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.

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When existing communication channels seem insufficient, Senators are encouraged to submit brief letters relevant to the Senate's function as a legislative, advisory and forensic body to the Chair for possible inclusion in The Senate Record.

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. Typically the Senate meeting is webcast via MediaSite. However, due to the COVID-19 pandemic this meeting was held via Zoom Webinar. 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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E. **ADJOURNMENT**  

The next meeting of the University Faculty Senate will be held on Tuesday, December 1, 2020, 1:00 p.m., via ZOOM.
The University Faculty Senate met on Tuesday, October 29, 2020, at 1:00 p.m. via Zoom Webinar with Chair Beth Seymour.

**Chair Seymour, Penn State Altoona:** Hello, everybody. It is 1:00 PM, October 29, 2020. And the Senate is now in session. Welcome, everybody. This is a special Senate meeting I called to discuss the resolution presented in New Business by student senators at our last plenary meeting on October 20th.

We are running this meeting using the same webinar format that we did on the special meeting of October 8th, so we are all on Zoom together. The only people as permanent panelists are people running the meeting, including the Senate officers, the parliamentarian, and Senate office staff. We've also invited the discussants, who will present during the period of the discussion. Sorry. We're also joined by three tech TAs, who will be helping with the meeting-- Akash, Simone, and Gabriella. Welcome.

The instructions for this meeting are the same as a regular meeting. Let me briefly go through the instructions. By the end of this year, I probably won't have to do this as much. But who can speak in a meeting? Only those who are elected or appointed student, faculty, administrative, or retired senators, or past chairs have the privilege of the floor.

The meetings are public, and others can join and listen. But please do not try to ask a question if you are not a senator. You can email Executive Director Dawn Blasko if you'd like to request to speak at a future meeting.

Our Zoom capacity is 500. And if we reach capacity, you may not be able to attend. We do create a permanent record of the meeting that will be available about three weeks after the meeting. The meeting, like all Senate plenary meetings, is being recorded. And we have brought you in with your microphones muted and your video off.

Chat is turned on for you to communicate with each other, but we're not closely monitoring it. You may use it to post a comment and let us know you're having a technical problem, let us know you joined late, or to tell us that you are joining by phone. And if so, please list your phone number for attendance purposes.

But do not use it to ask a question or to be recognized to speak and have the floor. If you have an emergency, email Kadi Corter at kkw2, and she will funnel tech questions and tech problems to the tech TAs. Excuse me.

How do you ask a question? You have two ways. You can raise your hand using the hand function. And once we recognize you, you'll be unmuted, and then you can ask your question. Remember, you must begin by stating your last name and academic unit. For example, Seymour, Altoona. Please speak clearly and slowly as the audio is not always clear on Zoom calls.

You can also enter your question into the Zoom Q&A with your name and unit. Again, we need the name and unit. Please skim the Q&A before posting to make sure you will not be asking a question that is similar to the ones already asked and answered, right.
I will alternate between Q&A and raising hands during the meeting. And just like a fully in-person Senate meeting, we will not be able to answer everyone's questions. I will recognize new speakers first or new questioners first. And we'll capture the Q&A and pass along questions that haven't been answered.

Please use the instructions on the agenda or on the Senate website to log onto Poll Everywhere. We will be voting today. So, make sure that you take the time to log into Poll Everywhere. We'll also be taking a present vote, so we'll get to that in a little bit.

A final note, please be patient. Running a meeting like this has a lot of moving parts. So please give us time

I want to welcome everyone and thank you for being here for this special meeting. I also want to apologize for holding so many special meetings. During a pandemic, time is often of the essence, so these extra meetings are important. However, I also realize that you are overworked and tired, so thank you for taking the time today to be part of this very important discussion.

I also want to thank our guests for being here and for taking part in the Senate work. And I want to thank the Senate office for their hard work. This is a special year that requires more work of all. And additional meetings take additional work for an already overworked staff. Dawn, Erin, Sarah, Anna, Kathe, Kadi, and Emily are doing so much work behind the scenes to make our meetings run smoothly and provide the support that the Senate needs to engage in shared governance, so thank you all.

Before we move on to the agenda, I do want to say, because I know you can't see this, but we are now 346 people. So, we have very good attendance.

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ANNOUNCEMENTS BY THE CHAIR

Chair Seymour: Item A, Announcements by the Chair. I called this special meeting in response to the resolution brought to the Senate at our last plenary meeting of October 20th. This was introduced under new business so could not be acted upon at that meeting without suspending the rules.

Out of respect for our student senators and their concerns and understanding the timeliness and importance of the topic, if the Senate is to act in support of the resolution, I decided to call this special meeting so that we could discuss this important topic and resolve the matter today. I also consider this to be a situation of special Senate concern under Senate bylaws article 1 section 2b and so have consulted with the President and Senate Council as I set the agenda.

____________________________________________________________________________________

PERIOD OF DISCUSSION

Chair Seymour: Let's move to the next agenda item. Item B, Period of Discussion. In this period, we will discuss the topic of alternative grading for the fall 2020 semester. You will find in your agenda a report written by UPUA and presented to this body by its senators and found in Appendix A.
I've asked student senators to present including Erin Boas, Sydney Gibbard, Rainier DeFiore—sorry—Patty Birungi, and Amanda Byrd. I've also asked Aakash Viramgama, Vice President of CCSG, to present some comments. Mary Beth Williams, Chair of Curricular Affairs, Michelle Stein, Chair of Education, and Kathleen Phillips, Chair of ARSSA, are also present for the discussion, as well as David Smith, Associate Dean for Advising and Executive Director of the Division of Undergraduate Studies, is also present to present.

My intention for this session is for there to be a robust discussion about the need for and the impact of alternative grades if adopted. Hopefully, the discussion will help inform senators of the nuances of the topic before we move to consider the resolution and vote. Let's begin with a presentation by the panelists. Let's start with the student senators from UPUA. So, Erin Boas, Sydney Gibbard, Rainier, Patty, and Amanda. I'm sorry I won't abuse your names one more time. If you all could please take the floor.

**REPORT OF ALTERNATIVE GRADING FOR FALL 2020 SEMESTER**

**Erin Boas, Liberal Arts:** Thank you so much, Beth. We'll be sharing a presentation. Good afternoon, everyone. My name is Erin Boas. I'm a junior from the College of Liberal Arts. I'm a UPUA a student senator, and I'll be presenting the UPUA report on alternative greeting alongside some of my other UPUA student senators—Patricia Birungi, Sydney Gibbard, Rainier Foley-DeFiore, and Amanda Byrd.

We first want to thank the faculty senators for coming out today to this special Senate meeting and taking the time out of your schedules to have this important discussion. We also want to thank Faculty Senate leadership for facilitating this meeting and allowing the space for open discussion. And last but not least, we want to thank the students. Without them, we would not be having this discussion right now. They really are the heart and soul of this report, and their vulnerability and their willingness to share their concerns really has shaped our own advocacy and shaped this entire discussion.

So, as I said, the students really are the heart and soul of this survey. We have been hearing concerns from students since the beginning of fall about the different concerns that the COVID-19 pandemic has had on them as students and personally. So, the UPUA, in response, decided to launch a University-wide survey to find some more data on just the realities of last semester, this semester, and also the intent behind that data.

The survey was launched on October 15th. And we extracted the data for this report on October 19th, at which there is 5,270 student respondents. It's important to note, however, that the survey is still open. And in that time, we've received 8,100 survey respondents. However, in this report, we've captured 5.46% of the Penn State student population.

And looking a little bit more in depth, we've received 11.01% of University Park students, 0.7% of Commonwealth campus students, and 0.1% of all campus students. We were also able to gather data from all different class standings. We had almost an even distribution among second, third, and fourth-year students. However, we did receive a little bit of a less response from first year and fifth-year students.

The first thing that we wanted to really discover within this survey in this report was the realities of last semester. So, of our survey respondents, over half did use alternative grading last semester. But kind of more of the insightful information that we received was how many courses these students used it for. The mean amount of courses that the respondents that did use alternative grading last semester used it for was
around 1.9. So rather than students using it for the entirety of their semester and completely excluding a lot of their GPA for that single semester, the survey really allowed us some insight that students are really only using alternative grading for one or two courses in which they’re really struggling in and really feel the need for the system.

We also wanted to find out why students didn’t use alternative grading last semester. And it was really encouraging to find out that the main reason that students weren’t using alternative grading last semester was just a general comfort with the grades that they had received. 48.45% of the survey respondents said that they didn’t use it, because they were just comfortable with their grades.

Even more enlightening and encouraging, though, was that the least amount of responses of why students didn’t use alternative grading was because the process was too complicated. They didn’t know what alternative grading was. They didn’t know how to use it. And so that all plays into effect because of the great work that the advising council and other administrators and other educational parts of the University had in getting information out about alternative grading.

Then hopping into this semester, we wanted to find out what was the intent. How many students wanted to use alternative grading this semester? We found that 68.75% of students had that intent to use it this semester. 28% said that they might use it. And only 3.61% said that they wouldn’t use it.

But across the board, no matter their intent, we wanted to find out what effects just having the option of alternative grading would have on a student this semester. And overwhelmingly, we found that an ease of mind and increased mental health was the overall effect that it would have on a student. Also a positive effect on academic trajectory and GPA was an overwhelming response.

But on the next slide, you’ll find we also wanted to look a little bit more in-depth on those effects even throughout those that did, didn't, or might use alternative grading for this semester. If you look in the no area, you'll find that the overwhelming effect that alternative grading would have on a student that doesn't intend to use alternative grading this semester is just no effect, which is kind of obvious. But even more so to us, we found it really impactful that even a student that didn't intend to use it this semester, just having the option would still leave them with that ease of mind and increased mental health, which, in light of recent global pandemic and many different student concerns, that increased mental health is so important to students.

We also wanted to establish kind of the future of students' careers as well. We wanted to see how many students planned to attend graduate or professional school after they got their degree. And we found also when we compared that to the data of how many students would use alternative grading for one or more classes this semester-- while the students that do plan to attend graduate professional school might use alternative grading at a less rate, they still want to use alternative grading. And they acknowledge that there might be some effects, but they still have that need for alternative grading.

**Rainier Foley-DeFiore, Student Senator:** Excellent. Thank you, Erin. And so, while we just touched on some of the key survey data that we got from the release of the survey, I also want to take a moment to highlight some of the hundreds of student testimonials that we received through different portions of the survey. Students wrote in about different issues, challenges, concerns, and general pains that they were feeling throughout this time, throughout the pandemic, throughout the semester. And I wanted to take a moment to highlight some of the key challenges here and then talk about some of the actual testimonials.
Students talked about challenges with mental and physical health, personal financial burdens, and worries about future applications for professional and graduate school. They also worried about different financial and family obligations, how it would affect their ability to concentrate in classes, the overall translated course structure, moving from in-person to remote courses. They've also been very worried about their academic success.

And I've felt there has been a change in the accessibility of relative resources. There has also been a notable adverse impact on international students. And there have been a lot of concerns about different students past a graduation with a lot of questions being thrown around about how will this class or that class impact my overall academic success. And overall, I think we can all agree that this pandemic, the COVID-19 pandemic has had a very strong and very negative impact on the Penn State community. It's a very important time for us to be considering how we treat each other and how we create a culture of caring and empathy in this time.

And now I'd like to move on to some of the direct testimonials we got from students. So, some students brought about different issues about being on another continent. And as we've talked about, there's an old adage that says that latitude hurts, but longitude kills. And I think now we've been seeing that more than ever with students and faculty and staff being in different time zones. Having to work and communicate with one another, finding times that work is incredible challenge, especially when class that happens in the afternoon at one time could be in the middle of the night for another student.

And another thing I want to note is that this pandemic and this semester and this challenge has been mentally draining on everyone-- students, faculty, and staff. It's incredibly important that we put these safety nets, these supporters, these tools out there for students to use so that we can ease some of that mental burden on them during this time.

Some of the other challenges that were brought to our concern are specific learning disorders such as ADHD, which have had an extremely difficult translation to the virtual learning environment. Online classes do not work as well for everyone as in-person classes. And a lot of students have noted a notable difference in their learning ability and the retention rate of material in the online setting. Also, the personal circumstances of students have to be taken into consideration when thinking about issues like this. Some students are taking care of family members, taking care of siblings, and working jobs up to 40 hours a week to support their family and the ones around them while also managing a full class load.

And finally, this last quote is something that I think resonates very heavily with a lot of the other students in this room. And thank you again to all of you who are in attendance, and especially with the senators here presenting tonight. It's so important for us to recognize the need that exists within our community and find ways to support and amplify those voices and advocate for those who may not have the position or authority to speak up for themselves. And that's a big reason why we're advocating here tonight.

**Sydney Gibbard**, Student Senator, University Park: Thank you, Rainier, for that. So, the UPUA was interested in how the alternative grading policy and COVID-19 affected various communities differently within Penn State. In our research about COVID-19, we found astronomical differences in the luxuries and accessibility afforded by minority communities. It's primarily broken up into three main sectors.

As far as healthcare accessibility, minority groups are more likely to be uninsured. And there's inherent discrimination in our healthcare system that makes healthcare inequitable. Marginalized groups are also
more likely to experience impoverished living situations due to disproportionate unemployment rates during the pandemic.

Another thing to note is occupation is that marginalized communities are disproportionately represented within essential work. And this means that the luxury of staying at home is not something that every community can afford. And this place a lot of stress on different people in different ways.

We reached out to different students within the communities within Penn State, and we pulled together a bunch of different testaments from these students. And this quote, I felt like, really represented something that we heard from a lot of different students. Minority communities have been disproportionately affected by COVID-19, and I know I don't just speak for myself when I say that alternative grading gives me that ease of mind I need to be successful in my classes and remain competitive with my peers GPA-wise despite the unforeseen and severe impact COVID-19 has made on me and my family. As UPUA, as students, and as a Penn State community, we should be extremely committed to promoting equitable and accessible education for all students, no matter what they are experiencing during the COVID 19 pandemic.

**Erin Boas:** Thank you, Sydney. And in our advocacy, we also wanted to make sure that we were getting outside of our Penn State bubble as well. We were looking outside to the nation's responses. So first, we wanted to benchmark across other universities. Who is implementing alternative grading for the fall 2020 semester?

These four are just four of the universities that have committed to alternative grading for the fall 2020 semester. As you can see, we list a big 10 school, another PA school, a school of comparable size, and also an institute that has a very high reputation. These universities have all committed to alternative grading and have used similar reasonings as we have today.

We also were very cognizant that federal aid is a very big part of this conversation. Just for one example, the Rhodes Scholarship, which is a highly prestigious international studies scholarship for students to study at Oxford University has explicitly stated that they're asking the Rhodes selectors to be flexible and understanding when they're looking at student transcripts and not having any of the negative weight or assumptions.

They made this statement back in March, and they highlighted a lot of things around COVID-19. And so, I would assume-- although we can't guarantee that they would extend this sort of flexibility throughout this semester, since COVID-19 is also happening. And this would also extend to other scholarships, we would hope as well, this flexibility.

We were also cognizant of graduate schools, professional schools, and employers and how they're also looking at alternative grading. So, we wanted to see if they had any statements as well. The University of California at Berkeley, which accepts a lot of graduate students-- and a lot of Penn State students have been looking towards going to there-- announced that it would take the disruptions for the pandemic and really put them into consideration. And they're not going to penalize students for having a pass/fail.

It was also reflected at Columbia University, where they stated that it was imperative to do what's best for the entire academic community to really even that playing field and talk about Sydney had talked about in having that equity in education. And that was further emphasized from the vice president of NAGAP, the Association for Graduate Enrollment Management, which wants to reinforce that holistic graduate
school admissions policies. And while we see it as a graduate and professional schools, we also see this across employers as well, having that flexibility within their own companies and having that really flexible types of admissions in their recruiting policies as well.

**Amanda Byrd, Student Senator:** Thank you, Erin. So, looking forward at future semesters, we want to recognize that the COVID-19 pandemic is likely to persist past this fall. And therefore, flexibility in student grading is going to want to be discussed again in the future. With this knowledge and to better use everyone's time, we suggest the formation of a task force to assess student grading under pandemic conditions moving forward.

We recommend that this task force be composed of students, advisors, faculty, and any relevant staff and administrative members. This task force should aim to provide grading recommendations to address the concerns with students' assessment given the constraints of the pandemic. Additionally, we recommend the release of alternative grading data from the spring 2020 and should it be implemented, the fall 2020 semester's to better inform the task force in their decisions.

In addition to that, we just really want to recognize and acknowledge that this pandemic has impacted every member of our Penn State community. As students, we realize that our feelings of isolation and fatigue are also felt by our professors, our advisors, and all the staff that keep this University up and running. And we want to recognize that everyone is putting in extraordinary efforts in trying their best to make this semester work.

And I really want to emphasize that this resolution is by no means meant to suggest that people are not trying their best or that people have not put in the effort that they should have. This proposal, however, is in response to the pandemic and unprecedented challenges it has posed to students that are out of anyone's control and require flexibility to address. I believe that this resolution provides our University an opportunity to create a culture of care at Penn State, a culture where we empathize with and acknowledge the immense challenges that everyone at Penn State is going through right now. I think we have a really great opportunity to choose empathy today.

**Patricia Birungi, Student Senator:** We really do understand the implications of reinstating the alternative grading program and the demands that it may impose on various departments. And the last thing that we would ever want to do is to overwhelm these departments. So, the UPUA is especially committed to providing thorough educational resources to students so that they’re able to make informed decisions on how they can use alternative grading. The UPUA is especially interested in trying to create a partnership with the University Advising Council and other relevant departments in order to better inform students on how the use of alternative grading can affect both their undergraduate experience and afterwards.

We really want to make sure that students know how to use this program responsibly. And we would never want to negatively impact students, which is why we've tried to be so thorough in our advocacy. We have recognized that a thorough action plan to implement alternative grading is crucial in this time. And we want to specifically focus on addressing how first-year students should utilize this tool, how this alternative grading can possibly affect things like federal aid, interest in major, and as mentioned before, post-graduation plans.

We want to identify what a successful implementation would look like through this action plan and emphasize specific and thorough messaging about what alternative grading is, how it works, and how
students should use it. This action plan would really focus on clarifying the UPUA's role, specifically to disseminate resources. And we really want to use our network of our constituencies and our student senators to help disseminate these resources through different colleges and departments.

And we hope to see that if we're all working together at one time, students can get this messaging and choose the responsible way to use alternative grading. We specifically know that this is a different situation than the spring, because first-year students are involved. And we would emphasize to them the importance of having the GPA, and again, those other factors that could be affected by alternative grading.

In closing, thank you so much for giving us the time to present this to you today. We really do want to emphasize that students have been affected in ways that we could have never possibly planned for or imagined before. And the implementation and reinstatement of this program really is the best way to support students. It's the way that they've asked us to advocate for them, and we ask you guys to help support students in reinstating this program. Thank you.

**Chair Seymour:** Thank you all so much. You have done a really lovely job. Let me see if there are any questions right now before we get to the other panelists. Yeah, thank you bunch.

**Bonj Szczygiel, Arts and Architect:** We've got a question from Mary Caitlin. Caitlin Mary Farnon. I'm sorry. Altoona. And you have stated last semester several times while referencing spring 2020; however, there were classes run this summer where students likely had similar issues to what you are stating for fall 2020. Do you have any considerations for those students in your plan to ensure equity for all students during this pandemic in terms of grading?

**Erin Boas:** Thank you so much for your question. Yes, we've talked extensively about the effects on summer 2020 as well. Some of the things that we've talked about, especially with students as well, is acknowledging the fact that a lot of summer classes typically are given throughout the online format. But there's also the major difference of being brought back to campus, students having to deal with quarantine and isolation, students having to deal with some of the financial concerns within the semester.

Especially, there's a lot of different things that students have dealt with in the fall 2020 semester opposed to the summer 2020 semester. If we had received those concerns in the summer, we definitely would have voiced them if we had the capability. But fall 2020 has definitely given us a lot more to deal with other than summer.

**Chair Seymour:** Thank you. And I see that Joe Mahoney has his hand up.

**Joe Mahoney, Berks:** Hello. I want to first thank the students for doing this work, for collecting the data, and for giving a great presentation. I have two questions here or clarifications or concerns, I guess. So from the sample data, from the survey data, the sampling was pretty small, I mean, especially among the Commonwealth campuses of which I represent one. And from your data, you had 54% of the respondents said they would use alternative greeting-- or I'm sorry, 54% of them said they did use alternative grading in the spring. Is this cross-section representative of the entire student body? Do you have the data on how many students in total did take part in using alternative grading in the spring?

I guess I'll say the second question now. You presented four peer institutions in your presentation that were using alternative grading, one to represent big 10, University of Delaware to be our size. Do you
have the data on what is the entirety of the big 10, not just the Ohio State University that you presented? What about our other size peer institutions besides the University of Delaware? Thank you.

**Erin Boas:** Thank you so much for your question. To address your first question, as the UPUA, we have direct contact with University Park students. However, we really acknowledge that this would have, across the Commonwealth, a really major impact as well. We reached out to CCSG, GPSA, and World Campus Student Government to make sure that we had given the equal opportunity for them to respond to the survey as well.

And so while we might have not received as much of a response from Commonwealth students, we definitely did have the intent to make sure that they were included in the survey, and to no fault of their own if they didn't receive it. It's kind of difficult, especially with the amount of online communication that we've been receiving as well.

In regard to your second question, personally, we've not been given the data of alternative grading from last semester. However, around 23,000 students did use alternative grading. We didn't have that information at the time of our survey.

In regard to the other big 10 institutions, the association of big 10 students, which UPUA is a part of and we actively engage in, they're currently having a petition as student governments in the big 10 to enact alternative grading again. So, there are conversations that will be had throughout the next coming weeks. And it's been in the formations as well, so this isn't just isolated to Penn State either. I hope that answered all of your questions.

**Chair Seymour:** Thank you, Erin. I think we have a question in Q&A.

**Bonj Szczygiel:** This is from our Deidra Forkers, York. She writes, I have a request for clarification. The resolution speaks to, quote, "satisfactory/unsatisfactory," end of quote, grades with a deadline to request alternative grading by the last class day of fall 2020. This language does not agree with the policy as implemented in the spring of '20. Is the intent to request these modifications for fall of this year? Or is the intent to implement the same policy as was in the spring?

**Erin Boas:** Thank you. The intent is to implement the same policy as the spring. In crafting the resolution, we paid close attention to the resolution that was similarly proposed during the spring. And it had also similar language about satisfactory/unsatisfactory. So, we had used the same language from the faculty Senate resolution. However, the exact policy of 49/70 does state something different, but we wanted to keep it consistent with past faculty Senate communications.

**Chair Seymour:** Thank you, Erin. And I see a suggestion by Josh Kirby that I move on, and I concur. So, I'm going to go on ahead and do that. I'd like to see-- next, I did want to give some time for Aakash Viramgama to speak up from CCSG. So, if-- Aakash?

**Aakash Viramgama, Vice President CCSG:** Can you hear me?

**Chair Seymour:** Yeah.
**Aakash Viramgama:** Perfect. So hello, everyone. My name is Aakash Viramgama. I'm the vice president for CCSG. And I just quickly wanted to briefly say something about what the UPUA has proposed. Erin did send me the report. I went through it.

And first of all, just a huge shout out to UPUA. The amount of work in actually getting the statistics that you guys put behind this really just shows how much you care about the students. And that's a really great effort. So CCSG fully supports this.

And regarding the CCSG's agenda regarding the alternate grading system, I am aware of the fact that there were surveys sent out from your behalf to include the Commonwealth as well. But we were working on our own agendas for the previous councils. We've been working on the same thing. So, it didn't align as well, I'd say.

But for further discussions, our upcoming second council, we are going to discuss about the alternate grading system. I'm going to talk about the faculty Senate meeting, also what happened in this meeting, report back to my participants in CCSG. And overall, I think this is a huge help for the student body of Penn State.

And the alternate grading system is something that CCSG aspires to push forward as well. So, all the other student organizations that I know of are on the same page as well. And I think this is a really great effort, and we should push for it. So, thank you so much. That's all I have to say and just sort of introduce myself. Thank you.

**Chair Seymour:** Thank you, Aakash. Thank you for speaking up for CCSG. I see some questions about the resolution. We won't be talking about the resolution until we get to the business section. So, if we can hold those questions until we have this discussion session, we will have time to discuss the resolution.

Don't worry. I'm not shutting you down. We will get there. Just we're trying to have a discussion period before we debate a resolution. We'll wait till it's the motion on the floor. If I could ask Mary Beth Williams, Michelle Stein, and Kathleen Phillips who chair our Senate committees to please speak at this moment.

**Michelle Stein, Health and Human Development:** Hello. Mary Beth and Kat, do you have a preference on--

**Kathleen Phillips, University Libraries:** I defer to you.

**Mary Beth Williams, Eberly College of Science:** Go ahead.

**Michelle Stein:** All right. I have a very few slides to present some information to you that I think is going to be important in our consideration. So, give me just one second. So, you guys should be able to see this.

OK, so the original implementation of the policy. So as several people have noted, the resolution from the Senate floor and the policy are not identical. As we hammered out the policy, we quickly realized that we were going to need to adapt some of our previous satisfactory/unsatisfactory, and pass/fail so that they would work in line path.
So, the policy that was enacted, 49/70, is the policy that was hammered out after the resolution was passed by the Senate. That original policy does not deal with academic integrity violations at all. And I know that in conversations in many of the committees, one of the concerns that has come up repeatedly is the issue of academic integrity.

So, I wanted to clarify that, first of all, the original policy as passed did not deal with academic integrity violations. The implementation originally prohibited students with an academic integrity violation that they were found responsible for from using alternative grades. Advising and other constituents very quickly spoke up and said there were some issues.

Things happen very differently in the spring. Everybody remembers that students have had academic integrity violations to which they had stipulated early in the semester that were relatively minor. And of course, they didn't know, because none of us knew that alternative grading was on the horizon or anything that was going to happen in March.

And so, there was quickly this feeling that students were being penalized twice because of the unique circumstances that happened in the spring as the implementation of that policy changed mid-spring, which created quite a bit of confusion. And so what has happened in the fall is that the language that you see in this first slide, this has been out sent out through ACUE to the associate deans and the appropriate academic departments to let students know.

Mary Beth Williams: Yes, slides aren't up yet, Shelley.

Michelle Stein: OK. OK, so I'm going to go ahead and go without that, because I don't think you really need to see this. So language was sent out and discussed through ACUE and through the appropriate associate deans that students who had an academic integrity violation, the language was in the unlikely event that a significant disruption in learning during the semester leaves Penn State to implement alternative grading, a student who has received an academic sanction as a result of a violation of academic integrity will not be allowed to select alternative grading for that course.

The language should have been made clear to any student who-- thank you. That language should have been made clear to any student who had an academic integrity violation accusation from the beginning of this semester. And that was meant to short circuit this confusion again. So, any implementation of this policy for alternative grading would need to include that prohibition that students who are found responsible for an academic integrity violation would not be able to use alternative grading. So, I think that's one of the biggest concerns that we've heard from other faculty members.

Let me go ahead and share this now so that you can see. OK. What you should be seeing here-- I apologize. Let me get this back. So, this is just some very preliminary data about the use of alternative grades. So, we have some basic data from the registrar's office that we were able to take a look at and some of the things that we wanted to point out to folks.

You'll see the counts for the use of alternative grades. And this is University wide. So, by far, obviously, the biggest chunk of alternative grades were the satisfactory grades. There were 33,000 of those University-wide, almost 7,000 D grades converted to V, and almost 8,000 Fs converted to Z grades. We had three XZ grades that were students who had been found responsible on not an academic sanction but a disciplinary sanction for academic integrity. So that's a much more serious sanction. And those three were given an XZ grade that would function similar to the XF grade.
So, these counts are each individual counts. So, the numbers for alternative grades, those are all of the alternative grades even if a student selected multiple alternative grades. We did note in the data that there were many students. And I know that the financial aid office had significant concerns about this.

There were a number of students who did opt for four, five, six alternative grades so that they did have a zero GPA for their entire semester. So that is something that we will want to consider is whether or not we want to amend the policy to cap the number of alternative grades that students can use, because while the average may have been one or two, there were students who were selecting alternative grades for their entire semester. And that does pose a significant problem.

There is a chart here, where we have groups semester standing. So we clump semester standing loosely by academic year, so you'll see that semesters one and two, three and four, five and six, seven and eight, and then anybody with semester standing nine and above, those were all grouped together. This data is looking at individual students. So, this is taking out students who had multiple entries for alternative grades.

So, this is only looking at those roughly 23,000 students who opted for at least one alternate grade. And you can see that the students in semesters one and two are different. Their GPA is 2.62. The other students in higher semester standings, their cumulative GPA was closer to a 3.1 So it looks as though there is some GPA preservation that's happening in the older students, whereas the first-year students appear to be using it more to salvage their semester that there were deeper concerns about the difficulty of the classes and the switch to remote, which makes some sense.

This bar chart on the right, this is looking at the percentage of alternative grade selected, so the satisfactory V and Z grades broken out by University Park and the commonwealth campuses. So you'll notice that of the satisfactory grades that were selected, of all of those satisfactory grades that were selected, 75% of those were students at University Park, whereas the V and Z grades were more evenly distributed between University Park and the Commonwealth campuses.

So, more students at University Park were selecting the alternative grades for the satisfactory grade. And again, that makes some sense if we're thinking about that impact by semester standing. More of the students at University Park are going to be at a higher semester standing, that many of them have come through the two and two system have come from other campuses.

And I believe that-- and then the last one of these data slides that I wanted to show you, this is the students who have selected alternative grading broken out by their academic college. And you can see that engineering was our biggest contributor. Do we have a good word for that? But most of them are coming from engineering. And then you can see that there are some others-- liberal arts, University college, DUS-- have higher numbers. But by far, the biggest contributor was engineering.

We also wanted to present some of the other options. We know that there's been a lot of discussion from faculty that students have other options other than the alternative grading if they are struggling this semester. So, we wanted to lay out what those options are and some of the pitfalls with some of those other options.

So, students can always late drop a class in which they are struggling. That late drop deadline is November 13 at midnight. Late drop has significant financial aid implications for the satisfactory...
completions. Late drops also count as an attempt. And students are limited in the number of times which they can attempt a class. And so late dropping that class would count against that.

The withdrawal deadline is the last day of classes, so December 11th. The withdrawal deadline is at 5:00 and not at midnight. It's the end of business on the last day of classes. That, again, has some financial implications. Students will to enroll if they withdraw from a semester.

Students can select for deferred grading. So, if they are struggling, particularly toward the end of the semester, they can opt for a deferred grade and make up that work later. Deferred grading really has some negative baggage that comes along with it. If you are a graduating senior, you cannot graduate if you have a deferred grade in place. That letter grade has to be in place before the degree can be conferred.

And it pushes additional work into the next semester. A student who is struggling, who has a deferred grade in the fall, then has to make up that work by, at the very latest, 10 weeks into the spring semester, on top of work that they're trying to keep up with in spring semester. So, in many cases, deferred grades push that problem off to the next semester and keep it rolling down the road. It also pushes that additional work for the faculty member as well that there is another student who is making up work that's out of sync with that course in the next semester.

The other option is a Faculty Senate petition. Students who feel like they have had some extraordinary circumstance that warrants an exception to University policy can work with their advisor to submit a Faculty Senate petition. That allows for exemption to any University policy with the proper documentation, but it does require students to document what the extraordinary circumstance was that would warrant an exception to the rule for that student.

It also does take some time some. So the students have to put that petition together, submit it through their petition submission pipeline in their academic college-- and it varies slightly from one college to another-- and wait for a review of that petition to get a decision back. So, there is a time lag involved and some effort involved for the students.

I am going to turn it over to Mary Beth and Kat for any additions that they have as well.

Mary Beth Williams: Thanks, Shelley. I don't have any additional data to add, but I do want to emphasize that this is a really important topic for us to consider today. But I don't want any of our faculty colleagues to consider this resolution or action, on our part, for alternate grades to take away from the efforts, the huge amount of effort that they have put into delivering our educational mission in the fall. Faculty have been doing a heroic job getting their classes ready, and this is not in any way meant to take away from the efforts that you have been putting forward.

Michelle Stein: Absolutely. I would echo that. The conversations early on were that we have started the semester in this format, and we are recognizing that there are other forces at play that students in isolation-- we've had spikes in Centre County. And none of that is within control of the faculty members. There is nothing they can do about that in their courses.

We're recognizing that there are other things at play that the faculty just cannot deal with, but the faculty have gone to extraordinary lengths to adapt their classes for the formats that we've been using, and there have been heroic efforts made. And there are just things beyond our control.
**Kathleen Phillips:** I'll also chime in and echo all of the above. I think the three of us have worked together a lot in the background, as all of our student’s senators have who presented today. So, while Mary Beth and I don't have data to add to this, this was a joint effort.

In recognizing the extraordinary efforts that both faculty and staff are going through, and then everything students are juggling and handling right now, as well as faculty and staff, I think it's important to reiterate that what we have been hearing through anecdotal evidence is lots of increased feelings of disconnection and loneliness from students. I think that that definitely has an impact on just the semester in general. The way that courses are being offered are no fault of anybody's own-- just how things have shifted and the fluid nature of the changes that have been made throughout the semester, whether it's because someone has been required to attend class in formats that they were not anticipating at the beginning of the semester-- some of those things that we're hearing from students as well as some reports back from other faculty members as well.

But I think that we do have some really, really serious issues that need to be addressed as we move forward with this conversation, particularly addressing academic integrity, and particularly addressing some of the other points that Shelley and Mary Beth have brought up already. So, as we move forward, and as we plan on voting, there are factors that need to be considered as we move forward with this conversation.

**Chair Seymour:** Thank you, Mary Beth, Kat, and Shelley. I really appreciate that, and I think it brought a lot of information to our conversation. I didn't see any questions for you right now. If people do put them in-- let's move on to David Smith. So, David, if I could ask you to take the floor.

**David Smith** Associate Dean for Advising and Executive Director of the Division of Undergraduate Studies: Chair Seymour, thank you for inviting me to give a few framing comments in advance of our deliberation on the resolution from student leaders.

In critical ways, the academic advising community across Penn State is well positioned to comment on the challenges facing students, because academic advisors and others have had conversations since March with students as they have attempted to make sense of not only the public health crisis, but also the tragedies embedded in ongoing demands for racial justice-- most recently, after the killing of Walter Wallace in Philadelphia, the home of many of our students, other conflicts, and natural disasters that tear at our communities further afield-- the uncertainties of managing academics in novel ways and, in many cases, in environments less than ideal for learning. For example, think of the time difference for many of our international students. Given all of this, I am honored to share a perspective from my role as the associate dean for advising and as a member of this Senate in a way that may help shape our subsequent debate.

To our student leaders, thank you for having the courage, fortitude, and poise to bring these legitimate concerns to the Faculty Senate. The hope that you have demonstrated today in your comments is what I and, I imagine, many of my fellow senators embrace as the value and benefit of higher education-- namely, the ability to strengthen the sense that change is possible, solutions can be discovered, and that, through Democratic processes, we can achieve better communities. By providing space for our students senators to openly present and discuss their concerns about the challenges of learning despite the enormous efforts of instructors and staff to create a positive experience, we demonstrate that inclusive dialogue enables shared governance to be successful.
There are three main points that I would like to make in my comments. One, what is the real problem, and how do we name it? Two, why do we need to be cognizant of the fact that the ways we might respond to the immediate challenges have no good or perfect solution? And three, do we have the resolve to not only create a transparent safety net that demonstrates that we are aware of the challenges present in our world and that the trauma from these events has very real consequences for individual students, but to also use this opportunity to focus more on what might, from my perspective, be the real problem?

So, what is the real problem? Like so many other institutions of learning, systemic racism has contributed to unequal outcomes at Penn State. We need only to look to our public factbook to see that our undergraduates do not graduate in an equitable manner.

Across our institution, we can see at least a 10-percentage-point difference between white students and minority students in their respective six-year graduation rates. From my perspective, this is the real problem that we need to address. The magnitude of the current public health crisis, along with ongoing inequities in communities near and far, render those who were already vulnerable that more likely to not have the supports or social capital to persist, given heightened economic and health challenges present in our world today.

Alternative grading does not change this systemic problem. A review of alternative grading in Spring 2020, in part, illustrates, though, the ways that existing inequities shaped and informed how our students in general use this option. 31.3% of undergraduate students elect at least one alternative grade. University Park students, 38.3%, were more likely to elect at least one alternative grade than Commonwealth Campus students, 27.2%.

Male students, 36.6%, were more likely to elect at least one alternative grade than female students, 25.1%. Black students, 41.1%, and Latinx students, 34.7%, were more likely to elect at least one alternative grade than white students, 27.6%. First-generation students, 31.9%, were more likely than continuing-generation students, 24.2%, to elect at least one alternative grade.

What further illustrates the problem we face as an institution is unequal rates at which students take DF or W grades in various courses within our curriculum. Of 20 foundational courses at Penn State recently reviewed, the average DF/W rate for all enrollments in these courses was nearly 25%. However alarming that rate may be, it is even more problematic that, for minoritized students, that rate jumped to 36%. In one of these courses the DF/W rate for minoritized students was over 56%, and at present, the main safety net left for our students is the late drop deadline, which is fast approaching on November 13.

Accordingly, it is in this context that we need to think about alternative grading. We have pre-existing barriers to equitable outcomes, and alternative grading is not the solution to that reality. Still, as our student leaders have documented and that many of us know from interactions with our own students, there are any number of real situations that place some students at risk of losing momentum towards their academic goal from factors well beyond their control.

Over the last handful of years, we, the Senate, have given careful thought to new policies that seek to intervene-- for example, academic warning and suspension-- to help students find the steps and supports needed for improved academic success. Because alternative grading would render low grades less consequential in relationship to existing academic warning and suspension processes, we minimize, to some extent, our ability to foster an environment of care and accountability. Additionally, because we use
the cumulative GPA to determine entrance to many majors, the workings of alternative grading ways for other students to potentially circumvent these processes.

But, as I have already stated, we need to ensure a transparent safety net is legitimate for some number of our students. Some might say that students knew what they were getting into at the outset of the semester. While on the surface this is potentially accurate, a combination of structural barriers, along with many aspects of daily life that simply are beyond the control of many, warrants, in my estimation, some consideration that further demonstrates that we care.

Additionally, the timing of this effort is such that some have already made decisions that may have looked different had a broader safety net been in place from the outset of the semester. As these examples suggest, alternative grading does not, in and of itself, resolve our equity challenge, but it does stand as an option to some of the difficulties confronting students. There may be other options-- for example, extending the late-drop deadline-- but as with so many other issues that we are contending within the moment, none seem to present a perfect approach, and they all bring with them their own downstream problems.

I offer this perspective mainly to motivate us all to adopt the trauma-informed approach along with a stronger equity mindset as we approach the work of the Faculty Senate. Considerable effort has been brought to bear to focus attention around how to ensure a strong learning experience for our students this semester despite the ongoing public health crisis, but we have not, in any systematic way, dealt with the systemic racism that leads to the achievement gap at Penn State. If we agree to bring alternative grading back, it in no way resolves the reality of inequity, but rather serves, at best, as a stopgap measure.

Perhaps by asking our colleagues in ACUE to rethink the implementation processes of the Senate policy, we could reduce some of the challenges inherent in the policy. Nonetheless, only by intentionally using an equity mindset to shape discussions and actions, now and in an eventual post-COVID-19 world, will we find the resolve to lower achievement gaps and to place equity squarely at the center of our united efforts.

So, beyond the question at hand day, our challenge remains finding the courage to ensure that Penn State will be a place where dreams and hopes can be pursued and achieved equitably by our students. And if we can find that courage, perhaps that could be the real legacy of the monumental crisis facing higher education today. Thank you, Chair Seymour.

Chair Seymour: Thank you, David. And I really appreciate those words, and I agree wholeheartedly. Let's move on. Bonj, I think we have a couple of questions that do relate to this section before we move on to the resolution.

Bonj Szczygiel: The one comment that we have from Brandi Robinson, Earth and Mineral Sciences, seems to be spot-on to what's being discussed right now. She writes, "Great job to the students, with your thoughtful, thorough presentation." And this was addressed to the student senators.

"I strongly agree that treating each other with empathy and grace during this time are of top importance.

My question looks beyond Fall of 2020. Recognizing the possible reality that we may find ourselves in some state of this pandemic for the next academic year or longer, where and how do we draw the line on when to use an alternative grading policy? My concern is that some students may then end up with one
half of an undergraduate career's worth of classes that could have alternative grades. I realize most students aren't using this across the board for their classes, but I have concerns about what a GPA will really mean, moving forward, if we need to do this long-term, depending on the duration of the pandemic."

**Chair Seymour:** Does anyone want to try to address that? Amanda?

**Amanda Byrd:** Sure, I'd be happy to. Thank you, Brandi, for your compliments, and also your question. This is something we've thought a lot about as students, because, as I said in the presentation, it's likely that this pandemic will continue to affect students for, potentially, semesters to come.

And that is why we suggested the formation of a task force to try and get all of the voices in the room together to figure out what we want to do about this-- because, I think, as students, we don't have, maybe, the only viewpoint. All of the faculty and advisors also have other viewpoints. And based on the timeline, we think that getting this task force together as soon as possible to look at what to do for the spring and then future semesters is our best option, moving forward.

**Chair Seymour:** Thank you, Amanda. I think there's one more question, then, at least-- the top question, Bonj?

**Bonj Szczygiel:** Yes. Dube from University Park. I think Liberal Arts, maybe.

"I noticed that international students were mentioned in passing. Have you considered how alternative grading will be read in their home countries, the impact it will have on further scholarship funding? Only one international fund or Rhodes Scholarship was cited, but there are many more."

**Erin Boas:** Thank you so much for your question. Before I address the heart of your question, I wanted to make sure that we expressed how much us, as student senators, have really been reaching out to international students in this time. Especially in light of the pandemic, we want to make sure that mental health, and academically and personally, they're doing their best. In light of the conversation, time zones is especially crucial, and overwhelmingly, international students have reached out to us about alternative grading and how it could really assist them.

Considering, more so, the content of your question, we haven't really been able to get that much information about the home countries. However, a lot of the students have expressed that they themselves have reached out, and they themselves have also evaluated their own scholarships and their own futures as well. And from their standpoints, what they can tell is that alternative grading would have a similar effect, although there is some notable differences.

**Chair Seymour:** Thank you. I think it's time for us to move, so let's move on in the agenda.

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**BUSINESS**

**Chair Seymour:** Item C is business. Before we begin our discussion and a vote, let's take a present vote. So, you may only cast your vote today using Poll Everywhere and only Poll Everywhere. So please log into Poll Everywhere if you have not done so already. We want to do this to make sure that everyone's
able to log in and vote and to make sure that we have quorum. So, let's get ready and do a present vote. Anna, is it open and ready?

Anna Butler, Senate Office Staff: It is open and ready, Beth.

Chair Seymour: Thank you. So please cast your vote if you're here. Press A or select A. Anna, when the votes are in, please let me know how many senators are present at this time.

Anna Butler: We will.

Chair Seymour: We'll take just a couple minutes to do this.

Anna Butler: The votes are still tallying. And we have 190 senators.

Chair Seymour: All right. Thank you. I saw some people might still be working their way into Poll Everywhere, but that's good. That vote didn't count, so let's move on to the business at hand.

COVID – 19 Resolution on Re-Enacting the Satisfactory/Unsatisfactory Grading System for the Fall 2020 Semester

As the COVID-19 resolution on re-enacting the satisfactory/unsatisfactory grading system for the Fall 2020 semester was introduced as new business at the last meeting, it has already been moved and seconded. You can find the resolution in Appendix B. I now open the floor for discussion. And if you could put it up, if possible, Erin, for us to see. I have a hand raised. So, if we could unmute Indrit.

Indrit Hoxha, Harrisburg: Hello. Can you hear me?

Chair Seymour: Yep. And just state your last name and unit.

Indrit Hoxha, Harrisburg: I would like to thank the student senators for their hard work in conducting the survey and preparing the report and presentation today. I would like to share with you that I was proud of how swiftly Penn State moved to adopt alternative grading in Spring and Summer 2020 in response to changes required by the pandemic. I have proudly shared this with lots of colleagues and friends in other universities in the US and around the world, and we later saw that many other universities followed suit.

However, now, in Fall 2020, I believe Penn State should change around and be standing firm by its regular grading system. What was necessary by an emergency move from face-to-face teaching to remote teaching via Zoom does not mean that should be the cure for the problems that we are facing now. COVID-19 will not end in December 2020.

The plans for Spring 2021 are to have a similar format of teaching that we are having now. The complete return to campus safely, as we were in Fall ’19, will not happen anytime soon. Even if a vaccine is found soon, until we reach mass immunity, we will not be able to require immunosuppressed people to be back on campus fully. So, chances are that we will move more towards normalcy, but still in some Zoom-format teaching, even in 2021-2022.
Currently, about 47% of classes have a face-to-face format. In a realistic or optimistic scenario, we should probably be at about 70% to 75% of face-to-face component, maybe, next year. And that's hoping for the best.

But Zoom is not going away completely. If we pass this resolution this semester based on the reasons provided in the resolution and accompanying survey, nothing will change next semester. And maybe by the same standard, we could do the same in the following academic year. So if we follow this path, we will soon have students who have in their transcripts satisfactory/unsatisfactory grades for at least five regular semesters. If we count summers, seven to eight semesters.

A freshman or sophomore last year would be about to graduate with majority of grades of being satisfactory. This alternative grading would lead to unfair treatment of our students, which could certainly have real impact, financially, academically, and professionally, in the future of our students.

Let's consider two students. Martha and Ingrid go to Penn State. They both take two classes. Martha takes an A and A-minus. Ingrid gets an A and a C.

Martha keeps the grades, as she is satisfied with her grades and probably believes keeping these grades in the transcript will help her in the future, both for academic and professional reasons. Ingrid converts his C into a satisfactory. Martha's GPA is 3.8 while Ingrid's GPA is 4.0.

Next year, Ingrid gets a scholarship and applies and gets a job while Martha gets passed over. Ingrid and Martha both faced the same difficulties, and although Martha, with passion, endurance, and grit, worked hard to do her best while Ingrid ended up using the system in his favor. The alternative grading system, if it extends for many semesters, will exacerbate this unfairness.

Last year, my second grader learned that there would be no grades for the last trimester in her school. As soon as she learned this, she would put the extreme minimal effort into completing the assigned homework. When I pushed her to do her best, her response was, what's the point? I believe many of our students expressed similar feelings.

One of the first lessons that I teach in my Principles of Economics class is that people respond to incentives. Once students will learn that they can get satisfactory grades, they will stop working for the classes that they think that they can get less than what is their desired or expected grade. This will have a negative impact beyond the students themselves, even on other students in class through team or group work. Other students, who want to excel, will be negatively affected by the lack of incentives for the less excited students.

If we pass the resolution this semester and do not extend it next semester, when technical conditions will not change, and probably in the following years, we will be favoring students who are facing issues this semester over the students who could face the same issues next semester. I believe everyone agrees that we should be fair and provide the same opportunities to all of our students. Therefore, what was the best solution, medicine in a time of crisis-- when we moved, mid-semester to remote teaching-- could prove to be poisonous if we keep using it for a long time.

I believe it is time to teach our students to stand strong, face all challenges that life brings on, and try to succeed in life. We would be lying to our students if we tell them that this is their biggest challenge that they will face in their lifetimes. The challenge is here to stay for some time, and we will prevail, but not
by finding an easy way out of the challenges or by providing ease of mind or opportunities to raise the GPA, as the majority of survey respondents stated would be the benefits of such a move.

To summarize, if we want to create an unfair treatment among our students, and if we want to kill their incentives to put more effort and lower the quality of education provided in this and coming semesters, let us pass this resolution. Otherwise, let us pass over this resolution that was probably written on good intentions, but the long-term negative effects were not thought in detail. As Pennsylvania State University, we should strive to uphold the values of community, integrity, excellence, respect, and responsibility. So, let's act together and adapt to the challenges that we are facing, and let's get our University forward. Thank you.

Chair Seymour: Thank you. Anybody want to respond to that? Or move on to another question?

Amanda Byrd: I think we're OK. We can move on to--

Chair Seymour: That's fine.

Amanda Byrd: Thank you.

Chair Seymour: Bonj, I think we should go with one of the Q&A.

Bonj Szczygiel: Here's a question about the resolution from Jim Fairbank in Erie. "Concerning your resolution, what are you specifically asking us to reconsider on item 14?"

Erin Boas: Thank you for your question, Jim. We extensively had conversations about academic integrity, and we share very similar concerns about the implementation of alternative grading, especially with students with academic integrity violations. We're mainly asking AQ to reconsider item 14 and take out that line that allows students with academic integrity violations to use the alternative grading system.

If you look at the bottom of the G-10 policy from ACUE, on line 14, there is a special note saying that [? for the ?] following semesters, ACUE should, again, re-evaluate academic integrity violations. We didn't believe that, in our resolution, however, Faculty Senate had the power to demand ACUE to specifically strike that. However, we're up for discussion on that. This is just the way that we believed we could address line item 14 and academic integrity violations within the resolution.

Chair Seymour: Sorry. Let me just remind senators that a resolution is just a positional statement. It's not a legislative statement. It would then be up to the Senate to figure out what we want to do with it if we pass this resolution.

I see Brian King has his hand raised. If we could recognize Brian King. Brian? We'll come back to you. Just re-raise your hand if you want to speak, Brian. Bonj, can we go to another person in Q&A?

Bonj Szczygiel: We have Rose Jolly from Liberal Arts. "Is there a way to separate a move to alternative grading system without enabling students who have an academic integrity violation to use the system?"

Patricia Birungi: I would quickly like to respond to that just because, last semester, I did sit on AQ. And one of the things that we discussed at the very beginning September meeting is that the reason why, I think, students felt incentivized to use alternative grading as a cop-out for academic integrity violations is
because messaging was very unclear. As a chair of Academic Affairs, I received a few emails from students who were saying, well, in the Faculty Senate policy, it says this, but I can't use it. But then, on the website, it says that I am able to use it.

I just think clear messaging and a very strong position on whether students are or are not able to use it would be a very easy solution to that. Last year, there was just very mixed messaging and different information to be found on different sources. So, I definitely do agree that amending the policy would be a very good solution, but then, also making sure that messaging to students is clear and consistent.

And I don't necessarily think that it's a huge majority of students who try to use alternative grading in this way, and I think we should focus on the students who need it because of their challenges, not the small minority that use it as a way to deter any consequences, if that answers your question.

**Chair Seymour:** Thank you, Patricia. Bonj, if we could go on to another question.

**Bonj Szczygiel:** We have Jacob Moore from Mont Alto. "As stated before, some enrollment-controlled majors use GPA to ensure that they are not over capacity, particularly in the College of Engineering and College of Business. With 3/4 semesters having alternative grades, do these programs predict large capacity increases in incoming classes, and are they going to be prepared to run significantly over capacity if that does occur?"

**Rainier Foley-DeFiore:** I can speak to this. Rainier Foley-DeFiore, representative of Smeal College of Business. This is a conversation I've had extensively with Dean Charles Whiteman of the Smeal College of Business.

We've set a benchmark for students so that, when students come into the University, we want to be able to tell them, from day 1, exactly what it takes to get a Smeal major. We know students come here for engineering degrees, for business degrees. We want to be able to tell them from day 1 what it's going to take. We like to set those goals in motion.

And so, the challenge of running over those goals and having a benchmark is that anybody that surpasses that benchmark is then able to get into the major. And this is a challenge that Smeal has gone through with alternative grading. And they've also experienced this in previous years. Dean Whiteman gave me the example of 2012 and 2013, where an overflow of admissions of first-years turned into this academic bulge where a large number of first-year students turn into sophomores, who go through entrance to majors and then get admitted into majoral programs.

We acknowledge that this is definitely something that takes extensive consideration, because teaching those high-level majoral courses becomes much more expensive once students get into upper-level classes, which are typically expected to be smaller and have a much more personal teaching experience. This is a plan needs to be considered and taken into consideration as we develop the policy and as we develop more plans, moving forward, but I believe this is something that the colleges have been through before with influxes in admissions, and so they will be accustomed to deal with this should we implement alternative grading and have a similar challenge this semester.

**Chair Seymour:** Thank you, Rainier. Bonj, is there another question?
Bonj Szczygiel: Katherine Masters from College of Science. "Was there any concern from the Summer of 2020 students about not having the alternative grade option? Any requests for it, or any complaints in not having it?"

Chair Seymour: Do any of the panelists know anything about that?

Patricia Birungi: Just running the Academic Affairs email over the summer, I did receive one email asking for requests. But mostly, what I heard from other students was that they knew that they didn't have alternative grading, and they didn't really know the state of it. So, a lot of students, I heard of, actually just dropped their summer classes if they weren't able to get through them. But that's the most information I know. And also, again, we wouldn't have been able to implement anything from the Senate in the summer, even if there was requests.

Erin Boas: And I also want to emphasize, as well, the differences in situations of students from the summer to the fall, especially students, currently, who are in quarantine or isolation, having to move back and forth, dealing with family obligations, more so in the fall, and the continued mental health issues that students are facing. And that's very different in the 15-week fall semester, rather than the shortened and condensed summer sessions, most of which are offered online from the beginning anyway.

Chair Seymour: Thank you. Bonj, do you want to take the next question?

Bonj Szczygiel: Bryan Anderson from the College of Medicine. "How many students are brought up on academic integrity issues per semester? We shouldn't manage to the exception." More of a statement.

Chair Seymour: Does anyone have an idea of how many are brought up on academic integrity? I don't think we know that right off the top of our head. Oh, Mary Beth might.

Mary Beth Williams: I don't know the number for each year, but Shelley and I have been discussing that one reality that we should all be cognizant of was, in the spring, there was an increase, a spike in the number of AI cases as we moved to the remote environment. We don't know how many were found responsible, but it's a non-insubstantial number to be aware of.

Chair Seymour: Thank you. Any other questions? I see Mary Vollero has her hand raised.

Mary Vollero: Hi. Can you hear me?

Chair Seymour: I can, Mary. Thank you.

Mary Vollero: Sorry about that. I'd like to thank the students and the presenters for their thorough presentations and thoughtfulness to all the comments. I just want to state my opinion. I've heard it said that the students were aware this fall that it would be a regular grading system. And while that's true, I don't think any of us were aware of what, really, we would face.

And especially in Centre County and Penn State main campus, with the really high numbers, my students have been surprised by that, and it's been really hard on their physical health and their mental health. And I understand the issues brought up about fairness, but COVID isn't fair, and it hasn't been fair. So I think that we would do better by extending more compassion. And for that reason, I'm going to support the students' request, and I hope that my colleagues will as well. Thank you.
Chair Seymour: Thank you, Mary. And you're DuBois, right?

Mary Vollero: Yes. Sorry.

Chair Seymour: That's OK. Let's go with Allen. I think he had his hand up first. So, if we could unmute Allen.


Chair Seymour: Hi, Allen. I can hear you.

Allen Larson: Great. First off, again, I want to just echo. Thanks for that great presentation from the students, which was very thorough and compelling, and to all the presenters-- Shelley and Kat and Mary Beth-- for putting those things together.

And I just want to speak to the academic integrity question a little bit more, because I don't think it's just about litigating by the exception. We either have an academic integrity policy, or we don't. It's that simple. And if 49-70 allows for students to opt out of that sanction, that means there's no point in the faculty going through that entire process, which I think we all agree is important and foundational to the integrity of the institution and to fairness to students across the board.

So, I just wanted to throw that in. And I really feel like the things that we're talking about in this resolution right now-- we could adapt 49-70 to include that. We could write a stipulation into G9 saying to correct that language. And there are really only three or four points we're talking about here, so I would love for the conversation to move to what do people need to revise this resolution in order to feel comfortable for one that I want to support.

And I also want to thank Amanda in particular, just because she's on the committee where I brought this up in the first place, for making sure that that was included in the student resolution in the first place.

Chair Seymour: Thank you, Allen. And I might make a suggestion. Rather than thinking about amending this resolution, because that would take us a while, we think about supporting-- if you support the spirit of it, with these types of changes we've talked about, we could then do that if we move to the next stage, which would be voting on 49-70.


Chair Seymour: Thank you, Allen. And I might make a suggestion. Rather than thinking about amending this resolution, because that would take us a while, we think about supporting-- if you support the spirit of it, with these types of changes we've talked about, we could then do that if we move to the next stage, which would be voting on 49-70.

Bonj Szczygiel: We have Deirdre Fulkers from York. "As noted, the original resolution spoke to allowing adoption of alternative grades by the last day of classes. The policy, as adopted, is different in that it allows students to view final grades before deciding whether to move to alternative grading. It would be useful to discuss whether a move to using the last day of classes would be a feasible option and might deal with some concerns."
Chair Seymour: Thank you, Deirdre. Would anyone want to comment on that?

Michelle Stein: I do, actually, Beth. I think the implementation of having students choose after their grades are submitted speaks to some of the motivation that people have been concerned about, that students making that decision to switch to a satisfactory grade before the end of the semester might provide some incentive for coasting along at the end of the semester, whereas allowing students to work for that letter grade and then choose the alternative grade after the grades are submitted provides an added incentive to keep working to get that higher grade.

It also avoids us having to change any of the functionality, which should not at all be the basis of our conversation. But I do think that the way that we implemented this in the spring did provide that extra incentive for students to strive for the higher grade but have that safety net.

Chair Seymour: Thank you Shelley. Lisa, I think you've taken over reading the Q&A, so could you go to the next one?

Bonj Szczygiel: There actually are no more pending right now.

Chair Seymour: OK. All right. Well, then, it's a hand raised to Tim Robicheaux, so I'm recognizing Tim Robicheaux to speak.

Tim Robicheaux, Liberal Arts: Hi, there. Tim Robicheaux, College of Liberal Arts. I actually am a proxy for questions now. So, if you're upset with any of them, they're from other people. I'm going to bring up two completely unrelated points, I think, but related to this.

One. It was brought to my attention-- and something that I hadn't thought about until it was brought to my attention-- that when this came up last year, I remember it was part of a joint resolution with student grades along with not using SRTE scores for evaluative purposes. The two may not be analogous, just to say. There's a lot of research that suggests we shouldn't be using SRTE scores the way we are in the first place. But the logic was, with the way things changed due to COVID, that we combine those into one resolution.

And there's still a push. In fact, the administration, at our last meeting, the sixth or seventh or eighth of the semester, said that they, at this point, agreed to not utilize SRTEs in an evaluative manner and made some other really important changes using medians instead of means, or using [INAUDIBLE].

The situation has not changed. We're still in COVID. So if the logic for the joint proposal from the spring mandated the SRTEs or suggested the change in SRTEs, and we are still arguing, as I said, that SRTEs should be considered differently, then I think, as senators, we have to find a long way to justify that this is somehow different, that they have separated.

Second thing is just because our caucus received a couple of emails from advisors in the College of Liberal Arts. And I just wanted to bring up the main concern of these advisors, and that is that students, from the start of this semester, were told there is no alternative grading this semester. You have no chance at alternative grading. It's been considered, and it's done.
And so, these advisors pointed out that several students have now dropped classes—students who would not have—and that this conversation has come up. These students said, "Are they going to do pass/no-pass?" and were told directly, no, that's not coming up.

And as both of them pointed out, there was also some inequity there, so many of the students who ultimately decided to drop were the same students that we’re talking about benefiting from this policy. So, I don't know if there's anything we can do about that. The students have already dropped.

But the concern of these advisors was that we are suggesting— I'm going to paraphrase. One said, you're basically telling the people who've already dropped, who are already, potentially, marginalized populations, that they weren't important enough at the time, but now they would be.

So, two totally different things, and neither reflect my direct opinion on those things. I just wanted to make sure I brought them up.

Chair Seymour: Thank you, Tim. I think we have some questions in Q&A. Lisa?

Lisa Mangel, Erie: Yes. Can you hear me OK?

Chair Seymour: Yes, I can.

Lisa Mangel: OK, perfect. We have a question from Matthew Swinarski at Behrend. "Since how implementation will be done happens later, is there anything that prevents the Senate from placing a restriction on the number of classes a student can apply alternative grading to?"

Chair Seymour: Shelley, you want to take a stab at that one?

Michelle Stein: There's nothing that prevents us from amending-- the policy is ours, so we can amend 49-70 to cap the number of credits that can be used if that's what the Senate wants to do.

Chair Seymour: Thank you. I don't see any hand raised. Any other questions, Lisa?

Lisa Mangel: Yes, we have two of them. Suzanna Linn from Liberal Arts "The director of academic advising and liberal arts reached out with a concern that has not been raised, and I want to share it with the Senate. Specifically, advisors have already told countless students who they've met with so far this semester that alternative grading wasn't going to be an option, and many of those students have already decided to late-drop the course because alternative grading wasn't available.

Many of those students who are struggling academic and already dropped the course are facing another challenge due to the ongoing pandemics, COVID-related challenges, issues of systemic racism, and economic roadblocks. Thus, if we now approve alternative grading for the semester, it sends an implicit message that those students didn't fight hard enough or can't wait it out long enough, and if they had, they could have possibly taken advantage of the alternative grading."

Chair Seymour: Thank you. And I think that's the same issue that Tim raised for Liberal Arts, so we much appreciate it. I think, if anything, it calls for the task force that the students recommended to help plan this, if we do decide to re-enact alternative grading. Any other questions in Q&A, Lisa?
Lisa Mangel: There are. I'm just double-checking to make sure they're senators. Yes, there is one from Harrisburg. Oh, boy. And I apologize for the last name.

"If anyone enjoys this satisfactory grade in one course, then, in another course, he/she should not be allowed, so to discourage choosing satisfactory for all courses." That might have been discussed already.

Chair Seymour: Could you please say the name just so that it's in record?

Lisa Mangel: Subramanian is the last name.

Chair Seymour: Do we have any other questions?

Lisa Mangel: Yes. Medina from New Kensington. "Can anyone speak to how alternative grades affect students who are in academic probation? When we asked our campus advisors, they mentioned students in this predicament fell through the cracks from spring to fall."

Chair Seymour: Does anyone want to take that on the panel?

David Smith: Beth, I can speak a little bit to that. That's part of the issue that was mentioned in my comments. Because alternative grades effectively allow a student to have no GPA, the ways in which academic warning and suspension technically work, students don't get identified, per se. I think, again, it goes back to questions around implementation, and what other things should we be doing?

I think, certainly, the kind of outreach that is part of academic warning and suspension should happen regardless. If students have multiple D or C grades, then we should, as an advising community, be doing something constructive in our outreach. There's no University, at the moment, leverage to make that happen, because they're, effectively, not earning a GPA that lines up with what warning or suspension is looking for. So, it would just be us doing something different and really understanding that a student encountering difficulty needs outreach, whether they're in warning and suspension or not.

Chair Seymour: Thank you, David. I want to recognize Aakash. He's had his hand raised.

Aakash Viramgama: Thank you so much, Dr. Seymour. Previously, off of what Mary said, I just wanted to quickly make a comment.

In comparing what the alternate grading system this semester would look like, and then regarding to address the talks that have been mentioned before that last semester was the last time-- I believe, as students, it was marketed to us in a way that, yes, Penn State does recognize there's a pandemic that's just started. And last semester, when the alternate grading system was implemented, students who were satisfied were happy about it. There's a way around this.

And it was, back then, marketed in a way where all the professors, peers, advisors said that this is your one and only chance. This is a one-time thing that's happening due to the pandemic and will no longer cease. Keep in mind that that was also given the fact that, initially, when we thought that COVID-19 as a pandemic would be around for a shorter period of time, nobody anticipated that to be in the entirety of this duration.
And also, speaking from a student's perspective, it's always intimidating, because people who reached out to student leaders, from personal experience, also, have always found this topic very intimidating. Like, OK, if the school, if Penn State, decides that there's not going to be an alternate grading system, there's nothing we can do about it. Our voices won't be heard. No one's going to do anything. Legislations won't matter, because, end of the day, there's different talks about how it collides with academic integrity, et cetera, et cetera.

So, I feel the necessary problem here that the students had and were OK with dropping classes this semester was because they entered this semester with a mentality that last semester was our one and only chance. This semester, we either have to drop the class or just soak it in regardless of whatever is happening around-- mental health issues, the pandemic, being isolated for eight months. We're just going to have to just chin-up and deal with it.

Students walked in with that mentality to this semester without knowing what it would look like. And I believe there were mentioned in chat about this, also, where we all expected that it's going to be in person. And then, quickly, some of the classes were moved to hybrid or online, remote completely.

The whole scenario-- what I'm trying to say, basically-- is, from a student's perspective, it could be intimidating a lot of times. And I do believe that passing this resolution would restore that faith amongst all the students who thought that we don't have a voice. If Penn State decides that this was the last chance, that is going to be it. Nobody really would make an effort to care about us.

And necessary to tackle that stigma and make students alleviate themselves. Giving them the platform to excel successfully in these things is why we need this legislation, essentially. Thank you so much.

I yield the floor back to you, Dr. Seymour.

Chair Seymour: Thank you.

Do we have another question, Lisa, in Q&A?

Lisa Mangel: Yes, we do, from Jolly, Liberal Arts. "Would a task force manage to make a report that would enable an alternative grade system to be implemented in the fall?"

Amanda Byrd: Hi, Rosemary. Yeah, I can answer this. When we suggested the task force, we envisioned it as something looking forward in the event that the pandemic affects future semesters.

For implementation this semester, we assumed that rested with ACUE. However, we would want the task force to start working before the spring because it would be really great for our students-- as you've seen, people have already late-dropped classes-- to have this information out earlier.

Chair Seymour: Thank you. I see a hand raised. Zachary McKay.

Zachary McKay, UPUA President: Hello. Can everyone hear me?

Chair Seymour: Yep, I can hear you.
Zachary McKay: Hi. I just want to say, first, thank you for allowing me to speak. For those of you who don't know me, my name is Zachary McKay. I currently serve as the UPUA student body president.

This issue, obviously, pertains quite dramatically to our student body. And as its primary speaker and representative, I can tell you firsthand that this is the first and foremost and forefront-facing issue which students have either emailed me, contacted me directly, or given me a phone call even at the UPUA Office desk to talk about directly.

I first want to, I suppose, even before I get into my full support for this resolution, and voicing that, voice my sincere gratitude to the students who put this report together in a manner which I think exceeds pretty much every presentation I've seen come out of the UPUA in my going on four years here at this institution. And this, I have to say, must be one of the most valuable contributions to the Faculty Senate and its work. And so, I'm grateful for their advocacy. I'm also grateful for yours, the Faculty Senate, and your advocacy this past spring in recognizing the tremendous difficulties which COVID-19 and the switch to remote learning placed on students.

But I also want to highlight the fact that, while many faculty senators and community members have highlighted that, the reason for this switch was the speed in which the transition to remote learning took place, thereby suggesting that it's not necessary this time around because students knew that it was coming. It lacks, in many ways, the supporting systems that highlight the innate inequities which many students face in their educational opportunities here at Penn State.

I also serve on the Board of Trustees Student Life Committee, and this past summer, we had had a discussion with students and community members, graduate students included, who spoke about the many different issues that they faced, either as student parents who are working to raise children at home while pursuing an education remotely, as well as those students who are truly giving it their all and who are still finding that perhaps they are in the shoes of that hypothetical student raised earlier in this conversation.

I also want to address a few of the comments that were made earlier about our students and the student body-- specifically at University Park, as that's really all I can speak on behalf of-- using this opportunity, should it return, to slack off, and taking the easy way out. I'm confused as to, perhaps, what student body the comment refers to, because it's certainly not this one. The students that I've spoken with and have seen firsthand in my own classes have truly been giving it their all, in many ways, more than ever necessary if we were in an in-person experience, but who are still finding that the lack of connectivity that we are required to make, the sacrifice that we're required to make, fails students in their own learning experiences and opportunities.

Ultimately, I think that there are lots of different things which I'm sure the task force that the students who presented earlier today referenced would be able to solve-- many of the, I suppose, smaller concerns that were raised. But ultimately, I would agree with the sentiment that empathy ought to be at the forefront of our minds as leaders and representatives of this University an institution. Speaking with many different students at other Big Ten institutions, including their student body presidents, we found that many reference our school, many reference other Big Ten schools, as not having moved yet, and that being the reason that they haven't moved, either.

I would only encourage you that, considering that not only are over five-- well, I don't even know how many students are in this room. But I've had students texting me, asking to get onto our UPUA live
stream just so that they can hear in and see how we are advocating for students, or perhaps not so. We ought to take the leadership position here and encourage that other Big Ten schools look upon us as the model of exemplary leadership which not only embodies empathy, but also characterizes the integrity, the responsibility, the community, which Penn State's values have highlighted so well throughout this entire response to COVID-19.

I think one of the comments which was left in the student survey which was referenced earlier that has resonated with me so well and that highlights how I think the student body truly feels about this measure is one which essentially said that, while I might not need it myself, I understand and recognize that my peers might be in worse-off situations. And thus, this is all the more worth fighting for.

Again, I voice my true and total support for this resolution and any further advocacy that it might bring about. And I really am appreciative of your time and consideration. Thank you.

Chair Seymour: Thank you, Zachary. I did want to state, because I know we've got some very frustrated people that I'm not giving the floor to, that our rules are that only senators are allowed to be given the floor unless people have communicated with me prior to the meeting-- and, technically, five days prior to the meeting, but I had some flexibility here-- and no one did. And so, I'm sorry that I'm not recognizing you. It's not because we are being rude.

You have fabulous speakers in your senators who are representing you quite well. I suggest that you, if possible, text one of them. I know Erin has put that in the chat to be heard. And I'm sorry. It's just our rules. We need to keep the meeting moving, so I do apologize.

Before I go to you, Erin-- I see your hand raised-- I want to go to one of the Q&A. So, if you could go to a Q&A, Lisa?

Lisa Mangel: Yes. Nicholas Rowland, Immediate Past Chair.

"The first item is that I applaud our students for bringing this item to our attention, which we have the responsibility to consider and, in my opinion, support at this moment. I also applaud Senate leaders for taking this time so seriously today. This is what we are doing here today-- exactly what I envisioned when alternative grading policy was first passed. Our discussion has been robust and wide-reaching. I will support this resolution, and I urge fellow senators to follow suit.

The second item is that I move to call the question, and there is a--"

Chair Seymour: Before you move to call the question, I said that I wanted Erin to speak. I recognized her. So, if we can hold the question-- that was the second item. So just hold it for a second. Erin?

Erin Boas: Erin Boas, College of Liberal Arts. I just wanted to read off some of the students' testimonials and statements. Forgive me if I mispronounce your name as well.

Fofana--more of a statement.

"In response to a past speaker, I do understand that there are issues with continued alternative greeting. But again, the difficulties this pandemic and environment faces on the mental health of students, including depression, ADD, and ADHD, the workload of students being the same despite the online
setting, and the difficulties that grading poses to groups that do not have the same resources that are available outside of the virtual realm are undeniable. I believe that every company, University, and department are mindful and aware of these difficulties and will be able to make sound decisions on well-rounded students' and academic prowess.

Though the GPA of alternative grading users may be higher, the transcripts will affect the basis of that grading, and those that have earned high achievement will convey that through their definite transcripts."

And then, from Ethan Bundy.  

"As a student in the engineering school, I have had the experience in a few classes where I was provided with study materials for exams/labs that either provided insufficient information or incorrect information. While I understand that this is a tough time for professors to completely switch the courses to online, I feel that the students are more greatly affected by this. If alternative grading is not approved, will there be a higher standard set for the materials provided and organized by professors next semester so that the students can perform to their full capacity?"

Moving on to a statement from Gabriel Toribio.

"If teachers who have never taught a full class online are forced to do so, and students are facing an unbelievable amount of stress at the moment, why would alternate grading with a limit not be fair? It seems most people who are opposed care more about what that means in terms of GPA instead of the future and mental sanity of students. As a Penn State engineer, I need everyone to realize that students started this semester trying their best to learn, quote, 'in-person classes' on a computer screen. Mind you, most students don't use alternative grading for all classes. It's likely for one or two."

From Hannah Adasharda. Sorry.

"Do any faculty or staff actually know what it feels like to be a student and go through a pandemic at the same time? We didn't ask to be in the position that we are in, so to say that we should not have an alternative grading this semester or any semester, going forward, is sad and leaves me to wonder whether you truly care about students, or you just care about Penn State."

And then, I think that might be all of the ones from students. And before we move to call to question, I just hope that we as a senate and as a University can, again, really encompass that culture of care, emphasize empathy, while recognizing, at the same time, the great levels that students, faculty, the whole entire University, and community is going through and make the right steps to really emphasize the full student perspective-- not only just in classes, but through their daily lives as well. Thank you.

**Chair Seymour:** Thank you, Erin. And now I will recognize the call to question. Who is the second, Lisa?

**Lisa Mangel:** The second looks like it was Richard Robinett.

**Chair Seymour:** OK, yep. And so now we've called the question. We now move to vote to suspend discussion. Or to end discussion, not suspend. So that is what "call the question" means, for any senators who are unaware of that.
So, if I can ask Anna to set up a poll for us to call the question. If you're in favor of ending discussion on the resolution, you would vote "yes," or A. If you want to continue discussion on the resolution, you would vote B.

It's not voting for the resolution. It's to end discussion. So, I just want to make that very clear-- that the vote is to end discussion, not to vote on the resolution.

**Anna Butler:** And the poll is up and running.

**Chair Seymour:** Thank you, Anna. If y'all could go to Poll Everywhere and please vote. If you want to end discussion, vote A. If you want to continue discussing the resolution, vote B.

I'm reminding everyone we're not voting on the resolution. We're voting on whether or not we end discussion. It would then trigger, immediately, a vote on the resolution. This is not a vote for the resolution. It's to end discussion.

**Anna:** Votes are still tallying.

**Chair Seymour:** And just a reminder to everyone that it's a 2/3 majority needed. To end discussion.

**Anna:** And I have 136 accept to stop the discussion, and 12 reject, to continue.

**Chair Seymour:** I think that's clearly 2/3. My math is challenged sometimes, but I think I got that one. So, we've ended discussion. Now we'll move to a vote on the resolution. So, if I could ask you to set up that ballot for us, Anna. Thank you.

And what you're about to be voting on is whether or not to accept the resolution. Keep in mind that accepting the resolution means that it's triggering a discussion of 49-70 for us, right? It is not necessarily accepting 49-70 as it is. It just triggers a discussion for us to look at what we want to do with 49-70.

If you are in favor of the resolution, then you would press A. If you are opposed, you would press B. A reminder to everyone-- this is a majority vote. Doesn't need a supermajority for this to pass. I can probably handle that math, too, when it happens.

**Anna:** The poll is running, and the votes are tallying.

**Chair Seymour:** Thank you, Anna. You're a superstar.

And I do apologize, Chris, that I didn't get to your hand-raise before the question was called.

**Anna:** For the resolution, we have 102 accept and 47 reject.

**Chair Seymour:** The resolution is passed. Thank you all.
Policy 49-70 Supplemental Satisfactory Grade Passing Grade/No Grade Grading System – Baccalaureate and Associate Degree Candidates

As the resolution is successful, I ask for a motion to enact, for Fall 2020, Policy 49-70, Supplemental Satisfactory Grade/Passing Grade/No Grade Grading System-- Baccalaureate and Associate Degrees Candidates, in Appendix C. Do I have such a motion?

Erin Boas: Motion.

Chair Seymour: Erin moved. Do I have a second?

Keith Shapiro Arts and Architecture: Second.

Chair Seymour: Who's the second?

Keith Shapiro: Shapiro, Arts and Architecture.

Chair Seymour: Thank you. All right. So, if I could ask for that to be pulled up, Erin, when you get the chance. I now open the floor for discussion of the motion. What we are discussing now is 49-70. Chris, would you like to be recognized to speak to 49-70? Chris Byrne, who has a hand raised? If you want to be recognized to speak-- Chris, I can't hear you.

Keith Shapiro: Chris, you should be allowed to speak.

Chair Seymour: Chris, can you speak?

Chris Byrne, College of Science: Can you hear me?

Chair Seymour: Yes, I can hear you, Chris.

Chris Byrne: OK. My hand was raised from the previous discussion, so I don't know if any of the things I was going to say-- I don't know if you want to hear them now.

Chair Seymour: I would like, if you could, to speak to 49-70. And also, list your college and your last name.

Chris Byrne: OK. My last name is Byrne. Chris Byrne, College of Science at U Park. And now I have to catch up. My comments had to do with the last discussion, and now, here we are, with the revision. I guess my question is, are we going to make this the same as the spring policy?

Chair Seymour: That's a great question. Thank you, Chris. Mary Beth has her hand raised.

Mary Beth Williams: Thank you, Beth. I'd like to suggest that, during the conversation over the last two hours, there were several suggestions for modifications that could be made to 49-70 if it is the will of the Senate. And although we've made notes of what those possible changes might be, those changes have not been fully discussed by the Senate committees who brought this legislation forward. So, I'd like to speak against enacting this motion right now so that we can have an opportunity to make adjustments to this policy so that it works better for our students this semester. Thank you.
Chair Seymour: I would like to throw out an idea, Mary Beth. And it may not be the best idea, but just to think about whether or not the policy needs to be amended, or if it's instruction to ACUE for their sister policy that needs to be amended.

Mary Beth Williams: Thanks, Beth. I think there are a couple of adjustments for academic integrity and for the timing of selection of this that we may want in the actual policy. That's what I think we deserve some conversation on.

Chair Seymour: Anybody else want to speak to that who's one of the panelists?

Amanda Byrd: If we are going to do that-- I'm not sure that's the best idea-- I would very strongly urge us to have it done before the late-drop deadline so that students can make informed decisions about their classes this semester.

Chair Seymour: Thank you. And David, I see your hand is up.

David Smith: Thank you, Chair Seymour. I would agree with Amanda and even push harder on that. If this is happening, our students need to know today. The conversations that need to occur need time to happen. And we have events coming next week that are going to, I think in significant ways, detract from these kinds of conversations so the sooner we can make these decisions, I think the better. And all due respect to my colleagues from other communities as well.

Chair Seymour: Anyone else? Any questions in Q&A, Lisa?

Lisa Mangel: Christopher Byrne from Science. I think it was just answered. "What is our timeline to make a change in time to implement it?"

Chair Seymour: Does anyone have a sense of the timeline? Shelley, do you?

Michelle Stein: That depends on what we choose to do today. If we adopt 49-70 as it stands, as it was for the spring, then it would go immediately to ACUE for implementation and one of the committees working on implementation for fall and spring. If we want to send it back to the committees to make amendments, we could do that fairly quickly, but we're still looking at probably a week turnaround.

Chair Seymour: I see Provost Jones has his hand raised. If he could be recognized, please.

Nicholas Jones, Executive Vice President and Provost: Thanks, Beth. Can you hear me?

Chair Seymour: Yep, I can hear you.

Provost Jones: I just wanted to jump in-- I don't have anything to assert-- but just point out that there are implementations, post-decision, that are required, in terms of getting us all into LionPATH. The adoption of what we had in the spring-- I don't want to say it's routine, but, given that it's been done before and the infrastructure exists, it can be done fairly efficiently.

If there are changes, that'll take a little longer. If there are significant changes, it will take longer still. And if it takes longer to get to more significant changes, then there will be a shrinking window for the LionPATH team to get it implemented. So, I just wanted to draw everybody's attention to that concern.
The implementation process in LionPATH is not trivial, particularly if there's changes to what was done in the spring.

Chair Seymour: Thank you, Provost Jones. Do we have any questions in Q&A, Lisa?

Lisa Mangel: Yes. Christopher Byrne, again, from Science. "If this is not approved today as is, will there be another special Senate meeting?"

Chair Seymour: The options could be either that or a council meeting, so one or the other, and this council could be empowered to vote for the Senate.

Lisa Mangel: There is one more. Kass from Hershey. "Is there anything we can do for the students that already dropped courses earlier, after they were told we wouldn't have this option?"

Chair Seymour: Any response to that from the panelists?

I'm seeing it in chat. I shouldn't be, but I am. And I know Shelley has spoken to this, so if I could ask Shelley to speak to it one more time-- about academic integrity, and how that doesn't necessarily have to be written into this policy. It's part of implementation.

Michelle Stein: The committee that was working on implementation of policy for Fall semester had already sent language out to the unit heads that students who were found responsible for an AI violation would not be able to use the alternative grading in the event that it was implemented. So that already exists. And if we were to implement 49-70 today, then the matching ACUE policy-- and I am sorry. I have forgotten the number. I think it's G9-- would automatically be amended to include that language. So the implementation would happen even if we don't include that in the policy.

Chair Seymour: Thank you for that clarification.

Any other questions? Chris Byrne has his hand raised. If he could be recognized. Chris?

Chris Byrne: OK, can you hear me now?

Chair Seymour: Yes. I can, Chris.

Chris Byrne: I think that maybe some of the earlier comments I had are actually relevant again. I'm sure that there are revisions that could be made to this, which in some way might make it better. But I think, no matter what we do, it's going to be unfair to somebody. As Mary pointed out, the pandemic is unfair to begin with, right? We're in an unfair situation.

Life is full of unfair situations, and I don't think there's any way to perfect this policy so that there won't still be problems with it. We may be able to marginally improve it, but again, that's going to be a trade-off against implementing it in time to have it be meaningful, especially when part of the issue is the mental health of the students. It's not just an issue of implementing it in time to have it ready when final grades are announced, or something like that, because we don't want our students having nervous breakdowns and dropping out of school, or whatever, while they're waiting for this.
I also think there is a trade-off, in terms of empowering the Senate Council to make the decision versus having the entire Senate vote on it. I think it's better to have the full vote.

I think, in terms of academic integrity, there's probably a problem there. Again, that's probably a situation that's always unfair, because some professors probably enforce certain violations more strictly than others. Some professors may choose to, basically, scare students into correcting their behavior while other students may immediately call on the full policy of the University to bring formal charges. So that's already an unfair situation to begin with.

And even if the policy is unchanged and there's some automatic implementation that those students would be ineligible for it, there's probably something that can be done off to the side, like an appeals process where somebody with any academic integrity violation can go and appeal that. Maybe Nick can address that, but that can probably be handled as a separate issue without having to write all that language into 49-70. Somebody could get a minor violation expunged or pardoned, or something like that.

And the only other things I wanted to comment on were the issue of incentive. Somebody spoke earlier from an economic point of view about incentives, and without grades, what are the students working for? And I thought that Mr. McKay-- I'm forgetting the first name now-- from UPUA-- I was happy to hear him say, what student body is he talking about? We're all working really hard. The students work to learn the material.

I think the same attitude says the students are only working for the grade. It's the same attitude that says any of us are only working for a paycheck. And when you look at the level of dedication and even volunteerism in retired communities and so on, people work for a lot more than a paycheck, and students work for a lot more than a grade. They take pride in their work the same as we do.

And I always tell my students, the best way to get a good grade is to not think about your grade. If you're trying to gauge yourself to get exactly an A or exactly a B or whatever, that's not the way to get a good grade. The way to get a good grade is to learn as much as you possibly can. And of course, that's an infinite task, which means you have to set expectations, like so many hours a week. I tell my students, if they work nine hours a week, then that's how you get an A.

Anyway, I'm not worried about the incentive issue. I'm not worried about us devaluing what we teach somewhere. I'm not worried about removing incentives. There are plenty of incentives to do well, even when there's a safety net. And it just totally mirrors the arguments we're having in society now, with regard to whether a social safety net takes away anybody's incentive to work.

And finally, I think, with regard to the faculty versus the students, if we want to be fair, the faculty certainly have-- and I queried my department on their positions on this, and there were many divided opinions. To be honest, there were many people for it and against it, and there are good arguments on both sides.

But one argument that really stuck with me is, anyone who's on tenure track, we've already given them an extra year on their tenure calendar. And you know the SRTE issue that was brought up before. We've already given faculty a safety net. And to not extend the same safety net to the students very much lacks in compassion, to use Mary's words.
So, I really would be in favor of just implementing the system as it was in the spring. And if there are some minor details that can be improved upon, then, hopefully, we can improve upon those through some sideline efforts like an appeals court for academic integrity, for example.

**Chair Seymour:** Thank you, Chris.

**Chris Byrne:** You're welcome. Thank you.

**Chair Seymour:** Do we have any questions in Q&A?

**Lisa Mangel:** Yes, we do. We have a couple of them. One is just a statement. Mary Vollero from University College to Kass from Hershey. "Again, I'd like to see the students have the option to reverse their drop status if it is all possible."

Would you like me to read the next one?

**Chair Seymour:** No. I've got another hand, so thank you. I'd like to recognize Rose Jolly, please.

**Rosemary Jolly, Liberal Arts:** Hi. Beth?

**Chair Seymour:** Hi, Rose. I hear you.

**Rosemary Jolly:** OK. Sorry. There was a glitch there. I just wanted to make a comment, which was to say--

**Chair Seymour:** Jolly, could you give your college?

**Rosemary Jolly:** Oh, sorry. Jolly, Liberal Arts.

**Chair Seymour:** Thank you.

**Rosemary Jolly:** I think one of the concerns people might be having is, if we put this in place, how do we ensure that we are prepared for next semester? So I am wondering if there is any way that we could ensure, or is there a way in which the Senate parliamentary advisory person can give us a way forward where we can set up the committee that's being suggested, so that we can ensure that, although we have to act expeditiously now for various reasons or may have to act expeditiously now, we have something in place to discuss the details of this as we go into the first semester of 2021.

**Chair Seymour:** Thank you, Rose. And I'm happy to take that up, and so I'm willing to pledge right now that, if we move forward with this for Fall 2020, I'll work with the students to form a group to discuss Spring 2021, and quickly. Not wait until Spring 2021.

**Rosemary Jolly:** Thank you. Sorry about the glitch.

**Chair Seymour:** Oh, no worries. Thank you. Do we have any more Q&A, Lisa?
Lisa Mangel: Yes. One more. Folkers, York. And again, there's an update to this as well. The update is, if this can be-- just to put this as a precursor-- handled in implementation, and there is a good-faith promise that it will be, then I withdraw my proposal.

And her proposal is, "May I propose an amendment to the policy for consideration by committees? It's item 8. An alternative grading may not be applied to classes for which academic integrity sanction or process is in effect."

Chair Seymour: Right. And I think Shelley's already spoken to that, so I think we've gotten that one hammered out. Allen Larson has his hand raised.

Allen Larson: Beth, thank you. Just quickly. I just wanted to remind everyone that, a couple of years ago-- I'm not sure of the exact language a console saver report about academic integrity across the University was heavily discussed within various committees, recognizing that there were already issues that needed to be addressed, in terms of figuring out ways to, in some way, centralize that process and make it more consistent across the University while still recognizing the need for specific academic units to have some level of control over that.

I appreciate the language that Shelley showed us that was put forward. And also, if somebody on my campus clicked on the academic integrity form right now, they would not find that language there. So I think the need to just have it formalized is very important, and that's why I support Mary Beth's suggestion of the implementation recommendations' going forward through the committees.

I think the committees could do that in the next week or so, and I support the idea that, once those committees do that, that it go to the Executive Council, and that the Executive Council be authorized to move forward with the rewriting of a revised policy.

Chair Seymour: All right. I just want to remind everyone that Executive Council is Senate Council, just so people aren't confused about the two.

Allen Larson: Oh, sorry.

Chair Seymour: That's OK. Thank you, Allen.

Any questions? Any more comments in Q&A?

Lisa Mangel: Sarah Townsend had a comment-- she's Liberal Arts-- discussing why reversing the drop status would not work, especially in the languages, where students can't make up several weeks of missed classes because they need to participate in discussions, working steadily on their writing in order to improve.

"You can't make up languages overnight, and I imagine there are other courses that are similar. We also do peer reviews in my classes, and part of their grade-- I can't ask students still in the class to take additional work to help students rejoin the classes. Also, this places an enormous burden on faculty, who are already dealing with their own difficulties. This is yet another reason why administration should have made this decision earlier."
Chair Seymour: I'll just have to correct that record. It's actually the Senate's purview to start this conversation. Us not having the conversation earlier is, truly, more the point. Any other comments? I don't have any hand raised. Any more comments in Q&A?

Lisa Mangel: No, not that are from senators.

Chair Seymour: All right. Oh. Sorry, David. I see your hand is raised.

David Smith: Thank you. Sorry. I don't, as a panelist, have the raise-hand function that I can find. I would just go back to Senator Larson's comment. And in all due respect, if we put it back to committee, we're talking about, really, the eve of a late-drop deadline. And should the vote or outcome look different-- we don't know what the outcome is going to be here, but if we're waiting until the 10th, the 11th, and the drop deadline is the 13th, we're really going to put ourselves into a jam, in terms of really being able to help our students think through what they're able to do and what they can't do. So I just urge us to keep that in mind as well.

Chair Seymour: Thank you, David. Shelley, I see your hand is up.

Michelle Stein: To add on to David's point, if we amend the policy with that language now, that still will not change what's on those forms tomorrow. So, if we enact the policy, and then that becomes part of G9, as soon as we enact the policy, that's as good as amending the policy, from a practical standpoint. That still will not change what's on those forms or what's on those websites. We are relying on the units to take care of that.

Chair Seymour: Any other questions? I see some comments, but are there any questions in Q&A, Lisa, that need to be read at this point?

Lisa Mangel: No, there are not.

Chair Seymour: All right. Thank you, everyone. I think we've had a robust discussion. I say, let's move to vote. Any objections? I think I've got mostly nods, so let's go on ahead and move to vote. If you could set up the vote for us, Anna, that'd be much appreciated. And the vote is to enact, because this is already policy that has to be enacted when there's a situation of special Senate concern. So that's so you understand why I read that weird thing at the beginning. But to approve enacting this for this semester only, fall 2020, you should press A. To reject enacting it for Fall 2020, you should press B.

Anna Butler: The poll is running, and the votes are tallying.

Chair Seymour: Thank you. I should let everyone know there's still 288 participants.

Anna Butler: We have 107 accept and 35 reject.

Chair Seymour: The motion passes, so thank you all very much. I want to thank the panelists. I think we had a very good discussion today. I think people were able to express different opinions and to get a lot of information that they needed. I also want to thank all the senators and the guests and students who took part in today's meeting. It's much appreciated.
We will also work on both hearing my colleague Rose work with the student senators. I'll contact Erin. So, Erin, know I'm going to contact you to talk about the task force. And we'll also be working with our ACUE partners as well to make sure this aligns the way we've talked about it today. And again, thank you to all my committee chairs. You all do fabulous work, and everybody, so thank you.

NEW LEGISLATIVE BUSINESS

Chair Seymour: Let's move on. Item D new legislative business. Is there any new business? I'm not seeing any or hearing any new business. So, hearing none—

COMMENTS AND RECOMMENDATIONS FOR THE GOOD OF THE UNIVERSITY

Chair Seymour: item E, comments and recommendations for the good of the University. Are there any comments and recommendations for the good of the University? I see Tim Robicheaux's shows hand's raised. Could he be recognized? Hi, Tim. I think you can speak.

Tim Robicheaux: Tim Robicheaux, Liberal Arts. I just wanted to just say "kudos" to everyone involved, and I hope we see more student participation like this in the future. A lot of people here, but also, the student senators who were involved in this. And the three committee chairs-- you all know you're amazing. But the students-- really, really awesome, and great to see this cooperation. So, I just thought it should be observed. Thank you.

Chair Seymour: Thank you, Tim. I see Erin has her hand raised.

Erin Boas: Erin Boas, College of Liberal Arts. I just wanted to thank, first and foremost, the Faculty Senate for voting to empathize with the students and for addressing our student concerns. I also wanted to extremely thank the student body for not only coming out in the survey to all of our different modes of communication, but also for coming today, especially with exams going on, even for all of the support. We really appreciate it. I know that it's bolstered my confidence in the University and the direction of the University as well. So, thank you very much, and have a good rest of your night.

Chair Seymour: Thank you, Erin. I see a couple more hands raised. Can we recognize Chris Byrne?

Chris Byrne: It was acknowledged already that there were perhaps some imperfections in 49-70. I'm happy that it passed. I think that, in the big picture, that was the right move. But if we can address any of these imperfections, I don't want everyone to leave thinking, OK, our whole job's done.

So, whoever is involved, for example, with the idea of having some appeals for these academic integrity cases or any other of the issues that Mary Beth wanted to address, I just want to see that somebody is carrying those balls forward with the remaining work that can be done to improve implementation. That's all.
Chair Seymour: Thank you, Chris. Your comments are well noted. I think the committee chair has heard you, and I've heard you, so I don't think we're going to drop the ball. Thank you. And Rose Jolly has her hand raised as well.

Rose Jolly: Just a brief statement. I noticed that somebody-- and I honestly can't remember who it was-- had mentioned, has anybody ever lived through a pandemic before? I just want to say that many of us have, and it's really, really important for us, at the same time as we address the situation that we're in, to recognize that we have international students and other students who have lived through HIV, who have lived through a lot of other pandemics.

And that does not, in any way, take away from this pandemic, but I would want us to think a little bit more globally, considering our student and community international colleagues before we make some assumption about folks who may come from other places in the world who have definitely experienced pandemics, perhaps more than one pandemic, and in situations, potentially, of less availability of services of all kinds. That was a comment not for or against the motion, which has already been voted on. It was a comment for the good of the University. Thank you.

Chair Seymour: Thank you, Rose. It's much appreciated. Any other comments? Seeing none.

ADJOURNMENT

Chair Seymour Item F, adjournment. Do I have a motion to adjourn the meeting? I see Kathleen Phillips, Libraries, has moved. A second?


Chair Seymour: Keith Shapiro, Arts and Architecture, has seconded. Thank you all, and good evening. Thank you. It was a very good meeting. And Erin, I'll be in touch.

The next meeting of the University Faculty Senate will be held on Tuesday, December 1, 2020, 1:00 p.m.
The following Senators were noted as having participated in the October 29, 2020 Senate Meeting via Zoom.

- Alexander, Chandran
- Amador Medina, Melba
- Anderson, Bryan
- Aurand, Harold
- Baka, Jennifer
- Bansal, Saurabh
- Barron, Eric
- Bartolacci, Michael
- Belhassen, Imene
- Bieschke, Kathleen
- Bird, Douglas
- Birungi, Patricia
- Bishop-Pierce, Renee
- Blakney, Terry
- Blockett, Kimberly
- Blood, Ingrid
- Boas, Erin
- Borromeo, Renee
- Breakey, Laurie
- Brown, Rachael
- Browne, Stephen
- Brunsden, Victor
- Byrd, Amanda
- Byrne, Christopher
- Calore, Gary
- Cardenas, Artemio
- Chen, Wei-Fan
- Clements, Ann
- Costanzo, Denise
- Dare, Tyler
- Davis, Felecia
- Demirci, Ali
- Dube, Sibusiwe
• Egolf, Roger
• Engel, Renata
• Evans, Edward
• Fairbank, James
• Farnan, Kaitlin
• Foley-DeFiore, Rainier
• Folkers, Deirdre
• Ford, Karly
• Fredricks, Susan
• Frisch, Paul
• Gallagher, Julie
• Garrette, Imoona
• Garry, Amy
• Gayah, Vikash
• Gibbard, Sydney
• Glantz, Edward
• Goffe, Lorraine
• Grimes, Galen
• Groome, Dermot
• Gross, Charlene
• Guadagnino, Frank
• Han, David
• Hanes, Madlyn
• Hardy, Melissa
• Hardyk, Andrew
• Harte, Federico
• Hayford, Harold
• Hoffman, Robert
• Holden, Lisa
• Hoxha, Indrit
• Huang, Tai-Yin
• Hufnagel, Pamela
• Iliev, Peter
• Iliev, Peter
• Iyer, Anush
• Jaap, James
• Jett, Dennis
• Jolly, Rosemary
• Jones, Maureen
• Jones, Nicholas
• Kadetsky, Elizabeth
• Kahl, David
• Karpa, Kelly
• Kass, Lawrence
• Kass, Rena
• Keiler, Kenneth
• Kennedy-Phillips, Lance
• Kenyon, William
• King, Brian
• King, Elizabeth
• Kirby, Joshua
• Kitko, Lisa
• Kramer, Lauren
• Kranc, Stan
• Lang, Dena
• Larson, Allen
• Larson, Allen
• Libby, C
• Linch, Amy
• Linn, Suzanna
• Liu, Xin
• Mahoney, Joseph
• Mangel, Lisa
• Marko, Frantisek
• Marshall, Megan
• Masters, Katherine
• Mathews, Jonathan
• Maximova, Siela
• McBride, M.Scott
• McKay, Zachary
• McKinney Marvasti, Karyn
• Meeder, Lakyn
• Melton, Robert
• Michels, Margaret
• Mocioiu, Irina
• Mookerjee, Rajen
• Moore, Jacob
• Mulder, Kathleen
• Najjar, Raymond
• Nesbitt, Jennifer
• Neves, Rogerio
• Novotny, Eric
• Ozment, Judith
• Page, B. Richard
• Palma, Julio
• Palmer, Timothy
• Pangborn, Robert
• Pauley, Laura
• Petrilla, Rosemarie
• Phillips, Kathleen
• Pierce, Mari Beth
• Posey, Lisa
• Precht, Jay
• Pyeatt, Nicholas
• Quinnan, Kaleigh
• Reichard, Karl
• Reid-Walsh, Jacqueline
• Robicheaux, Timothy
• Robinett, Richard
• Robinson, Brandi
• Rodriguez, Najee
• Ropson, Ira
• Rowland, Nicholas
• Rutherford Siegel, Susan
• Sangwan, Raghu
• Schultz, Brian
• Seymour, Elizabeth
• Shannon, Robert
• Shapiro, Keith
• Sharma, Amit
• Sharpe, Starlette
• Shea, Maura
• Shen, Wen
• Sigurdsson, Steinn
• Sillner, Andrea
• Simmons, Cynthia
• Smith, David
• Snyder, Stephen
• Speer, Stephen
• Sprow Forté, Karin
• Stephens, Mark
• Stine, Michele
• Strauss, James
• Strickland, Martha
• Strohacker, Emily
• Subramanian, Rajarajan
• Swinarski, Matthew
• Szczygiel, Bonj
• Tavangarian, Fariborz
• Taylor, Ann
• Taylor, Jonté
• Timbers, Vince
• Townsend, Sarah
• Tyworth, Michael
• Van Hook, Stephen
• Viramgama, Aakash
• Volk Chewning, Lisa
• Vollero, Mary
• Wagner Lawlor, Jennifer
• Wall, Wayne
• Wang, Ming
• Wede, Joshua
• Weld, Jennifer
• Whitehurst, Marcus
• Williams, Mary Beth
• Williams, Nicole
• Williams, Tealine
• Yagnik, Arpan
• Zambanini, Robert
• Zilleruelo, Arturo

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