited to:

i. A General Education Curricular Inventory that shows patterns of course offerings, student enrollment, and student grades by major and location.
ii. General Education curriculum mapping that shows the relationship between General Education and undergraduate majors.
iii. General Education course objective mapping that shows the relationship to General Education learning objectives.
iv. The new standing joint committee should collect and use data in an ongoing way to examine student outcomes, such as (1) student success (e.g., time-to-degree, graduation rate, and other institutional data) and (2) student learning (e.g., course work, engaged scholarship projects, and other factors that provide evidence of learning). The data should also be used to inform curricular improvement, including but not limited to: (1) decisions about the General Education curriculum, including questions about the efficacy of pathways to support integrative thinking; (2) effective assessment practices and processes, especially those that can be shared across disciplines; and (3) decisions about availability of General Education curricular components across the University, including gaps and trends. The goal should be to develop an analytic assessment plan, supported by data that informs curricular improvement and evolves over time.

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i. Associate Vice Provost for Learning Outcomes Assessment; Co-Chair
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iii. An associate vice president and associate dean for Undergraduate Education, appointed by the Vice President and Dean for Undergraduate Education
iv. Director and Assistant Dean of the Office for General Education
v. A member of the Graduate Council, appointed by the Vice Provost for Graduate Education and the Dean of the Graduate School
vi. An associate dean from Penn State Libraries, appointed by the Dean of Libraries and Scholarly Communications
vii. A student government representative (either UPUA, CCSG, or WCSGA), appointed by the Committee on Committees and Rules

viii. Six University Faculty Senators, to represent Commonwealth Campuses and University Park Colleges, appointed by the Senate Committee on Committees and Rules. Faculty Senators will serve rotating three-year, renewable terms.

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i. The University Faculty Senate, the Office of Undergraduate Education and the Office of Planning and Assessment shall jointly appoint the committee.

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ii. The committee shall develop data sets to be used for general education assessment, such as curricular inventories that show patterns of course offerings, student enrollment, and student grades by major and location; curriculum mapping that shows the relationship between General Education and undergraduate majors; and course objective mapping that shows the relationship to General Education learning objectives.

iii. The committee shall collect and use data to examine student learning outcomes and to develop analytic assessment plan, which evolves over time and informs curricular improvement.

End Clean Copy

SENATE COMMITTEE ON COMMITTEES AND RULES

• Johnathan Abel
• Michael Berube
• Renee Borromeo
• Victor Brunsden, Chair
• Beth King
• Jeffrey Laman
• Binh Le
• Judith Ozment
• Elizabeth Seymour
• Keith Shapiro
• Ann Taylor, Vice Chair
• Rodney Troester
• Kent Vrana
SENATE COMMITTEE ON COMMITTEES AND RULES

Revisions to Standing Rules, Article II, Senate Committee Structure, Section 6(e), Committee on Educational Equity and Campus Environment

(Legislative)

Implementation: Upon approval by the Senate

Rationale
In an effort to bring the Senate into closer alignment with the Penn State’s sustainability commitment, the Committee on Committees and Rules recommends changes to the duties of the Committee on Educational Equity and Campus Environment (EECE). These changes reflect increased recognition of the Senate’s role and responsibility regarding sustainability (understood in the broadest sense, for example, in light of 21st century global challenge of sustainability, Pennsylvania’s State Climate Action Plan, and the United Nations Agenda 2030).

A review process performed by EECE revealed that their duties are out of alignment with the duties of other standing committees and with the committee’s current practices. This amendment remedies these concerns by clarifying the duties of this committee to reflect the current committee work. These changes reflect that this committee may work independently from other Standing Committees when appropriate, as is the practice with our other Senate Standing Committees. They also reflect that the committee’s purview extends to all matters related to equity and diversity as well as serving as an advisory body to the Vice Provost of Education Equity.

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

Recommended changes to the Standing Rules; Article II – Senate Committee Structure, Section 6 (e) are as follows:

(e) Committee on Educational Equity and Campus Environment

1. Membership:

(i) At least seven elected faculty senators with at least two senators from locations other than University Park

(ii) One undergraduate student senator

(iii) One graduate student senator
(iv) One representative from each of the following Commissions (selected by each Commission):

(a) Commission on Lesbian, Gay, Bisexual, and Transgender Equity

(b) Commission on Racial/Ethnic Diversity

(c) Commission for Women

(v) Vice Provost for Educational Equity

2. Selection: By the Committee on Committees and Rules

Duties

3. Duties: The Committee on Educational Equity and Campus Environment, [Delete] in conjunction with other Senate Committees and other bodies outside of the University Faculty Senate (e.g., Commission on Racial/Ethnic Diversity) [End Delete] will recommend policy and advise the University on [Add educational equity, inclusion, diversity, and sustainability, as related to educational equity in [End Add] [Delete] activities to improve [End Delete] the campus environment [Delete] and educational equity [End Delete] across the entire University at all of its campuses. The Committee will initiate [Delete] joint [End Delete] explorations and investigations [Delete] with other Senate standing committees [End Delete] to ensure [Delete] diversity and [End Delete] [Add] the principles of [End Add] equity [Delete] issues [End Delete] are integrated throughout Senate deliberations.

[Delete] It shall be the Senate advisory body to the Vice Provost for Educational Equity. [End Delete] The purview of the Committee shall include [Delete] but not be limited to recruitment efforts, admissions policy, housing practices, curriculum review and development, graduation demographics, student life issues, and outreach [End Delete] [Add] all matters [End Add] as they relate to [Delete] matters of [End Delete] equity and diversity. [Add] It shall also be the Senate advisory board to the Vice Provost of Educational Equity. [End Add] [Delete] The Committee will not only participate in the current strategic planning activities for the University but will also develop and maintain an action plan for the University Faculty Senate specifically Addressing the challenges as outlined in the University’s diversity strategic plans. [End Delete]

4. Mandated reports: The Committee shall report to the Senate at least annually. The Committee on Educational Equity and Campus Environment shall have the authority to approve its mandated Informational Reports for publication to the Senate Agenda. The committee shall send its Informational Reports to the Senate Council.
Revised Policy/Policies (Clean Copy)

(c) Committee on Educational Equity and Campus Environment

1. Membership:

(i) At least seven elected faculty senators with at least two senators from locations other than University Park

(ii) One undergraduate student senator

(iii) One graduate student senator

(iv) One representative from each of the following Commissions (selected by each Commission):

(a) Commission on Lesbian, Gay, Bisexual, and Transgender Equity

(b) Commission on Racial/Ethnic Diversity

(c) Commission for Women

(v) Vice Provost for Educational Equity

2. Selection: By the Committee on Committees and Rules

Duties

3. Duties: The Committee on Educational Equity and Campus Environment, will recommend policy and advise the University on educational equity, inclusion, diversity, and sustainability, as related to educational equity in the campus environment across the entire University at all of its campuses. The Committee will initiate explorations and investigations to ensure the principles of equity are integrated throughout Senate deliberations.

The purview of the Committee shall include all matters as they relate to equity and diversity. It shall also be the Senate advisory board to the Vice Provost of Educational Equity.

4. Mandated reports: The Committee shall report to the Senate at least annually. The Committee on Educational Equity and Campus Environment shall have the authority to approve its mandated Informational Reports for publication to the Senate Agenda. The committee shall send its Informational Reports to the Senate Council.
SENATE COMMITTEE ON COMMITTEES AND RULES

- Johnathan Abel
- Michael Berube
- Renee Borromeo
- Victor Brunsden, Chair
- Beth King
- Jeffrey Laman
- Binh Le
- Judith Ozment
- Nicholas Rowland
- Elizabeth Seymour
- Keith Shapiro
- Anne Taylor, Vice Chair
- Rodney Troester
- Kent Vrana
SENATE COMMITTEE ON CURRICULAR AFFAIRS

General Education Requirements for Associate Degree Programs

(Legislative)

Implementation: Upon approval by the Senate

Introduction and Rationale

In 2015, the University Faculty Senate approved a legislative report put forward by the General Education Taskforce on the Revision to the General Education Curriculum. This report included 6 recommendations. Recommendation 6, part (e) specifically addressed how Integrative Studies courses could be used for Associate Degree students.

Recommendation 6: …… (e) allow an Integrative Studies course to satisfy the flexible 3 credits of exploration within the Associate Degree General Education curriculum.

Integrative Studies was a new and innovative change introduced in the General Education update. Since that time, the primary implementation strategy has been the creation, development, and delivery of Inter-domain courses across the University. Of the 21 unique associate degree programs, nineteen prescribe the single General Education requirement that students would be able to complete with an Inter-domain course. The result is that nearly all Associate Degree students cannot engage in the integrative studies innovation in our General Education program. Additionally, this has complicated implementation and course offering options for smaller campuses where a limited number of General Education courses can be offered, which further restricts Associate Degree students’ course selections. Unfortunately, this can encourage Associates Degree students to enroll in General Education courses outside of Penn State.

A second recommendation included in this report addresses a historical limitation that does not allow Health and Wellness (GHW, formerly GHA) courses to satisfy the extra three credit of Knowledge Domain requirement for Associate Degree students. The committee recommends removing this restriction to bring Health and Wellness into alignment with the other areas of our General Education program.

Recommendations

We recommend updating the General Education curriculum for Associate Degree students as follows:

- Allowing Inter-domain courses to satisfy any of the Knowledge Domain requirements.
- Allow GHW courses for the extra three credits of Knowledge Domains. It must be acknowledged that this change will minimally impact students, for the very reason limiting Inter-domain courses to this requirement was problematic. As stated above, this
requirement is prescribed by the vast majority of associate degree programs, but it removes an inconsistency that does not align with Health and Wellness as a Knowledge Domain within General Education.

**BULLETIN ENTRIES**

**Revised Policy/Policies**

(BOLD is new or revised text, strikeout indicates deleted text.)

The associate degree General Education program consists of 21 credits that are distributed among two General Education components:

Foundations courses in writing, speaking, and quantification (6 credits)

Knowledge Domains in the Arts, Humanities, Natural Sciences, and Social and Behavioral Sciences (15 credits).

A restriction (commonly referred to as the General Education Firewall) is placed on students in majors that are closely linked to the Knowledge Domains areas of Natural Sciences, Arts, Humanities, and Social and Behavioral Sciences, in order to ensure that they participate in the full breadth of General Education. These students may not use a course in their academic major to satisfy one of the Knowledge Domains area requirements. For example, an ECON major may not use an ECON course to fulfill their social and behavioral sciences requirement.

**ASSOCIATE DEGREE REQUIREMENTS**

**FOUNDATIONS**

Total 6 credits

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing/Speaking (GWS) *</td>
<td>3</td>
</tr>
<tr>
<td>Quantification (GQ) *</td>
<td>3</td>
</tr>
</tbody>
</table>

*Requires a grade of C or better

**KNOWLEDGE DOMAINS**

Total 15 credits

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Sciences (GN)</td>
<td>3</td>
</tr>
<tr>
<td>Arts (GA)</td>
<td>3</td>
</tr>
</tbody>
</table>
Any additional General Education course selected from: GWS, GQ, GN, GA, GH, or GS, and may include Integrative Studies (Inter-domain or Linked) courses

NOTE: Inter-domain courses may be used for any Knowledge Domain requirement, but when a course is used to satisfy more than one requirement, the credits from the course can be counted only once.

FLEXIBILITY OF THE ASSOCIATE DEGREE REQUIREMENTS

The General Education program extends the concept of flexibility to all aspects of the degree program. Penn State wants students to use General Education as an opportunity to experiment and explore, to take academic risks, to discover things they did not know before, and to learn to do things they have not done before.

To these ends, students may, with the permission of their adviser and dean's representative, substitute a 200- to 499-level course for an Arts, Humanities, Natural Sciences, or Social and Behavioral Sciences course found on the General Education list. For example, a student may take a 400-level course in history and use it to meet the General Education requirement satisfied by a comparable lower level history course.
Appendix A.2 General Education (Associate Degree)

Policies and Rules for Undergraduate Students

The University Faculty Senate, at its meeting in April 2015, adopted a comprehensive revision of General Education Learning Objectives and requirements. This revision was further detailed in the General Education report adopted by the Senate in March 2016.

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

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

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

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

CRITICAL AND ANALYTICAL THINKING – The habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.
INTEGRATIVE THINKING – The ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – The capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

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

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

Courses taken to meet General Education program requirements may not be taken under the Satisfactory- Unsatisfactory option.

The General Education program for Penn State associate degree students consists of 21 credits distributed among communication and quantification skills (6 credits), the Knowledge Domain areas (15 credits), including courses in the natural sciences (3 credits), arts (3 credits), humanities (3 credits), and social and behavioral sciences (3 credits), and an additional 3 credits in any General Education area (including Health and Wellness (GHW) Integrative Studies).

Inter-domain courses may be used for any Knowledge Domain requirement, but when a course is used to satisfy more than one requirement, the credits from the course can be counted only once.

Students whose academic majors are in the areas of natural sciences, arts, humanities, and social and behavioral sciences may not meet the General Education Knowledge Domains components by taking courses in the department or program identical to that of the academic major. All General Education courses are to help students explore and integrate information beyond the special focuses of their majors.
Courses to be Used for General Education

Skills (6 credits)

Writing/Speaking (3 credits)
Courses designated with the Gen Ed: Writing/Speaking (GWS) attribute satisfy this requirement.

Quantification (3 credits)
Courses designated with the Gen Ed: Quantification (GQ) attribute satisfy this requirement (3 credits are selected from mathematics, applied mathematics, statistics, computer science, or symbolic logic).

Knowledge Domains (15 credits)

Natural Sciences (3 credits)
Courses designated with the Gen Ed: Natural Sciences (GN) attribute satisfy this requirement.

Arts (3 credits)
Courses designated with the Gen Ed: Arts (GA) attribute satisfy this requirement.

Humanities (3 credits)
Courses designated with the Gen Ed: Humanities (GH) attribute satisfy this requirement.

Social and Behavioral Sciences (3 credits)
Courses designated with the Gen Ed: Social & Beh Sci (GS) attribute satisfy this requirement.

In addition to the above Knowledge Domains course requirements, associate degree students must complete 3 credits in any General Education area. **Inter-domain courses (N) may be used for any Knowledge Domain requirement, but when a course is used to satisfy more than one requirement, the credits from the course can be counted only once.**

The General Education program extends the concept of flexibility to all aspects of the degree program. Penn State wants students to use General Education as an opportunity to experiment and explore, to take academic risks, to discover things they did not know before, and to learn to do things they have not done before.

To these ends, students may, with the permission of their adviser and dean’s representative, substitute a 200- to 499-level course for an Arts, Humanities, Natural Sciences, or Social and Behavioral Sciences course found on the General Education list. For example, a student may take a 400-level course in history and use it to meet the General Education requirement satisfied by a comparable lower level history course.

**NOTE:** When a course is used to satisfy more than one requirement, the credits in the course can be counted only once.
General Education courses are identified in the University Course Descriptions and General Education sections of the Undergraduate Degree Programs Bulletin. They can also be found in the Schedule of Courses by the appropriate course designation.

SENATE COMMITTEE ON CURRICULAR AFFAIRS

- Jeff Adams
- Emmanuel Almonte
- Michael Bartolacci, co-Vice Chair
- Anne Behler
- Justine Blanford
- Laurie Breakey
- David Callejo
- Lisa Chewning
- Wendy Coduti
- Melisa Czymoniewicz-Klippel
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- Janet Schuleenberg
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- Margaret Slattery
- Karin Sprow Forté
- Evelyn Thomchick
- Alfred Warner
- Mary Beth Williams, Chair
- Jeffrey Wong
SENATE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Revisions to Senate Policy 67-30, Division III and PSUAC - Athletic Competition (non-University Park), IV, Athletic Schedules

(Legislative)

Implementation: Upon approval by the Senate and development of procedures when applicable

Introduction and Rationale

Currently, University Faculty Senate Policy 67-30 – Division III and PSUAC – Athletic Competition (non-University Park) Section 4, Parts 4 and 5 states that “regular season, non-conference athletic travel or competition shall not take place on official university study days” (part 4), but part 5 allows waivers to this policy to be submitted to the applicable campus or PSUAC Faculty Athletics Representative and will be considered by the Committee on Campus Athletics. Non-conference means that contest arrangements, including time and date of the competition, are under the control of the applicable Penn State University campus and an applicable Division III conference, the PSUAC, NCAA, USCAA, or other outside agency. With respect to the waiver, it must include a full rationale regarding the need to utilize a study day for competition and reasons why alternate dates are not possible. In addition, the waiver request must include the number of hours that will be occupied on the study day, a plan to replace lost study day hours with planned supervised study hours, a plan to avoid future study day competitions, and the number of team missed class days in the semester in question. While non-conference athletic competition should not be scheduled on university study days, conference scheduled competition (out of the control of a Penn State Campus) can be scheduled on university study days at the discretion of the outside agency. While each campus works with their conference office to try and avoid conference competition during final exam periods as well as on university study days, conference schedulers typically schedule competitions on the Saturday of official university study days to be sure that all conference competition is played.

Revisions to the current restrictions on study competition are being proposed at the Division III and PSUAC levels, to allow these campuses the opportunity to schedule non-conference competitions, with restrictions, on Saturday only of the official university study day period without requiring the submission of a waiver to the Committee on Campus Athletics. In addition, this revision would also eliminate the possibility for any non-conference athletic competition to be schedule for Sunday during the official study day period.

The goal of this revision is to discourage non-conference competition during the last week of classes. Allowing Division III and PSUAC campuses to schedule athletic competition on study day Saturday would alleviate student athletes from missing a day of class during the last week of classes for a non-conference scheduled competition, at a time when final preparations are made by faculty for final exams. With the current study day restrictions in place, non-conference
scheduled contests are more likely to be scheduled during the last week of classes to avoid study day scheduling, but at the detriment of missing class.

The faculty athletics representatives at the Division III and PSUAC campuses are in support of this revision, as are the applicable campus SAAC representatives and student athletes. We would rather have these student athletes in class during the last week of class, in lieu of participating in non-conference athletic competition. The FAR’s support campuses the allowability to schedule non-conference competition, with restrictions, on Saturday study day, with the need for a waiver, but to eliminate all Sunday study day competition, without exception.

**Recommendation**

IAC recommends we revise policy 67-30 as Detailed Below

**Revised Policy/Policies (when applicable)**

Language that will be eliminated is shown as strikethrough, and proposed new language is shown in **bold text.**

**IV. Athletic Schedules**

Part A. through Part A. 3. – no changes

4. Regular season, non-conference* athletic travel or competition **shall not** take place on **Saturday of the** official university study days, **with restrictions.**
   a) **Restrictions include:**
      i. Competition should be a “home” scheduled competition, or
      ii. If the competition is an “away” competition and involves travel, the competition must begin no later than 2:00pm, and the travel site must be no further than 2-hours away by bus, or other roadway transportation.

5. Regular season, non-conference* athletic travel or competition **shall not** take place on Sunday of the official university study days, without exception. No waivers to this rule will be accepted for any reason.

5. Waivers, submitted in writing to the applicable campus/PSUAC Faculty Athletics Representative requesting approval for non-conference* competitions scheduled on a study day, will be considered by the Committee on Campus Athletics. Waiver requests must be received with the applicable fall and/or spring schedules as noted in a. or b. above and must include:
   a. full rationale for the need to schedule a competition on a study day, including reasons alternate dates are not possible;
   b. actual study day hours occupied for the competition, including preparations, travel, completion, and post competition activities;
e. a specific plan that replaces official university study day hours lost to the competition in question with alternative, supervised study hours;

6. Every effort should be made by Division III and PSUAC campuses to NOT schedule any non-conference* competition during the last full week of classes to allow student athletes to opportunity to attend final classes prior to final exams.

(Old 6. and 7. are renumbered as 7. and 8. respectively)

7. Where a team competition schedule that has been approved by the Committee on Campus Athletics must be revised due to unforeseen circumstances:

   a. If a team competition schedule revision results in no increase, or a decrease, beyond the approved schedule missed class time, the applicable campus/PSUAC Faculty Athletics Representative must be notified of the schedule change.

   b. If a team competition schedule revision results in an increase in the missed class days previously approved, but there are fewer than eight (8) missed class days in the revised schedule, the applicable campus/PSUAC Faculty Athletics Representative must review the schedule change.

   c. If a team competition schedule revision results in an increase resulting in greater than eight (8) missed class days in the revised schedule, the applicable campus/PSUAC Faculty Athletics Representative will review the schedule change in collaboration with the Committee on Campus Athletics and provide a decision.

   d. The Committee on Campus Athletics and the Intercollegiate Athletics Committee must be notified of all team schedule revisions where missed class days exceed eight (8) in a summary report by the applicable campus/PSUAC Faculty Athletics Representative.

* “Non-conference” means that contest arrangements, including time and date of the competition, are under the control of the applicable Penn State University campus and an applicable Division III conference, the PSUAC, NCAA, USCAA, or other outside agency.

8. League Contests: Every effort must be made by to avoid league (applicable conference, PSUAC, NCAA, etc.) scheduled contests and associated travel on university scheduled final exam days and study days. Where league contests are scheduled during official university final exam periods or study days, campus athletics programs are strongly encouraged to replace official university study day hours lost to the competition in question with alternative, supervised study hours.

B. Where competition contracts include, or may include, competitions during official university exam periods or on Saturday of official University study days, the competition date(s) must be approved by the Committee on Campus Athletics, on behalf of the Intercollegiate Athletics Committee, prior to execution of the contract.
END OF PROPOSED REVISIONS

Remainder of UFS Policy 67-30 – no changes

SENATE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

- Mark Stephens, Chair
- Terry Blakney, Vice Chair
- Sandy Barbour
- Robert Boland
- Philip Bosha
- Alexis Burke
- Dwight Davis
- Kenya Faulkner
- Charmelle Green
- Frank Guadagnino
- Meredith Handley
- Andrew Hardyk
- Lynn Holleran
- Lauren Kramer
- Daniel Larson
- Russell Mushinsky
- Timothy Palmer
- Robert Pangborn
- Daniel Perkins
- Dennis Scanlon
- Steinn Sigurdsson
- Matthew Stolberg
- James Strauss
- Jennifer Weld
Enhancing Academic Advising Across Penn State

(Advisory/Consultative)

Implementation: Upon Approval by the President

Introduction
Academic advising plays an important role across the University in promoting student success. The ability of our students to not only understand degree requirements and policies, but also to have broad conversations about how to develop viable and meaningful academic pathways is enhanced by access to dedicated academic advisers—faculty and staff—who work purposefully to engage our students. As the University community continues to think about how to best to retain students, assist them to degree completion, and enhance their engagement with university life, academic advising is a critical component of any strategic approach to enrollment management and student success. By design, Penn State is a university built on the potential for movement. Students starting at Penn State Mont Alto, for example, can seamlessly transition to Penn State Berks or Penn State University Park to complete a range of academic programs that Penn State offers as an institution. As we all know, the depth of study and opportunity that this provides to students is a cornerstone of our efforts to promote access and affordability across the Commonwealth. In the spirit of shared governance, the University Faculty Senate is calling upon the University to consider a series of recommendations that allow us to better provide the level of academic advising needed for student success at Penn State.

Advising in recent Senate actions
In January 2019, the University Faculty Senate approved changes to the policy on academic advising at Penn State. The goal of the legislative report was to update the Faculty Senate policy on academic advising in a way that encourages Colleges, Enrollment Units, and Campuses to think more deliberately about what they want students to learn through academic advising and to structure its delivery in a manner that ensures even access, consistency of outreach, accuracy of information, and effective referrals to the many University-based resources that support student success across Penn State while maintaining active faculty involvement. The legislation resulted in revisions to policies 32-00, 32-10, 32-20, 32-30, 32-40, and 32-50. In brief, these policy changes accomplished the following:

1. Policy 32-00 was updated to underscore that academic advising is a collaborative relationship among academic advisers, students, faculty, and the many other units that support student success at Penn State.
2. Policy 32-10 was updated to broaden membership in the University Advising Council, ensuring representation from colleges, campuses, and other key units that deliver academic advising to students. Additionally, it identified learning outcomes that students should gain from active engagement with academic advising.
3. Policy 32-20 was updated to indicate that advising units need to have clear learning goals and mechanisms to assess the effectiveness of their delivery that includes input from students. It also made explicit the need to have advising rosters that enable academic advisers to be proactive in their support of students.

4. Policy 32-30 was updated to reaffirm that effective academic advising is a shared responsibility between students and academic advisers. It enumerates the explicit responsibilities of both student and advisers for ensuring a successful advising relationship.

5. Policy 32-40 was updated to detail who has responsibility for providing different students, based on their location and/or unit of enrollment, with academic advising.

Informed by scholarly literature on academic advising along with professional standards championed by the National Academic Advising Association (NACADA), the January 2019 report challenged the University to provide a consistently higher-level of academic advising to students. The goal was to encourage Colleges, Campuses, and the Division of Undergraduate Studies (DUS) to think more deliberately about what they want students to learn through academic advising and to structure its delivery in a manner that ensures even access, consistency of outreach, accuracy of information, and effective referrals to the many University-based resources that support student success across Penn State while maintaining active faculty involvement. The January 2019 report also reaffirmed the long-held idea that effective academic advising is a shared responsibility between students and their respective academic advisers. Much of the foundation for the changes came from expectations established by the National Academic Advising Association (NACADA) and the Council for the Advancement of Standards in Higher Education (CAS).

The January 2019 Legislative Report was followed by a March 2019 Forensic Report asking Senators “How can we improve and expand academic advising so that it meets the goals of the Advising Report—and the needs of all Penn State students?” In addition to Senate’s willingness to revisit the policy on academic advising, the forensic was successful in soliciting input on the challenges that restrict our ability to support the academic advising needs of students.

**Student demand for enhanced advising**

Students have expressed a desire for strengthening academic advising. For example, the Council of Commonwealth of Student Governments (CCSG) has made advising a high priority for 2019-2020 and have asked for broader access to advisers and desire sustained conversations around substantial topics of importance to their individual educational goals. In fact, both CCSG and the University Park Undergraduate Association (UPUA) showed support of the policy changes on academic advising that Faculty Senate passed in 2019 and have advocated for other changes to better ensure access to academic advising.

**Need to move beyond existing Senate policy and the January 2019 updates**

Achieving the goals of the Faculty Senate legislation passed in January 2019 requires active leadership at all levels—University, college, campus, division, department—to embrace the value and importance of academic advising. Recent steps in this direction are evident with academic advising being a featured topic at the October 2019 Academic Leadership Forum, convened by Office of the Provost, as well as being a frequent agenda item for the...
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Administrative Council on Undergraduate Education (ACUE). Along with active leadership, it will require the University to invest resources in advising structures to better meet the varied needs of our students and to thoughtfully develop learning outcomes for advising and instruments to assess the effectiveness of advising programs. The ability of the University Advising Council to have an active voice in recommending and consulting with units in the development of these learning outcomes and assessment instruments will help ensure a degree of consistency for academic advising.

Academic advising should be viewed as part of larger strategic efforts to advance student learning and degree completion. Despite ongoing implementation of the 2019 Senate policy updates on academic advising, gaps that can undermine the ability to reach full implementation still remain. The recommendations in this report, made in the spirit of shared governance, address three of these gaps and can contribute to significant improvements in the advising components of the learning outcomes of all students at Penn State.

These three gaps concern:

1. **Ensuring recognition of faculty roles in advising**: Faculty (as well as primary-role advisers) play a crucial role in advising and mentoring students, and in principle every student should be connected both to a primary-role adviser and a faculty member in their major (after declaration of the major). Present processes for evaluating and recognizing faculty advising should be reviewed to see whether they provide appropriate recognition of the faculty’s substantive roles, and revisions proposed if needed. Although advising and supervision of student work are already listed in current dossiers (for example, for faculty promotion) and sometimes included in annual evaluations, performance evaluations should consistently recognize the substance of faculty advising and mentoring, where faculty have those duties, and not just the number of students or appointments. (This already occurs for staff advisers.) In some instances, faculty advise students directly on degree plans, but advising also occurs through student participation in faculty research as well as in other critical contributions. Documenting and evaluating the multiple ways that faculty contribute to the educational growth of students (beyond the classroom) are critical for ensuring active and full participation of faculty in academic advising.

2. **Ensuring adequate resource investments so that primary-role (staff) advisors can have caseloads that allow them to build substantive academic relationships with advisees**: To better ensure that students have opportunity to build a substantive academic relationship with their primary-role academic adviser, and that high quality advising can be provided, a funding model with a greater investment in academic advising across Penn State is needed. We have heard examples of primary-role academic advisers having as many as 500 or more students assigned to them. This is not a sustainable model for reaching quality at scale. Nor does it ensure that academic advisers are able to be proactive in their outreach and support of individual students. For primary-role academic advisers, professional literature suggests that academic advising units should be funded so that no more 250 students are assigned per adviser (in normal circumstances). Additionally, incentivizing units to significantly improve the quality of academic advising by revisiting their respective models for delivering academic advising is recommended. For example, encouraging team-based approaches to advising should be cultivated. Allowing every student to be connected to a primary-role adviser as well as a faculty
member in their major (once the major is declared) would significantly enhance the range and substance of advising discussions that could be sustained with students.

3. Improving coordination and consistency in supporting advising across the University: At present, advising is not always consistent across the University, nor are resources always shared as extensively as might be beneficial to advisors (both faculty and primary-role advisers) and to students. The University should leverage existing strengths in units with responsibilities for academic advising, e.g. the Division of Undergraduate Studies and the University Advising Council, to build a stronger network for the coordination of effective academic advising practices, tools, and assessments to ensure consistency of delivery and alignment of learning outcomes achieved through academic advising. This initiative could, for example, include resources to sponsor, with active faculty input, the development of an effective tool for evenly measuring the effectiveness of academic advising at Penn State. It also could include the development of coordinated University-wide professional development opportunities and resources accessible to all academic advisers.

Recommendations
The following recommendations are posited:

1) Review Current Processes for the Evaluation of Faculty Contributions to Advising: Working with the Office of the Vice Provost for Faculty Affairs, a designated Senate committee should determine whether present processes appropriately acknowledge academic advising in faculty evaluations, and, if not, propose changes to existing processes. The goal should be to have processes that allow the substance and quality of academic advising to be recognized, not just a count such as the number of student appointments or roster size.

2) Develop a Funding Model to Invest Sufficient Resources in Academic Advising by Primary-Role (Staff) Advisors: The Office of the Provost, in consultation with a designated Senate committee, should develop a transparent funding model to ensure that units that deliver academic advising are adequately staffed, so that the caseloads of primary-role (staff) advisors allow all undergraduates to be clearly connected to a primary-role academic adviser who has time to build a positive, individual advising relationship with each student.

3) Review Structures and Networks that can Empower the More Consistent Support of Academic Advising throughout the University: The Office of the Vice President for Undergraduate Education and the Office of the Vice President for Commonwealth Campuses, in consultation with a designated Senate committee, should review present advising structures and networks and, where needed, develop a transparent and coordinated means for the support of academic advising across the University.
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End Note
SENATE COMMITTEES ON FACULTY AFFAIRS AND INTRA-UNIVERSITY
RELATIONS

Revisions to AC-13 Recommended Procedure for Hiring New Faculty (Formerly HR13)

(Advisory/Consultative)

Implementation: Upon Approval by the President

Introduction

AC-13 “Recommended Procedure for Hiring New Faculty (Formerly HR13)” was last revised in 1999. Twenty years later, the policy no longer effectively guides or accurately reflects hiring practices at Penn State. In particular, AC-13 does not provide guidance to academic units about how to conduct faculty searches that attend to issues of diversity, equity, and inclusion.

Consultative process leading to this report

The recommendations to revise AC-13, as shown below, reflect a multi-year consultative effort, led by the Vice Provost for Faculty Affairs (VPFA) and the Associate Vice President for Affirmative Action (AVPAA), involving numerous members of the University Faculty Senate, and dating back to the Fall of 2018. This process of consultation resulted in feedback addressing a wide range of topics, including, but not limited to, search committee composition and size, duration of posting, responsibilities of the search committee, confidentiality, and attention to issues of diversity, equity, and inclusion. The process of consultation included:

- **Spring 2019:** The VPFA and the AVPAA shared an early draft of the proposed policy with the Academic Leadership Council (ALC) and Senate leadership for feedback.
- **Fall 2019:** The VPFA and the AVPAA revised the draft policy based on feedback they received and then circulated the new draft to ALP for feedback.
- **Winter 2020:** After revising the proposed policy again, the VPFA and the AVPAA shared the new draft with Senate leadership who subsequently distributed the draft to the Senate Committees on Faculty Affairs and Intra-University Relations for feedback. After this round of feedback, the VPFA and the AVPAA made final edits in consultation with the chair of the University Faculty Senate.

Rationale for proposed revisions

The proposed revisions embody several general principles. First, they align policy AC-13 with Penn State’s current practices and strategic goals, especially in relation to diversity, equity, and inclusion. Second, they add specificity. For example, the proposed revisions provide important guidance on search committee composition related to various positions and appointment types, as well as emphasizing diverse representation in other critical areas. The proposed revisions also explicitly detail the responsibilities of search committee members, the committee chair, and the appointing authority, making it clear that these responsibilities include being held accountable for creating a candidate pool that reflects candidates who are qualified for the position and for implementing recruitment strategies that result in an appropriately diverse candidate pool. Third, the proposed revisions reflect changes in administrative processes at Penn State, for example,
through clarifying and standardizing expectations regarding confidentiality, the posting of job announcements, and the locus of decision-making authority.

**Recommendation**
The committees recommend that AC-13 “Recommended Procedure for Hiring New Faculty (Formerly HR13)” be revised in the following way:

*Please note that the following contains bold text for additions. Added text is notated with [Add] [End Add]. Please note that the following contains strikethrough text for deletions. Deleted text is notated with [Delete] [End Delete].*

AC13 [Delete]Recommended [End Delete] Procedure for Hiring [Delete] New [End Delete] [Add] **Full-time** [End Add] Faculty Members (Formerly HR13)

**Policy Status:** Active

**Policy Steward:** Vice Provost for Faculty Affairs

POLICY’S INITIAL DATE: May, 1962
THIS VERSION EFFECTIVE: [Delete] June 18, 1999 [End Delete]

- **Purpose**
- [Add] **General** [End Add] [Delete] Recruitment of Candidates [End Delete]
- [Add] **Responsibility** [End Add] [Delete] Selection of Candidates [End Delete]
- **Guidelines**
- **Notification of Candidates**

**PURPOSE:**

To outline responsibilities [Delete]in [End Delete] [Add] for [End Add] the process of hiring new [Add] **full-time** [End Add] [Delete] regular [End Delete] [Add] **tenure-line and non-tenure-line** [End Add] faculty members [Add] as defined in AC21 (Definition of Academic Ranks) [End Add].

[Add] **GENERAL:** [End Add] [Delete] **RECRUITMENT OF CANDIDATES:** [End Delete]

The [Add] **Academic** [End Add] Dean [Delete] of each College [End Delete] [Add] **or Campus Chancellor** [End Add] is responsible for the staffing of [Delete] teaching and research [End Delete] [Add] **Faculty** [End Add] positions within the approved budget of that [Delete] College [End Delete] [Add] **college or campus** [End Add]. [Delete] Questions regarding the budgeting of such positions should be referred to the University Budget Office. [End Delete] [Add] This individual serves as the appointing authority for the college or campus. It is the policy of this university to ensure the application of Penn State’s affirmative action plan to all major phases of this process [End Add].
1. The appointing authority for the academic unit seeking to fill faculty positions is responsible for reviewing their respective affirmative action plan data to determine areas of underutilization. This process is particularly important for those units that have historically had significant underrepresentation of members from specific groups. Attention should also be paid to advancing employment opportunities within the unit for members of other underrepresented groups.

2. National advertising is required for tenure-line or tenured faculty positions, but is optional for non-tenure-line positions. Exceptions to this policy must be approved by the Executive Vice President and Provost in consultation with the Associate Vice President for Affirmative Action. Within the framework of the academic unit, the recruiting of candidates for these positions primarily is the responsibility of the department head, school director, division head, director of academic affairs, or dean, as appropriate.

2. As a part of the recruiting procedure, candidates shall be furnished with a copy of the memorandum, Conditions of Academic Employment, prepared by the Office of Human Resources that includes information about:
   a. Conditions of employment; loyalty oath and tax withholding.
   b. Personal benefits; group life insurance, health care coverages (including hospital/surgical/major medical, dental and vision care), retirement and social security, tenure and the like.

Responsibility of Selection of Candidates:

While the practices in selection of candidates differ in the several colleges, a position will be offered to a candidate only upon the prior approval by the dean/chancellor as to the candidate and as to the terms of employment.

National advertising is required for tenure-line or tenured faculty positions. Exceptions to this policy should be approved by the Executive Vice President and Provost in consultation with the Affirmative Action Officer.

Guidelines:

The following general guidelines will apply in searching to fill such faculty positions:
The following guidelines apply to searches for full-time faculty positions. The appointing authority and the search committee chair are responsible for reinforcing adherence to these guidelines. [End Add]

1. Advisory search committees, appointed by the unit's academic administrator after appropriate consultation, will be formed to identify candidates.

2. Faculty members shall be on all search committees. The majority of members of a search committee should be faculty members from the academic unit or those who hold joint appointments with the academic unit in which the appointment will be made.

3. Faculty members from other academic units, administrators, members of the staff, and students may be included on search committees as appropriate.

4. The general charge to search committees will be to identify qualified candidates. The unit's academic administrator will provide specific charges, as appropriate, within the framework of this general charge applicable to all advisory search committees.

5. The search committee will present its recommendations of candidates to the unit's academic administrator, who will choose candidates for further consideration from these recommendations. (If the search needs to be continued or reopened, it will be according to the procedures outlined in these guidelines.) At the request of either the committee, the unit's faculty, or the academic administrator, a meeting to discuss recommendations should be held.

1. A search committee consisting of a minimum of five (5) members is required for all full-time faculty positions; any exceptions to this minimum must be approved by the appointing authority.

2. Search committee members will participate in the various phases of the search.

3. No fewer than half of the members on a search committee will be faculty members of the academic unit in which the new faculty member will be appointed, or those who hold joint appointments with the academic unit.

   a. All search committees should represent a broad range of diversity within its members, which includes members of underrepresented groups.

   b. If such representation is unable to be obtained within the unit, committee members should be solicited from related units. When such diversity is
not represented on a search committee, documentation explaining the lack of representation shall be included in the search record available for review (see the accompanying guidelines for details).

4. One of the search committee members will be designated as the committee chair. For tenure-line searches, under ordinary circumstances, a tenured faculty member from the academic unit or a closely related discipline should serve as chair.

5. Faculty members from other academic units, administrators, and students will be included on search committees as appropriate, but are not required in search committee membership.

6. The general charge to search committees will be to identify qualified candidates. The appointing authority will provide specific guidelines as appropriate within the framework of this general charge applicable to all search committees.

   a. The charge will include a review of Penn State Affirmative Action guidelines that must be adhered to.

   b. Application deadlines should be at least 30 days from the date the vacancy is first publicized.

   c. The search committee chair will document and report on the search committee’s efforts undertaken to recruit applicants who are members of underrepresented groups and on the committee’s assessment of the strengths of and concerns about each candidate recommended for an on-site interview. If either the pool or the list of candidates recommended for an on-site interview position is not viewed as either sufficiently diverse or qualified by the appointing authority, the appointing authority may request that the committee recruit and or review additional candidates, or close the search.

   d. The search committee will submit names of candidates it would like to invite for on-site interviews to the appointing authority before such invitations are issued. The appointing authority may request that the search committee provide a ranking of the candidates it has recommended for an on-site interview. The search committee may request to rank the candidates it recommends for an on-site interview. The appointing authority approves candidates for on-site interviews from the list of candidates recommended by the search committee. If requested by either the committee or the appointing authority, a meeting to discuss recommendations will be held.

   e. After the on-site interview process, the appointing authority will select a finalist for the position from the candidates interviewed for the position. If a finalist is not or cannot be selected, the appointing authority may decide to
close the search or ask the search committee members to return to the candidate pool in search of qualified candidates recommended for an on-site interview.

f. All search committee members will maintain confidentiality and the integrity of the process by discussing candidates and deliberations with only other search committee members and appropriate administrators/faculty/staff. Such confidentiality will be maintained throughout the search and into the future.

7. All internal searches must be approved by the Office of the Executive Vice President and Provost in consultation with the Affirmative Action Office. The following general guidelines will apply to internal searches if they have been approved:

a. The unit must provide equal promotional opportunity to women, racial/ethnic minorities, individuals with disabilities, protected veterans, and members of other represented groups, documented by advertising the vacancy with an application deadline at least 30 days from the date the vacancy is first publicized and by fairly considering all qualified applicants internal to the University.

b. Additional proactive efforts are expected to be implemented and documented to encourage internal potential candidates who are members of underrepresented groups to apply.

c. When an appointing authority utilizes the internal search method, prior to an offer being made, an Internal Recruitment report will be provided to the Affirmative Action Office with the following information:
   i. Copy of position description
   ii. Curriculum Vitae of selected employee
   iii. Curriculum Vitae of other employees who were considered for the position.
   iv. Reason for selection of successful candidate.
   v. Affirmative Action recruitment efforts implemented and/or considered.

d. Faculty transfers from non-tenure-line to tenure-line or vice-versa are rare and must be approved by the Office of the Executive Vice President and Provost. No faculty member may be transferred (or promoted) from one type of faculty role to another (i.e., non-tenure-line to tenure-line or tenure-line to non-tenure-line) unless the faculty member under consideration was originally hired via a nationally advertised search.
No employee may be transferred (or promoted) from a Fixed-Term Appointment (non-continuing) to a Standing Appointment (continuing) without going through a nationally advertised search unless the person selected on the Fixed-Term Appointment was chosen after a national search.

NOTIFICATION OF CANDIDATES:

It is the responsibility of the dean/chancellor or their designee to notify a successful candidate in writing of the offer of employment. Three copies of a Memorandum of Personal Service will accompany the letter of offer.

AC13 Procedure for Hiring Full-time Faculty Members (Formerly HR13)

Purpose

To outline responsibilities for the process of hiring new full-time tenure-line and non-tenure-line faculty members as defined in AC21 (Definition of Academic Ranks).

General

The Academic Dean or Campus Chancellor is responsible for the staffing of faculty positions within the approved budget of that college or campus. This individual serves as the appointing authority for the college or campus. It is the policy of this university to ensure the application of Penn State’s affirmative action plan to all major phases of this process.

1. The appointing authority for the academic unit seeking to fill faculty positions is responsible for reviewing their respective affirmative action plan data to determine areas of underutilization. This process is particularly important for those units that have historically had significant underrepresentation of members from specific groups.
Attention should also be paid to advancing employment opportunities within the unit for members of other underrepresented groups.

2. National advertising is required for tenure-line or tenured faculty positions, but is optional for non-tenure-line positions. Exceptions to this policy must be approved by the Executive Vice President and Provost in consultation with the Associate Vice President for Affirmative Action. Within the framework of the academic unit, the hiring of candidates for these positions primarily is the responsibility of the department head, school director, division head, director of academic affairs, or dean, as appropriate.

RESPONSIBILITY:

While the practices in selection of candidates differ in the academic units, a position will be offered to a candidate only upon the prior approval by the dean/chancellor as to the candidate and the terms of employment.

GUIDELINES:

These guidelines apply to searches for full-time faculty positions. The appointing authority and the search committee chair are responsible for reinforcing adherence to these guidelines.

1. A search committee consisting of a minimum of five (5) members is required for all full-time faculty positions; any exceptions to this minimum must be approved by the appointing authority.

2. Search committee members will participate in the various phases of the search.

3. No fewer than half of the members on a search committee will be faculty members of the academic unit in which the new faculty member will be appointed, or those who hold joint appointments with the academic unit.
   a. All search committees should represent a broad range of diversity within its members, which includes members of underrepresented groups.
   b. If such representation is unable to be obtained within the unit, committee members should be solicited from related units. When such diversity is not represented on a search committee, documentation explaining the lack of representation shall be included in the search record available for review (see the accompanying guidelines for details).

4. One of the search committee members will be designated as the committee chair. For tenure-line searches, under ordinary circumstances, a tenured faculty member from the academic unit or a closely related discipline should serve as chair.
5. Faculty members from other academic units, administrators, and students will be included on search committees as appropriate, but are not required in search committee membership.

6. The general charge to search committees will be to identify qualified candidates. The appointing authority will provide specific guidelines as appropriate within the framework of this general charge applicable to all search committees.

a. The charge will include a review of Penn State Affirmative Action guidelines that must be adhered to.

b. Application deadlines should be at least 30 days from the date the vacancy is first publicized.

c. The search committee chair will document and report on the search committee’s efforts undertaken to recruit applicants who are members of underrepresented groups and on the committee’s assessment of the strengths and concerns about each candidate recommended for an on-site interview. If either the pool or the list of candidates recommended for an on-site interview position is not viewed as either sufficiently diverse or qualified by the appointing authority, the appointing authority may request that the committee recruit and or review additional candidates, or close the search.

d. The search committee will submit names of candidates it would like to invite for on-site interviews to the appointing authority before such invitations are issued. The appointing authority may request that the search committee provide a ranking of the candidates it has recommended for an on-site interview. The search committee may request to rank the candidates it recommends for an on-site interview. The appointing authority approves candidates for on-site interviews from the list of candidates recommended by the search committee. If requested by either the committee or the appointing authority, a meeting to discuss recommendations will be held.

e. After the on-site interview process, the appointing authority will select a finalist for the position from the candidates interviewed for the position. If a finalist is not or cannot be selected, the appointing authority may decide to close the search or ask the search committee members to return to the candidate pool in search of qualified candidates recommended for an on-site interview.

f. All search committee members will maintain confidentiality and the integrity of the process by discussing candidates and deliberations with only other search committee members and appropriate administrators/faculty/staff. Such confidentiality will be maintained throughout the search and into the future.
7. All internal searches must be approved by the Office of the Executive Vice President and Provost in consultation with the Affirmative Action Office. The following general guidelines will apply to internal searches if they have been approved:

   a. The unit must provide equal promotional opportunity to women, racial/ethnic minorities, individuals with disabilities, protected veterans, and members of other represented groups, documented by advertising the vacancy with an application deadline at least 30 days from the date the vacancy is first publicized and by fairly considering all qualified applicants internal to the University.

   b. Additional proactive efforts are expected to be implemented and documented to encourage internal potential candidates who are members of underrepresented groups to apply.

   c. When an appointing authority utilizes the internal search method, prior to an offer being made, an Internal Recruitment report will be provided to the Affirmative Action Office with the following information:

      i. Copy of position description

      ii. Curriculum Vitae of selected employee

      iii. Curriculum Vitae of other employees who were considered for the position.

      iv. Reason for selection of successful candidate.

      v. Affirmative Action recruitment efforts implemented and/or considered.

   d. Faculty transfers from non-tenure-line to tenure-line or vice-versa are rare and must be approved by the Office of the Executive Vice President and Provost. No faculty member may be transferred (or promoted) from one type of faculty role to another (i.e., non-tenure-line to tenure-line or tenure-line to non-tenure-line) unless the faculty member under consideration was originally hired via a nationally advertised search.

**NOTIFICATION OF CANDIDATES:**

It is the responsibility of the dean/chancellor or their designee to notify a successful candidate in writing of the offer of employment.
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- Kelly Karpa
- Kevin Koudela
- Janelle Larson
- Xin Liu
- Clifford Maurer
• Kevin McDade
• Karyn McKinney, Vice Chair
• Mari Pierce
• Paul Riccomini
• Martin Skladany
• Rajarajan Subramanian
• Paul Thompson
• Michael Tyworth
• Aiyana Southorland
• Samuel Bilotta
SENATE COMMITTEE ON ADMISSIONS, RECORDS, SCHEDULING, 
AND STUDENT AID

Annual Report on the High School Students Enrolled Nondegree in Credit Courses

(Informational)

Attached is the annual report on High School Students Enrolled Nondegree in Credit Courses compiled by Yvonne Gaudelius, Interim Executive Director for Undergraduate Admissions and Associate Vice President for Undergraduate Education and Vince Timbers, Interim Director for Undergraduate Admissions. The ARSSA committee recommends that this report be posted to the Faculty Senate website without formal presentation on the Senate floor.

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

- Nathan Allerheiligen
- Michele Duffey, Chair
- Tracy Fausnight
- Deidre Folkers
- Katherine Garren
- Yvonne Gaudelius
- Edward Glantz
- James Jaap
- Robert Kubat
- Melissa Kunes
- Allen Larson
- Salvatore Marsico
- Ellen Maple
- Keith Nelson
- Maura Shea, Vice Chair
- Isabella Webster
- Douglas Wolfe
Date: March 1, 2020

From: Yvonne Gaudelius
Vince Timbers

To: Michele Duffey, Chair, Senate Committee on Admissions,
Records, Scheduling, and Student Aid

Subj: High School Students Enrolled Nondegree in Credit Courses from
Summer 2017 through Spring 2019

In accordance with 1974 Senate action and Academic Administrative Policy and Procedure (AAPPM) A09 governing enrollment of high school students (http://www.psu.edu/oue/aappm/A-9-admission-high-school-students-and-experimental-admissions.html) the attached tables and graphs provide the information the Senate requires annually from the Undergraduate Admissions Office and additional historical data from the two previous academic years.

Table 1 Summary of high school students enrolled in nondegree credit courses
Graphs A, B, C Grade point distributions
Tables 2A, 2B, 2C Enrollment by high school level and admission status of senior level students
Tables 3A, 3B, 3C Enrollment by course description
Table 4 Enrollment by ethnicity
Table 5 Enrollment by gender

Penn State encourages the enrollment of academically prepared students to study college-level coursework prior to high school graduation to begin the pathway to higher education. Penn State’s 20 undergraduate campuses across the Commonwealth provide an excellent opportunity for students to connect with faculty and campus resources close to home. Students who complete college courses at Penn State while in high school are likely to apply to the University and become full-time degree-seeking students. Yield of these dual-enrolled students exceeds the average PA applicant yield by approximately 15%.

<table>
<thead>
<tr>
<th>Terms</th>
<th>HS Seniors Offered Admission</th>
<th>HS Seniors Accepted Offer</th>
<th>Yield</th>
</tr>
</thead>
<tbody>
<tr>
<td>SU16-SP17</td>
<td>274</td>
<td>182</td>
<td>66%</td>
</tr>
<tr>
<td>SU17-SP18</td>
<td>312</td>
<td>197</td>
<td>63%</td>
</tr>
<tr>
<td>SU18-SP19</td>
<td>315</td>
<td>206</td>
<td>65%</td>
</tr>
</tbody>
</table>

The peak of high school student enrollment from this cohort was during SU08-SP09 when 1,609 high school students were enrolled at all 20 undergraduate campuses. The total number of high school students enrolled across the system has declined 45% (719 students) from SU08-SP09 to SU17-SP18.
More enrollment information follows in the tables below:

<table>
<thead>
<tr>
<th>Terms</th>
<th>HS Students at campsuses</th>
</tr>
</thead>
<tbody>
<tr>
<td>SU16-SP17</td>
<td>756</td>
</tr>
<tr>
<td>SU17-SP18</td>
<td>898</td>
</tr>
<tr>
<td>SU18-SP19</td>
<td>789</td>
</tr>
</tbody>
</table>

Some of the enrollment decline can be attributed to the demographic decline in the number of students enrolled and graduating from Pennsylvania high schools. Another factor contributing to the decline in enrollments is the Penn State cost of attendance. College-level courses taken during high school were an affordable opportunity for many in SU08-SP09 with state grant funding awarded to Pennsylvania school districts who met approved guidelines. Commonwealth Campuses matched state grants for many students which contributed to a record number of high school student enrollments. Since that funding has been removed, students have found more affordable options either by attending community colleges, taking advanced placement (AP) courses and earning college credits in their high school through partnerships developed by competitor colleges in the area.

Additionally, the requirement that all instructors, as well as staff who provide professional or support services, such as advising or tutoring, and students who serve in peer roles, such as mentoring or tutoring, to dual enrolled students under the age of 18 are required by State law to have completed three clearances (see Penn State policy AD39 Minors Involved in University-Sponsored programs or Programs Held at the University and/or Housed in University Facilities) has limited the number of courses that are available to dual enrolled students. This has negatively impacted enrollment.

Some Commonwealth Campuses have developed strong partnerships with service area high schools and continue to attract and retain successful high school students through these nondegree courses. Five campuses increased their dual enrollment over the past year.

Of the 789 high school students enrolled from SU18-SP19, 62.7% reported ethnicity as White; 3.7% reported ethnicity as Hispanic/Latino; 3.5% reported ethnicity as Black or African American; 2% reported ethnicity as Asian; 1.9% reported ethnicity as two or more races, and 25.5% did not report (Table 4). Those students not reporting race and ethnicity varies from 24.8% in SU15-SP16, to 37.8% in SU16-SP17, to 54.5% in SU17-SP18. It is not surprising that underrepresented students do not make up more of this cohort due to socio-economic factors.

During SU18-SP19, female high school students represented 60% of the total enrollment compared to 39% male high school students, with six students not identifying, down from eight students in the previous year not identifying (Table 5).

The number of students receiving less than a 2.0 grade has significantly increased (Graphs A, B, C) which is troubling and should be considered in future admission to non-degree classes for high school students.

Students currently enrolled in high school who have completed their junior year or are in their senior year of high school are reviewed for nondegree enrollment by the Admissions Office at the campus of enrollment. Students who are currently in their junior year or younger may be recommended by the Undergraduate Admissions Office for an exception to enroll as a nondegree student through the Faculty Senate Committee on Admissions, Records, Scheduling, and Student Aid.
Application should be made at the Admissions Office at the campus the student plans to attend by completing a Nondegree Enrollment form. Nondegree Enrollment forms can be accessed on the web: https://www.registrar.psu.edu/student_forms/nondegree_form.cfm and are available in some high school guidance offices. The student’s high school guidance counselor must also submit an official high school transcript, SAT/ACT or PSAT/PLAN scores and a statement in support of the student’s enrollment at Penn State. Students who are approved may register for eight credits per semester or session.

Table 1
High School Students Enrolled Non-Degree in Credit Courses at Penn State
Enrollment by Campus
Summer 2016 to Spring 2019
by Academic Year (Summer to Spring)

<table>
<thead>
<tr>
<th>Campus</th>
<th>SU16-SP17</th>
<th>SU17-SP18</th>
<th>SU18-SP19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abington</td>
<td>20</td>
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<td>0</td>
</tr>
<tr>
<td>Altoona</td>
<td>7</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>Beaver</td>
<td>55</td>
<td>62</td>
<td>40</td>
</tr>
<tr>
<td>Berks</td>
<td>39</td>
<td>41</td>
<td>44</td>
</tr>
<tr>
<td>Brandywine</td>
<td>35</td>
<td>41</td>
<td>16</td>
</tr>
<tr>
<td>DuBois</td>
<td>86</td>
<td>87</td>
<td>104</td>
</tr>
<tr>
<td>Erie</td>
<td>51</td>
<td>65</td>
<td>59</td>
</tr>
<tr>
<td>Fayette</td>
<td>6</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Greater Allegheny</td>
<td>9</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Harrisburg</td>
<td>3</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>Hazleton</td>
<td>61</td>
<td>56</td>
<td>40</td>
</tr>
<tr>
<td>Lehigh Valley</td>
<td>83</td>
<td>94</td>
<td>80</td>
</tr>
<tr>
<td>Mont Alto</td>
<td>61</td>
<td>143</td>
<td>106</td>
</tr>
<tr>
<td>New Kensington</td>
<td>7</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Schuylkill</td>
<td>55</td>
<td>41</td>
<td>43</td>
</tr>
<tr>
<td>Scranton</td>
<td>3</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Shenango</td>
<td>17</td>
<td>40</td>
<td>30</td>
</tr>
<tr>
<td>University Park</td>
<td>90</td>
<td>81</td>
<td>100</td>
</tr>
<tr>
<td>Wilkes-Barre</td>
<td>7</td>
<td>20</td>
<td>29</td>
</tr>
<tr>
<td>World Campus</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>York</td>
<td>58</td>
<td>76</td>
<td>49</td>
</tr>
<tr>
<td>TOTAL</td>
<td>756</td>
<td>898</td>
<td>789</td>
</tr>
</tbody>
</table>
GRAPH A
High School Students Enrolled Nondegree in Credit Courses at Penn State
GPA Analysis for Summer 2018 to Spring 2019

<table>
<thead>
<tr>
<th>GPA</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>3.67 – 4.00</td>
<td>46.13%</td>
</tr>
<tr>
<td>3.34 – 3.66</td>
<td>17.62%</td>
</tr>
<tr>
<td>3.01 – 3.33</td>
<td>13.81%</td>
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<tr>
<td>2.67 – 3.00</td>
<td>10.65%</td>
</tr>
<tr>
<td>2.34 – 2.66</td>
<td>4.56%</td>
</tr>
<tr>
<td>2.00 – 2.33</td>
<td>4.94%</td>
</tr>
<tr>
<td>OTHER</td>
<td>2.28%</td>
</tr>
</tbody>
</table>
GRAPH B

High School Students Enrolled Nondegree in Credit Courses at Penn State
GPA Analysis for Summer 2017 to Spring 2018

<table>
<thead>
<tr>
<th>GPA</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
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<td>3.34 – 3.66</td>
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<tr>
<td>3.01 – 3.33</td>
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<td>2.67 – 3.00</td>
<td>9.80</td>
</tr>
<tr>
<td>2.34 – 2.66</td>
<td>4.68</td>
</tr>
<tr>
<td>2.00 – 2.33</td>
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</tr>
<tr>
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</table>
GRAPH C
High School Students Enrolled Nondegree in Credit Courses at Penn State
GPA Analysis for Summer 2016 to Spring 2017

<table>
<thead>
<tr>
<th>GPA</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.67 – 4.00</td>
<td>50.66%</td>
</tr>
<tr>
<td>3.34 – 3.66</td>
<td>17.20%</td>
</tr>
<tr>
<td>3.01 – 3.33</td>
<td>11.51%</td>
</tr>
<tr>
<td>2.67 – 3.00</td>
<td>7.80%</td>
</tr>
<tr>
<td>2.34 – 2.66</td>
<td>5.03%</td>
</tr>
<tr>
<td>2.00 – 2.33</td>
<td>5.42%</td>
</tr>
<tr>
<td>OTHER</td>
<td>2.38%</td>
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</table>
### Table 2A
**High School Students Enrolled Non-Degree in Credit Courses at Penn State**  
**Admissions Status**  
**Summer 2018 to Spring 2019**

<table>
<thead>
<tr>
<th>Campus</th>
<th>Sophomore 1</th>
<th>Junior 2</th>
<th>Senior 3</th>
<th>Seniors Who Applied to PSU</th>
<th>Seniors Offered Admission</th>
<th>Seniors Accepted Offer</th>
<th>Yield</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abington</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<td>0%</td>
</tr>
<tr>
<td>Altoona</td>
<td>1</td>
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<td>6</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>67%</td>
</tr>
<tr>
<td>Beaver</td>
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<td>10</td>
<td>20</td>
<td>21</td>
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<td>15</td>
<td>75%</td>
</tr>
<tr>
<td>Berks</td>
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<td>8</td>
<td>36</td>
<td>24</td>
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<td>57%</td>
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<tr>
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<td>29%</td>
</tr>
<tr>
<td>DuBois</td>
<td>2</td>
<td>31</td>
<td>71</td>
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<td>35</td>
<td>25</td>
<td>71%</td>
</tr>
<tr>
<td>Erie</td>
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<td>46</td>
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</tr>
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<tr>
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<td>2</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>Harrisburg</td>
<td>0</td>
<td>1</td>
<td>17</td>
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<td>4</td>
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<td>Hazleton</td>
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<td>35</td>
<td>22</td>
<td>18</td>
<td>7</td>
<td>39%</td>
</tr>
<tr>
<td>Lehigh Valley</td>
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<td>10</td>
<td>69</td>
<td>35</td>
<td>34</td>
<td>22</td>
<td>65%</td>
</tr>
<tr>
<td>Mont Alto</td>
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<td>73</td>
<td>43</td>
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<tr>
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<td>2</td>
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<td>100%</td>
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<td>28</td>
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</tr>
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<td>27</td>
<td>13</td>
<td>12</td>
<td>8</td>
<td>67%</td>
</tr>
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<td>80%</td>
</tr>
<tr>
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<td>18</td>
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<td>67%</td>
</tr>
<tr>
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<td>34</td>
<td>22</td>
<td>19</td>
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<td>26</td>
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<td>557</td>
<td>339</td>
<td>315</td>
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</tbody>
</table>

1 Completed freshman (9th) year in high school  
2 Completed sophomore (10th) year in high school  
3 Completed Junior (11th) year in high school
Table 2B
High School Students Enrolled Non-Degree in Credit Courses at Penn State
Admissions Status
Summer 2017 to Spring 2018

<table>
<thead>
<tr>
<th>Campus</th>
<th>Sophomore 1</th>
<th>Junior 2</th>
<th>Senior 3</th>
<th>Seniors Who Applied to PSU</th>
<th>Seniors Offered Admission</th>
<th>Seniors Accepted Offer</th>
<th>Yield</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abington</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Altoona</td>
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<td>9</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>100%</td>
</tr>
<tr>
<td>Beaver</td>
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<td>47</td>
<td>22</td>
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<td>59%</td>
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<tr>
<td>Berks</td>
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<tr>
<td>DuBois</td>
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<td>3</td>
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<td>100%</td>
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<td>62%</td>
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</tr>
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<td>0</td>
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<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>67%</td>
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<tr>
<td>Schuylkill</td>
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<td>27</td>
<td>17</td>
<td>17</td>
<td>12</td>
<td>71%</td>
</tr>
<tr>
<td>Scranton</td>
<td>0</td>
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<td>5</td>
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<td>2</td>
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<td>50%</td>
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<td>14</td>
<td>13</td>
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<td>62%</td>
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<td>University Park</td>
<td>11</td>
<td>32</td>
<td>33</td>
<td>23</td>
<td>21</td>
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<td>62%</td>
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<tr>
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<td>3</td>
<td>60%</td>
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<tr>
<td>World Campus</td>
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<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
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1 Completed freshman (9th) year in high school
2 Completed sophomore (10th) year in high school
3 Completed Junior (11th) year in high school
Table 2C
High School Students Enrolled Non-Degree in Credit Courses at Penn State
Admissions Status
Summer 2016 to Spring 2017

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2 Completed sophomore (10th) year in high school
3 Completed Junior (11th) year in high school
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### Table 4
High School Students Enrolled Non-Degree in Credit Courses at Penn State
Enrollment by Ethnicity
Summer 2016 to Spring 2019
by Academic Year (Summer to Spring)

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<th>SU16-SP17</th>
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<th>SU17-SP18</th>
<th>%</th>
<th>SU18-SP19</th>
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<td>371</td>
<td>41.3%</td>
<td>201</td>
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<td>American Indian</td>
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<td>Asian</td>
<td>23</td>
<td>3%</td>
<td>24</td>
<td>2.7%</td>
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<td>2.0%</td>
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<td>Black or African American</td>
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<td>21</td>
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<td>28</td>
<td>3.5%</td>
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<td>Foreign (In US on Student or Temporary Visa)</td>
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<td>0.4%</td>
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<td>Hispanic/Latino</td>
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<td>5.7%</td>
<td>31</td>
<td>3.5%</td>
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<td>3.7%</td>
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<td>Native Hawaiian or Other Pacific Islander</td>
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<td>0</td>
<td>0%</td>
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<td>0%</td>
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<tr>
<td>Two or More Races</td>
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<td>3.3%</td>
<td>15</td>
<td>1.7%</td>
<td>15</td>
<td>1.9%</td>
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<td>White</td>
<td>385</td>
<td>50.9%</td>
<td>455</td>
<td>50.7%</td>
<td>495</td>
<td>62.7%</td>
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<td><strong>TOTAL</strong></td>
<td><strong>756</strong></td>
<td><strong>898</strong></td>
<td><strong>789</strong></td>
<td><strong>62.7%</strong></td>
<td><strong>789</strong></td>
<td><strong>62.7%</strong></td>
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</table>

Ethnicity collected and reported following federal requirements beginning in 2009.

### Table 5
High School Students Enrolled Non-Degree in Credit Courses at Penn State
Enrollment by Gender
Summer 2016 to Spring 2019
by Academic Year (Summer to Spring)

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<th>Gender</th>
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<th>SU18-SP19</th>
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<td>530</td>
<td>59%</td>
<td>475</td>
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<td>M</td>
<td>300</td>
<td>40%</td>
<td>360</td>
<td>39%</td>
<td>308</td>
<td>39%</td>
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<td>U</td>
<td>1</td>
<td>0.1%</td>
<td>8</td>
<td>1%</td>
<td>6</td>
<td>1%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>756</strong></td>
<td><strong>60%</strong></td>
<td><strong>898</strong></td>
<td><strong>40%</strong></td>
<td><strong>789</strong></td>
<td><strong>40%</strong></td>
</tr>
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</table>
Appendix P
4/28/20

SENATE COMMITTEE ON FACULTY BENEFITS

Faculty Salary Report

(Informational)

Background
The “Faculty Salary Report” is an annual report created by the Office of Planning, Assessment, and Institutional Research. The report is scheduled to be presented to University Faculty Senate each year, although delivering the report has become more challenging in recent years. Based on recommended policy changes to AC-21, “Definitions of Academic Ranks,” the format of data tables from past templates of the Faculty Salary Report had to be revised. With the expansion in the number of ranks available to non-tenure-line faculty, re-formatting tables that accommodate the many ranks cross-listed against titles and tracks proved to be a daunting task, for example, determining how to fit these elaborate tables within sensible page limits. This all delayed the production of the report. Furthermore, because of the increasingly elaborate data tables, which are not accessible to the blind based on standards set in the Americans with Disabilities Act, the report could not be made available to the general public. In recent years, the report has been made accessible to Senators in BOX, so that only Senators had access to the report. Senators had permission to make the report available to other faculty members upon request. The combination of delays in production and ethical issues associated with accessibility lead the Committee on Faculty Benefits to search for other options.

New Direction
To address the above problems, Faculty Salary tables will now be available online to all faculty on a website that can only be accessed using a Penn State email account id, password, and two-factor authentication. The tables are interactive so faculty can easily access the data which they are most interested. Presenting the new, interactive Faculty Salary Report will be Karen Vance, Assistant Vice Provost for Institutional Research.

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

Faculty Raises Versus Increases in Faculty Spending on Health Care: 2013-2018

(Informational)

BACKGROUND

This report has been prompted by some concerns raised that over the recent past years, increases in premiums + out-of-pocket medical expenses have eaten away a significant portion of faculty raises. These concerns have arisen, in part, because of lower than usual faculty raises over the last several years. It has been one of the high priority charges for the Faculty Benefits committee for the last few years to create a report empirically investigating this concern using data going back to at least 2008 to the present. Unfortunately, the necessary data does not exist earlier than 2013. It was not until 2014 that Penn State has had access to claims and income information on a deidentified basis. Thus, the conclusions in this report are limited in that data only goes back to 2013, when it was during the Great Recession that followed the Financial Crisis of 2007-08 that health care expenditures were still increasing at a high rate and faculty raises were extremely low. Furthermore, when the university switched to a health care plan design which featured premiums proportional to salary in 2012, it is quite likely that some higher-salaried employees did experience higher premiums + OOP expenses, again at a time when faculty salaries were quite flat.

The other limitation of this report is that the analysis is performed using average out-of-pocket expenses, but there is a good deal of variation in actual employee out-of-pocket expenses. In addition, comparing out-of-pocket expenses year to year is not necessarily comparing apples to apples. People migrated in and out of Penn State’s two health plans. During this period, there were a significant number of retirements, and many of those retirees were among the highest utilizers of health services. Removing them from the pool of health claims means the average member in the non-retiree health plans may have had lower claims just because we removed some of the highest claims members. Also, once the PPO Savings plan is introduced in 2014, many of the lowest claim members leave the PPO Plan, potentially increasing the average per member claims. Over time, as more employees shift into the PPO Savings plan, the average out-of-pocket expenses by members in the PPO Savings plan increases in part because of the addition of new members to the plan whose total medical claims may have been more than those members already in the PPO Savings plan.

Methodology

In this report, we use three different levels of income to examine the increase in average premiums plus out-of-pocket health care expenses vs. the average faculty salary raises using data from 2013 to 2018 for those enrolled in the PPO and the PPO Savings plan. The empirical analysis presented in this report up to the section titled “Shortcomings of this Analysis” was conducted by Willis Tower Watson, the university’s health care plan design consultants.

The stated average annual faculty salary increases from 2013 – 2018 is given below:

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1 For example, 2.00% means that the raise pool that can be allocated for merit, across the board, equity, and promotion raises is 2.00% of current salaries of faculty with multi-year contracts or standing appointments in each unit.
The contributions (premiums) percentages used in this report are the percentage of salary paid as premiums by faculty and staff. The percentages for union workers may differ. The average out-of-pocket costs include all Penn State employees, union and non-union. Claims by retirees are not included in this analysis.

The empirical analysis is limited to only those enrolled in either the Employee Only or Dependent (Family) Coverage plans. The calculations made are based on employees with 2013 salaries of $40,000, roughly average salaries ($60,000 for those in the Employee only plan and $72,000 for those enrolled in Dependent Coverage), and $100,000. Three different salary levels were used to test the robustness of the results. Since premiums are proportional to salary, we wanted to make sure that the results were consistent regardless of salary. If the results do depend on salary, that would be important to note.

**PPO Plan Employee Only Coverage**

In 2013, prior to the introduction of the PPO Savings plan in 2014, the premium for those enrolled in the PPO Plan with Employee Only coverage was 2.14% of salary. That percentage has varied year to year in an effort to maintain an approximate 75% university/25% employee share of health care expenses. The percentage of salaried paid for premiums by year:

2013: 2.14%.
2014: 1.75%.
2015: 1.81%.
2016: 1.81%.
2017: 1.81%.
2018: 1.51%.

The tables below show the annual salary and the average annual premium plus out-of-pocket increases for an employee enrolled in the PPO Plan Employee only coverage who had a salary of $40,000, $60,000, or $100,000 in 2013 and received exactly average raises. The out-of-pocket expenses are the average out-of-pocket expenses of all employees enrolled in the PPO Plan Employee only coverage plan regardless of salary.
The table above shows that an employee earning $60,000 in 2013 who received average raises and had average out-of-pocket expenses enrolled in the PPO Employee Only Plan received salary increases totaling $7,551 over the period from 2013-2018. That same employee had their total spending on premiums and out-of-pocket health care expenses decrease by $16 during that same time period. Thus, the increase (decrease) in health care spending by the employee represents a negative 0.21 percent of their total raise.
Similarly, for those employees with a salary of $40,000 in 2013 receiving exactly average raises would have had an increase in salary of $5,034 from 2013 to 2018. Their total spending on health care (premiums plus out-of-pocket expenses) increased by $69 or just 1.4% of their salary increases.

For those who had a salary of $100,000 in 2013, they would have had a salary increase of $12,584 during this time period but would have had their total spending on health care decrease by $195. The results for the three salary groups are quite similar. Those enrolled in the PPO Plan Employee only coverage have had, ON AVERAGE, little to no increase in their premium plus out-of-pocket health care expenses over this time period.

Interestingly, the only one of the three salary groups that experienced an increase in total health care spending were those with the lowest salary, $40,000. This is not the result we should have expected given the design of the health plans to protect the lower salaried employees at Penn State from bearing the burden of high health care claims.

**PPO Plan – Dependent (Family) Coverage**
The premiums for those enrolled the PPO Plan Family Coverage are also a percentage of income. Those percentages have been:

- 2013: 6.04%
- 2014: 4.83%
- 2015: 4.98%
- 2016: 4.96%
- 2017: 4.94%
- 2018: 4.09%

Below are the tables assuming an employee made a salary of $40,000, $72,000, or $100,000 in 2013 and received exactly average raises.
The results are even better for those who have been enrolled in the PPO Plan Dependent Coverage. All three salary groups, on average, experienced a decrease in their premiums + OOP expenses during the period from 2013 to 2018. For the $40,000 salaried employee in 2013, their decrease in health care expenditures over this time period is only $12, but the other two salary groups had their raises enhanced by a decrease in health care expenditures by 5 to 7%.

**PPO Savings Plan – Employee Only Coverage**

The figures presented in the tables below include the HSA seed money contributed by the University. Since the PPO Savings was not introduced until 2014, the empirical analysis starts in 2014. Not including 2013 in the analysis likely skews the results (see the section on Shortcomings of this Analysis later on in the report). Since the Data Warehouse did not exist in 2013, it is impossible to figure out what the average out-of-pocket expenses were in 2013 of those who enroll in the PPO Savings Plan in 2014. Therefore, take the results presented in this section with a grain of salt.

### PPO Plan - Dependent (Family) Coverage

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<tr>
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<td>$77,912</td>
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<td>N/A</td>
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<td>$2,269</td>
<td>$1,559</td>
<td>$1,589</td>
<td>$9,060</td>
</tr>
<tr>
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### PREMIUM AND OUT-OF-POCKET

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<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
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<tr>
<td>6.04%</td>
<td>4.83%</td>
<td>4.98%</td>
<td>4.96%</td>
<td>4.94%</td>
<td>4.09%</td>
<td>INC</td>
</tr>
</tbody>
</table>

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</table>

The results presented in this section with a grain of salt.
At all salary ranges, it appears that the increase in premiums plus average out-of-pocket expenses eroded away some significant chunk of faculty raises for those enrolled in the PPO Savings Employee Only plans. The increase in premiums plus OOP eats up between 7 and 9% of faculty raises.
raises during this time period.

The next set of tables are for those enrolled in the PPO Savings Plan Dependent (Family) Coverage for the three salaries of $40,000, $72,000, and $100,000.

<table>
<thead>
<tr>
<th>SALARY CHANGE VS. PREMIUMS + OUT-OF-POCKET CHANGE</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td>PPO SAVINGS PLAN - DEPENDENT (FAMILY) COVERAGE</td>
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<td>% INCREASE</td>
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</tr>
<tr>
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<tr>
<td>$ 4,233</td>
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<tr>
<td>PREMIUM AND OUT-OF-POCKET</td>
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<tr>
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<td>$ 3,096</td>
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<td>$ 4,233</td>
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<tr>
<td>PREMIUM + OOP</td>
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<th>TOTAL</th>
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<td>2015 $75,643</td>
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<td>2017 $79,471</td>
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<td>2018 $81,060</td>
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<tr>
<td>INCREASE</td>
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<td>$ 2,203</td>
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<td>$ 1,559</td>
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<tr>
<td>PREMIUM AND OUT-OF-POCKET</td>
<td></td>
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<tr>
<td>PREMIUM %</td>
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<tr>
<td>PREMIUM + OOP</td>
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<tr>
<td></td>
<td>20.19%</td>
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</table>
Those of you enrolled in the PPO Savings Plan back away from the ledge now! The data presented in these tables suggest that increases in premiums plus out-of-pocket expenses consumed about 20% of faculty raises received by those in the PPO Savings plan with Family Coverage. The results are ugly, but take these results with a grain of salt. There are a couple of reasons why this analysis paints a false picture (see below).

**Shortcomings of this Analysis**

**Migration to PPO Savings**

To understand one of the reasons this analysis paints a distorted picture for the PPO Savings Plan, let us examine the percentage of Penn State health plan enrollees that chose the PPO Savings Plan by year.

- 2014: 13%.
- 2015: 15%.
- 2016: 17%.
- 2017: 21%.
- 2018: 27%.

Further, if we look at the growth of out-of-pocket expenses in the PPO Savings Plan vs. the PPO Plan, an interesting pattern arises. Growth of out-of-pocket expenses plus premiums (not including HSA seed) from 2014 to 2018:

- **PPO Plan Employee Only**: 2.4% annual increase.
- **PPO Plan Family Coverage**: 2.7% annual increase.
- **PPO Savings Employee Only**: 10.2% annual increase.
- **PPO Savings Family Coverage**: 9.4% annual increase.

The growth of out-of-pocket expenses is much faster for the PPO Savings Plan. Combining the percent enrolled in the PPO Savings plan and the growth rate of premiums + out-of-pocket expenses, it is clear that as more people entered the PPO Savings plan, the new entrants had, on average, higher per member claims (health care expenses) than those who had previously enrolled in the PPO Savings plan. In other words, the very first people to enroll in the PPO Savings plan were mostly those who had very low utilization of health care and were very confident that paying significantly lower premiums, even with higher deductibles, would save them money. These people were therefore, among the lowest cost members of Penn State health plans. Over the time,
more and more employees recognized the potential to save money by switching to the PPO Savings plan but the difference in cost between the plans was less than those who had already switched, on average. Thus, on average, the new entrants had higher average claims then those previously enrolled in the PPO Savings plan, causing an increase in the AVERAGE claims per member. We are not comparing apples to apples in the data tables. The average person in the PPO Savings Plan in each year is NOT the same as the average person in previous years.

Lack of data for 2013 for the PPO Savings Plan
The purpose of this report was to track the change in the total cost of health care to the employee over the period from 2013 to 2018. The total cost consists of premium contributions and out-of-pocket expenses. Yet, we do not know what the OOP expenses were in 2013 for those joining the HSA plan in its first year, 2014. It is likely that their OOP expenses went up migrating to the PPO Savings plan because of the higher deductible, but their premiums decreased significantly. For those in the PPO Savings Plan with Employee Only Coverage their premiums in 2014 decreased. The table above shows that the average employee earning $40,000 in 2013 that migrated to the PPO Savings plan in 2014 saved a minimum of $216. For example, the average person earning $40,000 had premiums + OOP of $640 in 2014 but premiums alone in 2013 were $856. They saved $216 PLUS whatever their OOP was in 2013. This savings is not reflected in the previous calculations. The previous analysis indicated that the average person earning $40,000 in the PPO Savings Employee Only Coverage had their premiums plus OOP increase $292 between 2014 and 2018 but this does not account for the more than $216 savings they had in 2014 by switching to the PPO Savings Plan. The next table compares the minimum savings in 2014 by switching to the PPO Savings Plan with the increase in premiums + OOP between 2014 and 2018.

<table>
<thead>
<tr>
<th>COMPARISON OF PREMIUMS 2013 AND 2014</th>
<th>INCLUDES HSA SEED</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPO PLAN EMPLOYEE ONLY COVERAGE</td>
<td>PREMIUM 2013</td>
</tr>
<tr>
<td>SALARY</td>
<td>$ 40,000</td>
</tr>
<tr>
<td></td>
<td>$ 60,000</td>
</tr>
<tr>
<td></td>
<td>$ 100,000</td>
</tr>
</tbody>
</table>

The table above shows that the average employee earning $40,000 in 2013 that migrated to the PPO Savings plan in 2014 saved a minimum of $216. For example, the average person earning $40,000 had premiums + OOP of $640 in 2014 but premiums alone in 2013 were $856. They saved $216 PLUS whatever their OOP was in 2013. This savings is not reflected in the previous calculations. The previous analysis indicated that the average person earning $40,000 in the PPO Savings Employee Only Coverage had their premiums plus OOP increase $292 between 2014 and 2018 but this does not account for the more than $216 savings they had in 2014 by switching to the PPO Savings Plan. The next table compares the minimum savings in 2014 by switching to the PPO Savings Plan with the increase in premiums + OOP between 2014 and 2018.

<table>
<thead>
<tr>
<th>REVISED ESTIMATES OF FACULTY RAISES</th>
<th>VERSUS INCREASE IN HEALTH CARE EXPENSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPO SAVINGS PLAN - EMPLOYEE ONLY COVERAGE</td>
<td>ORIGINAL</td>
</tr>
<tr>
<td>SALARY</td>
<td>INCREASE</td>
</tr>
<tr>
<td>$ 40,000</td>
<td>$ 292</td>
</tr>
<tr>
<td>$ 60,000</td>
<td>$ 566</td>
</tr>
<tr>
<td>$ 100,000</td>
<td>$ 913</td>
</tr>
</tbody>
</table>

Do not forget that even the revised increases OVERSTATE the actual increase because it does not include any additional money spent in 2013 on out-of-pocket expenses. Below are the revised estimates for those in the PPO Savings Dependent Coverage plan. In 2013, employees in the Dependent Coverage plan paid 6.04% of their salary on premiums. In 2014, the PPO Savings Plan premium was 1.44% of salary.
REVISED ESTIMATES OF FACULTY RAISES
VERSUS INCREASE IN HEALTH CARE EXPENSES
PPO SAVINGS PLAN - DEPENDENT COVERAGE

<table>
<thead>
<tr>
<th>SALARY</th>
<th>ORIGINAL INCREASE</th>
<th>2014 MINIMUM SAVINGS</th>
<th>REVISED INCREASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>$40,000</td>
<td>$827</td>
<td>$369</td>
<td>$458</td>
</tr>
<tr>
<td>$72,000</td>
<td>$1,538</td>
<td>$1,832</td>
<td>$294</td>
</tr>
<tr>
<td>$100,000</td>
<td>$2,211</td>
<td>$3,112</td>
<td>$901</td>
</tr>
</tbody>
</table>

THUS, in all likelihood, on average, people enrolled in the PPO Savings plan are spent less on health care in 2018 than they were in 2013!

Summary and Conclusions
This report shows that, on average, employees enrolled in a Penn State health care plan have had very little, if any, of their raises eaten up by increased health care expenditures which include premiums and out-of-pocket costs. This analysis was limited in scope, including only the years from 2013 to 2018. Disaggregated data, data that would allow claims to be sorted by salary, does not exist for Penn State before 2013.

SENATE COMMITTEE ON FACULTY BENEFITS
- Ingrid Blood
- Denise Costanzo, Vice Chair
- Rita Foley
- Lorraine Goffe
- Raymond Najjar
- Xuwen Peng
- Linda Rhen
- Mohammad Rasouli
- Ira Saltz, Chair
- Geoff Scott
- Greg Stoner
SENATE COMMITTEE ON FACULTY BENEFITS
Report on Childcare at Penn State University: 2019 Report

(Informational)

PURPOSE
This is the fourth annual report prepared for the Faculty Senate and is a summary of childcare services (availability, cost, and University contributions) and related research, education, and service activities associated with early childcare services at Penn State University and Penn State Health. The report also summarizes changes since the implementation of recommendations from the 2014 “Presidential Task Force on Child Care at Penn State: Findings and Report to President Rodney Erickson.” An overview of changes include the development of an early child care services strategic plan and closure of the Altoona campus Penn Mont academy location.

BACKGROUND
Penn State is a national leader in the Big Ten in the provision of on-campus child care services and early childhood education (Big Ten Academic Alliance, Child Care Benchmark Report, April 2018). Historically, the University has supported the philosophy that investment in early childhood education and care should be available to accommodate the changing population and to attract and retain competent and dedicated faculty, staff, and students (HR-48). Childcare provided to families outside the University strengthens the connection between Penn State and its local communities. In addition, many centers serve as training sites for pre-service students in Early Childhood Education, and faculty and students also teach and conduct research in childcare centers.

There currently are seven childcare centers across the Commonwealth – five of which serve the University and two of which serve Penn State Health. Of the seven childcare centers, Penn State operates two (the Child Care Center at Hort Woods and the Bennett Family Center) and the other five are managed and operated by Bright Horizons.

Providing care to children at University Park since 1929, Penn State currently serves up to 1,027 children daily across the Commonwealth. Managed and/or contracted centers are located at University Park (The Bennett Family Center, Child Care Center at Hort Woods and Daybridge), Harrisburg (Child Learning Center), Behrend (Early Learning Center), the Milton S. Hershey Medical Center (First Discoveries), and a Penn State Health Center at Saint Joseph’s Hospital (Creative Beginnings). The majority of children served at University Park centers have University affiliated faculty, staff and/or student parents, while there is more of a mix of Penn State University and Penn State Health affiliated and community families at the other center locations.
TASK FORCE ON CHILD CARE

In 2013, a Presidential Task Force on Child Care was developed after a decision to outsource the Bennett Family Center at the University Park campus was reversed following strong objections from parents and staff. In January 2014, the task force issued a Report “Presidential Task Force on Child Care at Penn State: Findings and Report to President Rodney Erickson.” This report contained a number of recommendations that were reviewed and supported by President Erickson.

In December 2015, a re-instituted Child Care Advisory Committee (CCAC), and newly hired Director of Early Child Care Programs and Services, Holley Cyone, met with President Barron who gave his support for addressing recommendations made in the Task Force Report.

UPDATE ON REPORT RECOMMENDATIONS

Since the report was issued in January 2014, the majority of key recommendations have been addressed. Additionally, Human Resources (HR) including, the Director of Early Child Care Programs and Services, and the CCAC, have worked to address remaining recommendations and develop new goals and objectives for services through the development of an Early Child Care Services Strategic Plan.

From Finding 1 (“The Penn State community cares about the care and education of young children”), it was recommended that the University provide leadership in early childhood education and care through research, teaching, and service; establish faculty lines; establish scholars-in-residence programs; and, provide incentives for faculty to conduct research.

Update:

- During 2019 at the Bennett Family Center and the Child Care Center at Hort Woods (both operated by Penn State), 216 students spent 11,218 hours, representing five departments, completing coursework assignments, and working as work-study, wage, or Nittany Reads students.
- In 2019, eight research studies were conducted at the Bennett Family Center and Child Care Center at Hort Woods, doubling the average number of research studies conducted in managed centers over the last four years.
- In 2019, the Daybridge Center in Innovation Park at the University Park campus (that is operated and managed by Bright Horizons) hosted 31 students from four departments who participated in coursework or worked at the center.
- In 2018 and 2019, the College of Education funded Graduate Assistants to support classrooms and center administration with implementation of anti-bias curriculum goals at both managed centers.
From Finding 2 (“Penn State Parents are mostly satisfied with services, but needs exist across the University”), it was recommended that the university continue to address childcare needs, including availability, financial support for parents, and educational resources.

Update:

- 2018 parent survey results confirmed that families remain satisfied with childcare services. Additionally, families feel that employer-sponsored childcare helps them to be more productive in their job and/or studies.
- For eight years, the Altoona campus had a successful and meaningful relationship with Penn Mont Academy, which provided quality education and care for children of campus students, faculty, staff, and community families. The University and Penn Mont Academy mutually decided not to renew the contract to operate the Altoona campus location, ending childcare services under Penn Mont as of early June 2019. Penn Mont agreed to support placements for currently enrolled children at their Hollidaysburg location.
- Penn State was awarded a $824,768 CCAMPIS (Child Care Access Means Parents in School) grant from the U.S. Department of Education to provide financial assistance for childcare to qualifying low-income undergraduate and graduate student parents at University Park and 20 campus locations. The four-year grant will provide $206,191 in second year funding for the Student Parent Child Care Subsidy Program in 2019-2020. For two decades, the program has also been additionally funded by student fees at University Park and participating campus locations.
- Table 1 documents the current potential capacity at all campus locations

<table>
<thead>
<tr>
<th>Center</th>
<th>Total Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behrend- Early Learning Center*</td>
<td>90</td>
</tr>
<tr>
<td>University Park- Bennett Family Center</td>
<td>147</td>
</tr>
<tr>
<td>University Park- Daybridge*</td>
<td>177</td>
</tr>
<tr>
<td>Harrisburg Children’s Learning Center*</td>
<td>65</td>
</tr>
<tr>
<td>Hershey Medical Center/College of Medicine- First Discoveries*</td>
<td>140</td>
</tr>
<tr>
<td>University Park- Child Care Center at Hort Woods</td>
<td>219</td>
</tr>
<tr>
<td>Penn State Health- Saint Joseph’s Hospital-Creative Beginnings*</td>
<td>189</td>
</tr>
<tr>
<td>TOTAL CAPACITY=</td>
<td>1,027</td>
</tr>
</tbody>
</table>

*childcare center managed and operated by Bright Horizons and is applicable to all tables in this report
• Table 2 documents the current availability at all campus locations

**TABLE 2-CENTER OPENINGS** at University and Penn State Health childcare centers (AS OF December 31, 2019)

<table>
<thead>
<tr>
<th>Center</th>
<th>Total Openings</th>
<th>Infant</th>
<th>Toddler</th>
<th>Preschool</th>
<th>School-Age/Kindergarten</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behrend- Early Learning Center</td>
<td>11</td>
<td>0</td>
<td>8</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>University Park- Bennett Family Center and Child Care Center at Hort Woods</td>
<td>8</td>
<td>2</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>University Park- Daybridge</td>
<td>49</td>
<td>2</td>
<td>25</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Harrisburg Children’s Learning Center</td>
<td>17</td>
<td>5</td>
<td>7</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Hershey Medical Center/College of Medicine-First Discoveries</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Penn State Health- Saint Joseph’s Hospital-Creative Beginnings</td>
<td>3</td>
<td>5</td>
<td>13</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

• Table 3 documents current tuition rates at all campus locations

**TABLE 3- TUITION RATES** (Current weekly tuition rates for University and Penn State Health Centers)

*For purposes of this Table 3, “Penn State Rates” are applicable to Penn State University and Penn State Health affiliated families

<table>
<thead>
<tr>
<th>Center</th>
<th>Infant</th>
<th>Toddler</th>
<th>Preschool</th>
<th>School-Age</th>
<th>Kindergarten</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behrend- Early Learning Center</td>
<td>Penn State Rates- $237 (5 days), $168 (3 days), $113 (2 days), Community Rates- $264 (5 days), $198 (3 days), $140 (2 days)</td>
<td>Penn State Rates- $226 (5 days), $162 (3 days), $107 (2 days) Community Rates- $252 (5 days), $189 (3 days), $134 (2 days)</td>
<td>Penn State Rates- $206 (5 days), $155 (3 days), $103 (2 days) Community Rates- $231 (5 days), $173 (3 days), $122 (2 days)</td>
<td>Penn State Rates- $187 (5 days), $140 (3 days), $100 (2 days) Community Rates- $193 (5 days), $145 (3 days), $103 (2 days)</td>
<td>N/A</td>
</tr>
<tr>
<td>Location</td>
<td>University Park - Bennett Family Center and Child Care Center at Hort Woods</td>
<td>University Park - Daybridge</td>
<td>Harrisburg Children’s Learning Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------</td>
<td>----------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rates</td>
<td>$215 (30K or less); $247 (30,001-70K); $281 (70,001-110K); $345 (110,001-160K), $410 (160K or more)</td>
<td>Penn State Rates- $263 (5 days); $197 (3 days); $139 (2 days) Community Rates- $289 (5 days); $217 (3 days); $153 (2 days)</td>
<td>Penn State Rates- $229 (5 days); $177 (3 days); $135 (2 days) Community Rates- $250 (5 days); $195 (3 days); $149 (2 days)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Rates</td>
<td>$215 (30K or less); $247 (30,001-70K); $281 (70,001-110K); $345 (110,001-160K), $410 (160K or more)</td>
<td>Penn State Rates- $200 (5 days), $150 (3 days); $106 (2 days) Community Rates- $220 (5 days); $165 (3 days); $117 (2 days)</td>
<td>Penn State Rates- $219 (5 days); $172 (3 days); $131 (2 days) Community Rates- $238 (5 days); $188 (3 days); $142 (2 days)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After-school only</td>
<td>$171 (30K or less); $192 (30,001-70K); $217 (70,001-110K); $239 (110,001-160K), $261 (160K or more)</td>
<td>After-school only-Penn State Rates- $95 (5 days); $72 (3 days); $51 (2 days) Community Rates- $105 (5 days); $79 (3 days); $56 (2 days)</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Penn State Rates</td>
<td>$196 (30K or less); $217 (30,001-70K); $247 (70,001-110K); $281 (110,001-160K), $345 (160K or more)</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Rates</td>
<td>$233 (Bennet only)</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Hershey Medical Center/College of Medicine - First Discoveries

<table>
<thead>
<tr>
<th>Center</th>
<th>Penn State Rates</th>
<th>Community Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$293 (5 days)</td>
<td>$234 (3 days)</td>
</tr>
<tr>
<td></td>
<td>$224 (3 days)</td>
<td>$177 (2 days)</td>
</tr>
<tr>
<td></td>
<td>$339 (5 days)</td>
<td>$271 (3 days)</td>
</tr>
<tr>
<td></td>
<td>$203 (2 days)</td>
<td>$194 (2 days)</td>
</tr>
</tbody>
</table>

## Penn State Health - Saint Joseph’s Hospital- Creative Beginnings

<table>
<thead>
<tr>
<th>Center</th>
<th>Penn State Rates</th>
<th>Community Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$272 (5 days)</td>
<td>$191 (3 days)</td>
</tr>
<tr>
<td></td>
<td>$131 (2 days)</td>
<td>$288 (5 days)</td>
</tr>
<tr>
<td></td>
<td>$216 (3 days)</td>
<td>$153 (2 days)</td>
</tr>
</tbody>
</table>

## Penn State Rates - Saint Joseph’s Hospital- Creative Beginnings

<table>
<thead>
<tr>
<th>Center</th>
<th>Penn State Rates</th>
<th>Community Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$281 (5 d)</td>
<td>$246 (5 days)</td>
</tr>
<tr>
<td></td>
<td>$224 (3 days)</td>
<td>$197 (3 days)</td>
</tr>
<tr>
<td></td>
<td>$169 (2 days)</td>
<td>$149 (2 days)</td>
</tr>
<tr>
<td></td>
<td>$324 (5 days)</td>
<td>$285 (5 days)</td>
</tr>
<tr>
<td></td>
<td>$259 (3 days)</td>
<td>$229 (3 days)</td>
</tr>
<tr>
<td></td>
<td>$194 (2 days)</td>
<td>$172 (2 days)</td>
</tr>
</tbody>
</table>

## Community Rates - Saint Joseph’s Hospital- Creative Beginnings

<table>
<thead>
<tr>
<th>Center</th>
<th>Penn State Rates</th>
<th>Community Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$289 (5 days)</td>
<td>$239 (5 days)</td>
</tr>
<tr>
<td></td>
<td>$216 (3 days)</td>
<td>$179 (3 days)</td>
</tr>
<tr>
<td></td>
<td>$153 (2 days)</td>
<td>$127 (2 days)</td>
</tr>
</tbody>
</table>

## Before School Rates - Saint Joseph’s Hospital- Creative Beginnings

<table>
<thead>
<tr>
<th>Center</th>
<th>Penn State Rates</th>
<th>Community Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$262 (5 days)</td>
<td>$226 (5 days)</td>
</tr>
<tr>
<td></td>
<td>$186 (3 days)</td>
<td>$159 (3 days)</td>
</tr>
<tr>
<td></td>
<td>$127 (2 days)</td>
<td>$107 (2 days)</td>
</tr>
<tr>
<td></td>
<td>$277 (5 days)</td>
<td>$239 (5 days)</td>
</tr>
<tr>
<td></td>
<td>$208 (3 days)</td>
<td>$179 (3 days)</td>
</tr>
<tr>
<td></td>
<td>$147 (2 days)</td>
<td>$127 (2 days)</td>
</tr>
</tbody>
</table>

## After School Rates - Saint Joseph’s Hospital- Creative Beginnings

<table>
<thead>
<tr>
<th>Center</th>
<th>Penn State Rates</th>
<th>Community Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$81 (5 days)</td>
<td>$93 (5 days)</td>
</tr>
<tr>
<td></td>
<td>$49 (3 days)</td>
<td>$56 (3 days)</td>
</tr>
<tr>
<td></td>
<td>$32 (2 days)</td>
<td>$37 (2 days)</td>
</tr>
</tbody>
</table>

## TABLE 4 - Affiliation as of December 31, 2019 (% of total enrollment Penn State affiliated vs. % Community non-affiliated)

<table>
<thead>
<tr>
<th>Center</th>
<th>% Penn State University and/or Penn State Health Affiliated</th>
<th>% Community Affiliated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behrend- Early Learning Center</td>
<td>26%</td>
<td>74%</td>
</tr>
<tr>
<td>University Park- Bennet Family Center</td>
<td>94%</td>
<td>6%</td>
</tr>
<tr>
<td>University Park- Child Care Center at Hort Woods</td>
<td>94%</td>
<td>6%</td>
</tr>
<tr>
<td>University Park- Daybridge</td>
<td>72%</td>
<td>28%</td>
</tr>
<tr>
<td>Harrisburg Children’s Learning Center</td>
<td>51%</td>
<td>49%</td>
</tr>
<tr>
<td>Hershey Medical Center/College of Medicine- First Discoveries</td>
<td>85%</td>
<td>15%</td>
</tr>
<tr>
<td>Penn State Health- Saint Joseph’s Hospital- Creative Beginnings</td>
<td>26%</td>
<td>74%</td>
</tr>
</tbody>
</table>
From Finding 3 ("Institutionalize attention to child care needs for Penn State families"), it was recommended that campus-level decision-making be supported; HR-48 should be enforced; child care should move from HHD to HR; AD-39 applicability be evaluated; and that costs and benefits be consistently evaluated.

Update:

- The Child Care Advisory Committee (CCAC) was re-constituted in the summer of 2014.
- The University’s policy on the provision of childcare (HR-48) was enforced by hiring a Director of Early Child Care Programs and Services in January of 2015.
- Oversight of childcare was moved from the College of Health and Human Development to Human Resources in 2015, under the Director of Early Child Care Programs and Services.
- Human Resources continues to see Early Child Care Services as an important benefit for recruitment and retention of faculty, staff, and students. An Early Child Care Strategic Planning Committee, including members of CCAC, HR, the Colleges, and Campuses formed in the spring of 2018, and plans to finalize the first Strategic Plan for Early Child Care Services in early 2020.
- HR-48 was revised to include additional guidelines to support health and safety requirements for our managed and contracted childcare centers such as, handling medical emergencies, medication administration, and required CPR/First Aid Certification. Additional revisions to HR-48 will be made in the coming year within the supervision of children section of this policy to clarify expectations for managed and outsourced centers, if put on a provisional license.
- Table 5 shows budget information for all campus locations, documenting significant University investment in childcare, largely through subsidization of employee fringe costs and in-kind support (not shown here, such as building maintenance costs), which are not currently met by tuition and grant income.
TABLE 5- BUDGET INFORMATION (CURRENT FISCAL YEAR JULY 1, 2018-JUNE 30, 2019)

<table>
<thead>
<tr>
<th>FY18/19</th>
<th>Penn State-Managed Centers</th>
<th>Bright Horizons-Managed Centers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Bennett Family Center, University Park Approximately 35 employees</td>
<td>*Bright Horizons centers are not managed by Penn State and employees are Bright Horizons employees who are NOT employed by the University or Penn State Health.</td>
</tr>
<tr>
<td></td>
<td>The Child Care Center at Hort Woods, University Park Approximately 50 employees</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Behrend Early Learning Center Approximately 20 employees</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Harrisburg Children’s Learning Center Approximately 16 employees</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Saint Joe’s Children’s Creative Beginnings Approximately 30 employees</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSH/HMC/COM First Discoveries at Bright Horizons Approximately 24 employees</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Daybridge, University Park Approximately 41 employees</td>
<td></td>
</tr>
<tr>
<td>Expenses</td>
<td></td>
<td>Total</td>
</tr>
<tr>
<td>Employee Salary</td>
<td>$1,304,339</td>
<td>$1,678,857</td>
</tr>
<tr>
<td>Fringe</td>
<td>$ 467,315</td>
<td>$ 618,484</td>
</tr>
<tr>
<td><strong>Total Salary + Fringe</strong></td>
<td><strong>$1,771,654</strong></td>
<td><strong>$2,297,341</strong></td>
</tr>
<tr>
<td>Operating Expenses (Food, equipment, materials, etc.)</td>
<td>$ 158,748</td>
<td>$ 195,200</td>
</tr>
<tr>
<td><strong>Total Operating Expenses</strong></td>
<td><strong>$1,930,402</strong></td>
<td><strong>$2,492,541</strong></td>
</tr>
<tr>
<td>Income</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition, subsidies</td>
<td>$ 1,045,976</td>
<td>$ 433,363</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$1,538,141</strong></td>
<td><strong>$2,243,964</strong></td>
</tr>
<tr>
<td>Penn State University or Penn State Health contribution</td>
<td>$441,495</td>
<td>$350,000</td>
</tr>
</tbody>
</table>
From Finding 4 (“Peer-institutions are addressing similar issues and concerns”), it was recommended that a CIC (Council of Independent Colleges) consortium be formed on the topic and that continued models and cost-structures across peer institutions be explored.

Update:

- The development of a system for frequent benchmarking with Big Ten childcare programs will be recommended as part of the University Strategic Plan for Early Child Care Services.

From Finding 5 (“Future management of Bennett Family Center and the Child Care Center at Hort Woods needs to be determined as soon as possible”), it was recommended that University Park campus should maintain teacher status as Penn State employees for BFC and former-Child Development Lab (CDL) employees at Hort Woods, evaluate the feasibility of an outsourced management model to compete with salaries and benefits commensurate with Penn State benefits and salaries, and improve collaboration and coordination of center activities.

Update:

- In 2018, the University announced a decision to change childcare vendors at the Penn State Health at Hershey Medical Center/College of Medicine, and the Daybridge Center at University Park from KinderCare to Bright Horizons. The Hershey Center transitioned to Bright Horizons in August 2018, and Daybridge transitioned to Bright Horizons in December 2018.
- In 2017, the Hershey Medical Center began to offer a new childcare benefit to Hospital and College of Medicine (COM) employees through Bright Horizons. Back-up childcare services, including in-home and center-based childcare, is available to employees for unplanned childcare needs, including school snow days, childcare break down/center closures, child with a mild illness, etc. Employees receive 10 days per calendar year, with a daily co-pay of $15/child at participating centers and $6/hr. for participating in-home childcare providers. Hershey Medical Center has decided to offer this benefit again to Hospital and COM employees in 2020.

Resource Considerations

The Bennett Family Center and Child Care Center at Hort Woods were originally set-up and are currently staffed to fulfill the need for childcare services at University Park. As a result, the centers are often not staffed to allow educators time out of classrooms to actively participate in research or mentor students. Currently, planning time is used to fulfill state mandated and accreditation requirements, including time completing child assessments, parent teacher conferences and reports, curriculum planning, etc. The centers are not operating as laboratory schools in the way that many other Universities operate their on-campus childcare centers.
In order to continue to increase engagement in the centers by faculty and students, the Faculty Senate Benefits Committee suggests that administration consider adding resources to the centers to allow educators to come out of the classroom more often to participate in research, work with faculty and effectively mentor students. Increasing involvement alone will not be successful without additional staffing to ensure that mandated state ratios are met while educators come out of the classroom to participate in these activities in the future.

Additionally, as a result of a recent situation at Hort Woods, the Faculty Senate Benefits Committee suggests that administration consider the benefit of professional support for educators in working with children with special needs and challenging behaviors. The centers will explore a partnership with other departments who specialize in working with children with special needs in the future. Additionally, the centers have proposed to work with a consultant to support classroom management techniques and individual supports for children with various needs in the future.

SENATE COMMITTEE ON FACULTY BENEFITS

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- Denise Costanzo, Vice Chair
- Rita Foley
- Lorraine Goffe
- Raymond Najjar
- Xuwen Peng
- Linda Rhen
- Mohammad Rasouli
- Ira Saltz, Chair
- Geoff Scott
- Greg Stoner

Report prepared with the cooperation of Holley Cyone, Director of Early Childhood Programs and Services
SENATE COMMITTEE ON GLOBAL PROGRAMS

Explore Treatment of International Students

(Informational)

CONTEXT

Charge: Look into the treatment of international students in community organizations, for example, at restaurants, but also more institutional locations such as post offices or getting driver’s licenses, at University Park and beyond. See the March 2019 Senate Record and the March 2019 report “Supporting International Students and Scholars at Penn State University.” Consider how these reports are made, monitored, aggregated, and so on.

Summary of Prior Issues Related to the Treatment of International Students

Issues of unfair treatment of international students have previously been reported as they relate to unfair practices at the post offices, DMV, Social Security Administration, and more recently at local establishments in the State College community.

This report summarizes our committee’s efforts to determine the extent to which the international student treatment issues are occurring across campuses and whether these issues are continuing to occur. The 'scope' section of this report summarizes the people/organizations that were contacted for this report as well as a summary of the responses that we received.

Susan D’Amico, Associate Director of the Directorate of International Student and Scholar Advising (DISSA), provided the following summary to provide contextual insights into the issues that have been reported in our data collection:

Restaurants and bars have denied entry due to the visa stamp being expired. Masume Assaf, Director of DISSA, originally raised attention to this issue. The visa stamp in the passport is an entry document and it doesn’t matter if it expires while the person is here. Regardless, establishments that have an age requirement should verify DOB only.

Apartments complexes and landlords often want to see passports and visa documents such as the I-20 or DS-2019. They also sometimes deny rentals to students or scholars who do not have a social security number or who have an insufficient history. A social security number is only available to students with work eligibility for off-campus employment or an on-campus job. Its purpose is to collect taxes.
We believe the issue is interrelated. The social security number is often used to run a credit check. Landlords want some assurance that rent will be paid. Domestic students at 19 would not have much of a credit history, but perhaps their parents co-sign for them. I previously worked at a university in Washington, DC, where landlords made similar requests to see visa documents since they were aware of the fact that international students and scholars must have a documented means of support before they can be issued the I-20 or DS-2019 and that finances are reviewed by U.S. Consular officials as part of the visa issuance process abroad.

However, there are always unscrupulous landlords such as what Heidi Decker described at York. We had reports of landlord issues in the Abington area as well. The Student Legal Services funded by student fees at UP has been very helpful with landlord issues for students, and a few J-1 scholars in the UP area and they have given referrals to local legal resources for students in Abington.

Lastly, issues were raised regarding the DMV and the Social Security Administration. DISSA has established very strong, positive working relationships with these entities and both have been helpful and responsive. Occasionally there is a training issue. Mostly, the source of the problems has not been the DMV or SSA themselves. Both entities are legally required to verify immigration status in a DHS system called “SAVE” (Systematic Alien Verification for Entitlements Program). SAVE receives data from many different DHS data systems. There are often data transfer issues where SAVE did not have accurate, up-to-date information. DISSA often helps to clarify that SAVE is inaccurate so that DMV and SSA can work through their channels to coordinate with DHS, who can ensure that the SAVE system is updated appropriately. Only when SAVE can accurately verify the immigration status can the DMV and SSA approve the application.

As an aside, data transfer issues between various DHS systems has created significant workload issues for DISSA in our effort to help students.

Masume Assaf, Director of DISSA, communicated her concerns to the PA Liquor Control Board of discriminatory behavior in local establishments. The PA Liquor Control Board followed up with a letter outlining the Liquor Code and describing the inspection of Visa’s as a potential discriminatory action.

**SCOPE**

_Data Collection:_


We have contacted a number of individuals and groups to inquire about any reports related to international student treatment within the community as well as on campus. The following individuals/groups were emailed to gather more information to determine if similar incidents are still occurring on campus or in the surrounding communities across all campuses at Penn State: Past international students (and faculty) that initially reported these issues, Global Programs (including DISSA advisors and Global Education Coordinators (GECs)), graduate student associations (such as the Graduate & Professional Student Association (GPSA), International Student Council, Indian Graduate Student Association, and the Latin American Graduate Student Association (LAGRASA), English for Professional Purposes Intercultural Center (EPPIC), at least one administrator from each University Park College that represented either international/multicultural programs, advising, diversity and inclusion or education equity, as well as a few individuals that may be in a position to hear about relevant issues such as the lead faculty in the World in Conversations program. The two international student groups (Indian Graduate Student Association and the Latin American Graduate Student Association) were selected for follow up based on the recommendation of the president of the Graduate & Professional Student Association.

Summary of Responses:

UP College (international/multicultural programs, advising, diversity and inclusion or education equity):

- We contacted 11 colleges, 7 of the 11 replied, of those, 6 reported not hearing any related reports;
- One indicated hearing repeated reports in the past of instances of unreasonable scrutiny of identification documents, however did not know of any recent instances.
- One contact shared a personal story where an international visitor to their home was told he had to produce his passport at Sharky’s, because he had a UK license and it would not be accepted, they felt he was being targeted as he was older than the others in their group (from 2 years ago); other issue: this person has a daughter from Guatemala has encountered numerous "go back to your own country" comments downtown, but those were typically from people sporting Trump gear and were on the streets rather than from a business.

Commonwealth Campus Community:

- DMV in Norristown PA could not renew a drivers license because the system indicated that their I-94 had expired, even though it had not, the issue could not be resolved at the immigration center in Philadelphia, because there was not really an issue; after a two month period of time and hassle, it was determined that it was a DMV error.
- Great Valley Enrollment Management and Student Services: No reports of unfair treatment.
Office of Student Life and Intercultural Programs Penn State Harrisburg:
  ● No issues with mistreatment of international students in terms of questioning visas, immigration, hate crimes etc. There was an incident with an alumnus who was trying to open a Chinese restaurant and received hate messages posted on the new business, but that was resolved. There were some incidents related to title IX that followed the appropriate channels.

Office of Respectful Learning Penn State Hershey: reported 3 incidents of discriminatory comments:
  ○ The Syrian Refugee Initiative (Penn State medical student group) received a negative post on their Facebook page that said “no more terrorist groups”. It was not clear if the comment came from an internal or external source. That person could not be ID’d.
  ○ On May 2019 a graduating senior medical student had discriminatory comments posted towards the Latino community. The screen shot with comments went all over the medical student community. Looks like the boyfriend of this student posted the comments as retaliation.
  ○ A first year white male student used vulgar offensive language toward a black student on campus. The offending student was intoxicated with alcohol. The incident happened on campus.

Directorate of International Student & Scholar Advising (DISSA) Advisors:
  ● York, Harrisburg, and Mont Alto: I have had one of my students from Harrisburg have serious trouble at the Social Security Administration, but I believe it was a training issue rather than any kind of discrimination. The new employee simply didn't know how to process the paperwork. We've had more problems in York with Apartment complexes trying to take advantage of the students' lack of knowledge about how things work here with security deposits and eviction notices, etc. We don't have on-campus housing, and we mostly have freshmen and sophomores, so these kids are young and naive to be able to navigate all this. They are too young to go to the bars, so that has not been an issue here.

Global Education Coordinators (GECs):
  ● Southwest Region: In the past (3-5 years ago), the Fayette campus had issues whenever international students went to the social security administration. They would get interviewed extensively, something that was unnecessary, making a process that would normally be 30 minutes last over an hour. This does not happen anymore. However, Greater Allegheny still has some issues with international students at the DMV when they go to get their driver licenses. They used to refuse to give them licenses until recently, currently they have one person at the McKeesport DMV deal with international students, but if that person is absent they cannot get their licenses that day.
• Behrend: We have had a couple minor incidents with our local Social Security Office officials. Basically, I think it has boiled down to new employees not being aware of processes. Most recently, I had a student reject at the SS office because her employment letter didn’t list how many hours she would work (which is not a requirement) and because the letter said “offered” and not “hired.”

Student Organizations:

*International Student Council:* replied to email, was going to check with members and report back if any incidents were identified; did not report any.

*University Park Undergraduate Association (UPUA):* did not respond to email.

*Graduate & Professional Student Association (GPSA):* The issue was brought up at a November, 2019 meeting and while they did not have any specifics to provide, and could not say if the unfair treatment was going on right now, there was a general awareness of issues such as the Visa inspection. They felt that a specific population was being targeted: Puerto Ricans. They recommended that we speak with the Latino student group LAGRASA as well as the Indian Graduate Student Association.

From that meeting, the GPSA reported a number of concerns:

• International students do not get their 1st stipend until November, and this is a hardship for them.
• Some students have questions as to whether they have the same access to jobs on campus such as work study or wage payroll (students that do not have an assistantship).
• Students do not feel free to speak their native language in public spaces. We need to think about how we can get faculty and students to value other languages. I tried to get some specifics that would illustrate this issue but the only thing that was mentioned was that advisors may be recommending to their students that they speak English in the lab or when with their friends.
• International students are not participating in other group activities at the same rate as non-international students; it was thought that this might be due to the international students finding friends and a support group from their native country and not seeing a need to look outside of that group for socialization.
• Communication is needed about why diversity and inclusion is important to international students. The president felt that international students were not aware of issues related to gender equity, etc.

In addition, the topic of international student treatment was discussed at a recent December, 2019 town hall meeting, along with other concerns that international students conveyed:
• Students basically mentioned the issue again that there are some graduate students that are being asked for passports and being turned away from bars downtown. These are mostly Puerto Rican students.
• One of the main topics that came up was the topic of the DISSA office. Many students said that they have had problems getting paperwork through on time. However, many students also said that they felt that graduate students were treated in an unkind and rude manner by the office. It was an overwhelmingly strong belief by the international students in the room.
• Many international students were hoping that there could be more people at PSU that could help them through the VISA process. I [GPSA President] think the problems with the office are likely mostly due to under-staffing.
• Many people talked about the feeling that international students are not properly considered for university fellowships or scholarships.

**Indian Graduate Student Association:**

• Did not have any incidents to report and their general experience was that of an extremely welcoming environment. They did indicate a willingness to send out a survey to their members if we develop one to collect information related to these issues.

**Latin American Graduate Student Association (LAGRASA):**

• Replied that they were interested in creating a survey for their members to collect information such as this. Committee followed up indicating a willingness to meet. However, no further information was provided.
• They did indicate that international students in their group would like more information about workshops on campus related to taxes.

**Lehigh Valley International Student Meeting:**

• Students reported that everything was good and they did not experience any unfair treatment. The meeting attendees were mostly Chinese, with one student from the Philippines.

**Other Student Related Initiatives:**

• *English for Professional Purposes Intercultural Center (EPPIC):* Also contacted faculty in the Applied Linguistics program and colleagues who work regularly with international students. No specific reports of poor treatment of international students. However, they consistently hear from both international undergraduates and graduate students that they can feel excluded or ignored during class discussions or group work, and can find it difficult to develop friendships with American students.
- *World in Conversations Program*: Faculty leads indicated that they had not heard of any related incidents.

**CONSIDERATIONS**

- A reporting system should be in place where international students can report any incident that they think they have been mistreated.
- A review committee should be in place to review the reports and determine if the incidents indicate any mistreatment of international students.
- A task force should be in place to look into the incidents if the mistreatment is found, then it reaches out to appropriate units/individuals/establishments to learn the core of the issue.
- Incoming international students should check in with the Global Programs to ensure all records are current and updated in the Governmental systems. This will reduce a lot of hassles and miscommunications when they deal with Governmental Offices like DMV and Social Security Administration since data is not shared among the Governmental Offices.
- An overview of the Liquor Code, outlining the discriminatory actions, should be sent to local establishments.
- Masume Assaf, Director of DISSA, suggests that international students obtain a Pennsylvania Photo ID (issued by the DMV). This is not the same as a driver’s license and is a valid form of identification so international students would not have to carry their passports. Information on how to obtain a ‘State ID’ can be found on the DISSA web page: [https://global.psu.edu/article/how-internationals-can-get-pennsylvania-drivers-license](https://global.psu.edu/article/how-internationals-can-get-pennsylvania-drivers-license). Information regarding the appropriate forms needed for the State ID (PA Photo ID) can be found here: [https://www.dmv.pa.gov/Driver-Services/Photo-ID2/Pages/Get%20An%20ID.aspx](https://www.dmv.pa.gov/Driver-Services/Photo-ID2/Pages/Get%20An%20ID.aspx).

**SENATE COMMITTEE ON GLOBAL PROGRAMS**

- Melba Amador Medina
- Robert Crane
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- Neha Didwania
- Ryan Elias
- Susan Fredricks
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• Miguel Mostafa
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• Thomas Sarabok
• Martha Strickland
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SENATE COMMITTEE ON GLOBAL PROGRAMS

Sustainability Opportunities and Sustainable Experiences Abroad

(Advisory/Consultative)

Implementation: Upon approval by the President

As a global leader in sustainability, the Pennsylvania State University has a responsibility to prioritize study abroad experiences that involve sustainability experiences and that are sustainable by design. Best practices should draw on existing offerings that provide deep engagement with sustainability in terms of content, in addition to the structure of the study abroad offering. Future study abroad offerings need to consider the impacts for local settings and populations, the type of learning that occurs for participants, and the carbon footprint of travel.

The current definition of sustainability that the Pennsylvania State University uses is the simultaneous pursuit of human health and happiness, environmental quality, and economic well-being for current and future generations. This draws on the 17 United Nations’ Sustainable Development Goals (SDGs) that serve as a universal call to action to end poverty, protect the planet, and ensure that all people enjoy peace and prosperity.

Current Information on Study Abroad Offerings Involving Sustainability

Working directly with the Office of Global Programs, this report conducted a review of existing study abroad programs with a particular focus on those that engage with sustainability in a broad sense. There are numerous examples of programs that are models for how to infuse sustainability within the content of a study abroad programs and the following table highlights some of these offerings:

<table>
<thead>
<tr>
<th>Semester &amp; Year</th>
<th>Number of Embedded Courses</th>
<th>Example Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2017</td>
<td>14</td>
<td>SUST 200: Found. of Leadership in Sustainability</td>
</tr>
<tr>
<td>Summer 2017</td>
<td>1</td>
<td>PHYS 299: Renewable Energies in Costa Rica. -University Park (changing to SC299)</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>1</td>
<td>*Embedded: ANTH 140/197-Anthropology of Alcohol - University Park</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>5</td>
<td>*Embedded: ERM 499 - Natural Resources in Patagonia/Santiago Chile - University Park</td>
</tr>
<tr>
<td>Summer 2018</td>
<td>4</td>
<td>*Embedded: AGECO/CED 499B - Issues in Economic, Community and Agricultural Development in Kenya - University Park</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>14</td>
<td>*Embedded: MGMT 451- Business Ethics and Society – Abington</td>
</tr>
<tr>
<td>Summer 2019</td>
<td>3</td>
<td>*Embedded: AG 297 / SPAN 297 - Environment and Culture - Altoona</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>14</td>
<td>*Embedded: ERM 499 - Natural Resources in Patagonia/Santiago Chile - University Park</td>
</tr>
</tbody>
</table>
Existing research emphasizes the ways that study abroad experiences can promote learning about sustainability for participants. Cusick (2008: 1) argues that study abroad programs in support of sustainability education provide “transformative learning experiences that invest in the well-being of both people and places.” This resonates with scholarship on “deep” or “strong” sustainability, that unlike “weak sustainability,” creates spaces for more significant engagements for participants to engage with fundamental beliefs and to create new opportunities for learning (Buriti 2019). Study abroad offerings that seriously engage with sustainability have the potential to transform the educational experience for our students while creating the next generation of leaders to engage with the most pressing challenges of our time.

**Sustainability in Practice**

Anthropogenic climate change raises serious questions about the viability of study abroad programs as traditionally practiced. Dvorak et al. (2011) review shifting trends in U.S. Higher Education and suggest that there have been a simultaneous emphasis on going “global” and going “green.” The authors engage with the benefits of study abroad along with the costs, specifically in terms of the carbon footprint and identify several perspectives for how to reconcile international travel with promoting global sustainability through study abroad programs. Recommending a particular perspective, Dvorak et al. (2011: 146) suggest the following:

A second perspective is to reflect upon which study abroad programs can be justified, in spite of their potential climate impact. This would depend on two considerations: the overall carbon footprint of the program, and the ability of the course content to provide skills and inspire change in students. Such a strategy would involve the difficult task of quantifying and comparing not only academic content, but the value of cultural immersion experiences and of experiencing a location where humans live less carbon-intense lifestyles or where the impact of climate change is so dramatic as to inspire lifestyle changes. Thus, one possible way to prioritize the use of fossil fuels is to ensure that any carbon used now must be used to transition to an economy and society which uses as little fossil fuels as possible. By this logic, only study abroad programs that facilitate this transition would be justified, with students coming out of these experiences with greater awareness, motivation, and skills for helping to bring about change.

Given the acceleration of global climate change, identifying best practices for study abroad programs is essential. The next table provides an assessment of the carbon impact for flights between State College, Pennsylvania and six world regions, totaling eleven locations, that are associated with existing study abroad programs. The intention is not to audit any specific program but rather demonstrate the general impact of travel to these regions, based on an estimate of 10 travelers as part of the offering.

Because these data cannot be calculated with specific precision, two measures are used. The flight emissions are calculated based on the Atmosfair Airline Index (AAI) for carbon emissions,
the non-carbon emissions according to the latest scientific findings, and the ICAO-method and refining with Piano-x. The second measure is *My Climate Methodology* that provides a formula based on ten variables, including CO2-eq emissions per passenger, passenger load factor, cargo factor, aircraft factor, and airport infrastructure emissions.

<table>
<thead>
<tr>
<th>Depart</th>
<th>Transfer</th>
<th>Arrival</th>
<th>Flight Distance (km)</th>
<th>Carbon Impact: $CO_2$ Metric Tons (per 10 people)</th>
<th>Carbon Impact: $CO_2$ Metric Tons (per 10 people)</th>
</tr>
</thead>
<tbody>
<tr>
<td>State College, PA</td>
<td>Brussels [BRU]</td>
<td>Accra, Ghana [ACC]</td>
<td>22,600</td>
<td>59.1</td>
<td>36.3</td>
</tr>
<tr>
<td>State College, PA</td>
<td>Heathrow [GBR]</td>
<td>Nairobi, Kenya [KEN]</td>
<td>25,300</td>
<td>76.4</td>
<td>37.85</td>
</tr>
<tr>
<td><strong>Africa</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State College, PA</td>
<td>O'Hare International Airport [ORD]</td>
<td>Beijing, China [CHN]</td>
<td>27,698</td>
<td>76.02</td>
<td>34.36</td>
</tr>
<tr>
<td>State College, PA</td>
<td>Washington DC [DCA] to Newark Liberty International Airport [EWR]</td>
<td>New Delhi India [IATA]</td>
<td>24,910</td>
<td>81.2</td>
<td>48.0</td>
</tr>
<tr>
<td><strong>Asia</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State College, PA</td>
<td>O'Hare International Airport [ORD]</td>
<td>Juan Santamaria Costa Rica [SJO]</td>
<td>9,068</td>
<td>25.4</td>
<td>15.8</td>
</tr>
<tr>
<td>State College, PA</td>
<td>Hartsfield-Jackson Atlanta International Airport [ATL]</td>
<td>Tegucigalpa, Honduras [TGU]</td>
<td>6,552</td>
<td>17.4</td>
<td>51.6</td>
</tr>
<tr>
<td><strong>Central America</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State College, PA</td>
<td>Washington DC [DCA] to Houston, Texas [IAH]</td>
<td>Santiago, Chile [SCL]</td>
<td>19,596</td>
<td>58.8</td>
<td>31.1</td>
</tr>
<tr>
<td><strong>South America</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State College, PA</td>
<td>Dulles International Airport [IAD]</td>
<td>Paris, France [IATA]</td>
<td>13,022</td>
<td>34.4</td>
<td>22.2</td>
</tr>
</tbody>
</table>
The largest growth in study abroad programs at Penn State University are embedded offerings, that typically occur during Spring Break or alternatively at some point in May. These trips tend to be 1 – 2 weeks in length, or less in some cases. There are multiple benefits from embedded study abroad offerings, including providing more affordable international experiences for our students that might better fit some course and work schedules. For some Commonwealth campuses, embedded offerings are the only way to expose students to international study. Existing research demonstrates the educational value for students from embedded offerings (Keown 2009; Martin 2011; Ogden 2011). Yet concerns for the carbon footprint indicates that there are potential trade-offs in terms of the travel in support of these programs.

**Recommendations**

Based upon the above report, the Senate Committee on Global Programs has a number of recommendations to improve the connection between sustainability and study abroad experiences.

- Current and future study abroad experiences consider how to engage with sustainability in a meaningful way. The 17 United Nations SDGs should serve as a template to incorporate such actions. Meaningful ways may include community interactions and additional educational experiences.
- Update the cataloging and tracking of global courses in alignment with the sustainability definitions and the United Nations SDGs. Through additional analysis, study abroad programs may already offer a link to sustainability that have not been identified while future courses can then be identified.
- The third recommendation is to encourage study abroad courses to support Penn State University’s Faculty Senate adopted definitions of global awareness, global literacy, global competency, intercultural competency and/or global citizenship. As part of their travel experience, students will be required not only to work with instructors to complete the assignments specified in the syllabus, but also to contribute to their traveling community as they all work together to make the most of their shared intellectual experience.
- The fourth recommendation is that sponsors of study-abroad programs consider if the value of international travel outweighs the costs in terms of resource commitments and carbon impacts.

**References**


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- Sarah Townsend
Introduction
Over the past several decades, the composition of Penn State’s faculty has shifted. The proportion of faculty members who are not on the tenure line has grown in size. Concomitant with that increase, non-tenure line faculty members play an increasingly important role in the implementation of Penn State’s mission as a “multi-campus public research university that educates students from Pennsylvania, the nation and the world, and improves the well-being and health of individuals and communities through integrated programs of teaching, research, and service.”

In recognition of the central role non-tenure line faculty members have at Penn State, Penn State instituted updated standardized ranks and a promotion procedure for non-tenure line faculty via a revision to AC-21 (formerly HR-21) in academic year 2015-2016. Academic units were asked to create promotion processes consistent with policy during academic year 2016-2017. Simultaneously, current non-tenure line faculty were retitled to be consistent with the revisions to faculty titles in AC-21; retitling was to be completed by the end of 2017 though units were permitted to change a faculty members title if a new contract was issued. Promotion procedures in the vast majority of units were implemented during the 2017-2018 academic year and implemented across all units in 2018-2019.

Distribution of Penn State Non-Tenure Line Faculty (not inclusive of promotions at the College of Medicine, Penn State Law, Dickinson Law, Penn State Great Valley, or the University Libraries)
In Fall 2018, Penn State employed 6,287 full-time faculty members. At the University Park colleges and the 19 Commonwealth Campuses (not inclusive of the Law and Medical schools, Great Valley, and the Libraries), the University employed 4,726 full-time faculty. Of these 4,726 faculty, 1,864 (39%) had been awarded tenure, 747 (16%) were on the tenure track, and 2,115 (45%) were non-tenure line faculty. The distribution of tenured, tenure-track, and non-tenure line faculty was comparable between University Park and the Commonwealth campuses. Of the 3,078 full-time faculty who were employed at University Park colleges, 1,288 (42%) were tenured, 473 (15%) were on tenure-track, and 1,317 (43%) were non-tenure line faculty. Similarly, of the 1,648 full-time faculty members on the 19 Commonwealth campuses, 576 (35%) were tenured, 274 (17%) were on tenure-track, and 798 (48%) were non-tenure line faculty.

Non-tenure line faculty can either have fixed term or standing contracts. Ninety-six percent of non-tenure line faculty were on fixed-term contracts. A small number of non-tenure line faculty were on standing appointments (n=83, 2%). Of the 4,726 full-time faculty at University Park and the 19 Commonwealth campuses (not inclusive of Law, Medical, Great Valley, or Libraries
faculty), 2,032 (43%) were on fixed-term contracts. Of the 3,078 full-time faculty at University Park, 1,267 (41%) were on fixed term contracts. Across the 19 Commonwealth campuses, 765 (46%) of the faculty were on fixed term contracts.

AC-21 specifies several categories of non-tenure line faculty (fixed-term or standing; those which terminal vs. non-terminal degrees), which include teaching, research, clinical, and professors of practice. In Fall 2018, the majority of, but not all, non-tenure line faculty were transitioned to the new titles created by the policy. In Fall 2018, 424 faculty members between the 20 campuses were still classified as non-tenure line without the additional descriptor of teaching, research, or clinical. By Fall 2019, this number had decreased to 71. In future years, longitudinal trends will be more informative given improvement in data quality. At University Park in Fall 2018, 728 full-time faculty members were classified as non-tenure-line teaching faculty, and at the 19 Commonwealth campuses, 585 faculty members were classified as teaching faculty. Non-tenure line research faculty were found mostly at University Park (548 compared to seven at the Commonwealth campuses).

Promotions at the College of Medicine, Law, Dickinson Law, and the University Libraries are not included in this report because 1) they may use different titles per AC-21 and 2) the data suggest that long-standing practices and titles in these units may obscure the data.

**Promotion rates**

In 2018-2019, 182 non-tenure line promotion dossiers were put forward for review at University Park and the Commonwealth Campuses. Of those 182, 162 (89%) received a promotion. Of the 162 faculty members who were promoted, 87 (54%) occurred at University Park and 75 (46%) occurred at the Commonwealth campuses (see Table 1). Of those 162 promotions, 41 (25%) were promoted to assistant professor, 98 (61%) were promoted to associate professor, and 23 (14%) were promoted to professor (see Table 4).

**Salary Increases**

Consistent with AC-21, all of those who were promoted received a salary increase over and above the university-prescribed general salary increase (i.e., per AC-21 “All promotions should be accompanied by a promotion raise, in addition to a merit raise, to be determined and funded by the college”). The percent of salary increase associated with a non-tenure line promotion is not prescribed by the university. Rather, the amount of the salary increase is determined by individual academic units. These data confirm that all faculty who received a promotion also received a salary increase.

At University Park, salary increases received across all ranks ranged from 5-16%, with a mean of 7.1% and a median of 8.0%. At the Commonwealth Campuses, salary increases received across all ranks ranged from 4-8%, with a mean of 7.0% and a median of 8.0%. Per these data, it appears that those at the higher ranks are receiving slightly higher salary increases. Assistant professors received a mean salary increase of 6.5% and median salary increase of 6.0%. Associate professors received a mean salary increase of 7.3% and a median salary increase of 8.0%. Full professors received a mean salary increase of 7.1% and a median salary increase of 8.0%. See Table 2 for more information.
Length of Contract
Per AC-21, a multi-year contract is recommended (i.e., per AC-21 “Faculty members who are promoted shall be considered for a multi-year contract. Those promoted to the third rank shall be considered for the longest length of contract available to non-tenure line faculty. If a multi-year contract is not granted, then factors that shaped this decision shall be communicated to the fixed-term faculty member at the time when a new contract is offered”). A multi-year contract is defined as a standing contract or a fixed-term contract of greater than one year.

It is important to note that some multi-year contracts were in place prior to the promotion; the data reported here reflect the length of contract the individual currently holds. Regarding length of contract, 142 (88%) of the 162 who were promoted hold a multi-year or standing contract. Multi-year contracts were evenly distributed between the Commonwealth Campuses and University Park (see Table 2).

Regarding the awarding of multi-year/standing contracts by rank, 78% of the assistant professors, 91% of associate professors, and 91% of professors who were promoted hold a multi-year contract. Looking within rank, 61% of assistant professors, 74% of associate professors, and 78% of professors promoted hold a three-year or standing contract (see Table 4).

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Background:
Information technology (IT) across Penn State has made significant improvements to aid the University in meeting and exceeding its sustainability initiatives. Areas of focus for IT have been to increase efficiencies, reduce power consumption, and return once utilized space for IT hardware to departments for their mission-centric repurposing. IT’s success has been realized through the coordination of various efforts, two of which are highlighted below.

Large-scale Effort: Server Virtualization
Prior to the adoption of virtualization, Penn State relied on a purely physical environment that had some challenging drawbacks, namely;

- Physical servers took a great deal of space and energy to run.
- Distributed purchasing of server assets created inefficiencies.
- Each physical server was used at a fraction of its potential utilization.

Due in part to advancements in technology and Penn State’s adoption of server virtualization, the following benefits have been realized in recent years.

- Decreased the electrical power needed to run University servers by 15% since 2015 and projected to decrease it an additional 27% by 2025.
- Increased the overall utilization of servers needed for the University’s administrative functions by adding 25% more capacity, while requiring 33% less electrical power needs and 60% less physical space since 2014.
- Since 2014, IT increased the compute cores four-fold to meet the University’s growing research needs, while decreasing the watts needed per core by 60%.
- Since 2016, nearly 11,000 square feet of University-owned building space, previously used for energy-intensive server rooms, has been returned to departments and repurposed to better meet the needs of their students, faculty, and staff (i.e. classrooms, labs and offices).

The following areas of opportunity remain:
• More than 20,000 square feet dedicated to housing physical server needs remain distributed across the University. Much of this could be relocated to the University’s Data Center, allowing the existing building space to be repurposed for mission-related functions.

**Small-scale Effort: Desktop Power Settings**
The University’s numerous IT teams deploy a software tool called BigFix, which helps manage the power settings on more than 26,000 computers across the University. The small changes experienced by a computer user (e.g. a computer’s hard disk powering down after 15 minutes of inactivity as opposed to 30 minutes), when multiplied by the large number of computers, adds up to generate a significant power savings.

By utilizing BixFix, the University’s total annual estimated power savings is 18M kWh ($1.25M).

With a combination of adding BigFix to more University-owned computers and embracing more aggressive energy savings modes, the University could potentially reduce its power consumption by an additional 8.7M kWh ($600,000).

**Additional Efforts:**
IT is spearheading several other initiatives that will further increase the University’s overall sustainability efforts. A few of those activities include:

- Computer Monitor Lifecycle Refresh – reduces e-waste
- Password Reset Improvements – improves happiness and productivity
- E-Signature Analysis – reduces paper consumption and administrative work time
- Collaborative Virtual Meetings – reduces travel

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INFORMATION TECHNOLOGY:
AN UPDATE ON
SUSTAINABILITY INITIATIVES

DON WELCH, PHD
INTERIM VICE PRESIDENT AND CHIEF INFORMATION OFFICER
PENN STATE INFORMATION TECHNOLOGY

HOW PENN STATE DEFINES SUSTAINABILITY

The simultaneous pursuit of human health and happiness, environmental quality, and economic well-being for current and future generations.

The Sustainability Institute, The Pennsylvania State University
sustainability.psu.edu
INFORMATION TECHNOLOGY’S APPROACH TO SUSTAINABILITY

A few **BIG EFFORTS** and lots of *little efforts* add up to make a **significant impact**.
SERVER VIRTUALIZATION

NEW MODEL:
• LESS ENERGY AND E-WASTE
• INCREASES UTILIZATION
• FREES UP SPACE

![Graph showing energy consumption reduction over time](image)

- 2015: 13.6M kWh
- 2020: 11.5M kWh
- 2025 (Projected): 7.8M kWh

15% REDUCTION IN FIVE YEARS
42% REDUCTION IN TEN YEARS

- Equal to energy of 167 homes/year
- Equal to emissions of 308 cars/year
- Equal to energy of 471 homes/year
- Equal to emissions of 867 cars/year

SERVER VIRTUALIZATION

NEW MODEL:
• LESS ENERGY AND E-WASTE
• INCREASES UTILIZATION
• FREES UP SPACE

![Diagram showing server virtualization](image)

- PHYSICAL SERVER
- (ADMINISTRATIVE)

1:1
- 2014

40:1
- 2016

80:1
- 2020

PER SERVER
33% LESS POWER
60% LESS SPACE
25% MORE CAPACITY
COMPAARED TO 2014
SERVER VIRTUALIZATION

NEW MODEL:
• LESS ENERGY AND E-WASTE
• INCREASES UTILIZATION
• FREES UP SPACE

Increase in research compute cores since 2014

Decrease in watts per core since 2014

60%
LITTLE EFFORT:
DESKTOP POWER SETTINGS

ANNUAL SAVINGS
18M kWh = $1.25M

OPPORTUNITIES
8.7M kWh = $600K

DESKTOP POWER SETTINGS

26,000 computers
with BigFix power management

ANNUAL SAVINGS
18M kWh = $1.25M

OPPORTUNITIES
8.7M kWh = $600K
OTHER EXAMPLES

- **Monitor Lifecycle Refresh**: Reduces E-Waste
- **Password Reset Improvements**: Improves Happiness and Productivity
- **E-Signature Analysis**: Reduces Paper and Time
- **Collaborative Virtual Meetings**: Reduces Travel

DON WELCH, PHD
Interim Vice President and Chief Information Officer
Penn State Information Technology
Background and Rationale

In 2015 the Senate Committee on Research was tasked (Priority A2) to “prepare an information or forensic report, which explores plans for more extensive participation and collaboration between Commonwealth Campuses and University Park college in graduate education and research.” Extensive discussions during the committee's meetings in October 2015 and January 2016 resulted in a vote to prepare an Informational report. Upon further study of the task, the members of the Senate Committee on Research had identified two distinct topics to be considered:

1. Graduate education and research and its relationship between the University Park colleges and the Commonwealth Campuses.
2. Faculty development and faculty collaborations in research across the University Park colleges and the Commonwealth Campuses.

Taking these under consideration, the members of the 2016 Senate Committee on Research recognized that graduate education at Penn State is intimately intertwined with faculty research and that one of the goals must be to build a framework that will integrate and promote collaboration between Commonwealth Campuses and University Park in both areas. It was acknowledged that graduate education is foremost the responsibility of The Graduate Council and that the graduate education portion of the charge is likely at the periphery of the Senate Committee’s jurisdiction. It was noted that the issues are difficult and cut across many areas of graduate education and research. The committee suggested the formation of a special committee, including representatives from the Senate Committee on Research and the Graduate Council, that would study and address the issues. It was proposed that the committee produce a joint informational report regarding the demands and strategies to promote more extensive participation and collaboration between University Park and the Commonwealth Campuses, including those campuses that do not currently have graduate programs.

The following were the main reasons for the recommendations:

1. Need for increasing the interactions between Commonwealth Campuses and University Park:
Bringing together faculty and graduate students throughout the Commonwealth Campuses clearly has the potential to benefit graduate education and increase research funding across the entire Penn State system. Many talented faculty at Commonwealth Campuses would be more likely to participate in or lead funded research projects if they were collaborating with University Park faculty. These collaborations would, hopefully, enrich the research programs of all faculty involved. Moreover, if such collaborations were fostered over a period of years, some of the Commonwealth Campuses, particularly the four-year campuses, may develop independently sustainable portfolios of externally funded research.

2. Need for a committee and a report:

Currently there is no comprehensive, system-wide report on this topic. Without such a report, it is difficult to make clear and specific action plans for addressing the objectives on increased system-wide interactions.

3. Need for a joint committee:

Natural linkages exist between faculty research and development and graduate education; thus, the objectives to increase the interactions in faculty development, research, and graduate education overlap. The members of the 2016 Senate Committee on Research have agreed to develop a report and an action plan by forming a committee to integrate the work and bring a wider viewpoint in making recommendations.

Report

As a follow-up step, the joint committee, assisted by the Survey Research Center, designed and conducted a survey of faculty that addressed the issues outlined above. The survey was conducted online in the spring of 2018. A personal invitation was sent to all faculty at University Park and all Commonwealth Campuses, and a total of 561 individuals completed the survey. Over half (55%) of the respondents were from University Park, with the remaining respondents being evenly distributed across each of the Commonwealth Campuses (range 0%-6%). The majority of faculty respondents (76%) reported being engaged in collaborative research projects with other campuses, and 25% of respondents reported having been involved in a collaborative project in the past. Of those who are not already involved, 48% reported aspirations to establish intercampus collaborations. The very low responses on the awareness of and engagement with mechanisms of intercampus collaborations (live-streams, shuttle between UP/Hershey, Invent Penn State & PA Innovation Hubs, etc.) might explain why some faculty have not established, or do not wish to establish, intercampus collaborative projects. Of the impediments to greater intercampus research collaboration that were addressed in the survey, those deemed most impactful were a “lack of funding for such collaboration” (19.4% extremely impactful) and “teaching and service are too onerous to permit such collaboration” (17% extremely impactful). A lack of opportunities for interdisciplinary research was not reported as an impactful impediment. It was noted that, given the high response rate from UP faculty, biases may exist in this data that were unable to be accounted for with the survey tool that was used.
(e.g. research collaborations across departments within a single campus). Complete methodology and results of the survey are provided in Appendix 1.

In April of 2019, the Senate Committee for Research, Scholarship, and Creative Activity concluded that the results of the survey revealed a lack of awareness about the mechanisms to facilitate inter-campus collaborations, a lack of awareness of available resources and initiatives, and, as a major impediment, the onerous teaching/service commitments of campus faculty that do not allow for such collaborations. In addition, Dr. Neil Sharkey, Vice President for Research for Penn State, provided his view of the current situation: The Commonwealth Campuses are highly variable, with some better prepared to advance a more robust research portfolio than others. Regardless of location, Commonwealth Campus faculty have considerably greater teaching duties than UP faculty, with Penn State’s current financial model structured accordingly. This is aligned with their mission, which is weighted more heavily toward undergraduate education. It is therefore challenging, but not impossible, to advance the research mission system-wide, regardless of the collaborative opportunities. There are ways to promote collaborations, but they require a methodical and individual step-wise approach, as well as time to grow. Campuses that might be good candidates to advance research in restricted domains sometime in the future include Behrend, Harrisburg, Great Valley, Altoona and Abington. Penn State Behrend, for example, has progressed significantly in materials, with emphases on plastics and in water/environmental science. Behrend’s materials scientists regularly work at UP and collaborate with UP faculty, so providing additional funding for research infrastructure and extending the materials graduate program to Behrend seem like logical next steps in Behrend’s evolution. It is Dr. Sharkey's opinion that carefully considered strategic investments like those proposed for Behrend may be possible at other campuses as expertise and activities grow, but it will not be easy given an economic model focused on instruction. There are cases where a buyout model has been employed to free up faculty time for research, but this is not the norm. It takes a motivated, creative individual and a commonwealth chancellor who is willing to devise suitable replacement mechanisms for teaching. It is also worth pointing out that our major OVPR institutes routinely provide resources for Commonwealth Campus faculty to visit UP in the summer and use its advanced instrumentation.

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Appendix 1. Faculty Senate Intercampus Research Collaboration(s) Survey Summary
January 2019

METHODOLOGY

Survey Administration

Participants were sent an electronic invitation to a web survey via Qualtrics. The survey indicated a randomly assigned unique code for each participant, which corresponded to a unique survey link. In addition to the code, the invitation contained a web address in which to input the code, ensuring confidentiality for all results. A reminder email was sent to participants after 7 days, and the survey link remained active for a total of 30 days, after which time it was closed.

Sample

The sample population in this research study included 561 individuals from all campuses of The Pennsylvania State University. Over half (55%) of the respondents were from University Park, with the remaining respondents being evenly distributed across each of the Commonwealth Campuses (range 0%-6%) (Table 1). The population was primarily composed of Tenured/tenure-track professors (65.3%) and teaching professors (12.0%) (Table 2). Additionally, nearly half (48.5%) of respondents indicated having graduate faculty status.

Table 1: Campus Location of Survey Participants

<table>
<thead>
<tr>
<th>Campus Location</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abington</td>
<td>3.6</td>
</tr>
<tr>
<td>Altoona</td>
<td>4.5</td>
</tr>
<tr>
<td>Beaver</td>
<td>0.9</td>
</tr>
<tr>
<td>Behrend (Erie)</td>
<td>6.1</td>
</tr>
<tr>
<td>Berks</td>
<td>4.1</td>
</tr>
<tr>
<td>Brandywine</td>
<td>2.9</td>
</tr>
<tr>
<td>DuBois</td>
<td>1.2</td>
</tr>
<tr>
<td>Fayette</td>
<td>0.9</td>
</tr>
<tr>
<td>Greater Allegheny</td>
<td>0.9</td>
</tr>
<tr>
<td>Great Valley</td>
<td>0.5</td>
</tr>
<tr>
<td>Harrisburg, The Capital College</td>
<td>5.5</td>
</tr>
<tr>
<td>Hazleton</td>
<td>1.6</td>
</tr>
</tbody>
</table>
Table 2: Current rank of faculty completing survey*

<table>
<thead>
<tr>
<th>-</th>
<th>% of Total Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>26.9%</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>23.2%</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>15.2%</td>
</tr>
<tr>
<td>Teaching Professor</td>
<td>12.0%</td>
</tr>
<tr>
<td>Graduate Faculty</td>
<td>48.5%</td>
</tr>
</tbody>
</table>

*Note that total exceeds 100% as response items were not mutually exclusive

The total number of valid responses varied from question to question, as some items were not seen by web respondents based on previous answers. Additionally, respondents were able to voluntarily skip any item. All percentages reported are based on the “Valid Total” for each question throughout this report. Of the total sample, 135 (24.1%) of individuals left one or more questions blank.

RESULTS

Faculty reported a high rate (75.9%) of current collaborations existing with colleagues at other campuses; significantly higher than those who indicated participation in intercampus collaborations in the past (25.0%). Fewer faculty definitively expressed interest in establishing new intercampus collaborations (48.2%) (Tables 3-5). Responses to open-ended questions
regarding disinclination to establish new collaborations fell largely into 2 categories: 1) Faculty did not have active research agendas; and 2) Faculty had extensive research and too many collaborations to allow for new collaborative projects.

**Table 3: Currently engaged in any research collaborations involving colleagues at other Penn State campuses**

<table>
<thead>
<tr>
<th>-</th>
<th>Total Sample</th>
<th>UP</th>
<th>Commonwealth Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>75.9%</td>
<td>20.5%</td>
<td>26.9%</td>
</tr>
<tr>
<td>No</td>
<td>24.1%</td>
<td>79.5%</td>
<td>73.1%</td>
</tr>
</tbody>
</table>

**Table 4: Interested in establishing intercampus collaborations**

<table>
<thead>
<tr>
<th>-</th>
<th>Percent</th>
<th>UP</th>
<th>Commonwealth Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>48.2%</td>
<td>40.8%</td>
<td>58.2%</td>
</tr>
<tr>
<td>No</td>
<td>10.0%</td>
<td>11.3%</td>
<td>7.6%</td>
</tr>
<tr>
<td>Maybe</td>
<td>40.8%</td>
<td>46.2%</td>
<td>34.1%</td>
</tr>
</tbody>
</table>

**Table 5: Participated in PAST intercampus collaborations**

<table>
<thead>
<tr>
<th>-</th>
<th>Percent</th>
<th>UP</th>
<th>Commonwealth Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>25.0%</td>
<td>19.6%</td>
<td>32.1%</td>
</tr>
<tr>
<td>No</td>
<td>73.1%</td>
<td>80.4%</td>
<td>67.9%</td>
</tr>
</tbody>
</table>

In addition to past, present, and future successful intercampus collaborations, participants were also asked to report on prior, unsuccessful attempts to work collaboratively across campuses. While only 18.7% of all faculty reported having had a previously unsuccessful collaboration, this number increased among Commonwealth Campus faculty (25.2%) (Table 6). Qualitative reasons for the failed collaborations suggested that in some instances there were issues with securing proper funding or difficulty connecting on a regular basis. More importantly, a dominant theme in responses among non-UP faculty was the perception that UP faculty were “uninterested” in working with commonwealth faculty and that UP faculty “looked down upon” faculty members who were not at UP. This perception was endorsed by several UP faculty who suggested that “to be frank, faculty at the Commonwealth Campuses don’t have proper research training and skills.”
Table 6: Unsuccessful attempts at prior intercampus collaborations

<table>
<thead>
<tr>
<th></th>
<th>Total Sample</th>
<th>UP</th>
<th>Commonwealth Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>18.7%</td>
<td>13.4%</td>
<td>25.2%</td>
</tr>
<tr>
<td>No</td>
<td>81.3%</td>
<td>86.6%</td>
<td>74.8%</td>
</tr>
</tbody>
</table>

Overall, faculty lacked awareness of many of the mechanisms that currently exist to support intercampus collaboration, with less than half being familiar with any single opportunity. Among those most familiar to faculty were seed funding from institutes (42.1%), the UP/Hershey shuttle (29.6%), and livestreamed speaker/seminar series (24.6%). The least familiar mechanisms were the OVPR Fellowship program (5.7%) and Invent Penn State and PA Innovation Hubs (11.2%) (Table 7).

Table 7: Awareness of mechanisms for intercampus collaboration

<table>
<thead>
<tr>
<th>Opportunity/Mechanism</th>
<th>Percent Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seed Funding from Institutes</td>
<td>42.1%</td>
</tr>
<tr>
<td>Shuttle between UP and Hershey</td>
<td>29.6%</td>
</tr>
<tr>
<td>Speaker/seminar series live-streamed</td>
<td>24.6%</td>
</tr>
<tr>
<td>Grant seeking A-Z workshop</td>
<td>20.3%</td>
</tr>
<tr>
<td>PSU Research Database</td>
<td>18.9%</td>
</tr>
<tr>
<td>Speaker/seminar series inviting faculty from other campus</td>
<td>17.6%</td>
</tr>
<tr>
<td>Shared and core instrumentation programs</td>
<td>13.0%</td>
</tr>
<tr>
<td>CTSI</td>
<td>13.0%</td>
</tr>
<tr>
<td>Invent Penn State and PA Innovation Hubs</td>
<td>11.2%</td>
</tr>
<tr>
<td>OVPR Fellowship Program</td>
<td>5.7%</td>
</tr>
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</table>

In addition to lack of awareness about particular opportunities, engagement with such opportunities was even lower. The most commonly utilized mechanism was seed funding (15.3%) followed by livestreaming of speaker/seminar series (10.2%) (Table 8).

Table 8: Engaged in during PAST 2 YEARS

<table>
<thead>
<tr>
<th>Opportunity/Mechanism</th>
<th>Percent Yes</th>
</tr>
</thead>
</table>

Appendix W
4/28/20
Participants were asked to rate the degree to which certain impediments impacted intercampus collaborations from their perspective. Specifically, participants were asked:

“The following is a list of impediments to greater intercampus RESEARCH collaboration. Please indicate on a 1-10 scale, with 1 being “has no impact” and 10 being “extremely impactful”, how much each impacts intercampus research collaboration.”

While responses varied across the 1-10 scale for each question, the impediments deemed to be most impactful included a lack of funding to support intercampus collaborations, spending too much time on teaching/service, a lack of institutional leadership, a deference toward collaborations outside of PSU, and the geographic distances between campuses (Tables 9-18).

**Table 9: Lack of funding for such collaboration**

<table>
<thead>
<tr>
<th>-</th>
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<tbody>
<tr>
<td>1 – no impact</td>
<td>11.2%</td>
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<tr>
<td>2</td>
<td>4.7%</td>
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<td>3</td>
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<tr>
<td>4</td>
<td>3.8%</td>
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<tr>
<td>5</td>
<td>13.2%</td>
</tr>
<tr>
<td>6</td>
<td>8.3%</td>
</tr>
<tr>
<td>7</td>
<td>11.6%</td>
</tr>
</tbody>
</table>
### Table 10: More appropriate collaborations exist outside of PSU

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>8</td>
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</tr>
<tr>
<td>9</td>
<td>4.7%</td>
</tr>
<tr>
<td>10 – extremely impactful</td>
<td>19.4%</td>
</tr>
</tbody>
</table>

### Table 11: Teaching and service too onerous to permit such collaboration

<table>
<thead>
<tr>
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<th>Percent</th>
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<tbody>
<tr>
<td>1 – no impact</td>
<td>13.2%</td>
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<tr>
<td>2</td>
<td>3.3%</td>
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<tr>
<td>3</td>
<td>4.2%</td>
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<tr>
<td>4</td>
<td>2.0%</td>
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<tr>
<td>5</td>
<td>11.8%</td>
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<td>10.5%</td>
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<tr>
<td>9</td>
<td>6.9%</td>
</tr>
<tr>
<td>10 – extremely impactful</td>
<td>17.0%</td>
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</table>
Table 12: Lack of institutional leadership

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<td>4</td>
<td>5.8%</td>
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<tr>
<td>5</td>
<td>9.2%</td>
</tr>
<tr>
<td>6</td>
<td>8.0%</td>
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<tr>
<td>7</td>
<td>10.5%</td>
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<tr>
<td>8</td>
<td>8.3%</td>
</tr>
<tr>
<td>9</td>
<td>8.3%</td>
</tr>
<tr>
<td>10 – extremely impactful</td>
<td>15.2%</td>
</tr>
</tbody>
</table>

Table 13: Not sure how to find collaborators at other campuses

<table>
<thead>
<tr>
<th>-</th>
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</thead>
<tbody>
<tr>
<td>1 – no impact</td>
<td>14.5%</td>
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<tr>
<td>2</td>
<td>7.4%</td>
</tr>
<tr>
<td>3</td>
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<tr>
<td>4</td>
<td>4.9%</td>
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<tr>
<td>5</td>
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</tr>
<tr>
<td>6</td>
<td>6.5%</td>
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<tr>
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<td>11.4%</td>
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<td>8</td>
<td>11.6%</td>
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<tr>
<td>9</td>
<td>8.5%</td>
</tr>
<tr>
<td>10 – extremely impactful</td>
<td>14.1%</td>
</tr>
</tbody>
</table>

Table 14: Challenges of distance and time between campuses

<table>
<thead>
<tr>
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<th>Percent</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Percent</td>
</tr>
<tr>
<td>----------------</td>
<td>---------</td>
</tr>
<tr>
<td>1 – no impact</td>
<td>12.9%</td>
</tr>
<tr>
<td>2</td>
<td>5.4%</td>
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<tr>
<td>3</td>
<td>6.0%</td>
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<tr>
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<td>5.4%</td>
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<td>9.2%</td>
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<td>8</td>
<td>11.6%</td>
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<tr>
<td>9</td>
<td>7.4%</td>
</tr>
<tr>
<td>10 – extremely impactful</td>
<td>13.2%</td>
</tr>
</tbody>
</table>

*Table 15: Evaluation criteria for P&T does not reward such collaboration*

<table>
<thead>
<tr>
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<tbody>
<tr>
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<tr>
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<td>7.8%</td>
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<tr>
<td>3</td>
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</tr>
<tr>
<td>4</td>
<td>3.1%</td>
</tr>
<tr>
<td>5</td>
<td>12.3%</td>
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<td>5.6%</td>
</tr>
<tr>
<td>9</td>
<td>2.9%</td>
</tr>
<tr>
<td>10 – extremely impactful</td>
<td>9.2%</td>
</tr>
</tbody>
</table>

*Table 16: My campus/unit culture does not permit it*

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>1 – no impact</td>
<td>26.1%</td>
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<tr>
<td>2</td>
<td>7.8%</td>
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<tr>
<td>3</td>
<td>6.9%</td>
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</table>
### Table 17: Rewards to my unit favor competition over collaboration

<table>
<thead>
<tr>
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<tbody>
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<tr>
<td>9</td>
<td>3.1%</td>
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<tr>
<td>10</td>
<td>extremely impactful</td>
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</table>

### Table 18: My research is not collaborative/interdisciplinary in nature

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<td>9</td>
<td>3.1%</td>
</tr>
<tr>
<td>10</td>
<td>extremely impactful</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>Percent</th>
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<td>8</td>
<td></td>
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<tr>
<td>9</td>
<td></td>
</tr>
<tr>
<td>10 – extremely impactful</td>
<td>2.9%</td>
</tr>
</tbody>
</table>
SENATE COMMITTEE ON STUDENT LIFE

Online Submission Form for Student Reporting of Violations of Senate Policies Regarding Course Administration and Classroom Management

(Informational)

Introduction
After consultation with the University Park Undergraduate Association (UPUA), the Committee on Student Life began pilot testing a new process to collect student reports of instructors at Penn State in violation of Senate policies regarding course administration and classroom management. This reporting site does not manage complaints about inappropriate contact, harassment, or bias. Students reporting issues of this type are redirected to http://equity.psu.edu/reportbias and https://studentaffairs.psu.edu/report. Rather than UPUA supporting these complaints, as has been the case in the past, student reports are now gathered through an online submission form. This project demonstrates a willingness of the Senate to respond to student government proposals and brings the Senate further into alignment with the stated goals of One Penn State 2025.

Background
In fall 2019, UPUA submitted a proposal to Committee on Student Life concerning an electronic means for reporting instructor violations of Senate academic policies. Acknowledging the Senate’s role in the provision of rules and regulations, the proposal describes current practice for reporting instructor violations of Senate policies, stating:

Faculty Senate policies lay out the rules and procedures that faculty and students alike must abide by when it comes to education at Penn State. These policies provide valuable information on various subjects that range from examinations to advising to academic integrity.

As of now, if a student wants to report potential violation of Senate policy, the current Chair of the Academic Affairs Committee in the UPUA is contacted. After that, it is up to the Chair to redirect students to the appropriate Associate Dean in a timely fashion.

The proposal describes a gap between the Senate’s role in the provision of rules and regulations and enforcement. The UPUA’s role in soliciting and then redirecting student reports of Senate policy violation indicates that the Senate does not assess compliance or notify faculty when they, deliberately or unconsciously, implement policies or assignments in violation of Senate rules. Students have reported violations such as syllabi with no identifiable grading scales, examinations worth 40% or more of a final grade given in the last week of classes, and missing information in syllabi. While the UPUA Chair of the Academic Affairs Committee reports that instructors are generally receptive to email notification informing them of policy violations, this is an understandably challenging and, possibly, inappropriate position for a student senator.

One Penn State
The UPUA proposal to the Student Life Committee shared a vision:
to create an online submission form that allows students to submit information to
the Senate Office that would include, but is not limited to an explanation for a
potential Senate policy violation, upload a copy of a course syllabus, and the
respective Senate policy in question. The submission form would then be
forwarded to the appropriate Associate Dean via email.

One pillar for “One Penn State 2025” is to “achieve the highest level of efficiency of University
resources,” which includes leveraging digital resources. Creating and supporting an online
mechanism for students to report Faculty Senate policy violations aligns with this pillar. It will
also ensure consistent application of policy across University campuses, promoting the curricular
consistency goal of One Penn State 2025. Further, a formal, rather than informal, mechanism for
communicating with faculty leadership about instructor violations would provide greater
transparency for faculty and students in general.

New Process and Future
Upon consultation with UPUA representatives and the Chair of the Senate, the Chair of Student
Life created a pilot form that was made accessible to students in the first week of March 2020
(see Appendix 1). UPUA representatives included a link to this form on promotional flyers
during a student rights week.

As of March 23, 2020, two students have submitted concerns via this form. The online form,
now managed by the Chair of Student Life, will continue in its current form through 2020-2021
academic year as we evaluate the level of traffic, and resultant workload for the Committee
Chair, as knowledge of the reporting form percolates through the University student body. After
this pilot period, the Committee on Student Life (in consultation with UPUA and Senate
leadership) will assess the results to determine whether a more robust system, perhaps with
administrative support, is necessary.

The Student Life Committee acknowledges that the spread of COVID-19 and Penn State’s
consequent move to remote instruction may require faculty and students to be flexible and
compassionate in a new learning environment.

Senate Committee on Student Life 2019-2020
- Catherine Abendroth
- Augustin Banyaga
- Davis Blount
- Christopher Byrne
- Dennis Jett
- Matthew Kaag
- Laura Mckinney
- Jennifer Nesbitt, Vice Chair
- Karl Reichard
- Timothy Robicheaux, Chair
- Jonathan Schofield
- Damon Sims
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<th>Term Expires</th>
<th>Senator(s)</th>
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<td>Hoffman, Robert</td>
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<td>2022</td>
<td>Le, Binh P.</td>
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<td>Ozment, Judith</td>
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<td>Maximova, Siela</td>
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<td>Rowland, Nicholas J.</td>
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Term Expires 2022
Hayford, Harold S.
McKinney, Karyn D.

Term Expires 2023
Seymour, Elizabeth M.

Term Expires 2024
TBD

**Arts and Architecture**

SENATORS (6)

**Term Expires 2021**
Clements, Ann C.
Shapiro, Keith D.

**Term Expires 2022**
Costanzo, Denise
Szczygiel, Bonj

**Term Expires 2023**
Davis, Felecia
Kenyon, William C.

**Berks**

SENATORS (4)

**Term Expires 2021**
Bartolacci, Michael
Zambanini, Robert A.

**Term Expires 2023**
Snyder, Stephen J.

**Term Expires 2024**
TBD

**Business**

SENATORS (5)

**Term Expires 2021**
Liechty, John

**Term Expires 2022**
Posey, Lisa L.
Tyworth, Michael

**Term Expires 2024**
TBD
TBD
Communications

SENATORS (3)

Term Expires 2021
Shea, Maura E.

Term Expires 2023
Simmons, Cynthia

Term Expires 2024
Jordan, Matthew

Earth and Mineral Sciences

SENATORS (7)

Term Expires 2021
Blanford, Justine
King, Brian

Term Expires 2022
Mathews, Jonathan
Najjar, Raymond

Term Expires 2023
King, Elizabeth F.
Taylor, Ann H.

Term Expires 2024
Robinson, Brandi

Education

SENATORS (6)

Term Expires 2021
Reid-Walsh, Jacqueline J.

Term Expires 2022
Kirby, Joshua
Prescod, Diandra

Term Expires 2023
Coduti, Wendy
Riccomini, Paul J.

Term Expires 2024
TBD
Engineering

SENATORS (15)

Term Expires 2021
Eden, Timothy
Pauley, Laura L.
Reichard, Karl

Term Expires 2022
Handley, Meredith
Laman, Jeffrey A.
Messner, John
Sinha, Alok

Term Expires 2023
Hodgdon, Kathleen K.
Lang, Dena
Wolfe, Douglas E.
Zhang, Qiming

Term Expires 2024
TBD
TBD
TBD
TBD

Erie

SENATORS (8)

Term Expires 2021
Kahl, David
Noce, Kathleen J.

Term Expires 2022
Evans, Edward
Fairbank, James
Mangel, Lisa A.

Term Expires 2023
Warner, Alfred

Term Expires 2024
TBD
TBD

Great Valley

SENATORS (2)

Term Expires 2021
DeFranco, Joanna

Term Expires 2024
Sangwan, Raghu
Harrisburg

SENATORS (7)

Term Expires 2021
Hoxha, Indrit
Strickland, Martha

Term Expires 2022
Subramanian, Rajarajan

Term Expires 2023
Rhen, Linda
Strohacker, Emily

Term Expires 2024
Sprow Forté, Karin
Tavangarian, Fariborz

Health and Human Development

SENATORS (9)

Term Expires 2021
Hardyk, Andrew
Stine, Michele

Term Expires 2022
Blood, Ingrid M.
Shearer, Gregory

Term Expires 2023
Czymoniewicz-Klippel, Melina
Jones, Maureen C
Kramer, Lauren
Rutherford Siegel, Susan
Sharma, Amit

Information Sciences and Technology

SENATORS (3)

Term Expires 2021
Tapia, Andrea

Term Expires 2022
Fusco, David

Term Expires 2024
Glantz, Edward J.
International Affairs

SENATORS (1)

Term Expires 2022
Jett, Dennis C.

Liberal Arts

SENATORS (21)

Term Expires 2021
Hanses, Mathias
Libby, C
Liu, Xin
Nelson, Keith E.
Young, Cynthia
Zorn, Christopher

Term Expires 2022
Eckhardt, Caroline D.
Jolly, Rosemary J
Michels, Margaret
Robicheaux, Timothy

Term Expires 2023
Browne, Stephen H.
Hardy, Melissa
Linn, Suzanna
Page, B. Richard, Jr.
Redmond, Brian

Term Expires 2024
Bird, Douglas
Dube, Sibusiwe
Kadetsky, Elizabeth
Shriver, Mark
Wagner Lawlor, Jennifer
Wede, Joshua

Dickinson Law

SENATORS (1)

Term Expires 2023
Skladany, Martin

Libraries

SENATORS (3)

Term Expires 2021
Novotny, Eric
Term Expires 2022
Phillips, Kathleen

Term Expires 2024
TBD

Medicine

SENATORS (30)

Term Expires 2021
Liu, Dajiang
Ropson, Ira J.
Saunders, Brian
Specht, Charles
Stephens, Mark
Wang, Ming
Williams, Nicole

Term Expires 2022
Acharya, Vinita
Davis, Dwight
Fausnight, Tracy B.
Freiberg, Andrew S.
Han, David C.
Mulder, Kathleen
Thomas, Gary
Vrana, Kent E.

Term Expires 2023
Abendroth, Catherine
Chetlen, Alison
Karpa, Kelly
Kass, Lawrence E.
Neves, Rogerio I.
Palmer, Timothy W.
Whitcomb, Tiffany

Term Expires 2024
TBD
TBD
TBD
TBD
TBD
TBD
TBD
TBD

Nursing

SENATORS (2)

Term Expires 2021
Sillner, Andrea

Term Expires 2022
Kitko, Cassandra
Penn State Law

SENATORS (2)

Term Expires 2021
TBD

Term Expires 2023
Scott, Geoffrey

Science

SENATORS (13)

Term Expires 2021
Keiler, Kenneth
Larson, Daniel J.
Robinett, Richard W.

Term Expires 2022
Masters, Katherine M.
Mociou, Irina
Sigurdsson, Steinn
Van Hook, Stephen J.

Term Expires 2023
Byrne, Christopher
Nousek, John A.
Shen, Wen
Williams, Mary Beth

University College (29)

Beaver

SENATORS (2)

Term Expires 2022
Mookerjee, Rajen

Term Expires 2024
TBD

Brandywine

SENATORS (3)

Term Expires 2021
Gallagher, Julie

Term Expires 2022
Blockett, Kimberly

Term Expires 2023
Fredricks, Susan M.
DuBois

SENATORS (2)

Term Expires 2021
Vollero, Mary
Breakey, Laurie

Fayette

SENATORS (2)

Term Expires 2023
Precht, Jay

Term Expires 2023
TBD

Greater Allegheny

SENATORS (2)

Term Expires 2021
Jaap, James A.

Term Expires 2024
TBD

Hazleton

SENATORS (2)

Term Expires 2022
Marko, Frantisek

Term Expires 2023
Petrilla, Rosemarie

Lehigh Valley

SENATORS (2)

Term Expires 2022
Huang, Tai-Yin

Term Expires 2024
Egolf, Roger A.
Mont Alto

SENATORS (2)

Term Expires 2022
Moore, Jacob

Term Expires 2023
Borromeo, Renee L.

New Kensington

SENATORS (2)

Term Expires 2022
Larson, Allen

Term Expires 2023
Amador Medina, Melba

Schuylkill

SENATORS (2)

Term Expires 2023
Zilleruelo, Arturo

Term Expires 2024
TBD

Shenango

SENATORS (2)

Term Expires 2021
Saltz, Ira S.

Term Expires 2024
TBD

Wilkes-Barre

SENATORS (2)

Term Expires 2022
Ofosu, Willie K.

Term Expires 2024
Chen, Wei-Fan
Scranton

SENATORS (2)

Term Expires 2023
Bishop-Pierce, Renee

Term Expires 2024
TBD

York

SENATORS (2)

Term Expires 2022
Folkers, Deirdre A.

Term Expires 2023
Nesbitt, Jennifer P.
REPORT OF 2020-2021 SENATE ELECTIONS

Senate Council

- To be determined, Penn State Abington
- To be determined, College of Agricultural Sciences
- To be determined, Penn State Altoona
- To be determined, College of Arts and Architecture
- Stephen Snyder, Penn State Berks
- To be determined, Smeal College of Business
- Brian King, College of Earth and Mineral Sciences
- Josh Kirby, College of Education
- To be determined, College of Engineering
- To be determined, Penn State Erie
- Martha Strickland, Penn State Harrisburg
- Maureen Jones, College of Health and Human Development
- To be determined, College of the Liberal Arts
- Mark Stephens, College of Medicine
- To be determined, Eberly College of Science
- To be determined, Units with fewer than four senators: Communications, Great Valley, Information Sciences and Technology, International Affairs, Dickinson Law, Penn State Law, Libraries, Military Science, and Nursing
- Frantisek Marko, University College

Senate Committee on Committees and Rules *Elected for two-year terms*

- Renee Borromeo, Penn State Mont Alto
- Eric Novotny, University Libraries
- Robert Shannon, College of Agricultural Sciences
- Keith Shapiro, College of Arts & Architecture
- Amit Sharma, College of Health & Human Development

- Samia Suliman, College of Engineering (2021)

Senate Committee on Faculty Rights & Responsibilities *Elected for three-year terms*

Faculty from University Park:

- Keith Shapiro, College of Arts and Architecture Member
- James Adair, College of Earth and Mineral Sciences, Alternate
Faculty from Locations other than University Park:

- Jo Ann Jankoski, Penn State Fayette, Member
- Frantisek Marko, Penn State Hazleton, Alternate

Deans/Chancellors:

- Kimberly Lawless, Dean, College of Education, Member
- Richard Roush, Dean, College of Agricultural Sciences, Alternate 2023
- Justin Schwartz, Harold and Inge Marcus Dean of Engineering, Alternate 2021

University Promotion and Tenure Review Committee - Elected for two-year terms

- Lynn Martire, College of Health and Human Development, Member
- Christopher Zorn, College of the Liberal Arts, Member
- Mark Brennan, College of Agricultural Sciences, Member
- Ira Saltz, Penn State Shenango, Alternate
- Gary Weisel, Penn State Altoona, Alternate

Standing Joint Committee on Tenure - Elected for three-year terms

- Hester Blum, College of the Liberal Arts, Member
- Corien Bakerman, Penn State Altoona, Alternate

Faculty Advisory Committee to the President - Elected for three-year term

- Judy Ozment, Penn State Abington, Member
- Renee Bishop-Pierce, Alternate

Senate Secretary for 2020-2021

- Lisa Mangel, Penn State Erie

Senate Chair-Elect for 2020-2021

- Bonj Szczgiel, College of Arts and Architecture
SENATE COMMITTEE ON RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

Gaining Graduate Status as a Faculty Member

(Informational)

INTRODUCTION

The Senate Committee on Research, Scholarship, and Creative Activity (RSCA) was charged, jointly with Faculty Affairs and Intra-University Relations, and in consultation with Graduate Council, to examine and create an informational report on the process required for Faculty to gain Graduate Status.

There is a perception that some faculty get de facto graduate status at Penn State, while others do/will not, almost regardless of their professional or research expertise. To that end, RSCA invited Dr. Michael Verderame, Senior Associate Dean of the Graduate School, to its September 17, 2019 meeting to outline the process and answer questions. RSCA requested more information on the policies, procedures and numbers of faculty with graduate status. Dr. Verderame returned for the October 29, 2019 meeting and gave a detailed presentation on those questions (see attached slides).

SUMMARY OF FINDINGS

Membership in the Graduate Faculty is not intended for the limited purpose of teaching a graduate course(s), or for serving on a singular or occasional doctoral committee. Qualified faculty who wish to teach an occasional graduate course or serve on a single doctoral committee should be accommodated through alternate means (see http://gradschool.psu.edu/graduate-program-resources/graduate-school-documents-and-forms/administrative/recommendation-for-approval-to-teach-500-or-800-level-courses/.)

The Graduate Faculty Membership policy (GCAC-101 Graduate Faculty Membership http://gradschool.psu.edu/graduate-education-policies/gcac/gcac-100/gcac-101-graduate-faculty-membership/) states:

Membership is intended for individuals who will participate broadly in the training of graduate students (e.g., supervising research master’s or doctoral research or the culminating experience in a professional master’s program; serving on program committees; chairing doctoral committees; etc.) on an ongoing basis, and in the case of Ph.D., M.S. and M.A. degree programs, who have an active program of research or scholarship appropriate to the field.
For qualified faculty who wish to make such significant contributions to the training of graduate students in research and/or professional graduate degree programs in a comprehensive and sustained manner, the policy is clear, and the process (also part of GCAC-101) is transparent.

The ratio of faculty with graduate status by location seems appropriate and does not conflict with the One Penn State 2025 vision.

After the presentation, RSCA discussed the policy, procedures, and alternatives, and determined that none seemed problematic. We did not find any issues with gaining graduate faculty status due to the Graduate Council Policy or with the Graduate School’s implementation.

We encourage individual unit leaders to ensure that the policies and procedures used to nominate faculty to graduate faculty status reflect the Graduate Council policy.

SENATE COMMITTEE ON RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

- Andrew Carleton
- James DiPerna
- Kathleen Hodgdon
- Helia Hosseinpour
- Janet Hughes, Vice-Chair
- Kathleen Keller
- Joshua Lambert
- Dongwon Lee
- Siela Maximova
- Anna Mazzucato
- Ira Ropson
- Gregory Shearer, Chair
- Mary Shenk
- Fariborz Tavangarian
- Bailey Thomas
- Regina Vasilatos-Younken
- Ming Wang
- Qiming Zhang
- Arturo Zilleruelo
- Christopher Zorn
The Graduate Faculty
Michael Verderame
Senior Associate Dean
The Graduate School

Senate Committee on Research Scholarship and Creative Activity
October 29, 2019

Outline
• Membership in the Graduate Faculty
• Commonwealth Campus Faculty Members and the Graduate Faculty
Policy for Membership in the Graduate Faculty

- GCAC-101 - Graduate Faculty Membership
  - Revised criteria for membership in the Graduate Faculty were approved in May 2015, and implemented in August 2015 after an extended discussion:
    - 2013-14
      - A University-wide Special Committee of the Graduate Council
    - 2014-15
      - Graduate Council Committee on Academic Standards
        - Discussed at all 9 meetings
      - Full Council
        - Academic Standards discussions summarized at 8 of 9 meetings
      - Advisory Committee for Graduate Education
        - Discussed at 4 of 6 meetings
        - Request for formal, written feedback
      - Unanimous approval by Graduate Council in May 2015

http://gradschool.psu.edu/graduate-education-policies/gcac/gcac-100/gcac-101-graduate-faculty-membership/

The Graduate Faculty

- Guiding Principles
  - Faculty members must have appropriate educational background and experience for the roles they will serve
  - Value Proposition for research-intensive universities:
    - Students are taught by those making the discoveries
    - As professional degree offerings increased at Penn State, the Graduate Council applied an analogous standard for faculty members working in those programs
The Graduate Faculty

• How do you become a member of the Graduate Faculty?

You must be nominated by a Graduate Program.

• Each program is welcome to set their own rules:
  • Vote of the entire program faculty
  • Program-level Faculty Review Committee
  • Etc.

The Graduate Faculty

• Category P - Professional and Creative Scholarly Education
  • Primary roles
    • Teach 800-level courses*
    • Supervise students in professional degree programs (MFA, MBA, MEng, MArch, MPS, and 22 others)
  • Qualifications:
    • Full-time faculty member
    • Master’s degree
      • Doctoral degree required for participation in professional doctoral programs
      • “… professional experience relevant to the professional master’s degree program field....”

* Tenure-line Category P Graduate Faculty Members may also teach 500-level courses and serve as Special Members on PhD committees without review

http://gradschool.psu.edu/faculty-and-staff/faculty/criteria/
The Graduate Faculty

• Category R - *Research Doctoral Education*
  
  • Primary Roles:
    • Teach 500-, 600-, and 800- level graduate courses
    • Supervise PhD, MS and MA students
  
  • Qualifications:
    • Full-time faculty member
    • Doctoral degree
    • “… a record of scholarly achievement, and an active program of research/scholarly activity…”

http://gradschool.psu.edu/faculty-and-staff/faculty/criteria/

---

The Graduate Faculty

• Category Q – *Research Doctoral Education*
  
  • Primary Roles:
    • Teach 500-, 600-, and 800- level graduate courses
    • Supervise MS and MA students
    • Co-supervise PhD students
  
  • Qualifications:
    • Tenure line appointment
    • Terminal master’s degree with research training, or a terminal master’s degree and a record of research
    • “… an active program of research…”

http://gradschool.psu.edu/faculty-and-staff/faculty/criteria/
The Graduate Faculty

- Process:
  - Everyone is reviewed
    - Tenure-line PhD faculty members are reviewed by department and college as part of the tenure process
  - All others reviewed by:
    - The submitting graduate program
    - The College Graduate Faculty Committee
    - The relevant Associate Dean for Graduate Studies
    - The Graduate School
  - If you are already a member of the Graduate Faculty, you may join any other program for which you meet the criteria at their invitation.

- Data presented on next three slides are faculty members whose primary graduate program is in the college listed.

### The Graduate Faculty

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March 2019; counts by graduate program whose academic home is in the college
## The Graduate Faculty

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March 2019; counts by graduate program whose academic home is in the college

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March 2019; counts by graduate program whose academic home is in the college
# Approval Rates

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All Graduate Faculty nominations from Aug 17, 2015 through March 12, 2019

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All Graduate Faculty nominations from Aug 17, 2015 through March 12, 2019
### Approval Rates

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All Graduate Faculty nominations from Aug 17, 2015 through March 12, 2019

#### All Graduate Faculty

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All Graduate Faculty nominations from Aug 17, 2015 through March 12, 2019
Outline

• Membership in the Graduate Faculty
• Commonwealth Campus Faculty Members and the Graduate Faculty

Membership Path for Commonwealth Campus Faculty Members

• Identical to faculty members at the 5 graduate centers:
  • Must be nominated by a graduate program
  • Must be qualified for the category to which they are proposed
  • Must be expected to participate in the program a substantive way
## Participation Rates By College / Campus

<table>
<thead>
<tr>
<th>University Park</th>
<th>Total Faculty (2018)</th>
<th>Graduate Faculty (2019)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Sciences</td>
<td>366</td>
<td>269</td>
<td>73%</td>
</tr>
<tr>
<td>Arts &amp; Architecture</td>
<td>204</td>
<td>151</td>
<td>74%</td>
</tr>
<tr>
<td>Business</td>
<td>156</td>
<td>131</td>
<td>84%</td>
</tr>
<tr>
<td>Communications</td>
<td>64</td>
<td>35</td>
<td>55%</td>
</tr>
<tr>
<td>Earth &amp; Mineral Sciences</td>
<td>265</td>
<td>202</td>
<td>76%</td>
</tr>
<tr>
<td>Education</td>
<td>190</td>
<td>157</td>
<td>83%</td>
</tr>
<tr>
<td>Engineering</td>
<td>428</td>
<td>400</td>
<td>93%</td>
</tr>
<tr>
<td>Health &amp; Human Development</td>
<td>305</td>
<td>173</td>
<td>57%</td>
</tr>
<tr>
<td>Information Sciences &amp; Tech</td>
<td>67</td>
<td>47</td>
<td>70%</td>
</tr>
<tr>
<td>International Affairs</td>
<td>7</td>
<td>15</td>
<td>214%³</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>771</td>
<td>441</td>
<td>57%</td>
</tr>
<tr>
<td>Nursing</td>
<td>36</td>
<td>19</td>
<td>53%</td>
</tr>
<tr>
<td>Science</td>
<td>615</td>
<td>310</td>
<td>50%</td>
</tr>
</tbody>
</table>

### Notes

1. Total Faculty are from the PSU Fact Book, Fall 2018
   - [https://factbook.psu.edu/factbook/HrDynamic/FullTimeFacultyByRankPSULa\_w.aspx?yearcode=2018humors&FBPlusIndc=N](https://factbook.psu.edu/factbook/HrDynamic/FullTimeFacultyByRankPSULa\_w.aspx?yearcode=2018humors&FBPlusIndc=N)
   - Data are faculty members whose academic home is the college listed
   - The Fall 2019 data are not yet available

2. Graduate Faculty data are from Aug 22, 2019
   - It is virtually impossible to reconstruct the Graduate Faculty data from Fall 2018

3. Total faculty for the School of International Affairs does not include faculty members whose primary appointment is in Penn State Law.
### Participation Rates By College / Campus

#### Other Graduate Centers

<table>
<thead>
<tr>
<th>College</th>
<th>Total Faculty (2018)</th>
<th>Graduate Faculty (2019)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erie</td>
<td>292</td>
<td>59</td>
<td>20%</td>
</tr>
<tr>
<td>Great Valley</td>
<td>36</td>
<td>37</td>
<td>103%(^4)</td>
</tr>
<tr>
<td>Harrisburg</td>
<td>242</td>
<td>183</td>
<td>76%</td>
</tr>
<tr>
<td>Hershey</td>
<td>1,253</td>
<td>273</td>
<td>22%</td>
</tr>
</tbody>
</table>

Full-Time Faculty and Graduate Faculty by College and Campus

Faculty: Fall 2018\(^1\); Graduate Faculty: Spring 2019\(^2\)

\(^4\) Great Valley only offers graduate education; thus all faculty members are members of the Graduate Faculty. The percentage >100% reflects a faculty member hired between the 2018 Total Faculty count and the 2019 Graduate Faculty count.

---

### Participation Rates By College / Campus

#### Commonwealth Campuses

<table>
<thead>
<tr>
<th>Campus</th>
<th>Total Faculty (2018)</th>
<th>Graduate Faculty (2019)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abington</td>
<td>151</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Altoona</td>
<td>202</td>
<td>15</td>
<td>7%</td>
</tr>
<tr>
<td>Beaver</td>
<td>35</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Berks</td>
<td>140</td>
<td>11</td>
<td>8%</td>
</tr>
<tr>
<td>Brandywine</td>
<td>69</td>
<td>3</td>
<td>4%</td>
</tr>
<tr>
<td>DuBois</td>
<td>40</td>
<td>6</td>
<td>15%</td>
</tr>
<tr>
<td>Greater Allegheny</td>
<td>36</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Hazleton</td>
<td>49</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>Lehigh Valley</td>
<td>43</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Mont Alto</td>
<td>57</td>
<td>3</td>
<td>5%</td>
</tr>
<tr>
<td>Schuylkill</td>
<td>41</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Scranton</td>
<td>56</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Wilkes-Barre</td>
<td>33</td>
<td>1</td>
<td>3%</td>
</tr>
</tbody>
</table>

Full-Time Faculty and Graduate Faculty by College and Campus

Faculty: Fall 2018\(^1\); Graduate Faculty: Spring 2019\(^2\)
### Participation Rates By College / Campus

<table>
<thead>
<tr>
<th>Commonwealth Campuses</th>
<th>Total Faculty (2018)</th>
<th>Graduate Faculty (2019)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fayette</td>
<td>45</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>New Kensington</td>
<td>38</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Shenango</td>
<td>31</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>York</td>
<td>49</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

---

### Approval Rates Campus

<table>
<thead>
<tr>
<th>Commonwealth Campuses</th>
<th>Nominations</th>
<th>Approvals</th>
<th>Approval Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abington</td>
<td>2</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>Altoona</td>
<td>15</td>
<td>15</td>
<td>100%</td>
</tr>
<tr>
<td>Beaver</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>Berks</td>
<td>11</td>
<td>11</td>
<td>100%</td>
</tr>
<tr>
<td>Brandywine</td>
<td>3</td>
<td>3</td>
<td>100%</td>
</tr>
<tr>
<td>DuBois</td>
<td>6</td>
<td>6</td>
<td>100%</td>
</tr>
<tr>
<td>Greater Allegheny</td>
<td>2</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>Hazleton</td>
<td>3</td>
<td>3</td>
<td>100%</td>
</tr>
<tr>
<td>Lehigh Valley</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>Mont Alto</td>
<td>3</td>
<td>3</td>
<td>100%</td>
</tr>
<tr>
<td>Schuylkill</td>
<td>2</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>Scranton</td>
<td>2</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>Wilkes-Barre</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
</tbody>
</table>
Questions
COMMITTEES ON ADMISSIONS, RECORDS, SCHEDULING, AND STUDENT AID, AND EDUCATION


Legislative: Upon approval of the Senate

Introduction
The University Faculty Senate Committees on Admissions, Records, Scheduling, and Student Aid and Education recommend the Senate create and temporarily enforce a series of policy additions in response to the unique problem associated with the novel coronavirus pandemic. Future use of these policies beyond Spring 2020 requires Senate legislative action.

Background
In Spring 2020, a novel coronavirus eventually named Covid-19 disrupted daily life in the United States and around the globe. For the safety of many, widespread social distancing measures and stay at home orders were issued, resulting in closure of most non-essential businesses. In the education sector, operations of primary and secondary schools and institutions in higher education were interrupted significantly causing delays in processing of such documents as verification of graduation, diplomas, and transcripts.

During this time, many businesses and individuals experienced economic depression with nationwide unemployment claims surging to 22 million in the first four weeks following social distancing restrictions. Businesses struggled, and students learned remotely with uncertainty in returning to campus.

The recommended legislation considers the challenges students may be experiencing in providing documentation of prior learning and acquiring official school or university verifications. The legislation enables and creates a record of a new, relaxed policies which will be made available for matriculating and currently enrolled students through the upcoming academic year, if supported by the Senate.

Rationale
Due to the impacts of Covid-19 and subsequent closures of many educational institutions, many high school counselors, students, and families will not be able to get an official transcript, diploma or GED transcript prior to enrolling at Penn State. Therefore, the creation of additional policies may be enabled under extreme circumstances such as declaration of local, state and/or federal disaster.

Thus, due to the extreme measures which have significantly disrupted daily operations in many educational sectors, being understanding and allowing flexibility in procuring documentation for matriculating and currently enrolled students is a direct reflection of our values and commitment to our land-grant mission, and the humane approach. The implementation of new flexible
policies is required to respond to the current situation, which must also, simultaneously, operate in correspondence with and not in contradiction to current academic policies and procedures existing in Faculty Senate.

The recommended legislation enables and creates a record of a series of policies that allow for self-certification of high school or equivalent completion (Senate Policy 01-99), temporary verification of transfer credit (Senate Policy 42-83), and completion of program credit and residency requirements (Senate Policy 83-99), which will be made available for the 2020-2021 academic year, if supported by the Senate.

**Recommendation**

Based on the above, our committees recommend the creation of a series of policies (01-99 “Temporary Methods for Classification of Undergraduate Students and Verification for Admissions Under Emergency Circumstances”, 42-83 “Temporary Extension of Credit Verification from Accredited U.S. Institutions”, and 83-99 “Temporary Suspension of Limitations on Source and Time for Credit Acquisition”) which may be temporarily activated by a resolution of the University Faculty Senate in the event of a public health emergency established by local, state, or federal disaster declaration.

*As these are new policies, please note that all text below is in bold, as is our convention for additions.*

---

[ALL NEW] ---- Senate Policy 01-99 “Temporary Methods for Classification of Undergraduate Students and Verification for Admissions Under Emergency Circumstances”*

Senate Policy 01-99 may be temporarily enabled by the University Faculty Senate to supplement Senate Policies regarding admission and classification of students (policies under 02-00, 05-00, and 06-00) under a situation of special Senate concern. When Senate Policy 01-99 is enacted during times of local, state or federal mandated disasters or emergencies, a student who is seeking admission to a four-year degree program and is classified as degree-seeking may self-certify the receipt of a high school diploma or high school equivalency certificate or completion of secondary school through homeschooling as defined by state law on the undergraduate admissions application. No further documentation is required to verify this self-certification.

When enacted, this policy will supersede policies in 02-00, 05-00, and 06-00 for the duration of the period specified in the enactment.

* This policy will be maintained for historical record and future reference.

[ENTER PARALLEL ACUE PROCEDURE]
Appendix BB 4/28/20

*Initial Legislation: 4/28/2020*

---

[ALL NEW] --- Senate Policy 42-83 “Temporary Extension of Credit Verification from Accredited U.S. Institutions”*
Senate Policy 42-83 may be temporarily enabled by the University Faculty Senate to supplement Senate Policy 42-82 “Accredited U.S. Institutions” under a situation of special Senate concern. When Senate Policy 42-83 is enacted, the university may allow admission of students with credit verification pending. Verification of credit would be obtained in a reasonable time period as defined under the extraordinary circumstances. Courses completed with a pass or satisfactory grade on a pass/fail or satisfactory/unsatisfactory grading scale may be accepted for transfer under this enactment if there is some designation of a pass or satisfactory grade being equivalent to a C or better.

* This policy will be maintained for historical record and future reference.

[ENTER PARALLEL ACUE PROCEDURE]

Initial Legislation: 4/28/2020

---

[ALL NEW] --- Senate Policy 83-99 “Temporary Suspension of Limitations on Source and Time for Credit Acquisition”*
Senate Policy 83-99 may be temporarily enabled by the University Faculty Senate to supplement Senate Policy 83-80 “Limitations on Source and Time for Credit Acquisition” under a situation of special Senate concern. When Senate Policy 83-99 is enacted, the university may grant exceptions for admission to the university related to completion of program credit and residency requirements. Admission under these extraordinary circumstance does not ensure admission into a particular academic program.

* This policy will be maintained for historical record and future reference.

[ENTER PARALLEL ACUE PROCEDURE]

Initial Legislation: 4/28/2020

---

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

- Nathan Allerheiligen
- Michele Duffey, Chair
• Tracy Fausnight
• Deirdre Folkers
• Katherine Garren
• Yvonne Gaudelius
• Edward Glantz
• James Jaap
• Robert Kubat
• Melissa Kunes
• Allen Larson
• Ellen Maple
• Salvatore Marsico
• Keith Nelson
• Maura Shea, Vice-Chair
• Isabella Webster
• Douglas Wolfe

SENATE COMMITTEE ON EDUCATION
• Vinita Acharya
• Kelly Austin
• Barbara Barr
• Gretchen Casper
• Delia Conti
• Renata Engle
• Joyce Furfaro, Vice-Chair
• Yvonne Gaudelius
• Vicki Hewitt
• Peggy Johnson
• Peter Linehan
• Megan Marshall
• Katherine Masters
• Jacob Moore
• B. Richard Page
• Kathleen Phillips
• Karen Pollack
• Brianne Pragg
• Jay Precht
• Michele Rice
• Kaitlyn Roberts
• Diego Santos
• Wen Shen
• David Smith
• Michele Stine, Chair
• Samia Suliman
• Stephen Van Hook
• Tiffany Whitcomb
• Chelsea Wood
MINUTES OF SENATE COUNCIL
Tuesday, April 7, 2020 1:30 p.m.
Remote via Zoom


Absent: J. Nousek

Chair Rowland called the meeting to order at 1:30 p.m. on Tuesday, April 7, 2020.

The Minutes of the February 25, 2020 Senate Council meeting were approved.

ANNOUNCEMENTS AND REMARKS

The Faculty Advisory Committee met with the President and Provost on April 7, 2020 and discussed the following topics:
- Coronavirus. (Bérubé, Eckhardt, Jolly Ozment, Rowland, Seymour, and Szczygiel)
- Two-factor Identification for Students
- Admissions and Student Aid Updates
- Searches
- Dean, Eberly College of Science
- Dean of University Libraries and Scholarly Communications
- Vice President for IT/CIO
- Coronavirus

The next FAC meeting is scheduled for June 23, 2020. Please submit any topics for FAC consideration to any of the Senate Officers or the elected FAC members, Bonj Szczygiel, Carey Eckhardt, and Rose Jolly.

Remarks from the Chair: Good Senate Councilors, I will start where I think that we must, with gratitude and admiration. When I first took-on this role, I knew I would be unprepared for some things. But with this virus, I have never felt less ready and more unsure about what to do, other than the firm feeling that whatever we do, it must be ethically right, it must be consistent with our values, and it must be honest, humane, and conveyed with compassion.
So, without at all intending to overestimate or in any way aggrandize the consequence of what the Senate has done or the influence of the recommendations that the Senate has made, it is my firm and resolute belief that on March 17th, when we held, and did not cancel, our plenary session, on the second day after returning from a spring break that none of us will soon forget, we did the right thing and we set exactly the right precedent. What we, as a collective body, said without saying is “we can, and we will, find a way carry-on and endure despite the very real menace that is the novel coronavirus. I, personally, could not be more proud of the Senate after that last meeting, I am forever grateful to every member of the Senate Office staff who made the meeting possible at all. I also am grateful that our Senators who collectively resolved to protect the assessment of academic activities at the institution, in this case, the student assessment of teacher effectiveness and the teacher grading of student accomplishment. Under these unprecedented times, traditional pathways, timelines, and mechanisms for assessment, seem all but unfit for our colleagues and our students. These changes and adjustments to the status quo, from what experience tells me, are taking place with an unprecedented level of consultation, near-constant communication, and, let us not forget, the ample sharing of governance. On a daily basis, the institution is inching closer and closer to the conclusion of this challenging academic year. So, to you, our esteemed Senate Councilors, and to all of the Senators that this group collectively represents, and all of the faculty that your senators, in turn, represent, please pass on that every effort is being made by University leadership to safeguard faculty from hardship and to promote their personal, departmental, and institutional well-being.

Okay, we will now shift gears, and talk about the logistics of this meeting that we are in now. WELCOME to our first ever, entirely remote, Senate Council meeting. It should come as no surprise that we are holding our meeting on ZOOM, and this implies we need to follow a few rules of etiquette to execute the business of the day, and we have plenty of it – nearly thirty items of business to attend to in one manner or another. Please be sure that you keep your microphone muted unless you are recognized to speak. We also must record attendance at the meeting. For those of you ZOOMING-IN, please use the chat feature and enter your name to indicate that you are present. For those of you calling-in by phone who cannot use the chat bubble, please take a moment and send a quick e-mail, right now, if possible, to Dawn Blasko, simply stating that you are here, in attendance. Dawn’s email is dgb6@psu.edu. Also, as a matter of etiquette and order, when you speak in the meeting, just like on the floor of the Senate, please state your name so that we all know who is speaking.

As a closing comment, please be reminded that we have a large number of reports today. Let me be clear and unambiguous when I say, I would like a robust discussion; however, with so many reports, please limit your comments to only what is absolutely essential. If there are minor items, for example, an editorial change or quick question or a comment that might be useful when the report is put on the floor, then please consider passing those along to the relevant party in a quick email. Alright, here goes nothing!

COMMENTS FROM THE CHAIR: As you all know, in a special session, the Senate resolved to adopt an optional grading system for students, which has subsequently been publicized, thank you strategic communications, in “Penn State News.” This all occurred following what I would call “exhaustive consultation” with relevant Senators, namely, the chairs of ARSSA, Curricular...
Affairs, and Education, respectively, Michele Duffey, Mary Beth Williams, and Shelli Stine. We are grateful for their contributions, as well as the contributions made by members of university leadership in the deliberations that led-up to that announcement. That said, university communications through Penn State News, though informative, do not substitute or double for policy needed to enable the grading system that was announced. It may, to some, feel like overkill to draft a policy to honor what has already been announced. At one point, not long ago, I tended to agree with that assessment. However, in full light of the situation, I no longer can. We need policy, not only to enable this new grading system, but also to coordinate it with the grades that predate the coronavirus pandemic and all those grades that will mercifully follow the pandemic. For freshman, this could be grades three, four, or five years from now. When petitions, in time, begin to flow into the Senate Office for modification to a grade during coronavirus we need a record of what we did and policy guidelines to follow for when the memory of the resolution and deliberations with university leadership are not so sharp and fresh in the mind as they are at this moment right now.

So, to this end, I will, in what follows, make a motion to suspend the rules, here, in the context of Senate Council. This does not happen often; in fact, pressing my memory, I cannot recall the last time that I had heard of it, so here is a primer on the situation that is about to unfold before us. We have crafted policy for an optional grading system that honors the one announced in Penn State News. It is embedded in a new legislative report. The ask, what you will be voting on shortly, is to create a policy that enables the legitimate use of this new grading systems; the policy will, as noted, create a record of what we did, and why, as well as act as a policy touchstone, a long time from now, in future semesters when the coronavirus is but a memory. This is a grading system that is time-sensitive, meaning the grading system options will only remain available to students for a specified duration; however, as a provision that I dearly hope that we will never need, there is a contingency to re-establish the grading system in future semesters, if conditions call for it. Though seldom used, there is one circumstance under which the Senate Council, who represent their units and their unit’s Senators, can be empowered to act on behalf of the Senate as a whole. This will be one of those moments. Our next plenary meeting is April 28, days before the end of the semester, and because only the Senate can create this new grading policy, I am of the mind that we must act, and we must act now, for our peace of mind and to the peace it will grant our students knowing that the promise of an optional grading system has been fulfilled.

Therefore, I will make a motion to suspend the rules, which will have to be seconded and subsequently voted upon. If that is successful, I will declare the existence of a situations of special Senate concern, invoking Senate Bylaws, Article 1, Section 2, item (b)., which reads:

The Chair, after consultation with the other Senate officers and the President of the University, shall have the authority to declare the existence of a situation of special Senate concern and convene the Senate Council.

From that point, I will invoke Senate Bylaws, Article 2, Section 1, item (h), which reads:
In the event that the Chair of the Senate declares existence of a situation of special Senate concern, the Senate Council shall be empowered to act for the Senate in all matters until this authority is terminated by actions of the Senate.

When the rules are suspended, I will ask the Parliamentarian if I have followed proper procedure to declare the existence of a situation of special Senate concern, and I have, at which point, I will invoke our Bylaws and empower the Senate Council to act on behalf of the Senate. I will then propose that we discuss and subsequently vote on the piece of legislation, which will be passed immediately upon a vote in favor or struck down with an unfavorable vote. After that, one way or another, I will terminate these special powers of Senate Council, motion to lift the suspension on rules, and we will return to discharging the business of Council today.

Ready? Good.

Parliamentarian Shapiro, I motion to suspend the rules, is there a second? (Seymour) All in favor? All opposed? The motion passes. The rules are suspended. Parliamentarian Shapiro, to the best of your knowledge, has the Chair followed proper procedure to declare the existence of a situation of special Senate concern?

Shapiro: According to Senate Bylaws, Article 1, Section 2, item (b), I believe that is correct.

In that case, I invoke Senate Bylaws, Article 2, Section 1, item (h), and empower the Senate Council to act on behalf of the Senate. Now that the Senate Council is so empowered, I motion to discuss and subsequently vote on a piece of legislation on behalf of the Senate, namely, the report

“Creation of Senate Policy 49-70 “Supplemental Satisfactory Grade/Passing Grade/No Grade Grading System–Baccalaureate and Associate Degree Candidates”” as prepared and sponsored by SENATE COMMITTEES ON ADMISSIONS, RECORDS, SCHEDULING, AND STUDENT AID, CURRICULAR AFFAIRS, AND EDUCATION.

Is there a second? (Ozment) All in favor? All opposed? The motion passes. Is there any discussion about the adoption of this proposed policy?

Are we ready to vote?
All those in favor, please say AYE. Opposed, NAY. The AYES have it, the motion passes.

The Senate has just passed Senate Policy 49-70 “Supplemental Satisfactory Grade/Passing Grade/No Grade Grading System–Baccalaureate and Associate Degree Candidates.” The full process through which this piece of legislation has been brought to fruition, from the late-night meeting of Officers & Chairs before our last plenary session, to the resolution on the floor, to the subsequent Senate-Administration working group that proposed the specifics – this is truly an example of shared governance “in action.” We solved a problem, for the benefit of our students, under very difficult circumstances, by pulling together to make it work.
Thank you, Councilors, for your service. Having discharged the business of the Senate, I will terminate these special powers of Senate Council, and now motion to lift the suspension on rules, is there a second? All in favor, AYE; opposed, NAY. The AYES have it, the motion carries.

**Vice Presidents’ and Vice Provosts’ Comments**

**Provost Jones** discussed the work being done by the LionPATH Team to implement the Satisfactory/Unsatisfactory/no grade option for students this semester because of the change to remote delivery necessitated by COVID-19.

Executive searches continue but once finalists are selected the campus visits will be delayed.

All students are still required to become enrolled in the two-factor authentication system, and this is particularly important in the current environment when cyber criminals are trying to take advantage of the uncertainty of the situation.

A question was asked about the impact of students leaving mid-semester on the census count in State College. Provost Jones said that the concern that students will not be counted at their campus location, now that they have been sent home, is shared across higher education.

**Vice Provost for Faculty Affairs, Kathy Bieschke** reported that as part of the Coronavirus Crisis Team, she and Yvonne Gaudelius, Senior Associate Vice President and Senior Associate Dean of Undergraduate Education, co-chair the Academic Matters committee. Within that team, there are three sub-teams: graduate (chaired by Michael Verderame, Senior Associate Dean of The Graduate School), undergraduate (chaired by Jeff Adams, Associate Vice President and Associate Dean of Undergraduate Education and Yvette Richards, Associate Dean of Undergraduate Education, College of Earth and Mineral Sciences), and faculty (co-chaired by Anthony Atchley, Senior Associate Dean, College of Engineering and Rich Brazier, Senior Associate Dean, Commonwealth Campuses).

Vice Provost Bieschke also reported that the undergraduate sub-committee has been working diligently on the alternative grading systems and that the graduate sub-committee has also developed an alternative grading system and has provided on guidance on the extension of graduate school deadlines. Vice Provost Bieschke reported that the faculty committee has been working on guidance for extension of the probationary period, peer teaching observations, SRTE administration, sabbaticals, and annual reviews. Vice Provost Bieschke noted the robust participation of a wide range of people on the faculty sub-committee, including Nicholas Rowland, chair and Beth Seymour, incoming chair of the University Faculty Senate, as well as Marie Hardin, Dean of the Bellisario College of Communications; Ralph Ford, Chancellor, Penn State Erie; and Angela Linse, Director, Schreyer Institute for Teaching Excellence.

**Vice President for Commonwealth Campuses, Madlyn Hanes**

Searches are underway for Chancellors at two locations, Abington and Berks. The final stages of the search will be delayed until it is safe to bring candidates to campus.

**Vice President and Dean of Undergraduate Education, Robert Pangborn**
This is the time of year for admissions when we are focused intently on both the immediate incoming class and the next year’s undergraduate class (namely, the classes of 2024 and 2025).

We currently have almost 11,000 paid accepts for Summer/Fall, including 7,000 for University Park and closing in on 4,000 for the Commonwealth Campuses. We added nearly 400 paid accepts for the campuses in the last week, including 100 who were among those offered Provost or Discover Awards (the latter being a scholarship for students from contiguous states who will enroll at a Commonwealth Campus).

In recognition of the need for students to have some extra time to make their decision to commit to the university, we have publicized the option to request an extension from May 1 to June 1 to pay their deposit. This flexibility has been well received.

All recruitment programs for the class of 2025 are being delivered online, as will the upcoming New Student Orientation sessions.

**Vice Provost for Educational Equity, Marcus Whitehurst.**
Educational Equity is focusing on the concerns about the potential for some people to target Asian students for harassment because of the identification of COVID-19 with China. The team will be focusing on the report bias site. A question was asked about whether moving to remote learning may disproportionally affect minority students. The university is working on supporting students who do not have access to technology.

**Vice Provost of On-line Education, Renata Engel.**
World campus is also working to help students that are disadvantaged in this environment. One problem is that it is difficult to connect with those students. They are working with IT service staff and staff in student aid and student advising for provide needed resources.

**Senate Officers:** None

**Executive Director, Dawn Blasko** introduced two new Senate staff members; Erin Eckley, who is training with Paula as the Senate Office Manager and Sarah Silverman who will be the front desk Administrative Assistant.

**ACTION ITEMS**

The Unit Constitution Committee chaired by Senate Secretary, Judy Ozment, reviewed and approved the revision of the governance document from the College of Information Sciences and Technology. The governance documents were voted on and approved by Council.

**GRADUATE COUNCIL**
Graduate Council representative, Kent Vrana, reported that discussion included flexibility of grading needed in this semester, and the use of SRTE’s only for developmental purposes. Graduate Council will have their next meeting of this academic year on Wednesday, April 9, 2020.
SENATE AGENDA ITEMS FOR APRIL 28, 2020

FORENSIC BUSINESS: NONE

UNFINISHED BUSINESS

Faculty Senate Climate Action Resolution 2020-04-01 was placed on the agenda on an Ozment/Seymour motion.

LEGISLATIVE REPORTS

Senate Committee on Admissions, Records, Scheduling and Student Aid “Changes to Senate Policy 60-10”. The report was placed on the agenda by a Seymour/King motion.

Senate Committee on Committees and Rules, “Revision of Bylaws Article IV Sect 1 Committees”. The report was placed on the agenda by a Seymour/Ozment motion.

Senate Committee on Committees and Rules, “Revisions to Standing Rules, Article II, Section 6(n) Committee on Student Life”. The report was placed on the agenda by a Seymour/Ozment motion.

Senate Committee on Committees and Rules, “Revisions to Standing rules Article III Other Functions of the Senate, Section 4”. The report was placed on the agenda by an Eckhardt/King motion.

Senate Committee on Committees and Rules, “Revision of Standing Rules Article II Senate Committee Structure Section 6e”. The report was placed on the agenda by a Seymour/Ozment motion.

Senate Committee on Curricular Affairs, “General Education Requirement for Associate Degrees”. (Committee requested that it be returned for clarification).

Senate Committee on Intercollegiate Athletics, “Revisions to Senate Policy 67-30 Athletic Competition”. The report was placed on the agenda by a King/Eckhardt motion.

ADVISORY/CONSULTATIVE REPORTS

Senate Committees on Admissions, Records, Scheduling, and Student Aid, Curricular Affairs, Educational Equity and Campus Environment, Faculty Affairs, Intra-University Relations, and Student Life, “Enhancing Academic Advising Across Penn State”. The report was placed on the agenda by an Eckhardt/Ozment motion.
Senate Committee on Faculty Affairs, “Revisions to AC-13 Recommended Procedure for Hiring New Faculty (Formerly HR13)”. The report was placed on the agenda by an Ozment/Seymour motion.

Senate Committee on Global Programs. “Sustainability and Sustainable Experiences Abroad.” This report was placed on the agenda on a Seymour/Bérubé motion.

INFORMATIONAL REPORTS

Senate Committee on Admissions, Records, Scheduling, and Student Aid, “Annual Report on the High School Students Enrolled Nondegree.” This report was placed on the agenda by an Eckhardt/Seymour motion. The report will be presented on the Senate Website.

Senate Committees on Education and Faculty affairs, “First Day Complete”. This report was placed on the agenda by a Bérubé/Seymour motion. The report will be presented in the September 2020 meeting.

Senate Committee on Faculty Affairs, “Faculty Salary Report”. This report was placed on the agenda on an Ozment/Seymour motion. The report will have 10 minutes for presentation and discussion.

Senate Committee on Faculty Benefits, “Faculty Raises versus Increases in Faculty Spending on Health Care 2013-2018”. The report was placed on the agenda by a Kirby/Eckhardt motion. Five minutes are allocated for presentation and discussion.

Senate Committee on Faculty Benefits, “Review of the Principles for the Design of Penn State Health Care Plans”. This report was placed on the agenda by an Eckhardt/Kirby motion. The report will be presented in the September meeting but will be placed on the website now.

Senate Committee on Faculty Benefits, “Report on Child Care at Penn State University”. This report was placed on the agenda by an Eckhardt/Kirby motion. Five minutes has been allocated for presentation.

Senate Committee on Global Programs, “Explore Treatment of International Students”. This report was placed on the agenda by an Ozment/Bérubé motion. The report will have 10 minutes for presentation and discussion.

Senate Committees on Intra-University Relations and Faculty Affairs, “Promotion Flow Report”. This report was placed on the agenda by a Bérubé/Eckhardt motion. Five minutes have been allocated for presentation and discussion.

Senate Committee on Libraries, Information Systems, and Technology, “IT Sustainability Initiatives”. The report was placed on the agenda by an M. Jones/Bérubé motion. Ten minutes were allocated for presentation and discussion.
Senate Committee on Research, Scholarship, and Creative Activity, “Evaluating Collaboration Between University Park and the Commonwealth Campuses in Research and Graduate Education Survey”. This report was placed on the agenda by a Hughes/Seymour motion. This report will be presented on the Senate Website.

Senate Committee on Research, Scholarship and Creative Activity, “Gaining Graduate Status as a Faculty Member”. This report was placed on the agenda by a Hughes/Seymour motion. This report will be presented on the Senate Website.

Senate Council, “Student Perspectives on Sustainability”. This report was placed on the agenda on a Eckhardt/Bérubé motion. Ten minutes has been allotted for presentation and discussion.

Senate Council, “Sustainability in the University Context and Beyond”. This report was placed on the agenda on a Strickland/Eckhardt motion. Ten minutes has been allotted for presentation and discussion.

Senate Council, “Freedom of Speech and College Campuses”. This report was placed on the agenda by an Eckhardt/Bérubé motion. Fifteen minutes have been allocated for presentation and Presentation.

Senate Committee on Student Life, “Student Complaint Form Informational Report”. This report was placed on the agenda by an Eckhardt/Ozment motion. This report will be presented on the Senate Website.

The final report will be the Elections Report for 2020-2021 sponsored by Senate Council. This report was placed on the agenda on a Jones/ Ozment motion.

Chair Rowland asked that the agenda be reordered so that the sustainability reports will be presented at the top of the informational report section. This requires a 2/3 vote. The vote was unanimous to approve.

The Chair also asked to move the Freedom of Speech report up to the front of the agenda. That was also approved.

H. APPROVAL OF AGENDA FOR April 28, 2020: Approved on an Eckhardt/Ozment motion

I. NEW BUSINESS: NONE

J. ADJOURNMENT The meeting was adjourned at 3:34 pm.

Dawn G. Blasko, Executive Director
Date: April 21, 2020

To: All Senators and Committee Members

From: Dawn Blasko, Executive Director

Following is the call in and meeting number of all Senate meetings April 27 and 28, 2020. Please notify the University Faculty Senate office and committee chair if you are unable to attend.

MONDAY, April 27, 2020

6:30 p.m.
   Officers and Chairs Meeting – https://psu.zoom.us/j/711558496 OR Number to call: 646-876-9923 or 669-900-6833, Mtg. #: 711558496#

8:15 p.m.
   Commonwealth Caucus Meeting – https://psu.zoom.us/j/384648300 OR Number to call: 646 876 9923 or 669 900 6833, Meeting number: 384648300#

TUESDAY, April 28, 2020

8:00 a.m.
   Intercollegiate Athletics – https://psu.zoom.us/j/207791631 OR Number to call: 646-876-9923 or 669 900 6833, Meeting number: 207791631#

8:30 a.m.
   Committees and Rules – https://psu.zoom.us/j/594412603 OR Number to call: 646-876-9923 or 669-900-6833, Meeting number: 594412603#

   Educational Equity and Campus Environment - https://psu.zoom.us/j/717146421
OR 646-876-9923 or 669-900-6833, Meeting Number: 717146421#

Faculty Affairs – https://psu.zoom.us/j/492339378 OR Number to call: 646-876-9923 or 669-900-6833, Meeting Number: 492339378#

Faculty Benefits – https://psu.zoom.us/j/380122866 OR Number to call: 646-876-9923 or 669-900-6833, Meeting number: 380122866#

Intra-University Relations – https://psu.zoom.us/j/764522780 OR Number to call: 646-876-9923 or 669 900 6833, Meeting number: 764522780#

Libraries, Information Systems, and Technology – https://psu.zoom.us/j/107372383 OR Number to call: 646-876-9923 or 669 900 6833, Meeting Number: 107372383#

Outreach – https://psu.zoom.us/j/269248591 OR Number to call: 646-876-9923 or 669 900 6833, Meeting number: 269248591#

Research, Scholarship, and Creative Activity – https://psu.zoom.us/j/679854333 OR Number to call: 646-876-9923 or 669 900 6833, Meeting Number: 679854333#

University Planning – https://psu.zoom.us/j/668780605 OR Number to call: 646-876-9923 or 669 900 6833, Meeting Number: 668780605#

9:00 a.m.

Admissions, Records, Scheduling, and Student Aid – https://psu.zoom.us/j/789652555 OR Number to call: 646-876-9923 or 669-900-6833, Meeting number: 789652555#

Curricular Affairs – https://psu.zoom.us/j/621518702 OR Number to call: 646-876-9923 or 669-900-6833, Meeting number: 621518702#

Education – https://psu.zoom.us/j/644929290 OR Number to call: 646-876-9923 or 669-900-6833, Meeting number: 644929290#

Global Programs – https://psu.zoom.us/j/871154891 OR Number to call: 646-876-9923 or 669 900 6833, Meeting number: 871154891#
Student Life – https://psu.zoom.us/j/477874961 OR Number to call: 646-876-9923 or 669 900 6833, Meeting Number: 477874961#

11:00 a.m.
Student Senator Caucus – https://psu.zoom.us/j/725899806 OR Number to call: 646-876-9923 or 669 900 6833, Meeting number: 725899806#

1:00 p.m.
University Faculty Senate Plenary Meeting – https://psu.zoom.us/s/94465128088 OR Number to call: 312-262-6799 or 646-876-9923, Meeting ID: 944-6512-8088
Date: April 20, 2020
To: Commonwealth Caucus Senators (includes all elected Campus Senators)
From: Rosemarie Petrilla and Michael Bartolacci, Caucus Co-Chairs

MONDAY, APRIL 27 – 8:15 PM
102 KERN BUILDING
Guest Speaker:

David Smith
Associate Dean for Advising and Executive Director,
Division of Undergraduate Studies

Topic:
Seeking feedback from the CWC Senators regarding the proposed Advisory/Consultative report on Academic Advising

Zoom Connectivity Information:
Join from PC, Mac, Linux, iOS or Android: https://psu.zoom.us/j/384648300
Or iPhone one-tap: +16468769923,384648300# or +16699006833,384648300#
Or Telephone: +1 646 876 9923 or +1 669 900 6833
Meeting ID: 384 648 300
International numbers available: https://zoom.us/u/bWAGfK2hj

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APRIL 28 Commonwealth Caucus meeting is cancelled.