In the event of severe weather conditions or other emergencies that would necessitate the cancellation of a Senate meeting, a communication will be posted on Penn State News at http://news.psu.edu/.

You are encouraged to use the Comments for the 1/26/21 Plenary to ask questions or make comments prior to the plenary session. Note that feedback is required two working days prior to the plenary session.

A. MINUTES OF THE PRECEDING MEETING

Minutes of the December 1, 2020 Meeting

B. COMMUNICATIONS TO THE SENATE

Senate Curriculum Report of January 12, 2021 Appendix A

C. REPORT OF SENATE COUNCIL

Meeting of January 12, 2021

D. ANNOUNCEMENTS BY THE CHAIR

Senate Council Resolution – Response to the
E. COMMENTS BY THE PRESIDENT OF THE UNIVERSITY

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

Senate Committee on University Planning

Annual Education and General Budget Report
[25 minutes allocated for presentation and discussion]

Capital Revisions Report
[15 minutes allocated for presentation and discussion]

Senate Council

Graduate School Report
[10 minutes allocated for presentation and discussion]

G. FORENSIC BUSINESS

H. UNFINISHED BUSINESS

I. LEGISLATIVE REPORTS

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

Revisions to Registration Policies 34-20 Registration and 34-87 Course Add
Appendix K

PIE Taskforce Alternative Grading Recommendation to Senate
Appendix F

Senate Committee on Committees and Rules

Revisions to Senate Bylaws, Article VII – Delegation of Authority, Section 2
(Introduced at December 1, 2020 meeting)
Appendix E

Revisions to Standing Rules, Article I, Rules of Procedure
Appendix I

Revision to the Standing Rules, Article III – Other Functions of the Senate Section 4 – Standing Joint Committee for General Education Assessment
Appendix J

Revisions to the Constitution, Article III – Amendments
Appendix G
Revisions to the Bylaws, Article V – Meetings: Section 4 and Bylaws, Article X – Amendments  
Appendix H

Senate Committee on Education

Amending Policy 37-70: Academic Classification of Students by Semester to Include Alternative Grades  
Appendix L

J. ADVISORY/CONSULTATIVE REPORTS

Senate Committees on Education and Libraries, Information Systems, and Technology

Recommendations for the Barnes & Noble First Day Complete Program and Emerging Textbook Models  
Appendix M

K. INFORMATIONAL REPORTS

Senate Committee on Global Programs

Update from Global Programs  
[15 minutes allocated for presentation and discussion]  
Appendix N

Senate Committee on Faculty Affairs

Assessing Teaching Effectiveness Committee*  
Appendix O

Senate Committee on Faculty Benefits

JCIB Annual Report*  
Appendix P

Report on Childcare at Penn State University  
Appendix Q
[10 minutes allocated for presentation and discussion]

Senate Committee on Outreach

Under COVID-19, Penn State Outreach Delivers Meaningful Experiences*  
Appendix R

Youth Programs Report  
Appendix S
[10 minutes allocated for presentation and discussion]

Senate Committee on University Planning

PSU Fall 2020 Enrollment Report  
Appendix T
[10 minutes allocated for presentation and discussion]
* No presentation of reports marked with an asterisk.

L. NEW LEGISLATIVE BUSINESS

None

M. COMMENTS AND RECOMMENDATIONS FOR THE GOOD OF THE UNIVERSITY

The next meeting of the University Faculty Senate will be held on Tuesday, March 16, 2021, 1:00 p.m., ZOOM link TBA.

Senators are reminded to wait to be unmuted and identify themselves and their voting unit before speaking on the floor. Members of the University community, who are not Senators, may not speak at a Senate meeting unless they request and are granted the privilege of the floor from the Senate Chair at least five days in advance of the meeting.
COMMUNICATION TO THE SENATE

DATE: January 10, 2021

TO: Elizabeth Seymour, Chair, University Faculty Senate

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

The Senate Curriculum Report dated January 12, 2021 has been circulated throughout the University. Objections to any of the items in the report must be submitted to Kadi Corter, Curriculum Coordinator, 101 Kern Graduate Building, 814-863-0996, kkw2@psu.edu, on or before February 9, 2021.

The Senate Curriculum Report is available on the web and may be found at: http://senate.psu.edu/curriculum/senate-curriculum-reports/
Background/Introduction
Provost Jones will present the annual Penn State budget report on Education and General Operations. This is the portion of the budget that funds the Penn State educational enterprise and is principally supported by tuition and fees and state appropriations. Slides for this presentation show revenues and expenditures for the 2020-2021 academic year and are similar to a presentation made to the Penn State Board of Trustees in November 2020. These slides were developed by University Budget Officer Mary Lou Ortiz and reviewed and approved by the University Education Committee on 12/1/20.

SENATE COMMITTEE ON UNIVERSITY PLANNING

- James Strauss, SCI, Chair
- Frank Marko, HN, Vice Chair
- Bryan Anderson, MED
- Edward Evans, ERIE
- Andrew Hardyk, HHD
- Randy Hauck, MED
- Elizabeth Kadetsky, LA
- John Liechty, BA
- Kathleen Mulder, MED
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- Alok Sinha, ENG
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- Starlette Sharpe, Graduate Student Senator
- Nicholas Jones, Executive VP, Provost
- Sara Thorndike, Senior VP for Finance and Business
- Richard Bundy, III, Senior VP for Development and Alumni Relations
- Paul Shrivastava, Chief Sustainability Officer
2020-21 Approved Operating Budget

Dr. Nicholas P. Jones, Executive Vice President and Provost
Meeting of the University Faculty Senate
Tuesday, January 26, 2021

Comparison of FY 2019-20 and FY 2020-21 Total University Revenue

FY 2019-20 = $6.81B

FY 2020-21 = $6.97B

Appendix B
1/26/2021
Planning Context

• Budget planning for 2020-21 was an unusually challenging process due to both anticipated and unanticipated factors

• Planned changes included:
  – New budget approach
  – Transition to SIMBA
  – Cost savings implementation

• Many of the planning assumptions used for modeling were still changing due to COVID-19
  – Enrollment projections
  – Fall semester disposition
  – Unanticipated expenses

Education & General Budget Planning Assumptions

• Most likely case scenario used

• Revenue assumptions
  – Flat funding of the state appropriation
  – 0% tuition rate increase for all students with remote learning in Summer 2020, returning to in-person instruction in Fall 2020
  – Projected enrollments due to COVID-19
  – All Other Sources comprised of revenues generated at the unit level
    • Various small income streams in the College of Medicine (approximately 50%)
    • Other unit-based revenue including revenue in University Health Services (pharmacy and student health insurance), Donor & Member Services in Development, childcare centers managed by HR, creamery and greenhouses in College of Agriculture

• Expenditure assumptions
  – 0% General Salary Increases
  – Deferral of a portion of E&G capital plan expenditures
  – 3% across-the-board rescissions
  – Savings generated by reducing SERS liability
### FY 2020-21 Education & General Revenues ($000’s)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>State Appropriation</td>
<td>239,119</td>
<td>239,119</td>
<td>239,119</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>1,987,936</td>
<td>2,084,174*</td>
<td>1,872,072</td>
</tr>
<tr>
<td>F&amp;A &amp; Investment Inc</td>
<td>132,762</td>
<td>130,261</td>
<td>135,408</td>
</tr>
<tr>
<td>Acad Support from PSH</td>
<td>75,500</td>
<td>67,900</td>
<td>73,700</td>
</tr>
<tr>
<td>All Other Sources</td>
<td>246,066</td>
<td>226,893</td>
<td>226,316</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>2,681,383</strong></td>
<td><strong>2,748,347</strong></td>
<td><strong>2,546,615</strong></td>
</tr>
</tbody>
</table>

*Includes a one-time increase in tuition revenues of $127M and in instructional expenses of $40M for the first half of Summer Session 2020 due to an adjustment in accrual practices as a result of the implementation of SIMBA.

### FY 2020-21 Education & General Expenditures ($000’s)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction and Research</td>
<td>889,968</td>
<td>982,897</td>
<td>990,543</td>
</tr>
<tr>
<td>Other Public Service</td>
<td>27,700</td>
<td>60,186</td>
<td>40,099</td>
</tr>
<tr>
<td>Academic Support</td>
<td>446,448</td>
<td>487,450</td>
<td>433,762</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>426,706</td>
<td>472,882</td>
<td>553,192</td>
</tr>
<tr>
<td>Student Services</td>
<td>140,348</td>
<td>183,260</td>
<td>200,294</td>
</tr>
<tr>
<td>Student Aid</td>
<td>78,027</td>
<td>153,205</td>
<td>169,584</td>
</tr>
<tr>
<td>Physical Plant Operations</td>
<td>272,098</td>
<td>289,026</td>
<td>355,978</td>
</tr>
<tr>
<td>University Contingencies</td>
<td>6,901</td>
<td>11,337</td>
<td>11,337</td>
</tr>
<tr>
<td>Cost Savings/Internal Reductions</td>
<td>(35,528)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Comp &amp; Emp Benefits Adj</td>
<td>44,526</td>
<td>0</td>
<td>(19,271)</td>
</tr>
<tr>
<td>Temporary*</td>
<td><strong>419,097</strong></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td><strong>2,716,291</strong></td>
<td><strong>2,640,243</strong></td>
<td><strong>2,735,518</strong></td>
</tr>
</tbody>
</table>

*Expenditures budgeted as “temporary” in FY20 were not assigned to functional categories. The temporary category is eliminated for FY21 and all E&G expenses formerly categorized there now appear as increases to the appropriate NACUBO functional category.
### Historical General Funds Revenues

*Prior to 2019-20 totals included only “permanent” income.

Note: General Funds excluding CoM and Penn College

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### Historical State Appropriations

Note: Effective in 2017-18 amounts for Penn State Health/College of Medicine reflect direct state appropriations to Penn State for Medical Assistance, CURE, Penn State Cancer Institute, ASERT, and other line items. Any federal match funding is not included.
## 2020-21 State Appropriation ($000’s)

<table>
<thead>
<tr>
<th></th>
<th>2019-20 Appropriation</th>
<th>2020-21 Requested Appropriation</th>
<th>Approved Change</th>
<th>2020-21 Appropriation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Penn State (excl PS Health &amp; Penn College)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Support</td>
<td>$242,096</td>
<td>$14,526</td>
<td>$0</td>
<td>$242,096</td>
</tr>
<tr>
<td>Agricultural Research &amp; Extension</td>
<td>54,960</td>
<td>3,298</td>
<td>0</td>
<td>54,960</td>
</tr>
<tr>
<td>Special Request: Economic Development</td>
<td>0</td>
<td>2,350</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Penn State University</td>
<td>297,056</td>
<td>20,174</td>
<td>0</td>
<td>297,056</td>
</tr>
<tr>
<td><strong>Penn State Health and College of Medicine</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15,112</td>
<td>907</td>
<td>0</td>
<td>15,112</td>
</tr>
<tr>
<td><strong>Pennsylvania College of Technology</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>26,736</td>
<td>1,604</td>
<td>0</td>
<td>26,736</td>
</tr>
<tr>
<td><strong>TOTAL APPROPRIATION</strong></td>
<td>$338,904</td>
<td>$22,685</td>
<td>$0</td>
<td>$338,904</td>
</tr>
</tbody>
</table>

% Increase

*PSU’s September 2020 submission assumed a 6% appropriation increase and 2% tuition increases to fund the 2019-2023 Capital Plan.

**Full-year funding approved on 5/29/20 for all items except Penn State Health, which was approved for five months of funding.

---

## Approved 2020-21 Tuition and Fee Schedule*

### Proposed Tuition Increases and Rates per Semester

<table>
<thead>
<tr>
<th>Lower Division</th>
<th>% Inc</th>
<th>PA Residents</th>
<th>Rate</th>
<th>% Inc</th>
<th>Non-PA Residents</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Park</td>
<td>0.00%</td>
<td>$0</td>
<td>$8,960</td>
<td>0.00%</td>
<td>$0</td>
<td>$17,492</td>
</tr>
<tr>
<td>Altoona, Berks, Erie, Harrisburg</td>
<td>0.00%</td>
<td>$0</td>
<td>$7,359</td>
<td>0.00%</td>
<td>$0</td>
<td>$12,214</td>
</tr>
<tr>
<td>Abington</td>
<td>0.00%</td>
<td>$0</td>
<td>$7,022</td>
<td>0.00%</td>
<td>$0</td>
<td>$11,616</td>
</tr>
<tr>
<td>Brandywine, Hazleton, Lehigh Valley, Schuylkill, Scranton, York, World Campus</td>
<td>0.00%</td>
<td>$0</td>
<td>$6,994</td>
<td>0.00%</td>
<td>$0</td>
<td>$11,489</td>
</tr>
<tr>
<td>Beaver, DuBois, Fayette, Greater Allegheny, Mont Alto, New Kensington, Wilkes-Barre</td>
<td>0.00%</td>
<td>$0</td>
<td>$6,611</td>
<td>0.00%</td>
<td>$0</td>
<td>$10,907</td>
</tr>
<tr>
<td>Shenango</td>
<td>0.00%</td>
<td>$0</td>
<td>$6,489</td>
<td>0.00%</td>
<td>$0</td>
<td>$10,701</td>
</tr>
<tr>
<td><strong>Undergraduate Aggregate Increase</strong></td>
<td>0.00%</td>
<td></td>
<td>0.00%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Student Fee changes:  
Student Initiated Fee: $5 at campuses, $0 at UP  
(combination of former Activities and Facilities Fee)

*Tuition and fees for 2020-21 apply regardless of the method of instruction (that is, whether in-person or otherwise) and will not be refunded in the event instruction occurs remotely for any part of the Academic Year.
Total Cost of Attendance

-0.9% Change

-1.3% Change

-0.9% Change

0.0% Change

Note: UP lower division rates are used for the undergraduate costs of attendance.

2019-20 and 2020-21 E&G Expenditures by Function

FY 2019-20

FY 2020-21
Summary

- Budget planning for 2020-21 was an unusually challenging process due to both anticipated and unanticipated factors
- The budget represents the best estimate given revenue challenges and aggressive expense management
- Depending on path of COVID-19, reserves and/or line of credit may need to be tapped to cover any operating deficits
Reasons for Not Offering Non-Tenure-Line Contracts in 2020-2021

<table>
<thead>
<tr>
<th>Reason</th>
<th>UP</th>
<th>CC</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resigned (no additional information available)</td>
<td>37</td>
<td>14</td>
<td>51</td>
</tr>
<tr>
<td>Going to grad school</td>
<td>10</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Accepted another job</td>
<td>33</td>
<td>0</td>
<td>33</td>
</tr>
<tr>
<td>Transferred to another position</td>
<td>9</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>End of funding/position, lack of external funding</td>
<td>25</td>
<td>14</td>
<td>39</td>
</tr>
<tr>
<td>Retirement</td>
<td>9</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>Low enrollment</td>
<td>3</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Other non-COVID issues</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>126</td>
<td>43</td>
<td>169</td>
</tr>
</tbody>
</table>

Questions/Discussion
SENATE COMMITTEE ON UNIVERSITY PLANNING

Revisions to Penn State Capital Planning

(Informational)

Background/Introduction
William Sitzabee, Vice President for Facilities Management, will present an update on Penn State Capital Planning. This report shows the allocation of finances, revised in the wake of COVID, for the Physical Plant structures across all Penn State University locations and includes new buildings and renovations. These slides were developed by VP for Facilities Management William Sitzabee, and reviewed and approved by the University Education Committee on 12/1/20. The University Planning Committee recommends this report be presented immediately following the Education and General Budget Report.

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- Richard Bundy, III, Senior VP for Development and Alumni Relations
- Paul Shrivastava, Chief Sustainability Officer
# University Capital Plan Update

**Fiscal Year 2018-2019 to Fiscal Year 2022-2023**

## Education and General - Funding Sources

<table>
<thead>
<tr>
<th>Source</th>
<th>Total ($ in millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education and General Borrowing</td>
<td>$ 499.3 $ 610.0 $ 640.0 $ 720.0 $ 750.0</td>
</tr>
<tr>
<td>Capital Leases and Contingencies</td>
<td>$ 167.0 $ 166.3</td>
</tr>
<tr>
<td>Major Maintenance</td>
<td>182.0 188.0 200.0</td>
</tr>
<tr>
<td>Utilities Renewal Program</td>
<td>75.0</td>
</tr>
<tr>
<td>Reserves (from Capital Assessment)</td>
<td>56.0 70.0</td>
</tr>
<tr>
<td>Student Initiated Fees Projects</td>
<td>20.0</td>
</tr>
<tr>
<td>Reserves (from Central)</td>
<td>387.0 400.0 320.0</td>
</tr>
<tr>
<td>Debt Proceeds from Prior Capital Plan</td>
<td>70.0</td>
</tr>
<tr>
<td>Unit Reserves, Energy Savings Program, and ‘Other’</td>
<td>180.0</td>
</tr>
<tr>
<td>Commonwealth Capital*</td>
<td>290.0 260.0 230.0 200.0</td>
</tr>
<tr>
<td>Philanthropy</td>
<td>80.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$ 2,006.3 $ 2,119.3 $ 2,131.3</td>
</tr>
</tbody>
</table>

* Additional Funding Anticipated
### Education and General

#### 'Catch Up' and New Buildings (and Additions) • UP

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Cost</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Engineering Research and Teaching Space I</td>
<td>$ 228.0</td>
<td>D</td>
</tr>
<tr>
<td>Physics Building and Osmond Laboratory Renovation</td>
<td>148.8</td>
<td>D</td>
</tr>
<tr>
<td>Liberal Arts Research and Teaching Building</td>
<td>125.7</td>
<td>D</td>
</tr>
<tr>
<td>Animal, Veterinary and Biomedical Sciences Building</td>
<td>98.3</td>
<td>C</td>
</tr>
<tr>
<td>College of Engineering Research and Teaching Space II</td>
<td>88.0</td>
<td>C</td>
</tr>
<tr>
<td>Palmer Museum of Art</td>
<td>85.0</td>
<td>D</td>
</tr>
<tr>
<td>James Building Replacement</td>
<td>56.8</td>
<td>C</td>
</tr>
<tr>
<td>Willard Building Renovation (and Addition)</td>
<td>47.6</td>
<td>C</td>
</tr>
<tr>
<td>Nursing Sciences Building Renovation</td>
<td>20.0</td>
<td>P</td>
</tr>
<tr>
<td>Deike Building Renovation</td>
<td>15.0</td>
<td>P</td>
</tr>
<tr>
<td>Program Contingencies</td>
<td>7.4</td>
<td>P</td>
</tr>
<tr>
<td>Sackett Building Renovation (and Addition)</td>
<td>6.0</td>
<td>P</td>
</tr>
<tr>
<td>Studies of Potential Projects</td>
<td>3.0</td>
<td>P</td>
</tr>
<tr>
<td>COVID-19 Claims</td>
<td>1.0</td>
<td>P</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$ 930.6</td>
<td></td>
</tr>
</tbody>
</table>

**P = Programming ● D = Design ● C = Construction**

#### 'Catch Up' and New Buildings (and Additions) • CWC

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Cost</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Building - Abington</td>
<td>$ 50.0</td>
<td>D</td>
</tr>
<tr>
<td>Academic Learning Center - Harrisburg</td>
<td>45.0</td>
<td>P</td>
</tr>
<tr>
<td>Beaver Athletics and Wellness Center Renovation (and Addition) - Berks</td>
<td>30.4</td>
<td>C</td>
</tr>
<tr>
<td>Erie Hall Replacement - Behrend</td>
<td>27.0</td>
<td>D</td>
</tr>
<tr>
<td>Smith Building Renovation (and Addition) - Altoona</td>
<td>18.4</td>
<td>P</td>
</tr>
<tr>
<td>Multi-Purpose Building Renovation - DuBois</td>
<td>15.3</td>
<td>D</td>
</tr>
<tr>
<td>Ostermayer Laboratory Renovation - Greater Allegheny</td>
<td>14.6</td>
<td>C</td>
</tr>
<tr>
<td>Lehigh Valley Building Renovation (and Addition) - Lehigh Valley</td>
<td>14.4</td>
<td>C</td>
</tr>
<tr>
<td>Allied Health Building - Mont Alto</td>
<td>13.0</td>
<td>C</td>
</tr>
<tr>
<td>Booth Student Union Renovation (and Addition) - New Kensington</td>
<td>10.0</td>
<td>P</td>
</tr>
<tr>
<td>Physical Education Building Renovation - Abington</td>
<td>0.0</td>
<td>P</td>
</tr>
<tr>
<td>Projects &lt;$10.0M (4 5 Projects)</td>
<td>27.5</td>
<td>P</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$ 265.6</td>
<td></td>
</tr>
</tbody>
</table>

**P = Programming ● D = Design ● C = Construction**
## Education and General

### Smaller Renovation Projects
- University Park (22 Projects)  
  Cost: $96.0
- Commonwealth Campuses (11 Projects)  
  Cost: $90.8
- Common Cost: 37.1

### Systems Upgrades
- University Park  
  Cost: $128.7
- Commonwealth Campuses  
  Cost: $132.9
- Common Cost: 41.3

### Major Maintenance
- University Park  
  Cost: $138.0
- Commonwealth Campuses  
  Cost: $142.2
- Common Cost: 44.0

### Energy Savings Program
- Energy Savings Program  
  Cost: $79.0

### Information Technology
- System for Integrated Management, Budgeting, and Accounting (SIMBA)  
  Cost: $100.0

### Energy Savings Program
- Cost: $79.0

### Information Technology
- Cost: $100.0

## Education and General

### Infrastructure
- Water Reclamation Facility  
  Cost: $66.2
- West Parking Deck and West Campus Road Extension  
  Cost: 59.6
- West Campus Steam Plant - Combined Heat and Power System  
  Cost: 49.0
- Utilities Renewal Program (Distribution)  
  Cost: 75.0
- New Construction Support - University Park  
  Cost: 15.7
- East Campus Thermal Storage  
  Cost: 12.5
- Projects <$10.0M (15 Projects)  
  Cost: 54.9

Total  
- Cost: $332.9
- Status: $334.1

---

P = Programming  ●  D = Design  ●  C = Construction
### Auxiliary and Business Services

<table>
<thead>
<tr>
<th>'Catch Up' and New Buildings (and Additions)</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Residence Halls Renovation - Phase 2B -- Bigler Hall, Curtin Hall, and Packer Hall</td>
<td>$82.5</td>
</tr>
<tr>
<td>East Residence Halls Renovation - Phase 2C -- Hastings Hall, Snyder Hall, and Stone Hall</td>
<td>$81.5</td>
</tr>
<tr>
<td>East Residence Halls Renovation - Phase 2A -- Geary Hall and Sproul Hall</td>
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<td>Nittany Village Purchase - Harrisburg</td>
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<tr>
<td>Perkins Student Center - Tully's Renovation -- Berks</td>
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<td>Pollock Residence Halls Renovation - Phase 3A -- Ritner Hall, Shulze Hall, and Wolf Hall</td>
<td>$0.0 98.4</td>
</tr>
<tr>
<td>Pollock Residence Halls Renovation - Phase 3B -- Heister Hall, Porter Hall, and Shunk Hall</td>
<td>$0.0 92.0</td>
</tr>
<tr>
<td>Waring Dining Commons Renovation</td>
<td>$0.0 25.0</td>
</tr>
<tr>
<td>University Park Airport Improvements (Mostly FAA-Supported)</td>
<td>$27.3</td>
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<td>Nittany Lion Inn Renovation</td>
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**Total** $274.2 $506.7

<table>
<thead>
<tr>
<th>'Keep Up' • Deferred Maintenance</th>
<th>Cost</th>
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</thead>
<tbody>
<tr>
<td>Housing and Food Services</td>
<td>$55.0</td>
</tr>
<tr>
<td>Transportation Services</td>
<td></td>
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<tr>
<td>Hospitality Services</td>
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</table>

**Total** $71.2 $108.9

### Intercollegiate Athletics and the Applied Research Laboratory

<table>
<thead>
<tr>
<th>Intercollegiate Athletics*</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center of Excellence</td>
<td>$188.4</td>
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<tr>
<td>Natatorium Replacement</td>
<td>$85.7</td>
</tr>
<tr>
<td>Holuba Hall, Lasch Football Building, and Nittany Outdoor Football Practice Fields Renovation**</td>
<td>$69.0</td>
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<tr>
<td>Indoor Tennis Training Facility</td>
<td>$49.7</td>
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<tr>
<td>Indoor Practice Facility</td>
<td>$47.8</td>
</tr>
<tr>
<td>Jeffrey Field Renovation</td>
<td>$17.0 30.9</td>
</tr>
<tr>
<td>Projects &lt;$10.0M (3 Projects)</td>
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</table>

**Total** $473.1 $487.0

<table>
<thead>
<tr>
<th>Applied Research Laboratory</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Research Laboratory Replacement</td>
<td>$50.8  $44.6</td>
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<tr>
<td>Science Park Road Purchase</td>
<td>$26.8  $28.0</td>
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<tr>
<td>Garfield Thomas Water Tunnel Renovation</td>
<td>$20.6 19.3</td>
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<tr>
<td>Steam Plant Relocation</td>
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<tr>
<td>West IV Purchase</td>
<td>$12.0</td>
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<tr>
<td>Projects &lt;$10.0M (3 Projects)</td>
<td>$16.5 24.6</td>
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**Total** $141.2 $143.0

* Priorities and Go / No-Go decisions will be based upon philanthropic results

** Design moving forward
## College of Medicine / West Campus

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Cost</th>
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</thead>
<tbody>
<tr>
<td>Children's Hospital Overbuild</td>
<td>$148.1</td>
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<tr>
<td>Major Maintenance</td>
<td>82.7</td>
</tr>
<tr>
<td>Emergency Department Expansion</td>
<td>49.2</td>
</tr>
<tr>
<td>West Campus Parking Deck</td>
<td>35.0</td>
</tr>
<tr>
<td>Animal Research Improvements</td>
<td>35.0</td>
</tr>
<tr>
<td>Educational Space Renovation (and Reconfiguration)</td>
<td>25.0</td>
</tr>
<tr>
<td>Innovation Pavilion for Research and Learning*</td>
<td>20.0</td>
</tr>
<tr>
<td>Laboratory Renovations</td>
<td>16.0</td>
</tr>
<tr>
<td>Regional Campus</td>
<td>9.0</td>
</tr>
<tr>
<td>Electrical Vault Gear Replacement</td>
<td>6.5</td>
</tr>
<tr>
<td>Information Technology</td>
<td>6.0</td>
</tr>
<tr>
<td>NMR Building Renovation (and Expansion)</td>
<td>5.7</td>
</tr>
<tr>
<td>South Loop Road</td>
<td>0.0</td>
</tr>
<tr>
<td>Other Capital Projects, Leases, and Contingencies</td>
<td>88.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$526.3</td>
</tr>
</tbody>
</table>

*Project on Hold

## Revisions to University Borrowing Authority

Fiscal Year 2018-2019 to Fiscal Year 2022-2023

Committee on Finance, Business, and Capital Planning
November 2020
University Borrowing Authority

- The University’s capital plan and associated borrowing authority is being revised to reflect reductions and adjustments at the College of Medicine.
- College of Medicine (COM) changes include the removal of the Innovation Pavilion and a focus on maximizing the beneficial use of existing spaces through appropriate renovation and modest additions.

Borrowing Authority (excluding SERS Borrowing Resolutions)

($ in millions)

<table>
<thead>
<tr>
<th></th>
<th>Fiscal Year 2018-2019 to Fiscal Year 2022-2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original Authority September 2017</td>
<td>$2,200</td>
</tr>
<tr>
<td>Penn State Health - separate credit</td>
<td>(188)</td>
</tr>
<tr>
<td>Revised Authority November 2019</td>
<td>$2,012</td>
</tr>
<tr>
<td>College of Medicine - remove Innovation Pavilion</td>
<td>(124)</td>
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<tr>
<td>Proposed Authority November 2020</td>
<td>$1,888</td>
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</table>
### Five-Year Capital Sources, Innovation Pavilion adjustments

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>COM November 2019</th>
<th>Changes to remove IP</th>
<th>COM November 2020</th>
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</thead>
<tbody>
<tr>
<td>Self-Supported Borrowing</td>
<td>$400.0</td>
<td>($124.2)</td>
<td>$275.8</td>
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<tr>
<td>Unit Reserves, Energy Savings Program, and Other</td>
<td>375.0</td>
<td>(124.5)</td>
<td>250.5</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$775.0</strong></td>
<td>($248.7)</td>
<td><strong>$526.3</strong></td>
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</table>

### College of Medicine Projects

<table>
<thead>
<tr>
<th>Project</th>
<th>Nov 2019</th>
<th>Nov 2020</th>
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</thead>
<tbody>
<tr>
<td><strong>Innovation Pavilion</strong></td>
<td>$321.7</td>
<td>$20.0</td>
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<tr>
<td>Children’s Hospital Expansion</td>
<td>148.1</td>
<td>148.1</td>
</tr>
<tr>
<td>Major Maintenance</td>
<td>82.7</td>
<td>82.7</td>
</tr>
<tr>
<td>Emergency Department Expansion</td>
<td>49.2</td>
<td>49.2</td>
</tr>
<tr>
<td>West Campus Parking Deck</td>
<td>35.0</td>
<td>35.0</td>
</tr>
<tr>
<td>Lab Renovations</td>
<td>16.0</td>
<td>16.0</td>
</tr>
<tr>
<td>Regional Campus</td>
<td>9.0</td>
<td>9.0</td>
</tr>
<tr>
<td><strong>South Loop Road</strong></td>
<td>7.0</td>
<td>0</td>
</tr>
<tr>
<td>Electrical Vault Gear Replacement</td>
<td>6.5</td>
<td>6.5</td>
</tr>
<tr>
<td>Information Technology</td>
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<td>6.0</td>
</tr>
<tr>
<td>NMR Building Renovation/Expansion</td>
<td>5.7</td>
<td>5.7</td>
</tr>
<tr>
<td>Other Capital Projects, Leases &amp; Contingencies</td>
<td>88.1</td>
<td>88.1</td>
</tr>
<tr>
<td><strong>Animal Research Improvements</strong></td>
<td>0</td>
<td>35.0</td>
</tr>
<tr>
<td><strong>Educational Space Renovation/Reconfiguration</strong></td>
<td>0</td>
<td>25.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$775.0</td>
<td>$526.3</td>
</tr>
</tbody>
</table>
**Capital Plan Resolution**

THEREFORE, BE IT RESOLVED, that total capital commitments under the Capital Plan for COM/PSH Projects for the period of Fiscal Year 2018-19 to Fiscal Year 2022-23 are hereby further reduced from $775 million to $526.3 million, resulting in a revised total Capital Plan of $3.816 billion.

*The complete resolution text is available via Diligent*

---

**Borrowing Authority Resolution**

THEREFORE BE IT RESOLVED, That, excluding the borrowing authority relating to the SERS Borrowing Resolutions, the total borrowing authority for the period of Fiscal Year 2018-19 to Fiscal Year 2022-23 is hereby reduced from $2.012 billion to $1.888 billion, with allocation for COM/PSH Projects reduced from $400 million to $275.8 million.

*The complete resolution text is available via Diligent*
Senate Council

- Ann Clements
- Caroline Eckhardt
- Maureen Jones
- Brian King
- Josh Kirby
- Lisa Mangel
- Frantisek Marko
- Siela Maximova
- Karyn McKinney-Marvasti
- Judy Ozment
- Lisa Posey
- Nicholas Rowland
- Beth Seymour (Chair)
- Alok Sinha
- Stephen Snyder
- Mark Stephens
- Martha Strickland
- Bonj Szczygiel
- Nathan Tallman
- Mary Beth Williams

Dean Regina Vasilatos-Younken will present a report on the Graduate School.
Graduate Education: Overview & National Landscape

January 26, 2021

Regina Vasilatos-Younken
Vice Provost for Graduate Education and
Dean of the Graduate School

Graduate Campuses Across the Commonwealth

• University Park
• Harrisburg
• Great Valley
• Erie
• Hershey
Graduate Degree Programs

197 graduate majors/305 graduate degree programs:

Doctorates:
- Research (Ph.D.): 93
- Professional: 7 (D.Ed., D.M.A., D.N.P., Dr.P.H.)

Masters:
- Research (M.S., M.A.): 110
- Professional: 95 (M.F.A., M.P.S., M.Arch., M.B.A., etc.)

Graduate Degrees Conferred
(Summer 2019-Spring 2020)

<table>
<thead>
<tr>
<th></th>
<th>Masters</th>
<th>Doctorate</th>
<th>Total</th>
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<tr>
<td>Hershey</td>
<td>22</td>
<td>33</td>
<td>55</td>
</tr>
<tr>
<td>Erie</td>
<td>70</td>
<td>-</td>
<td>70</td>
</tr>
<tr>
<td>Great Valley</td>
<td>165</td>
<td>-</td>
<td>165</td>
</tr>
<tr>
<td>Harrisburg</td>
<td>220</td>
<td>15</td>
<td>235</td>
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<tr>
<td>World Campus</td>
<td>1,866</td>
<td>10</td>
<td>1,876</td>
</tr>
<tr>
<td>University Park</td>
<td>1,325</td>
<td>653</td>
<td>1,978</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3,668</strong></td>
<td><strong>711</strong></td>
<td><strong>4,379</strong></td>
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</tbody>
</table>
### TOTAL Graduate Enrollment, by Citizenship (FALL SEMESTERS, 2008-2020)

<table>
<thead>
<tr>
<th>Fall</th>
<th>Domestic #</th>
<th>Domestic %</th>
<th>International #</th>
<th>International %</th>
<th>Unknown #</th>
<th>Total #</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>8641</td>
<td>81.8</td>
<td>1912</td>
<td>18.1</td>
<td>11</td>
<td>10,564</td>
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<tr>
<td>2009</td>
<td>8836</td>
<td>82.5</td>
<td>1865</td>
<td>17.4</td>
<td>9</td>
<td>10,710</td>
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<tr>
<td>2010</td>
<td>9096</td>
<td>82.6</td>
<td>1899</td>
<td>17.3</td>
<td>13</td>
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<tr>
<td>2011</td>
<td>9305</td>
<td>82.4</td>
<td>1977</td>
<td>17.5</td>
<td>9</td>
<td>11,291</td>
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<tr>
<td>2012</td>
<td>9112</td>
<td>81.6</td>
<td>2052</td>
<td>18.4</td>
<td>0</td>
<td>11,164</td>
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<tr>
<td>2013</td>
<td>9319</td>
<td>80.5</td>
<td>2253</td>
<td>19.5</td>
<td>0</td>
<td>11,572</td>
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<td>2014</td>
<td>9539</td>
<td>79.6</td>
<td>2450</td>
<td>20.4</td>
<td>1</td>
<td>11,990</td>
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<td>2015</td>
<td>9895</td>
<td>77.7</td>
<td>2833</td>
<td>22.3</td>
<td>1</td>
<td>12,769</td>
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<td>2016</td>
<td>10,477</td>
<td>77.7</td>
<td>2999</td>
<td>22.2</td>
<td>3</td>
<td>13,479</td>
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<tr>
<td>2017</td>
<td>10,708</td>
<td>78.3</td>
<td>2965</td>
<td>21.7</td>
<td>3</td>
<td>13,676</td>
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<td>11,044</td>
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<td>2019</td>
<td>11,186</td>
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<td>2957</td>
<td>20.4</td>
<td>2</td>
<td>14,499</td>
</tr>
</tbody>
</table>

12-yr δ: +2871 (33.2%)  +1045 (54.7%)  +3905 (+37.0%)

### RESIDENT Graduate Enrollment, by Citizenship (FALL SEMESTERS, 2008-2020)

<table>
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<th>Domestic #</th>
<th>Domestic %</th>
<th>International #</th>
<th>International %</th>
<th>Unknown #</th>
<th>TOTAL #</th>
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<tr>
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<td>8606</td>
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<td>6715</td>
<td>78.9</td>
<td>1782</td>
<td>20.9</td>
<td>9</td>
<td>8506</td>
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<td>2010</td>
<td>6638</td>
<td>78.7</td>
<td>1783</td>
<td>21.1</td>
<td>13</td>
<td>8434</td>
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<td>2011</td>
<td>6157</td>
<td>77.0</td>
<td>1832</td>
<td>22.9</td>
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<td>7998</td>
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<td>74.8</td>
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<td>25.2</td>
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<td>7539</td>
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<td>2045</td>
<td>28.0</td>
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<td>7316</td>
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<td>32.7</td>
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<td>7755</td>
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<td>66.3</td>
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<td>33.6</td>
<td>3</td>
<td>8089</td>
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<td>34.0</td>
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<td>7949</td>
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<td>65.7</td>
<td>2729</td>
<td>34.3</td>
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<td>7956</td>
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<td>5165</td>
<td>64.3</td>
<td>2869</td>
<td>35.7</td>
<td>1</td>
<td>8035</td>
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<td>5296</td>
<td>66.0</td>
<td>2721</td>
<td>33.9</td>
<td>2</td>
<td>8019</td>
</tr>
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12-yr δ: -1495 (-22.0%)  +917 (50.8%)  -587 (-6.8%)
### Total Enrollments by Degree Type, 2008/09 – 2019/20 (unduplicated SU/FA/SP)

<table>
<thead>
<tr>
<th>Year</th>
<th>PhD</th>
<th>Professional Doctorate</th>
<th>MS/MA</th>
<th>Professional Masters</th>
<th>Certificate/Non-Degree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008/09</td>
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<td>158</td>
<td>1826</td>
<td>4800</td>
<td>4057</td>
<td>14,324</td>
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<tr>
<td>2009/10</td>
<td>3540</td>
<td>147</td>
<td>1836</td>
<td>5065</td>
<td>4101</td>
<td>14,689</td>
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<tr>
<td>2010/11</td>
<td>3559</td>
<td>152</td>
<td>1742</td>
<td>5460</td>
<td>4017</td>
<td>14,930</td>
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<tr>
<td>2011/12</td>
<td>3637</td>
<td>138</td>
<td>1709</td>
<td>6066</td>
<td>3692</td>
<td>15,242</td>
</tr>
<tr>
<td>2012/13</td>
<td>3640</td>
<td>116</td>
<td>1652</td>
<td>6400</td>
<td>3057</td>
<td>14,865</td>
</tr>
<tr>
<td>2013/14</td>
<td>3695</td>
<td>103</td>
<td>1536</td>
<td>6851</td>
<td>2960</td>
<td>15,145</td>
</tr>
<tr>
<td>2014/15</td>
<td>3853</td>
<td>105</td>
<td>1509</td>
<td>7223</td>
<td>2817</td>
<td>15,507</td>
</tr>
<tr>
<td>2015/16</td>
<td>4486</td>
<td>117</td>
<td>1460</td>
<td>7886</td>
<td>2667</td>
<td>16,616</td>
</tr>
<tr>
<td>2016/17</td>
<td>4534</td>
<td>130</td>
<td>1507</td>
<td>8328</td>
<td>2475</td>
<td>16,974</td>
</tr>
<tr>
<td>2017/18</td>
<td>4648</td>
<td>122</td>
<td>1441</td>
<td>8774</td>
<td>2399</td>
<td>17,384</td>
</tr>
<tr>
<td>2018/19</td>
<td>4691</td>
<td>134</td>
<td>1519</td>
<td>9084</td>
<td>2184</td>
<td>17,612</td>
</tr>
<tr>
<td>2019/20</td>
<td>4773</td>
<td>134</td>
<td>1553</td>
<td>9123</td>
<td>2068</td>
<td>17,651</td>
</tr>
</tbody>
</table>

**12-yr δ** +37.0% -15.2% -15.0% +90.1% -49.0% +23.2%

### Professional Master’s Degree Enrollment, Resident vs World Campus

**Fall 2008 – Fall 2020**

<table>
<thead>
<tr>
<th>Year</th>
<th>Resident</th>
<th>World Campus</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>2856</td>
<td>800</td>
<td>3656</td>
</tr>
<tr>
<td>2009</td>
<td>2808</td>
<td>1060</td>
<td>3868</td>
</tr>
<tr>
<td>2010</td>
<td>2757</td>
<td>1403</td>
<td>4160</td>
</tr>
<tr>
<td>2011</td>
<td>2549</td>
<td>1998</td>
<td>4547</td>
</tr>
<tr>
<td>2012</td>
<td>2297</td>
<td>2616</td>
<td>4913</td>
</tr>
<tr>
<td>2013</td>
<td>2208</td>
<td>3066</td>
<td>5274</td>
</tr>
<tr>
<td>2014</td>
<td>2239</td>
<td>3241</td>
<td>5480</td>
</tr>
<tr>
<td>2015</td>
<td>2296</td>
<td>3651</td>
<td>5947</td>
</tr>
<tr>
<td>2016</td>
<td>2144</td>
<td>4102</td>
<td>6246</td>
</tr>
<tr>
<td>2017</td>
<td>2137</td>
<td>4383</td>
<td>6520</td>
</tr>
<tr>
<td>2018</td>
<td>2091</td>
<td>4812</td>
<td>6903</td>
</tr>
<tr>
<td>2019</td>
<td>2040</td>
<td>5034</td>
<td>7074</td>
</tr>
<tr>
<td>2020</td>
<td>2048</td>
<td>5231</td>
<td>7279</td>
</tr>
</tbody>
</table>

**Change** 28.3% decline, 554% growth, 99.1% in annual enroll.
## Percentage of Total Graduate School Enrollments

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Fall 2008</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>29.4%</td>
<td>31.5%</td>
<td>31.5%</td>
<td>32.2%</td>
</tr>
<tr>
<td>Masters</td>
<td>49.8%</td>
<td>58.8%</td>
<td>59.2%</td>
<td>59.0%</td>
</tr>
<tr>
<td>Cert./Nondegree</td>
<td>20.8%</td>
<td>9.7%</td>
<td>9.3%</td>
<td>8.8%</td>
</tr>
</tbody>
</table>

### IMPACT:

Growth of online professional masters have enabled Penn State to achieve **revenue growth**, **extend and expand its educational reach and impact**, and develop significant scholarship and **expertise** in online education.
IMPACT, cont’d:

This scholarship and expertise, including in advanced instructional design techniques; effective pedagogies; and strategies for educational enrichment for remote teaching and learning were made broadly available to the instructor community, and important to Penn State’s ability to deliver resident education in effective remote and mixed-mode formats in order to support public health and safety during the pandemic.
The National Landscape for Graduate Education: Challenges Preceding COVID That Have Become More Pressing

• Diversity, Equity and Inclusion:
  • Encourage diverse students to consider graduate school & apply;
  • Promulgate equitable practices in graduate admissions via holistic review; use of Rubrics;
  • Examine factors impacting yields, e.g., competitiveness of support packages; culture & climate of graduate programs/academic units;
  • Support & facilitate URM student success and career pathways.

Challenges Facing Graduate Education Preceding COVID That Have Become More Pressing

• Faculty Mentoring:
  • Effective mentoring linked to shorter TTD, but also to reduced incidence of depression and anxiety among graduate students (National Academies of Sciences, Eng. & Med. report on The Science of Effective Mentoring in STEMM).
  • Mentoring competencies important for a productive relationship center on: effective communication, being culturally responsive in acknowledging a mentee’s identity and cultural background, and appropriate alignment of expectations between a mentor and mentee.
  • Mentoring models in which a student has multiple mentors with expertise in different areas of importance for a graduate student’s development, both academically and personally, can help support student success.
The National Landscape for Graduate Education: Challenges Preceding COVID That Have Become More Pressing

• Faculty Mentoring, Cont’d:
  • During the pandemic, importance of mentoring even more critical given stresses placed on both mentor’s and mentee’s professional & personal lives. Necessary that both parties communicate well, find ways to navigate physical distancing requirements, adjust expectations for academic and research progress, and support the student’s academic and personal needs;
  • Proactive dissemination of effective mentoring practices a priority (e.g., new faculty orientation; ongoing faculty professional development workshops; other opportunities to promulgate best practices, i.e., with evidence of student-centered outcomes);
  • Assessment of faculty mentoring.

Challenges Facing Graduate Education Preceding COVID That Have Become More Pressing

• Graduate Student Support, Professional Development & Career Pathways.
  • Increased interest in careers beyond the academy in fields traditionally focused on academic placements;
  • Need to track career pathways and align program learning objectives to support those pathways and enrich the educational experience;
  • Student-centered individualized development plans (IDPs) that prepare doctoral students over their entire program of study for desired placement and career pathway;
  • Need to innovate and support mentored teaching experiences that translate to value-added skills beyond the academy.
THANK YOU!
SENATE COMMITTEE ON COMMITTEES AND RULES

Revisions to Senate By-Laws, Article VII – Delegation of Authority, Section 2

(Legislative)

Implementation: Upon approval by the Senate

Introduction and Rationale

The Graduate Council is the faculty governance organization to which the University Faculty Senate delegates the authority for and the work of maintaining graduate curriculum. As such, the Senate has required that it receive reports on graduate curriculum in fulfillment of its role as the body that manages the curriculum for the University and has required the Dean of the Graduate School to present a report on both the curricular and non-curricular aspects of the state of graduate education at Penn State. Now that the Graduate Council is chaired by an elected faculty member, it is more appropriate that Graduate Council’s chair be the one to deliver the curricular report. However, there is still a need for the Senate to receive regular reports regarding all aspects of graduate education so there is a continuing need for information to be presented by the Dean of the Graduate School. It should be noted that there is no reason that these reports cannot be combined if this is agreeable to both the Graduate Council and the Dean of the Graduate School. The purpose of this legislation is to modify the relevant By-Laws so as to accomplish this.

Recommendation

Recommendation 1: That Article VII, Section 2 of the Senate By-Laws be amended as follows:

Please note that the following contains strikethrough text for deletions and bold text for additions. Additionally, deleted text is delimited with [Delete][End Delete], while added text is delimited with [Add][End Add].

Section 2

The faculty of the Graduate School, as represented by the Graduate Council, is delegated authority for the interests of the Graduate School except in those matters that have University-wide implications; it shall administer its own affairs subject to review by the Senate.

(a) The review process shall include a report of actions of the Graduate Council to the Senate through the Senate Council. On special motion of the Senate Council, any of those actions may be placed on the agenda of the Senate for appropriate action.

(b) The Senate Council will provide for liaison with the Graduate Council.

[Add](c) The Chair of the Graduate Council shall present an annual report to the University Faculty Senate. [End Add]

[Delete](c) [End Delete] [Add](d) [End Add] The Dean of the Graduate School shall present an annual report to the University Faculty Senate.
Revised Policy (Clean Copy)

Section 2

The faculty of the Graduate School, as represented by the Graduate Council, is delegated authority for the interests of the Graduate School except in those matters that have University-wide implications; it shall administer its own affairs subject to review by the Senate.

(a) The review process shall include a report of actions of the Graduate Council to the Senate through the Senate Council. On special motion of the Senate Council, any of those actions may be placed on the agenda of the Senate for appropriate action.

(b) The Senate Council will provide for liaison with the Graduate Council.

(c) The Chair of the Graduate Council shall present an annual report to the University Faculty Senate.

(d) The Dean of the Graduate School shall present an annual report to the University Faculty Senate.

SENATE COMMITTEE ON COMMITTEES AND RULES

- Renee Borromeo
- Victor Brunsden, Chair
- Jeffrey Laman
- Lisa Mangel
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- Nicholas Rowland
- Elizabeth Seymour
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- Amit Sharma
- Martin Skladany
- Bonj Szczysyiel
- Anne Taylor, Vice Chair
- Kent Vrana
SENATE COMMITTEES ON ADMISSIONS, RECORDS, SCHEDULING, AND STUDENT AID AND EDUCATION

PIE Taskforce Alternative Grading Recommendation to Senate

(Legislative)

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

Introduction and Rationale

In November 2020, Elizabeth Seymour and Yvonne Gaudelius of Faculty Senate and the Administrative Council on Undergraduate Education (ACUE), respectively, charged the Alternative Grading Taskforce, now titled the Policies Influencing Equity (PIE) Taskforce, to consider a recommendation concerning Alternative Grading for the Spring 2021 semester. As our Student Senators eloquently presented during the October 29, 2020 Special Session, the COVID-19 pandemic has impacted our Penn State student community in ways nobody could have anticipated. At the same time, many of the potential inequities existing in our academic policies and procedures have come to light in full force. David Smith’s address to Faculty Senate during the October Special Meeting spoke to these issues in detail. The questions covered in David’s address set the foundation of the PIE taskforce: 1) what is the real problem and how do we name it?; 2) why do we need to be cognizant of the fact that the ways we might respond to the immediate challenges have no good/perfect solution?; and 3) 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...be the “real” problem?

Ongoing engagement in very real, positive, and eye-opening discussions has led the PIE Taskforce to provide a recommendation regarding Alternative Grading during the Spring 2021 semester. We would like to provide some background as to how this recommendation was developed.

The work of the PIE Taskforce will be an ongoing process. This team recognized from the start that they have two goals: the short-term goal of making an Alternative Grading implementation recommendation for the Spring 2021 semester; and the long-term goal of making positive and impactful changes to our Policies Influencing Equity so that Penn State may continue to grow into a more equitable environment for all our students.

This recommendation comes forward in January of 2021 because we recognize the importance of providing students with ample time to make informed, logical, and rational decisions. We need to continue to be intentional in our outreach and support of students who are not making progress in a way that reduces barriers to their persistence. This taskforce recommends that Penn State continues to build a culture of education on the use of alternative grades.
Background

Optional Alternative Grading has succeeded in helping students mitigate the impact of grades that were negatively affected by the difficulties associated with remote and mixed mode instruction. Although significant faculty effort was invested to provide relief in classes by using alternative assessments, incorporating instructional techniques appropriate for remote instruction and adjusting grading scales, there were still students who were negatively impacted by the move to remote and mixed-mode instruction. The reason for the impact has been well documented elsewhere but stems in part from increased burden on students to learn material on their own, and the difficulty engaging with the materials and faculty in a remote environment, as well as external burdens of care for family, self, and work-related issues resulting in students’ shifting priorities between self and school to accommodate for new personal challenges. In highly subscribed classes, there were additional pressures on students during Spring and Fall 2020. Some pressures likely arose because of the difficulty in providing the instructional capacity necessary to administer the courses successfully in this new environment. The strategy was to provide more TAs, learning assistants, deploy instructional designers and to work with the university in developing innovative instructional methods. Still, many reports of difficulties with courses were reported and, in some cases, were evidenced in increases in academic integrity violations. Additional difficulties with access to technology and resources also contributed to diminished learning, which then translated to poorer grades.

What data were reviewed?

The taskforce reviewed the following to help inform our work:

- A comprehensive report (Padma Patil, Analysis and Research Associate, Office of the Senior Vice President for Commonwealth Campuses) on the use of alternative grades in Spring, which disaggregated data along multiple dimensions. A summary of the draft report concluded the following:
  1. About 1 in 7 undergraduate course enrollments at Penn State (14.2%) received an alternative grade during Spring 2020. Just under 1 in 3 (31.3%) unique students elected to receive at least one alternative grade during Spring 2020, suggesting that students strategically determined their mix of alternative and traditional grades.
  2. Undergraduate students at University Park were 37.3% more likely than those at the Commonwealth Campuses to elect at least one alternative grade and were more than twice as likely as World Campus undergraduates to elect at least one alternative grade.
  3. Male students were more likely than female students to elect at least one alternative grade, with the rate varying across campus categories.
  4. Overall, across all campus categories, White students were less likely to elect at least one alternative grade than other race/ethnicity groups.
5. Traditional age students were more than twice as likely as adult learners to elect at least one alternative grade.
6. Students with higher pre-Spring 2020 GPAs were less likely to elect alternative grades than students with lower pre-Spring 2020 GPAs.
7. Low-income and/or first-generation students were more likely than other students to elect at least one alternative grade during Spring 2020.
8. Of the twenty highest enrolled undergraduate courses at Penn State, those in Math, Physics, and Chemistry fields had the greatest percentages of students electing alternative grades.
9. Of the twenty subjects enrolling the most undergraduate students across Penn State, Physics, Math, Computer Science, Economics, and Chemistry had the greatest percentages of students electing alternative grades.

- A summary of current initiatives and plans at the majority of BTAA schools used for benchmarking.
- Survey data collected by the UPUA regarding students’ attitudes and recommendations regarding alternative grading.
- Data on selection patterns for alternative grades in Fall 2020 compared to Spring 2020. Data collected following the deadline to submit alternative grades show substantially lower use of alternative grades overall and especially for courses in which students earned grades of B or better. For instance, in Spring, 30% of alternative grades replaced B- or better grades; this percentage reduced to 17% in Fall. More worrisome was a 19% increase in the number of V and Z grades selected in Fall compared to Spring.

What options did the PIE Taskforce consider?

1. Do not use any form of Alternative Grading for the Spring 2021 semester
2. Implement a modified version of the Alternative Grading 49-70 policy, allowing V/Z for D/F grades and either
   a. Requiring students to petition for SAT alternative for A, B, and C grades, or
   b. Dropping the SAT alternative for A, B, and C grades
3. Continue with the Alternative Grading policy and procedures as they currently stand in January 2021

Why were options 1, 2a, and 2b ultimately rejected for recommendation?

1. The potential recommendation to not implement any form of Alternative Grading for the Spring 2021 semester was rejected for several reasons:
   a. Students still face hardships as a direct result of COVID-19
   b. Not providing this type of safety net could have a more negative impact on groups of students already facing any number of disadvantages
2. The potential recommendation to implement a modified version of Alternative Grading for the Spring 2021 semester was rejected for several reasons:
   a. Making yet another change to 49-70 adds to confusion surrounding Alternative Grading
i. Changes were made between the Spring 2020 and Fall 2020 semesters – the committee felt that adding another change to policy would increase confusion and work for academic advisers to educate students, as well as significantly adding to the workload of departments such as Faculty Senate, Bursar and student groups responsible for communicating with their peers.

ii. Other changes that were considered were: limiting the number of credits in a given semester, limiting the number of credits overall, etc.

b. Additional updates to the Petition Process for students would be necessary for this committee to determine if a SAT grade substitution was appropriate

i. From a background systems standpoint, it would be an indefinable amount of one-by-one by hand work to put in SAT grades.

ii. The use of a student-initiated appeal process also raises equity issues regarding access and support for students to use this option.

Recommendation

The PIE Taskforce recommends that Penn State continues with Alternative Grading for the Spring 2021 semester with as few changes to the policy and implementation as possible. While we recognize that this is not a perfect solution, we believe that the perfect answer to this ongoing pandemic does not exist. But, because it is impossible to predict the differential impacts on students of the combination of an ongoing pandemic with ongoing political and social upheaval, we believe this is the best decision for our students.

We recommend adding the option for students to request a transcript addendum: Students who chose Alternative Grading could opt in for an addendum to reflect which letter grade they would have received. The grade is not changed in the semester; a separate document would list the letter grades earned. This addendum is recommended in the anticipation that students will have requests of this nature in the future, and beneficial to put into place now as there will likely be unknown and unanticipated outcomes of using Alternative Grading.

The PIE Taskforce therefore recommends with this legislation that Penn State continues with Alternative Grading by enacting Faculty Senate Policy 49-70 for the Spring 2021 semester with as few changes to the policy and implementation as possible.

Notes Regarding Impact of the Recommendation on Administratively Controlled Majors:

Administrative controls exist on majors so that the students are well served by the appropriate instructional support needed to be successful. Enrollment controls in each college are set in anticipation of demand before the incoming cohort to which they apply matriculates. Departments are required to make teaching capacity decisions (course load allocation, faculty hiring, scheduling of sections, among others) at least one year in advance of the academic cycle when students enter their majors. Consequently, departments remain ill-equipped to predict
student demand for specific majors due to lack of data on intended majors. Given all these factors, the sustained use of alternative grades for three consecutive semesters could result in cohorts larger than what some colleges have capacity to support in popular majors. Therefore, there needs to be a concerted effort over the course of the Spring 2021 semester, to address instructional and advising capacity in the colleges that have controlled majors in order to prepare for a significant influx of students into popular majors with a concurrent decline in other majors. We must engage all academic units in the conversation on how we can work together to address the potential imbalance between demand and capacity across the university.

If the recommendation in this document proceeds to implementation, a strategy will be necessary for academic units to acquire student intended major data as soon as possible to best predict entrance to major numbers for the Fall of 2021 and beyond. In addition, colleges with controlled majors will need to work in collaboration with the university’s administration, as well as with other colleges and campuses, to seek the resources for teaching, advising, instructional design, and in-class support needed to make sure that students are well-served in their major courses.

**PIE Taskforce Future Focus**

The taskforce has already engaged in several conversations about possible long-term changes in academic policies impacting equitable outcomes and has discussed potential changes designed to provide appropriate academic safety nets that some students need in order to help them stay on track and ultimately achieve their academic goals. There was initial optimism that the task force would be able to make recommendations for Spring 2021 that would be sustainable beyond the immediate crisis. However, the membership has fully recognized the challenge of developing sweeping changes (as incremental ones would likely not meet the challenge we are addressing) in a very shortened timeframe. Although task force members are committed to the value of this work and are optimistic that sustainable solutions can be found, they also recognize the enormity of the task and the need for thoughtful and thoroughgoing consideration of all potential changes in our academic policies.

**PIE Taskforce Membership:**

Jeff Adams, co-chair
Kat Phillips, co-chair
David Smith, co-chair
Karen Biggs, World Campus Student Government Association
Erin Boas, University Park Undergraduate Association
Peter Butler
Dave Callejo Pérez
Felisa Preciado Higgins
Melissa Kunes
Bob Kubat
Katina Moten
Kathy Garren
Dawn Coder
Allen Larson
Doug Wolfe
Wen Shen

**Senate Committee on Admissions, Records, Scheduling, and Student Aid (ARSSA)**

Amanda Byrd
Wei-Fan Chen
Tracy Fausnight
Deidre Folkers
Katherine Garren
Edward Glatz
Lawrence Havird
Robert Kubat
Melissa Kunes
Allen Larsen
Keith Nelson
Kathleen Phillips, Chair
Maura Shea, Vice Chair
Rob Springall
Douglas Wolfe

**Senate Committee on Education:**

Vinita Acharya
Kelly Austin
Patricia Birungi
Erin Boas
Danielle Conway
Renata Engel
Yvonne Gaudelius
Sydney Gibbard
Vicki Hewitt
James Jaap
Peggy Johnson
Elizabeth King
Charles Lang
Jennifer Wagner-Lawlor
Katherine Masters
Jacob Moore
Hari Osofsky
B. Richard Page
Mari Pierce
Karen Pollack
Jay Precht
Michele Rice
Kaitlyn Roberts
Wen Shen
David Smith
Stephen Speer
Michele Stine, Chair
Matthew Swinarski
Jonte Taylor
Stephen Van Hook, Vice Chair
Michael Verderame
Kent Vrana
Jeffrey Wong
Tiffany Whitcomb
SENATE COMMITTEE ON COMMITTEES AND RULES

Revision to the Constitution, Article III - Amendments

(Legislative)

Implementation: Upon approval by the President subsequent to approval by the Senate

Introduction and Rationale

The Constitution can be modified by the University Faculty Senate upon approval of the President of the University. The Constitution stipulates that the University Faculty Senate is subject to certain reasonable procedural restrictions consistent with the directives laid down by the Board of Trustees and in accordance with the rules of parliamentary procedure.

Given the advent of on-line attendance to University Faculty Senate plenary sessions in addition to on-line voting on legislative as well as advisory and consultative reports, a modification to the Constitution regarding what constitutes an “affirmative vote” is in order. Currently, constitutional language stipulates that an affirmative vote is defined by a “two-thirds vote of those senators present” (please note, emphasis added). Strict adherence to this stipulation has become near impossible to implement given the combination of in-person and on-line voting. In point of fact, the concept that “senators present” are the only senators capable of rendering a legitimate vote on legislative as well as advisory and consultative reports in plenary sessions of the University Faculty Senate has been called into question. As a matter of procedure, this provision is exceedingly difficult for the Senate Office staff, the Senate Chair, and the Parliamentarian to faithfully implement because of the time needed to determine, even for the purpose of sound record-keeping, the total number of Senators “present” (or in attendance) in both the virtual and physical plenary session prior to every vote on every legislative as well as advisory and consultative report.

While there is a procedural aspect that already justifies modification to the Constitution, there is another even more compelling reason to make a change to our voting process, which is that only allowing “those senators present” to cast legitimate votes on legislative as well as advisory and consultative reports is a fundamentally non-democratic requirement. The reason is that technically such a provision, intended by no one, effectively renders any “abstention” vote (that is, to not vote at all) into a “no” vote. An abstention means “not to vote” and we cannot count a non-vote. Therefore, since an abstention under “senators present” does not contribute to the required number of yes votes it may unintentionally help those voting no.

It is important to note that in many cases, such as the University Faculty Senate, it is not appropriate for the presiding officer of a public meeting, such as our plenary sessions, to require abstention voters to self-identify as having not voted. It is, and we say this without irony, the right and obligation of every senator to not vote in instances wherein they have, for example, a conflicting interest. Consequently, this contradicts the principle that voting, either in the affirmative or the negative, should be an act with intent and purpose and without coercion. For broader context, Robert’s Rules of Order describes the “members present” provision as “generally undesirable” for reasons including the problem of abstained votes counting as “no” votes.
In recognition of the violation of this principle in our governance documents, the Committee on Committees and Rules presents this legislation as a corrective measure. By deleting “of those senators present” from our governance documents, the net result will be, from a procedural perspective and consistent with current practice, that all votes on the floor of the Senate will simply be a tally of those senators currently voting.

**Recommendation**

Please note that the following contains strikethrough text for deletions and **bold** text for additions. Additionally, deleted text is delimited with [Delete][End Delete], while added text is delimited with [Add][End Add].

Recommendation 1: That Article III of the Constitution be amended as follows:

**Article III – Amendments**

Amendments of the Constitution consistent with directives of the Board of Trustees may be adopted at any meeting of the University Faculty Senate by a two-thirds vote of those senators present, provided that the amendment shall have been presented in writing in a preceding regular meeting. Such amendments shall not be in effect until they have been approved by the President.

**Revised Policy (Clean Copy)**

**Article III – Amendments**

Amendments of the Constitution consistent with directives of the Board of Trustees may be adopted at any meeting of the University Faculty Senate by a two-thirds vote, provided that the amendment shall have been presented in writing in a preceding regular meeting. Such amendments shall not be in effect until they have been approved by the President.

---

**SENATE COMMITTEE ON COMMITTEES AND RULES**

- Renee Borromeo
- Victor Brunsden, Chair
- Jeffrey Laman
- Lisa Mangel
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- Anne Taylor, Vice Chair
• Kent Vrana
SENATE COMMITTEE ON COMMITTEES AND RULES

Revisions to the Bylaws, Article V – Meetings: Section 4 and Bylaws, Article X - Amendments

(Legislatoral)

Implementation: Upon approval by the Senate

Introduction and Rationale

The By-Laws provide the Senate with the governing principles for the organization’s functioning. These include cancellation of plenary meetings (if needed) and modification of the By-Laws themselves. Current language stipulates that an affirmative vote is defined by a “majority vote of those members present” in the case of a cancelation vote in the Senate and by a “two-thirds vote of the total voting membership” in the case of a vote in Senate Council (please note, emphasis added). In the case of amendments to the By-Laws, the requirement is that the vote pass by a “two-thirds (2/3) vote of those senators present” (again note the added emphasis). As with the “members/senators present” requirement in the Constitution, this type of stipulation is fundamentally non-democratic in that it forces an abstention to be counted as a “no” vote.

In recognition of the violation of this democratic principle in the By-Laws, the Committee on Committees and Rules presents this legislation as a corrective measure. By deleting “of those members present”, “total voting membership” and “those senators present” from the By-Laws, the net result will be, consistent with current practice and the corresponding modification to the Constitution, all votes on the floor of the Senate will simply be a tally of those senators currently voting.

Recommendation

Please note that the following contains strikethrough text for deletions and bold text for additions. Additionally, deleted text is delimited with [Delete][End Delete], while added text is delimited with [Add][End Add].

Recommendation 1: That Article V, Section 4 of the By-Laws be amended as follows:

Section 4

Any regular meeting of the Senate may be [Delete][canceled][End Delete][Add][canceled][End Add] (as long as the provisions of Section 1 are met) or scheduled for a new date in either of the following ways: (a) by a majority vote [Delete] of the members present [End Delete] at any Senate meeting (at which a quorum is present) or (b) by a two-thirds vote of [Delete] the total voting membership of the [End Delete] Senate Council. In case of emergency the Senate Chair, after consulting with the other Senate officers, may postpone any Senate meeting for no longer than three weeks unless the Senate Council subsequently acts as specified earlier in this section.

Recommendation 2: That Article X, Section 1 of the By-Laws be amended as follows:
Section 1
Amendments of the Bylaws may be adopted at any meeting of the Senate by a two-thirds (2/3) vote of those senators present, provided that the amendments shall have been presented in writing at a preceding regular meeting.

Revised Policy (Clean Copy)

Article V, Section 4
Any regular meeting of the Senate may be canceled (as long as the provisions of Section 1 are met) or scheduled for a new date in either of the following ways: (a) by a majority vote at any Senate meeting (at which a quorum is present) or (b) by a two-thirds vote of Senate Council. In case of emergency the Senate Chair, after consulting with the other Senate officers, may postpone any Senate meeting for no longer than three weeks unless the Senate Council subsequently acts as specified earlier in this section.

Article X, Section 1
Amendments of the Bylaws may be adopted at any meeting of the Senate by a two-thirds (2/3) vote, provided that the amendments shall have been presented in writing at a preceding regular meeting.

SENATE COMMITTEE ON COMMITTEES AND RULES
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- Martin Skladany
- Bonj Szczygiel
- Anne Taylor, Vice Chair
- Kent Vrana
Introduction and Rationale

Previous notice is an announcement or notification that when a direct motion is made on the floor and seconded it will be voted on in a future meeting rather than at the meeting where it is introduced. Its parliamentary purpose is to protect the rights of absent members and to ensure adequate time to consider and deliberate motions. In our Standing Rules the previous notice concept is included in Article I Section 8(a) where it says, “When (such) a motion has been made and seconded, it shall be laid on the table until the next regular meeting of the Senate unless the Chair calls a special meeting to consider this item before the next regular meeting.”

Recently the Faculty Senate has been in the position where it has needed to work rapidly to enact legislation of a critical time sensitive nature, which has required the use of special meetings called by Senate Chair and by petition. We have also seen multiple votes to suspend our rules under Standing Rules Article 1 Section 8(i). The necessity for these extraordinary measures was born out of satisfying the previous notice provision of our standing rules.

Recommendation

The Committee for Committees and Rules recognizes that our previous notice rule provides valuable parliamentary protections. However it also has been shown to obstruct the Faculty Senate from being able to act quickly at critical times by adding cumbersome steps into our process, which may have inadvertently thwarted the rights of the Faculty Senate at critical times instead of empowering them.

In this legislation, CC&R seeks to preserve the deliberative process while at the same time providing a mechanism for senators to bring direct motions to a vote more rapidly by permitting the option for such motions to come the floor and (after seconded) be voted on during the same meeting. However, motions brought to the floor in this manner would require a 2/3 supermajority to pass, rather the simple majority currently stipulated in Standing Rules Article I Section 1(a).

The 2/3 supermajority requirement is intended to signal support for the legislation and support for voting quickly. To ensure this provision is not used frivolously, if the motion fails to achieve 2/3 it would be taken off the table and must be reintroduced at another meeting if it is to be considered again, as per the provisions of Robert’s Rules.

That Article I, Section 8(a) of the Senate Standing Rules be and is hereby amended as follows:
Standing Rules Article 1 Section 8

(a) To introduce new legislative or advisory and consultative business, a senator may address a communication to the Chair of the Senate indicating the item of business that the senator wishes to be considered, or to any member of an appropriate Standing Committee or member of Council. The senator may also request, on the Senate floor, referral to committee by the Chair. The above procedures represent the normal means for introducing new legislation in that they provide for detailed study by the appropriate Standing Committee or Committees, but a senator may introduce, by a direct motion from the floor, new legislation that the senator considers to be of exceptional urgency. When such a motion has been made and seconded, the Senator has the option of requesting it be considered in the same meeting or it shall be laid on the table until the next regular meeting of the Senate unless the Chair calls a special meeting to consider this item before the next regular meeting. Direct motions considered at the same meeting where they are introduced require a 2/3 supermajority to pass. If a motion fails to achieve 2/3 it will be taken off the table and must be reintroduced at another meeting if it is to be considered again.

Revised Policy/Policies (when applicable)

Standing Rules Article 1 Section 8

(a) To introduce new legislative or advisory and consultative business, a senator may address a communication to the Chair of the Senate indicating the item of business that the senator wishes to be considered, or to any member of an appropriate Standing Committee or member of Council. The senator may also request, on the Senate floor, referral to committee by the Chair. The above procedures represent the normal means for introducing new legislation in that they provide for detailed study by the appropriate Standing Committee or Committees, but a senator may introduce, by a direct motion from the floor, new legislation that the senator considers to be of exceptional urgency. When such a motion has been made and seconded, the Senator has the option of requesting it be considered in the same meeting or it shall be laid on the table until the next regular meeting of the Senate unless the Chair calls a special meeting to consider this item before the next regular meeting. Direct motions considered at the same meeting where they are introduced require a 2/3 supermajority to pass. If a motion fails to achieve 2/3 it will be taken off the table and must be reintroduced at another meeting if it is to be considered again.

SENATE COMMITTEE ON COMMITTEES AND RULES

- Renee Borromeo
- Victor Brunsden, Chair
• Jeffrey Laman
• Lisa Mangel
• Eric Novotny
• Nicholas Rowland
• Elizabeth Seymour
• Rob Shannon
• Keith Shapiro
• Amit Sharma
• Martin Skladany
• Bonj Szczygiel
• Anne Taylor, Vice Chair
• Kent Vrana
Revision to the Standing Rules, Article III – Other Functions of the Senate, Section 4 - Standing Joint Committee for General Education Assessment

(Legislative)

Implementation: Upon approval by the Senate

Introduction and Rationale
The Standing Joint Committee on General Education Assessment was established as part of the large scale re-working of the entire General Education curriculum in the mid twenty-teens. Since its establishment experience has shown that there are alterations that could be made to the committee to both improve its ability to fulfill its mission and work with other Senate Standing Committees.

The proposed recommendations included here update the membership of the committee and clarify the responsibility of the committee to communicate any recommendations and data on general education to the Senate Committees on Curricular Affairs and and on Education. This is an important closing of the assessment loop that would otherwise have been not present in the committee’s charge.

Recommendation
The Senate Committee on Committees and Rules recommends that the Standing Rules, Article III, Section 4 – Standing Joint Committee for General Education Assessment be modified as follows.

Please note that the following contains strike through text for deletions and bold text for additions. Additionally, deleted text is delimited with [Delete][End Delete], while added text is delimited with [Add][End Add].

Section 4
Standing Joint Committee for General Education Assessment

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

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

(b.) Membership

i. (Delete) Associate (End Delete) Vice Provost for (Delete) Learning Outcomes (End Delete) (Add) Planning and (End Add) Assessment (Add) or their designee (End Add); Co-Chair

ii. Chair of the Curricular Affairs Committee (Add) or their designee (End Add); Co-Chair

iii. An associate vice president and associate dean for Undergraduate Education, appointed by the Vice President and Dean for Undergraduate Education

iv. Director and Assistant Dean of the Office for General Education

v. A member of the Graduate Council, appointed by the Vice Provost for Graduate Education and the Dean of the Graduate School

vi. An associate dean from Penn State Libraries, appointed by the Dean of Libraries and Scholarly Communications

vii. A student government representative (either UPUA, CCSG, or WCGSA), appointed by the Committee on Committees and Rules.

viii. Six University Faculty Senators, to represent Commonwealth Campuses and University Park Colleges, appointed by the Senate Committee on Committees and Rules (Add) These Senators must include at least one member each from current members of the Senate Committee on Curricular Affairs and the Senate Committee on Education (End Add) Faculty Senators will serve rotating (Delete) three (End Delete) (Add) two (End Add)-year, renewable terms.

(c.) Selection

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

(d.) Duties

i. The committee shall work in cooperation with the University-wide assessment working group chaired by the Vice Provost for Planning, Assessment, and Institutional Research and any subsequently formed University-assessment coordinating body to ensure that assessment efforts are coordinated across General Education, baccalaureate degree
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1/26/21

programs, and other assessments of academic areas (such as engaged scholarship, minors, certificate programs, etc.).

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

iii. The committee shall [Delete] collect and use data to examine student learning outcomes and to develop analytic assessment plan, which evolves over time and informs curricular improvement. [End Delete] [Add] prepare annual reports with data-based recommendations on the General Education curriculum to the Senate Committee on Curricular Affairs and the Senate Committee on Education. [End Add]

Revised Policy/Policies (Clean Copy)

Section 4
Standing Joint Committee for General Education Assessment
(a.) Scope
The new standing joint committee should recommend the development of datasets to inform general education assessment. Such datasets should include, but not be limited to:

5. A General Education Curricular Inventory that shows patterns of course offerings, student enrollment, and student grades by major and location.

6. General Education curriculum mapping that shows the relationship between General Education and undergraduate majors.

7. General Education course objective mapping that shows the relationship to General Education learning objectives.

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

(b.) Membership
i. Vice Provost for Planning and Assessment or their designee; Co-Chair
ii. Chair of the Curricular Affairs Committee or their designee; Co-Chair

iii. An associate vice president and associate dean for Undergraduate Education, appointed by the Vice President and Dean for Undergraduate Education

iv. Director and Assistant Dean of the Office for General Education

v. A member of the Graduate Council, appointed by the Vice Provost for Graduate Education and the Dean of the Graduate School

vi. An associate dean from Penn State Libraries, appointed by the Dean of Libraries and Scholarly Communications

vii. A student government representative (either UPUA, CCSG, or WCSGA), appointed by the Committee on Committees and Rules.

viii. Six University Faculty Senators, to represent Commonwealth Campuses and University Park Colleges, appointed by the Senate Committee on Committees and Rules. These Senators must include at least one member each from current members of the Senate Committee on Curricular Affairs and the Senate Committee on Education. Faculty Senators will serve rotating two-year, renewable terms.

(c.) Selection

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

(d.) Duties

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

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

iii. The committee shall prepare annual reports with data-based recommendations on the General Education curriculum to the Senate Committee on Curricular Affairs and the Senate Committee on Education.

SENATE COMMITTEE ON COMMITTEES AND RULES

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• Martin Skladany
• Bonj Szczygiel
• Anne Taylor, Vice Chair
• Kent Vrana
Revisions to Registration Policies: 34-20 Registration and 34-87 Course Add

(Legislative)

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

University Faculty Senate has defined an academic expectation for the amount of work both in and out of the classroom that is represented by a credit hour: over the time period of a semester, one credit hour represents a total of 45 hours of student work over the semester (42-23 Credit Requirements by Types of Instruction). This expectation is based on our collective understanding that learning takes time and effort, and that faculty design courses to promote student learning via a range of assignments, activities, etc. that allow students to meet the course learning goals and objectives.

A full-time credit load is defined by Senate policy (34-52 Definition of Full Time Students) as 12 – 19 credits per semester, which represents ~40 – 60 hours of academic work per week for a full-time student. Our current policy permits students to register for more than a full-time credit load (i.e., a credit overload) after “consultation with an adviser”; in practice, there is no limit on the number of credits that students may register for after the regular drop/add period has begun.

To understand the implications of this practice on the outcomes for students who register for credit overloads, data was provided by analyst Andrew Watters in the Office of Undergraduate Education. This analysis revealed predominantly negative outcomes, defined as courses that were not completed successfully (dropped, failed, or withdrawn), when students registered for more than 24 credits per semester, or when students with a cumulative grade point average of less than 2.0 attempted a credit overload. There is also substantial concern about academic integrity when students attempt and complete more than 24 credits per semester, given our academic expectations for credit acquisition.

Of related concern is our current policy on late addition of courses after the regular drop/add period. Late addition of credits is academically appropriate when students have opportunity to complete all of the course assignments in the semester, and also is important for students who may add independent study, research, internship or other work that does not align with the normal semester calendar, and for students who may need to add credits to maintain full time status for the purposes of financial aid. However, our current policy permits students to late add a course up until the final day of a semester with the instructors’ permission, creating a misalignment of our academic expectations for acquisition of credit and the amount of time remaining in the semester. Alignment of the late add deadline with the late drop deadline, at the 80% mark in the semester, provides students with both the reasonable opportunity and time to complete course requirements, and the flexibility needed to make schedule adjustments late in the semester.
Recommendations. Based on the above, our committee recommends the changes to registration policies 34-20 and 34-87 shown below.

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

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34-20 [Add] Undergraduate [End Add] Registration

Students register at specified times and locations for credit courses. Although the registration procedures are generally uniform, there are variations at some locations. Information on registration for courses offered through Continuing Education is available from the Office of Continuing Education at each location or service area.

Students are strongly urged to consult with their [Add] academic [End Add] adviser before registering for any credit course regardless of delivery system [Add] to discuss academic planning. [End Add] [Delete] No student shall be permitted to be enrolled for more than a typical credit load (see Section 34-52) in any one semester by all delivery systems without consultation with the student’s academic adviser. [End Delete] [Add] To enroll for more than a typical credit load (see Section 34-52) in any one semester by all delivery systems, a student must have a cumulative grade point average of at least 2.0.

No student shall be permitted to enroll in more than 24 credits per semester. Exceptions may be granted in rare cases by the appropriate Dean or designee. [End Add]

No student is permitted to register for another student or to permit anyone to register on the student’s behalf. Students are expected to register during the assigned time.

Students are considered officially enrolled when they have

1. Agreed to the Student Financial Responsibility Statement which outlines student financial obligations and
2. Registered for courses.

---

34-87 Course Add

A student may add a course to [Delete] his or her [End Delete] [Add] their [End Add] schedule during the course’s Add Period. This period begins on the first day of classes for the semester and ends one (1) calendar day after the end of the Drop period (see Policy 34-89). [Add] The Late Add period for a course begins with the first calendar day after the course Add Period and ends on the day when 80 percent of the duration of the course is attained. [End Add] A
student may add a course after the Add Period ends only with written permission of the course instructor.

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34-20 Undergraduate Registration

Students register at specified times and locations for credit courses. Although the registration procedures are generally uniform, there are variations at some locations. Information on registration for courses offered through Continuing Education is available from the Office of Continuing Education at each location or service area.

Students are strongly urged to consult with their academic adviser before registering for any credit course regardless of delivery system to discuss academic planning. To enroll for more than a typical credit load (see Section 34-52) in any one semester by all delivery systems, a student must have a cumulative grade point average of at least 2.0.

No student shall be permitted to enroll in 24 or more credits per semester. Exceptions may be granted in rare cases by the appropriate Dean or designee.

No student is permitted to register for another student or to permit anyone to register on the student’s behalf. Students are expected to register during the assigned time.

Students are considered officially enrolled when they have

1. Agreed to the Student Financial Responsibility Statement which outlines student financial obligations and
2. Registered for courses.

34-87 Course Add

A student may add a course to their schedule during the course’s Add Period. This period begins on the first day of classes for the semester and ends one (1) calendar day after the end of the Drop period (see Policy 34-89). The Late Add period for a course begins with the first calendar day after the course Add Period and ends on the day when 80 percent of the duration of the course is attained. A student may add a course after the Add Period ends only with written permission of the course instructor.
SENATE COMMITTEE ON ADMISSIONS, RECORDS, SCHEDULING, AND STUDENT AID

- Amanda Byrd
- Wei-Fan Chen
- Tracy ausnight
- Deirdre Folkers
- Katherine Garren
- Edward Glantz
- Robert Kubat
- Melissa Kunes
- Allen Larson
- Keith Nelson
- Kathleen Philips, Chair
- Maura Shea, Vice Chair
- Rob Springall
- Wayne Wall
- Douglas Wolfe

SENATE COMMITTEE ON EDUCATION

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- Kelly Austin
- Patricia Birunji
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- Gretchen Casper
- Delia Conti
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- Renata Engle
- Sydney Gibbard
- Yvonne Gaudelius
- Vicki Hewitt
- James Jaap
- Peggy Johnson
- Elizabeth King
- Charles Lang
- Katherine Masters
- Jacob Moore
- Hari Osofsky
- B. Richard Page
- Mari Pierce
- Karen Pollack
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- Jay Precht
- Michele Rice
- Kaitlyn Roberts
- Wen Shen
- David Smith
- Stephen Speer
- Michele Stine, Chair
- Matthew Swinarski
- Jonte Taylor
- Stephen Van Hook, Vice Chair
- Michael Verderame
- Kent Vrana
- Jennifer Wagner Lawlor
- Tiffany Whitcomb
SENATE COMMITTEE ON EDUCATION

Amending Policy 37-70: “Academic Classification of Students by Semester” to Include Alternative Grades

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

Introduction and Rationale
On March 11th, 2020, in response to the rapid spread of Covid-19 in the United States and for the safety of the Penn State community and surrounding communities following a return from Spring Break, the administration made the decision to move all Penn State courses from face to face instruction to remote learning for a period of three weeks. On March 18, 2020, that time period was extended to the entire spring semester for the 2019-2020 academic year. This drastic shift in the mode of instruction in an extremely short time frame caused predictable disruption and anxiety among both faculty and students. Both students and faculty expressed concerns about how the disruption in instruction would impact the ability of faculty to effectively deliver instruction and assess learning in courses that were already midway to completion. Further, both students and faculty expressed concern for how the many hurdles facing students in the sudden shift to remote learning might impact their performance in these courses and how that impact might cause a lasting impact on their GPA, thus impacting future opportunities for financial aid, scholarships, internships, graduate school admission, and employment opportunities.

The Faculty Senate responded to these concerns by convening a special session of the Senate on March 17, 2020 in order to debate and adopt a resolution calling on the university administration to work with the faculty to allow students the option of choosing to receive their Spring 2020 semester grades as SAT, V, or Z to allow students an option that would preserve their current GPA and still allow for successfully completed courses to be counted toward graduation requirements, financial aid, and course prerequisites.

In response to the continuing challenges of teaching and learning during the COVID-19 pandemic, including periodically high infection rates in campus communities, the Faculty Senate voted to re-activate Senate Policy 49-70 allowing students to select alternative grades for the Fall 2020 semester as well.

Recommendation
The recommended change to the current legislation adds alternative grades SAT and V to the designations that indicate passing grades, allowing the credits for these courses to be counted in the accumulation of credits for classifying semester standing of undergraduate students.
Revised Policy/Policies (when applicable)

A degree candidate’s semester classification is based upon the following table of total credits earned:

<table>
<thead>
<tr>
<th>Total Credits Earned*</th>
<th>Semester Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 or fewer</td>
<td>1</td>
</tr>
<tr>
<td>14.1 to 29</td>
<td>2</td>
</tr>
<tr>
<td>29.1 to 44</td>
<td>3</td>
</tr>
<tr>
<td>44.1 to 59</td>
<td>4</td>
</tr>
<tr>
<td>59.1 to 74</td>
<td>5</td>
</tr>
<tr>
<td>74.1 to 89</td>
<td>6</td>
</tr>
<tr>
<td>89.1 to 104</td>
<td>7</td>
</tr>
<tr>
<td>104.1 to 119</td>
<td>8</td>
</tr>
<tr>
<td>119.1 to 134</td>
<td>9</td>
</tr>
<tr>
<td>134.1 to 149</td>
<td>10</td>
</tr>
<tr>
<td>149.1 or more</td>
<td>11</td>
</tr>
</tbody>
</table>

* Total credits earned equal the accumulation of all Penn State credits successfully completed by letter grades A, A-, B+, B, B-, C+, C, D, or symbols SA, R, SAT, or V; credits by examination as defined by Section 42-50; and credit granted by transfer from other colleges and universities as defined in Sections 42-80 and 42-90.
Introduction and Rationale
The University has a commitment to lowering the cost of engaging in learning at Penn State and providing access to high quality course materials for all learners. University support has been provided to enable low cost, flexible course materials in order to advance the university’s goals of access, equity, affordability, and transforming education. To that end, many colleagues at the University have participated in efforts to adopt, adapt, or author open, library-licensed, or otherwise affordable course materials. We use some specific language to describe these types of materials, and define a few of these terms here:

Open educational resources (OER): The term “open educational resource” means a teaching, learning, or research resource that is offered freely to users in at least one form and that resides in the public domain or has been released under an open copyright license that allows for its free use, reuse, modification, and sharing with attribution. [Definition provided by Congressional Affordable College Textbook Act]

Open access (OA): The term “open access” refers to both an publishing model and a specific type of resource. The OA publishing model removes the price and permission barriers of the traditional publishing model by making works freely available and able to be copied, redistributed, and adapted by users. OA resources often include research, research articles, monographs, and other scholarly literature freely available and with the rights for users to use them fully in a digital environment. University Libraries invests in open access resources and collaboratively leads open access work across the University. [Definition provided by SPARC]

Affordable resources: Any required course material that students purchase or access for costs amounting to less than $50.00 for the student. This may include

- low-cost or no-cost instructional materials that do not meet the OER criteria defined above
- library-licensed content and other resources purchased by University Libraries, such as multi-user e-textbooks, that are available to all Penn State users at no direct cost to the user

[Definition provided by the 2016 PSU OER Task Force Report]
Inclusive access: A program offering access to digital and physical course materials to students from the first day of class. A flat-rate, per-course cost is included in the students’ tuition bills, which offers considerable cost savings to students over the course of students’ college careers. [Definition provided by Barnes & Noble]

Equitable access: A program offering access to digital and physical course materials to students on the first day of class. A flat-rate cost for course materials is included in the students’ tuition bills. The flat-rate cost is the same to all students, across disciplines, and spreads the cost of materials equitably across the students. This means that for some students, the fee would be more than actual costs, and for others, it would be far less. [Definition described by the Chronicle of Higher Education]

“Inclusive access” and “equitable access” are sometimes used interchangeably; this landscape is changing so rapidly that the language can sometimes be unclear and confusing. Using these definitions, the Barnes & Noble First Day Complete (FDC) program defines itself as an inclusive access program, although it seems to operate on equitable access principles as it offers all students, in all courses, the same fee, and has been proposed by University Administration as a component of the University’s strategy for lowering cost of and enhancing access to course materials for students. The program is described in detail below, and comes with both advantages and disadvantages. University Administration has asked Commonwealth Campuses to decide whether or not to participate in a pilot program for Barnes & Noble FDC for Fall 2021 by the deadline of December 1, 2020.

The Barnes & Noble FDC program is one of a number of similar programs, including those offered through Unizin, McGraw-Hill, Pearson, and Cengage, among others. Penn State has chosen to pilot the Barnes & Noble FDC program because of our existing relationship with Barnes & Noble; however, the current contract with Barnes & Noble excludes our ability to pilot any other textbook program for the next five years. The course textbook and materials landscape is rapidly changing, and the University’s inability to explore other, possibly more advantageous, models because of these contractual restrictions is concerning.

In order to illustrate the advantages of the ability to explore multiple low-cost options for our students, we offer a comparison between the Barnes & Noble FDC program and the Unizin Engage program. Average costs, advantages, and disadvantages for each of these programs are described below. We hope that this example comparison helps to explain the rapidly changing instructional materials market and to support the six recommendations we are making to Faculty Senate regarding Penn State’s exploration of new models for textbook and course materials and for supporting equity, access, and educational transformation.
Example Program Comparison

*Barnes & Noble First Day Complete*

This program represents an all-in option, accessible via Canvas, that Barnes and Noble is proposing to roll out at Commonwealth Campuses for Fall 2021. This model is based on a per-credit hour fee. Barnes and Noble is currently stating that the per credit hour fee will be approximately: $19.75 (a three-credit course: $59.25)

**Advantages**

- There is a budget-able cost for financial planning purposes (with some expectation that Penn State would negotiate the maximum possible increase year-over-year)
- Barnes & Noble College is a supportive and beneficial partner to our University.
- Barnes & Noble College First Day Complete model operationalizes the textbook purchasing process, such as, SIS integration so digital materials are established in the LMS for each student.
- Students have access to materials prior to the first day of class. Print copies of textbooks would be packaged and prepared for students at the bookstore at their respective campus. (One stop shop)
- Courses adopting open educational resources will not be included in the fee model
- This program is built on textbook rentals, paper or electronic textbooks would be identified by the faculty member

**Disadvantages**

- Students can only opt out of the program by semester, not by course, meaning that students cannot utilize affordable options in a single course if they are available.
- Cost increase for students are currently unknown and potentially change from year to year, which is also unknown.
- The First Day Complete platform presents barriers to using OER and library-licensed content by adding an additional step in the process for faculty to select these materials and involving a copyright clearance phase for the inclusion of OER materials.
- Potential duplication with library resources, such as multi-user e-textbooks, licensed by University Libraries and already available to students.
- Faculty will need to have their book orders in earlier than the current model and this will require a culture shift. In addition:
  - A current March 15th deadline for faculty in the fall semester to opt-in for First Day Complete.
  - The nature of course scheduling, including the appointment of adjuncts immediately prior to the start of the semester, may preclude the faculty adoption of textbooks
Faculty Senate approval (informed at a minimum) will most likely be needed to move forward with this delivery method as it impacts the timing of materials adoption and the selection of required versus recommended materials.

A large education and marketing campaign will be necessary.

Students only have access to the textbook rentals for the semester they have the course. There is an opportunity to buy the books at an additional cost.

**Unizin Engage**

An interactive platform accessible from Canvas that provides learners with significant cost-savings to digital course materials on the first day of class. In this model faculty opt-in to the program. Unizin has negotiated the lower cost of textbooks and online materials with the individual publishers. The model is built on a course fee model where every student in a course is charged a fee (100% sell-through).

**Advantages**

- Students retain their digital textbook through their entire time at Penn State after the first purchase.
- Students have the ability to opt out on a course by course basis from Engage.
- It is faculty choice to opt in to Engage as a tool.
- Being a member of the Unizin Consortium, Penn State is eligible to use Engage, and can take full advantage of consortium-level agreements for discounted textbook costs from major publishers.
- Engage model complements Penn State’s Open Education Resources (OER) efforts and the platform can be used for OER materials created locally or in partnership with other entities.
- Unizin has additional requirements for publishers who they have contracts with to be able to:
  - Secure data for digital content for all books
  - Provide the ability to print any book
  - Share raw files content with the accessibility office for testing and compliance
  - Obtain a price that is typically the same, if not better than Barnes & Noble.
  - Provide interaction data, illustrating how students interact with their books within Engage
- Ability to maximize our Unizin investment as an institution.
- Engage tool provides interactivity features that faculty and students use to increase engagement with content. Data from the Engage platform will be a part of the Unizin Data Platform.

**Disadvantages**

- Books for specialized courses and 400 level (or higher) courses are less likely to be available through Engage.
Due to the additional requirement for publishers' contracts, specific eTexts may take longer to be available in the Engage platform for faculty and student use.

Potential duplication with library resources, such as multi-user e-textbooks, licensed by University Libraries and already available to students.

Educational campaign to students and faculty sharing options such as Engage will be needed.

Comparison of Top 5 Large Enrollment Courses
Depicted below are the top 5 Gen Ed courses with the highest student enrollments. A comparison on the costs of textbooks is outlined by highlighting the B&N current model, B&N First Day and Unizin Engage as examples.

<table>
<thead>
<tr>
<th>Course</th>
<th>Student Enrollment*</th>
<th>Extended B&amp;N Minimum**</th>
<th>Extended B&amp;N Maximum**</th>
<th>Extended B&amp;N First Day****</th>
<th>Extended Unizin*****</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 15</td>
<td>11450</td>
<td>$228,261</td>
<td>$375,097</td>
<td>$281,556</td>
<td>$133,277</td>
</tr>
<tr>
<td>ECON 102</td>
<td>8631</td>
<td>$299,672</td>
<td>$517,572</td>
<td>$170,521</td>
<td>$142,912</td>
</tr>
<tr>
<td>CAS 100A</td>
<td>8447</td>
<td>$216,666</td>
<td>$333,944</td>
<td>$218,277</td>
<td>$142,523</td>
</tr>
<tr>
<td>STAT 200</td>
<td>7534</td>
<td>$337,651</td>
<td>$414,915</td>
<td>$200,265</td>
<td>$203,510</td>
</tr>
<tr>
<td>PSYCH 100</td>
<td>6981</td>
<td>$121,938</td>
<td>$309,394</td>
<td>$99,362</td>
<td>$77,309</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1,204,188</strong></td>
<td><strong>$1,950,922</strong></td>
<td><strong>$969,981</strong></td>
<td><strong>$699,531</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Average active student enrollment over the past 2 years.

**The B&N textbook price X enrollment. Minimum represents used course materials and rentals.

***The B&N textbook price X enrollment. Maximum represents new textbook purchases.

**** The estimated credit hour cost of B&N First Day ($19.75 per credit hour) times enrollment for only those sections that both B&N and Unizin offer content.

***** The estimated Unizin price times enrollment for only those sections that Unizin offers content.

Within the table the total cost to students within the common classes of English 15, Econ 102, Communication 100A, Statistics 200, and Psychology 100 for the extended Barnes and Noble minimum is $1,204,188 and the extended Barnes and Noble Maximum is $1,950,922, where as the Extended Banrs and Nobles First day is $969,981 and the Extended Unizin is $699,531.

Majors: Mechanical Engineering (UP) & Psychology (HA)
Mechanical Engineering and Psychology are two of the top majors based on student enrollment numbers of those who have committed to a major. The data below highlights cost savings from the perspective of an individual student based on the courses prescribed by the major with course materials that are listed for the course in both B&N and Unizin. Mechanical Engineering and
Psychology were selected during the estimation process to represent a best effort in viewing broadly how a student might save on average with access to different opportunities.

<table>
<thead>
<tr>
<th>Required Courses for the Major that has Course Materials Identified</th>
<th>B&amp;N Minimum Per Student*</th>
<th>B&amp;N Maximum Per Student**</th>
<th>B&amp;N First Day Per Student***</th>
<th>Unizin Engage Per Student****</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanical Engineering (UP)</td>
<td>$2,006</td>
<td>$3,138</td>
<td>$1345</td>
<td>$905</td>
</tr>
<tr>
<td>Psychology (HB)</td>
<td>$730</td>
<td>$2,497</td>
<td>$1218</td>
<td>$884</td>
</tr>
</tbody>
</table>

* The estimated B&N calculated costs for courses only required for major students and listed as course material. Minimum represents used course materials and rentals.  
** The estimated B&N calculated costs for courses only required for major students and listed as course material. Maximum represents new course materials.  
*** The estimated B&N First Day calculated costs for course material available in both B&N and Unizin Engage.  
**** The estimated Unizin Engage calculated costs for course material available in both B&N and Unizin Engage.  

Note: The electives were filtered out as well as any course materials that were not delivered by both B&N and Unizin to achieve a one to one comparison.  

Within the table, the total cost per students within Mechanical Engineering at University Park for Barnes and Noble has a range of $2,006 (minimum) to $3,138 (maximum), whereas the Barnes and Noble First Day Complete costs is $1345 and the Unizin Complete is $905 per student. The cost per student for Psychology at Harrisburg for Barnes and Noble has a range of $730 (minimum) to $2,497 (maximum), whereas the Barnes and Noble First Day Complete costs is $1218 and the Unizin Complete is $884 per student.
**Recommendation**

1. Review the Barnes & Noble contract in order to remove or revise the exclusive eTextbook sales clause as stated in the Barnes & Noble College contract within Article 8 Sections A & B. This will permit Penn State the flexibility to pilot additional solutions, such as Unizin Engage.

2. Provide time for the Open Affordable Educational Resource (OAER) Working Group to conduct a deep investigation into course textbook and resource alternatives that support more affordable options for Penn State students and faculty in order to make well-informed recommendations and decisions.

3. Prioritize leveraging, integrating, and not duplicating OER and affordable resources already available to the University community, including library resources, such as licensed e-textbooks, and OER materials available to and created by the University community.

4. Ensure that appropriate University offices, working groups, and personnel are involved in the development and facilitation of any related pilot program, including: the OAER Working Group, Bursar, Registrar, LionPath team, Canvas team, and the University Libraries.

5. Assuming the Barnes & Noble College contract can be renegotiated, we suggest launching a pilot for Fall 2021 to explore Unizin Engage usage.

6. Develop a clear communication strategy, inclusive of faculty, students, and other stakeholders in the Penn State University community, about these pilots and platforms in order to ensure that stakeholders have the information they need to make informed decisions about course materials.
SENATE COMMITTEE ON LIBRARIES, INFORMATION SYSTEMS, AND TECHNOLOGY

- Chandra Alexander
- Matthew Billups
- Barbara Dewey
- Timothy Eden
- Amy Garry
- Galen Grimes
- Stan Kranc
- Julio Palma
- Jacqueline Reid-Walsh
- Donald Welch
- Ann Clements, Chair
- Francesca Ruggiero, Vice Chair

Developed with the assistance of the following resource people:

- Rebecca Miller Waltz, OAER Working Group & University Libraries
- Jennifer Sparrow, Associate Vice President for Teaching and Learning with Technology
- Mihoko Hosoi, University Libraries

SENATE COMMITTEE ON EDUCATION

- Vinita Acharya
- Kelly Austin
- Patricia Birungi
- Erin Boas
- Danielle Conway
- Renata Engel
- Yvonne Gaudelius
- Sydney Gibbard
- James Jaap
- Peggy Johnson
- Elizabeth King
- Charles Lang
- Jennifer Wagner-Lawlor
- Katherine Masters
- Jacob Moore
- Hari Osofsky
- B. Richard Page
Appendix M
1/26/2021

- Mari Pierce
- Jay Precht
- Wen Shen
- David Smith
- Stephen Speer
- Michele Stine (Chair)
- Matthew Swinarski
- Jonte Taylor
- Stephen Van Hook
- Michael Verderame
- Kent Vrana
- Jeffrey Wong
- Tiffany Whitcomb
Barnes & Noble College First Day Complete is the newly proposed model that includes:

- First Day Complete All-Inclusive Model
- First Day by Course Delivery Model
- BNC OER+
- Choice, Convenience & Value: New, Used, Rental and Digital
- Price Match Program: Amazon and BN.com
- In-Store & Online: Seamless Ordering & Same Day Pick-Up

### First Day Complete Material Charge Options: Per Semester vs Per Credit Hour

<table>
<thead>
<tr>
<th>Per Student-Per Semester</th>
<th>Per Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>All eligible students receive all required course materials for a <strong>flat rate per semester</strong></td>
<td>All eligible students received all required course materials for a <strong>charge per credit hour enrolled</strong> (including courses w/o books)</td>
</tr>
<tr>
<td>Program cost to students would be included in their tuition bill</td>
<td>Program cost to students would be included in their tuition bill</td>
</tr>
<tr>
<td>Program cost is determined after preliminary approval of First Day Complete program</td>
<td>Program cost is determined after preliminary approval of First Day Complete program</td>
</tr>
<tr>
<td>Program cost is determined after pricing analysis of full academic year including the Fall term prior to desired launch data and evaluated annually</td>
<td>Program cost is determined after pricing analysis of full academic year including the Fall term prior to desired launch date and evaluated annually</td>
</tr>
</tbody>
</table>

First Day Complete per student-per semester charge option includes that all eligible students receive all required course materials for a flat rate per semester, program cost to students would be included in their tuition bill, program cost is determined after preliminary approval of First Day Complete program, and program cost is determined after pricing analysis of full academic year including the Fall term prior to desired launch data and evaluated annually.

The per credit hour option includes that all eligible students received all required course materials for a charge per credit hour enrolled (including courses without books), program cost to students would be included in their tuition bill, program cost is determined after preliminary approval of First Day Complete program, and program cost is determined after pricing analysis of full academic year including the Fall term prior to desired launch date and evaluated annually.
The course listing utilized within Mechanical Engineering include CMPSC 200 Programming for Engineers with MATLAB (3 credits), EDSGN 100 Introduction to Engineering Design (3 credits), ENGL 202C Effective Writing: Technical Writing (3 credits), IE 312 Product Design and Manufacturing Processes (3 credits), MATH 220 Matrices (3 credits), MATH 231 Calculus of Several Variables (2 credits), MATSE 259 Properties and Processing of Engineering Materials (3 credits), EMCH 211 Statics (3 credits), EMCH 213 Strength of Materials (3 credits), MATH 251 Ordinary and Partial Differential Equations (4 credits), ME 300 Engineering Thermodynamics I (3 credits), ME 320 Fluid Flow (3 credits), ME 360 Mechanical Design (3 credits), ME 370 Vibration of Mechanical Systems (3 credits), ME 410 Heat Transfer (3 credits), ME 450 Modeling of Dynamic Systems (3 credits), PHYS 211 General Physics: Mechanics (4 credits).
Psychology course listing that was utilized in the research of this activity.

<table>
<thead>
<tr>
<th>Prescribed Courses</th>
<th>Course Credit Hours</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 100 Introduction to Psychology</td>
<td>3</td>
<td>HB</td>
</tr>
<tr>
<td>Psychology 301W Basic Research Methods in Psychology</td>
<td>4</td>
<td>HB</td>
</tr>
<tr>
<td>Stat 200 Elementary Statistics</td>
<td>4</td>
<td>HB</td>
</tr>
<tr>
<td>PSYCH 212 Lifespan Development</td>
<td>3</td>
<td>HB</td>
</tr>
<tr>
<td>PSYCH 410 Child Development</td>
<td>3</td>
<td>HB</td>
</tr>
<tr>
<td>PSYCH 221 Introduction to Social Psychology</td>
<td>3</td>
<td>HB</td>
</tr>
<tr>
<td>PSYCH 243 Introduction to Well-Being and Positive Psychology</td>
<td>3</td>
<td>HB</td>
</tr>
<tr>
<td>PSYCH 270 Introduction to Abnormal Psychology</td>
<td>3</td>
<td>HB</td>
</tr>
<tr>
<td>PSYCH 476 Child Psychopathology</td>
<td>3</td>
<td>HB</td>
</tr>
<tr>
<td>PSYCH 462 Physiological Psychology</td>
<td>3</td>
<td>HB</td>
</tr>
<tr>
<td>PSYCH 461 Advanced Conditioning and Learning</td>
<td>3</td>
<td>HB</td>
</tr>
<tr>
<td>BISC 004GN</td>
<td>3</td>
<td>HB</td>
</tr>
</tbody>
</table>

Psychology 100 Introduction to Psychology (3 credits), Psychology 301W Basic Research Methods in Psychology (4 credits), Stat 200 Elementary Statistics (4 credits), PSYCH 212 Lifespan Development (3 credits), PSYCH 410 Child Development (3 credits), PSYCH 221 Introduction to Social Psychology (3 credits), PSYCH 243 Introduction to Well-Being and Positive Psychology (3 credits), PSYCH 270 Introduction to Abnormal Psychology (3 credits), PSYCH 476 Child Psychopathology (3 credits), PSYCH 462 Physiological Psychology (3 credits), PSYCH 461 Advanced Conditioning and Learning (3 credits), and BISC 004GN (3 credits).
Indiana University (Bloomington) has put forward a E-Text update from January 23rd, 2020 that through exploration of the variables of distinct courses (807), class sections (2,075), distinct textbook titles (2,228), student enrollment trends (72,180), the number of eTextbooks distributed (76,421), and the number of eTextbooks purchased ($3.77) that students saved $3.19 million and that this number is $6.38 million below retail costs.
Appendix N
1/26/21

SENATE COMMITTEE ON GLOBAL PROGRAMS

Update from Global Programs

(Informational)

Introduction and Rationale
The transition to remote teaching in Spring 2020 and return to campus in 2020-2021 has raised distinct challenges for global engagement across the Commonwealth. Vice Provost Roger Brindley will provide an update on the Office of Global Programs. Current developments regarding VISAs and other challenges to our international student population will be detailed.

SENATE COMMITTEE ON GLOBAL PROGRAMS
- Emanual Almonte
- Melba Amador Medina
- Harsh Anand
- Imene Belhassen
- Roger Brindley
- Joanna DeFranco
- Susan Fredricks
- Imoona Garrette
- Tai-Yin Huang
- Rosemary Jolly
- Brian King, Chair
- Dena Lang
- Siela Maximova
- Margaret Michels
- Miguel Mostafa
- Willie Ofosu
- Martha Strickland, Vice Chair
- Sarah Townsend
Faculty Senate
Global Programs Presentation

Dr. Roger Brindley
Vice Provost for Global Programs
January 26th, 2021

• 24 years as faculty at University of South Florida
• 10 years as SIO and 2 years as Dean of College of Education
  • 6 years on APLU Commission for Initiatives (2 as Executive Chair)

During 10-year tenure as SIO, USF:

TRIPLED its international student admissions/enrollment

DOUBLED education abroad participation

Constructed PERVASIVE GLOBAL ENGAGEMENT across three campuses

USF is a Top Producer of Fulbright Scholars, #2 ranked for Peace Corps Volunteers, and received:
  • 2019 IIE Andrew Heiskell Award for Innovation in International Education,
  • 2019 APLU Platinum Award for Internationalization
  • 2017 Diversity Abroad Institution Award, and
  • 2013 Senator Paul Simon Award for Campus Internationalization.
Penn State as a Global Leader

Penn State 2016-2025 Strategic Plan - Enhancing Global Engagement Foundation

Penn State is a global institution that integrates varied perspectives across all components of its mission. An enhanced focus on global engagement leverages our resources with those of other leading institutions around the world to create new knowledge and address significant global challenges, prepare our students to live in a global society, and improve the lives of our community at scales from the local to the global. Continuing to build a Global Penn State will include enhancing global competencies through real and virtual opportunities for student, faculty, and staff engagement with the international community; internationalizing the University by bringing non-U.S.-born students and scholars to our campuses; and establishing a global network of partnerships that enables the University to pursue its mission worldwide.

SENATE COMMITTEE ON GLOBAL PROGRAMS

Global Citizenship and Global Competency
(Advisory/Consultative)
Implementation: Upon Approval by the President

The challenge and the opportunity: Penn State as a global land-grant university for the 21st century committed to world class research and inquiry for positive societal change.

What is “Pervasive Internationalization?”

Five vital dimensions of internationalization:

• Facilitating international research
• Internationalizing the curriculum
• Engaging faculty
• Supporting students
• Strengthening global operations

Global learning asks students to approach the world’s challenges and opportunities from multiple perspectives, to develop worldviews. It requires students to translate what they know into what they do.
Recommendation #1: The administration incorporates the following definitions of global awareness, global literacy, global competency, intercultural competency, and global citizenry in assessing progress in the university’s strategic plan.

Recommendation #: The administration endorses the following framework for Developing Global Citizenship:
Closing Thoughts

- It Takes an institutional community of practice
- Global Programs as a facilitator
- Communities of Practice within the global ecosystem of Penn State
- The essential role of the Faculty Senate
On May 13, 2020, Kathleen Bieschke, Vice Provost for Faculty Affairs, charged a committee to develop a list of recommended options for assessing teaching effectiveness. The committee produced two reports. The first report made recommendations for assessment of teaching in the absence of Student Ratings of Teaching Effectiveness (SRTE) and peer reviews from the spring 2020 semester for those being reviewed for promotion in the 2020-2021 academic year. The second report made recommendations for future improvements in the evaluation of teaching in response to the historic over-reliance on student feedback, including the SRTE numerical scores and written feedback collected with the SRTEs, for tenure, promotion, annual review, and reappointment. Committee members are listed below.

The committee reviewed existing Penn State policies and guidelines related to the assessment of teaching effectiveness and literature on the evaluation of teaching. The latter included scholarly publications on teaching evaluation and ongoing projects such as the Teaching Evaluation Project sponsored by the National Science Foundation and the American Association of Universities, to advance multidimensional and effective evaluation of teaching at universities. A selection of resources reviewed is included below.

The recommendations included in the first report were provided to candidates whose path to promotion has been affected by the COVID-19 pandemic, as well as to academic administrators. It was delivered to the Vice Provost on June 29, 2020. The recommendations appear as Appendix M in the 2020-2021 Administrative Guidelines for Policy AC23: Promotion and Tenure Procedures and Regulations (www.vpfa.psu.edu/files/2020/09/2020-2021-Administrative-Guidelines-Final-Updated-9.18.2020.pdf). When promotion and/or tenure committees were charged, they were asked to draw from this list of recommended options for assessing teaching effectiveness during the 2020 spring semester.

The second report of a committee recommended changes that might be implemented at Penn State in the future. The committee provided the recommendations to inform concerns about bias, the impacts of the COVID-19 pandemic, and a future review of Penn State teaching evaluation policy.

The report (attached) includes numerous options for faculty to document and include in their dossiers for review by departments, divisions, and/or administrators. The report identifies ways that faculty, peers, and students can contribute a broad range of evaluative feedback on the teaching and learning experience. The recommendations are crafted to decenter the personal terms that students frequently use to describe and evaluate the faculty member, and to emphasize the teaching and learning.

Assessing Teaching Effectiveness Committee Members
Cindy Brewer, Department Head & Professor, Department of Geography, College of Earth and Mineral Sciences
Melina Czymoniewicz-Klippel, Assistant Teaching Professor, Department of Biobehavioral Health, College of Health and Human Development
Julie Gallagher, Associate Professor, History & Women’s, Gender, and Sexuality Studies, Penn State Brandywine
Keith Gilyard, Senior Faculty Mentor & Edwin Erle Sparks Professor of English and African American Studies, College of the Liberal Arts
SENATE COMMITTEE ON FACULTY AFFAIRS

- Michael Bartolacci
- Kathleen Bieschke
- Renee Bishop-Pierce, Chair
- Gary Calore
- Alison Chetlen
- Ali Demirci
- James Fairbank
- Rita Foley
- David Fusco
- Leland Glenna
- Charlene Gross
- Margaret Hu
- Pamela Hufnagel
- Lawrence Kass
- Joshua Kirby, Vice Chair
- Lisa Kitko
- Angela Linse
- Jonathan Mathews
- John Nousek
- Laura Pauley
- Rosemarie Petrilla
- Nicholas Pyeatt
- Richard Robinett
- Raghu Sangwan
- Sue Rutherford Siegel
- Emily Strohacker
- Nathan Tallman
- Michael Tyworth
- Joshua Wede
Appendix O
1/26/21

Recommendations for the Future
Evaluation of Teaching Effectiveness at Penn State
July 2020
Committee on Assessing Teaching Effectiveness

Members:
Cynthia Brewer, Professor and Head, Department of Geography
Melina Czymoniewicz-Klippel, Assistant Teaching Professor, Biobehavioral Health, College of Health and Human Development
Julie Gallagher, Associate Professor of History and American Studies, Penn State Brandywine
Keith Gilyard, Edwin Erle Sparks Professor of English and African American Studies and Director of Graduate Studies, Department of African American Studies, College of the Liberal Arts
Tim Kurzweg, Professor, Electrical and Computer Engineering, and Director, School of Engineering, Penn State Behrend
Angela Linse (chair), Associate Dean and Executive Director, Schreyer Institute for Teaching Excellence

Introduction

This is the second report the Committee on Assessing Teaching Effectiveness submitted to Kathy Bieschke, Vice Provost for Faculty Affairs. One part of the committee’s charge was to investigate options for improving future evaluation of teaching for tenure, promotion, annual review, and reappointment. This report addresses the unacceptable over-reliance on student feedback, specifically the Student Ratings of Teaching Effectiveness (SRTE) numerical ratings and ‘Open Ended Item’ responses, which serve to amplify systemic inequities and hierarchies within our teaching community.

We recognize that effective teaching rests fundamentally on the intentional design and implementation of teaching practices that support student achievement of course-level learning outcomes. ¹

Below we recommend numerous options for faculty to document and for departments and/or administrators to evaluate teaching effectiveness to include in promotion dossiers and review materials. These options include a faculty member’s self-reflection on their teaching, peer and/or discipline specific input, and student feedback. The recommendations are crafted to decenter the personal terms that students frequently use to describe and evaluate the faculty member, and to emphasize the teaching and learning.

¹ Adapted from Developing and Evaluating Teaching Effectiveness at Colorado State University, The Institute for Learning and Teaching (TILT), Colorado State University, 2019, v. 1.1.
Rationale for this Report

We offer these recommendations at this critical juncture for several reasons, including concerns about bias, the impacts of the COVID-19 pandemic, and a long overdue review of teaching evaluation policy. The publication of the “More Rivers to Cross” report documents the clear, disproportionate negative impacts of SRTEs on Black faculty members. The continued use of student ratings is questionable due to systemic biases that privilege white, male faculty over female faculty and faculty of color as well as the over-reliance on and misuse of student ratings data in personnel decisions. In addition, the global pandemic that hit the United States in March 2020 necessitated an immediate conversion of all face-to-face courses to remote delivery. In World Campus courses, faculty and students experienced negative impacts of the pandemic as people grappled with family illness and economic fallout. The changes in course delivery necessitated by the pandemic will continue for the foreseeable future, as will the disruption of typical evaluations of teaching by peers and students. Finally, the committee determined that a review of the evidence considered for the evaluation of teaching would be beneficial given that the last review of this was conducted by University Faculty Senate in 2006.

Below, the committee identifies ways that faculty, peers, and students can contribute evaluative feedback on the teaching and learning experience, particularly during a period of disruption when traditional processes are not possible. The disruption offers an opportunity for the university to reconsider its (over)reliance on narrow range of evidence in the evaluation of teaching.

Recommendation 1: Faculty Self-Assessment of Teaching

Emphasis on peer review and student ratings, overshadows the voice of the instructor in describing their teaching. The options below explicitly add that third and important voice to the evaluation process, aside from the Narrative Statement in standard dossiers.

a. Teaching Philosophy/Statement. A teaching statement or teaching philosophy is a description of what a faculty member does to enable student learning and includes examples of how the instructor enacts that statement through course design and instruction. An effective teaching philosophy discusses students, not solely content or the faculty member’s beliefs about teaching and learning. Teaching philosophies vary widely and across disciplines (examples from the Schreyer Institute for Teaching Excellence).

b. Course Objectives. Faculty members may reflect on how students are provided with opportunities to demonstrate achievement of course objectives and/or program outcomes.
   i. How students’ work on an assignment or activity, or performance on exam or quiz items demonstrates that the assignment, activity, exam or quiz item is designed to produce evidence of learning-objective achievement.
ii. Analysis of grading rubrics to reflect alignment between grading criteria and learning objectives.
iii. Assessment scores (e.g. assignment grades) relative to student learning objectives.
iv. Examples of student work (by grade level or quality rank), including grading rubrics used to score the work.
v. In programs that are accredited through an external body, specific course outcomes for a course may be determined by a program assessment committee. These course outcomes are measured through developed metrics, such as specialized grading rubrics or assessment scores, developed by the program assessment committee to provide evidence of meeting overall program outcomes. For accredited programs that have course-level accreditation outcomes, the instructor might present measured data that support that the course objectives were met.

c. **Intellectual Work of Teaching.** Faculty may reflect on the expertise involved in teaching their courses, citing specific examples. Example topics that might guide this reflection:
   i. Course planning that includes content knowledge, selection of sources, and anticipation of students’ prior learning or misconceptions, and strategies for overcoming disciplinary bottlenecks.
   ii. Creating connections to research in the field and/or professional practice. iii. Course design that creates learning pathways or scaffolding through deliberate links between assignments, readings, lectures, discussions, and/or other course elements.
   iv. Course changes in response to pedagogic innovation, student learning needs, or remote learning modes.
   v. Examples, with quantitative or qualitative evidence, of how the instructor has demonstrated continual course improvement using varied feedback mechanisms such as ungraded Classroom Assessment Techniques, a mid-semester class interview or a student survey.

**Recommendation 2: Peer Assessment of Teaching**

Expert teachers are a good choice for evaluating teaching abilities of other instructors and there are a variety of ways the voices of peer evaluators may be included in promotion dossiers, reviews, and reappointment materials.

a. **Peer Observation:** Peer faculty members who sit in on an in-person class, synchronous online session, or an asynchronous module of an asynchronous online course are encouraged to examine the content of the course syllabus and schedule and assess whether the reviewed session or module aligns with the course objectives and how it fits into the course design. This may be accomplished by adding the peer to a Canvas course for a short period of time to review the material. The observer may also review course content produced during or after the observed session or module, such as online posts, discussions, responses, or homework. This is a standard practice in peer assessments of
online teaching, but is also important for in-person, hybrid, remote, and other mixed-mode offerings.

In-class peer observation best practices include planned visits and being invited by the instructor, in consultation with the head of the academic unit. Another characteristic of effective peer observation is a focus on what the instructor wants to learn or improve about their teaching, which necessitates a conversation in advance of the observation. Finally, faculty within an academic unit should consider coming to a consensus about what constitutes effective teaching in order to ensure that reviewed instructors are receiving a consistent message. One way to achieve consistency is to use a peer observation template or rubric.

For early career faculty, peer observations should be conducted by a faculty member of higher rank. For faculty of the middle and highest ranks, reviewers may be of equivalent or higher rank. Academic administrators may also conduct observations of teaching performance and materials.

Peer and administrator observations may be reported in a letter format made available to the instructor at the time of the review, and included in review or promotion materials; i.e., these should be considered confidential evaluations.

b. Peer Review of Course Materials (peer evaluates a packet or portfolio for a single course): The faculty member under review creates a compact portfolio of course materials to be reviewed by a peer. The course material should reflect the learning objectives and select materials that demonstrate how the instructor enables student success. Documentation might include the syllabus, readings, a sample of key topics, assignments, lab experiences, discussion prompts, and assessments such as quizzes or exams. This compilation may be introduced with narrative about the course and how the materials are related as well as a table of contents. Example student products may also be included, but student privacy must be maintained and all identifiable information redacted.

Selection of the peer evaluator is flexible, not hierarchical, and should be a peer from another Penn State campus or a faculty member who has similar expertise or teaches a similar course. Reviewer selections should be made jointly by the instructor and administrator or supervisor and the evaluation may be requested by either. Reviewers should be given at least a month to the review the course material and return a review letter assessing the relevance of the course and whether the design aligns with the course objectives. Reviewers should be requested to maintain the confidentiality of instructor’s intellectual property. It is the evaluator’s letter (not the portfolio) that becomes part of the promotion dossier, annual review, or reappointment package.

As above, an administrator may also conduct a review of the course material. This may replace or add to an in-class observation.

c. Peer Review of ‘Teaching Portfolio’ (referencing materials from a range of courses): Faculty members present a portfolio that reflects the breadth of the instructor’s teaching. This option invites evaluation by a peer or external writer. Teaching portfolios typically
accompany a teaching philosophy statement and course materials provide evidence that supports the statement. The portfolio provides a larger context about the instructor’s teaching and includes references to how their courses relate to program goals and requirements, to each other, and to other instructors’ offerings.

Reviewers chosen to evaluate a teaching portfolio should be experts in the instructor's field(s) who have an understanding of the curriculum in a discipline. The reviewer might be a Penn State faculty member at another campus or a peer at another institution or organization (such as a federal agency). The reviewer provides a letter of evaluation that becomes part of the external letters section of a promotion dossier. For tenure-line faculty, including at least one external letter of teaching evaluation may address a common perception that Penn State values research above teaching.

Selection of reviewers should be made jointly by the instructor and administrator or supervisor, and the evaluation letter is requested by the administrator (e.g., program head). The consultation is important because the instructor (or supervisor) in order to protect the instructional intellectual property of the faculty member or a unique contribution to the program. External reviewers must be trusted to respect the boundaries of intellectual property, particularly with specialty and/or online programs. The confidentiality issue is different for teaching materials because course materials are not publicly available as are research, scholarship, or creative products. Reviewers should be given at least 2 months to complete the review and return a letter of evaluation of the portfolio.

d. **Course and Program Accreditation Outcomes:** Accreditation is a voluntary, nongovernmental process that includes an external review to identify quality programs (e.g., [Accreditation Board for Engineering and Technology (ABET)](https://www.abet.org), [Association to Advance Collegiate Schools of Business International (AACSB)](https://www.aacsb.edu)). The accreditation process ensures that students are learning material most relevant to their field of study, preparing them to be effective leaders upon graduation.

Included in the accreditation process is a comprehensive review of a school’s mission, faculty qualifications, and the curricula, including courses and their support of the overall program. In some, specific course outcomes are identified, and assessment metrics are created to measure the success and effectiveness of the teaching and student learning.

In academic programs accredited from an external organization, a faculty member’s ability to meet the program objectives can be evaluated using specific accreditation metrics. Typically, metrics can be measured through specialized grading rubrics or assessment scores. This peer review could be conducted by an experienced external reviewer, a program or department head, or a faculty member familiar with the accreditation objectives and standards.

**Recommendation 3: Assessment by Students**

As part of the on-going effort to revise the criteria for teaching effectiveness, we propose the following options for evaluation of instructors by students.
a. **Advising/Mentoring**: Offer students the opportunity to provide feedback about their experience of being mentored and/or advised by the instructor.

b. **Surveys of previous students or alumni**: Conduct surveys of students at an interval from two- to five-year after taking a course. The survey should invite reflection on how the course and instructor influenced or prepared them for other courses or their current context.

c. **Written Student Feedback** (that is gathered simultaneously with the SRTEs) The committee recommends implementation of both of these suggestions.

   i. Eliminate use of student all open-ended feedback in the evaluation of teaching (summative assessment), including responses to the university open ended questions and any open-ended Additional Questions written by the academic unit. Not only does the written feedback double-count each student’s input, current methods of summarizing the student written comments are inconsistent across and within campuses and colleges. More problematic is the common practice of including negative comments even when those comments do not reflect the collective views of students. When a few negative comments are included, it gives greater weight to negative comments.

   The written comments should continue to be collected because they can provide insight on common student concerns and aid in the interpretation of SRTE items.

   ii. Replace the current open-ended questions more explicit questions or guidance about what constitutes appropriate subjects for student commentary. This is intended to set parameters and reduce personal comments about the instructor. For example:

   - Students could be asked to reflect on the specific course elements that helped them learn (e.g., syllabus, learning objectives, readings, power points, films, small group activities, labs).
   - Shift the emphasis to comments about class more broadly by asking: What did we do in this course that helped your learning? What could we change to improve your learning?
   - Shift the focus on the student. What did you do in course that helped you learn? What could you change to improve your learning?

d. **SRTE Recommendations**:

   i. Replace the use of SRTE quantitative data with a faculty member’s written summary and reflective response to them (e.g., [Sample Student Ratings Annotation](#)). This option encourages faculty to focus on course and instructional improvements and eliminates the burden of interpretation for administrators or peers.

   If quantitative SRTE data continue to be used, all of the remaining changes should be implemented:
ii. Eliminate the mean rating. Provide only the distribution across scores (1–7) and include the full distribution in dossiers and Activity Insite reports. For example:

![Distribution Chart]

The above is similar the distributions already included in the individual SRTE summary reports, except without the graphic element, which might be problematic to import into Activity Insight:

<table>
<thead>
<tr>
<th>Lowest Rating</th>
<th>Average Rating</th>
<th>Highest Rating</th>
<th>N</th>
<th>Mean</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>A3</td>
<td>Rate the overall quality of the course. 0% 0% 2/13% 2/13% 4/27% 3/20% 4/27% 15 5.33 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A4</td>
<td>Rate the overall quality of the instructor. 0% 17% 17% 2/13% 2/13% 3/20% 6/40% 15 5.53 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

iii. Immediately eliminate all known problematic questions from the existing 177 SRTE items, including items likely to prompt implicit biases (e.g. questions about authority, mastery, or presence), compound items (using the terms “and” or “or”), items that are not actionable or under the control of the instructor, poorly worded items, and out-of-date items.

iv. Consider restricting the availability of existing SRTE forms (associated with previously administered SRTEs) to prompt academic units to reconsider their choice of items, some of which have not changed in decades. Item choices should reflect current instructional values and norms and all items should be reviewed to ensure they do not amplify stereotypes or bias or unnecessarily trigger negative reactions.

**Recommendation 4: Professional Development for Teaching** (instructional improvement)

This committee strongly recommends addition of a new section to all promotion dossier and evaluation packets. Inclusion of this section appropriately emphasizes instructional improvement and recognizes ongoing efforts to learn about effective teaching practices and behaviors and accumulate knowledge about how students learn.

Examples of professional development activities that might be included:

- Participation in faculty teaching communities or communities of practice.
- Consulting with college or campus instructional designers, Schreyer Institute for Teaching Excellence faculty, Teaching and Learning with Technology (TLT), librarians, or multimedia staff.
- Independent work through readings, webinars, virtual teaching conferences, etc.
- Participation in teaching journal or book groups
- Curricular revisions and instructional innovations, including resources for students.
Appendix O
1/26/21

- Development of instructional resources or materials for other instructors or graduate student TAs or instructors.
- Teaching and learning presentations for other instructors or at conferences (virtual and in person).
- Collaborations with other instructors on teaching and learning projects.
- Service on teaching and learning, curriculum, and program assessment committees.
- Teaching and Learning Scholarship (course- or curriculum-based research) that results in scholarly output such as publications and conference presentations.
- Formal and informal out-of-class learning activities (e.g., undergraduate research, students-as partners scholarship).
This report is a summary of Penn State health care benefit changes, changes under consideration, and issues discussed, for which the Joint Committee on Insurance and Benefits provided consultation with Penn State administration between September 2019 and May 2020.

Changes to Penn State Benefits

Health Plan Benefit Changes in 2020

The PPO and PPO Savings plans remained the two health plan choices in 2020 with Aetna as the third-party administrator (TPA) and CVS Caremark as the Pharmacy Benefit Manager (PBM).

The premium structure, the tiering for the PPO plan deductibles, and the seed money for the PPO Savings plan remained the same as 2019. For 2020, both the PPO plan and PPO Savings plan provided lower cost-sharing for preventive drugs under the prescription drug program. Under both plans, for certain preventive medications, the cost-sharing structures are illustrated below:

<table>
<thead>
<tr>
<th>Pharmacy</th>
<th>PPO Plan</th>
<th>PPO Savings Plan (Deductible Waived)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preventive Drugs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generic Drugs</td>
<td>10% coinsurance</td>
<td>10% coinsurance</td>
</tr>
<tr>
<td>Formulary Brand Drugs</td>
<td>20% coinsurance</td>
<td>20% coinsurance</td>
</tr>
<tr>
<td>Non-Formulary Brand Drugs</td>
<td>40% coinsurance</td>
<td>40% coinsurance</td>
</tr>
</tbody>
</table>

Technical Service PPO and PPO Savings plan designs and percentages of salary contributions for 2020 are defined per the terms of the collective bargaining agreement.

To provide context for the faculty and staff health care plan design changes since 2016, the following chart was created, with changes noted in green.

<table>
<thead>
<tr>
<th>PPO Plan Provision Description</th>
<th>2016</th>
<th>2017</th>
<th>2018-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deductible (Individual/Family)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band 1: Less than or equal to $45,000</td>
<td>$250 / $500</td>
<td>$375 / $750</td>
<td>$250 / $500</td>
</tr>
<tr>
<td>Band 2: $45,001-$60,000</td>
<td>$250 / $500</td>
<td>$375 / $750</td>
<td>$375 / $750</td>
</tr>
<tr>
<td>Band 3: $60,001-$90,000</td>
<td>$250 / $500</td>
<td>$375 / $750</td>
<td>$500 / $1,000</td>
</tr>
<tr>
<td>Band 4: Greater than $90,000</td>
<td>$250 / $500</td>
<td>$375 / $750</td>
<td>$625 / $1,250</td>
</tr>
<tr>
<td>Out-of-Pocket Maximum (Excluding Deductible)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual</td>
<td>$1,000</td>
<td>$1,250</td>
<td>$1,250</td>
</tr>
<tr>
<td>Family</td>
<td>$2,000</td>
<td>$2,500</td>
<td>$2,500</td>
</tr>
<tr>
<td>Coinsurance Percentage</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preventive Care</td>
<td>Covered at</td>
<td>Covered at</td>
<td>Covered at 100%</td>
</tr>
<tr>
<td>Category</td>
<td>Preventive Drugs*</td>
<td>Generic Drugs</td>
<td>Formulary Brand Drugs</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------------</td>
<td>---------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td></td>
<td>50% coinsurance</td>
<td>50% coinsurance</td>
<td>50% coinsurance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preventive Drugs*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generic Drugs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formulary Brand Drugs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Formulary Brand Drugs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retail</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generic Drugs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formulary Brand Drugs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Formulary Brand Drugs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formulary Drugs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Formulary Drugs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Out-of-pocket Maximum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Pay used for employee premium contributions capped at $140,000

*Began 2020
<table>
<thead>
<tr>
<th>PPO Savings Plan Provision Description</th>
<th>2016</th>
<th>2017</th>
<th>2018-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deductible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual</td>
<td>$1,300</td>
<td>$1,600</td>
<td>$1,600</td>
</tr>
<tr>
<td>Family</td>
<td>$2,600</td>
<td>$3,200</td>
<td>$3,200</td>
</tr>
<tr>
<td>Out-of-Pocket Maximum (Excluding Deductible)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual</td>
<td>$2,100</td>
<td>$1,975</td>
<td>$1,975</td>
</tr>
<tr>
<td>Family</td>
<td>$4,200</td>
<td>$3,950</td>
<td>$3,950</td>
</tr>
<tr>
<td>HSA Seed (Individual/Family)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band 1: Less than or equal to $45,000</td>
<td>$400/$800</td>
<td>$600/$1,200</td>
<td>$800/$1,600</td>
</tr>
<tr>
<td>Band 2: $45,001-$60,000</td>
<td>$400/$800</td>
<td>$600/$1,200</td>
<td>$600/$1,200</td>
</tr>
<tr>
<td>Band 3: $60,001-$90,000</td>
<td>$400/$800</td>
<td>$400/$800</td>
<td>$400/$800</td>
</tr>
<tr>
<td>Band 4: Greater than $90,000</td>
<td>$400/$800</td>
<td>$400/$800</td>
<td>$200/$400</td>
</tr>
<tr>
<td>Coincurrence</td>
<td>Percentage</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Pharmacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preventive Drugs*</td>
<td></td>
<td>Deductible waived*</td>
<td></td>
</tr>
<tr>
<td>Generic Drugs</td>
<td>10% coinsurance</td>
<td>10% coinsurance</td>
<td>10% coinsurance</td>
</tr>
<tr>
<td>Formulary Brand Drugs</td>
<td>10% coinsurance</td>
<td>20% coinsurance</td>
<td>20% coinsurance</td>
</tr>
<tr>
<td>Non-Formulary Brand Drugs</td>
<td>10% coinsurance</td>
<td>40% coinsurance</td>
<td>40% coinsurance</td>
</tr>
<tr>
<td>Mail Order</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generic Drugs</td>
<td>10% coinsurance</td>
<td>10% coinsurance</td>
<td>10% coinsurance</td>
</tr>
<tr>
<td>Formulary Brand Drugs</td>
<td>10% coinsurance</td>
<td>20% coinsurance</td>
<td>20% coinsurance</td>
</tr>
<tr>
<td>Non-Formulary Brand Drugs</td>
<td>10% coinsurance</td>
<td>40% coinsurance</td>
<td>40% coinsurance</td>
</tr>
<tr>
<td>Specialty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formulary Drugs</td>
<td>10% coinsurance</td>
<td>20% and $65 minimum</td>
<td>20% and $65 minimum</td>
</tr>
<tr>
<td>Non-Formulary Drugs</td>
<td>10% coinsurance</td>
<td>40% and $100 minimum</td>
<td>40% and $100 minimum</td>
</tr>
<tr>
<td>Out-of-pocket Maximum</td>
<td>Integrated with Medical</td>
<td>Integrated with Medical</td>
<td>Integrated with Medical</td>
</tr>
<tr>
<td>Contributions**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual</td>
<td>0.52%</td>
<td>0.63%</td>
<td>0.78%</td>
</tr>
<tr>
<td>2 Person</td>
<td>1.25%</td>
<td>1.53%</td>
<td>1.89%</td>
</tr>
<tr>
<td>Parent/Child(ren)</td>
<td>1.18%</td>
<td>1.42%</td>
<td>1.75%</td>
</tr>
<tr>
<td>Family</td>
<td>1.60%</td>
<td>1.95%</td>
<td>2.41%</td>
</tr>
</tbody>
</table>

*Began 2020

**Pay used for employee premium contributions capped at $140,000
Retiree Health

Retirees who are not Medicare-eligible subscribe to the same PPO or PPO Savings plan as active employees until they turn age 65. In the PPO, the 2020 rates are as follows: retiree-only $185.08, retiree plus spouse $370.16, retiree plus children $277.62, and retiree family $462.70. In the PPO Savings plan, the 2020 rates are as follows: retiree-only $133.59, retiree plus spouse $267.18, retiree plus children $200.39, and retiree family $333.99.

Retirees who are Medicare participants can select the Part B Freedom Blue PPO plan as a Medicare Advantage plan that is fully insured by Highmark. For 2020, premiums for this plan remained at $80. Penn State pays approximately 80% of the total premium for this plan. Certain retirees who were age 70 and retired before 2007 pay a different rate.

2020 Health Plan Enrollment Data

For 2020 health plan enrollment data indicated:

- 12,328 or 72% of employees enrolled in the PPO plan
- 4,827 or 28% of employees enrolled in the PPO Savings plan
- 424 moved from PPO in 2019 to PPO Savings plan in 2020
- 320 moved from PPO Savings in 2019 to PPO plan in 2020

The chart in Appendix A shows actual claim costs with premium cost share, employee out-of-pocket medical and prescription costs and cost sharing for the last three years between the University and employees.

The chart shows that Medical and Drug spend increased which can be explained by the following:

- Medical and Drug trend, which impacts all employers, was the main driver of the cost increase from 2018 to 2019
- The number of high cost claimants (claimants with > $100K in claims) increased from 2018 to 2019
- There were no plan design changes to the PPO or PPO Savings plans in 2019, so while claims increased, the level of cost sharing with employees did not change

It should be kept in mind that Aetna’s discounts from billed charges in 2018 and 2019 were higher than Highmark’s in 2017, so there was a large decrease from 2017 to 2018 and then a trend increase in 2019. Per member per year (PMPY) annualized two-year trend, however, was only 1.5% from 2017-2019.

Health Plan Benefit Changes for 2021

The total allowed medical costs for calendar year 2021 are projected to be $331,916,400. The medical plan costs and cost-sharing projections used to develop the 2021 plan design and contribution levels are in the Table below. There will be no changes to the premium contribution percentages for faculty and staff and the plan designs are not changing. The university will once again offer the Benefits Mentor, a third-party plan comparison tool from IBM Watson Health, during the 2021 Benefits Open Enrollment period. This secure software provides a financial comparison of the out-of-pocket costs to employees for both the PPO and PPO Savings plans based on their medical and prescription drug claims for the prior 18 months. The intent of the tool is to be a source of information for employees to make the health care plan election that meets their needs and the needs of their families.
Table: 2021 Estimated Medical Health Plan Cost Share Projections

<table>
<thead>
<tr>
<th>CALENDAR YEAR (All Enrollees)</th>
<th>2021 Projected Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total of Allowed Charges</td>
<td>$331,916,400</td>
</tr>
</tbody>
</table>

**PPO Plan Cost Share**
- Participant OOP: 10.8%
- Premium Contributions: 14.0%
- HSA seed: 0.0%
- Penn State Cost Share: 75.2%

**PPO Savings Plan Cost Share**
- Participant OOP: 18.7%
- Premium Contributions: 8.8%
- HSA seed: 3.7%
- Penn State Cost Share: 68.8%

**Contribution By:**
- University: $247,060,000
- Employee: $84,856,400

**Cost Sharing %**
- University: 74.4%
- Employee: 25.6%

Note: Assumes the status quo pre-Medicare employee contributions (same % cost share as 2020)

2021 Benefits Open Enrollment is November 2, 2020-November 20, 2020 with all changes made effective January 1, 2021.

**Benefit Changes under Consideration Currently and/or**
**Topics Discussed with No Change at this Time, or For Informational Purposes**
The Committee did not recommend any changes for plan year 2021. The group will work with administration on evaluating the impact that COVID-19 has had on the utilization and cost of the health care plan, which may influence recommendations for 2022. At least one representative from the Committee will be an active participant in the Request for Proposal for medical and prescription drug third party administrative services anticipated to be effective January 1, 2022.

SENATE COMMITTEE ON FACULTY BENEFITS

- Jennifer Baka
- Ingrid Blood
- Denise Costanzo, Vice Chair
- Rita Foley
- Lorraine Goffe
- Indrit Hoxha
- Rajen Mookerjee
- Linda Rhen
- Ira Saltz, Chair
- Geoff Scott
- Greg Stoner
- Nicole Swallow
Appendix A

<table>
<thead>
<tr>
<th>Summary</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Members (Active and under 65)</td>
<td>31,799</td>
<td>9,749</td>
<td>12,531</td>
</tr>
<tr>
<td>Freedom Blue Premium</td>
<td>$40,337,484</td>
<td>$35,027,331</td>
<td>$254,684,988</td>
</tr>
<tr>
<td>Total Highmark/Aetna Claims Paid (Active and under 65)</td>
<td>$203,023,358</td>
<td>$230,785,988</td>
<td>$219,657,657</td>
</tr>
<tr>
<td>Total Claims Paid</td>
<td>$271,123,472</td>
<td>$285,985,765</td>
<td></td>
</tr>
<tr>
<td>Highmark/Aetna Claims Paid (Minus FB) PMPY</td>
<td>$8,365</td>
<td>$2,848</td>
<td>$6,009</td>
</tr>
<tr>
<td>% Change in Total Spend PMPY</td>
<td>-2.4%</td>
<td>10.4%</td>
<td>-3.7%</td>
</tr>
<tr>
<td>Total Contributions</td>
<td>$48,292,496</td>
<td>$45,188,840</td>
<td>$50,575,544</td>
</tr>
<tr>
<td>Total Highmark/Aetna Cost net of Contributions</td>
<td>$222,830,976</td>
<td>$209,496,148</td>
<td>$235,020,221</td>
</tr>
<tr>
<td>Employee/Retiree Medical Out-of-Pocket</td>
<td>$18,438,063</td>
<td>$7,226,311</td>
<td>$25,664,374</td>
</tr>
<tr>
<td>Employee/Retiree Prescription Out-of-Pocket</td>
<td>$5,627,551</td>
<td>$1,342,158</td>
<td>$5,135,605</td>
</tr>
<tr>
<td>Total Employee Out-of-Pocket</td>
<td>$24,065,614</td>
<td>$8,568,469</td>
<td>$32,664,979</td>
</tr>
<tr>
<td>PMPY Employee Out-of-Pocket</td>
<td>$757</td>
<td>$879</td>
<td>$785</td>
</tr>
<tr>
<td>% Change in Employee OOP PMPY</td>
<td>21.5%</td>
<td>19.3%</td>
<td>21.8%</td>
</tr>
<tr>
<td>Freedom Blue University Contribution</td>
<td>$40,337,484</td>
<td>$35,027,331</td>
<td>$39,304,526</td>
</tr>
<tr>
<td>Net University Cost</td>
<td>$222,830,976</td>
<td>$209,496,148</td>
<td>$235,020,221</td>
</tr>
<tr>
<td>University Percent Share of Total Healthcare costs</td>
<td>73%</td>
<td>72%</td>
<td>73%</td>
</tr>
<tr>
<td>Employee Percent Share of Total Healthcare costs</td>
<td>27%</td>
<td>28%</td>
<td>27%</td>
</tr>
</tbody>
</table>

What factors influenced the higher medical/Rx claims in 2019 vs. 2018, which resulted in increased costs to the university?

- Medical and Drug Trend
- Increased number of high cost claimants
- No plan design changes were made
Minimum and maximum employee out-of-pocket expenditures in 2019 (assuming lowest and highest premium formulas) and actual claims:

- The below chart illustrates the minimum and maximum out-of-pocket scenarios with the following assumptions:
  - The minimum assumes no claims and $25,000 salary level.
  - The maximum assumes the maximum OOP for each plan/coverage tier and $140,000 salary level.

<table>
<thead>
<tr>
<th></th>
<th>Individual</th>
<th>PPO Savings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum</td>
<td>$378</td>
<td>$195</td>
</tr>
<tr>
<td>Maximum</td>
<td>$8,049</td>
<td>$4,667</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Family</th>
<th>PPO Savings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum</td>
<td>$1,173</td>
<td>$603</td>
</tr>
<tr>
<td>Maximum</td>
<td>$18,790</td>
<td>$10,524</td>
</tr>
</tbody>
</table>

- The PPO Plan did not have anyone meet the TMOOP of $7,150/$14,300 in 2019 due to the large number of copays that would be required to reach this level
- Of the 286 who met the PPO Savings plan OOP max (individual/family), 91 had individual coverage and 195 covered others.
- Data was used from the IBM Watson database
- Includes active employees only (pre-Medicare retirees have been excluded)
- Out-of-network claims were excluded
PURPOSE
This is the fifth annual report prepared for the Faculty Senate and is a summary of child care services (availability, cost, and University contributions) and related research, education, and service activities associated with early child care services at Penn State University. The report also summarizes changes since the implementation of recommendations from the 2014 Presidential Task Force on Child Care at Penn State: Findings and Report to President Rodney Erickson.

BACKGROUND
Historically, the University has supported the philosophy that investment in early childhood education and care should be available to accommodate the changing population and to attract and retain competent and dedicated faculty, staff, and students (HR-48). Child care provided to families outside the University strengthens the connection between Penn State and its local communities. In addition, some centers serve as training sites for pre-service students in Early Childhood Education, and faculty and students also teach and conduct research in child care centers. However, this activity has been necessarily curtailed this year due to COVID.

Providing care to children at University Park since 1929, Penn State currently serves up to 735 children daily across the Commonwealth. Managed and/or contracted centers are located at University Park, Behrend, and the Milton S. Hershey Medical Center. The majority of children served at University Park centers have University affiliated faculty, staff and/or student parents, while there is more of a mix of Penn State affiliated and community families at the other campus and Penn State center locations. The contracted center at the Harrisburg campus closed June 30, 2020.
TASK FORCE ON CHILD CARE

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

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

UPDATE ON REPORT RECOMMENDATIONS

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

The global pandemic significantly impacted the operations of all of the child care centers across the Commonwealth, including the closure of the five centers from March 16 through August 2020 (note that the Bennett Family Center and the Child Care Center at Hort Woods reopened for care on August 19, 2020, and the Bright Horizons centers reopened on August 17, 2020). The reopening strategy required limited capacities and was shaped by an adherence to strict guidelines and safety protocols from the Centers for Disease Control, clinical experts, faculty researchers, university administration, and Bright Horizons. Enrollments in the centers also decreased, as families adjusted to the changes brought about by the pandemic, including their need for child care services. As of December 1, 2020, one positive COVID case has been confirmed at Hort Woods, and the appropriate measures were taken to inform staff, families, and agencies. In addition, the facility was deep cleaned by OPP, and the classroom in which the individual interacted with children has been closed for the duration of the required quarantine period.

The University also experienced turnover of the Director of Early Child Care Programs and Services, the Director at the Bennett Family Center, and the Director at the Child Care Center at Hort Woods, all of whom resigned in the summer of 2020. However, strong interim leadership has been established at both Bennett and Hort Woods, and operational and compliance leadership for early child care programs and services has come under the direct supervision of the Associate Vice President of HR Operations during the work to reopen, and this interim period.
From Finding 1 (“The Penn State community cares about the care and education of young children”), it was recommended that the University provide leadership in early childhood education and care through research, teaching, and service; establish faculty lines; establish scholars-in-residence programs; and, provide incentives for faculty to conduct research.

Update:

- During the spring 2020 semester at the Bennett Family Center and the Child Care Center at Hort Woods, 47 students spent 3,215 hours, representing four departments, completing coursework assignments, and working as work-study, wage, or Nittany Reads students.
- In 2020, one research study was conducted at the Bennett Family Center and Child Care Center at Hort Woods.
- The Behrend center supported two student employees during 2020, working 10-20 hours per week.

The global pandemic significantly limited the ability for the university to support student and faculty involvement in the centers during the spring 2020 semester and no students and faculty were permitted in the centers during the fall 2020 semester.

From Finding 2 (“Penn State Parents are mostly satisfied with services, but needs exist across the University”), it was recommended that the university continue to address child care needs, including availability, financial support for parents, and educational resources.

Update:

- Penn State was awarded a $824,768 CCAMPIS (Child Care Access Means Parents in School) grant from the U.S. Department of Education to provide financial assistance for child care to qualifying low-income undergraduate and graduate student parents at University Park and 20 campus locations. The four-year grant will provide $206,191 in third year funding for the Student Parent Child Care Subsidy Program in 2020-2021. For two decades, the program has also been additionally funded by student fees at University Park and participating campus locations.
- Table 1 documents the current potential capacity and current enrollments at all campus locations.

<table>
<thead>
<tr>
<th>Center</th>
<th>Total Capacity (pre-COVID-19)</th>
<th>Total Capacity (COVID-19)</th>
<th>Enrollments as of 11/1/2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behrend- Early Learning Center</td>
<td>97</td>
<td>79</td>
<td>59</td>
</tr>
<tr>
<td>University Park- Bennett Family Center</td>
<td>156</td>
<td>78</td>
<td>57</td>
</tr>
<tr>
<td>University Park- Daybridge</td>
<td>186</td>
<td>152</td>
<td>51</td>
</tr>
<tr>
<td>Penn State Health- Hershey Medical</td>
<td>116</td>
<td>96</td>
<td>81</td>
</tr>
<tr>
<td>Center- First Discoveries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>University Park- Child Care Center at Hort Woods</td>
<td>180</td>
<td>100</td>
<td>55</td>
</tr>
<tr>
<td>TOTAL CAPACITY=</td>
<td>735</td>
<td>505</td>
<td>303</td>
</tr>
</tbody>
</table>
• Table 2 documents the current availability at all campus locations

**TABLE 2-CENTER OPENINGS at University child care centers (AS OF November 1, 2020)**

<table>
<thead>
<tr>
<th>Center</th>
<th>Total Openings</th>
<th>Infant</th>
<th>Toddler</th>
<th>Preschool</th>
<th>School-Age/ Kindergarten</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behrend- Early Learning Center</td>
<td>24</td>
<td>2</td>
<td>9</td>
<td>13</td>
<td>N/A</td>
</tr>
<tr>
<td>University Park- Bennett Family Center and Child Care Center at Hort Woods</td>
<td>57</td>
<td>34</td>
<td>0</td>
<td>22</td>
<td>1</td>
</tr>
<tr>
<td>University Park- Daybridge</td>
<td>99</td>
<td>1</td>
<td>48</td>
<td>50</td>
<td>N/A</td>
</tr>
<tr>
<td>Penn State Health Hershey Medical Center- First Discoveries</td>
<td>20</td>
<td>2</td>
<td>0</td>
<td>11</td>
<td>7</td>
</tr>
</tbody>
</table>

• Table 3 documents current tuition rates at all campus locations

**TABLE 3- TUITION RATES (Current weekly tuition rates for Penn State Child Care Centers)**

<table>
<thead>
<tr>
<th>Center</th>
<th>Infant</th>
<th>Toddler</th>
<th>Preschool</th>
<th>School-Age</th>
<th>Kindergarten</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behrend- Early Learning Center</td>
<td>PSU Rates- $237 (5 days), $168 (3 days)</td>
<td>PSU Rates- $226 (5 days), $162 (3 days)</td>
<td>PSU Rates- $206 (5 days), $155 (3 days)</td>
<td>PSU Rates- $187 (5 days), $140 (3 days)</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Community Rates- $264 (5 days), $198 (3 days), $140 (2 days)</td>
<td>Community Rates- $252 (5 days), $189 (3 days), $134 (2 days)</td>
<td>Community Rates- $231 (5 days), $173 (3 days), $122 (2 days)</td>
<td>Community Rates- $193 (5 days), $145 (3 days), $103 (2 days)</td>
<td></td>
</tr>
<tr>
<td>University Park- Bennett Family Center and Child Care Center at Hort Woods</td>
<td>$215 (30K or less); $247 (30,001-70K); $281 (70,001-110K); $345 (110,001-160K); $410 (160K or more)</td>
<td>$215 (30K or less); $247 (30,001-70K); $281 (70,001-110K); $345 (110,001-160K); $410 (160K or more)</td>
<td>$171 (30K or less); $192 (30,001-70K); $217 (70,001-110K); $239 (110,001-160K); $261 (160K or more)</td>
<td>$196</td>
<td>$233 (Bennett only)</td>
</tr>
</tbody>
</table>
### Appendix Q
1/26/21

<table>
<thead>
<tr>
<th>Center</th>
<th>PSU Rates</th>
<th>Community Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Park-Daybridge</td>
<td>PSU Rates- $297 (5 days); $232 (3 days); $157 (2 days)</td>
<td>Community Rates- $326 (5 days); $245 (3 days); $173 (2 days)</td>
</tr>
<tr>
<td>PSU Rates- $273 (5 days); $205 (3 days); $145 (2 days)</td>
<td>Community Rates- $300 (5 days); $225 (3 days); $159 (2 days)</td>
<td></td>
</tr>
<tr>
<td>PSU Rates- $208 (5 days); $156 (3 days); $111 (2 days)</td>
<td>Community Rates- $228 (5 days); $172 (3 days); $121 (2 days)</td>
<td></td>
</tr>
<tr>
<td>PSU Rates- $273 (5 days); $205 (3 days); $145 (2 days)</td>
<td>Community Rates- $300 (5 days); $225 (3 days); $159 (2 days)</td>
<td></td>
</tr>
<tr>
<td>PSU Rates- $208 (5 days); $156 (3 days); $111 (2 days)</td>
<td>Community Rates- $228 (5 days); $172 (3 days); $121 (2 days)</td>
<td></td>
</tr>
<tr>
<td>PSU Rates- $273 (5 days); $205 (3 days); $145 (2 days)</td>
<td>Community Rates- $300 (5 days); $225 (3 days); $159 (2 days)</td>
<td></td>
</tr>
<tr>
<td>PSU Rates- $208 (5 days); $156 (3 days); $111 (2 days)</td>
<td>Community Rates- $228 (5 days); $172 (3 days); $121 (2 days)</td>
<td></td>
</tr>
<tr>
<td>PSU Rates-$305 (5 days); $243 (3 days); $184 (2 days)</td>
<td>Community Rates- $353 (5 days); $282 (3 days); $211 (2 days)</td>
<td></td>
</tr>
<tr>
<td>PSU Rates-$292 (5 days); $233 (3 days); $176 (2 days)</td>
<td>Community Rates- $337 (5 days); $270 (3 days); $202 (2 days)</td>
<td></td>
</tr>
<tr>
<td>PSU Rates-$256 (5 days); $205 (3 days); $155 (2 days)</td>
<td>Community Days- $296 (5 days); $237 (3 days); $179 (2 days)</td>
<td></td>
</tr>
<tr>
<td>PSU Rates-$305 (5 days); $243 (3 days); $184 (2 days)</td>
<td>Community Rates- $353 (5 days); $282 (3 days); $211 (2 days)</td>
<td></td>
</tr>
<tr>
<td>PSU Rates-$292 (5 days); $233 (3 days); $176 (2 days)</td>
<td>Community Rates- $337 (5 days); $270 (3 days); $202 (2 days)</td>
<td></td>
</tr>
<tr>
<td>PSU Rates-$256 (5 days); $205 (3 days); $155 (2 days)</td>
<td>Community Days- $296 (5 days); $237 (3 days); $179 (2 days)</td>
<td></td>
</tr>
<tr>
<td>PSU Rates-$258 Community Rate- $301</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TABLE 4** - Affiliation as of November 1, 2020 (% of total enrollment Penn State affiliated vs. % Community non-affiliated)

<table>
<thead>
<tr>
<th>Center</th>
<th>% Penn State Affiliated</th>
<th>% Community Affiliated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behrend- Early Learning Center</td>
<td>18%</td>
<td>82%</td>
</tr>
<tr>
<td>University Park- Bennett Family Center</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>University Park- Child Care Center at Hort Woods</td>
<td>95%</td>
<td>5%</td>
</tr>
<tr>
<td>University Park- Daybridge</td>
<td>77%</td>
<td>23%</td>
</tr>
<tr>
<td>Penn State Health-Hershey Medical Center- First Discoveries</td>
<td>85%</td>
<td>15%</td>
</tr>
</tbody>
</table>
From Finding 3 (“Institutionalize attention to child care needs for Penn State families”), it was recommended that campus-level decision-making be supported; HR-48 should be enforced; child care should move from HHD to HR; AD-39 applicability be evaluated; and that costs and benefits be consistently evaluated.

Update:

- Table 5 shows budget information for all campus locations, documenting significant University investment in child care, largely through subsidization of employee fringe costs and in-kind support (not shown here, such as building maintenance costs), which are not currently met by tuition and grant income.

### TABLE 5- BUDGET INFORMATION (CURRENT FISCAL YEAR JULY 1, 2019-JUNE 30, 2020)

<table>
<thead>
<tr>
<th>FY 2019/20</th>
<th>Bright Horizons Managed Centers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Bennett Family Center at University Park</td>
</tr>
<tr>
<td>Income</td>
<td></td>
</tr>
<tr>
<td>Tuition &amp; Subsidies</td>
<td>986,385</td>
</tr>
<tr>
<td>Total Income</td>
<td>986,385</td>
</tr>
<tr>
<td>Expenses</td>
<td></td>
</tr>
<tr>
<td>Salary</td>
<td>$1,176,377</td>
</tr>
<tr>
<td>Fringe</td>
<td>$417,087</td>
</tr>
<tr>
<td>Total Salary &amp; Fringe</td>
<td>$1,593,464</td>
</tr>
<tr>
<td>Operating Expenses (Food, equipment, materials, etc.)</td>
<td>$152,974</td>
</tr>
<tr>
<td>Total Expense</td>
<td>$1,746,438</td>
</tr>
</tbody>
</table>
## Net Income/(Loss) - Funded by PSU

<table>
<thead>
<tr>
<th></th>
<th>($760,053)</th>
<th>($737,473)</th>
<th>$10,741</th>
<th>($102,018)</th>
<th>($177,611)</th>
<th>($1,766,414)</th>
</tr>
</thead>
</table>

1/26/21
The budget information included in Table 5 notes that the university subsidizes the cost of child care services on an annual basis. With one exception, the tuition collected in FY19-20 at the centers was not sufficient to cover the incurred expenses. The deficit is funded by the university, with most of that being specific to Bennett and Hort Woods. This subsidy is consistently provided by the university on an annual basis.

From Finding 4 (“Peer-institutions are addressing similar issues and concerns”), it was recommended that a CIC (Council of Independent Colleges) consortium be formed on the topic and that continued models and cost-structures across peer institutions be explored.

**Update:**

The primary focus for 2020 has been the safe reopening of the University child care centers following the closure of child care by Governor Wolf in March. This was made a bit more complicated by the turnover experienced at the leadership level for the Penn State managed child care centers. However, strong interim leadership was put into place at both Penn State managed centers, supported by the Associate Vice President of HR Operations on the compliance and operations side, and on the curriculum and education side by Linda Duerr, a former educator and director at Hort Woods. Additionally, a faculty advisory group was assembled who provided a review and support of the reopening plans, and will continue to provide advice on the future of early childhood education at Penn State now that all the centers have reopened successfully.

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

**Update:**

The primary focus for 2020 has been the safe reopening of the University child care centers following the closure of child care centers for all but essential personnel by Governor Wolf in March. This was made a bit more complicated by the turnover experienced at the leadership level for the Penn State managed child care centers. However, strong interim leadership was put into place at both Penn State managed centers, supported by the Associate Vice President of HR Operations on the compliance and operations side, and on the curriculum and education side by Linda Duerr, a former educator and director at Hort Woods. Additionally, a faculty advisory group was assembled who provided a review and support of the reopening plans, and will continue to provide advice on the future of early childhood education at Penn State now that all the centers have reopened successfully.

Additionally, the search for permanent directors at both Hort Woods and Bennett is planned to
be launched in the next several weeks.

SENATE COMMITTEE ON FACULTY BENEFITS
- Jennifer Baka
- Ingrid Blood
- Denise Costanzo, Vice Chair
- Rita Foley
- Lorraine Goffe
- Indrit Hoxha
- Rajen Mookerjee
- Linda Rhen
- Ira Saltz, Chair
- Geoff Scott
- Greg Stoner
- Nicole Swallow

Report prepared in collaboration with Greg Stoner, Senior Director, Compensation & Benefits
Background/Introduction
The Faculty Senate Committee on Outreach invited Tracey Huston, vice president for Outreach, to make a presentation highlighting the ways in which Outreach reimagined programming during the COVID-19 pandemic. In her presentation, she shared with the Committee how the Outreach Units swiftly established adaptive strategies to translate evidence-based content on important topics such as social justice, COVID-19, and democracy. She shared examples of the ways in which student engagement experiences were provided remotely; and the way in which Outreach staff partnered with faculty and administrators to creatively push the boundaries of program design, development, and delivery to serve the University, the Commonwealth, and the Nation at this challenging time.
When COVID-19 forced Penn State to move courses to remote delivery in March, there was another part of the University that also had significant decisions to make. Penn State Outreach and its wide portfolio of programs that serve audiences of all ages, also found itself questioning how to continue to provide services to its constituencies across the commonwealth and beyond.

Tracey shared updates and accomplishments by Outreach units and showcased how each unit was able to pivot in innovative ways to continue to provide meaningful programming and experiences for students and communities.

“When one of the most challenging times in the University’s history, Penn State Outreach showed it was capable of adaptive strategies to serve our constituencies,” said Huston. “This was done through a combination of evidence-based translation of COVID-19 content, remote programming, social justice content development and delivery, student engagement in a virtual world and other innovative methods. Through demonstrations of resilience, compassion and innovative action, the people and units of Penn State Outreach rose to the occasion to positively support and impact those whom we serve.”

**Resilient, innovative programming pivots**

In early August, all sessions from the National Autism Conference, normally held on the University Park campus, were moved online due to the coronavirus pandemic and offered free of charge. The 60 virtual sessions provided comprehensive, evidence-based information to assist educators, other professionals and families in developing effective educational programming for all students living with autism spectrum disorders. Several sessions addressed the pandemic’s impact on services and caregivers, including being at home with children all day, working collaboratively with schools and managing new challenges in the COVID-19 environment. More than 4,100 people representing 28 states and seven countries participated in the conference online.

**Safely serving the Commonwealth**

In July, Penn State’s Justice and Safety Institute graduated its 58th class of newly hired sheriffs and sheriff’s deputies from all of Pennsylvania’s 67 counties. But, for a time, when the coronavirus pandemic shut down the state’s Penn State-run academy in March, questions arose about how the classwork — which routinely includes first responder/first aid, defensive tactics
and physical training — might continue. But thanks to the collaboration between the University and the state of Pennsylvania, the program restarted in June with a COVID-19 safety plan. That plan condensed 10 weeks of training, normally held Mondays through Fridays, into six weeks held every day. It also incorporated the Centers for Disease Control and Prevention, Pennsylvania Department of Health and Penn State guidelines, including mask wearing, personal protective equipment procurement and physical distancing when possible.

Student engagement in a virtual world

Students in the Bachelor of Landscape Architecture program at Penn State made the community their classroom earlier this year by designing a system of restorative and interactive public spaces in the Pittsburgh neighborhood of Hazelwood. In a collaboration among the Penn State Center Pittsburgh, the College of Arts and Architecture and most importantly, the Hazelwood community, the program encouraged residents to make their voices heard concerning changes in civic landscape that would be beneficial to them, as well as protect the rich history of the post-industrial neighborhood. Students had the opportunity to speak with Hazelwood residents, understand their concerns, needs and wishes, and translate those into thoughtful design. When COVID-19 restrictions went into effect, students finalized their projects by inviting online critique and refinement from the Hazelwood community. The projects resulted in ideas to meaningfully repurpose and revitalize areas within Hazelwood.

Keeping seniors connected

The Osher Lifelong Learning Institute (OLLI) at Penn State turned necessary COVID-19 restrictions into opportunities online. OLLI is a membership organization offering affordable courses, trips and social activities geared toward adults who are 50 years and older, an age group considered more susceptible to the dangers of COVID. When in-person activities were canceled in March, OLLI members and volunteers decided to try something new: an all-online platform. Successful programs included virtual tours of the Penn State Breazeale Reactor and virtual trips to Italy and Hawaii. By following three guiding principles — staying in touch with members to keep them informed and engaged; focusing on learning by providing prerecorded and live programing; and keeping members connected with each other, OLLI provided meaningful experiences in ways that kept members safe.

Social justice content development and delivery

The Penn State Center Philadelphia, Center for Immigrants’ Rights Clinic (CIRC), and faculty in the Department of Agricultural Economics, Sociology and Education at Penn State worked with
students in Penn State Law on a project designed to address the needs of immigrant communities in the context of COVID-19. The project involved the development of a comprehensive list of frequently asked questions (FAQ) that would be used to assist organizations working with immigrants. Food chain workers and farmworkers, many of whom are immigrants, are among those most at risk for COVID-19 and feel vulnerable because of their immigration status. This can be due to delays in immigration benefit interviews, health and safety concerns in detention, fears about seeking medical care because of immigration status and delays in hearings at immigration courts. In some cases, they may have been laid off because of the pandemic and experienced increased economic and food insecurity. The delivery of the FAQ document helped provide critical information to thousands in the immigrant population across Pennsylvania.

**Students using AI for good**

Students in the Nittany AI Alliance used artificial intelligence to analyze how COVID-19 was affecting the number of people who teleworked and the impact it was having on the Southeastern Pennsylvania Transportation Authority, or SEPTA. Working remotely, students used AI to look at the structural shift in the commuting habits of Philadelphia’s labor force as teleworkers relied less on commuter rail, subways or buses to commute. Their goal was to deliver a working model that could assist SEPTA in creating a viable business plan with the hope that AI could provide more nuanced forecasts of future public transportation trends. Those estimates will assist SEPTA in determining what transport demand will return, and potentially adjust services accordingly. In return, students received real-world working experience, as well as providing a lasting benefit to Philadelphia commuters.

**Other innovative ways to serve**

A collection of PBS and WPSU educational resources to help support educators, students and families as they adapted to remote learning and teaching became available earlier this year, due to a partnership between the Pennsylvania Department of Education and the state’s seven public media stations, including WPSU. The curated resources for public media’s Learning at Home initiative included hours of free educational and entertaining videos, activities and games, and offered communities with limited internet access use of instructional TV programming. Through the partnership, caregivers and educators could also visit the WPSU Learning Families Resources website to view free videos, lessons and activities geared toward children of all ages that supported learning at home. WPSU serves more than 515,000 households and 105 school districts in 24 counties in central Pennsylvania.
Background/Introduction
Penn State is a leader in higher education and carries out its mission of teaching, research, and service with pride and focus on the future. In furtherance of this mission, youth programming at Penn State strives to extend the resources and expertise of the University, from a variety of disciplines, to pre-college youth through experiential, educational opportunities.

The Faculty Senate Committee on Outreach invited three guests to make a presentation on the breadth and depth of Youth Programming at Penn State.

The following presenters participated in the meeting:
- Sandra Weaver, Youth Programs Compliance Specialist, Department of Ethics and Compliance
- Pam Driftmier, Executive Director, Professional and Community Engagement, Outreach
- Karen Hack, Assistant 4-H Program Leader, Penn State Extension

SENATE COMMITTEE ON OUTREACH

- Andy Freiberg MED, Chair
- Cindy Simmons, COMM, Vice Chair
- Steven Allen, MED
- Harold Aurand, SL
- Stephen Browne, LA
- Vikash Gayah, ENGR
- Melissa Hardy, LA
- Frederico Harte, AG
- Irina Mocioiu, SCI
- Rogerio Neves, MED
- Kathleen Noce, Erie
- Nicole Williams, MED
- Margaret Bachelor, Director, Continuing Education
- Brent Hales, Director of Penn State Extension
- Tracey Huston Vice President for Outreach
- Kelly Snyder, NUR (student)
Youth Programs include:

- Academic youth programs (C&I, Academic Colleges, Commonwealth Campuses)
- Residential/day programs (C&I, Academic Colleges, Commonwealth Campuses)
- Shaver’s Creek Environmental Center Outdoor School/Summer Camp/School Programs
- Sport Camps (Athletics)
- Readiness (HAP, CITY)
- Cooperative Extension and 4-H (Agricultural Sciences)

Compliance:

The success of Penn State’s robust youth programming portfolio requires a disciplined, consistent, vigilant, and rigorous compliance program. Eight areas are emphasized in Penn State’s approach: Oversight, Standards, Education, Reporting, Monitoring, Response, Enforcement, and Assessment.

A database tracking system enables the University to track all programs, activities and services related to youth programming at all locations.

The Youth Compliance Officer benchmarks with several national organizations including “Camps on Campus”, the American Camp Association, and the Higher Education Protection Network.

Programs are planned by program managers across the University who have expertise in youth programming and a solid grounding in compliance requirements. All programs adhere to Penn State Policies AD 03 (Conducting Educational Programs Using the Name of the University) and AD 39 (Minors Involved in University-Sponsored Programs or Programs Held at the University and/or Housed in University Facilities) as well as all local, state, and federal laws.

The University values and supports youth programming because it supports recruitment efforts, engages college students in the offerings, hones readiness skills for college prospects, and aligns with STEAM initiatives.

Above all, evidenced-based content for Pennsylvania youth can have a major impact on their growth and development. For example, these photos illustrate the growth and development of a child with autism who participated in a youth program at Penn State. The photos illustrate the young man’s social development over a three year period.
4-H

Penn State Extension and the College of Agricultural Sciences have a large 4-H Youth program, offered in every county across Pennsylvania. 4-H has had a rich history of being a leader in positive youth development experiences for more than a century. The tie with land-grant universities, including Penn State, assures a research and science base to the program. 4-H empowers youth to reach their full potential, working and learning in partnership with caring adults.

Four areas are emphasized in 4-H:

- **Head**: Learning to learn; Increasing subject area knowledge; Finding a purpose; Gaining important life skills
- **Heart**: Learning and developing kindness; Working with a caring adult; Having a feeling of belonging
- **Hands**: Giving back to the community; Developing leadership skills; Learning how to work as a team
- **Health**: Making positive choices; Learning self-awareness and self-improvement; Having a positive lifestyle

In Pennsylvania there 84,946 4-H Youth members and 6,951 Volunteers.
Gender

- Female: 52% & Male: 48%

Race

- Caucasian: 80%; African American: 11%; Hispanic: 7%; & Other: 2%

Residence

- Town (<50k): 58%; Suburbs: 20%; City: 13%; & Farm: 9%

The national 4-H organization is deeply committed to “reflecting the population demographics, vulnerable populations, diverse needs and social conditions of the country.”

*It was noted by Sandra Weaver, Youth Programs Compliance Specialist, Department of Ethics and Compliance that a presentation similar to this presentation was delivered to the Council of Academic Deans, the Board of Trustees Committee on Risk and Compliance, and now the Faculty Senate Committee on Outreach. Ms. Weaver offered to do a presentation to the Faculty Senate if there is interest in having the entire Senate briefed at a future time.*
SENATE COMMITTEE ON UNIVERSITY PLANNING

Penn State Enrollment Report

(Informational)

Background/Introduction
Yvonne Gaudelius, Interim Vice President and Dean for Undergraduate Education, will present an update on Fall 2020 student enrollment. This report shows the enrollment changes at Penn State University Park, Commonwealth Campuses, World Campus, The Graduate School, Penn State Medicine, and The Law Schools. These slides were developed using the Penn State Data Digest site, and reviewed and approved by the University Education Committee on 12/1/20.

SENATE COMMITTEE ON UNIVERSITY PLANNING

- James Strauss, SCI, Chair
- Frank Marko, HN, Vice Chair
- Bryan Anderson, MED
- Edward Evans, ERIE
- Andrew Hardyk, HHD
- Randy Hauck, MED
- Elizabeth Kadetsky, LA
- John Liechty, BA
- Kathleen Mulder, MED
- Raymond Najjar, EMS
- Brian Saunders, MED
- Alok Sinha, ENG
- Charles Specht, MED
- Gary Thomas, MED
- Brian Shultz, Undergraduate Student Senator
- Starlette Sharpe, Graduate Student Senator
- Nicholas Jones, Executive VP, Provost
- Sara Thorndike, Senior VP for Finance and Business
- Richard Bundy, III, Senior VP for Development and Alumni Relations
- Paul Shrivastava, Chief Sustainability Officer
Summary of Penn State Fall 2020 Student Enrollment Data

Yvonne Gaudelius
Interim Vice President and Dean
Undergraduate Education

January 26, 2021

Penn State Enrollment Trends for Fall 2020

• University Park enrollment has small decline of 1.8%
• Commonwealth Campus enrollment decline of 5.1% as a combined group
• World Campus enrollment increase of 4.5% (some Commonwealth Campus students were added to this total)
• Diversity enrollment increased to 13.6 %, a 2.2% increase over 2019
• Graduate School enrollment increased by 0.6%
• College of Medicine enrollment increased 2.4 %
• Dickinson Law enrollment increased by 3.8 %
• Penn State Law enrollment down 14%, in part due to International Master’s Degree students changing to Spring 2021 start
Total Penn State Enrollment, Fall 2020

Total Commonwealth Campus Enrollment, Fall 2020
Total World Campus Enrollment, Fall 2020

Total Penn State Hershey Med/Grad Enrollment, Fall 2020
Total Penn State Law Enrollment, Fall 2020

Total Dickinson Law Enrollment, Fall 2020
# Total PSU Enrollment
## Spring 2021

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### Full-Time/Part-Time

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### Gender

<table>
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<tr>
<td></td>
<td>40,912</td>
<td>46,536</td>
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</table>

### Race/Ethnicity

- American Indian
- Asian
- Black
- Hispanic
- International
- Pacific Islander
- Two or more races
- Unknown
- White
SENATE COUNCIL

Response to Violence in the Nation’s Capital

(Resolution)

Resolution Rationale
At their January 12, 2021, meeting, members of the Senate Council discussed events that had occurred in the Capitol Building in Washington, DC, on January 6, 2021. The faculty and the administration were both strongly concerned about the issues that this moment raises. In considering possible responses, the Senate Council noted President Barron’s message on violence in the nation’s capital, as published in Penn State News, on the day of the events.¹ The Senate Council is in full support of reinforcing the same values, rejection of violence, and commitments to civil discourse expressed in President Barron’s message. In the spirit of shared governance, the University administration and the University Faculty Senate stand firmly united on this issue at this crucial point in time.

Resolution
Thus, the Senate Council asks the University Faculty Senate of the Pennsylvania State University to endorse the following resolution:

WHEREAS, the Senate condemns the violence, lawlessness, and affronts to the values of the United States of America that have recently occurred, and urges a renewed commitment to civil discourse and the nation’s democratic traditions; therefore,

BE IT RESOLVED, the Senate affirms and supports President Barron’s message on violence in the Capitol Building, as published in Penn State News, on January 6, 2021.

President’s Message
For convenience, that message is reprinted here.

A message from President Barron on violence in nation’s capital

The violence and lawlessness that occurred at the United States Capitol Wednesday afternoon are an affront to the values of our country and another distressing result of the erosion of civil discourse – the civil discourse that is a hallmark of the United States’

¹ The President’s message is also available on-line here: https://news.psu.edu/story/643477/2021/01/06/president/message-president-barron-violence-nations-capital
democracy. I know many in our community have witnessed and watched this event unfold with intense sorrow, anger and fear.

We have seen leaders of both parties denounce this violence, and we too condemn these actions without equivocation. We must remember violence is never the answer. Congress has reconvened and our process toward the peaceful transition of power following a democratic election is continuing, despite these threats. This is a reflection of the strength of our nation, even when our process is under assault.

As a University, we support the ideals of freedom of speech, free expression and the respectful exchange of opposing ideas and beliefs. But we must also speak out against violence in all its forms, and particularly when it is used to undermine the fundamental institutions of our democracy. It is our responsibility as learners, teachers, researchers and members of this society to not only put aside our differences, but to rise above the hate and vitriol and thoughtfully engage with those with whom we disagree. Civil discourse is the central tenet of an institution of higher education and key to the continued growth and success of our country.

America is built upon a tradition of finding our common good within our many differences, and in the days ahead we must work to ensure that our democratic traditions prevail.

Senate Council

- Ann Clements
- Caroline Eckhardt
- Maureen Jones
- Brian King
- Josh Kirby
- Lisa Mangel
- Frantisek Marko
- Siela Maximova
- Karyn McKinney-Marvasti
- Judy Ozment
- Lisa Posey
- Nicholas Rowland
- Beth Seymour (Chair)
- Alok Sinha
- Stephen Snyder
- Mark Stephens
- Martha Strickland
- Bonj Szczygiel
- Nathan Tallman
- Mary Beth Williams
Chair Seymour called the meeting to order at 1:30 p.m. on Tuesday, January 12, 2021.

APPROVAL OF THE MINUTES

The minutes from Senate Council’s November 10, 2020 meeting were approved on a Williams/Ozment motion.

ANNOUNCEMENTS AND REMARKS

The Faculty Advisory Committee to the President will meet on January 19th, 2021. The next FAC meeting is scheduled for February 16, 2021. Please submit any topics for FAC consideration to any of the Senate Officers or the elected FAC members, Renee Bishop-Pierce, Carey Eckhardt, or Judy Ozment.

COMMENTS FROM THE CHAIR:

Chair Seymour reported that 3 people very important to the Penn State University Faculty Senate recently died. Janet Atwood passed away recently. She was a faculty member in Kinesiology at University Park for 30 years and served on the Senate. She was the secretary and then served as chair of our Penn State Faculty Senate in the year 1989-1990. George Franz also passed away recently. He was a faculty member of History and American Studies and administrator at Penn State Brandywine for nearly 40 years. He also was a long-standing senator, serving on body for most of his time at the University. He served as secretary; Chair (1980-81) and Parliamentarian (2002-2007). Finally, we would like to say goodbye to Jim Ruiz. He was a faculty member in Criminal Justice at Penn State Harrisburg. He served on the Senate for a decade, starting in 2006, sitting on this body as well as chairing a variety of committees.
Chair Seymour discussed an item from the College of Communications at University Park. “Four Penn State alumni serving in the United States Congress and representing Pennsylvania voted against the certification of Pennsylvania’s electoral votes from the 2020 election. These representatives refused to accept evidence furnished by election officials, refused to accept rulings by state and federal judges, and failed to respect the democratic process. The votes of John Joyce (13th PA Dist.), Scott Perry (10th PA Dist.), Glenn Thompson (15th PA Dist.) and Guy Reschenthaler (14th PA Dist.) against certifying Pennsylvania’s electoral votes were contrary to the educational and democratic ideals of Penn State University and the Commonwealth of Pennsylvania. We repudiate this action and ask them to consider the grave error they have made. We urge them to commit to the rule of law under the Constitution.”

Chair Seymour stated that “These are unusual requests, but we are living through unusual times. I think it is appropriate for Council to discuss it and to suggest next steps, if so decided”.

The result of a thorough discussion was that the Senate would develop a statement on the events of January 6th that would support the statement released by President Barron immediately after the events. The Senate Council voted to place such as statement on the agenda, as authored by Immediate Past Chair Nicholas Rowland and Carey Eckhardt.

Vice Presidents’ and Vice Provosts’ Comments

**Provost Jones** discussed issues surrounding Covid 19. Fall was not easy but went well. Kelly Wolgast did a wonderful job. We were frustrated with the surge of cases in September and are planning to do better. The Mask Up or Pack Up campaign was very successful and will be important in the Spring. All students will do pre-arrival testing for Spring. Surveillance testing will be more targeted, and we will increase the percentage of people tested. We now have rapid testing in 30 minutes. If the test is positive there will be follow-up with PCR testing and quarantine/isolation. We have also improved our data collection and integration. I’m often asked when and where you can get your vaccine. Right now, we are not part of the vaccine distribution network, but if we are needed, we will be ready to receive vaccine quickly.

**Vice Provost for Faculty Affairs, Kathy Bieschke**

Search updates
The search for the Vice President and Dean of Undergraduate Education is underway. The search committee plans to bring recommendations about who to bring to campus within the next couple of weeks. Dean Marie Hardin is chairing this search.

In regard to the search for the next dean of the Schreyer Honors College, the search committee was charged just before the semester break. Dean Steve Carpenter will be chairing the search, and Storbeck will be assisting with the search. Advertising for the position will begin prior to the end of the month.

In regard to the open Assistant Vice Provost for Faculty Affairs position, with a focus on faculty development, in the Office of the Vice Provost for Faculty Affairs, we will be announcing the successful candidate within the week.
Other issues
With the vaccine on its way, some may wonder whether Penn State’s health and safety guidance will stay in place. The mask up/pack up campaign will continue, and both students and faculty will be required to follow health and safety protocols in instructional places. In case you are interested, faculty infractions of policy are leading health and safety infractions. I am aware of about 20 or so faculty infractions and per Danny Shaha, there have been 0 student infractions that have reached his office.

Annual reviews for 2020 will include an option for faculty to include some commentary about how COVID-19, racial tensions, and other social unrest in 2020 impacted teaching, research, librarianship, patient care, or service in their narrative. It is not required that faculty provide this information.

We have worked hard to provide guidance pertaining to faculty who are unable to return to the U. S. and wish to work remotely.

Hari Osofsky, Dean of Penn State Law and the School of International Affairs, is leading a group that is working to develop a resource document for faculty that will provide important information about how to manage conversations in instructional spaces pertaining to what is going on regarding the upcoming U.S. Presidential election

Senior Vice President and Executive Chancellor for Commonwealth Campuses, Madlyn Hanes

Dr. Hanes expressed her condolences to the families of the three long serving Senators who died recently.

In these difficult time many lower income students are getting behind on their tuition bills. Ten thousand students had registration holds and many had multiple late fees. The university is now working to forgive some of that debt to help students register for the semester. Because of these efforts 700 students are now in good standing. Lifting these barriers to degree completion can also have a tremendous impact on the local community.

After national searches there are two new campus chancellors starting January 4, 2021. Margo DelliCarpini has been named chancellor of Penn State Abington. She served as vice provost for strategic educational partnerships and dean of the College of Education and Human Development at The University of Texas at San Antonio. George Grants Jr. is the new chancellor at Penn State Berks. Grant was Dean of the College of Community and Public Service (CCPS) at Grand Valley State.
Interim Vice President and Dean of Undergraduate Education, Yvonne Gaudelius

Dr. Gaudelius discussed work trying to understand the barriers to degree completion. The university is extending financial aid to students who have 4,000 or less of unpaid debt and waive 2 late fees. At this time of year numbers change rapidly, but applications and offers are up, while paid accepts are down. PA residence are down but recruiting events will be offered. There is a large decline in International student applications but this should improve with the new administration. World Campus first generation students are up 37.6%. February 10th is the One Penn State 2025 Symposium.

Vice Provost for Educational Equity, Marcus Whitehurst

Classroom disruption Guidelines has been developed to help faculty deal with students who are difficult to deal with in class. Sealioning is a type of trolling or harassment that consists of persistent requests for evidence or repeated questions, while maintaining a pretense of civility and sincerity. (Wikipedia)

January 15th will be the Martin Luther King Day celebration go to MLK@psu.edu for information.

Vice Provost of Online Education, Renata Engel

World Campus is seeing continued growth in new graduate students, up 29% in Spring 2021 when compared to Spring 2020. The WC undergraduate new students for Spring are down by ~200 for the Spring. Early indicators for Fall 2021 show both undergraduate and graduate as increasing enrollment for new students. Penn State students are using the processes that Penn State has established to have students access courses and continue to make progress. Temporary change of campus and multi-campus registration are incredibly valuable. World Campus is seeing an increase in requests for temporary change of campus, but it is reasonable and manageable. Multi-campus registration continues to play an important role. It’s appropriate to acknowledge these two opportunities are strengths of Penn State and incredibly valuable to Penn State students. World Campus is pleased to join the effort begun by the Office of the Senior Vice President for the Commonwealth Campuses, extended to University Park colleges, and supported by the Provost, to explore possible solutions to address the continued enrollment of students who are experiencing some temporary financial difficulty.

A faculty advisor group that has been part of the teams that have been assisting with the university’s academic response to COVID held a faculty coffee break at the end of the fall semester. Josh Wede (College of the Liberal Arts), and Marly Doty (Penn State DuBois) will share the insights from those discussions at the upcoming Academic Affairs Leadership meeting.

Senate Officers: None

Executive Director: January is the time to think about nominations and elections. Senate Council Nominates for the Committee on Committees and Rules, Chair-Elect, Secretary and the
Faculty Advisory Committee to the President. Past Chair Nicholas Rowland chairs the Committee.

The Standing Joint Committee on Tenure, Faculty Rights and Responsibility Committee, and the faculty members of the University Promotion and Tenure Committee are nominated by the Committee on Committees and Rules. (Chair, Victor Brunsden, Vice-chair, Annie Taylor) If you would like to know more about these committees please see the Senate Standing Rules under Other Functions of the Senate [https://senate.psu.edu/senators/faculty-senate-governance-documents/#other_functions](https://senate.psu.edu/senators/faculty-senate-governance-documents/#other_functions)

This year we will also be holding an election for our first University Ombudsperson-Elect. This person will spend a year in training before becoming the University Ombudsperson. The Senate will be sending out an official announcement shortly. If you have questions or would like more information, you can go to the website [https://senate.psu.edu/faculty/faculty-ombudspersons/](https://senate.psu.edu/faculty/faculty-ombudspersons/)

**ACTION ITEM**

**P-4 closure Penn State Berks-Close BA in Applied Psychology.** The Senate Committees on Curriculum and Faculty Affairs reviewed the Proposal and had no objections. By a Williams\Rowland motion Senate Council voted to approve the closure. The President and the College will be notified of the approval.

**Unit Constitution -Harrisburg.** These recommendations come from the Unit Constitution Subcommittee chaired by Secretary, Lisa Mangel and have already been moved and seconded. There was unanimous approval of the revised Constitution. The Dean and Chair of the Faculty Governance organization at Harrisburg will be notified of Senate Council’s action.

**Unit Constitution --University Libraries.** These recommendations come from the Unit Constitution Subcommittee chaired by Secretary, Lisa Mangel and have already been moved and seconded. There was unanimous approval of the revised Constitution. The Dean and Chair of the Faculty Governance organization at University Libraries will be notified of Senate Council’s action.

**GRADUATE COUNCIL**

Kent Vrana requested better communication between the Senate and the Graduate Council. They asked that the Graduate Council Chair be included in Senate Council Communications.

**Item G. SENATE AGENDA ITEMS FOR JANUARY 26, 2021**

**FORENSIC BUSINESS: NONE**
LEGISLATIVE REPORTS
Senate Committee on Admissions, Scheduling, and Student Aid and Education. Revisions to Registration Policies: 34-20 Registration and 34-87 Course Ad.

Senate Committee on Admissions, Scheduling, and Student Aid and Education. Amending Policy 37-70: Academic Classification of Students by Semester to Include Alternative Grades.

Senate Committee on Committees and Rules. Revisions to the Constitution, Article III – Amendments. On a Rowland/Szczygiel motion the report was placed on the agenda.

Senate Committee on Committees and Rules. Revisions to the By-Laws Article V – Meetings: Section 4 and By-Laws, Article X – Amendments. On a Szczygiel/Eckhardt motion the report was placed on the agenda.

Senate Committee on Committees and Rules. Revision to Standing Rules, Article I -- Rules of Procedure. On a Jones/Eckhardt motion the report was placed on the agenda.

Senate Committee on Committees and Rules. Revision to the Standing rules Article III – Other Functions of the Senate, Section 4 -Standing Joint Committee for General Education Assessment.

ADVISORY/CONSULTATIVE REPORTS:
Senate Committee on Libraries, Information Systems and Technology and Senate Committee on Education. Recommendations for the Barnes & Noble First Day Complete program and Emerging Textbook Models

INFORMATIONAL REPORTS
Senate Committee on Faculty Affairs, Assessing Teaching Effectiveness. On a Szczygiel/Eckhardt motion the report was placed on the agenda. Presented on the web.

Senate Committee on Faculty Benefits, JCIB Annual Report. On a Eckhardt/Szczygiel motion the report was placed on the agenda. Presented on the web.

Senate Committee on Faculty Benefits, Report on Childcare at Penn State University. On a McKinney/Szczygiel motion the report was placed on the agenda. 10 minutes was allocated.

Senate Committee on Global Programs, Updates from Global Programs. On a McKinney/Szczygiel motion the report was placed on the agenda. 15 minutes were allocated for the report.

Senate Committee on Outreach. Under COVID-19, Penn State Outreach Delivers Meaningful Experiences. Approved on a Williams/Szczygiel motion. Web only report
Senate Committee on Outreach. Youth Programs report. Approved on a Vrana/Ozment motion. 10 minutes are allotted.

Senate Committee on University Planning. Annual Education and Budget Report. Approved on a Marko/Snyder motion. Moved to the front of the agenda. 25 minutes is allocated for presentation.

Senate Committee on University Planning. Capital Plan Revisions Report. Placed on the agenda by a Marko/Rowland report. 10 minutes is allocated.

Senate Committee on University Planning. PSU Fall Enrollment Report. This report was placed on the agenda by a Marko/Vrana motion. 15 minutes was allocated.

Senate Council. Graduate School report. This report was placed on the agenda by a King/Vrana motion. 10 minutes have been allotted. This report was moved up in the agenda.

H. Approval of Agenda for January 26, 2021. The agenda was approved.

I. New Business. None

J. Adjournment. Senate Council is adjourned until February 16, 2021
APPROVAL OF THE AGENDA

Senate Council approved the December 1, 2020 Senate Agenda.

COMMENTS FOR THE GOOD OF THE ORDER

NEW BUSINESS: NONE

ADJOURNMENT: On a Eckhardt/Kirby motion, the meeting was adjourned at 3:20 pm.

Dawn G. Blasko, Executive Director
Date: November 17, 2020

To: All Senators and Committee Members

From: Dawn Blasko, Executive Director

Following is the call in and meeting number of all Senate meetings November 30 and December 1, 2020 and January 26, 2021. Please notify the University Faculty Senate office and committee chair if you are unable to participate.

MONDAY, JANUARY 25, 2021

3:00 p.m.
  Joint Committee on Insurance and Benefits – [https://psu.zoom.us/j/96438100551](https://psu.zoom.us/j/96438100551)
  OR Number to call: 301-715-8592 or 312-626-6799
  Meeting number: 9643810055#

6:30 p.m.
  Officers and Chairs Meeting – [https://psu.zoom.us/j/96784558180](https://psu.zoom.us/j/96784558180)
  OR Number to call: 646-876-9923 or 301-715-8592
  Meeting number: 96784558180#

8:15 p.m.
  Commonwealth Caucus Meeting – [https://psu.zoom.us/j/92989520449](https://psu.zoom.us/j/92989520449)
  OR Number to call: 646-876-9923 or 301-715-8592
  Meeting number: 92989520449#

TUESDAY, JANUARY 26, 2021

8:00 a.m.
  Intercollegiate Athletics – [https://psu.zoom.us/j/97320281120](https://psu.zoom.us/j/97320281120)
  OR Number to call: 312-626-6799 or 646-876-9923
  Meeting number: 97320281120#
8:30 a.m.

**Committees and Rules** – [https://psu.zoom.us/j/96854353870](https://psu.zoom.us/j/96854353870)
OR Number to call: 646-876-9923 or 301-715-8592
Meeting number: 96854353870#

**Curricular Affairs** – [https://psu.zoom.us/j/92700686386](https://psu.zoom.us/j/92700686386)
OR Number to call: 646-876-9923 or 301-715-8592
Meeting number: 92700686386#

**Educational Equity and Campus Environment** - [https://psu.zoom.us/j/97030643990](https://psu.zoom.us/j/97030643990)
OR Number to call: 312-626-6799 or 646-876-9923
Meeting number: 97030643990#

**Faculty Affairs** – [https://psu.zoom.us/j/92293660248](https://psu.zoom.us/j/92293660248)
OR Number to call: 301-715-8592 or 312-626-6799
Meeting number: 92293660248#

**Faculty Benefits** – [https://psu.zoom.us/j/99766910396](https://psu.zoom.us/j/99766910396)
OR Number to call: 312-626-6799 or 646-876-9923
Meeting number: 99766910396#

**Intra-University Relations** – [https://psu.zoom.us/j/97243955700](https://psu.zoom.us/j/97243955700)
OR Number to call: 301-715-8592 or 312-626-6799
Meeting number: 97243955700#

**Libraries, Information Systems, and Technology** - [https://psu.zoom.us/j/97136843402](https://psu.zoom.us/j/97136843402)
OR Number to call: 312-626-6799 or 646-876-9923
Meeting number: 97136843402#

**Outreach** – [https://psu.zoom.us/j/96030155192](https://psu.zoom.us/j/96030155192)
OR Number to call: 646-876-9923 or 312-626-6799
Meeting number: 96030155192#

**Research, Scholarship, and Creative Activity** – [https://psu.zoom.us/j/95621437765](https://psu.zoom.us/j/95621437765)
OR Number to call: 646-876-9923 or 301-7158592
Meeting number: 95621437765#

**University Planning** – [https://psu.zoom.us/j/93271034261](https://psu.zoom.us/j/93271034261)
OR Number to call: 312-626-6799 or 646-876-9923
Meeting number: 9321034261##
9:00 a.m.
Admissions, Records, Scheduling, and Student Aid – https://psu.zoom.us/j/97165166171
OR Number to call: 312-626-6799 or 646-876-9923
Meeting number: 97165166171#

Education – https://psu.zoom.us/j/96404060701
OR Number to call: 646-876-9923 or 301-715-8592
Meeting number: 96404060701#

Global Programs – https://psu.zoom.us/j/96402183128
OR Number to call: 312-626-6799 or 646-876-9923
Meeting number: 96402183128#

Student Life – https://psu.zoom.us/j/98063789580
OR Number to call: 301-715-8592 or 312-626-6799
Meeting number: 98063789580#

11:00 a.m.
Student Senator Caucus – https://psu.zoom.us/j/97995137268
OR Number to call: 301-715-8592 or 312-626-6799
Meeting number: 97995137268#

11:15 a.m.
Commonwealth Caucus Meeting – https://psu.zoom.us/j/92989520449
OR Number to call: 646-876-9923 or 301-715-8592
Meeting number: 92989520449#

1:00 p.m.
University Faculty Senate Plenary Meeting – https://psu.zoom.us/j/93585910342
Date: January 25, 2021
To: Commonwealth Caucus Senators (includes all elected Campus Senators)
From: Frantisek Marko and Michael Bartolacci, Caucus Co-Chairs

MONDAY, JANUARY 25, 2021 – 8:15 PM-9:15 PM

Promotion to the rank of the professor on Commonwealth Campuses – resolution

Agenda of the meeting:

I. Call to Order
II. Discussion of the resolution addressing the process of promotion to full professor on Commonwealth campuses
III. Vote on the resolution
IV. Other Items of Concern/New Business
V. Adjournment

Zoom Connectivity Information:

Join from PC, Mac, Linux, iOS, or Android: https://psu.zoom.us/j/92989520449
Or iPhone one-tap (US Toll): +16468769923,92989520449# or +13017158592,92989520449#
Or Telephone:
Dial:  
+1 646 876 9923 (US Toll)
+1 301 715 8592 (US Toll)
+1 312 626 6799 (US Toll)
+1 669 900 6833 (US Toll)
+1 253 215 8782 (US Toll)
+1 346 248 7799 (US Toll)
Meeting ID: 929 8952 0449

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TUESDAY, January 26, 2021 – 11:15 AM-12:45 PM
ZOOM
Agenda

Agenda of the meeting:

I. Call to Order
II. Announcements
III. Committee Reports
IV. Other Items of Concern/New Business
V. Adjournment

**Zoom Connectivity Information:**

Join from PC, Mac, Linux, iOS or Android: [https://psu.zoom.us/j/92989520449](https://psu.zoom.us/j/92989520449)

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