



THE PENNSYLVANIA STATE UNIVERSITY

The University Faculty Senate

AGENDA

Tuesday, March 16, 2021

Via ZOOM at 1:00 p.m

ZOOM link: <https://psu.zoom.us/j/93585910342>

Or Telephone:

Dial (for higher quality, dial a number based on your current location):

**US: +1 646 876 9923 or +1 301 715 8592 or +1 312 626 6799 or +1 669 900 6833
or +1 253 215 8782 or +1 346 248 7799**

Webinar ID: 935 8591 0342

International numbers available: <https://psu.zoom.us/j/93585910342>

Or iPhone one-tap :

US: +16468769923,,93585910342# or +13017158592,,93585910342#

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/>.

We will use TallySpace to vote during this meeting. Senators who have voting rights should have their Penn State 9-digit ID number ready and follow the instructions found here:

<https://senate.psu.edu/senators/tallyspace-voting-instructions/>

You are encouraged to use the [Senate Plenary Agenda Feedback 3 16 2021](#) 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 January 26, 2021 Meeting

B. COMMUNICATIONS TO THE SENATE

Senate Curriculum Report of February 16, 2021

Appendix A

C. REPORT OF SENATE COUNCIL

Meeting of February 16, 2021

D. ANNOUNCEMENTS BY THE CHAIR

Senate Council

Graduate Council Report – Ken Davis
[15 minutes allocated for presentation and discussion]

Appendix B

E. COMMENTS BY THE PRESIDENT OF THE UNIVERSITY

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

G. FORENSIC BUSINESS

H. UNFINISHED BUSINESS

Senate Committee on Committees and Rules

Revision to the Constitution, Article III – Amendments
(Introduced at January 26, 2021 Meeting)

Appendix C

Revisions to the Bylaws, Article V- Meetings: Section 4 and Bylaws,
Article X – Amendments
(Introduced at January 26, 2021 Meeting)

Appendix D

I. LEGISLATIVE REPORTS

Senate Committee on Committees and Rules

Revisions to the Standing Rules, Article I – Rules of Procedure:
Section 1(a), Article I – Rules of Procedure: Section 2, Article I -
Rules of Procedure Section 8(i), Article I – Rules of Procedure:
Section 9, Article II – Senate Committee Structure: Section 3,
Article IV – Amendments

Appendix E

J. ADVISORY/CONSULTATIVE REPORTS

None

K. INFORMATIONAL REPORTS

Senate Committee on Committees and Rules

Committees and Rules Nominating Report for 2021-2022
[10 minutes allocated for presentation and discussion]

Appendix F

Senate Council

Senate Council Nominating Report for 2021-2022

Appendix G

[10 minutes allocated for presentation and discussion]

2019-2020 Ombudsperson Report

Appendix H

[10 minutes allocated for presentation and discussion]

2019-2020 University Faculty Rights and Responsibilities Report

Appendix I

[10 minutes allocated for presentation and discussion]

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

2020 Annual Report on the Reserved Spaces Program*

Appendix J

Annual Report on Faculty Senate Scholarships Awarded*

Appendix K

Senate Committee on Curricular Affairs

Update on the Status of the New Curriculum Management System

Appendix L

[15 minutes allocated for presentation and discussion]

Senate Committee on Faculty Affairs

New University Policy on Consensual Relationships

Appendix M

[15 minutes allocated for presentation and discussion]

Senate Committee on Outreach

Faculty Resources Report*

Appendix N

Strategic Planning Update: Outreach and Engagement Data*

Appendix O

Senate Committee on Research, Scholarships, and Creative Activity

Human Research Protection Program Consolidation: Streamlining IRB Processes

Appendix P

[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, April 27, 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.



PennState
University Faculty Senate

101 Kern Graduate Building
University Park, PA 16802
Phone: 814-863-0221

COMMUNICATION TO THE SENATE

DATE: February 14, 2021
TO: Elizabeth Seymour, Chair, University Faculty Senate
FROM: Mary Beth Williams, Chair, Senate Committee on Curricular Affairs

The *Senate Curriculum Report* dated February 16, 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 **March 16, 2021**.

The *Senate Curriculum Report* is available on the web and may be found at:
<http://senate.psu.edu/curriculum/senate-curriculum-reports/>

SENATE COUNCIL

Graduate Council Report

(Informational)

Background/Introduction

Ken Davis, Professor of Atmospheric and Climate Science and Chair, Graduate Council will provide an overview of Graduate Council with information about priorities and standing committee work.

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

Graduate Council Update

Kenneth J. Davis
Professor of Atmospheric and Climate Science
Chair, Graduate Council
Presentation to the Faculty Senate
16 March, 2021

1

Grad Council structure

- A refresher

2

Delegation of Authority



3

Delegation of Authority

Graduate Council Articles of Authority:

“As delegated by the University Faculty Senate (Senate Bylaws, Article VII, Section 2), ultimate responsibility for all matters pertaining to graduate education and graduate research rests with the Graduate Faculty.”

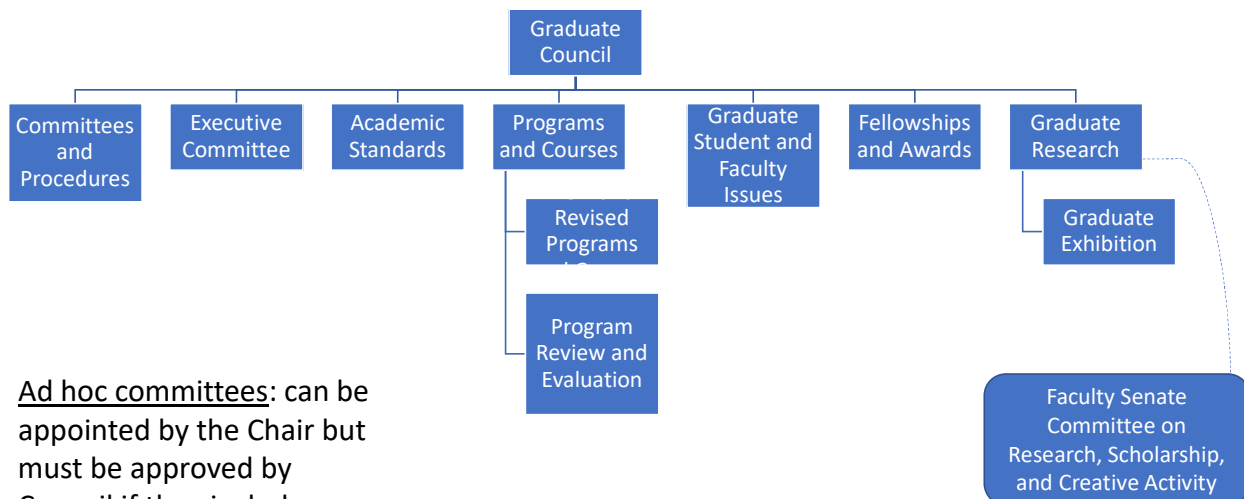
“The Graduate Faculty shall be responsible, through its governing body, for the creation and maintenance of all graduate programs in the University and for all matters pertaining to graduate education and graduate research.”

“The authority of the Graduate Faculty shall be vested in a Council of Graduate Faculty (the Graduate Council, or Council).”

4

Committee Structure

see the Standing Rules



5

Who Is the Graduate Council?

- Elected Graduate Faculty members of Graduate Council (44, voting)
- Elected representatives from the Graduate and Professional Student Association (5, voting)
- Additional Members and Participants:
 - Vice Provost for Graduate Education and Dean of the Graduate School (voting)
 - Senior Associate Dean and Associate Deans of the Graduate School (voting)
 - Vice President for Research and the Associate Vice President for Research and Director of Strategic Initiatives (non-voting)
 - Assistant Vice Provost for Online and Blended Programs, World Campus (non-voting)
 - Representatives from Dickinson Law and Penn State Law (non-voting)
 - University Faculty Senate Liaison (voting)
 - University Registrar (non-voting)
 - Graduate School administrators and staff (non-voting)

6

Who Are the Graduate Council Elected Faculty Members?

- Elected by each college or school that offers graduate programs in proportion to the number of Graduate Faculty (Bylaws)
- Serve two year terms. Half up for election each spring.
- You can be re-elected once. Then you have to take a break.

7

Who Are the Officers? How are committees assigned?

- Chair and Vice Chair are elected in the spring.*
- Members of the Committee on Committees and Procedures (CCP) are elected in the spring.
- The CCP nominates committee members and committee chairs over the summer.
- Grad Council votes on committee membership and chairs at the first fall meeting.

*New as of spring 2018. Previously was chaired by the Dean of the Graduate School. Rules changes, 2017-2018.

8

This year at Grad Council and a view forward

9

Chair's Grad Council priorities this year.

- Increase Council member participation in the governing process.
 - Create an improved member orientation process.
 - Encourage colleges to support their council members and include them in college-level graduate program governance discussions.
 - Support the process for transition to a new chair. Support the new chair more.*
- Open the Grad Council process to outside input. Increase the chances for stakeholders to be heard before decisions are made. Take input on agenda items from the university community.
- Increase awareness among Council members of the tension between top-down regulation and trusting colleges and programs with decisions regarding the details of their graduate programs.

* I am somewhat concerned that the current Chair position may not be sustainable.

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Grad Council standing committee work this year.

- Committee agendas can be found at: <https://gradschool.psu.edu/gradcouncil/committees>
- Professional degree programs are expanding. So..
 - Policies for professional doctoral programs have been established. (Ad Hoc Committee, 2019-20)
 - Revised and new policies for professional master's programs have been presented to Council and are up for a vote at our next meeting (tomorrow). (Ad Hoc Committee, 2020-21)
- Academic Standards
 - Continues to update existing academic policies
 - Helping to polish up the professional degree policies
 - Considers other individual policy issues as they are brought to their agenda
- Graduate Student and Faculty Issues
 - Working on recommendations to the Dean of the Graduate School on [GSAD-906 Graduate Student Leave of Absence](#), and on an ombuds program for graduate students.
- Graduate Research (Joint with Faculty Senate Committee - SCORSA)
 - You probably know this agenda better than I do. Unclear to me whether or not this joint committee is highly functional.
- Graduate Council meetings are now open to observers from the university community. Speaking privileges can be requested.

11

Current Ad Hoc committees*

- Ad Hoc Committee on Academic Integrity
 - Adapt academic integrity rules to grad education. Nearing completion.
- Ad Hoc Committee on Professional Master's Degree Policies
 - Draft policies for professional master's degrees. Just turned in their report.
- [Ad Hoc Committee on Diversity, Equity and Inclusion in Graduate Education](#)
 - [Broad scope. Explore. Listen. Recommend. Just getting going.](#)
- [Ad Hoc Committee on the Impact of COVID-19 on Graduate Education](#)
 - [Broad scope. Explore. Listen. Recommend. Just getting going.](#)
- [Ad Hoc Committee on Grad Faculty Status](#)
 - [Search for solutions to problems with these policies. Just getting going.](#)

*membership can go beyond Grad Council members

12

What's next?

- Our [new Ad Hoc](#) committees have important tasks. I hope that they will continue their work into the next academic year. That will be up to the Council to decide.
- Council will be voting on next year's agenda items soon. Send your input, please.
- I am concerned about recruiting a new Chair for the next two years, and continuing to recruit active, engaged and included (at the college level) Graduate Council members. This takes work. We have limited time and resources.
- I appreciate Senate support and oversight as the Council learns to become more active and engaged.

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 ~~striketrough~~ 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 ~~[Delete]~~ **of those senators present** [End Delete], 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
- Eric Novotny
- Nicholas Rowland
- Elizabeth Seymour
- Rob Shannon
- Keith Shapiro
- Amit Sharma
- Martin Skladany
- Bonj Szczygiel
- 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

(Legislative)

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 cancellation 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 ~~striketrough~~ 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]cancelled[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 ~~[Delete] of those senators present [End Delete]~~, 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

- Renee Borromeo
- Victor Brunsden, Chair
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- Amit Sharma
- Martin Skladany
- Bonj Szczygiel
- Anne Taylor, Vice Chair
- Kent Vrana

SENATE COMMITTEE ON COMMITTEES AND RULES

Revisions to the Standing Rules, Article I – Rules of Procedure: Section 1(a), Article I – Rules of Procedure: Section 2, Article I – Rules of Procedure: Section 8(i), Article I – Rules of Procedure: Section 9, Article II – Senate Committee Structure: Section 3, Article IV – Amendments.

(Legislative)

Implementation: Upon approval by the Senate

Introduction and Rationale

There are a total of six places in the Standing Rules where the language requires that vote totals be some fraction of the Senators present, rather than the corresponding fraction of the votes cast. Even more, Article I, Section 8(i) requires three-fourths of those Senators present and Article I, Section 9 requires unanimous consent of the present Senators. A rationale for the differences in the required super-majorities for these different votes is no longer as apparent as it presumably was when these were adopted, hence this legislation seeks to standardize the Senate's requirement for a super-majority as well as allow Senators to abstain from voting without such abstention being automatically converted into a vote against the motion.

Recommendations

*Please note that the following contains ~~striketrough~~ 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 I, Section 1 of the Standing rules be amended as follows:

Section 1

(a) The rules of procedure in the meetings of the University Faculty Senate, except as may be otherwise specified in the Senate Constitution, Bylaws, and Standing Rules, shall be those of Robert's Rules of Order, Newly Revised 2000. All motions, except as may be otherwise specified in these documents, shall be determined by a majority of the votes cast. Roll-call votes may be initiated only by the decision of the Chair or by a two-thirds[Add] **(2/3)**[End Add] majority of senators[Delete] ~~present and~~ [End Delete] voting. The role of the Parliamentarian is advisory only.

Recommendation 2: That Article I, Section 2 of the Standing rules be amended as follows:

Section 2

The order of business at each regular meeting of the Senate shall be as follows:

- (a) minutes of the preceding meeting
- (b) communications to the Senate

- (c) report of the Senate Council
- (d) announcements by the Chair
- (e) comments by the President of the University
- (f) comments by the Executive Vice President and Provost of the University
- (g) forensic business
- (h) unfinished legislative business
- (i) legislative reports
- (j) advisory/consultative reports
- (k) informational reports
- (l) new legislative business
- (m) comments and recommendations for the good of the University

The order of business may be changed by the Senate Council prior to any meeting. Any or all items in this Section may be suspended at any regular meeting of the Senate by a two-thirds (2/3) vote *[Delete] of the members present [End Delete]*, and at any special meeting by decision of the Chair.

Recommendation 3: That Article I, Section 8(i) of the Standing rules be amended as follows:

Section 8

(i) The rules of this Section may be suspended only by a *[Delete]three-fourths[End Delete][Add]two thirds (2/3)[End Add]* vote *[Delete] of the senators present [End Delete]*.

Recommendation 4: That Article I, Section 9 of the Standing rules be amended as follows:

Section 9

New rules for Policies and Procedures for Students, new Standing Rules of the Senate, and amendments to these rules may be acted upon only after they have been presented in writing to all senators six days before a regular meeting of the Senate, except that this section may be suspended by *[Delete]unanimous consent of the senators present[End Delete][Add]a two thirds (2/3) vote[End Add]*.

Recommendation 5: That Article II, Section 3 of the Standing rules be amended as follows:

Section 3

Elected members of the Committee on Committees and Rules of the Senate may not serve as members of [other] Standing Committees of the Senate except in such ex officio

capacities as may now or in the future be designated. This restriction on committee membership may be suspended on an individual basis by a two-thirds~~[Add]~~ **(2/3)**~~[End Add]~~ vote~~[Delete]~~ of the senators present~~[End Delete]~~ at a regular or special meeting.

Recommendation 6: That Article IV Amendments of the Standing rules be amended as follows:

Article IV Amendments

Amendments to the Standing Rules may be adopted at any meeting of the Senate by a majority vote~~[Delete]~~ of those senators present~~[End Delete]~~, provided that the amendments have been presented in writing in the agenda for that meeting.

In those cases where amendments are deemed to be editorial changes of a non-substantive nature (e.g., issues of nomenclature, committee names, or faculty titles), the Committee on Committees and Rules may submit them to Senate Council for approval by a two-thirds vote. If the vote fails, they will be returned to the Committee on Committees and Rules to be submitted via the regular legislative process. If the vote succeeds, the changes shall be published in a Communication to the Senate in the next Senate agenda. For five days following the Senate meeting, any faculty senator who feels that the changes require a more careful review may place their objections in writing to the Senate Chair to be returned to the Committee on Committees and Rules to be submitted via the regular legislative process. If there are no objections after five days the changes will go into effect.

Revised Policies (clean copies)

Article I, Section 1

(a) The rules of procedure in the meetings of the University Faculty Senate, except as may be otherwise specified in the Senate Constitution, Bylaws, and Standing Rules, shall be those of Robert's Rules of Order, Newly Revised 2000. All motions, except as may be otherwise specified in these documents, shall be determined by a majority of the votes cast. Roll-call votes may be initiated only by the decision of the Chair or by a two-thirds (2/3) majority of senators voting. The role of the Parliamentarian is advisory only.

Article I, Section 2

The order of business at each regular meeting of the Senate shall be as follows:

- (a) minutes of the preceding meeting
- (b) communications to the Senate
- (c) report of the Senate Council
- (d) announcements by the Chair
- (e) comments by the President of the University
- (f) comments by the Executive Vice President and Provost of the University

- (g) forensic business
- (h) unfinished legislative business
- (i) legislative reports
- (j) advisory/consultative reports
- (k) informational reports
- (l) new legislative business
- (m) comments and recommendations for the good of the University

The order of business may be changed by the Senate Council prior to any meeting. Any or all items in this Section may be suspended at any regular meeting of the Senate by a two-thirds (2/3) vote, and at any special meeting by decision of the Chair.

Article I, Section 8

- (i) The rules of this Section may be suspended only by a two thirds (2/3) vote.

Article I, Section 9

New rules for Policies and Procedures for Students, new Standing Rules of the Senate, and amendments to these rules may be acted upon only after they have been presented in writing to all senators six days before a regular meeting of the Senate, except that this section may be suspended by a two thirds (2/3) vote.

Article II, Section 3

Elected members of the Committee on Committees and Rules of the Senate may not serve as members of [other] Standing Committees of the Senate except in such ex officio capacities as may now or in the future be designated. This restriction on committee membership may be suspended on an individual basis by a two-thirds (2/3) vote at a regular or special meeting.

Article IV Amendments

Amendments to the Standing Rules may be adopted at any meeting of the Senate by a majority vote, provided that the amendments have been presented in writing in the agenda for that meeting.

In those cases where amendments are deemed to be editorial changes of a non-substantive nature (e.g., issues of nomenclature, committee names, or faculty titles), the Committee on Committees and Rules may submit them to Senate Council for approval by a two-thirds vote. If the vote fails, they will be returned to the Committee on Committees and Rules to be submitted via the regular legislative process. If the vote succeeds, the changes shall be published in a Communication to the Senate in the next Senate agenda. For five days following the Senate meeting, any faculty senator who feels that the

changes require a more careful review may place their objections in writing to the Senate Chair to be returned to the Committee on Committees and Rules to be submitted via the regular legislative process. If there are no objections after five days the changes will go into effect.

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

SENATE COMMITTEE ON COMMITTEES AND RULES

Committee on Committees and Rules Nominating Report for 2021-2022

(Informational)

The Senate Committee on Committees and Rules identified the following nominees to stand for election to three extra-senatorial standing committees. Additional nominations may be made from the floor of the Senate on March 16, 2021.

Committee on Faculty Rights and Responsibilities

Note that this year we are implementing our membership changes to the Faculty Rights and Responsibilities Committee. The membership must now include three non-tenure line faculty. The membership of the committee will increase from 6 faculty and 3 deans to 8 faculty and 4 deans. At least one non-tenure line faculty member must be elected from locations other than University Park and least one from University Park. Two University Park faculty terms have expired, and we are adding two new faculty seats, so we will be electing four new members and four alternates. Three of those must be non-tenure line.

Faculty Elect eight (four members; four alternates)

(Tenure Line – TL; Non-Tenure Line – NTL)

- **Michael Collins (NTL)**, Assistant Teaching Professor of Art, College of Arts & Architecture
- **Peter Dendle (TL)**, Professor of English, Penn State Mont Alto
- **David Dieteman (NTL)**, Associate Teaching Professor of Management, Black School of Business, Penn State Erie
- **Marly Doty (NTL)**, Lecturer in Human Development and Family Studies, Penn State DuBois
- **Dace Freivalds (NTL)**, Interim Associate Dean for Strategic Technology, University Libraries
- **Bradley Long (NTL)**, Health Science Librarian, University Libraries, The Milton S. Hershey Medical Center
- **Peerasit Patanakul (TL)**, Associate Professor of Management, Black School of Business, Penn State Erie
- **Nicholas Rowland (TL)**, Professor of Sociology and Environmental Studies, Penn State Altoona
- **Jackie Schwab (TL)**, Associate Professor of Human Development and Family Studies, Penn State Mont Alto
- **Steinn Sigurdsson (TL)**, Professor of Astronomy and Astrophysics, Eberly College of Science
- **Annie Taylor (NTL)**, Assistant Dean for Distance Learning, College of Earth and Mineral Sciences
- **Robin Yaure (NTL)**, Teaching Professor of Health and Human Development, Penn State Mont Alto
- **Linghao Zhong (TL)**, Professor of Science, Penn State Mont Alto

Deans/Chancellors *Elect three* (one member; two alternates)

- **Francis Achampong**, Chancellor, Penn State Mont Alto
- **Ralph Ford**, Chancellor, Penn State Erie
- **Tina Richardson**, Chancellor, Penn State Lehigh Valley
- **Marilyn Wells**, Chancellor, Penn State Brandywine
- **Marwan Wafa**, Chancellor, Penn State Scranton

University Promotion and Tenure Review Committee *Elect five* (Three members, two alternates)

- **Peter Crabb**, Professor of Psychology, Penn State Hazleton
- **Andy Kleit**, Professor of Energy and Environmental Economics, College of Earth and Mineral Sciences
- **Ira Saltz**, Professor of Economics, Penn State Shenango
- **Ellysa Cahoy**, Education Librarian and Assistant Director, Pennsylvania Center for the Book, University Libraries
- **Mark Johnson**, Professor of Mathematics, Penn State Altoona
- **John Nousek**, Professor of Astronomy and Astrophysics, Eberly College of Science
- **Amit Sharma**, Professor of Hospitality Management, College of Health and Human Development
- **Mallika Bose**, Associate Dean of Research, Creative Activity, and Graduate Education, College of Arts & Architecture
- **Ramaswamy Anantheswaran**, Professor of Food Science, College of Agricultural Sciences

Standing Joint Committee on Tenure *Elect two* (one member; one alternate)

- **Andy Kleit**, Professor of Energy and Environmental Economics, College of Earth and Mineral Sciences
- **Rebecca Waltz**, Head, Library Learning Services, University Libraries
- **Robert Loeb**, Professor of Biology & Forestry, Penn State DuBois
- **Andrew Belmonte**, Professor of Mathematics and Material Science, Eberly College of Science
- **Paul Riccomini**, Associate Professor of Education, College of Education
- **Steven Rubin**, Assistant Director, School of Visual Arts and Professor of Art, College of Arts & Architecture

SENATE COMMITTEE ON COMMITTEES AND RULES

- Renee Borromeo
- Victor Brunsden, Chair
- Jeff Laman

- Lisa Mangel
- Eric Novotny
- Nicholas Rowland
- Beth Seymour
- Robert Shannon
- Keith Shapiro
- Amit Sharma
- Martin Składany
- Samia Suliman
- Bonj Szczygiel
- Ann Taylor
- Kent Vrana

SENATE COUNCIL

Senate Council Nominating Committee Report for 2021-2022

(Informational)

The Nominating Committee consisting of the elected representatives of Senate Council was convened on January 12 and February 16, 2021. Additional nominations may be made from the floor of the Senate on March 16, 2021.

CHAIR-ELECT OF THE SENATE

(One to be elected)

- **Roger Egolf**, Associate Professor of Chemistry, Penn State Lehigh Valley
- **Maureen Jones**, Associate Teaching Professor of Health Policy and Administration, College of Health and Human Development

SECRETARY OF THE SENATE

(One to be elected to one-year term)

- **Lisa Mangel**, Assistant Teaching Professor of Biology, Penn State Erie
- **Kat Phillips**, Nursing and Allied Health Librarian, University Libraries

FACULTY ADVISORY COMMITTEE TO THE PRESIDENT

(One to be elected, term expires 2024)

- **Suzanna Linn**, Liberal Arts Professor of Political Science, College of the Liberal Arts
- **Douglas Wolfe**, Research Professor, Applied Research Laboratory, College of Engineering

ACADEMIC TRUSTEE

(One to be elected to be elected as preferred candidate, term expires 2024)

- **David Han**, Professor of Surgery, Radiology, and Engineering Design, Penn State College of Medicine
- **James Strauss**, Teaching Professor in Biology, Eberly College of Science
- **Nicholas Rowland**, Professor of Sociology and Environmental Studies, Penn State Altoona
- **Laura Pauley**, Professor of Mechanical Engineering, College of Engineering

SENATE COUNCIL NOMINATING COMMITTEE

- 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, Chair
- Alok Sinha
- Stephen Snyder
- Mark Stephens
- Martha Strickland
- Nathan Tallman
- Mary Beth Williams

SENATE COUNCIL

2019-2020 University Faculty Ombudsperson Report

(Informational)

Background

The Position of University Faculty Ombudsperson was established by the Senate Committee on Committees and Rules on March 31, 1998. The duties of the University Faculty Ombudsperson are defined in the University Faculty Senate's Standing Rules, Article III, Section 9.

"The University Faculty Ombudsman shall coordinate the training of all college and campus ombudsmen; shall provide for the appropriate dissemination of information among the various college and campus ombudsmen; and shall be the university-level contact for the various college and campus ombudsmen. The University Ombudsman shall report periodically to the Senate Council and shall maintain liaison with the Office of the University Provost, the Office of Human Resources and the Senate Office. The University Ombudsman shall have no appeal function."

The Selection and Responsibilities of the Academic Units Ombudspersons (referred herein as ombudspersons) are defined by the Policy AC76:

A. An Ombudsperson shall be appointed in each of the colleges, campuses and academic units. For those not associated with an academic unit, or in cases where the appropriate ombudsperson may be in doubt, the following policy shall be applied:

- 1. Where appropriate, the ombudsperson will be from the same academic unit to which the employee is most closely associated. For example, research associates in the Applied Research Laboratory will have access to the ombudsperson for the College of Engineering.*
- 2. In cases where there is disagreement or doubt as to the appropriate ombudsperson, the Executive Vice President and Provost shall make the determination.*
- 3. In cases where the ombudsperson is in doubt as to his or her jurisdiction, he or she shall ask the Executive Vice President and Provost for a determination.*

B. The Dean, Chancellor, or other appropriate campus official and the faculty shall jointly develop selection procedures for the ombudsperson. Normally, the role of ombudsperson will be performed by a single person, with a designated alternate. In unusual circumstances, a group of not more than three persons may be selected. No one who is a member of the Committee on Faculty Rights and Responsibilities shall serve as ombudsperson.

C. Functions for the ombudsperson are:

- 1. Clarification of misunderstandings;*
- 2. Advising faculty and administrators as to appropriate courses of action;*
- 3. Assisting in the informal resolution of differences;*
- 4. Assuring that appropriate department, college and/or campus procedures are exhausted before referring the case to higher levels;*

5. *Informing the Office of the Executive Vice President and Provost and appropriate college or campus officials if a matter cannot be resolved at the lower level and the case is to be referred to the Committee on Faculty Rights and Responsibilities.*
6. *The ombudsperson shall not:*
 - *Hold hearings;*
 - *Exceed the role of conciliator and advisor;*
 - *Substitute his or her judgment for that of appropriate administrative and/or faculty bodies;*
 - *Serve as counsel for either party to a complaint before the Hearing Board.*

Introduction

Ombudspersons provide valuable services to the faculty and they are trusted resources for the faculty. Ombudspersons are committed to listening to the faculty; answering questions; explaining policies and procedures; providing information and advice; exploring possible solutions; suggesting appropriate referrals; assisting in pursuing a resolution; and informally mediating a dispute where appropriate.

To enhance communications with the unit ombudspersons, an Ombudsperson Orientation meeting was held in August 18, 2020 with Vice Provost Kathy Bieschke, Senate Executive Director Dawn Blasko, and the University Faculty Ombudsperson Mohamad A. Ansari. We also held a regional meeting with Unit Ombudspersons on November 30, 2020.

This informational report is drafted by the University Faculty Ombudsperson and is submitted to the Senate Council on behalf of all academic Units' Ombudspersons from across the university. The purpose of this report is to summarize the activities and the services that were provided to the faculty by the ombudspersons during 2019-2020 academic year.

In order to assess the ombudspersons' activities, on June 3, 2020, the Senate Office distributed "*A 10 Question Survey*" to all ombudspersons and alternate ombudspersons from 23 Commonwealth Campuses, 12 University Park colleges (including University Libraries), Great Valley, Penn State Law, Dickinson Law, and the College of Medicine.

Survey Questions and Responses

The Senate Office received 51 reports from the ombudspersons and alternate ombudsperson, a 83.6% response rate to the survey. This response rate represents a decrease of 14.74% over last year.

1. How long have you served as your unit's Ombudsperson or alternate?

Of the ombudspersons who answered this question,

- 15 served 1 year;
- 28 served 2 to 5 years;
- 7 served 6 to 11 years;
- 1 served more than 20 years.

2. How many cases have you been asked to help resolve in the past year?

During the 2019-2020 academic year, ombudspersons reported 56 cases. This is a decrease of 38% over the 90 cases that were reported during the previous academic year.

3. For each case, what were the key issue(s)? (e.g., lack of communication, promotion and tenure, harassment, incivility, performance review, etc.)

The following issues were reported by the ombudspersons:

- Lack of communication/Miscommunication/Poor Communication;
- Incivility/harassment;
- Promotion & Tenure (P&T) 9 cases;
- Lack of remote working policy;
- Disciplinary action;
- Compensation/teaching load;
- Arbitrary behavior by administrators;
- Racial Discrimination in promotion;
- Leave of absence;
- Performance reviews.

The following are direct quotes from two of the respondents:

- Case 1: Tenure Denial
Case 2: Conflict with Supervisor
Case 3: Conflict with Supervisor
Case 4: Promotion Denial
Case 5: Conflict with Supervisor
- “This is not a case-by-case list, as some issues came up more than once. The issues are listed as presented by the faculty seeking assistance and do not imply concurrence/non-concurrence--as ombudsperson, I try not to invoke my own opinion. Many contacts involved multiple of these issues.

Policy or standard practice or process clarifications

Microaggressions, most but not all with regard to gender

Concern about anger or possible retaliation by senior faculty or administrator (10; referring to 3 individuals)

Concerns about increased, unfair, or inequitable expectations

Lack of transparency creating real or perceived inequities

Hostile climate or incivility

Bullying

Mentoring issues

Infringement of academic freedom

Clarification of policies or implementation of policies

Assistance identifying resources for information or further help

Annual evaluations

Promotion and tenure processes

Sabbatical approval

Advice on how to handle/resolve a complaint lodged against the faculty members who sought my assistance

Coping with Title IX or sexual harassment aftermath issues

Disability accommodation”

4. What was the position of the person against whom the complaint was lodged? (e.g., staff, faculty, administrator, if other, explain)

During 2019-2020 academic year, ombudspersons received complaints against faculty, Administrator, School Director, IT Department, HR Strategic Partner, Director of Academic Affairs, Associate Dean or DAA, Department Chairs, and Campus Coordinator.

5. What steps were taken to resolve the issue?

During 2019-2020 academic year, ombudspersons assisted faculty to resolve their problems by facilitating communication, clarifying policies, providing information, and discussing options. The following are responses to this question are quoted from the survey:

- “I First contacted via email, then met in person and listening to concerns. for two cases, I sought Dr. Ansari's advice.”
- “The faculty member asked me to help determine who has the ultimate authority to decide how a course is delivered. I consulted with our Assistant and Associate Deans and the job descriptions within our unit to help answer the question.”
- “Suggested communication and offered to sit in on FAR. Referred faculty to primary ombudsperson but offered to help if wanted.”
- “I talked off the record with all the parties involved (advising, dept head, faculty members) off the record and helped facilitate a resolution.”
- “In-person discussion; resource identification; connection with appropriate university services or employment protection offices”
- “1-The Ombudsperson and I decided it was best for only one of us to be directly involved in the process, so I excused myself from further communication with the reporting faculty member.
2-I made informal inquiries and visited the unit in question for my own business. Nothing came to light to support the informal complaint that the staff did not show appropriate deference to faculty. With the move to online teaching any subtle discussion (ie, a follow-up in the hallway or a question to a colleague during a meeting) became impossible. The faculty member did not want to make any formal complaint at the time.”
- “faculty encouraged to write respectful response letter to head, offer to have ombudsperson attend future meeting.”
- “for the lack of communication, I just anonymized the information and asked it myself in a public forum for the performance review – this was not a tenure track position, and the person’s fixed term contract was not being renewed. The person was upset. I investigated and there really wasn’t anything that could be done. I provided a sounding board.

For the incivility, I recommended that future communications with the person be documented so that if they felt the issue continued that they would have facts to support any procedural action.”

- “Met with the faculty member and reviewed his letter about the tenure issue, which outlined what he believed to be procedural irregularities in the case. Encouraged him to talk directly to campus administrators about the issues in the letter, which he had not yet done. He later reported to me that they did not accept his view, and he is thus planning an appeal to the PSU-wide committee on Faculty Rights and Responsibilities.”
- “Meetings with parties involved, including meeting that included faculty member and IST’s HR Strategic Partner”
- “Meetings were held, or meetings were refused, and basically nothing was done. It is a joke.”
- “Referral to the dean”
- “Discussed and developed options for faculty to pursue.”
- “In the first case, I started by meeting with the employee to allow them to discuss their concerns and perceptions of the issue. They also provided evidence of positive regard by students of their teaching and classroom experience. Then I was present for a performance review discussion with the Academic Affairs dean and HR representative. This meeting involved presenting "data" from both the employee's and supervisor's perspective supporting their respective positions regarding the performance of this employee. The employee was offered an opportunity to speak about their perspectives of the situation and then a document outlining the changes that needed to be demonstrated by the employee over the Fall semester was discussed and agreed to. The employee has worked to make improvements in students' experiences in their classroom.

In the second case, the tenure track faculty contacted me before Spring break (2020) reporting a perception that they were not being treated fairly by their Division Head and wanting me to be present at any and all meetings related to this person's performance review. I didn't hear anything again until mid-April when I was invited to a meeting whose purpose was unclear. The meeting included the faculty member, the Academic Affairs Dean and the College Chancellor. This meeting ended up being a termination meeting, and outlined the specific reasons for the termination and rights and opportunities available to the employee over the next year. This was a cordial meeting overall.”

- “one-on-one consultation with ombuds; ombuds as facilitator of conversation; College ombuds' invitation to visitor for visitor to consult and/or meet with University ombuds.

- “I had a meeting with each faculty member to discuss their issues and what role they would like me to play as their Ombudsperson.”
- “Discussions. Providing alternate perspectives. Practice meetings. Sitting in as a 3rd party on meetings. Discussion of overall problem areas or topics with administrators. Referrals to other offices. Information provided. Review of documents for clarity. Inquiries or information to administrators (dean, associate deans, department heads) as an anonymous conduit of information or concerns.”
- “In two cases, I have had to advise that I cannot provide the kinds of assistance they are seeking while assuring that I can maintain their confidentiality.”
- “The following steps were involved in some of the cases”
 1. Meeting of all parties.
 2. Meeting with HR.
 3. Report to FR&R.”

6. How many of the cases were resolved at the Ombudsperson level?

During 2019-2020 academic year, ombudspersons who had been contacted by the faculty were able to resolve at least 15 cases out of 51 cases (29.41%). This rate is lower than the rate that was reported in the previous academic year (43.33%).

7. How many cases were referred to the Senate Committee on Faculty Rights and Responsibilities or other offices? (e.g. Affirmative Action, Human Resources, etc.)

During 2019-2020 academic year, at least 6 cases were referred to the Senate Committee on Faculty Rights and Responsibilities (FR&R). The following responses to this question are quoted from the survey:

- “The first case above is in hands of the Ombudsperson, so the numbers will be in his report. The second was not a formal request of intervention and was not referred anywhere.”
- “As noted above, one case may be coming to that committee soon.”
- “3 (My understanding is that additional cases were referred or reported by others or by the faculty contact.)”

8. Were you aware of situations in which a colleague could have consulted an ombuds but went straight to another resource (e.g., Affirmative Action, Human Resources, etc.)? If so, please explain.

Forty five respondents answered no. The following responses to this questions are quoted from the survey:

- “One, yes. The issue involved the DAA, making faculty-to-faculty support seem less helpful. Involving 'official' offices such as AA and HR seemed more fruitful.”

- “Yes. An individual who had dealt with a previous Ombuds felt the administration of the College does not take the Ombuds position seriously and felt nothing was done to resolve their issue so as it continued, (I believe it was a case of perceived gender discrimination) they went straight to other resources.”
- “Yes, there are many options.”
- “A few colleagues talked to me as a friend/peer about issues they were facing and I mentioned that they could go to the main ombudsperson to help discuss or resolve the issue. The issues were related to: (1) a female colleague feeling disrespected by a male colleague [this person eventually spoke with our Director of Inclusion and Diversity instead of the main ombudsperson] and (2) a colleague felt uncomfortable about a political discussion that happened during a hallway conversation after a faculty meeting and he felt as though he would be negatively judged by others because of a more conservative comment he made [this person decided to just drop the issue)”
- “Yes, but generally only aware of those which bounced to me, sometimes after escalation that could potentially have been avoided.”

9. In your role as a college/campus Ombudsperson, did any issues concerning the Ombudsperson process arise which should be addressed by the University Faculty Senate? If so, explain.

The following responses to this question are quoted from the survey:

- “I haven't been in role long enough to know.”
- “One issue was raised in my current case (faculty member denied advancement at 4th year tenure review). The affected faculty member does have, of course, one more year with PSU (20-21) to secure employment elsewhere. However, he feels strongly that he should be given a second year. First, on compassionate grounds...the job market in academia is in free fall at present, with the COVID crisis, and virtually no positions will be available in this hiring cycle. And second, he points out that everyone currently on PSU tenure track HAS been given an extra year, due to the crisis. Thus he argues that denying that extra year to those being terminated in the tenure process is not equitable. I think the Senate should consider whether these arguments are convincing, and if so, should ask the administration to grant those being terminated a second year to arrange their affairs before leaving the university. (Of course, this would not apply to anyone being terminated 'for cause...' If someone has committed a crime of some sort, etc., that would make a stronger case for immediate dismissal.)”
- “Yes. One school director referred to ombuds as "outsiders," and proceeded to involve HR in a meeting. Another director regularly refuses to meet with ombuds. This shows bad management, as well as a failure of the university administration to give any real support to the ombuds position. The administrators know it's a joke, because the ombuds cannot do anything.”

- “When a couple of the faculty wanted the Ombuds to attend a meeting as an independent observer with one School Director, he indicated that there is no need and then cancelled both meetings. Another School Director refused to have a meeting with an Ombuds present and said it was none of the Ombuds business. There is not the level of respect for the position as could or should be.”
- “Please provide more best practices for our work, probably from the IOA. More training opportunities. More support in offering/promoting our services at our Colleges.”
- “Potential bullying by administrators and staff”

10. Are there any suggestions you would like to make that could be useful to another ombudsperson, especially a new one? Are there additional meetings (beyond the fall orientation) that you would like to have with other unit ombuds during the academic year?

The following responses to this questions are quoted from the survey:

- “Dr. Ansari is a university treasure. I would encourage new ombudspeople to contact him with any questions.”
- “I am grateful for the guidance provided by Dr. Ansari, He was always available to answer question and provide direction. Ombuds should feel comfortable reaching out to him. I think there needs to be a stronger show of support from the top-down administration for the role Ombuds and there should be a way to hold School Directors accountable if they refuse to allow the Ombuds to be present at meetings when requested. There seems to be a perception that there is "protection" for certain people no matter what they do. This statement was made numerous times by various individuals”
- “I would note that assuring confidentiality when meetings are via Zoom has been a challenge in a couple of cases. Faculty have found sharing documents they would like for me to see to be especially problematic.”
- “The meeting you provided earlier this academic year was very helpful. I don't feel that regular meetings are necessary. If a power point summary could be provided outlining duties and reminders for the next academic year, it would be fantastic.”
- “It would be helpful to understand how to follow-up with these individuals--what's appropriate and what isn't and to what degree, the Ombud should simply wait for people to make contact. That is, should I be more reactive or proactive throughout this process?”
- “I think the training and website are sufficient for finding the necessary info.”
- “I have found the yearly training and meeting quite informative. In addition, the online resources are extremely beneficial. I offer no additional suggestions.”
- “Make sure they take the training in the fall orientation and do not be shy about checking additional university resources for ombudspersons..”
- “As I transition from alternate Ombudsperson to Ombudsperson this year, I imagine I will actually have some cases come to me personally. I definitely need the refresher

training. It may also be helpful to have unrecorded informal meetings once per quarter if we could share the examples (without names) to learn from.”

- “When to really take action and when to just listen.”
- “Fall orientation was sufficient.”
- Being new to this position, I would greatly appreciate more than one training session per year.”
- “Always investigate Penn State policies. The university has a policy on almost everything.”
- “Last year, or the previous one, an online course on negotiation and mediation was made available. I found it to be an excellent resource! Some formal training like that or a series of internal workshops would help prepare new ombuds for situations they may encounter.”
- “I think one a semester would be good, just in case there's any campus where a new ombudsperson is elected in the spring term.”
- “Prepare to be hated and ignored.”
- “Having served in this role for 4 years, I think that there is a need to update the role of ombudsperson. There should also be an open discussion on the usefulness and value of the position.”
- “My suggestion is to keep an open mind, stay calm, and most importantly, listen. If the case arises that support is needed, I am all for reaching out to other ombuds. In fact, I have.”
- “I am new and only had 1 person reach out to me, so I am happy for any additional trainings someone else may suggest!)
- “I interviewed, so to speak, the outgoing Ombudsperson when transitioning from alternate. This was very helpful”
- “Consider involvement in ACR and/or IOA.”

Respectfully,

Mohamad A. Ansari,
University Faculty Ombudsperson

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

SENATE COMMITTEE ON FACULTY RIGHTS AND RESPONSIBILITIES

Annual Report for 2019-2020

(Informational)

University policy AC-76 “Faculty Rights and Responsibilities” establishes the Senate Committee on Faculty Rights and Responsibilities and defines the committee’s scope and operation. The committee may review petitions from a faculty member who asserts that he or she has suffered a substantial injustice resulting from a violation of academic freedom, procedural fairness, or professional ethics.

The 2019-2020 committee received ten petitions from July 1, 2019 to June 30, 2020. One petition was carried over to the committee from the previous year so eleven cases were examined in the 2019-2020 period. Over the last six years, the committee has examined between seven and fifteen petitions per year.

Petitioners may claim any or all of the three categories of complaints in their petition. Three complaints claimed violation of academic freedom, four included complaints of professional ethics, and ten claimed violations of procedural fairness.

Petitions could also list a complaint in the “other” category. Petitioners listed a wide variety of complaints. These included gender bias, failure to follow policy HR-68, retaliation, free expression, discrimination, personal bias, conflict of interest and changing expectations midway through tenure.

The 2019-2020 committee completed the investigations for five cases with the resulting findings and recommendations forwarded to the Office of the Vice Provost for Faculty Affairs.

Policy AC-76, states that in the event that claims of bias or discrimination are a component of the case, the petitions are sent to the Office of Affirmative Action for a parallel review. Four petitions were reviewed by the Office of Affirmative Action. In addition, one case was referred to the Office of Ethics and Compliance concerning issues of possible retaliation.

Of the eleven petitions that were reviewed, seven petitions were completed and closed. Four petitions were in progress and referred to the 2020-2021 committee.

The chair wishes to thank the members of the 2019-2020 committee, each of whom devoted significant time and thoughtful consideration to each petition. The committee members express our appreciation to all ombudspersons across the University for their contributions toward resolving conflicts and disputes at their colleges and campuses. We would especially like to thank the University Ombudsperson Mohamad Ansari who has worked to improve processes, ensure compliance with policies and training, and support the unit ombudspersons in their work.

Additionally, the committee acknowledges the efforts of Vice Provost of Academic Affairs, Kathy Bieschke, who works with the committee to ensure fair processes for all petitioners.

SENATE COMMITTEE ON FACULTY RIGHTS AND RESPONSIBILITIES 2019-2020

- Gina Brelsford
- David Christiansen
- Jacqueline Edmondson
- Marie Hardin
- Barbara Miller
- Linda Musser
- Amit Sharma
- Keith Shapiro, Chair 2020-2021
- Gregory Zeigler, Chair 2019-2020

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

2020 Annual Report on the Reserved Spaces Program
(Informational)

Introduction

"Reserved Spaces" are admission spaces reserved at University Park for first-year applicants with special needs or talents that cannot be met at Commonwealth Campus locations, who are admissible to the University, and whose evaluation indices (EI) do not meet the applicable University Park admission criteria. These students contribute to the educational and cultural life and diversity of the University Park campus.

The structure described below was defined most recently in a 1987 report on special admission programs and a December 1991 report on reserved spaces admission. The 1987 report defines the categories of reserved spaces and sets a target that no more than ten (10) percent of the class be admitted through a special admissions program. The 1991 report documents the process to review these data annually and collaboratively set the target for the next year. Detailed historical information is included at the end of this report.

Action

At its January 2021 meeting, the Senate Committee on Admissions, Records, Scheduling, and Student reviewed this report and voted unanimously to adopt the reserved spaces allocation recommended by staff outlined in Table 3.

Information

Table 1 shows the distribution of admissions through the Reserved Spaces program by each EI category. The spaces are organized into three types: Senate Approved, Other Academic, and Administrative. The Glossary at the end of the report describes the groups under each type.

In the past, including students entering up to 2012, the limits or targets approved by the Senate Committee on Admissions, Records, Scheduling and Student Aid applied to fall admissions only. With the increased use of spring and summer as the initial term for many of the new incoming students, the allocated reserved spaces for the years 2013 and forward apply to the full calendar year.

Table 2 provides limits for each type and group of students and the number of reserved spaces actually used. For each year on the chart, the limit of reserved spaces, the number actually used in the fall and the total number used over the full admissions year – spring, summer, fall – are shown.

The graph that follows compares the total number of reserved spaces used to the total first-year admissions for each year at University Park. In 2020, a total of 213 spaces were used in the spring, summer and fall, constituting 2.44% of all admissions over the full year.

Table 3 shows the proposed reserved space limits for 2021. The spaces utilized by EOP/CAMP have been lower in recent years due to expiration of funding for the College Assistance Migrant Program (CAMP). However, we recommend keeping the current limit in place, as it is anticipated that we will apply for restored funding in the future.

The Undergraduate Admissions Office recognizes the contributions of Guoyang Lin and Kate Smerekar in preparing this report's data and Anna Butler for compiling the historical information on the program.

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

- Amanda Byrd
- Wei-fan Chen
- Tracy Fausnight
- Deirdre Folkers
- Katherine Garren
- Edward Glantz
- Robert Kubat
- Melissa Kunes
- Allen Larson
- Keith Nelson
- Kathleen Phillips (chair)
- Maura Shea
- Rob Springall
- Wayne Wall
- Douglas Wolfe

TABLE 1
RESERVED SPACES BY ADMISSION CATEGORY - SPRING, SUMMER, FALL 2020
UNIVERSITY PARK

TYPE	CAT. 1	CAT. 2	CAT. 3	CAT. 4	CAT. 5	CAT. 6	CAT. 1-6	CAT. 7-10	NO CAT.	TOTAL
	(4.00-3.50)	(3.49-3.00)	(2.99-2.75)	(2.74-2.50)	(2.49-2.25)	(2.24-2.00)	(4.00-2.00)	(1.99-.01)		
SENATE APPROVED										
Arts & Arch Talent	0	1	1	0	1	0	3	0	0	3
*Educ Opp Prog/CAMP	0	0	32	8	0	0	40	0	0	40
Veterans	0	0	0	0	0	0	0	0	0	0
Subtotal	0	1	33	8	1	0	43	0	0	43
OTHER ACADEMIC										
ROTC Scholars	0	0	2	1	0	0	3	0	0	3
**Adm Review Comm	0	30	17	4	0	0	51	0	0	51
Subtotal	0	30	19	5	0	0	54	0	0	54
ADMINISTRATIVE										
Athletes	1	22	40	22	11	5	101	0	8	109
Team Sports	0	0	1	0	0	0	1	0	1	2
Blue Band	0	2	2	1	0	0	5	0	0	5
Vice President & Dean	0	0	0	0	0	0	0	0	0	0
Subtotal	1	24	43	23	11	5	107	0	9	116
TOTAL	1	55	95	36	12	5	204	0	9	213
PERCENTAGE	0.47%	25.82%	44.60%	16.90%	5.63%	2.35%	95.77%	0.00%	4.23%	100.00%
TOTAL FRESHMEN	1720	5688	806	125	20	6	8365	0	355	8720
PERCENTAGE	19.72%	65.23%	9.24%	1.43%	0.23%	0.07%	95.92%	0.00%	4.07%	100.00%

*EOP/CAMP = Educational Opportunity Program/College Assistance Migrant Program

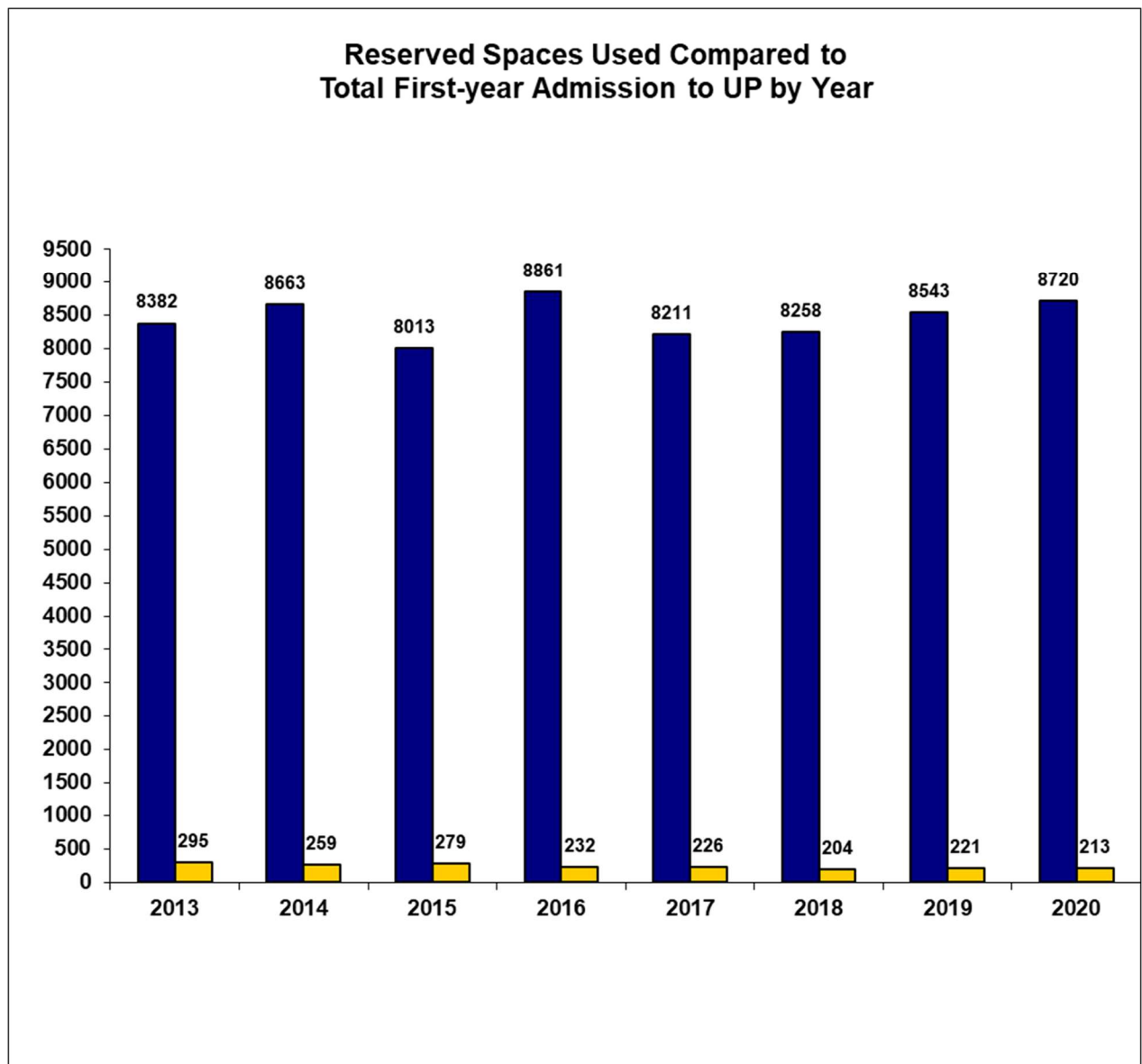
**Adm Review Comm = Admissions Review Committee

Source: Office of Undergraduate Admissions, 12/2/2020

Vice President and Dean for Undergraduate Education

TABLE 2
RESERVED SPACES - 8 YEAR COMPARISON
UNIVERSITY PARK

TYPE (Evaluation Index)	2013 Limit	Fall Actual	2013 Full Year Actual	2014 Limit	Fall Actual	2014 Full Year Actual	2015 Limit	Fall Actual	2015 Full Year Actual	2016 Limit	Fall Actual	2016 Full Year Actual	2017 Limit	Fall Actual	2017 Full Year Actual	2018 Limit	Fall Actual	2018 Full Year Actual	2019 Limit	Fall Actual	2019 Full Year Actual	2020 Limit	Fall Actual	2020 Full Year Actual
SENATE APPROVED																								
Arts & Arch Talent	10	1	2	10	0	0	10	1	1	10	4	4	10	4	5	10	7	7	10	2	2	10	3	3
*EOP/CAMP	75	56	56	75	31	31	75	20	22	75	15	16	75	19	19	75	23	24	75	34	38	75	37	40
Veterans	10	0	0	10	0	0	10	0	0	10	0	0	10	0	0	10	0	0	10	0	0	10	0	0
Subtotal	95	57	58	95	31	31	95	21	23	95	19	20	95	23	24	95	30	31	95	36	40	95	40	43
OTHER ACADEMIC																								
ROTC Scholars	15	7	7	15	5	6	15	8	8	15	4	4	15	7	7	15	10	10	15	2	2	15	3	3
**Adm Review Comm	40	56	94	40	40	68	75	58	87	75	43	72	75	35	63	75	30	43	75	53	61	75	36	51
Subtotal	55	63	101	55	45	74	90	66	95	90	47	76	90	42	70	90	40	53	90	55	63	90	39	54
ADMINISTRATIVE																								
Athletes	140	72	124	140	80	139	140	73	143	140	67	123	140	54	118	140	37	107	140	45	109	140	34	109
Team Sports	5	4	4	5	4	5	5	2	2	5	1	1	5	3	4	5	2	3	5	3	5	5	1	2
Blue Band	10	4	4	10	6	6	10	5	6	10	5	5	10	6	6	10	8	8	10	3	3	10	5	5
VP & Dean	25	1	4	25	1	4	10	3	10	10	0	7	10	1	4	10	0	2	10	0	1	10	0	0
Subtotal	180	81	136	180	91	154	165	83	161	165	73	136	165	64	132	165	47	120	165	51	118	165	40	116
TOTALS	330	201	295	330	167	259	350	170	279	350	139	232	350	129	226	350	117	204	350	142	221	350	119	213
NEW FIRST YEAR STUDENTS		6326	8382		6289	8663		5756	8013		6547	8861		5934	8211		6130	8258		6655	8543		6483	8720
%		3.18%	3.52%		2.66%	2.99%		2.95%	3.48%		2.12%	2.62%		2.17%	2.75%		1.91%	2.47%		2.13%	2.59%		1.84%	2.44%



Bar chart showing the number of reserved spaces used compared to total first-year admission to University Park by year from 2013 to 2020.

The years 2013 - 2020 reflect full-year (spring, summer, fall) admissions, with 295 of 8382; 259 of 8663; 279 of 8013; 232 of 8861, 226 of 8211, 204 of 8258, 221 of 8543 and 213 of 8720 first-year admissions in 2013, 2014, 2015, 2016, 2017, 2018, 2019 and 2020 respectively, admitted via reserved spaces.

TABLE 3
Proposed Reserved Spaces Limits for 2021

Categories	Type	Limits
Senate Approved	A & A Talent (Architecture/Landscape Architecture)	10
	Educational Opportunity Program/College Assistance Migrant Program/Comprehensive Studies Program	75
	Veterans	10
	Subtotal	95
Other Academic	ROTC Scholars	15
	Admissions Review Committee	75
	Subtotal	90
Administrative	Athletes	
	Varsity Sports	140
	Club Sports	5
	Blue Band	10
	VP&D	10
	Subtotal	165
Grand Total		350

Glossary of Terms for the Reserved Spaces Report

Arts and Architecture Talent Review:

The College of Arts and Architecture recommends up to ten exceptionally talented freshman applications for admission to the Architecture and Landscape Architecture programs each year. Applicants interested in pursuing special talent admission are required to submit a representative portfolio of their creative art work relevant to architectural studies, which will be reviewed by the appropriate faculty. Portfolios are being accepted between January 1 and February 15.

Admissions Review Committee:

Individual student appeal of an admissions decision based upon additional information, credentials, or extenuating situations that were not considered in the initial decision.

Educational Opportunity Program (EOP):

Spaces reserved to provide access and retention to low-income Pennsylvania students. Student may not meet regular admission criteria for his or her selected campus. Student must meet financial guidelines established by the Pennsylvania Department of Education for low income families. Decisions are made in the Undergraduate Admissions Office in collaboration with the Office of the Vice President for Educational Equity.

College Assistance Migrant Program (CAMP):

Reserved spaces for students accessing Penn State through the College Assistance Migrant Program (CAMP), a federally funded program designed to assist first-year college students from migrant and seasonal farm worker families pursue higher education. Decisions are made in the Undergraduate Admissions Office in collaboration with the Office of the Vice President for Educational Equity.

Comprehensive Studies Program

Spaces reserved to provide access and retention to low-income Pennsylvania students. Student may not meet regular admission criteria for his or her selected campus. Decisions are made in the Undergraduate Admissions Office in collaboration with the Office of the Vice President for Educational Equity.

Vice President and Dean for Undergraduate Education:

Final level of appeal for an admission decision based upon extenuating circumstances, additional information, changes in credentials, etc. not considered in prior decisions.

Historical Information on the Reserved Spaces Programs and Its Predecessors

- 1968: Faculty presented a petition to the Senate to introduce changes in admissions procedures in order to admit more students from the minority group and poverty backgrounds
- December 1969: Report with recommendations for admitting Special Educational Opportunity Students (students who have academic challenges due to environmental, socioeconomic, and disruption issues)
 - Senate authorized Director of Academic Services to reserve 500 spaces for beginning SEOS students with 300 to be UP students and the remainder to be distributed among the campuses
 - Admissions criteria for SEOS program to be developed by Admissions Director of SEOS except Colleges and Campuses who so desire may specify criteria for admission to their academic units
- June 6, 1972: Report concerning codification of Admissions Policies; states that special procedures have been developed in response to varying needs (i.e., Resident Instruction adjunct admissions, Continuing Education credit course admissions, Educational Opportunity Program admissions, and veterans admissions)
 - Committee on Academic Admissions Standards moved that a committee be appointed by the Provost to study and codify all admissions policies and procedures
 - Three points considered at Senate Council
 - Alterations of admissions policies are experimental, there will be a limit as to the number of students admitted in programs, and review and approval will be done prior to enactment and annually thereafter
 - The term “approved” by the Senate Committee on Academic Admissions Standards” indicates some problems: delegation of Senate authority to the committee; seemingly slowness of a legislative body in decision making process; will “approved” ensure interaction
 - Ten percent of total undergraduate admission group for the year and fifteen percent on a campus would seem to give a sufficient group to do meaningful experiments
 - Proposed Veterans Special Admittance Policy was passed
- June 6, 1972: Motion authorizing University administration to conduct experiments which would alter the standard Admissions Policy-subject to the following guidelines:
 - Alterations of policy are to be evaluated annually by Provost and Senate Committee on Academic Admissions Standards until either terminated or incorporated into the basic admissions policy by specific legislation
 - Total number of student admitted through such programs may not exceed ten percent of the total undergraduate admission group for the year. At campus locations, the numbers involved may not exceed 15% except by agreement between University Administration and the Senate Committee on Academic Admissions Standards
- December 12, 1972: Proposal for Experimentation with the Admission Policy for Students in Associate Degree Majors in Engineering Technology was passed

- June 1, 1976: Special Admissions Programs that were reviewed and approved by Subcommittee on Special Admissions were:
 - College of Arts and Architecture Experimental Admissions Program
 - Dept. of Speech Pathology and Audiology Experimental Admissions Program
 - Educational Opportunity Program
 - Veterans Special Admittance Program
 - International Students
 - Associate Degree – Engineering Technology
 - Dept. of Independent Study
 - Developmental Year
 - High School Seniors at UP
 - Experimental Programs at Commonwealth Campuses
- February 24, 1987: Report on Special Admissions Programs:
 - At Penn State, the University Faculty Senate and the administration have shared responsibilities for the determination of criteria for the admission of degree candidates to the University
 - In order to provide flexibility to administration in arriving at special reserved space admissions target figures, categories have been put into three groups:
 - Senate-Approved Programs (Arts & Architecture Talent, Educational Opportunity Program, Developmental Year, Communications Disorders, Veterans, Veterans-Developmental Year)
 - Other Academic Special (Admission Review Committee, International Students, ROTC Scholarships)
 - Administrative Special (Athletic, Blue Band, Administrative)
 - Senate and administration show concern over issue of reserved spaces
 - The number of reserved space categories grew and the number of student admitted under these categories increased as well. Because of the increasing competition for Fall Semester admission to UP as well as the greater awareness of the opportunities for abuse of special admissions programs (as seen in athletic programs at some other institutions, for example), the administration and the Admissions, Records and Scheduling Committee have agreed that all special admissions targets and statistics as well as performance of specially-admitted students should be reviewed annually by the committee
 - Seeing an increased pressure on enrollment at UP, the Senate asked the Committee on Special Admissions Programs to consider with the Administration the history and future of reserved spaces
 - Agreement between Senate and Administration to, over the next five years, experiment with controlling all Special Admissions Programs under the Senate-approved guidelines of no more than 10% of the entire freshman class and no more than 15% of the entering freshmen in a given location
- December 10, 1991: Annual Report on Reserved Spaces Admissions
 - The maximum “target” number appropriate to the special admissions categories of student is reviewed annually and set for the forthcoming year as a result of

consultation involving the Senior Vice President and Dean for the Commonwealth Education System (formerly the Vice President and Vice Provost), the Office of Undergraduate Admissions, and the University Faculty Senate Committee on Admissions, Records, Scheduling and Student Aid. Once a maximum “target” for the overall set of categories is approved, a maximum number for each category is determined on the basis of past admissions data and projections of the probable number of incoming student who would qualify.

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 ADMISSIONS, RECORDS,
SCHEDULING, AND STUDENT AID

Annual Report on Faculty Senate Scholarships Awarded to Undergraduates 2019 – 2020

(Informational)

Introduction

On behalf of the Faculty Senate, the Office of Student Aid facilitates the awarding of University Scholarships designated as ‘Faculty Senate Scholarships.’ Twenty-one endowments and one annually funded source generate the support for these undergraduate awards. As a whole, the Faculty Senate endowments require recipients to be academically talented and demonstrating financial need. Individually, most of the endowments have a unique eligibility preference that we are required to honor. Donors agree to scholarship guidelines that can include both general eligibility criteria and specific preferences that donors have chosen. For instance, several guideline preferences specify students from a particular high school, city, or county; more specify students who have demonstrated leadership skills, service to community and school, and/or participation in extra-curricular activities.

Faculty and staff at each campus nominate students who have reached at least their third semester of enrollment at Penn State. In most cases, financial aid officers solicit nominations from faculty, rank order the nominees, and submit names and brief comments about the academic merit and extra-curricular activities of each nominee. The Office of Student Aid then matches a pre-determined number of nominees to appropriate guidelines funds based on the available funds. Typically, in late July or early August, students receive formal scholarship award letters sent from the Faculty Senate Office. Each letter identifies the name of the Faculty Senate Scholarship, the award value, and the one-year term of the award, as well as provides the donor name and a request for a thank you note.

In consultation with the Faculty Senate Office and under guidelines developed by the committee on Admissions, Records, Scheduling and Student Aid (ARSSA), the Office of Student Aid ensures the equitable distribution of scholarships across all campuses. Campus allotments are in proportion to campus undergraduate enrollments.

In the 2019-20 academic year, Penn State undergraduates received a total of \$278,590 in Faculty Senate Scholarship awards. The majority of recipients are from Pennsylvania (87%), and they are enrolled in 19 different academic colleges. Available spending tends to fluctuate year to year based on the value of the University’s investment pool and the available endowment earnings. A three-year comparison follows and confirms this fluctuation in available dollars and resulting awards.

Faculty Senate Scholarship Awarding: A Three-Year Comparison			
	<i>2019-20</i>	<i>2018-19</i>	<i>2017-18</i>
Student Recipients	255	247	242
Dollars Awarded	\$278,590	\$267,342	\$256,300
Median Award Value	\$1,000	\$1,000	\$1,000
Average Award Value	\$1,076	\$1,082	\$1,059

Median GPA	3.83	3.72	3.76
-------------------	------	------	------

The following shows the distribution of scholarships across campuses, colleges and class.

2019-20 Faculty Senate Fund Distribution

Student Recipients	255
Dollars Awarded	\$278,590
Median Award Value	\$1,000
Average Award Value	\$1,076
Median GPA	3.83
Average Need Index	75

A. Faculty Senate Scholarships are awarded to undergraduates across all campuses.

The number of awards made per campus is in proportion to campus vs. total full-time undergraduate enrollment figures from the University Budget Office's fall head count, prior to the year of awarding.

Campus Distribution				
Campus	# of Awards	% of Total Awards	Fall '19 Enrollment	% of Total Enrollment
Abington	13	5.10%	3,117	5.13%
Altoona	12	4.71%	2,837	4.67%
Beaver	2	0.78%	520	0.86%
Berks	9	3.53%	2,060	3.39%
Brandywine	5	1.96%	1,150	1.89%
Dubois	2	0.78%	425	0.70%
Erie	15	5.88%	3,572	5.88%
Fayette	2	0.78%	505	0.83%
Greater Allegheny	2	0.78%	393	0.65%
Harrisburg	16	6.72%	3,730	6.14%
Hazleton	2	0.78%	517	0.85%
Lehigh Valley	3	1.18%	756	1.24%
Mont Alto	2	0.78%	568	0.94%
New Kensington	2	0.78%	450	0.74%
Schuylkill	2	0.78%	479	0.79%
Scranton	3	1.18%	832	1.37%
Shenango	1	0.39%	203	0.33%
University Park	158	61.96%	37,647	61.99%
Wilkes Barre	1	0.39%	335	0.55%
World Campus	0	0%		
York	3	1.18%	638	1.05%
Total	255		60,734	

B. The majority of Faculty Senate Scholarship recipients are from Pennsylvania.

Residency Distribution		
	# of Awards	% of Total
PA	221	87
Non-PA	34	13
Total	255	

C. Faculty Senate Scholarship recipients represent each of the Academic Colleges. The table below shows the distribution of recipients for the last three years across all academic colleges. This table is not intended to compare to Table A since the student's academic college is not a factor in the selection of Faculty Senate Scholarship recipients. Although the College distribution is not an exact representation of the enrolled College attendance, an effort is made to closely distribute awards to all Academic Colleges.

College Distribution			
College	2019-20	2018-19	2017-18
Abington College	13	10	12
Agricultural Sciences	9	9	10
Altoona College	8	10	7
Arts & Architecture	5	4	7
Behrend College	13	12	9
Berks College	8	9	7
Smeal Business	20	21	5
Capital College	15	14	12
University College	21	26	29
Bellisario College of Communications	9	8	9
Division of Undergraduate Studies	8	9	1
Earth & Mineral Science	7	7	10
Eberly College of Science	16	15	17
Education	10	12	19
Engineering	37	32	36
Health & Human Development	18	16	16
Information Sciences & Technology	5	6	5
Liberal Arts	22	19	21
Nursing	11	8	10
Total	255	247	242

D. Faculty Senate Scholarship recipients are predominantly juniors and seniors.

Class Distribution		
Semester Standing	# of Awards	% of Total
3	0	
4	10	4% Sophomores
5	16	
6	19	14% Juniors
7	44	
8	81	
9	52	
10	22	
11	11	82% Seniors
Total	255	

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 CURRICULAR AFFAIRS

Update on the Status of New Curriculum Management System

(Informational)

The University is preparing to replace our current curriculum management/proposal system with the Courseleaf curriculum management package, which will integrate with the Bulletins and Lionpath, and improve the staff and faculty user experience. The implementation committee of faculty Senators, staff from several university offices, including the University Registrar, the Senate office, Undergraduate Education, and the Grad School, has been working together to provide input, process for testing and input, and develop an implementation timeline.

This informational presentation by the implementation committee will provide an overview of the new curriculum management system and the next steps toward beta testing, and goals for implementation.

SENATE COMMITTEE ON CURRICULAR AFFAIRS

- Jeff Adams
- Emmanuel Almonte
- Anne Behler
- Justine Blanford
- Laurie Breakey
- David Callejo
- Lisa Chewning
- Wendy Coduti
- Melisa Czymoniewicz-Klippel
- Cara Fleigel
- Peter Forster
- Paula Hamaty
- David Han
- Harold Hayford, co-Vice Chair
- Peter Iliev
- Matthew Jordan
- Lawrence Kass
- Kenneth Keiler
- William Kenyon
- Amy Linch
- Suzanna Linn, co-Vice Chair
- Joseph Mahoney
- Megan Marshall
- Robert Melton

- Brandi Robinson
- Janet Schulenberg
- Andrea Sillner
- Margaret Slattery
- Karin Sprow Forté
- Alfred Warner
- Mary Beth Williams, Chair
- John Yen

Curricular Information Management (CIM) Implementation

Alan Rieck, Associate Vice President and Associate Dean for Undergraduate Education

Jeff Adams, Associate Vice President and Associate Dean for Undergraduate Education

Vicki Hewitt, Director of Graduate Council Administration and Secretary of Graduate Council



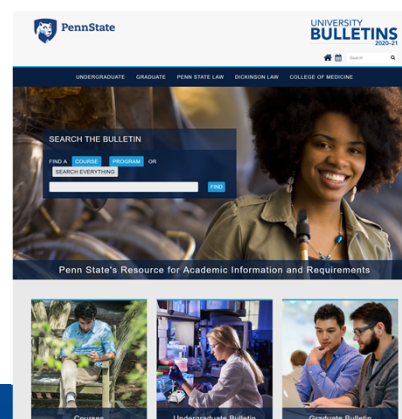
1

Overview of CourseLeaf Implementation Project

The CourseLeaf Implementation Project includes the implementation of two vended CourseLeaf products:

- University Bulletins, launched August 27, 2018
- Curricular Information Management (CIM), soft launch expected June 2021 and implementation in August 2021

CIM will replace the current Curriculum Review Consultation System (CRCS) and will integrate with the University Bulletins and with LionPATH.



2

Goals of the Project

- Incorporate all University curricular review processes (including undergraduate, graduate, Dickinson Law, Penn State Law, College of Medicine) and allow unique forms and workflow for each.
- Streamline the process by ensuring that information required by policy and that curricular committees need to evaluate proposals is provided by proposers from the start.
- Improve on our current system and incorporate information currently not captured in CRCS, such as prospectuses.
- Maintain the University Curriculum Archive and access to historical data.



3

CIM Features

- Connects to the University Bulletins for program information and to LionPATH for course information, so approved curricular information is transferred to those systems at the end of the review process. Right now, this is a manual updating process which is time-consuming and introduces the possibility of errors. These connections also allow program and course change proposals to pull in information from the Bulletins and LionPATH, so change proposals can start with the information that already exists.
- Ability to customize workflow by college. College-specific review and workflow steps can be added in for each college. Changes to workflows can be made by the Senate Office, so workflows can be adjusted in the future if needed. Anyone can see where a proposal is in workflow.




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Workflow

In Workflow


1. Consultation
2. Principal Faculty Member
3. UC Administrator
4. University College DAA
5. UC SCCA Representative
6. UC Dean / Associate Dean
7. Principal Faculty Member
8. Senate Triage
9. On Next Report
10. Curriculum Report
11. Curriculum Committee Vote
12. PeopleSoft



5

Workflow

1. Consultation	7. Principal Faculty Member
2. Principal Faculty Member	8. Senate Triage
3. UC Administrator	9. On Next Report
4. University College DAA	10. Curriculum Report
5. UC SCCA Representative	11. Curriculum Committee Vote
6. UC Dean / Associate Dean	12. PeopleSoft



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CIM Features (continued)

- System shows where each course is being used, including as a requisite for another course or as a requirement for a major. It also shows every place a course or program is being displayed in the Bulletin.

Viewing: **CHEM 113 : Experimental Chemistry II**

[Preview Workflow](#)

Last edit: 02/25/21 4:58 pm

Catalog Pages
referencing this
course

- [Animal Science, B.S.](#)
- [Biobehavioral Health, B.S., \(Health and Human Development\)](#)
- [Biobehavioral Health, B.S., \(University College\)](#)
- [Biochemistry and Molecular Biology, B.S. \(Berks\)](#)
- [Biochemistry and Molecular Biology, B.S. \(Science\)](#)

- Better user experience, easier to navigate, fully accessible. Form expands and collapses based on responses, so it is clear what information needs to be provided.



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New Course Proposal



Course Management

New Course Proposal

[Templates for Common Courses](#)

Additional fields will become available depending on the Academic Level selected.

Academic Level

Undergraduate

This is the person responsible for developing the course, and the primary faculty point of contact for the proposal throughout the review process.

Principal Faculty Member

Name, User ID	E-Mail
Select...	

Were any other faculty members responsible for the development of the course?

☐ Yes ☒ No

The home college of the Principal Faculty Member.

Proposer's Home College

Select Proposer's Home College...

This may be the same as the proposer's home college but can be different. This field will determine the choices for Unit that will initially offer the course, below.

Select the college that will initially offer the course.

College

Select College...

Select the unit that will initially offer the course.

Unit

Select Unit...

For new course abbreviations, scroll to the end of the dropdown list and select NEW. New abbreviations are typically associated with new degree programs. Faculty are encouraged to use disciplinary course abbreviations already in existence. Course abbreviations should not be campus/college specific.

Course Abbreviation

Select...



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Course Attributes

Course Attributes

For any proposal that removes a designation, select "No" and justify the removal in the Justification for Changes Proposed section.

** Please make sure that the appropriate suffix is used in the Course Number.*

Honors* ☐ Yes ☒ No

Bachelor of Arts ☐ Yes ☒ No

United States Cultures (US) ☐ Yes ☒ No

International Cultures (IL) ☐ Yes ☒ No

Writing Across the Curriculum* ☐ Yes ☒ No

First-Year Seminar* ☐ Yes ☒ No

To add a General Education designation to this course, select Yes. If this proposal includes removing this designation, justify the removal in the Justification for Changes Proposed section.

General Education ☐ Yes ☒ No

If the proposers have any additional information about the proposal to share with reviewers throughout the review process, please include it here.

Notes for Reviewers

Supporting Documents

Uploaded Files:

Files To Be Uploaded:



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US Cultures

For any proposal that removes a designation, select "No" and justify the removal in the Justification for Changes Proposed section.

** Please make sure that the appropriate suffix is used in the Course Number.*

Honors* ☐ Yes ☒ No

Bachelor of Arts ☐ Yes ☒ No

United States Cultures (US) ☒ Yes ☐ No

US Cultures: Include a complete course outline including a statement of course objectives that reflect the US content, and a listing of major topics with an approximate length of time for their discussion

US Cultures: Include pertinent information on the US aspects of the course in the long course description

Describe how the course encourages students to develop understanding of the historical backgrounds, cultural and scientific contributions, economic, social, psychological, and political circumstances of the group being studied. While no one course or section is expected to achieve every criterion, each course proposal must clearly specify which criteria it proposes to meet. Thus the proposal should explain how students, within the context of the course, will be encouraged to do or achieve three or more of the following:

- ☐ See nations, cultures, and/or social identities not in isolation, but in relation to each other
- ☐ Cultivate awareness of the pluralism and diversity within the United States and international cultures
- ☐ Increase knowledge of different cultural values, traditions, beliefs and customs
- ☐ Appreciate the diversity that exists among persons who share a particular social identity
- ☐ Increase knowledge about the range of cultural achievements and human conditions through time
- ☐ Recognize and be sensitive to the different ways social identities have been valued



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CIM Features Unique to Penn State

CourseLeaf customizes the system for each institution. For Penn State, we needed to implement:

- Consultation. Because of Penn State's size and structure, a method of consultation similar to what CRCS provides was needed.
- Threaded comments at the voting step. CourseLeaf has voting functionality, but we needed it to be upgraded so that threaded comments and conversation could happen at the committee voting step, since so much of the committees' work is done virtually.



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Future CIM Possibilities

CourseLeaf is continually working to enhance the system. Features developed for other institutions are generally incorporated into later versions, so additional functionality is expected in the future as the product is upgraded.

For instance, CourseLeaf is already working on:

- a way to bundle course and program proposals so that they move through workflow together (for example, a new program and the courses that will support it, or for a group of related courses).
- integration with Nuventive to ensure that course and program learning objectives are consistent in both systems.



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Where We Are

In January, we started testing the forms by having volunteers fill out sample proposals while being observed by small groups of team members. Testers had very positive responses to the system and have provided valuable feedback on the instructions and structure of the forms.

Plan to conduct larger-scale testing soon, including college admin and workflow testing in each college to confirm the customized college workflows.



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CourseLeaf Project Sponsors

Robert Pangborn

Vice President and Dean for Undergraduate Education

Regina Vasilatos-Younken

Vice Provost for Graduate Education and Dean of the Graduate School

CourseLeaf Project Leads

Robert Kubat

Assistant Vice President for Undergraduate Education and University Registrar

Alan Rieck

Associate Vice President and Associate Dean for Undergraduate Education



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CIM Implementation Team Members

- **Jeff Adams** (Undergraduate Education)
- **Rachel Arnold** (Penn State Law)
- **Rebecca Ballard** (LionPATH)
- **Dawn Blasko** (Faculty Senate Office)
- **Penny Carlson** (Commonwealth Campuses)
- **Kadi Corter** (Faculty Senate Office)
- **Emily Derr** (Faculty Senate Office)
- **Tomi Dreibelbis** (College of Medicine)
- **Paula Hamaty** (Registrar)
- **Vicki Hewitt** (Graduate School), Team Lead
- **Ken Keiler** (Senate Curricular Affairs)
- **Pam Knowlton** (Dickinson Law)
- **Megan Marshall** (Senate Curricular Affairs)
- **Robert Melton** (Senate Curricular Affairs)
- **Anna Morrison** (Registrar)
- **Maggie Slattery** (Undergraduate Education)
- **Mary Beth Williams** (Senate Curricular Affairs)



15

Former Team Members

- **Allison Albinski** (Faculty Senate Office)
- **Michele Duffey** (Curricular Affairs)
- **Jill Engle** (Penn State Law)
- **Cheri Gallagher** (Penn State Law)



16

Testers

- **Lynda Bennett** (Nursing)
- **Lechelle Earl** (Engineering)
- **Mandy Engel-Herbert** (Engineering)
- **Harold Hayford** (Altoona)
- **Leslie Hutchins** (Nursing)
- **William Kenyon** (Arts and Architecture)
- **Jane Kochanov** (Harrisburg)
- **Prakash Kumar** (Liberal Arts)
- **Amy Linch** (Liberal Arts)
- **Zugang Liu** (Lehigh Valley)
- **Richard Mistrick** (Engineering)
- **Peter Moran** (Altoona)
- **Penelope Morrison** (Greater Allegheny)
- **Kathleen Noce** (Behrend)
- **Kristen Pearson** (Altoona)
- **Casey Pinto** (Medicine)
- **Michael Rutter** (Behrend)
- **David Salvia** (Engineering)
- **Keith Shapiro** (Arts and Architecture)
- **Linda Spangler** (Earth and Mineral Sciences)
- **Karin Sprow-Forte** (Harrisburg)
- **Jennifer Zosh** (Mont Alto)



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Questions?



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SENATE COMMITTEE ON FACULTY AFFAIRS

New University Policy on Consensual Relationships

(Informational)

Introduction

In June 2018, the Executive Vice President and Provost, Nick Jones, and Chair of the University Faculty Senate Michael Bérubé charged a Special Joint Committee to re-examine the consensual relationships clause of University Policy AD85: Sexual And/or Gender-Based Harassment and Misconduct. The Special Joint Committee was charged as follows:

Review the adequacy of the consensual relationships clause in AD85 in the light of recent on-and off-campus controversies regarding consensual relationships and power imbalances, including but not limited to potential Title IX issues. Consider adding to the cautionary language of the policy a reminder that relationships that initially seem consensual to both parties may later be construed by one of the parties to the relationship as subtly coercive, exploitative, or predatory, particularly when they involve power imbalances.

Members of this Special Joint Committee were selected from across the University community in order to provide broad perspectives and areas of expertise:

- Suzanne Adair, Associate Vice President for Affirmative Action – Co-chair
- Ann Taylor, Assistant Dean for Distance Learning and Director, Dutton e-Education – Institute – Co-chair
- Sarah Ades, Associate Dean of the Graduate School
- Katherine Allen, Associate General Counsel
- Kathleen Bieschke, Vice Provost for Faculty Affairs
- Victor Brunsten, Associate Professor, Penn State Altoona
- William Butler, Fowler Professor of Law, Dickinson School of Law
- Leland Glenna, Associate Professor, College of Agricultural Sciences
- Jeannine Hanes, Staff Advisory Committee
- Allison Newhart, Associate General Counsel
- Christopher Reed, Professor, College of Liberal Arts
- Susan Rutan, Senior Director, Labor and Employee Relations, Human Resources
- Reese Viglione, Employee Relations Strategist, Labor & Employee Relations
- Melissa Wright, Professor/Department Head of Women's, Gender, and Sexuality Studies, College of Liberal Arts
- Candice Yekel, Associate Vice President, Office of the Vice President for Research

This Informational Report shares the work of the Special Joint Committee and the resulting University Policy on Consensual Relationships.

Background

The initial work of the Special Joint Committee focused on examining consensual relationship policies at 38 other institutions of higher education, including Penn State's Big 10 Academic Alliance peers. Upon reflection of these peer institutions' own work in this area and a closer examination of our own AD85 policy and the Special Joint Committee's charge, it was clear that a new, stand-alone policy on consensual relationships should be drafted to separate this important issue from the issues related to sexual and/or gender-based harassment and misconduct that are addressed by AD85.

The committee's focus in drafting a new policy on consensual relationships was on relationships between individuals within the University community where there are supervisory and/or evaluative responsibilities involved. The goal was to strengthen the University's position regarding these relationships and to clarify how such relationships need to be managed. This new policy would not be intended to monitor or address intimate relationships between individuals where there is no supervisory context. Throughout its work, the committee thoughtfully considered many constituents across the University community, wanting to ensure that the new policy reflects the nature of the Penn State community, its culture, and our unique multi-campus organizational structure.

This effort has been focused on changing the culture related to consensual relationships within our University community and promoting transparency when these relationships occur so that we can assist impacted individuals with addressing any potential conflicts and challenges, to ensure that such relationships aren't creating difficulties for all parties involved or impacted, including third parties. The resulting policy provides concrete guidance and clarification on exactly how to manage these situations should they arise.

Once drafted, the new policy was vetted by constituencies across our campuses, including the Academic Council on Undergraduate Education; the Advisory Committee for Graduate Education, the Graduate Council; the University Staff Advisory Committee; the University Faculty Senate Committees on Faculty Affairs, Education, and Educational Equity and Campus Environment; and the Academic Leadership Council. A number of student representatives were included in these constituencies, as well. Input from the University Park Undergraduate Association, Commonwealth Campus Student Government, and Graduate and Professional Student Association was sought through their leadership. Valuable feedback from all of these groups was incorporated into the resulting policy.

Discussion and Conclusion

The new University Policy on Consensual Relationships is provided below. In summary, readers will note that it uses stronger language (i.e., "prohibit" instead of "discourage") than what has been included in AD85 to clarify the University's position in situations where one party in a consensual relationship has supervisory or evaluative responsibilities over the other party(ies). The new policy also specifically defines pertinent terms and provides specific steps that are to be followed to report such relationships and to manage those relationships from that point forward

through the development of a management plan. (It should be noted here that the Affirmative Action Office and the Office of Student Affairs will be developing and conducting training for unit administrators regarding their responsibilities, considerations when addressing students, and the implementation of the management plan.) The new policy also identifies University resources where one can seek information and support, and outlines the possible sanctions for not adhering to the policy.

SENATE COMMITTEE ON FACULTY AFFAIRS

- Michael Bartolacci
- Kathleen Bieschke
- Renee Bishop-Pierce, Chair
- Richard Brazier
- Gary Calore
- Alison Chetlen
- Ali Demirci
- James Fairbank
- Rita Foley
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- Richard Robinett
- Raghu Sangwan
- Sue Rutherford Siegel
- Emily Strohacker
- Nathan Tallman
- Michael Tyworth
- Joshua Wede

AD102 Consensual Relationships

Policy Status: Active

Subject Matter Expert: Suzanne Adair, 814-863-0471, sca917@psu.edu

Policy Steward: Vice President for Administration

Contents:

- Purpose
- Policy Statement
- Introduction
- Definitions
- Reporting Responsibilities and Procedures
- Sanctions
- Cross References

Purpose

To communicate the University's policy regarding consensual romantic or sexual relationships (consensual relationships) between individuals in a supervisory, mentoring, teaching, evaluative, advising, or coaching relationship (supervisory relationship) and between faculty and students within the same academic unit. This policy applies to all University employees, Postdoctoral scholars/fellows, Visiting scholars and members of the student body. Consensual relationships that involve no supervisory capacity as outlined are not covered by this policy, unless the consensual relationship is one between a faculty and a student within the same academic unit; however, should a supervisory role develop in the course of that relationship, this policy must be followed.

Policy Statement

Penn State is committed to creating an environment free of discrimination and harassment. University policies [AD91](#) and [AD85](#) specifically address the University's position on these issues and may at times overlap with the issues addressed in this policy. The University prohibits evaluative or supervisory responsibilities at all levels among individuals who are in consensual relationships.

Introduction

The University fosters a culture of transparency regarding consensual relationships and believes that disclosure and management of such relationships is the soundest way to assist with ensuring that potential conflicts are adequately addressed.

The University community involves many diverse interactions among its members that enhance the academic and professional development of each member of the community. As a matter of sound judgement and professional ethics, those who are tasked with supervising, mentoring, teaching, evaluating, advising, and coaching responsibilities must avoid actual and perceived conflicts of interest within these relationships. Romantic and/or sexual relationships between individuals within these contexts have the potential to pose risks to the individuals involved, third parties, and the University as a whole. Such consensual relationships have the potential to lead to complaints of sexual harassment and other adverse consequences. In addition, individuals not involved in the consensual relationship may have perceptions of favoritism, undue access or advantage, and other conflicts of interest. Such perceptions undermine the atmosphere of trust essential to the educational process or the employment relationship.

Given the asymmetric nature of consensual relationships where one party has the responsibility to evaluate the other—for instance in giving grades, thesis advice, evaluations, recommendations, promotions, salary increases, or performance evaluations—the consensual nature of the relationship is inherently unequal and will be carefully scrutinized if any complaint is filed.

For these reasons, the University prohibits evaluative or supervisory responsibilities at all levels among individuals who are in consensual relationships. Therefore, such relationships require immediate disclosure at the start of the consensual relationship so that the evaluative or supervisory responsibilities can be restructured to address the conflict of interest. Upon receipt of this disclosure, the relevant unit administrator will be responsible for ensuring the immediate and appropriate management of the procedures to address and remediate the conflict of interest. Additionally, all consensual relationships between faculty or staff and either undergraduate or graduate students within the same academic or work unit must be reported, regardless of whether there is evaluative or supervisory authority involved. Such reporting is required to more easily implement the necessary arrangements in the event that evaluative or supervisory authority becomes a possibility between the parties involved at any point in the future. Relationships can change over time and need to be reported and managed differently when such change includes a supervisory or evaluative arrangement.

Given the complex multi-campus structure of the University, note that this policy does not prohibit consensual relationships between faculty and larger, more general populations of students, with no evaluative or supervisory context involved, such as all Penn State undergraduate or graduate students. The policy is expressly designed to address consensual relationships in which such a context is already present or there is some likelihood that it will develop in the future.

Definitions

This policy covers consensual relationships as defined below and applies to all members of the University community, including executives, administrators, academic administrators, faculty, staff, union-represented employees, and part-time employees; postdoctoral scholars/fellows; and students. If there is any doubt whether a relationship falls under this policy, employees should seek guidance from their supervisor, unit administrator (defined below), work unit Human Resources Strategic Partner or Consultant, University, College or Campus Ombudsperson (per Policy AC76), or the Affirmative Action Office. Students should seek guidance from their unit administrator, the Gender Equity Center or the Center for Sexual and Gender Diversity.

Consensual relationships: Romantic or sexual relationships among members of the University employee, postdoctoral, visiting scholar or student populations, whether casual or serious, short or long term, entered into with consent of both or all parties. The relationship does not have to include physical intimacy, if a romantic relationship exists that is beyond the reasonable boundaries of a collegial or professional relationship. A single sexual encounter is considered to be a sexual relationship under this policy. Note: See University Policy AD85 for a definition of consent in the context of a sexual relationship.

Evaluative or supervisory authority: The power to control or influence another person's academic advancement, employment, or extracurricular participation, including but not limited to, admission, grades, assignments, evaluations, hiring, work conditions, compensation, promotion, discipline, supervision of dissertations/theses, recommendations, financial support, or participation in extracurricular programs. This definition applies to employees, postdocs, visiting scholars and students.

Academic Unit: An academic degree program or department within a College/Campus/School (including the Graduate School), whose primary mission is teaching, research, and/or creative scholarship.

Work Unit: A department, office or location under which employees perform their assigned duties. Work units can be academic or non-academic in nature, and employees within the unit may report to different supervisors.

Unit Administrator: The primary person responsible for supervising the conduct and performance of one or both individuals and may include the department head, Director of Academic Affairs, division head, school or center director, director/manager (business line, operations, etc.) or unit executive. In the case of students, unit administrator may include the primary person responsible for administering the academic program in which one or both individuals are enrolled, or in which the student is employed.

Consensual Relationship Reporting Responsibilities and Procedures

The existence of evaluative or supervisory responsibilities among individuals who are in consensual romantic or sexual relationships requires immediate disclosure at the start of the relationship so that those responsibilities can be reviewed and, if possible, restructured to address the conflict of interest. Although it is appropriate for any or all parties involved in the relationship to disclose it, the University specifically holds the individual who maintains evaluative or supervisory authority responsible for reporting such a relationship *at the start* to the relevant unit administrator. Violations of this policy will be addressed as appropriate.

Disclosure of the relationship must be made to the disclosing individual's unit administrator, as well as to the unit administrator(s) for the other individual(s) involved in the relationship, if that is not the same person. For example, in a case where there is an existing relationship between a student and a faculty member, and the student wishes/needs to take the faculty member's course, which is not in the faculty member's home department, then it is necessary to disclose the relationship to the unit administrators for both the faculty member and the student in order to ensure that the necessary arrangements can be made.

Once the relevant unit administrator has been made aware of the relationship, that individual will schedule a meeting with the parties involved to discuss the development of a management plan to address any conflicts of interest related to their relationship and any perceptions of bias or favoritism by others. Such a meeting should take place as soon after the disclosure as possible. In cases where one of the parties is an undergraduate or graduate student, the student must be informed that they are permitted to have a member of the Gender Equity Center or the Center for Sexual and Gender Diversity attend this meeting if they wish to have someone accompany them. In instances where the individuals involved in the consensual relationship do not have the same unit administrator, the unit administrator for the individual who has the evaluative or supervisory authority will be responsible for scheduling this meeting. When appropriate, the unit administrator will contact the administrator for the other party to adequately assess and manage the situation. In rare circumstances, there may be multiple unit administrators involved and all administrators are requested to attend the meeting (e.g. dual degree students, etc.). Specific consideration should be given in these cases to assess whether it would be appropriate to allow one administrator to represent multiple units in order to minimize the number of individuals meeting with the student.

The management plan must address the following components:

- 1) Area(s) of conflict of interest (e.g., course enrollment, thesis committee membership, direct supervision/evaluation of employment, admissions decision, research collaboration).
- 2) Immediate steps to be implemented to remove the evaluative/supervisory capacity of the relationship, including the details of all alternative arrangements to be made.
- 3) A specific timeline for plan implementation.
- 4) Individual(s) responsible for monitoring and assessing the effectiveness of the plan, determining the criteria for successful implementation of the plan, and modifying the

- plan as appropriate. The unit administrator is responsible for approving any changes to the plan.
- 5) Specific steps to be taken should one of the parties involved wish to report any concerns with the relationship throughout its duration or at any time after it has ended. Should a concern be raised, or a complaint filed, alleging that the relationship is/was not consensual, either policy AD85 or policy AD91 will be followed.
 - 6) University resources/support for all parties involved in the relationship.

The management plan must be approved by all parties involved in the relationship, as well as by the unit administrator managing the plan. If agreement on a plan to address the conflict cannot be reached, the unit administrator(s) will consult with their direct supervisor. This next-level administrator/executive will make the final decision, revise the plan as needed, and meet with the parties involved, including the unit administrator, to review the plan that will be implemented to address the conflict. At any time during this process, any of the parties involved may consult with the Affirmative Action Office, their Human Resources Strategic Partner, or for students specifically, the Gender Equity Center or the Center for Sexual and Gender Diversity to seek assistance on the matter. Please note that although the University no longer has a policy that mandates *all* employees to report sexual harassment and misconduct, per [AD85](#), certain University employees are still required to submit reports of sexual harassment and misconduct to the University's Title IX Coordinator (refer to that policy for the list of those employees).

Once the management plan has been finalized, the unit administrator overseeing the plan will provide a written copy to all parties involved in the relationship, and a copy of the plan will be placed in their respective unit files (e.g., employee file, student file). A review of the plan must be conducted at the start of each semester. If at any time during or after the relationship, the unit administrator determines that adjustments to the management plan need to be made as a result of changes in organizational structure, relationship status, or plan ineffectiveness, they will schedule a meeting with the parties involved to develop any necessary revisions. The updated plan will also be provided to the parties involved and placed in their respective files.

Given the potential of such relationships to impact those not directly involved, a third person may also report the existence of a consensual relationship, or a perceived relationship, among individuals where one person has evaluative or supervisory authority over the other(s). In such a case, the individual reporting the relationship should make a report to the unit administrator for the person in the relationship who has the evaluative or supervisory authority. That unit administrator will schedule a meeting with the individuals believed to be involved in the relationship, *but will meet with each of the individuals separately*, to discuss the report and determine its validity. If it is determined that a consensual relationship does exist, the appropriate unit administrator, as described above, will immediately develop a management plan, utilizing the process outlined above. If there are questions or concerns about the impact on the reporter of third person reports, refer to University Policy AD67, which protects such individuals from retaliation. If a third party wishes to anonymously report a relationship, they may do so by submitting a report to the Ethics and Compliance Hotline at <https://secure.ethicspoint.com/domain/media/en/gui/55078/index.html>. All reports submitted to the Hotline will be referred to the Affirmative Action Office for handling.

As noted in the Introduction, all other consensual relationships between faculty and undergraduate or graduate students within the same academic unit, **where there is no current evaluative or supervisory authority involved**, must also be reported by the faculty member to the appropriate unit administrator. Although there will be no management plan initiated for these relationships given the absence of evaluative or supervisory responsibility, note that the faculty member must notify the unit administrator immediately if such supervisory duties arise (e.g. the student registers for the faculty member's course, the faculty member becomes a member of the student's thesis committee, etc.).

Sanctions

A person with evaluative or supervisory authority over another in a consensual relationship or a faculty member in a consensual relationship with a student who is in the same academic unit violates this policy by failing to immediately disclose the consensual relationship. Likewise, any person in a consensual relationship failing to adhere to the management plan violates this policy. Violations may result in disciplinary actions, which can include, but are not limited to, written warnings, loss of privileges, mandatory training or education, loss of salary increase, administrative leave, suspension, expulsion, revocation of tenure, and/or termination of employment depending on the circumstances and severity of the violation. Disciplinary actions against employees (faculty and staff) and postdoctoral scholars/fellows will be handled in accordance with relevant policies such as AC76, AC70, HR68, HR78, and HR79. Disciplinary actions against unionized employees will be handled in accordance with the relevant collective bargaining agreement. Disciplinary actions against graduate students will be handled in accordance with relevant Graduate Council policies such as GCAC 801, 802, 803, 804, and/or with the Student Code of Conduct. Disciplinary actions against undergraduate students will be handled in accordance with procedures established for violations of the Student Code of Conduct. Note that if a relationship is not deemed to be consensual, the process for addressing such circumstances outlined in university policy AD85 or AD91 will be implemented.

Given the risk that consensual relationships among individuals in evaluative or supervisory contexts pose to the campus community, it is crucial that all such relationships be reported to avoid real or perceived conflicts of interest, favoritism, undue access or advantage, or exploitation. Therefore, if the person in the relationship who holds evaluative or supervisory authority reports the consensual relationship immediately, cooperates in the development of a management plan, and subsequently adheres to that plan, an investigation and disciplinary sanctions may not need to be pursued.

Cross-References

I.	AC47	General Standards of Professional Ethics
II.	AD67	Disclosure of Wrongful Conduct and Protection from Retaliation
III.	AD85	Title IX Sexual Harassment
IV.	AD88	Code of Responsible Conduct
V.	AD91	Discrimination and Harassment and Related Conduct
VI.	HR59	Employment of Relatives
VII.	HR91	Conflict of Interest

SENATE COMMITTEE ON OUTREACH

Outreach & Engagement Network Scholars and Fellows Academy Resources for Faculty Faculty Senate Committee on Outreach

(Informational)

Background/Introduction

An informational report highlighting the following areas was provided to the Faculty Senate Committee on Outreach at the December meeting:

Alan Rieck, Associate Vice President and Assistant Dean for Undergraduate Education
Barry Bram, Senior Director, Student Engagement Programs, Student Affairs
Richard Smith, Director Community Engagement, Outreach
Lindsay Miller, Director for Conferences and Institutes, Outreach

December 1, 2020

- I. Student Engagement within Larger Context in Strategic Plan
 - A. <https://strategicplan.psu.edu/plan/foundations/engaging-our-students/>
 - B. Review of Unit Plans – Selected responses
 1. **Activities to Outcomes**
We encourage you to transition from focusing on engagement *activities* to engagement *outcomes*. The University is particularly interested in the following student engagement growth areas: Multi-Cultural Awareness; Civic Responsibility; Ethical Leadership; Systems Thinking; and Professional Development.
 2. **Reference Doesn't Meet PSU Definition of Engagement**
This reference to F2, "Engaging our Students," does not align with the definition of the phrase as used in the University Plan.
 3. **Canvas Course Options**
To be successful in experiential learning, students need to be equipped with the tools to engage. Please consider leveraging the Student Engagement Network Course in Canvas: "Find Your Why. Start Your Journey" to equip them for success.
 4. **Accessibility, Visibility, and Sustainability**
We encourage you to consider how you can make engagement experiences more accessible, visible, and sustainable for students.
 5. **SEN Assistance Availability**
The Student Engagement Network can assist you in incorporating standards of excellence for engagement experiences.
 - C. Engage Penn State Initiative Update
- II. Student Engagement Network Priorities
 - A. Diversity, Equity, and Inclusion

1. Goal 2: Connect, empower, and involve students in engagement experiences
 - a. Objective B: Increase number of under-represented students participating in engagement opportunities
 - b. Objective C: Ensure all students have equitable access to engagement opportunities
 2. Actions/Collaborations
 - a. Faculty participation in recruitment of diverse students
 - b. Assist in marketing and socializing opportunities
 - c. Pro-active relationship building with faculty/staff
- III. Engagement Resources
- A. Engagement Academy
 1. Objectives
 - a. Position and promote Penn State as an international leader in student engagement
 - b. Foster regular interactions between current and former scholars and fellows
 - c. Disseminates scholarship and resources developed within the academy to others in the broader Penn State community and beyond, especially with our external community partners
 2. Actions
 - a. Revise structure of Engagement Academy for more faculty/staff partnership with SEN
 - i. Opportunity providers/student connections
 - ii. SEN Fellows/Scholars providing coaching for faculty/staff
 - iii. Recruitment of Academy participants and Award nominations
 - iv. Engagement Coaches
 - v. Summit
 - B. Student Affairs Programs
 1. Faculty participation as advisers to student organizations, a form of engagement, assists in creating opportunities for students
 2. Student Affairs has a history of helping faculty with travel programs
 - C. Outreach Programs
 1. C&I Partnerships
 - a. Credit--C&I partners with faculty to develop travel-based (off-site) learning experiences that are embedded in resident courses. These rich and impactful experiences help instructors deliver the course learning objectives by offering real world contexts for students to learn in and apply discipline-specific knowledge. These experiences often provide mutual benefit to the university and the community partners. C&I manages the operational side of these experiences in compliance with university policy, so the coordination tasks don't fall on faculty.

- b. Non-Credit--C&I helps faculty extend the reach of their knowledge into the community by developing and delivering virtual and in-person conferences, academies, workshops, webinars, and other convenings across a limitless range of fields and topics. We understand the importance of creating space for researchers, practitioners, companies and community members to share their ideas, network with colleagues, and develop professionally and academically, and we design environments that provide a constructive learning experience.
 - c. C&I works with faculty to develop youth programming across numerous academic disciplines for students in the local community and far beyond
2. City Centers
- a. Philadelphia

- i. Seeding Change Grant--The Penn State Center Philadelphia developed the Seeding Change program to engage faculty and staff in teaching/learning/research efforts in engaging Philadelphia-based issues and communities. The program allows the Center to increase pathways for engaged scholarship and student engagement by supporting faculty and building expertise in particular disciplinary areas.

Since the program began in 2016, Seeding Change grants have been awarded to 21 faculty/staff who have engaged more than 400 students with over 100 community-based organizations in Philadelphia.

- ii. Faculty/Staff Consultation and Development--The Penn State Center Philadelphia offers consultation and professional development to support faculty/staff in advancing their skills in engaging urban communities through informal (project-based consultation) and formal (modular) offerings. We provide and participate in ongoing learning opportunities for faculty and staff in order to support them to excel in working with marginalized communities and students.
- iii. Next Stage Goals:
 - Support faculty who are seeking more advanced skills in urban engagement through training in participatory research methodologies
 - Build a more complex portfolio of longer-term interdisciplinary and participatory research projects

3. WPSU

- a. *Energy 2100*—video to promote College of Engineering research in renewable energy to industry, government, and the public
- b. *Age Friendly Care*—online multimedia course for healthcare practitioners through the College of Nursing
- c. *Mission Materials Science*—videos for the Materials Research Science and Engineering Center featuring school aged children conducting experiments in materials science

IV. Engagement for All

A. Objectives

- 1. Establish the student engagement plan/cycle as a standard practice across Penn State
- 2. Increase students awareness and understanding of benefits and impact of student engagement
- 3. Enhance partnerships between UE, SA, and Outreach
- 4. Build partnerships that are mutually beneficial and promote engagement for all

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

Rogério 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)

SENATE COMMITTEE ON OUTREACH

Strategic Planning Update: Outreach and Engagement Data

(Informational)

Background/Introduction

Daniel Newhart, Assistant Vice Provost for Planning, Office of Planning, Assessment, and Institutional Research

December 1, 2020

- Draft unit plans are being turned in by 48 budget units of the University. The last deadline for draft submission was 11/15/2020.
- The feedback process has started; with three areas for feedback: 1) content, 2) strategic planning committees currently reviewing plans for ways in which unit plans support the institutional plan and 3) connections/collaborations with other units.
- Final plans are due 2/21/2021 (currently).
- All units (Colleges, Campuses, Administrative Units) are being asked to use the same strategic planning template across Penn State, and are connecting their plans to the institutional plan at the objective level
- For this Faculty Senate Committee on Outreach, possible ways in which unit plans support outreach could be through foundations and thematic priorities, but also strongly through the supporting element of *constituent outreach and engagement*.
- Examples, currently emerging in the draft plans, connected to outreach are: through local communities, application of research findings, connections to local and global business, and support of local government/organizations.
- Initial data shown in the December committee meeting are drawn from draft plans. As plans are finalized, the Office of Planning will have a larger view of unit initiatives related to outreach. It was suggested that the Faculty Senate Committee on Outreach can perhaps review the data and assist in connecting outreach initiatives to each other in productive ways.
- These data should also inform questions that this committee had in a more comprehensive way and will effectively show ways to follow-up to learn more, seek support, or clarify questions.

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SENATE COMMITTEE ON RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

Human Research Protection Program Consolidation: Streamlining IRB Processes

(Informational)

Background/Introduction:

The National Research Act of 1974 established the requirement that an independent ethics board review all research involving human subjects. These boards became known as institutional review boards (IRBs). IRBs at Penn State review research for adherence to the Belmont Report principles of respect, beneficence, and justice, and for compliance with federal, state, and University policies related to human research.

The IRB consists of scientists, non-scientists, and community members appointed by the Associate Vice President for Research, who also serves as the Institutional Official (IO) responsible for the institution's oversight of human subjects research. The IRB must have at least one member serving on the board who is not employed or affiliated with the University and does not have an immediate family member employed or affiliated with the University.

All research involving human subjects at Penn State must undergo review by an IRB. Research cannot begin until the IRB has reached a determination; this is true even if a researcher perceives there are no risks for people who participate in their research. It is the role of the IRB to mitigate potential risks to participants, including their physical and psychological well-being, confidentiality and privacy, and autonomy, among others.

Until recently, the IRB Program within the Office for Research Protections (ORP) reviewed all research involving human subjects at University Park and the Commonwealth Campuses, while the Human Subjects Protection Office (HSPO) reviewed research originating at the College of Medicine and Penn State Health. Historically, the two offices were separate and reported to different IOs until 2006 when the institution decided to demonstrate its commitment to human subjects research through accreditation with the Association for the Accreditation of Human Research Protection Programs (AAHRPP). The ORP and HSPO were made individual components of the accreditation of the larger Penn State human subjects protection program, but the two offices continued to work in parallel, with separate reporting lines. In 2014, the CATS IRB Transformation united many processes across the offices and solidified the use of one common electronic submission system and its corresponding toolkit of documents.

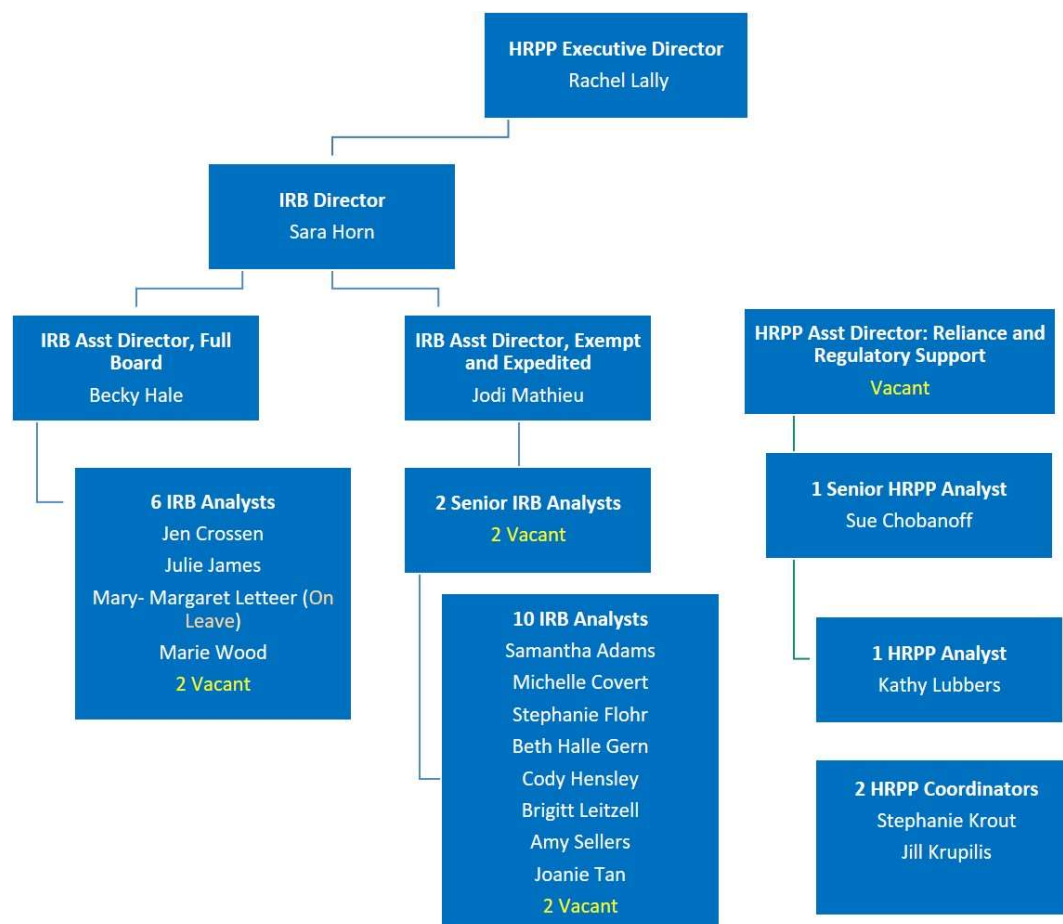
In 2019, in an effort to move towards becoming a truly unified IRB Program, and to correct some deficiencies identified in the HSPO, the University appointed Candice Yekel, Associate Vice President for Research and Director of the Office for Research Protections, as the Institutional Official responsible for all human subjects research across the institution. This appointment officially brought the College of Medicine HSPO into a centralized University IRB program. Shortly thereafter, the longtime Director of the HSPO announced her retirement, and a national search resulted in the hire of Rachel Lally in April 2020.

Reorganization of the IRBs and IRB Staff Structure:

Onboarding and orienting a new director remotely was amongst the many challenges faced in March and April of 2020, but the lessons learned through the flexibility and collaboration required demonstrated the ability of staff to unite remotely and continue to work effectively, regardless of location. Once the barrier of physical office space was removed, the benefits of combining resources and expertise across campuses became apparent. By October of 2020, a proposal for the Human Research Protection Program (HRPP) had been drafted, vetted by University leadership, including the College of Medicine and the IRBs, and given a green light. The creation of the HRPP not only achieves Executive leadership's goal of one University program, but it also brings Penn State in-line with other leading research institutions and allows us to unite existing expertise without losing knowledge of local context across campus locations.

The University's investment in the expertise and infrastructure of the HRPP will make it faster and easier for researchers to get their protocols through the review process and approved. Rachel Lally, the former HSPO Director, has assumed the role of Executive Director for the HRPP. Sara Horn, former IRB Program Director in the ORP, now serves as the IRB Director for the HRPP. Individual review teams will be overseen by three Assistant Directors, and reviewer assignment will be done according to the risk level and type of project. In addition to merging and reorganizing, the HRPP has been granted permission for six new hires, and one backfill hire. Two of those searches (HRPP Assistant Director, Reliance and Regulatory Support, and an IRB Analyst) are currently underway, with anticipation that the others will begin in the coming months.

Two existing Assistant Directors oversee the Full Board (greater than minimal risk) and Expedited/Exempt (minimal risk) review teams, and the new Assistant Director will oversee IRB responsibilities that fall outside of the traditional review structure. The Reliance and Regulatory Support team is a new branch of the HRPP's organizational chart, whose responsibilities include a focus on further developing Penn State's policies and procedures for serving as a reviewing IRB for collaborating sites when Penn State faculty are the lead researchers on a project, in addition to streamlining procedures for Penn State's reliance on an external IRB. Other "non-review" tasks include maintaining Penn State's AAHRPP accreditation, management of IRB SOPs and templates, support for regulatory audits, and collaboration with other ancillary offices within research administration. In addition, the staff on this team will be cross-trained to provide regulatory support within the office so that unexpected absences and staff vacations can be easily managed.



IRB Meeting Structure:

Current IRB meetings are either very long with a high volume of agenda items, which leads to reviewer fatigue, or sporadic with a very low number of agenda items, which leads to members being less familiar with processes. As such, the plan is to hold 10 one-hour long meetings remotely over the course of each month, each with four to seven IRB members present and five to seven agenda items. Shorter, more frequent, meetings will give researchers at all campuses the opportunity to get their project to a Board meeting quickly and will focus the discussion therein. An additional Board will be convened to review allegations of non-compliance and will meet monthly to review those items separately.

Research Community Involvement:

The ORP already has an HRPP Executive Committee made up of leaders in human subjects research from across the institution. This group meets twice a year and focuses on disseminating information. As part of the reorganization, it was determined that an HRPP Advisory Committee would be formed, and this is currently in progress. This group will consist primarily of active researchers from across the University and will meet quarterly. The goals of this group include gathering honest feedback on the transformation, identifying issues in review processes, and assessing the HRPP's progress and success. This committee will play an integral role in advising the HRPP on key changes and facilitating productive discussion amongst their colleagues and departments.

Goals:

The goal of this reorganization is a re-envisioning of how IRBs do their work, with a focus on reduced turnaround time and increased efficiency and consistency in reviews. The institution has invested in a new reporting tool, called Research Vision, that gives the HRPP access to in depth data and easily accessible reporting to track trends as the proposed changes are implemented. This data includes individual, project, and department level information, and the HRPP will produce regular quarterly reports on progress to institutional leadership.

While researchers can expect some changes with this transformation, the overall IRB review process will not change. CATS IRB will continue to be the submission portal for IRB applications, and the IRB's toolkit of protocols, templates, and worksheets remains the same. Given staff expansion and reorganization, researchers may have a new IRB analyst(s), depending on review team. There are no changes to the federal regulations or review criteria; any future changes to the toolkit will be in the service of streamlining.

Ultimately the University's investment in attracting new IRB talent and ideas, while support the existing expertise and infrastructure, is an exciting step towards expanding Penn State's already impressive research portfolio.

For questions related to the HRPP consolidation and/or streamlining of IRB processes, please contact the HRPP Executive Director, Rachel Lally, at rcl5324@psu.edu or 717-531-1646.

SENATE COMMITTEE ON RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

- Saurabh Bansal
- Hans Baumgartner
- Ali Borhan
- William Clark
- Kenneth Davis

- Roger Egolf, Chair
- John Flanagan
- John Hanold
- Kathleen Hodgdon
- Ronald Huss
- Christopher Kendra
- Joshua Lambert
- Bernard Luscher
- Shashank Priya
- Alan Rieck
- Najee Rodriguez
- Ira Ropson, Vice Chair
- Mare Sarr
- Gregory Shearer
- Mark Shriver
- Amara Solari
- Jim Taylor
- Ming Wang
- Katie Waczak
- Lora Weiss
- Tealine Williams
- Candice Yekel
- Qiming Zhang
- Arturo Zilleruelo
- Christopher Zorn



Human Research Protection Program Update

Debra Thurley, Assistant Vice President for Research
Rachel Lally, Executive Director, Human Research Protection Program
Office for Research Protection
March 16, 2021

1

Institutional Review Board (IRB) Overview



- Reviews all human subjects research across the University
- Board consists of scientists, non-scientists, and community members
- Research cannot begin without approval
- Currently there are 6 IRBs
 - 4 COM, University Park, SJMC

2

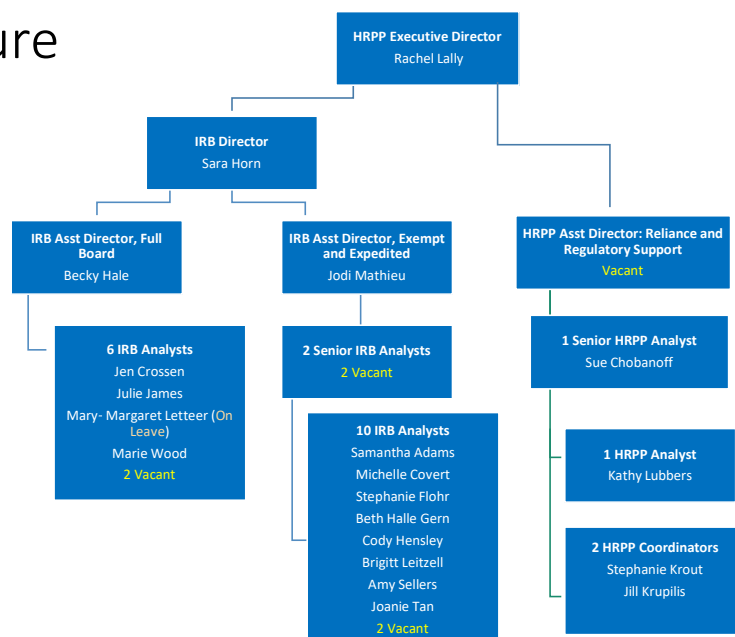
Re-structuring: Human Research Protection Program (HRPP)

- 2006: ORP and HSPO shared one electronic system and one accreditation
- 2014: CATS IRB Transformation unites processes across ORP and HSPO
- April 2019: Appointed Institutional Official for University; goal to be one unified, centralized program
- April 2020: Rachel Lally hired as Director of HSPO
- March 2020: Working remotely demonstrated ability to unite regardless of physical location
- October 2020: Human Research Protections Program (HRPP)
 - Achieves Executive leadership's goal of one University program
 - Vetted with University leadership, including College of Medicine and IRBs
 - United expertise with local context
 - Brings Penn State in-line with other leading research institutions

3

HRPP Structure

7 Open Positions



4

Institutional Review Boards

- Increase IRB efficiency to be more consistent and produce timely reviews
- Ensure IRBs have necessary expertise (e.g., increase oncology researchers)
- Redistribute existing membership for expertise
- Reduce length of meetings
- Continue to meet remotely

5

Research Community Involvement

HRPP Executive Committee

- Focus: Informational
- Associate Deans for Research, IRB representation, IRB staff, Institutional Official, OGC, Sponsored Programs, etc.
- Meets twice a year

HRPP Advisory Committee

- Focus: Advisory and consultation
- Mostly active researchers from across the University
- Few key research administrators (e.g., research coordinator, CTO representative, etc.)
- Meets quarterly

6

HRPP: Goals and Evaluation

- Improve efficiency and review timelines
 - Median review turnaround times will meet or exceed accreditation (AAHRPP) metrics
 - Monitoring trends of program performance using new reporting tool
 - Quarterly reports to Institutional Official
- More consistent reviews by analysts and boards
- Surveys and focus groups re: program satisfaction
- Development and implementation of a Single IRB reliance program

7

Questions

8



MINUTES OF SENATE COUNCIL

February 16, 2021 1:30 p.m.

Remote via Zoom

Members Present: R. Bishop-Pierce, C. Eckhardt, M. Jones, N. Jones, B. King, J. Kirby, L. Mangel, F. Marko, K. McKinney Marvasti, L. Posey, N. Rowland, E. Seymour, A. Sinha, S. Snyder, M. Stephens, B. Szczygiel, N. Tallman, K. Vrana, M.B. Williams

Guests/Others: K. Bieschke, D. Blasko, E. Eckley, R. Egolf, R. Engel, Y. Gaudelius, M. Hanes, K. Shapiro, S. Silverman, M. Whitehurst, L. Zhong

Absent: S. Maximova, J. Ozment, M. Strickland

Chair Seymour called the meeting to order at 1:30 p.m. on Tuesday, February 16, 2021.

APPROVAL OF THE MINUTES

The minutes from Senate Council's January 12, 2021 meeting were approved on a Eckhardt/Williams motion.

ANNOUNCEMENTS AND REMARKS

The Faculty Advisory Committee to the President met this morning. Topics included:

Admissions

Searches

Strategic Plan

COVID

University-wide affiliation with HBCU's and community colleges

Return to Campus

Creating and sustaining a University environment of belonging for all

Targeted Advocacy in Washington D.C. The next FAC meeting is scheduled for April 6, 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 thanked the senate office for their hard work. She recognized the important work of councilors communicating to their units. It is crucial for the Senate to let faculty across the University know what we are discussing and deliberating and gathering feedback from constituents across the University.

Vice Presidents' and Vice Provosts' Comments

Provost Jones discussed issues surrounding Covid 19 testing. This semester Penn State will be able to do more testing with rapid tests that can be followed up with PCR testing. Kelly Wolgast and her team are working hard, and Housing and Residential life are also running smoothly.

Next week announcements will go out addressing plans for the summer and fall. We are considering in person commencement, but there will be no decision until mid-March. Provost Vaccine requirements are not being considered because there is not enough vaccine. It is not a priority.

Zoom bombings that have been targeting diversity events. Penn States zoom settings are more secure than most universities, but it is difficult to control in the case of open meetings. Other meetings are safer if Zoom is set up to use waiting rooms and passwords. The Senate can help get the word out that this should not deter people from having events. It seems to be an organized effort to create diversion across the United States.

The final topic was travel restrictions, which are still in place in most cases. Exceptions must be approved at the office of the Vice President for Faculty Affairs.

Vice Provost for Faculty Affairs, Kathy Bieschke

Searches

Dean and Vice President for Undergraduate Education (Search chair Marie Hardin): This search is drawing to a close. We have a third candidate "on-campus" today and tomorrow. We expect to make a decision by the end of February.

Dean, Schreyer Honors College (Search Chair: Steve Carpenter): We are working with Storbeck on this search. The position is posted, and we expect to bring candidates to campus by the end of the semester, with a decision by mid-May.

Vice Provost and Dean, Graduate School: We are in the early stages of this search; Dean Younken will retire December 31, 2021.

Other updates

Annual review of academic administrators (AC14): We are implementing the changes recommended by the Senate this semester in a pilot effort. Academic administrators who have faculty in their unit will be given the opportunity to review the administrators in their unit.

Ann Clements began her position as Assistant Vice Provost for Faculty Affairs-Faculty Development, on February 15. Ann is a Professor in the College of Arts and Architecture. I am grateful to the search committee, led by Susan Welch, for their hard work and I know that adding Ann to my office will allow us to move forward on initiatives designed to enable faculty success.

We recently released guidance to leadership that reiterated our stance that faculty may not work remotely for extensive periods of time for another country. We are building out a set of FAQs to make it clear how to operationalize this guidance; we will be clear, for example, that this guidance does not apply to sabbatical leaves or attendance at conferences held in other countries.

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

Testing across the campuses is ongoing and so far few cases have been found. Campus visits are ongoing. The Provost and I meet with faculty, staff and administrators and they are very informative.

Invent Penn State is helping entrepreneurs across the state. \$150,000 of seed grants have been leveraged into collaborations with 3,000 entrepreneurs, and 10,000 students over 5 years. This has contributed to new job creation across the commonwealth. It is good work that represents Penn State well.

Interim Vice President and Dean of Undergraduate Education, Yvonne Gaudelius was unable to attend.

Vice Provost for Educational Equity, Marcus Whitehurst

Zoom bombings during of Black History Month has created anxiety across our university and many others. A recent letter to the Editor in the collegian also sparked outrage. Because this is a confidential personnel matter, we will need to be patient and let the process work itself out.

Vice Provost of Online Education, Renata Engel

World Campus headcount enrollment for Spring 2021 in relation to Spring 2020 has increased by 4%. Three factors have contributed to this: 1. We had considerable growth in new undergraduate students and graduate students in the fall, the latter (i.e., graduate headcount) continuing growth into the spring. 2. We have improved student retention. The retention efforts that we began in 17/18 are making a difference. Across WC undergraduate programs for first-year students, next term retention has increased by 4%, and year-one retention has increased 2.4%. 3. the process for students to have a temporary change of campus contributed to some of that growth, but the majority of the growth is because of points 1 and 2.

World Campus along with Outreach have been hosting a monthly event with donors to express our appreciation for their philanthropic support to our learners and programs. Tracey Huston (VP for Outreach) and Renata Engel co-host these events. This month's event is featuring an aspect of the Outreach and World Campus strategic plans: advancing diversity, inclusion, and equity.

With respect to COVID-19 response work, the first Wellness Day occurred last week. I want to thank the Faculty Senate and in particular Beth Seymour for her leadership on the Spring 2021 planning team to implement and communicate various aspects of Wellness Days, including working with a team to provide guidance on creating an exception process. Additionally, I thank

She also thanked Tim Robicheaux for his work on assisting with student requests and concerns that they raised. He helped direct them to the appropriate academic unit.

In addition to the Provost's remarks about strategic planning, I will add that an element of the strategic plan is One Penn State 2025. The symposium that took place last week had more than 900 people register and during the breakout sessions more than 700 people were engaged. That involvement is staggering considering the demands on people's time. The steering committees are anxious to continue to engage further those who expressed interest and also to take forward the ideas that surfaced.

Senate Officers: None

Executive Director: None

ACTION ITEMS

Penn State College of Medicine Development of a new Department of Urology.

The proposal was reviewed by the Senate Committee on Curricular Affairs and Faculty Affairs and there were no objections to the proposal. The proposal was approved unanimously by Senate Council. Notification will be sent to the Provost and College of Medicine.

Unit Constitution -College of Agricultural Sciences. 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 the College of Agricultural Sciences will be notified of Senate Council's action.

Unit Constitution –University College. 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 Senior Vice President and Executive Chancellor for Commonwealth Campuses, Madlyn Hanes, and the University College Faculty Council will be notified of Senate Council's action.

Unit Constitution – Penn State York. 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 Chancellor and Chair of the Faculty Governance organization at York will be notified of Senate Council's action.

DISCUSSION ITEMS

Discussion of the Unit Constitution Subcommittee. Chair of CC&R, Victor Brunsden led a discussion focusing on whether the Unit Constitution Subcommittee now under the purview of Senate Council, should instead be included in the duties of CC&R. CC&R interprets the Faculty

Senate constitution. One councilor pointed out that approving unit constitution changes at Senate Council is better because Council is representative of all units. A request was made to add the Unit Constitution Subcommittee to the Senate Website.

GRADUATE COUNCIL

Kent Vrana announced that Graduate Council voted to have open meetings of the Graduate Council. However nonmembers will be required to seek permission to address Graduate Council in advance of the meeting.

Item G. SENATE AGENDA ITEMS FOR MARCH 16, 2021

FORENSIC BUSINESS: NONE

UNFINISHED BUSINESS

Senate Committee on Committees and Rules, Revision to the Constitution, Article III – Amendments (Introduced at January 26, 2021 Meeting)

Senate Committee on Committees and Rules, Revisions to the Bylaws, Article V- Meetings: Section 4 and Bylaws, Article X – Amendments (Introduced at January 26, 2021 Meeting)

LEGISLATIVE REPORTS

Senate Committee on Committees and Rules, “Revisions to Standing rules, Article 1 -Sections 1,2,8,9”. This report was placed on the agenda by a Vrana/ Szczygiel motion.

ADVISORY/CONSULTATIVE REPORTS: NONE

INFORMATIONAL REPORTS

Senate Committee on Committees and Rules, “Committee and Rules Nominating Report for 2021-2022”. This report was placed on the agenda by a Vrana/ Szczygiel motion. 10 minutes were allotted for presentations and nominations from the floor.

Senate Council, “Senate Council Nominating Report for 2020-2021”. This report was placed on the agenda by a Tallman/ Szczygiel motion. 10 minutes were allotted for presentation and nominations from the floor.

Senate Council, “2019-2020 University Faculty Ombudsperson Report”. This report was placed on the agenda by a Tallman/ Eckhardt motion. 10 minutes were allotted for presentation and questions.

Senate Council, “2019-2020 Faculty Rights and Responsibilities Committee”. This report was placed on the agenda by a Eckhardt/Rowland motion. 10 minutes were allotted for presentation and questions.

Senate Council, “Report for Graduate Council, Chair, Ken Davis presents. “Graduate Council Update”. This report was placed on the agenda by a Williams/Rowland motion. 10 minutes have been allotted. This report was moved up in the agenda.

Senate Committee on Admission, Records, Scheduling, and Student Aid and Education, “2020 Annual Report on the Reserved Spaces program”. This report was placed on the agenda by a Williams/Rowland motion. This report will be a Web Only report.

Senate Committee on Admissions, Records, Scheduling and Student Aid, “Annual Report on Faculty Senate Scholarships Awarded.” This report was placed on the agenda by a Eckhardt/Kirby motion. This report will be a Web only report.

Senate Committee on Curricular Affairs, “Update on Status of New Curriculum Management System”. This report was placed on the agenda by a Eckhardt/Williams motion. 15 minutes have been allocated for presentation and questions.

Senate Committee on Faculty Affairs, “New University Policy on Consensual Relationships”. This report was placed on the agenda by a Rowland/Eckhardt/ motion. 15 minutes were allotted for presentation and questions.

Senate Committee on Outreach, “Faculty Resources Report”. This report was placed on the agenda by a Vrana/Kirby motion. This report will be a Web only report.

Senate Committee on Outreach, “Strategic Planning Update: Outreach and Engagement Data”. This report was placed on the agenda by a Rowland/Eckhardt/ motion. This report will be a Web only report.

Senate Committee on Research, Scholarship, and Creative Activity, “Human Subject Protection Program Consolidation: Streamlining IRB Processes”. This report was placed on the agenda by a Rowland/Williams motion. 10 minutes have been allotted for presentation and questions.

APPROVAL OF THE AGENDA

H. Approval of Agenda for March 16, 2021. On a motion from Szczygiel /Kirby the agenda was approved.

COMMENTS FOR THE GOOD OF THE ORDER: NONE

NEW BUSINESS: NONE

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

Dawn G. Blasko, Executive Director



PennState
University Faculty Senate

101 Kern Graduate Building
University Park, PA 16802
Phone: 814-863-0221

Date: March 16, 2021

To: All Senators and Committee Members

From: Dawn Blasko, Executive Director

Following is the call in and meeting number of all Senate meetings March 15 and March 16, 2021. Please notify the University Faculty Senate office and committee chair if you are unable to participate.

MONDAY, MARCH 15, 2021

3:00p.m.

Joint Committee on Insurance and Benefits – <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>

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>

OR Number to call: 646-876-9923 or 301-715-8592

Meeting number: 92989520449#

TUESDAY, MARCH 16, 2021

8:00 a.m.

Intercollegiate Athletics – <https://pshealth.zoom.us/j/8380905282>

OR Number to call: 312-626-6799 or 646-876-9923

Meeting Number: 8380905282#

8:30 a.m.

Committees and Rules – <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>

OR Number to call: 646-876-9923 or 301-715-8592

Meeting number: 92700686386#

Password: 233112

Educational Equity and Campus Environment - <https://psu.zoom.us/j/97030643990>

OR Number to call: 312-626-6799 or 646-876-9923

Meeting number: 97030643990#

Password: 985297

Faculty Affairs –

<https://psu.zoom.us/j/97063678689?pwd=SFE4OEZMSWtEQzBhK2tUcXplRDFzUT09>

OR Number to call: 301-715-8592 or 312-626-6799

Meeting number: 92293660248#

Password: psufac1855

Faculty Benefits – <https://psu.zoom.us/j/99766910396>

OR Number to call: 312-626-6799 or 646-876-9923

Meeting number: 99766910396#

Password: 935555

Intra-University Relations – <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/93559358943?pwd=dzNSSVpyZXZOKzY4UDc0bGxXbTVtZz09>

OR Number to call: 312-626-6799 or 646-876-9923

Meeting number: 93559358943#

Password: 606162

Outreach – <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>

OR Number to call: 646-876-9923 or 301-715-8592

Meeting number: 95621437765#

University Planning – <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#

Password: 857474

Education – <https://psu.zoom.us/j/96404060701>

OR Number to call: 646-876-9923 or 301-715-8592

Meeting number: 96404060701#

Password: 266597

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: March 15, 2021

To: Commonwealth Caucus Senators (includes all elected Campus Senators)

From: Frantisek Marko and Michael Bartolacci, Caucus Co-Chairs

MONDAY, MARCH 15, 2021 – 8:15 PM-9:15 PM
ZOOM

Topic: COVID-19 Mitigation

Speaker: Kelly Wolgast, Director of Penn State's COVID-19 Operations Control Center,
Assistant Dean for Outreach and Professional Development, and Associate Teaching
Professor, College of Nursing

Topic: COVID-19 Vaccines

Speaker: Dr. Leslie Parent, Associate Vice President for Health Sciences Research, Vice Dean for
Research and Graduate Studies, and Professor of Medicine and Microbiology & Immunology,
College of Medicine

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

TUESDAY, MARCH 16, 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>

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+1 346 248 7799 (US Toll)

Meeting ID: 929 8952 0449