THE PENNSYLVANIA STATE UNIVERSITY

THE SENATE RECORD

Volume 53-----March 17, 2020-----Number 5

The Senate Record is the official publication of the University Faculty Senate of The Pennsylvania State University, as provided for in Article I, Section 9 of the Standing Rules of the Senate, and contained in the Constitution, Bylaws, and Standing Rules of the University Faculty Senate, The Pennsylvania State University.

The publication is issued by the Senate Office, 101 Kern Graduate Building, University Park, PA 16802 (telephone 814-863-0221). The Senate Record is on file in the University Archives and is posted online at http://www.senate.psu.edu/senators under “Publications.”

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Reports that have appeared in the Agenda for the meeting are not included in The Senate Record unless they have been changed substantially during the meeting, or are considered to be of major importance. Remarks and discussions are abbreviated in most instances. Every Senate meeting is webcast via MediaSite. All Senate meetings are digitally audio recorded and on file in the Senate office. Transcriptions of portions of the Senate meeting are available upon request.

Individuals with questions may contact Dr. Dawn Blasko, Executive Director, Office of the University Faculty Senate.

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M. **COMMENTS AND RECOMMENDATIONS FOR THE GOOD OF THE UNIVERSITY**  

The next meeting of the University Faculty Senate will be held on Tuesday, April 28, 2020, 1:00 p.m., via Zoom.
The University Faculty Senate met on Tuesday, March 17, 2020, at 1:30 p.m. in room 112 Kern Graduate building with Nicholas Rowland, Chair, presiding.

Chair Rowland: Faculty senate is now in session. Greetings, senators attending remotely. To enjoy at least some semblance of normality, we will begin this meeting as we begin all meetings-- with good old item A, Minutes of the Preceding Meeting.

MINUTES OF THE PRECEDING MEETING

Chair Rowland: Our January 28, 2020 Senate Record, providing a full transcription of the proceedings, was sent to the University archives and is now posted on the Faculty Senate website. As we are holding this meeting remotely and this is not a controversial topic, I will ask for a motion from among the present officers to accept the uncorrected minutes. Is there a second?

Thank you, Beth. For sake of time, I will presume that this motion would carry. However, if Senators have corrections to the minutes, then please send them to the Senate office in the next five business days. The minutes of the January 28 meeting have now been provisionally approved.

COMMUNICATIONS TO THE SENATE

Senate Curriculum Report

Chair Rowland: Next, item B-- Communications to the Senate. The Senate Curriculum Report of February 25 is posted on the University Faculty Senate website.

REPORT OF SENATE COUNCIL

Chair Rowland: Item C-- Report of Senate Council. Minutes from the February 25 Senate Council meeting can be found at the end of your agenda. Included in the minutes are topics that were discussed by the Faculty Advisory Committee to the President in their February 19 meeting.

ANNOUNCEMENTS BY THE CHAIR

Chair Rowland: Announcements by the Chair. Fellow senators, this week we enter into the second chapter of our collective institutional response to the real and perceived menace that is COVID-19, the novel coronavirus. In this rapidly changing environment, we are now stepping onto unfamiliar footing.

Starting yesterday, Penn State faculty across the commonwealth were asked to teach courses remotely, using online tools that some of us barely understood to convey lessons designed for in-residence face-to-face instruction. Since the decision was made last week, quoting president Barron, "to take the necessary active steps to confront this public health threat and manage our risks, I have received message after message from faculty who are confused, who are worried, and some of whom are simply broken down tired of being asked to make yet another big lift for the University.

An important message in these trying and uncertain times-- we must listen to and not deny the legitimate concerns voiced by faculty, students, and staff as we collectively watch our familiar world turn slowly upside down. Undoubtedly, very good people are working around the clock to manage the University's
collective response to COVID-19. Nobody is doubting or denying that. So please join me in that. And just as we should not, of course, then, in parallel, deny or doubt the concerns of faculty, students, and staff in this difficult time."

So where is the Senate in all of this? I assure you calmly and resolutely, the Senate has a seat at the table. We are not being ignored. We are relaying your concerns. But-- and this should come as no surprise to any one of us-- there is still so much left to do.

Know that the Chair Elect and I are active members of the University's Crisis Management Team. We are briefed on the emerging situation and consulted on major decisions. The Senate's voice is clear and firm in these deliberations. And we will use that voice, as we must, to tackle a slew of significant pending items with decisive and sober clarity.

For example, what shall we do with SRTEs this semester? If we collect SRTE responses at all, which is also on the table, then we must work diligently to secure a definitive assurance that the results will be considered only in the full light of our current and seemingly ever-changing circumstances.

And what of student grades in these times? Or what of faculty under review for promotion and/or tenure? How, for example, shall we conduct peer reviews of their teaching in the context of our synchronous remote learning environment?

Even if peer review proves impossible, impractical, or pedagogically unsound, then I do not for a moment believe that faculty will be made to suffer the consequences of it, especially in terms of promotion, tenure, and annual review. Please know that these items and many more are under active consideration as we speak by Penn State's newly formed Academic Oversight Team, headed by Kathy Bieschke, our Vice Provost for Faculty Affairs, and Yvonne Gaudelius, Associate Vice President and Senior Associate Dean for Undergraduate Education.

I, myself, have full confidence that if we all rally behind our common mission to deliver a higher education, even under these uncertain and rapidly-evolving working conditions, and if the best administrative arrangements are made, as they are being made, then we shall prove ourselves capable of riding out the storm of this virus, but only if-- and about this there can be no alternative-- we are realistic in our expectations for others and ourselves, we are honest about our failures and are not punished for them, and we are willing to adjust course when evidence or experience justifies modification of our plans.

All that said, there are a few practical matters to mention regarding our deliberations in the Senate today, because we also find ourselves stepping onto unfamiliar footing. For conceivably the first time in the history of the Senate, our committee meetings were held remotely this morning. I owe a debt of gratitude to our unwavering committee chairs, as well as every Senator able to attend committees remotely this morning. Thank you. I really mean that.

Had we not taken this action, by putting committee meetings online and asked for remote attendance rather than outright cancellation, then we would have no reports for our April meeting, which I am hopeful that we will still have. And yet we are planning for every contingency, including the possibility--or conceivably, the necessity--of not conducting the business of our final meeting this year.
In fact, the Senate office has been, starting two weeks ago Monday, participating in robust contingency planning that allowed Senate leadership to be prepared for decisive action following the President's announcement last week that we should run large gatherings remotely that cannot be canceled or postponed.

I would especially like to thank Paula, Anna, and Dawn in the Senate Office for their many efforts, especially those efforts that are so far behind the scenes that nobody else will ever see them, but without which I fear we would not have been able to hold this meeting at all. Notably, our plenary session is also being held remotely for the first time.

As we all know, Mediasite is typically used by a relatively small number of Senators and allows them to attend remotely-- usually no more than 20 or 30 Senators at a time. However, today, we gather together on Mediasite in a considerably larger number. So, before we start the business of the meeting, we need to take remote attendance.

We ask that all Senators use-- this is on Mediasite. And those of you not familiar, bear with me. There is an area called Ask a Question-- a box, I guess. This is on Mediasite. And what we need for you to do right now is send a message that simply includes your name so that we can just take attendance.

This is essential so that we can make sure that we have a quorum and that we're legitimately conducting our business. So just to repeat, every Senator should, if you have not already, use the Ask a Question box in Mediasite to send a message with your name in it.

During the meeting itself, the Ask a Question box in Mediasite is, quite unsurprisingly, I suppose, the way that you will ask a question on Mediasite. Once you enter your question, we will read those questions and comments aloud in the order that we receive them. Senators responsible for delivering reports will be calling in-- again, to reduce unnecessary exposure to our guests, the President, and the Provost.

Also, as a friendly reminder, we will use Poll Everywhere to vote today. Please sign into PollEverywhere.com now, if you have not already. There is a link on the Senate website, on the front page of the website. You can also find instructions for using Poll Everywhere. That's also posted on the Senate website home page.

We will use Poll Everywhere today to vote on our reports. But also-- and this will be a little different-- but also to record our support for motions. That is, we will press A when we otherwise would say or vote "aye." And we will press B when we would otherwise say or vote "nay." So get on Poll Everywhere as soon as you can.

In closing, I urge every Senator to stay tuned in to the meeting all the way to the very end, because, at least to the best of my knowledge right now, members of the senate at the near end of the meeting are going to propose two items that will be of special interest to every faculty member in the teaching enterprise. And they will be related to the flexibility that we need to take with student grades and the use of SRTEs in a time of pandemic.

To those faculty members intending to make a motion regarding student grades and the use of SRTEs, if that motion is made and seconded, then instead of putting those items before Senate Council for consideration for our April agenda, I will adjourn the Senate and then immediately after invoke Senate
Standing Rules. Article I, Rules of Procedure, Sections 3 and 4, which allow the Senate Chair in a time of crisis to call a special meeting and establish the agenda for it.

The state has shut down non-essential operations. Movement towards mass self-quarantine, which seemed excessive hardly a week ago, is now our new normal. The Coronavirus is upon us. And there is no time to wait on these twin matters of student grades and SRTEs. So, stay tuned.

Also, before we move to the business of the Senate, I'd be remiss not simply to say that I acknowledge fully and unambiguously that it is tempting to drain our collective frustrations on the President and the Provost during our question and answer period. While important questions must be asked, and I have been promised that they will be asked, we have a unique opportunity to demonstrate some grace under pressure and at the end of the meeting enter into special meeting deliberations.

Lastly, as not to totally forego all the niceties of a quieter time than now, please join me in welcoming our new office manager, Erin Eckley, who is attending this meeting today in large part to observe our beloved office manager, Paula Brown, who is retiring. So welcome. Welcome, Erin.

[APPLAUSE]

Yeah. You'll just have to imagine the rest of the clapping. OK. Onto Senate business. Item E-- Comments by the President of the University. President Barron has agreed to share some comments with us and stand for a few questions. Eric, the floor is yours. Please address the Senate.

COMMENTS BY THE PRESIDENTS OF THE UNIVERSITY

President Barron: Thank you. So, I guess I never quite imagined that I would be standing here to an empty room. But that's the way it goes. Well, obviously, this is a fast-changing time. And you can imagine what it would be like if our students had come back at the end of spring break, and then the governor issue his proclamation in terms of large gatherings and in terms of remote activities and closing all restaurants, et cetera, et cetera.

And we were going to flip this switch last night, as opposed to having our students not return from spring break, so that they stayed at home, and albeit short, an attempt to get our courses set up remotely so that we could continue to deliver for our students. So obviously, fast-changing. Every day there's new guidance. Every day we try to anticipate what will come next. That's a huge challenge.

I believe we're motivated by a couple of very specific principles. One is the health and safety of our students and our employees, as a primary attribute. Second is the financial security of our faculty and staff, which is also incredibly important at this particular time. And a third is imagining what it would be like to be a senior and not finish and how important it is for us to be able to deliver that curriculum to the best of our ability-- or for all of the other students who have paid their tuition and are counting on those credit hours.

So, I can't imagine that there's anybody out there that's not extraordinarily stressed by what it is we're facing. And we'll continue to be stressed by what we're facing. I know everyone is doing the very best that they can. I will tell you that a lot of the things we're hearing are things where we step back and we look at the staff working on the many task forces, and we look at the faculty and what they're doing, and I have to say that we're extraordinarily impressed, because we thought there would be so many bumps, so
many different problems. And so many people have just pitched in that it really says something about the University. That's not to say there aren't a lot of bumps.

And it probably is best if Nick and I kind of do this together. He has been the honcho for the dozen task forces that have been operating. We have an executive group that then sits back and tries to imagine what the health impact is, what the financial impact is on the University. It will be substantial. And so, we both participate in all of those different activities. But Nick is probably getting more complaints and other comments than anyone else. And so, he's used to it at this particular point. And he knows many of the responses to individual questions.

So, if he doesn't care and you don't care, I will stand up here, and we'll make sure that we do the best as possible to stay on the same page, even though we may not have anticipated all the questions. Is that OK?

Chair Rowland: I'm comfortable with that, provided you stay six feet apart.

President Barron: OK.

COMMENTS BY THE EXECUTIVE VICE PRESIDENT AND PROVOST

Chair Rowland: Provost Jones? Paula, thank you.

Provost Jones: [INAUDIBLE] warn everybody that [INAUDIBLE] borderline intoxicated.

Chair Rowland: Oh. It must have gotten turned off somehow. It was a good one. Go ahead now.

Provost Jones: OK. I'll say it again. I appreciate the wipe-down. My hands have been sanitized so many times, I am feeling somewhat intoxicated. So, bear with me.

First, I'm going to reiterate something that Eric said just a moment ago, which is-- and I'll say it multiple times-- I and we do not have answers to all your questions. We certainly don't have answers to everything. This is a rapidly, rapidly evolving situation. And I think it's fair to say that we are making it up as we go along, with all best intent and using everybody's best collective judgment.

Nothing is business as usual. Our faculty are stepping up in extraordinary ways. Eric alluded to this. We're hearing stories about faculty members across this institution going above and beyond the call of duty to ensure that they are serving our students in the best possible way.

Our staff are also, often behind the scenes, invisible, but stepping up in amazing ways, some of them doing it through telecommuting, some of them doing it by showing up in the office and doing what needs to be done-- but just working very, very hard.

And our students are anxious and challenged and being tested in ways that they never have been before and probably never imagined. But they are leaning in and doing what they need to do.

In the midst of all of this, the business of the University continues, albeit, many times, in a different format from what we're used to. But the business of the University continues. We're having to make decisions at what I would characterize as a dizzying rate.
Shared governance is not sidelined, but it certainly is different. Time for deliberation about decisions is often practically nonexistent. Decisions change as the situation on the ground changes. And the expectations of federal, state, and local governments evolve very rapidly over time and not always in a manner that is consistent.

We don't have all of the answers. Did I say that already? I'll say it again. No one does. We are open to any and all suggestions, and they are all considered. But they cannot all be supported, because they cover the spectrum, particularly in challenging times like this.

And decisions need to be made and need to be made quickly. I probably made more decisions this morning alone than I do in a typical week. And many of them I had to make with little or no consultation with anyone-- just use my best judgment, because the clock was ticking, and word had to get out.

We make calls. We make mistakes. And we correct as we need to correct. But we and everyone else across the University, I know, are doing their very best. We need creativity, innovation, and a focus on our institutional mission. And we are seeing that play out.

I did want to share with you the structure that Eric talked about, that we put together several weeks ago now-- certainly in advance of this acute period. We started with a crisis response team that had several meetings. And then we broke that team, for practical reasons, into 12 task groups.

And those task groups are communications, led by Lawrence Lockman and Rachel Pell; campus health preparedness and response-- Robin Oliver-Veronesi, who runs our University Health Services here at University Park leads that effort, and they are in contact with all campus locations.

A lot of activity over the past several weeks around study abroad and support of our international students. And they have many-- the international students who are here who have many challenges. Rob Crane and his team in the Office of Global Programs are leading that task group.

General emergency preparedness and response-- Brian Bittner and Charlie Noffsinger here at University Park are leading that effort.

Community interaction and coordination. That's led by a combination of folks out of the Office of Government and Community affairs, Zach Moore, Mike Stephens, Shari Matt, and Kelly Austin representing the campuses. A big focus, obviously, has been semester or summer course delivery interruption and thinking a little bit further ahead to enrollment management in these uncertain times. Yvonne Gaudelius and Renata Engel made that group. We have a group looking at commencement, planning ahead to think about commencement, led by Bob Kraft and my assistant, Holly Beaver. This is a good example of where up until a couple of days ago, that group was focused on thinking about how we would conduct our commencements in a challenged environment, but based on guidance from the CDC, we are now in a different mode and working on how to proceed without a physical commencement. And there will be communication coming out about that very, very shortly. But that was a good example of flipping on a dime.

Some are in emergency accommodations. We know that many students are displaced. Cheryl Fabrizi and Diane Andrews are leading that effort thinking about how we can manage our residence facilities across all campus locations and particularly here at University Park to provide accommodations for students
who need to be here but at the same time manage an orderly transition of students into residence halls to pick up materials that they need for certainly this next three week period at least and may well be longer.

General business continuity—David Gray and John Papazoglou are leading that effort. This is just looking at the general business operations of the University. How do we keep things operating? How do we manage our human resource in appropriate ways? How do we keep an eye on supply chain, general financial support for the institution, and so on and so forth?

We are a research University. Lora Weiss is leading a task group looking specifically at that. We are a big, complex research operation that needs to be transitioned through this period. And so, Lora and her colleagues are figuring out appropriate guidance to be issued across all of our research laboratories and other enterprises.

Athletics camps and other large events lead led by Lynne Holleran from Intercollegiate Athletics. Of course, this was a case where they were spending a lot of time figuring out how they would manage intercollegiate athletic competition. Then within the space of 24 hours, both the NCAA and the Big Ten issued direction that that really just completely upended their world. We, of course, have other large events at many of our facilities that need to be considered as well.

And then finally, the one that you heard about a moment ago from Nicholas, a task group that is focused purely on the myriad academic matters and concerns, largely ones that affect directly or indirectly our faculty across the institution, our tenure-line faculty, our fixed-term faculty, and our part-time faculty. And so, Kathy and Yvonne-- Kathy Bieschke and Yvonne Gaudelius are focusing on that issue. And I know that the two of them are indeed very busy.

So, this group meets as a group-- the co-leads of all of these task groups and the executive group meet by Zoom every Monday, Wednesday, Friday, 7:30 AM, and on an as needed basis. We have an important meeting tomorrow to discuss a number of issues. Managing the communications and giving timely information is critically important, but we also need to be very careful that we don't put decisions out there without clear direction for people on how they should proceed. And so sometimes that in a big complex institution takes a little bit longer than it does at some of our peers.

So, I think there's probably not a lot more to say other than we're on it. We don't have all the answers, again. And we certainly welcome your feedback. One thing I would say in advance we need to be thoughtful about is as we evolve our business practices to support us through this difficult period, we need to be careful about some of the practical realities of some of the actions that we need to take because some of them actually taken in haste can lead to really what could potentially be impossible situations to navigate. And I'm sure that there'll be some discussion of some of that as we go through the rest of the meeting.

So, let me pause there. And I'm not quite sure how. Eric and I are taking questions.

Chair Rowland: Yeah, please. All the questions will be from Mediasite.

Anna Butler, Senate Office Staff: The first one is directed towards President Barron. It's from Tim Robicheaux.
I appreciate the complexity of the situation, and the way that the administration has worked with faculty, staff, students, and the community is impressive. I was asked to raise a critical faculty financial concern with you. The concern has a disparate impact on teaching faculty. Faculty work extremely hard to set up study abroad programs, and longstanding programs were canceled. In the interest of full disclosure, mine was one of those.

I spoke with eight colleagues, and we all had the same concerns. This is financially devastating to us. Some have children in college. Two just purchased new homes. Faculty members are actually discussing whether driving for Uber would be feasible. We are not being compensated but are still fielding student questions, are still working with advisers, because students needed these credits and are still being asked to spend work hours with our providers to get refunds. We understand you cannot fully address such a specific issue today, but we hope that you will revisit it as the dust begins to settle.

President Barron: I would say that we've had, really, one primary focus, and that is to get the curriculum in a remote mode because of protecting financial aid, doing it in a way where students don't lose millions of dollars from changes in their PHEAA or any of the other things that you can imagine in that context. That has been the focus.

Now we're coming back to this notion of, for example, a refund for housing, or credits for housing and food services. We're coming back to looking at our employee base and making sure that we are continuing to pay people in very tough times. So, this is one we'll just add back into the hopper to look at explicitly, whereas before, if you can imagine all of these meetings and activities, we just physically could not do all of these topics.

The credits for housing and food services are probably going to approach $40 million. It's a huge amount, and we even put that one off until we could get a little bit farther down the line to decide what we're doing. So, we'll put that one on the hopper to look at explicitly.

Provost Jones: I know that was directed toward President Barron, but I would just say that, from day one, with anything to do with Global Programs, study abroad, whether it's students or faculty, we have really made a commitment to hold people-- I've used a phrase-- as harmless as we are able. There are some constraints that we have to navigate that can get in the way, but this is coming at considerable cost. As you can imagine, it took a lot to bring back over 800 students from study abroad programs in Europe. We didn't have a choice but to do that, and we did it.

And we have made a commitment to students and their families, and for any faculty who were impacted. Either with trips that they were already hosting or planned trips that had to be canceled, any out-of-pocket costs that were incurred-- we are doing everything we possibly can to ensure that faculty, in particular, and certainly our students, to the maximum extent possible, are held harmless, financially.

Chair Rowland: Very good. Thank you, Nick. Next question now.

Anna Butler: Next question is from Brian King.

The Global Programs Committee met this morning, and as part of our conversation, it was conveyed that international students are experiencing particular uncertainty at this time, not knowing whether we will return to in-person teaching on April 6. Some are unsure whether to return home, even when some of their governments are encouraging them to do so or wait. When is the earliest point at which the
administration will make the decision to continue online synchronous teaching for the remainder of the semester?

President Barron: The answer is tomorrow.

Chair Rowland: Next question.

Anna Butler: Next question is from Martin Skladany, and it's just a thank-you to President Barron and Provost Jones. I would like to thank you for your leadership and quick response to the pandemic.

President Barron: Thank you.

Provost Jones: Thank you.

Anna Butler: The next question. With all state higher education moving online for the rest of the semester, where do you see Penn State?

President Barron: To tell you the truth, I see us as more prepared than any of them, and I think we've had a head start. It hasn't been a long head start, but it's definitely a head start, and we're collecting the statistics on the tens of thousands of students that have accessed their classes remotely and sections that have operated. We're waiting until the end of today to get a good sense and then to go back to see who we need to help, either on the students' side or the faculty's side.

But we are actively flattening the curve and trying to prevent health services to be overrun. This is already a concern in a lot of different parts of the country. I think we're doing it pretty effectively so far. So, we're going to have to watch, continue on this course, and hope that in doing the flattening, we can be back in a regular classroom as soon as possible. Obviously, part of the answer of that question is going to be answered tomorrow morning.

Provost Jones: I would add that, coming out of last week, we went into spring break with an uncertain future. Yesterday, we transitioned out of spring break. At 10:00 AM yesterday morning, we had 63,000 students participating in approximately 350 Zoom sessions across the University. That is a pretty extraordinary switch that got thrown by all of you, actually, as we effected that change. That was yesterday. That was 27 hours ago.

By tomorrow, we anticipate having further guidance about what our best guess or best plan for the future will be, but we're putting one foot in front of the other and trying to get this kind of guidance out on as fast a timeline as we possibly can. But feel good that we have achieved so much in such a short time.

Anna Butler: Next question is from Kimberly Blockett, from the Penn State Brandywine Senators. We recognize that it is not easy to plot out the implications of necessarily rushed decisions. This is not critique, but rather concerns that we hope you will redirect us through unknown territory. We present two serious concerns.

Delivering every class as a synchronous meeting unintentionally places undue burden on women, single parents, and families who work full-time while managing full-time care of their children. This disproportionately affects early-career faculty with children, especially women. Day care and schools are
closed. It's simply not possible for any faculty member with a young child at home to conduct all classes at a prearranged time.

And number two-- our part-time faculty are vital to our teaching communities, and many of them teach at multiple institutions with varying requirements for instruction during COVID-19. Our adjunct faculty are already underpaid, and many do not have medical benefits. We implore the University leadership to compensate our part-time faculty appropriately for this added work they have been asked to assume.

President Barron: You want to comment on the synchronous?

Provost Jones: I can speak to the synchronous issue. We know that delivering courses synchronously is a challenge. We knew it was going to be a challenge going in, and there was a great deal of discussion about this before this decision was reached. I emphasize the difference in what we are doing is that we have transitioned from in-class instruction to remote instruction. Often, the word online gets thrown in there, but there is a difference between remote delivery of courses and what is commonly accepted as online instruction. There are rather significant differences in pedagogies and other considerations that need to be respected.

There are several key reasons why synchronous is important. One, and probably one of the biggest ones for us, going into this, is that PHEAA, who administer financial aid to many, many of our students across the Commonwealth, have very strict requirements about online instruction. They differentiate between synchronous and asynchronous. There was a very real risk-- there is still a very real risk-- that if we just transition to asynchronous, that PHEAA, who have not yet, but may, but have not yet changed their position, could pull the financial aid from a large number of Penn State students to the tune of millions of dollars. That was not something that we could afford to risk.

Second-- this is an important one, as emotional as it sounds, and I've noticed this play out with my own daughter. For a lot of our students, the academic world as they have known it has just been completely upended. It is really important to them, as they grapple, as we all grapple, with uncertainty-- but our students in particular-- to have structure and discipline, and that structure and discipline can be afforded by keeping classes being taught in their slots in a synchronous capacity. It tremendously helps our students keep that structure in their lives when everything else is being upended.

We have technology concerns. If we're not disciplined about when and how a course is provided to students, it has the potential for overloading, overburdening technology. We want to minimize those issues. And then there are logistical issues, too, with things being unstructured. Just the ability of students to be able to keep track of everything in an orderly manner, keeping courses offered at the same times that they have been used to before spring break, really assists greatly with that and minimizes the likelihood of conflicts.

We recognize that there are challenges for parents in particular. And in fact, some of those challenges just emerged yesterday afternoon at 2 o'clock, when the governor announced that he was closing childcare centers across the Commonwealth. That was not something that we had really had to deal with before. In fact, we were keeping our own childcare centers open up until Friday. Our ability to pivot from synchronous delivery, which we had planned for and begun yesterday, to asynchronous is particularly challenging, so that is why we are really requiring synchronous delivery.
As in every case, if there are absolutely extenuating circumstances that demand need for reconsideration in a particular instance, those cases can certainly be considered. I would suggest that those are raised up through your campus or college leadership, and ultimately, some of those decisions may get to Yvonne, Kathy, or me, and we will certainly do what we can do. We're trying to keep that discipline and structure, although we know that in some instances, it does create challenges for people.

What was the second part?

Chair Rowland: Temp jobs and part-time.

Provost Jones: We're very sensitive. I think as Senate knows; we've talked about this a number of times. We have been planning on taking a look at the working environment for our part-time faculty. Unfortunately, with everything else that's going on, this is a very difficult time to do that. And it's actually been a challenging year for a number of reasons, so we're not as far along in that process as we would like to be. But we are mindful of the challenges and the extra burdens that all of our faculty, including our part-time faculty, are bearing in a time like this.

Chair Rowland: Next question.

Anna Butler: This question is from Andrea Sillner. Just a comment and request for President Barron.

With the closure of three PSU-affiliated and/or -managed day care centers at University Park-- and I'm sure there are some at Commonwealth Campuses as well-- parents have had to seek and pay for childcare elsewhere to complete their jobs. I ask that those in discussions strongly consider refunding the already-paid tuition dollars for these infants, toddlers, and preschoolers as a measure to relieve some of the financial burden on parents affiliated with these centers.

President Barron: The answer is yes.

Provost Jones: We don't have the guidance out yet, but we are working on it. We absolutely understand that it doesn't seem right to be paying for a service that you are not receiving.

Anna Butler: Next question.

President Barron: And I would just point out-- that doesn't relieve us of the burden of paying for those services. All we're doing is making sure that we're not charging the faculty and staff for service they're not getting. The University will still have to find the funds to pay for the providers.

Anna Butler: This question is from Ira Saltz. Is it safe to say that we'll probably be delivering our courses remotely for the entire remainder of this semester?

President Barron: I think it is the best thing to say that we will answer this question tomorrow, because we just don't want to get ahead of ourselves as we contemplate many, many different issues that are related to that decision. So hopefully, waiting until tomorrow morning is not too late-- including, for example, informing the Board of Trustees on such a weighty decision.

Chair Rowland: Before we go to the next question, I just want to remind our guests that these questions are being typed in and appear in a queue, and they are not aware of each other's questions.
President Barron: Oh, OK.

Chair Rowland: So, when they seem repetitive, it's not as though they're trying to press you on something. Just so you know the back end.

President Barron: Well, thank you for that.

Anna Butler: I'm trying to consolidate as well.

Chair Rowland: Thank you, Anna.

Anna Butler: This question is from Ray Najjar. Any advice regarding research experiences for undergraduates' programs in summer, which is planned to run from the end of May to the end of July? There are many such programs that bring students from all over the country to conduct research at Penn State.

Provost Jones: That's a tricky one. We have certainly been advising anybody who-- there's a lot of fog out there. We don't know what the end of April is going to look like. We certainly don't know what the end of May is going to look like. I think the best advice we can provide at this point is, by all means, be thinking optimistically that those programs may continue. But absolutely, be developing a plan B if they cannot.

And be very mindful, I think, at this point, about making contractual or financial commitments in this uncertain environment. Try to defer those decisions as long as possible until we have a little bit more clarity. That far ahead, make sure that there is a plan B, for sure.

Anna Butler: This question is from Josh Wede. How many faculty were included on the task forces, particularly those related to the move to remote delivery? Were experts in online education consulted?

Provost Jones: Yes. Well, one of the co-leads of that task group is Renata Engel, the Vice Provost for Online Education. I honestly don't know offhand who the folks on the task force are, but I know that Yvonne and Renata place a premium on making sure that they are surrounded by people who can give them the very best advice.

President Barron: And it is worth thinking about the fact that there is no other alternative. If you imagine how much of the income of this institution is based on tuition and, if we did not deliver the curriculum, what the financial impact would be, it would be profound. So really, this was a matter of deciding this, working through it, and trying to do it at a moment where we didn't have the students arrive and then send them back-- you could imagine what that would have been like, as an experience for the students, and the chaos that would ensue-- nor to wait for an order to come down, where we would have to basically decide this the day before.

So the fact that we had this time of a week, which doesn't sound like very much time, to think through this, work on it, start to provide the guidance, and do it at the beginning, is the difference between, I would say, an institution that was in chaos and an institution that might not be able to pay the bills, if all of a sudden you started to think about returning that much tuition for a failure to deliver the curriculum to our students.
Chair Rowland: Next question.

Anna Butler: Next comment is from Starlette Sharp. Dr. Barron, this is an epic time we are living through. You and your team have been a class act. PSU is a yacht, not a canoe, and doesn't turn on a dime, but this has been really impressive, considering the magnitude of the institution. I don't wish to walk in your shoes, but cheers to a job well done.

President Barron: Well, thank you very much. A yacht would turn a lot faster than this oil tanker here that we seem to be in.

Provost Jones: And there are moments that we would love to be on a yacht in a pleasant location. Right at this moment, actually.

Anna Butler: Next question from Cynthia Simmons. Lars Stoltsfus Brown, a graduate student in the College of Communication, has asked me to convey this. Graduate Teaching Assistants were forced to violate our assistantship contracts to migrate courses online during spring break, and Penn State has not said anything regarding paying us for this additional work or providing time off to compensate. On the issues of grad students having to kick into high gear to put courses online, we must be aware that most of them live on very low pay while trying to finish dissertations and get publications into the pipeline for when they go onto the job market. Adding a week of pay for graduate students who work during spring break seems to be the thing most in-line with the labor standards in this country. Additionally, there should be an ombudsperson to whom graduate students can turn anonymously if they feel they're being pressed to provide more work in the online era than they are being paid for.

Provost Jones: Just a couple of reactions. First of all, if anybody anywhere in the institution feels that they're being put upon unfairly, whether you're a staff member, a graduate student, or an instructor for that matter, your first course of action is to elevate that concern through your department up to the dean and, of course, in this case, to the graduate school if there are legitimate concerns.

Just for context, I would say that what I think Eric and I see playing out every day right now at this institution is a whole lot of people going above and beyond the normal expectations of the rollout. We've both been in the education business a long time. We've lived through a lot of things. We've lived through 9/11. We've lived through H1N1. We lived through SARS. We've lived through Snowmageddon events. But this is absolutely unprecedented, and we are well aware of the fact that many people across the institution are stepping up big-time, going above and beyond what is normally expected, because of their commitment to Penn State's mission. We really appreciate all of those efforts that go on.

President Barron: And we are just beginning to step through salary issues-- hourly employees that can't work but are dependent. We're stepping through a lot of those issues now, but time-wise, it's impossible to have gotten this far and looked at every single one of those. But as we go along, we start to look at more and more of these issues.

Anna Butler: This question is from Robert Hoffman. Has there been a full consideration of the legal ramifications of recording class sessions through Zoom? Recently, I was made aware of a legal disclaimer that we had to verbalize for every class session in order to receive students' consent to record these sessions. This seems to be just the tip of the possible concerns regarding remote delivery.
**Provost Jones:** The General Counsel is part of the overall executive group, and we have representation from the Office of General Counsel on the Coronavirus Crisis Team. So, we do have our General Counsel's Office keeping an eye on things. I'm not aware of that specific issue. I think one of the aspects of synchronous delivery is that it really is just live streaming rather than a recording of your session, so in many cases, I think that concern may be rendered somewhat moot. I will check with Renata Engel on that to see if there is anything we need to be concerned about, but I have not heard a concern expressed by any of our lawyers or Renata, who of course is very well versed in the online space.

**Anna Butler:** Next question from Fariborz Tavangarian. I do appreciate the brave decision made by the University administration for the safety and health of our students, staff, and faculty and have a question for President Barron. Would you please explain whether we must record online class on Zoom or not? Is it required, or is it based on the instructor's discretion? What if a student does not consent for recording? Should we just continue the class without recording? Thank you so much for your help.

**President Barron:** Same question. We'll have to go back and ask to see if there is something different here, but I have not heard of that as an issue either.

**Provost Jones:** Me neither.

**Chair Rowland:** Anna, could we pause for a second? What does the queue look like for questions? How many do we have left?

**Anna Butler:** Pardon me?

**Chair Rowland:** How many questions do we have in the queue?

**Anna Butler:** We have 12.

**Chair Rowland:** Do you want to take 12?

**President Barron:** We're here to be helpful. However you want to do it.

**Chair Rowland:** Let's take those 12 questions, and after that, we're going to transition.

**Anna Butler:** OK.

**Chair Rowland:** Thank you.

**Anna Butler:** Next question is from John Liechty. Do you have any guidance or advice to offer students who may still be considering whether to accept a Penn State offer? Will our existing deadlines remain in place, or will there be potential modifications to these deadlines?

**Provost Jones:** There'll be potential modifications. I think there's a lot of talk nationally about the May 1 deadline being more flexible this year, and we're certainly considering that as well. But in terms of advice to give to students who are considering accepting a Penn State offer, my advice would be, do it, because we're optimistic that by the time we get to the fall, hopefully, a lot of this will be in our rear-view mirror, and we will be getting back very quickly to business as usual, delivering the same quality of Penn State
education that we always have, which, I would add, we are doing now, just in a different format from what we normally do.

**Anna Butler:** Next question from Melba Amador from New Kensington. Do we have proctoring services in place for testing to happen online? Is the University paying for these services?

**Provost Jones:** Yes, we do. It's been done not on an institution-wide basis at this point and scaling from where we have been operating to that higher level is a challenge. We have some folks who are actively negotiating with an online proctoring provider right now, actually, trying to figure out a good way forward for the University.

**Anna Butler:** This question is from Terry Blakney. This may have already been answered. It's about PHEAA. With PHEAA currently requiring less than 50% of classes to be in residence for financial aid, does PHEAA consider the fact that we have completed eight weeks of instructions in face-to-face mode and only seven weeks of online instruction continue the rest of the semester? Do we meet this requirement regardless of the synchronous instruction?

**Provost Jones:** As of now, we are concerned about our ability to meet the PHEAA requirements, which is part of the reason, as I indicated before, that we are requiring synchronous instruction. But we are currently negotiating with our folks in government and community affairs are working very hard with the field leadership to try to get flexibility on their part, so this is certainly a consideration for us.

**President Barron:** But we are hoping that we will make some leeway there.

**Anna Butler:** Next question from Michele Stine. Has Penn State consulted with other schools in the state, especially the PASSHE schools? What are they doing, in terms of synchronous delivery?

**Provost Jones:** I haven't had interactions with PASSHE, but I have connected with provosts at Pitt and Temple, and I'm also on another group of provosts that includes the provosts from Carnegie Mellon and Lehigh Universities. Through those various groups, I'm staying connected with what they are doing. And we have other groups that go beyond Pennsylvania, too-- the Big Ten Academic Alliance group, and also AAU and APLU groups as well.

I think it varies across the country. Each location, of course, is subjected to local, regional, and state requirements, and that is certainly one of our considerations.

**President Barron:** I believe that most of the PASSHE schools were not operating in this way and now have to decide based on the governor's announcement. So, it was probably too early to have consulted with them, because I don't think they were operating in that mode.

**Anna Butler:** This next question is from Chris Byrne. I have been lecturing to a webcam in my usual classroom, so I have a blackboard. When I went over last weekend to test the technology, I found some buildings were locked that were usually open. Can I relax and know that I will continue to have access to my regular classrooms at the appointed times for the rest of the semester?

**Provost Jones:** Yes. In a few rare instances, deans may be suggesting that certain buildings be locked, simply because the transition to remote instruction means that there are very, very few, if any, people in that building, and from a security standpoint, we are locking some buildings. But most buildings that
have instructional facilities in them are not being locked. If that was last week, it may have had something to do with the fact that it was spring break. But it is our intention to keep access open for, among other things, that particular purpose.

**Anna Butler:** This is from Mari Pierce. Faculty at Beaver have asked me to ask if PHEAA guidelines allow a percentage of asynchronous work. For example, if the faculty does 3/4 of the class synchronous but 1/4 asynchronous, is that permissible? Does the percentage of the semester that was already done in class count in the calculate for the guidelines? We are running into students who are in a different time zone, where they don't have strong internet connections, making synchronous difficult for some of them as well.

**Provost Jones:** I would say the time zone issue-- we're aware that that is a particular challenge. What I said in response to the question earlier-- if there are really compelling cases where we need to make an exception, that's a good example, I think, of where such an example should be granted.

But we monitor, and we are monitoring, PHEAA's position and PHEAA's requirements very closely to minimize the risk to our students for financial aid. We are all over that issue. And if there's an opportunity to relax it, we certainly will.

**Anna Butler:** Next one is from Derek Fox. I wonder if President Barron and Provost Jones would consider forming an additional Coronavirus Task Force with a mandate to focus on educational equity and diversity issues in the context of the transition to online delivery, the recent Commonwealth campus closures, and the further disruptions that may be anticipated over the rest of the term and going forward.

**Provost Jones:** Marcus Whitehurst, Vice Provost for Educational Equity, is plugged into this whole process, and from day one, we have made it clear that one of our expectations is that every task group, in its thinking, needs to be aware of the individual challenges that our students may have. That's a big challenge as we transition a University of 100,000 students from largely residential instruction to online. We want no student left behind. Whether it's a student who has limited broadband access in the town or home that they live or a student who has a particular challenge or disability, we are doing everything we can do to ensure that they are properly accommodated.

**President Barron:** Thinking through this is really important, but this is one of the reasons why we were going to have computer labs open with spacing-- in case you didn't have internet connections-- why we were looking at laptop programs, like rental from the library, as well as textbook materials and things like that. I can be corrected if I'm wrong, but my understanding is that we will know students who are not accessing their virtual classrooms, and we will be able to ask them what happened-- is there a reason why it is that you have not participated in the remote classroom-- so that we can deal with this explicitly.

**Provost Jones:** One quick add-on. I would say, too, if you are aware of any student who has any challenges at all associated with this transition, they should reach out to the Office of Educational Equity as soon as possible.

One of the inadvertent challenges we have-- because, as an institution, we do a really good job of supporting students with a variety of challenges or disabilities, we do it routinely and without even thinking about it. At a time like this, where we effect a transition, it really is quite possible that there will be students whose needs were being met that are now not being met, and they've never had to ask for help.
before, because it was just there. So, they should absolutely be encouraged to reach out to the Office of Educational Equity, and we will do what is necessary to ensure they have what they need.

**Anna Butler:** I think I have more coming, but I think this is the 12th. This is from Terrence Guay. Given that summer study abroad programs are two to three months away, what factors contributed to making the decision to cancel so far in advance. Given improvements in China and South Korea with COVID-19, might there be a good chance that overseas study abroad locations might be reasonably safe by summer?

**Provost Jones:** There is a chance. I can tell you what it was like to repatriate 800 students from Europe for Global Programs. We made, as I think most of you probably saw, a series of rolling decisions, first bringing back the students from Italy we had to bring back, then canceling spring break study abroad programs, because it was clear the direction the risk was evolving, then to progressively canceling other semester study abroad programs.

Looking forward to the summer, looking at what our peers were doing, and thinking about the uncertain environment globally, it just seemed that, out of an abundance of caution and to give students, in particular, and faculty, to some extent as well, the opportunity and time to reprogram their summer, given that they were not going abroad-- we were at the point where we had to make a call last Friday about this to give students adequate time.

Yes, there is a chance, if the situation rapidly emerges and travel restrictions are lifted, that some programs could be restarted or at least a version of those programs developed so students can get that experience. But at this point, out of an abundance of caution and thinking about students' alternate plans, we felt it was better to make the decision earlier and give them more lead time.

**President Barron:** The science and guidance about this suggests that if you relax too soon, you can go through a spike again, in terms of the number of cases. I don't think we can claim that this country is sure that it has things under control, because it was so slow to act. The federal government cited a London study in the press release yesterday which had an enormous number of an extremely high mortality in the United States if it wasn't tamped down it's quite possible that we would see the reverse situation-- and instead of bringing people back from a particular country and having a travel restriction that the travel restriction goes the other way So I just think it's I agree with Nick here. It's important to make sure that we complete this task and don't get ahead of ourselves with contracts, travel arrangements, and things like that that then cause another burden when we just don't know the answers yet. Hopefully, we can be optimistic, and we'll see a better story come a few weeks from now.

**Provost Jones:** I would add that it was one week ago that we began talking about what our posture should be for summer study abroad. One week ago, immediately, the focus was on repatriation of students back from Europe, when CDC raised their threat advisory. But then, over the course of the weekend, just the weekend and yesterday, the president of the United States and the governor of Pennsylvania have really taken extraordinary action to try to manage the evolution of the virus' impact in the United States.

One week ago, when we were having these conversations and having to make that decision, that was not happening. There was no evidence that, nationally, we had much of a chance-- or globally-- of controlling the spread. Now, I think these austere measures that have been implemented nationwide, and certainly in Pennsylvania, are all attempting to flatten the curve, and that may actually lead to a turnaround that is different from what we had been thinking.
Again-- one of those cases where we had to make a decision in a timely manner based on the situation on the ground at that moment and then go with our best judgment. Here's hoping that we'll get to a point where we can begin to open some of those opportunities again.

**Chair Rowland:** I think that I'm going to do something that I've not done before and take the chair as privilege to ask a question myself. Thank you very much for acknowledging the giant lift that the faculty are making. We're with you on it. We're trying our very best. Thank you for applauding and fully recognizing that this really is everyone pitching in with everything that they've got.

I think back to a comment that was made. I think it was by Kim Blockett. This was the two-part question that came early on. One of the things that she said was, for some faculty, this sets unrealistic expectations and places undue burden, particularly on women, single parents, and families. Some are being asked to do the impossible-- continue full-time work in their private, non-work environments while managing full-time care of their children and families.

Just from a leadership perspective, those people can't lift, maybe, anymore. They've done what they can, and when they ask me, what should I say to that faculty member that is going above and beyond already. They can't go any further, and they're still not meeting expectations. That's just an open question. I don't have that answer. Otherwise, I wouldn't ask it. So, what do you think?

**President Barron:** We'll take turns.

**Provost Jones:** I would say-- this was part of my response earlier-- that we have to give broad guidance to the institution. We have to institute snap policy that says, we've got to do this. We're going to do that. This is the way forward. This is the way it should be done.

One thing that hasn't changed about the way we do business at this institution is that if, in any situation, something that people have to do leads to undue hardship, there are opportunities to raise that up, raise the flag, push that up the pole, and ask for assistance, accommodation, or exception. I don't think I should say this publicly too often, but there always is an opportunity with policy, under the right circumstances, for exceptions to be made.

In extraordinary circumstances, of course, we can accommodate variance, but we don't want to begin by accommodating variances for everybody. Otherwise, you have no policy. In those extenuating circumstances, I think we're always ready to listen and be supportive where appropriate.

**President Barron:** I completely agree. It could be a free-for-all, and we don't want it to be a free-for-all. Especially, we don't want it to be a free-for-all if it costs our students millions of dollars. But if it's impossible, then it is impossible. We have to work at some level of flexibility, so I think we have to work through those when they are impossible to see how it is, we can solve the problem.

I have personal experience, because my daughter is paid at an OK rate but is hourly. And she's in a small, New York apartment, and her husband is at a university in a different state. She is doing the childcare and trying to get in her hours at the same time, and if she doesn't get her hours in, she doesn't pay her bills without mom and dad coming to the rescue.
Well, not everybody has a mom and dad ready to come to the rescue. This is a very real problem for people, especially people that are in place and have no choices. So, we'll do the best we can to be flexible.

Chair Rowland: This is what we ask. Thank you.

Provost Jones: That actually is a perfect phrase, I think. We will do the best we can. It may not be complete. It may not be perfect. But we will do the best we can in every instance to support everybody who we believe is going above and beyond.

President Barron: And we truly believe that our faculty-- we have been bragging about it in other venues. We believe our faculty is doing the best they can. I don't think we can ask for more.

Chair Rowland: Thank you, gentlemen. At this point, we're going to move on with the rest of our agenda. I'm not sure if you have pressing matters or if you can remain to join us, but either way, it's fine for us.

FORENSIC BUSINESS

Chair Rowland: Moving on. G, Forensic Business. We have none.

UNFINISHED BUSINESS

Chair Rowland: Item H, Unfinished Legislative Business. There is also none.

LEGISLATIVE REPORTS

Creation of Senate Policy 45-00 Faculty and Student Responsibilities Regarding Cancelled Classes When a Campus is Closed, Revisions to Senate Policies 34-83 Change in Class Meeting Time, 43-00 Syllabus, and 44-10 General Examination Policy

Chair Rowland: Once we move to I, we have Legislative Reports. Of these, we have one. This report is from the Senate Committee on Education-- creation of Policy 45-00, Faculty and Student Responsibilities Regarding Canceled Classes When a Campus Is Closed. That's the first part.

Second part-- Revisions to Senate Policy 34-83, Changes in Class Meeting Time; 43-00, Syllabus; and 44-10, General Examination Policy. It appears as Appendix B in the Agenda. Our Education Chair, Shelli Stine, is going to be available to present this report. It's going to be very brief, but in order to, of course, respect the safety and health of our guests, she's going to be calling in for this presentation. We're getting her on the phone right now in order to address the Senate on this item.

Shelli, it's all you. I hope we can hear you.

Michele Stine, College of Health and Human Development, Remote Call In: Hi. I'm here. Hi, everyone.

Chair Rowland: Is that loud?
Michele Stine: The policy that we're proposing, ironically, deals with what happens when an unexpected event necessitates the closing of campuses. I will confess that when we were developing this policy, the original title referred to University closure. The committee members suggested that we refer to campus closure, and I noted out loud that the entire University had never been shut down before, not even on 9/11.

A week later, in reviewing a draft of the policy, a colleague noted that we had really dodged a bullet this year with closures, and I said again, out loud, well, maybe. March is unpredictable. And then the universe said, hold my beer.

The policy you're looking at is Policy 45-00. It was originally suggested by our Student Senator Chelsey Wood, and I really want to acknowledge her hard work on drafting much of the language that you see in this final version.

I think it's really important to note that this policy, even if it had existed before, would not have applied to the current situation. We could not possibly have anticipated a scenario where the University was still open, classes were still in session, but everything was happening remotely. The policy that's being proposed is written to deal with a situation in which the campus is temporarily closed, and classes are canceled. I want to be very clear about that. This would not have fixed what we are dealing with right now, even if it were on the books at the time, nor would it have unduly complicated what we're trying to do right now.

The essence of the policy says that if a campus is closed and classes are canceled for an unexpected event--- and we really were thinking about weather--- classes cannot be moved to synchronous online instruction for that day, recognizing that that puts an unfair burden on students, that there may be students who have childcare issues, students who are dealing with connection issues, students who are dealing with power outages and various reasons why synchronous instruction, in that situation, would not work.

The policy spells out that faculty members can move some of the work onto Canvas, onto the learning management system, can do some work remotely, but that that needs to happen asynchronously, and that students need to have the time available to complete that work on their own time, when they are available, and that there needs to be some leeway given. If exams are meant to happen that day, they should happen the next in-class day that's available.

Chair Rowland: Is there any discussion rolling in, Anna?

Please be reminded. I know there are different kinds of circumstances. If there is discussion of this report, please enter the question into the "ask a question" box on Mediasite, and we'll take those questions.

Anna Butler: We are about 45 seconds behind.

Michele Stine: I can hear the recording.

Chair Rowland: Yeah, Nick. We are open to your discussion.

Provost Jones: Honestly, I haven't had a chance to review this yet, but I appreciated the preamble, where it indicated that this was developed without the type of situation that we have in mind. My interpretation of this is that we don't want to put students in a position where we're giving this mixed message, where
campus is closed due to inclement weather, so cut classes are canceled, except for the class that I have to teach, which I'm going to deliver synchronously to you on that closed weather day. That does put students-- are we closed, or are we not closed?

In many of our discussions, the word "closed," as the presenter raised, is a complicated word. What does closed mean? I think for practical purposes, "closed" at a campus location means that campus is closed, and classes are canceled. In this current situation, while we do have some campuses that are now closed, before they closed, we had already indicated the intention to transition to remote instruction. So, it's a little different, and the circumstances are different, but in the context of a weather emergency, I'm respectful of the challenges that not having a policy like this would create for our students. Again, I haven't read the whole thing. Just a quick scan of it, but it sounds to me like it doesn't apply to this particular case and is not an inappropriate position for us to take.

Chair Rowland: Even a momentary glance at the title does clarify that we're specifically talking about canceled classes when a campus is closed, so there is some assurance--

Provost Jones: [INAUDIBLE] stuck with [INAUDIBLE].

Chair Rowland: That is correct.

Provost Jones: Well, it's not really canceled. You need to take this class.

Chair Rowland: Right. Is there a Mediasite question?

Anna Butler: Yes.

Chair Rowland: Then go ahead.

Anna Butler: Jonathan Mathews has a language improvement suggestion. There are two issues with the language in the 45-00, "faculty and student responsibilities regarding canceled classes when a campus is closed" section, both in the second paragraph. As written, faculty must have the exam the next scheduled class section. I suggest the language be altered from "will" to "may."

It says as written faculty will have the exam the next scheduled class section, and the suggestion is for "will" to change to "may."

Chair Rowland: It's towards the bottom.

Michele Stine: If I'm understanding correctly, what that question is getting at, are faculty members required to then have the exam on the very next class day? And that's a very good point. What we were trying to avoid were situations where a faculty member might try to move the exam online or try to have the exam sooner than the next available class day.

Chair Rowland: That could be resolved, then, by saying "no sooner than the next scheduled class period."
**Anna Butler:** I'd like to read the rest of this. The language concerning Canvas exams is somewhat unclear. It indicates it can be taken the day after scheduled without penalty. If the campus is closed, the exam online should also be delayed until the campus is open. I suggest if the language changes to, "If online exam is administered on the day of closure, there must be a makeup opportunity communicated to those unable to take the exam."

**Chair Rowland:** How should we manage this? Usually, we have a copy of the language available, and we simply bring it up to the front to modify. Chair Stine, do you have any concerns about this recommendation?

**Michele Stine:** I'm sorry, Anna. I was having trouble understanding the last bit of what you said.

**Chair Rowland:** Could you reread the change, and we'll try to--

**Anna Butler:** The language concerning Canvas exams is somewhat unclear. It indicates it can be taken the day after scheduled without penalty. If the campus is closed, the exam online should also be delayed until the campus is open. I suggest if the language changes to, "If online exam is administered on the day of the closure, there must be a makeup opportunity communicated to those unable to take the exam."

**Michele Stine:** I don't see any problem with that change.

**Anna Butler:** She doesn't see a problem.

**Chair Rowland:** That's a good question. Is this a suggestion, or is there a motion to amend it on the floor before we vote?

**Anna Butler:** It's just a suggestion.

**Chair Rowland:** In that case, let's record the suggestion. We'll do our best to honor it, and that should be that. Move on to the next one.

**Anna Butler:** This is from Nathan Allerheiligen. Under 43-00, it states, "Course instructions for a campus closure must include a communication plan." This implies another mandatory item for the course syllabus. Is that the intent?

**Michele Stine:** Yes, that is the intent. There should be something available to the students where they will know what will happen if campus is closed and classes are canceled.

**Anna Butler:** Next comment is from David Smith. I think it's great that our shared governance allows for student senators to take such a role in shaping legislation for us to consider. This is an important step forward in our policy, and I support the legislation.

**Michele Stine:** Thank you, David.

**Anna Butler:** Next is from Ann Taylor. I just want to be what is likely a common voice of support for this needed policy. As we developed a contingency planning website last fall, likewise, for weather-related closures, we realized that we really needed this guidance. Nicely done.
Anna Butler: We have another. Diego Santos offering full support.

Chair Rowland: Great.

Anna Butler: Roger Egolf is in general support but has a question about the requirement that the exam happen on the next scheduled day. This does not always work. For example, if the campus is closed for several days, including a day when a test was scheduled, the other canceled classes may have a review in preparation for the test. In this case, we shouldn't have to give the test the very next day. I do support the suggestion that was made to change that word to "may."

And from Brian Redmond, language in 45-00 should not specifically mention Canvas. Canvas may not always be our course management system.

Chair Rowland: Thank you, Brian.

Michele Stine: Absolutely. It should refer to the learning management system. You're right.

Anna Butler: And last but not least, from Carey Eckhardt. Thank you for this important report. In the sentence beginning, "When a campus closes," it seems to be that holding classes synchronously would be prohibited. Given all the complexities we've heard about, including today's Senate session, a blanket rule may not be realistic. Could the following phrase be added at the end of that sentence-- "unless accommodations are made for situations such as students who were not available at that time?"

Thank you for considering this proposal to allow flexibility, since we cannot predict all possible upcoming emergency situations. If, procedurally, this must be offered as an amendment, then I will move it as an amendment.

Chair Rowland: It's been seconded on the floor. We'll make that change, Carey. Thank you. Are there any more questions?

Michele Stine: I'm sorry. I'm having trouble hearing.

Anna Butler: No. There's just another offer of support, and that's all the questions.

Chair Rowland: In that case, I will say that since we have not seen another question, that should signal, in this circumstance, that it's time to vote. Keith, do you confer?

Keith Shapiro, College of Arts and Architecture: [INAUDIBLE] vote on Carey's amendment, or are we [INAUDIBLE] Carey making that suggestion that [INAUDIBLE].

Chair Rowland: She makes that as a suggestion and will make it as an amendment if she has to. But we can accept that suggestion. Carey, email it to me and Shelli, and we'll make sure that it's taken care of.

Michele Stine: OK.

Chair Rowland: Keith, does that mean we can vote? Very good. Seeing as how there are no more questions, this is a report that is brought to the floor by committee and needs no second. Seeing no additional discussion, I'll presume that we are ready to vote as noted.
Senators, you may cast your vote remotely on polleverywhere.com. That's the voting system that I referred to early on in my remarks. In this particular instance, we are going to press A to accept the motion or press B to not accept the motion.

Provost Jones: It's a little intimidating to me. I'm used to seeing 120 up there, and now there's only three.

Chair Rowland: You see something new every day, huh, Jones?

Anna, as these come in, just as a point of clarity for folks that are online, since there are so many people online, will the voting take slightly longer today than usual?

Anna Butler: Last I counted; I have 187 people online.

Chair Rowland: Thank you, 187 people. Thank you, President Barron.

Is this final from online? I always wondered what Poll Everywhere looked like, and there it is.

Anna Butler: That's probably the final.

Chair Rowland: Very good. In that case--

Anna Butler: Four accept in-house, 88 accept online, and six reject.

Chair Rowland: Very good. The motion carries. Thank you, Shelli.

Michele Stine: Thank you.

Chair Rowland: Thank you.

ADVISORY/CONSULTATIVE REPORTS

Faculty Office Space Standards

Chair Rowland: Next, we move on to item J, advisory consultative reports. This report is from the Senate committees on Faculty Affairs, Intra-University Relations and University Planning. It's titled "Faculty Office Space Standards," and it appears in Appendix C of your agenda today. University Planning Chair Lisa Posey will join us to briefly present the report before we discuss it, and she is being contacted by phone as we speak.

Lisa, thank you for joining us. Would you like to talk about the report briefly?

Lisa Posey, Smeal College of Business: OK. Thank you.

We had a forensic discussion about this issue earlier in the year, on faculty office space standards. At that meeting, Bill Sitzabee from the Office of Physical Plant presented and answered some questions that some of the faculty had, some of the senators had. Part of this report is to summarize the current policy that's in place and what was said at that forensic, and then we've made a couple of recommendations at
the end, including having the current policies of a minimum office space size of 120 square feet as a target. That summarizes what's currently being done.

And some recommendations about when there is new construction following this policy, offering private office space to faculty, and making sure that this is posted on the website so that everyone can see-- I guess that's generally the gist of it.

**Chair Rowland:** Very good, Lisa. We all recall fondly the forensic that day. This is, of course, the outcome. We are, at this point, waiting for discussion to populate on Mediasite. If you have a question, please use the "ask a question" box, and we will take those questions as they arrive.

I think, at this point, if those questions were going to arrive, they would have at this point. In that case, we are ready to vote. The report is brought to the floor and needs no second. And with no additional discussion, we shall start the voting now.

Senators, you may cast your vote remotely on Poll Everywhere once again. To accept the motion, please press A. To reject the motion, please press B.

**Anna Butler:** Seems like we've slowed down. Online, 98 accept. Two reject. In-house, three accept.

**Chair Rowland:** Very good. The motion carries. Thank you, Lisa, for the report.

**INFORMATIONAL REPORTS**

**Annual Report on the Reserve Spaces Program**

**Chair Rowland:** Moving on item K, Informational Reports. Members of Senate Council voted to place the following informational reports on the Senate Agenda as website-only reports. The first item is Senate Committee on Admissions, Records, Scheduling, and Student Aid-- their report, "Annual Report on the Reserve Spaces Program." It's in Appendix F.

**Unizin Report**

**Chair Rowland:** As well as Senate Committee on Libraries, Information Systems, and Technology's Unizin Report, which appears in Appendix H.

These reports will not be discussed at today's meeting. If you have questions or comments, please email senate@psu.edu. Your questions will be forwarded to the appropriate committee chair for response.

**Promotion flow Report 2018-2019 (Clinical Research and Teaching Faculty)**

**REPORT POSTPONED UNTIL THE APRIL 28, 2020 MEETING**

**Chair Rowland:** Please note, the committees on Faculty Affairs and Intra-University Relations submitted a report titled "Promotion Flow Report 2018-2019, Clinical Research and Teaching Faculty," which appears in Appendix G. But we will not address this report in this meeting. It is simply too important not to receive its well-earned time on the floor. Therefore, based on feedback from Senate Council, Senate leadership and the Senate office, this report will be placed on April's plenary agenda.
Moving on. The following two informational reports must be delivered on the floor of the Senate, as the reports contain nomination slates, and in order to close and conclude the nomination slates, we must solicit nominations from the floor.

**Committees and Rules Nominating Report for 2020-2021**

**Chair Rowland**: We will begin with the Committee on Committees and Rules' report, "Naming Report for 2020-2021." It appears in Appendix D. Chair of the Committee on Committees and Rules, Victor Brunsden, will present the names of those who have accepted nominations to one of three extra Senatorial committees. Those include Faculty Rights and Responsibilities, Standing Joint Committee on Tenure, and the University Promotion and Tenure Committee.

Do we have Chair Brunsden?

**Paula Brown, Senate Office Manager**: We do.

**Chair Rowland**: Very good. Chair Brunsden, will you please present the slate of nominees for the Senate Committee on Faculty Rights and Responsibilities?

**Victor Brunsden, Penn State Altoona**: Thank you, Chair Rowland. The nominees for Faculty Rights and Responsibilities are presented to you in Appendix D, and we will deal with each section separately.

We need to elect two University Park faculty. One will serve as a member, and one will be an alternate for three-year terms.

**Chair Rowland**: Very good. Are there any nominations on the virtual floor?

Senators, please be reminded that in order to make a nomination right now, you're going to want to enter that person's name into the "ask a question" box in Mediasite. Also, as you think about making that nomination, please make sure that you have already gained the permission from the person who you'd like to nominate in this particular instance. As chair Brunsden has indicated, we need to elect, explicitly, two University Park faculty. If there are nominations, please make them now.

Anna, for sake of process, how long do you think we should wait before we determine if there are no nominations?

**Anna Butler**: At least a few minutes.

**Chair Rowland**: At this point, we're seeing none. In the event that that changes, we will do our best to honor that.

Moving along.

**Victor Brunsden**: We need to elect two faculty from locations other than University Park. One will serve as Member, and one will be an Alternate.

**Chair Rowland**: Very good. We use the exact same process as before. Are there any additional nominations?
We're not going to catch up with that.

It's just been brought to my attention that we are lagging behind, real-life versus online, by approximately two-plus minutes. So, at this point, we are going to have Chair Brunsden present the slates, and then if those names do come in, we will honor those names. But we will, at least ceremonially, go through the actions as well as close the slate with the vote.

Chair Brunsden, since you're live, let's move to the next item, University Promotion and Tenure.

**Victor Brunsden:** We have skipped over the three deans or chancellors, then.

**Chair Rowland:** Oh, please don't do that. Let's go with the deans and chancellors. They're important. We need them. Oh, yes.

**Victor Brunsden:** We need to elect three deans or chancellors. One will serve as a Member. Two will serve as Alternates.

**Chair Rowland:** Very good. Thank you, Chair Brunsden. This is all happening in a semi-asynchronous manner, which I know we try to avoid. But Anna, was there a nomination?

**Anna Butler:** There is a nomination. Gavin Robertson nominated Jim Adair, but I'm not sure which slate it went with.

**Chair Rowland:** Based on the person's campus location, we should be able to know whether it's a University Park faculty or faculty at a campus, so that will be taken into account.

That is an extremely good point. For those of you that are nominating an individual online for these slates, because of the time lag between real life and the stream from Mediasite, please do specify which slate, specifically, you are nominating an individual for, and that will help to make sure that we don't make any mistakes on our side with the books.

Oh, I'll motion it in a second.

Could you read back the name for us? We just have to do a--

**Anna Butler:** Jim Adair.

**Chair Rowland:** Jim Adair.

**Anna Butler:** He's from Earth and Mineral Sciences.

**Chair Rowland:** Very good.

**Chair Rowland:** It's been moved and seconded that the name of Jim Adair be added to the list of nominees. Is there a second?

**Judith Ozment, Penn State Abington:** Second.
Chair Rowland: Very good.

Anna Butler: I also have another nomination. Gavin Robertson also nominated Roger Neves.

Chair Rowland: Very good. In that case, I think Keith has seconded the name, so that name will be added to the slate. Anna are there anymore? This is more challenging than I would’ve thought.

Victor?

Victor Brunsden: Yes?

Chair Rowland: Is it now time to move to the University Promotion and Tenure Committee slate?

Victor Brunsden: It is. For the University Promotion and Tenure Committee, we need to elect five--three Members and two Alternates. Each will serve a two-year term.

Chair Rowland: In that case, are there any additional nominations? As noted previously, but because this is new to all of us, including myself, please do note, in addition to the name of the nominee and the nominator, please mention the slate that the individual is being nominated for.

Some pause there. Hopefully, that will help us to identify that. Let's move to the Standing Joint Committee on Tenure, please.

Victor Brunsden: Our last committee is the Standing Joint Committee on Tenure. We will elect two--one Member and one Alternate.

Chair Rowland: Very good. As before, with the additional nominations, please put them in the "ask a question." Make sure that you name yourself, the nominee, as well as which slate, they are to be included.

I guess we do need to wait for him, because it will close the slate.

Those of you joining us online, one of the reasons that we're waiting right now is that the next stage of this process is to finalize the set of nominees, and then we will make a motion to approve the entire slate. That just takes a moment.

Anna Butler: I have a nomination. Gavin Robertson has nominated Craig Meyers from Hershey for the University Promotion and Tenure Committee.

Chair Rowland: Very good.

Judith Ozment: Second.

Chair Rowland: Already seconded by Judy Ozment, the Senate Secretary. That name will move forward and be added to the list of nominees.

Anna Butler: I have a nomination. Christopher Zorn-- nomination for University Promotion and Tenure Committee. I'd like to nominate myself, Christopher Zorn, Department of Political Science, College of Liberal Arts, and Penn State Law.
Chair Rowland: Very good. Is there a second? Very good. Thank you, Keith. It's been moved and seconded that the name of Christopher Zorn be added to the list of nominees.

That was our last slate. Is that correct? No. Our last one was Joint, right? We're just getting them now from Anna. Are there any other nominations?

Before opening this portion of the meeting up to the senators online, is there a motion to close the nominations and approve the entire slate of nominees on the floor?

Judith Ozment: So, moved.

Chair Rowland: Is there a second?

Beth Seymour, Penn State Altoona: Second.

Chair Rowland: Very, very good. It has been moved and seconded that we approve the entire slate of nominees.

Senators on Mediasite, go to Poll Everywhere, where I know you already are, and please vote for the slate. We are going to press A to support the slate, where we would otherwise vote or say "aye," and we will press B where we would otherwise vote or say "nay."

Is it under polls?

Anna Butler: Do you want to handle it in-house?

Chair Rowland: Very good. Thank you, everyone. I appreciate your patience.

Anna, are we in a good--

Anna Butler: As long as I can still see them coming in, I normally let them go until there's a lull. I think that's probably sufficient.

Chair Rowland: Very good. It has been moved and seconded, and we have approved the slate.

Oh. Thank you, Chair Brunsden. I'm sorry. And thank you to the Committee on Committees and Rules.

Senate Council Nominating Report for 2020-2021

Chair Rowland: The next Informational Report, available in Appendix E, is the Senate Council Nominating Committee, who reports nominations for the Chair Elect and Secretary of the Senate, as well as the Faculty Advisory Committee to the President. Senators may make additional nominations over Mediasite using the "ask a question" box, just as we have before, especially, of course, when you have already secured prior approval from those who you wish to nominate.

Chair Rowland: Michael Bérubé is chair of the Senate Council Nominating Committee and Immediate Past Chair of the Senate. He will present the nominations.
Michael Bérubé, College of the Liberal Arts: Thank you, Chair Rowland. There's about two- or three-second delay between this phone call and Mediasite, so I am confused.

But first of all, as a reminder to our new members, the Senate uses the Hare voting system-- that's capital H-A-R-E-- which ranks voter selection to ensure that each candidate receives a minimum number of votes to win an election. Elected senators will rank-order their preferred candidates, selecting the first, second, or third choices. Where five candidates are seeking a single office-- actually, in one place, we have six-- if no individual secures an outright majority, the individual with the least number of votes is eliminated. Anyone who voted for the excluded candidate will have his or her second-choice vote added to the remaining candidates' tally.

The process of eliminating the bottom candidate is repeated until one candidate secures an outright majority of the votes. This is important, as it ensures that candidates are elected with broad electoral support. Again, this will apply to only one of the elections before us. Please be certain to indicate ranked preference for each office in the event that your favorite candidate is eliminated during the course of the balloting.

We have two nominees for Chair Elect of the Senate. Like I say, this is where a simple majority will work. They are listed in Appendix M, and all nominees have given permission to have their names placed on the ballot.

Chair Rowland: Very good. Thank you, past Chair Bérubé. Are there any additional nominations on the floor?

As of right now, it does not appear as though nominations are coming in, though they will be honored if they do. Let's move on to Secretary, please.

Michael Bérubé: For the office of Secretary of the Senate, again, we have two nominees listed in Appendix M, and both nominees have given permission to have their names placed on the ballot.

Chair Rowland: Very good. Are there any additional nominations on the floor for the position of Secretary of the Senate?

Very good. We have not seen any nominations, but if they do seem to stream in, we'll try to do our best to honor that. Moving on, let's move to the Faculty Advisory Committee to the President.

Michael Bérubé: This is where the Hare voting system will certainly come into play. To the Faculty Advisory Committee to the President, one candidate will be elected for a three-year term expiring in 2023. There are six nominees. They are listed in Appendix M. All have given permission to have their names placed on the ballot.

Chair Rowland: Very good. Are there any nominations from the floor for the Faculty Advisory Committee to the President?

Seeing none. Again, if they do come in, we will do our best to honor them. Is there a motion to close the nomination and approve the entire slate of nominees on the floor?

Judith Ozment: Second.
Chair Rowland: Is there a second? Thank you, Keith and Judy. It has been moved and seconded that we approve the entire slate of nominees.

Senators on Mediasite, go Poll Everywhere to join the vote. We will press A when we otherwise would say or vote "aye," and we will press B when we otherwise would say or vote "nay."

Anna Butler: I have a comment from Ira Saltz, who says there are only four names listed for Faculty Advisory Committee to the President.

Chair Rowland: That is correct. There are, in fact, only four nominees for Faculty Advisory Committee to the President.

Anna Butler: I'd say that's sufficient.

Chair Rowland: Very good. Thank you, Anna. Motion carries. Therefore, this slate of nominees has been approved and is now closed. Thank you, past Chair Bérubé and Senate Council Nominating Committee.

Our online elections will take place from March 25 to April 3. The election results will be publicly reported once the results are certified by our mysterious counters.

Thank you to everyone online for your patience. I know that the asynchrony of the voting was a little odd but thank you very much.

NEW LEGISLATIVE BUSINESS

Chair Rowland: We are moving on to item L. This is the item for New Business. Is there any new business to speak of? Nick, do you have some new business?

Provost Jones, please take the microphone and address the Senate. I think that's live.

Provost Jones: This is our world. We're running in real time. This goes back to the question that was asked before about, can I record my class via Zoom? It was a complex question. We actually have an FAQ up about that that you can get to on the coronavirus website, but here is how it reads.

Yes, you may do this, but you need to securely store the recordings and destroy them at the end of the semester. If you intend to use the recordings after the end of the semester, any type of identifying information must be removed. In addition, you must inform students that they are being recorded by sharing the following language with them. Quote, "Video and audio recordings of class lectures will be part of the classroom activity. The video and audio recording is used for educational use/purposes and only may be made available to all students presently involved in the class. For purposes where the recordings will be used in future class session or lectures, any type of identifying information will be adequately removed."

Again, that's in our FAQs, and hopefully, that clarifies several questions about recording.

Chair Rowland: Very good. Thank you for the follow-up.
Anna, did any new business come up?

**Brandi Robinson Resolution:** A Resolution of The Faculty Senate of the Pennsylvania State University Calling on University Leadership to Develop a Strategy to Mitigate Greenhouse Gas Emissions, Reverse Global Warming, and Adapt to Anthropogenic Climate Change

**Anna Butler:** First of all, I have an item from Brandi Robinson, College of Earth and Mineral Sciences. Consideration of a resolution on the floor under New Legislative Business. I motion that the University Faculty Senate, in its forthcoming April meeting, consider a resolution on the floor, pending Senate Council approval. The resolution is entitled "A Resolution of The Faculty Senate of the Pennsylvania State University Calling on University Leadership to Develop a Strategy to Mitigate Greenhouse Gas Emissions, Reverse Global Warming, and Adapt to Anthropogenic Climate Change." This report has been circulated to faculty members that attended the morning committee meetings. I humbly ask for a second.

**Chair Rowland:** Has any second come in online? I suppose we don't need it if Keith is happy to do it. Very good.

A motion has been made to consider a resolution on the floor. The resolution is entitled A Resolution of Faculty Senate of the Pennsylvania State University Calling on University Leadership to Develop a Strategy to Mitigate Greenhouse Gas Emissions, Reverse Global Warming, and Adapt to Anthropogenic Climate Change." Pending Senate Council's approval, the resolution will appear in our April agenda.

Is there any other new business, Anna?

**Maureen Connelly Jones Resolution:** Resolution #1: COVID-19 Resolution: SRTE

**Maureen Connelly Jones Resolution:** Resolution #2: COVID-19 Resolution: Satisfactory/Unsatisfactory Grading

**Anna Butler:** Yes, there is, from Maureen Connelly Jones, Health and Human Development. In an effort to contribute to the University's commitment to staying open, providing educational continuity for our students, and more generally, persevering in these trying times, I move to consider the following items. Number one-- relaxing Senate Policy 49-60 on the provision of Satisfactory and Non-Satisfactory Grading. And number two-- in the administration of faculty teaching evaluation, that SRTEs be utilized in a formative rather than a summative manner.

**Chair Rowland:** A motion has been made. Is there a second?

**Judith Ozment:** Second.

**Chair Rowland:** Judy, thank you.

Members that are online, please listen close. Under normal circumstances, these items would be sent to Senate Council, and if approved, would appear in our next plenary agenda on April 28. Members of the Senate, if we wait until April 28 to discuss this issue, it will be too late. The coronavirus is upon us. Our state government has recently shut down all nonessential operations across the Commonwealth. In order to attend to these items here and now, I will invoke Senate Standing Rules Article 1, "Rules of
Procedure," Section 3, which reads, "The chair of the Senate may convene a special meeting of the Senate in addition to those specified in Article 5 or Article 1, Section 2, of the bylaws, at such time and for such purposes as the chair deems necessary for the effective discharge of the business of the Senate."

The agenda of such a meeting is specified in Section 4 of the same article, which reads, "The order of business for any special meeting of the Senate shall be determined by the chair of the Senate." Invoking Sections 3 and 4 of Standing Rules Article 1, "Rules of Procedure," I will hereby ask for a motion to adjourn. We will adjourn this meeting and then immediately reconvene in a special meeting to consider these items at this trying time and discharge the business of the day.

Before opening this portion of the meeting to senators online, is there a motion to adjourn?

Anna Butler: I had one more item that I was going to read for new business. Do you want me to read that?

Chair Rowland: Yes, please.

Anna Butler: OK. From John Liechty. It should be noted that the University Planning Committee, along with other committees, was asked to write a sustainability report with proposed University goals. This proposed resolution, which has just been put forward, was not done with any coordination with the University Planning Committee. It did not clear that the authors were aware of the University Planning Committee's efforts. The University Planning Committee will be producing a proposal similar in substance after having gone through a broad deliberation.

As a result, I would recommend that the Senate reject this proposal and wait for a proposal which has come through the standard committee process.

Chair Rowland: Keith, what's our procedure on rejecting an item that has been motioned and seconded during new business? In that case, it is correct that, per our rules, if a new item is brought forward, and it has been seconded on the floor, then it moves to Senate Council. Is that correct?

Seeing as how that is correct, that discussion can be brought to the floor, and if members of University Planning would like to vote against the resolution, in the event that it comes to the floor, then that is up to them.

Is there any other new business that's come in, Anna? It does not seem so. In this case, do we need a vote in order to move forward?

Keith Shapiro: We need a second.

Judith Ozment: Second.

Chair Rowland: --for the motion, and we have a second.

Chair Rowland: We now have a second. What do we need to do now, Keith?

Keith Shapiro: We need to adjourn the meeting, convene a new meeting, and it's up to you.
Chair Rowland: Very good. In that case, we will go back onto Poll Everywhere right now, and we need to take a vote to adjourn the meeting. Is that correct?

Keith Shapiro: We could vote by consensus, a majority consensus, so if there's no objection--

Chair Rowland: I think we'd still have to get that online, right? Since nobody's here.

Chair Rowland: Why not? Let's just be sure.

Ladies and gentleman, just to make sure that we are in consensus about the idea that we want to adjourn this meeting and then start the special meeting that will come immediately after, we're going to have to go onto Poll Everywhere and vote in just a moment.

Provost Jones: Is the intention to vote on the motioned resolutions?

Chair Rowland: Today.

Provost Jones: Because we-- I haven't even seen them.

Chair Rowland: We're going to check them out right now.

Provost Jones: Because there are some concerns about-- I haven't seen them. There are potential implementation or even [INAUDIBLE] security concerns that we don't want to inadvertently create, with good intentions, [INAUDIBLE]. So, I think that-- [INAUDIBLE].

Judith Ozment: We're doing the best we can. We haven't been asked to [INAUDIBLE].

Chair Rowland: Anna, do we have the numbers that make sense?

As we wait, just to clarify for those watching online, when an item is brought up as new business, the item can be seconded and put onto the Senate Council agenda. However, the item is not up for discussion in the meeting that it is motioned as new business. Therefore, in order to consider these items for discussion, we need to have a special meeting in order to discuss the items. So that's what we're doing right now.

Where are we on our vote? Are we satisfied?

Anna Butler: 119 Accept, 1 Reject.

Chair Rowland: I'll take 119-1 as reasonable. The motion carries.

COMMENTS AND RECOMMENDATIONS FOR THE GOOD OF THE UNIVERSITY

Chair Rowland: Are there any comments or recommendations for the good of the University? I see none.
ADJOURLMENT

Chair Rowland: The next plenary meeting of the University Faculty Senate will be held on Tuesday, April 28, 2020, 1:00 p.m., via Zoom.

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.

We are momentarily adjourned, but we'll reassemble immediately. Please exit out of this Mediasite, go back to the Senate website, and join us in a special session of the Senate on Mediasite.

You also need to log back into Poll Everywhere, too, just in case. On our agenda for this impromptu meeting will be to read and discuss two resolutions about student grades and instructor SRTEs, respectively. This will not take much more than-- yes?

Judith Ozment: And they need to switch to the intermediate.

Chair Rowland: Yes. In fact, the script reads, this should not take more than a few minutes, to transition between this Mediasite and the Mediasite that will start for our special meeting. Please be patient, as this is, of course, an unorthodox moment for us here. I'll see you all in a moment. Thanks.
The following Senators were noted as having attended the March 17, 2020 Senate Meeting.

- Abel, Jonathan
- Abendroth, Catherine
- Acharya, Vinita
- Aebli, Fred
- Allerheiligen, Nathan
- Amador Medina, Melba
- Barron, Eric
- Bartolacci, Michael
- Bérubé, Michael
- Bieschke, Kathleen
- Bishop-Pierce, Renee
- Blakney, Terry
- Blockett, Kimberly
- Blood, Ingrid
- Blount, Davis
- Boas, Erin
- Borromeo, Renee
- Bosh, Philip
- Boyer, Elizabeth
- Breakey, Laurie
- Browne, Stephen
- Brunsden, Victor
- Burke, Alexis
- Byrd, Amanda
- Byrne, Christopher
- Callejo, David
- Casper, Gretchen
- Chetlen, Alison
- Clark, Mary Beth
- Clements, Ann
- Coduti, Wendy
- Conti, Delia
- Costanzo, Denise
- Davis, Felecia
- DeFranco, Joanna
- Dreisbach, Debra
- Duffey, Michele
- Eckhardt, Caroline
- Eden, Timothy
- Egolf, Roger
- Elias, Ryan
- Engel, Renata
• Evans, Edward
• Fairbank, James
• Farmer, Susan Beth
• Fausnight, Tracy
• Folkers, Deirdre
• Fox, Derek
• Fredricks, Susan
• Freiberg, Andrew
• Furfaro, Joyce
• Gallagher, Julie
• Gaudelius, Yvonne
• Gibbard, Sydney
• Glantz, Edward
• Glenna, Leland
• Goffe, Lorraine
• Grimes, Galen
• Guadagnino, Frank
• Guay, Terrence
• Hairston, Synthea
• Han, David
• Handley, Meredith
• Hanes, Madlyn
• Hardy, Melissa
• Hardyk, Andrew
• Hayford, Harold
• Hoffman, Robert
• Hoxha, Indrit
• Huang, Tai-Yin
• Hughes, Janet
• Jaap, James
• Jett, Dennis
• Jones, Maureen
• Jones, Nicholas
• Jordan, Matthew
• Kahl, David
• Karpa, Kelly
• Keiler, Kenneth
• Kennedy-Phillips, Lance
• Kenyon, William
• King, Brian
• King, Elizabeth
• Kirby, Joshua
• Kitko, Lisa
• Kramer, Lauren
• Kubat, Robert
• Kunes, Melissa
• Laman, Jeffrey
• Lang, Dena
• Larson, Allen
• Le, Binh
• Libby, C
• Liechty, John
• Linehan, Peter
• Linn, Suzanna
• Liu, Dajiang
• Lowden, Max
• Mangel, Lisa
• Marko, Frantisek
• Marshall, Megan
• Marsico, Salvatore
• Mathews, Jonathan
• McKinney, Karyn
• Melton, Robert
• Messner, John
• Michels, Margaret
• Miles, Andrew
• Mocioiu, Irina
• Moore, Jacob
• Mulder, Kathleen
• Neves, Rogerio
• Nousek, John
• Novotny, Eric
• Ofosu, Willie
• Ozment, Judith
• Page, B. Richard
• Pangborn, Robert
• Pauley, Laura
• Peng, Xuwen
• Perkins, Daniel
• Petrilla, Rosemarie
• Phillips, Kathleen
• Pierce, Mari Beth
• Posey, Lisa
• Pragg, Brianne
• Precht, Jay
• Prescod, Diandra
• Pyeatt, Nicholas
• Rasouli, Mohammad
• Redmond, Brian
• Reichard, Karl
• Reid-Walsh, Jacqueline
• Rhen, Linda
• Riccomini, Paul
• Robertson, Gavin
• Robicheaux, Timothy
• Robinett, Richard
• Robinson, Brandi
• Ropson, Ira
• Rowland, Nicholas
• Ruggiero, Francesca
• Rutherford Siegel, Susan
• Saltz, Ira
• Santos, Diego
• Sarabok, Thomas
• Saunders, Brian
• Scott, Geoffrey
• Seymour, Elizabeth
• Shannon, Robert
• Shapiro, Keith
• Sharma, Amit
• Sharp, Star
• Shea, Maura
• Sigurdsson, Steinn
• Sillner, Andrea
• Simmons, Cynthia
• Skladany, Martin
• Smith, David
• Snyder, Stephen
• Specht, Charles
• Speer, Stephen
• Sprow Forté, Karin
• Stine, Michele
• Strauss, James
• Strickland, Martha
• Szczygiel, Bonj
• Tavangarian, Fariborz
• Taylor, Ann
• Thomchick, Evelyn
• Troester, Rodney
• Tyworth, Michael
• Van Hook, Stephen
• Vasilatos-Younken, Regina
• Volk Chewning, Lisa
• Vollero, Mary
• Vrana, Kent
• Warner, Alfred
• Webster, Isabella
• Wede, Joshua
• Whitcomb, Tiffany
• Whitehurst, Marcus
• Williams, Mary Beth
• Williams, Nicole
• Wolfe, Douglas
• Wong, Jeffrey
• Wood, Chelsey
• Wu, Alex
• Zaffuto, Michael
• Zambanini, Robert
• Zilleruelo, Arturo
• Zorn, Christopher

| Elected | 159 |
| Students | 15 |
| Ex Officio | 5 |
| Appointed | 9 |
| Total | 189 |