THE PENNSYLVANIA STATE UNIVERSITY
The University Faculty Senate

AGENDA
Tuesday, April 27, 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/u/adK6W5zrV1
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 Feedback on the April 27 2021 Agenda 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 March 16, 2021 Meeting in __________

B. COMMUNICATIONS TO THE SENATE

Senate Curriculum Report of April 6, 2021 Appendix A

C. REPORT OF SENATE COUNCIL - Meeting of April 6, 2021

D. ANNOUNCEMENTS BY THE CHAIR
Senate Council

Presidential Recruitment and Selection Committee
Next Gen Penn State Advisory Group – Recruitment and Selection Committee Report

Senate Committee on Student Life

John W. White Graduate Fellowship

E. COMMENTS BY THE PRESIDENT OF THE UNIVERSITY

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

G. FORENSIC BUSINESS

None

H. UNFINISHED BUSINESS

None

I. LEGISLATIVE REPORTS

Senate Committee on Committees and Rules

Revisions to Senate Bylaws, Article II – Senate Council, Section 1(e) and Article IV – Committees, Section 6(a) Appendix B

Senate Committee on Curricular Affairs

Removal of Gendered & Binary Terms from Course and Program Descriptions Appendix C

J. ADVISORY/CONSULTATIVE REPORTS

Senate Committee on Educational Equity and Campus Environment

Mandate a Diversity, Equity and Inclusion Annual Report Appendix D

Senate Committees on Faculty Affairs and Faculty Benefits: Joint Subcommittee on Parental Leave

Report on Parental Leave Appendix E

Senate Committee on Global Programs
Statement Opposing Racism Against Asian, Asian American, Asian Pacific Islander Communities and Support for our Penn State Community  

Appendix F

Senate Self-Study Committee

Response to More Rivers to Cross: Black Faculty and Academic Racism at Penn State University (Part 2)  

Appendix G

K. INFORMATIONAL REPORTS

Senate Committee on University Planning

Auxiliary and Business Services Budget Report  
[10 minutes allocated for presentation and discussion]  

Appendix H

Intercollegiate Athletics Budget Report  
[10 minutes allocated for presentation and discussion]  

Appendix I

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

Annual Report on High School Students Enrolled Nondegree*  

Appendix J

PIE Taskforce Recommendation on Alternative Grading for Summer 2021 (Senate Policy 49-70)  
[5 minutes allocated for presentation and discussion]  

Appendix K

Senate Committee on Curricular Affairs

Sustainability Across the Undergraduate Curriculum*  

Appendix L

Senate Committees on Faculty Affairs and Intra-University Relations

Faculty Tenure Flow Annual Report  
[10 minutes allocated for presentation and discussion]  

Appendix M

Non-Tenure Line Promotion Flow Report 2019-2020  
[10 minutes allocated for presentation and discussion]  

Appendix N

Senate Committees on Faculty Affairs, Intra-University Relations, and Educational Equity and Campus Environment

Developing a Faculty Teaching Assessment Framework  
[15 minutes allocated for presentation and discussion]  

Appendix O

Senate Committee on Faculty Benefits
Spring 2021 Report on Faculty Salaries
[10 minutes allocated for presentation and discussion]

Senate Committee on Global Programs

Penn State First Report*

Senate Committee on Libraries, Information Systems, and Technology

Overview of University Libraries COVID-19 Response for Enabling Increased Access for Remote Teaching and Learning
[5 minutes allocated for presentation and discussion]

Penn State Go Mobile Application*

Digital Fluency Project at Penn State Greater Allegheny
[10 minutes allocated for presentation and discussion]

Student Laptop Initiative
[10 minutes allocated for presentation and discussion]

Senate Committee on Outreach

Statewide Continuing Education Presentation to the Faculty Senate on Outreach*

Senate Committee on Research, Scholarship, and Creative Activity

Anticipated Changes in Policies AD77, AC80, and RP06 Due to New Federal Regulations and Guidance
[5 minutes allocated for presentation and discussion]

Senate Committee on Student Life

Report on University Counseling and Psychological Services (CAPS)
[5 minutes allocated for presentation and discussion]

Elections Commission

Roster of Senators by Voting Units for 2021-2022*

Report of Senate Elections*

Senate Council
Senate Committee on Committees and Rules
Faculty Rights and Responsibilities
Standing Joint Committee on Tenure
University Promotion and Tenure Review Committee
Faculty Advisory Committee to the President
*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 regularly scheduled meeting of the University Faculty Senate will be held on Tuesday, September 14, 2021, 1:00 p.m., via ZOOM

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

DATE: April 7, 2021

TO: Elizabeth Seymour, Chair, University Faculty Senate

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

The Senate Curriculum Report dated April 6, 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 May 4, 2021.

The Senate Curriculum Report is available on the web and may be found at: http://senate.psu.edu/curriculum/senate-curriculum-reports/
SENATE COMMITTEE ON COMMITTEES AND RULES

Revisions to Senate Bylaws, Article II – Senate Council, Section 1(e) and Article IV – Committees, Section 6(a)

(Legislative)

Implementation: Upon approval by the Senate

Introduction and Rationale

Faculty organizations serve as the voice of their faculty both within the academic unit and throughout the University. With the authority delegated to them by the University Faculty Senate, they function for their faculty as a whole within their academic unit regarding internal matters and submit matters concerning courses and programs under the jurisdiction of departments and colleges through the appropriate department and/or college.

For the purpose of performing legislative, advisory/consultative, and forensic functions within their own academic units and for the purpose of requesting delegation of certain legislative functions of the University Faculty Senate, each academic unit has a single faculty governance organization that is recognized by the University Faculty Senate. Each faculty governance organization must submit for review by the University Faculty Senate a constitution, bylaws, and standing rules that specify how the faculty governance organization functions, which is distinct from the administrative organization of the unit into schools, departments, or other subdivisions. The Senate provides specific Requirements and Recommendations for Faculty Governance Organizations on its website.

New and revised faculty governance organization documents must be submitted to the University Faculty Senate for review and approval, a process facilitated by the Senate’s Unit Constitution Subcommittee. The establishment and oversight of the Unit Constitution Subcommittee currently falls under Senate Council, per Article II – Committees, Section I (e) of the University Faculty Senate Bylaws, which states:

(e) It shall maintain a standing Constitution Subcommittee with authority and responsibility to carry out specific legislative, advisory and consultative functions relative to properly organized faculty organizations. These functions include review of Unit Constitutions, Bylaws and Standing Rules. The subcommittee will consist of two Council members appointed by the Senate Chair and the Senate Parliamentarian, and will be chaired by the Senate Secretary.

However, Article IV – Committees, Section 6 (a) of the Senate Bylaws states that it is the University Faculty Senate’s Committee on Committees and Rules (CC&R) that is responsible for proposing changes to the Senate’s own governance documents (i.e., its Constitution, Bylaws, and Standing Rules) and CC&R has the authority to interpret these documents (subject to review by
the Senate). Because of these responsibilities, CC&R is closely familiar with the structure and intent of such governance documents. As a result, the Chair of the Unit Constitution Subcommittee has worked closely with the leadership of CC&R when addressing difficult issues that can arise when helping academic units on their own governance documents.

Due to the nature of CC&R’s oversight of the Senate’s own governance documents and to strengthen the connection between the Senate’s governance documents and those developed by academic units, this report proposes to move the oversight of the Unit Constitution Subcommittee to the Committee on Committees and Rules. This would be accomplished through revisions to both Article II, Section I (e) and Article IV, Section 6 (a) of the Bylaws of the University Faculty Senate as recommended below.

**Recommendations**

**Recommendation 1:** We recommend that the Bylaws, Article II – Senate Council, Section 1(e) be revised as follows.

*Please note that the following contains bold text for additions and strikeouts indicating deleted text. In addition, deleted text is delimited with [Delete] [End Delete] pairs while added text is delimited with [Add] [End Add] pairs.*

Section 1

Duties:

(a) It shall ensure that the Senate addresses issues of major concern to the faculty voting units and the faculty as a whole.

(b) It may initiate Senate legislation in the same manner as a standing committee. In addition, it may charge a standing committee of the Senate to investigate matters deemed appropriate by the Council.

(c) It shall provide a mechanism for Council members’ review of all legislative, forensic, advisory/consultative, and informational reports submitted for the Senate Agenda. If Council determines the report is adequately prepared, it will be submitted to the Senate Agenda with the following options:

1. Place an informational report, mandated or otherwise, on the Senate Agenda for presentation and discussion.
2. Place an informational report, mandated or otherwise, on the Senate Agenda only for the purposes of dissemination to the Senate and University community.

3. Place other informational reports, not otherwise sponsored by any Senate Committees, on the Senate Agenda for either presentation and discussion or for the purpose of dissemination to the Senate and University community.

Decision on whether an item is to be placed on the Agenda for full Senate discussion is to be based on whether a report is adequately prepared and documented.

(d) It shall advise, upon consultation with appropriate Senate committees, the President and Executive Vice President and Provost of the University on the establishment, reorganization, naming, or discontinuation of organizational units and areas of the University that involve two or more teaching, research, and continuing education functions (whether or not delegation of authority exists). Such advice should be given before official action is taken.

(c) [Delete] It shall maintain a standing Constitution Subcommittee with authority and responsibility to carry out specific legislative, advisory and consultative functions relative to properly organized faculty organizations. These functions include review of Unit Constitutions, Bylaws and Standing Rules. The subcommittee will consist of two Council members appointed by the Senate Chair and the Senate Parliamentarian, and will be chaired by the Senate Secretary.

[End Delete][Add] It shall give a final vote of approval to unit governance documents forwarded to it by the Committee on Committees and Rules.

(f) In coordination with the University administration, it shall represent the Senate in seeking information from officials and agencies external to the University especially those who establish policies and control resources affecting University academic programs. It shall advise the University administration on external government legislation and other external issues that may have impact on the University. It shall advise the Senate on the preparation of statements on such matters. It shall be the Senate advisory body to the University on public and alumni relations, public information, general publications and private fundraising. The Chair shall be the spokesperson for the Council in these matters.

The External Matters Subcommittee is a standing subcommittee of Senate Council that will be charged to deal with issues external to the University. The subcommittee will consist of at least five Council members together with appropriate additional elected faculty senators and resource personnel and will be chaired by the Immediate Past Chair of the Senate. A majority of the subcommittee will be councilors with at least two members from locations other than University Park. The members of the External Matters Subcommittee will serve terms of two years, and may complete the second year of the term even in cases where they are no longer a member of Senate Council.

(g) It shall serve as an advisory body to the Senate officers and the Senate as a whole.
(h) In the event that the Chair of the Senate declares existence of a situation of special Senate concern, the Senate Council shall be empowered to act for the Senate in all matters until this authority is terminated by actions of the Senate.

(i) Individual Senate Council members play a critical role in communicating Faculty Senate issues and legislative decisions back to their units of origin. To facilitate these important communications, best practices for Senate Councilors include organizing caucuses with their unit membership, creating regular electronic communications of Senate activities and sending these communications to their Academic Unit Faculty Leaders, Senators and Administrators, and speaking about Faculty Senate activities at unit governance meetings. It is expected that Senate Councilors will embrace their leadership role and actively serve as a communication conduit back to the academic unit they represent.

Recommendation 2: We recommend that the Bylaws Article IV – Committees, Section 6(a) be revised as follows.

Please note that the following contains bold text for additions and strikeouts indicating deleted text. In addition, deleted text is delimited with [Delete] [End Delete] pairs while added text is delimited with [Add] [End Add] pairs.

Section 6

Senate Committees:

(a) Committee on Committees and Rules

1. Membership:

(i) Ten (10) elected faculty senators
(ii) Chair-Elect of the Senate (non-voting)
(iii) Immediate Past Chair of the Senate (non-voting)
(iv) Secretary of the Senate (non-voting)

2. Election: By the Senate Council for a term of two years. Elected members of the Committee may serve no more than four consecutive years nor more than three consecutive years as its chair. Elected members of Senate Council may not serve on the Committee on Committees and Rules.
Duties

3. Duties: The Committee on Committees and Rules shall review and make recommendations on the Senate’s committee structure. It shall appoint the members of all Standing Committees. It shall be responsible for proposing changes in the Constitution, Bylaws, and Standing Rules of the University Faculty Senate for action by the Senate. This committee shall serve as a Nominating Committee to the administrative officers of the University in the selection of University faculty to serve on University-wide committees. In addition, this committee has the investigative function in determining the constitutionality of acts of the Senate, failures to implement Senate legislation, problems resulting from conflicting legislation, and errors in the implementation of legislation. The Committee on Committees and Rules shall have the authority to interpret the Senate Constitution, Bylaws, and Standing Rules subject to review by the Senate.

[Add] It shall maintain a standing Constitution Subcommittee which shall consult with faculty governance organizations to ensure that their governance documents conform with Senate rules. These functions include review of Unit Constitutions, Bylaws, and Standing Rules. The subcommittee will consist of the Senate Parliamentarian and at least two elected Senators appointed by the Senate Chair and will be chaired by the Senate Secretary. Final vote of approval of the unit governance documents shall be by Senate Council.[End Add]

Each spring, the Committee on Committees and Rules shall select a pool of faculty members who will be available to serve as a member of all Division I Intercollegiate Head Coach athletics searches. The Committee on Committees and Rules will ask for nominations from faculty members who are currently participating in or have participated within the last four calendar years on the Senate Committee on Intercollegiate Athletics, the Athletics Integrity Council, and/or the Faculty Partners Program. The assignment of faculty members to serve on a head coach search committee will be the prerogative of the Senate Chair but under most circumstances, it is expected that the faculty member will be drawn from the pool of candidates identified each year by the Committee on Committees and Rules.

Each year the Committee on Committees and Rules shall ask returning and new senators to rank their preferences for committee assignments. The Committee on Committees and Rules will then select the senatorial members of each Standing Committee, taking into consideration the preferences of senators. Where a representative of an administrative office is to be an ex officio member of a committee, this member will be selected by the Committee on Committees and Rules in consultation with the appropriate administrative officer. Appointments to all committees should reflect the variety of disciplines, functions, and geographic locations of University units. Annually, the Committee on Committees and Rules shall elect its own Chair and Vice Chair. In consultation with the Senate Chair, the Committee shall designate the leadership of all other Standing Committees of the Senate.
While the Senate officers are the primary faculty representatives to the Big Ten Academic Alliance, the Committee on Committees and Rules shall be informed and consulted on faculty governance issues that arise in the CIC. Such items will be periodically reported to the Senate.

4. Mandated reports: Nomination report. The Committee on Committees and Rules shall have the authority to approve its mandated Informational Reports for publication to the Senate Agenda. The committee shall send its Informational Reports to the Senate Council.

**Revised Policies**

**Bylaws, Article II – Senate Council, Section 1(e)**

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Councilors will embrace their leadership role and actively serve as a communication conduit back to the academic unit they represent.

**Bylaws Article IV – Committees, Section 6(a)**

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4. Mandated reports: Nomination report. The Committee on Committees and Rules shall have the authority to approve its mandated Informational Reports for publication to the Senate Agenda. The committee shall send its Informational Reports to the Senate Council.

**SENATE COMMITTEE ON COMMITTEES AND RULES**

- 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
• Ann Taylor, Vice Chair
• Kent Vrana
SENATE COMMITTEE ON CURRICULAR AFFAIRS

Removal of Gendered & Binary Terms from Course and Program Descriptions

(Legislative)

Implementation: Upon approval by the Senate

Introduction and Rationale

The University, as with most all academic institutions world-wide, has grown out of a typically male-centered world. As such, many terms in our lexicon carry a strong, male-centric, binary character to them. Terms such as ‘freshmen’ are decidedly male-specific, while terms such as ‘upperclassmen’ can be interpreted as both sexist and classist. Terms such as ‘junior’ and ‘senior’ are parallel to western male father-son naming conventions, and much of our written documentation uses he/she pronouns.

With the implementation of the AD84 - Preferred Name and Gender Identity Policy, it is time to close the loop and ensure that all people are not only able to choose their name & gender identity within our systems, but that these documents and systems are also structured to be inclusive from the start. We suggest that the University consider changes to all written materials, including recruiting materials, admissions materials, scholarship information, housing materials, other outward-facing documents, internal documents, and websites. Under the purview of our committee, we make specific recommendations for editorial updates to our course and program descriptions, which appear in the course catalog and bulletin, to remove gendered terms.

Specific Recommendations

1. Move away from the use of gendered pronouns when referring to students, faculty, staff, and guests in course descriptions and degree program descriptions.
   a. Replace he/him/his and she/her/hers with they/them/their or use non-gendered terms such as student, faculty member, staff member, etc.

2. Move away from the use of academic grouping titles that stem from a primarily male-centric academic history in course descriptions and degree program descriptions.
   a. Replace freshman/sophomore/junior/senior with first-year (1st-year), second-year (2nd-year), third-year (3rd-year), fourth-year (4th-year), and beyond.
      i. Note: some programs include additional undergraduate years, or Integrated Undergraduate-Graduate programs (IUG), that run beyond the typical timeframe, resulting in the nickname ‘super-senior’. This would be replaced with fifth-year (5th-year), and beyond, as needed.
   b. Concerns have been raised that numbering years beyond the fourth (4th) would perhaps negatively reflect on students who, for various reasons, are taking longer to complete their (typically) four-year programs, and are also referred to as ‘super-seniors’. In this case, the term does often carry a slightly negative connotation.
i. Students in such situations beyond the fourth (4th) year could instead be referred to as ‘advanced-standing’ students.
   c. Replace ‘underclassmen’ and ‘upperclassmen’ with ‘lower division’ and ‘upper division’.

The committee recognizes that there may be places where these terms, especially gender terms, may need to remain intact, for example in the case of courses or degrees that delve into gender studies. In such cases, efforts shall be made to clearly delineate between the ‘academic’ study of these gendered terms, and the newly established nomenclature as it would apply to faculty, staff, students, and guests.

During implementation, steps should be taken to ensure that any changes to these terms do not interfere with Federal Financial Aid or other student loans/scholarships, or affect the University’s accreditation or similar legal concerns.

The committee recommends that replacing gendered and binary terms in courses and degree programs be an editorial change that does not require Senate approval (i.e., via a course proposal submitted to the Senate Committee on Curricular Affairs). Upon approval of the Senate, a streamlined implementation of this legislative action will be established jointly by ACUE and SCCA.

**SENATE COMMITTEE ON CURRICULAR AFFAIRS**

- Anne Behler
- Justine Blanford
- Laurie Breakey
- David Callejo
- Lisa Chewning
- Wendy Coduti
- Melisa Czymoniewicz-Klippel
- Cara Fleigel
- Paula Hamaty
- David Han
- Harold Hayford, Co-Vice Chair
- Peter Iliev
- Matthew Jordan
- Kenneth Keiler
- William Kenyon
- Suzanna Linn, Co-Vice Chair
- Joseph Mahoney
- Megan Marshall
- Robert Melton
- Brandi Robinson
- Janet Schulenberg
- Andrea Sillner
- Karin Sprow Forté
• Alfred Warner
• Mary Beth Williams, Chair
• John Yen
Example of Proposed Edits:

Original Description:

THEA 270 Introduction to Lighting Design (3). Introduction to Lighting Design will focus on helping each student to develop a design process that takes him or her from script to stage.

Administrative Edit:

THEA 270 Introduction to Lighting Design (3). Introduction to Lighting Design will focus on helping each student to develop a design process that takes them from script to stage.

A course description such as this, however, would remain untouched:

THEA 207 Gender and Theatre (3) (GA;US). Theatre 207 provides a basic survey of issues of representations of gender identity in theatre. The course will trace women’s experiences in theatre from their absence on European classical stages to the more recent formation of feminist theatres.
COMMITTEE ON EDUCATIONAL EQUITY AND CAMPUS ENVIRONMENT

Mandate a Diversity, Equity and Inclusion Annual Report

(Advisory/Consultative)

Implementation: Upon approval by the President

Background/Introduction

This advisory/consultative report is written in response to recommendation four of the Senate Council’s More Rivers to Cross Response Task Force: establish an annual report that details the status of, and the initiatives to enhance, faculty diversity and inclusion across Penn State University, paying particular attention to the hiring and retention of African American faculty.

As a public state-related institution of higher education, Penn State’s fundamental mission is to provide effective teaching and scholarship for all people in our communities—locally, nationally, and increasingly from around the world. These obligations are exemplified in the One Penn State 2025 Vision and Penn State’s Strategic Plan: 1) advance a culture of inclusion and respect that values the diverse experiences and perspectives of faculty, staff, and students, 2) engage teaching scholarship and leadership to understand social issues and inspire social responsibility, 3) recruit and support an increasingly diverse Penn State community, and 4) identify and rectify structures, polices, and practices that cause differential impact and limit access and opportunities for Penn State students, faculty, and staff.

Penn State’s Diversity Statement likewise articulates the University’s commitment to and accountability for advancing diversity, equity, and inclusion in all its forms. This committee used the definitions provided in the University strategic plan: “Inclusion refers to the respectful treatment of all people with recognition for the multiplicity of identities and perspectives present in a diverse community. Equity requires attention to disparate impact, differential access and opportunities afforded to various communities, as well as structural and systemic barriers that limit potential and possibilities. Diversity refers to the numerical representation of faculty, staff, and students who hold different social identities, backgrounds, and experiences” (Our Commitment to Impact: The Pennsylvania State University’s Strategic Plan for 2016 to 2025, 2020).

The report drafted by the President’s Select Commission on Racism, Bias, and Community Safety asserts that current approaches to DEI at Penn State do not engage fully or honestly with the aspirations and commitments expressed in One Penn State 2025, thwart the possibilities of the University’s strategic plan, and further enable the racism and bias that disproportionately impact the most vulnerable among us. This committee supports the recommendations advanced by the Select Commission and has incorporated components of their recommendations related to University wide accountability into this report.

Recommendations

1. In order to monitor and examine our diversity, equity, and inclusion (DEI) practices and establish clear accountability and transparency, the University should develop and
maintain a public-facing dashboard for DEI initiatives and their current status; annual reports on bias and safety; results from the Penn State Community Survey; data on faculty representation including hiring and retention; University-wide DEI curriculum; and truth and reconciliation reports across all 24 campuses.

2. Charge a Faculty Senate committee to work with the Office of Planning Assessment and Institutional Research (OPAIR) to create and oversee this reporting mechanism.

3. Every Faculty Senate standing committee should be involved in the development and maintenance of DEI dashboard and annual report. For example, each committee could report out on actions, challenges, and opportunities for enhancing DEI in their scope (curriculum, faculty affairs, athletics, education, etc.). This work must not reside in the charges of one committee but must be a shared responsibility of the full Senate and incorporated into its infrastructure. The Senate must expand upon precedents set by the MRTC1 report and its multiple precursors by documenting the University’s challenges, progresses, pitfalls, and actions to build a robust faculty community that reflects the University’s commitment to diversity, equity, and inclusion.

Outline

I. Rationale
II. Public DEI Dashboard
III. Implementation
IV. Reporting and Restructuring
V. Dashboard Contents
VI. Benchmarks

I. Rationale
An annual report partially generated from the DEI dashboard is necessary to measure, document, monitor and inform the Penn State community of its progress (or lack thereof) toward upholding its values and building a just University. Publicly accessible data on faculty demographics and University DEI activities will help highlight areas for growth and will assist the University in their efforts to remain accountable for making progress in these areas.

The committee recognizes that the creation of this informational DEI dashboard is only one step in the larger project of DEI at Penn State. The final goal of this dashboard is not simply the efficient collection of publicly available data, but also to highlight opportunities to address DEI issues. Serving as a central warehouse of DEI initiatives creates visibility; this makes it possible for groups across the University to create synergies and more productive collaborations.

II. Public-Facing DEI Dashboard
The committee requests that a public-facing DEI dashboard be established through OPAIR, similar to the Penn State Community Survey Dashboard and the Penn State Data Digest. For example, one option could be to integrate the DEI dashboard with the Data Digest (quantitative) to include qualitative data. Alternatively, the dashboard might become a part of the Office of
Educational Equity’s website. To ensure data integrity, the dashboard must reflect a collaborative effort between the Senate and OPAIR. One model might be a dashboard that points to other data resources with a form for members to submit their DEI initiatives.
III. Implementation

While this committee is not solely responsible for developing the DEI dashboard, once implemented, responsibilities should be clearly defined regarding its maintenance, necessary surveys (if any) and the methodology and timeline for an annual report. This will require coordination between the Senate, OPAIR, and the Office of Educational Equity.

This committee recognizes there are many critical elements to establishing diverse, equitable, and inclusive environments. The annual report and DEI dashboard will go beyond required federal government reporting to a process that consistently reviews, updates, and communicates our progress toward a more equitable institution.

IV. Reporting and Restructuring
Success requires restructuring how DEI is tracked and implemented across the University. All reporting should be more inclusive, moving beyond the categories of race and gender, to include a wider range of information including, but not limited to, sexual orientation, gender identity, disability status, veteran status, and religious affiliation. This approach aligns with the recommendations of the Select Penn State Presidential Commission on Racism, Bias, and Community Safety and exemplified by the Community Survey. The committee also recommends a more centralized approach to data reporting that is more easily accessed and facilitates more robust accountability in meeting DEI goals and projections.

V. Dashboard Contents
The dashboard should list all the current and past DEI related initiatives, the current status of the initiative, significant milestones, outcomes, successes, and challenges. At present, it is difficult (if not impossible) to identify DEI efforts and outcomes on the multitude of Penn State websites.

A. DEI Initiatives
The DEI Initiatives section is designed to improve the coordination, planning, and visibility of the University’s DEI programs, events, resources, and research across Penn State. This section will map and report out on diversity efforts and resources across the 24 campuses. The Diversity Inventory at the University of Wisconsin-Madison offers relevant model. In addition to University-wide initiatives, this section should also contain information about individual unit’s efforts to embed DEI into their strategic plan. The committee recognizes that there are no University-wide metrics for assessing DEI-related goals or initiatives. Nonetheless, Penn State Office of Educational Equity’s DEI Rubric and Action Plan Worksheet should act as a starting point in the effort to evaluate and report unit specific DEI initiatives.
B. University Reports on Racism, Bias, and Safety
The committee recognizes the necessity of confidentiality regarding data collected through bias reports, conduct reports, and reports on safety from the University Police. Furthermore, we recognize that it is not possible to provide any trend conclusions or analyses from this data alone. Nonetheless, the committee recommends that the dashboard and the annual report utilize data and reports from the Offices of the President, Ethics and Compliance, Affirmative Action, University Police, and Educational Equity.

A section of the DEI dashboard should provide easily accessible links to the Bias Motivated Annual Report, and the Policies, Safety, and U reports. Additionally, the committee supports current initiatives striving to offer a more robust and intersectional approach to data reporting around bias and campus security.

C. The Penn State Community Survey
The University-wide Community Survey was implemented as part of ongoing efforts to promote community, inclusion, and diversity on campus, and to support Penn State’s strategic priorities in these areas. The committee recommends that links to the survey dashboards be maintained as a section of the DEI dashboard. This relies on the current schedule to administer the survey every three years with the next collection scheduled for 2023.

D. Faculty Representation
The Faculty Representation section of the DEI dashboard is designed to provide information about diversity in faculty hiring and updates regarding faculty retention. The University of Pittsburgh’s Diversity Dashboards and UC Davis’s HSI Taskforce Report offer models for reporting and tracking faculty, student, and staff diversity. However, the committee recommends that Penn State use a more inclusive and intersectional framework to collect data about faculty representation.

E. Curriculum
The Select Penn State Presidential Commission on Racism, Bias, and Community Safety recommends that Penn State develop and strengthen an equity-centered curriculum and create an accountability model that sets expectations for each college, campus, and unit. The Senate should ensure an assessment of the effectiveness and progress of anti-racist curriculum. The Curriculum section should provide data on current DEI curriculum, track and update new DEI curriculum and provide access to intercultural assessments as they become available.
F. Reconciliation Reports

The Select Penn State Presidential Commission on Racism, Bias, and Community Safety recommends that a series of reports be released following the Truth and Reconciliation Process referenced in Recommendation One. This committee recommends that these reconciliation reports be included in the DEI dashboard and updated as needed.

VI. Benchmarks

Looking across the national landscape, the websites of all peer institutions and large public higher education systems describe and implement DEI mandates as a central component of their strategic plans. Most include centralized structures that facilitate reporting capacity and accountability in meeting DEI goals and projections. For example, the University of California System’s UC Data Warehouse, acts as a central hub from which data on DEI performance is drawn. This data is then used to inform the UC Dashboards in the UC Information Center. Similar systems for DEI accountability are common features of peer institutions. The University of Michigan implements a dashboard to track unit plan progress in meeting DEI goals, in conjunction with their DEI strategic planning toolkit. Penn State currently lags behind peer institutions in centralized DEI data collection and reporting, tracking, and implementation. The DEI dashboard and annual Senate report offers a way for Penn State to match and eventually surpass DEI reporting and implementation among peer institutions. The websites we reviewed are listed below:

- https://diversity.umich.edu/strategic-plan/
- https://diversity.umich.edu/data-reports/
- https://diversity.umd.edu/
- https://www.northwestern.edu/diversity/
- https://diversity.iu.edu/about/data-reports-plans.html
- https://diversity.iu.edu/
- https://diversityinventory.wisc.edu/
- https://www.diversity.pitt.edu/social-justice
- https://www.purdue.edu/diversity-inclusion/
- https://inclusion.msu.edu/
- https://diversity.universityofcalifornia.edu/
- https://accountability.universityofcalifornia.edu/2020/chapters/chapter-7.html

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Developed with the assistance of the following resource people:
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SENATE COMMITTEES ON FACULTY AFFAIRS AND FACULTY BENEFITS: JOINT SUBCOMMITTEE ON PARENTAL LEAVE

Report on Parental Leave

(Advisory/Consultative)

Implementation: Upon Approval by the President

Introduction and Rationale

HRG-18 “Paid Parental Leave for Faculty” (June 1, 2004) establishes the University’s guidelines for this benefit. Reports of instances in which these guidelines have not been followed have been received by the Committees on Faculty Affairs and Faculty Benefits. This led to the formation of a joint subcommittee to study HRG-18 and the Parental Leave system as currently formulated.

While the guidelines are intended to establish a flexible leave policy, the reported inconsistencies (detailed below) conflict with the intent to promote professional equity and opportunity across the University. Benefits extended to faculty employees for childbirth and adoption-related leave must be clearly defined and administered in a consistent and reliable manner for these benefits to fulfill their intended role of supporting recruitment, retention, and career development.

The subcommittee’s evaluation consisted of the following: analysis of the language of HRG-18; research on benefits at peer institutions; discussion with HR administrators involved in a recent proposal to modify faculty leave policies at Commonwealth Campuses, and meetings between the subcommittee chair and administrators in the Office of the Vice Provost for Faculty Affairs and HR leaders.

Summary of the Current Policy with Discussion

HRG-18: The current policy guidelines lay out the following benefits.

A. ALL faculty members are entitled to the following, at a minimum, “upon request:”

   Six weeks of leave for a faculty member who bears a child, immediately following the birth;
   Two weeks of leave for a faculty member whose partner bears a child, within three months of the birth;
   Six weeks of leave for an adoptive parent, immediately following the child’s placement;
   A combined total of eight weeks of leave for adoptive couples who are both faculty.

This part of the guidelines introduces several issues:

1) The phrase “upon request” requires that faculty ask for the benefit, instead of it being offered by the University.

2) Adoptive faculty partners are granted greater flexibility in timing their combined parental leave than biological parents. While the importance of six weeks’ postpartum recovery is clear, couples should be free to coordinate leave to best fit their family and professional circumstances.
3) How the specified weeks of leave relates to the academic calendar is unclear. Faculty have reported being told that the winter break counted towards six weeks’ postpartum leave for a December birth.

B. In addition, HRG-18 specifies additional forms of leave ONLY offered to tenure-line faculty:

Female faculty may opt to take EITHER:

One semester’s leave from teaching and classroom-related responsibilities at full pay if all other duties (research, service, and student advising) are continued;

OR

One semester’s unpaid leave with no work performed (tenure clock can be stopped)

The guidelines add that “in special [unspecified] circumstances” the leave may take place after the date of the birth depending on its timing (i.e., the fall semester for a summer birth).

An adoptive parent “will receive a semester free from teaching within a year of the adoption;”

Adoptive couples who are both on the faculty can share a semester free from teaching immediately following their child’s placement.

Policy issues:

1) A semester’s teaching leave is only offered to the female parent for biological co-parents, but is available to both adoptive co-parents;

2) Greater scheduling freedom for an adoptive parent: “within a year” vs. the semester of or immediately following a birth;

3) For adoptive faculty couples, it is unclear whether one or both must be tenure-line;

4) The drastic inequity between teaching leave available to fixed-term faculty and tenure-line: six to eight weeks for the former, potentially eight weeks plus a semester’s teaching leave for the latter (relationship between semester’s leave and six weeks postpartum leave is unclear).

C. Coordination and approval process:

The policy guidelines specify that arrangements should be reached through discussion between faculty and their unit heads. If an agreement is not reached, they must appeal to the Provost.

Issues with this system:

1. **Equity**: Faculty must currently request this benefit through conversation with unit heads who have primary responsibility for academic and administrative assignments, tenure and promotion evaluations, and re-appointment (for fixed-term faculty). Faculty have reported being informed that taking parental leave would lead to employment consequences, such as loss of longstanding course assignments or discontinuation of their teaching contracts. Even tenure-line faculty have little leverage in such a discussion; fixed-term faculty have far less. For the Provost to arbitrate all disagreements compounds this imbalance.
2. **Resources**: Units must cover the cost of Parental Leave. Teaching gaps are filled by the faculty member’s colleagues, graduate students, or short-term hires. A unit’s ability to do so depends on its budget, personnel, and the timing of faculty parental leave requests.

Another issue not addressed by HRG-18 has been reported by multiple faculty: informal pressure to either not request, or not make full use of, Parental Leave benefits. The “burden-sharing” of leave arrangements relies on colleagues with other forms of authority that impact faculty careers (i.e., teaching evaluations and promotion and tenure committees).

The HR Guidelines rightly insist that the decision to take Parental Leave “shall not adversely affect the faculty member’s standing or salary in any manner.” In addition, they state that faculty are not required to “make up” for the leave with additional duties later. On the former, faculty have no way to determine whether, or to what extent, decisions to take leave may impact their standing or salary. Reports of the latter (imposition of extra duties pre- or post-leave) have come to the Senate.

HR has affirmed that Faculty receive legal protection under the Pregnancy Discrimination Act, a 1978 amendment to Title VII of the Civil Rights Act of 1964, but it does not address postpartum leave. Faculty are also covered by general Affirmative Action protections. They do not, however, have access to the necessary information to demonstrate connections between Parental Leave and salary or employment decisions, absent some (unlikely) documented communication that makes this explicit. The current guidelines thus offer an unenforceable guarantee of protection.

**Use of Parental Leave**

According to HR, from 2018 through mid-November 2020 a total of 66 faculty took Parental Leave: 54 were a birth parent, 12 a birth parent partner. See Appendix A for detailed leave use data as of 3/5/2021.

While there is no way to compare this to the total number of faculty who became parents during this same period, the disparity in leaves between birth parents and partners suggests some degree of reluctance to take leave.

**Benchmarking**

Compared to its peer institutions, the Parental Leave offered by Penn State to faculty (especially tenure-line faculty) is generous. Most universities rely solely on the Federal Family Medical Leave Act or equivalent state law (i.e., Wisconsin), which extends up to twelve weeks of unpaid leave. The University of Indiana is an exception. Its faculty can have up to 18 weeks of paid leave following the birth or adoption of a child (faculty and birth status not specified). Leave must be used within six months of birth or adoption.

Most school policies apply equally to birth and adoption. No other institution discusses teaching releases. There is only limited discussion of stay in tenure if the benefit is used (Michigan State is an exception). Discussion of paternal leave is also limited (Nebraska is an exception). See table in Appendix B below for further details.
Recommendations
This subcommittee commends the intent of the University’s current parental leave provisions for faculty to support physical health and family formation, and to aim for equity across varied family conditions. We also note the recent establishment of an explicit Parental Leave benefit for University staff: HR106 establishes four weeks postpartum leave, replacing staff’s former need to use accumulated sick leave. Clearer policies for several types of leave have also been recently established for Commonwealth Campus faculty.

In support of those ends, it advises the University to revise HRG-18 to achieve the following:

1. Eliminate disparities in leave scheduling flexibility between birth and adoptive parents. All faculty co-parents should have equal freedom to divide leave time, so that all families can make the best arrangements for their specific circumstances.

2. Use “upon notification” in place of the phrase “upon request” to characterize the initiation of parental leave discussions.

3. Clarify language to specify how six weeks of paid postpartum leave relates to the academic calendar, as relevant per the specific faculty appointment. The six weeks of postpartum or adoption bonding leave should be taken from regularly scheduled, contractually required teaching, research, service, and advising duties. It should not include breaks when classes are not in session (i.e., winter or spring breaks). The policy should also clarify that other forms of negotiated teaching leave (i.e., for research) are not to be used as parental leave.

4. Extend a semester’s guaranteed teaching leave (paid if other work is continued, unpaid if not) for all faculty regardless of tenure eligibility. For fixed-term faculty whose primary responsibility is teaching, other forms of work outside the classroom could be performed in exchange for continued salary: course development, mentorship, service, etc.

5. The University should ensure faculty receive a consistent minimum benefit across all units. This includes ensuring administrative heads are aware of parental leave benefits and may include providing resources from the University to support the cost of leave.

6. Parental Leave conversations and arrangements should include HR at an early stage to ensure faculty and administrators are aware of benefit terms and relevant standards and procedures (i.e., including the requirement for physician approval before any return to active postpartum employment). If needed, the ombudsman can provide further support for faculty during arrangements, with the office of the Vice Provost for Faculty Affairs to be consulted as a last resort.

7. The policy establishes a minimum benefit that is not intended to constrain more generous arrangements if possible (it sets a floor, not a ceiling).

8. HR should track parental leave use data against the baseline data provided for this report.

Other items:

1) Language should be updated to reflect all potential parenting partnerships (distinguishing gestating from non-gestating co-parents in gender-neutral terms).

2) Per HR: language regarding academic employees who accrue vacation is no longer necessary (HR106, effective 7/1/2020, makes them eligible for paid parental leave).
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**APPENDIX A: PSU PARENTAL LEAVE USAGE DATA 2018-MARCH 2021**

Data for all faculty leaves pertaining to birth and adoption from 1/1/2018 – 3/5/2021. Includes number of days spent on leave.

<table>
<thead>
<tr>
<th>Leave Name/Type</th>
<th>Leave Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maternity Leave</td>
<td>Leave of absence immediately following the birth for the incapacitation period (6-8 weeks)</td>
</tr>
<tr>
<td>Parental Leave</td>
<td>Leave of absence immediately following the adoption (placement) of child; Leave of absence following the birth for non-birth parent; Leave of absence immediately following the maternity leave if they request to continue leave beyond incapacitation period.</td>
</tr>
<tr>
<td>Child Care Leave</td>
<td>Leave of absence following the parental leave, up to the child's first birthday.</td>
</tr>
<tr>
<td>Paid Leave</td>
<td>Salary continuation for approved period</td>
</tr>
<tr>
<td>Unpaid Leave</td>
<td>Unpaid, leave beyond approved paid leave</td>
</tr>
<tr>
<td>Partial Leave</td>
<td>Employee works reduced hours with reduced salary</td>
</tr>
</tbody>
</table>

*FMLA runs concurrently with the Maternity and Parental Leaves for the first 12 weeks following the birth/adoption for those who are eligible.

<table>
<thead>
<tr>
<th>Leave Name/Type</th>
<th>Number of Recorded Leaves</th>
<th>Average Length of Leave</th>
<th>Additional Details</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maternity Leave Paid</td>
<td>98</td>
<td>48 days</td>
<td></td>
<td>98 Female</td>
</tr>
<tr>
<td>Parental Leave Paid</td>
<td>83</td>
<td>73 days</td>
<td></td>
<td>63 Female20 Male</td>
</tr>
<tr>
<td>Parental Leave Unpaid</td>
<td>8</td>
<td>50 days</td>
<td></td>
<td>8 Female</td>
</tr>
<tr>
<td>Child Care Leave Paid</td>
<td>1</td>
<td>10 days</td>
<td>Accrues time; required to exhaust accrued vacation</td>
<td>1 Female</td>
</tr>
<tr>
<td>Child Care Leave Unpaid</td>
<td>6</td>
<td>175 days</td>
<td></td>
<td>6 Female</td>
</tr>
<tr>
<td>Partial/Reduced Effort</td>
<td>1</td>
<td>42 days</td>
<td>Reduced course number</td>
<td>1 Female</td>
</tr>
</tbody>
</table>

*All leave types are separate and do not include other leaves; leaves are additive, not overlapping. For example, if on child care leave, the faculty had already exhausted maternity and parental leave, and moved to the child care leave until returning to active work status.*
## APPENDIX B: PARENTAL LEAVE POLICY BENCHMARKING ACROSS PEER INSTITUTIONS

<table>
<thead>
<tr>
<th>Institution</th>
<th>Length of Leave</th>
<th>Faculty Policy applies to:</th>
<th>Links</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Michigan</td>
<td>6 weeks for maternal leave + six weeks for parental leave</td>
<td>birth, placement for adoption, foster care or legal guardianship</td>
<td><a href="https://hr.umich.edu/working-u-m/my-employment/leaves-absence/maternity-childbirth-parental-leave">https://hr.umich.edu/working-u-m/my-employment/leaves-absence/maternity-childbirth-parental-leave</a></td>
<td>Modified duties are negotiated by unit and can be semester long in the place of 6 weeks leave</td>
</tr>
<tr>
<td>Michigan State University</td>
<td>All faculty and staff employed 50% for at least 9 months If both parents employed each qualify for 6 weeks Birth or placement in adoption of child up to age 6 or not in school</td>
<td><a href="https://hr.msu.edu/policies-procedures/faculty-academic-staff/faculty-handbook/parental-leave.html">https://hr.msu.edu/policies-procedures/faculty-academic-staff/faculty-handbook/parental-leave.html</a></td>
<td>Tenure clock stopped during non-duty days</td>
<td></td>
</tr>
<tr>
<td>Northwestern University</td>
<td>4 weeks + BAPL (Birth/adoption parental leave) Disability period for total of 12 weeks</td>
<td>1 year employment If both parents are employed the leave can be concurrent biological, adoptive, foster-care placement or legal guardianship of a minor child</td>
<td><a href="https://www.northwestern.edu/hr/benefits/work-life/adoption-assistance/index.html">https://www.northwestern.edu/hr/benefits/work-life/adoption-assistance/index.html</a></td>
<td>Offers Adoption Assistance to reimburse expenses associated with adoption</td>
</tr>
<tr>
<td>Ohio State</td>
<td>Two weeks (other area states 3 weeks) + sick leave (birth mother only) not to exceed 6 weeks</td>
<td>Immediate eligibility based upon 100% employment status</td>
<td><a href="https://hr.osu.edu/wp-content/uploads/policy627.pdf">https://hr.osu.edu/wp-content/uploads/policy627.pdf</a></td>
<td>Two weeks of leave offered in the case of stillbirth</td>
</tr>
<tr>
<td>Purdue University</td>
<td>up to 240 hours of Paid Parental Leave for recovery from childbirth and/or to bond with the newborn or newly adopted child. Runs concurrently with FMLA</td>
<td>Employed for at least 12 months A male or female faculty or staff member, graduate student employee, or post-doc who is a birth mother, a father of the birth child or an adoptive mother or father.</td>
<td><a href="https://www.purdue.edu/policies/human-resources/vic3.html#:~:text=It%20is%20the%20policy%20of%20Purdue%20University%20to,within%20an%20employee%20s%20home%20of%20an%20adopted%20child">https://www.purdue.edu/policies/human-resources/vic3.html#:~:text=It%20is%20the%20policy%20of%20Purdue%20University%20to,within%20an%20employee%20s%20home%20of%20an%20adopted%20child</a></td>
<td></td>
</tr>
<tr>
<td>U of Minnesota</td>
<td>Six weeks FMLA runs concurrently with paid parental leave</td>
<td>birth, adoption, or gestational surrogacy of children Parental leave available to an employee on 50% appointment or greater and is becoming a parent</td>
<td><a href="https://policy.umn.edu/hr/parentalleave">https://policy.umn.edu/hr/parentalleave</a></td>
<td>The parental leave will begin at a time requested by the employee, but not more than two weeks prior to the due date or adoption event, and no later than thirteen weeks after</td>
</tr>
<tr>
<td>Institution</td>
<td>Medical Maternity Leave Details</td>
<td>U of Nebraska Leave Policy</td>
<td>U of Illinois Leave Policy</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
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<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td>U of Nebraska</td>
<td>Medical Maternity for female employees will be granted up to the date the mother is able to return to work, according to the advice of the attending medical provider. A total leave of eight weeks for prepartum and postpartum care recovery will be considered normal.</td>
<td>An employee who is the primary care giver of an adopted child will be granted eight weeks of Adoption Leave. An employee who is not the primary care giver of an adopted child will be granted five days of Adoption Leave.</td>
<td>Leave can only be taken once per academic year</td>
<td></td>
</tr>
<tr>
<td>U of Illinois</td>
<td>Two weeks paid leave for eligible academic staff immediately following the birth or adoption of a child; FMLA can also be used in conjunction; The two weeks paid leave counts towards FMLA limit.</td>
<td>Employees continuously employed for six months are eligible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U of Indiana</td>
<td>Up to a total of 18 weeks of fully paid leave for birth or adoption of a child.</td>
<td>One year of continuous service for 10 or 12-month appointees</td>
<td>“The leave must be concluded within six (6) months of the birth or placement of adopted child. Leaves for the purpose of family formation shall be at full salary. *If leave is being requested due to childbirth, the full-pay medical leave plan may be combined with the paid family leave for a total of 18 weeks, providing that the birth occurs while on paid contract.”</td>
<td></td>
</tr>
<tr>
<td>Institution</td>
<td>Description</td>
<td>URL</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>U of Iowa</td>
<td>Birth mothers are entitled to any period of pregnancy related disability, to be charged against accrued sick leave. A leave of 6 weeks or less does not require disability documentation. If leave time exceeds accrued sick leave, vacation time can be used or leave without pay can be taken. Applies to both 12-month and 9-month faculty.</td>
<td><a href="https://opsmanual.uiowa.edu/human-resources/paid-absences#22.8">https://opsmanual.uiowa.edu/human-resources/paid-absences#22.8</a></td>
<td>Faculty accrue both sick and vacation time.</td>
<td></td>
</tr>
<tr>
<td>U of Wisconsin</td>
<td>Presently, it seems only FMLA and the Wisconsin Family Medical Leave Act apply. However, the provost’s website states that the policy for faculty is under revision.</td>
<td><a href="https://merit-www.education.wisc.edu/handbook/categories/personnel-policies/leave-policy/">https://merit-www.education.wisc.edu/handbook/categories/personnel-policies/leave-policy/</a> <a href="https://kb.wisc.edu/ohr/policies/page.php?id=53941">https://kb.wisc.edu/ohr/policies/page.php?id=53941</a></td>
<td>It was really challenging to find information for Wisconsin, compared to other schools.</td>
<td></td>
</tr>
</tbody>
</table>
Parental Leave Policies for PSU Faculty:
Advisory/Consultative Report
Faculty Affairs + Faculty Benefits Joint Subcommittee on Parental Leave
Presented to Senate by: Denise Costanzo, Assistant Professor of Architecture and Subcommittee Chair
April 28, 2021

Provisions for ALL Full-Time Faculty:
Childbirth:
- 6 weeks maternity leave (post-childbirth)
- 2 weeks leave following partner’s childbirth (within 3 months of birth)
Adoption:
- 6 weeks leave for adoptive parent immediately following placement
- 8 weeks total combined leave for adoptive parents who are both faculty


Tenure-line Faculty ONLY:
Childbirth:
- Female faculty who bear a child MAY take EITHER:
  - One semester teaching leave at full pay (if research/service continue) OR
  - One semester unpaid leave (no duties)
- Timing: leave MAY take place the semester following birth “in special circumstances”
Adoption:
- Any faculty who adopt a child “will receive a semester free of teaching within a year of the adoption”
- Couples who are BOTH faculty may share a semester free of teaching immediately following placement

Coordination Process:
- Arrangements to be reached through discussions between faculty and unit head
- If no agreement is reached, faculty must appeal to the Provost

Staff Policy (for comparison):
- HR 106 recently established four weeks’ paid parental leave for staff (replaced sick leave/FMLA)

Issues/Concerns with HRG-18

1. **Flexibility Disparity between Adoptive and Biological Parents**
   - *All faculty:*
     - Shared 8 weeks (adoptive) vs. 6 weeks maternal + 2 weeks partner (biological)
   - *Tenure-line only:*
     - Semester’s leave available for biological mothers only vs. either/both adoptive parents
     - More scheduling freedom for adoptive parents: “within a year” vs. semester of/immediately following childbirth

2. **Extreme Inequity between Tenure-line and Fixed-Term Faculty**

3. **Unclear Relationship with the Academic Calendar**
   - Faculty report winter/spring breaks sometimes counted towards postpartum leave
   - Summer vs. academic year?
4. **Inequitable Coordination Process:**
   - Authority of administrative heads over course/service assignments, evaluations, salary; reappointment for fixed-term
   - HRG-18 guarantees “no adverse impact” on standing or salary; impossible to verify
   - Reports: faculty told that taking parental leave would incur employment consequences; extra duties imposed pre- or post-leave

5. **Unequal Resources Across University:**
   - Units have varying ability to cover leave requests

6. **Informal Pressures:**
   - “Burden-sharing” from colleagues with career authority (teaching evaluations, P&T)
   - Culture of “sacrificial commitment”

---

**Observations and Goals**

- PSU Faculty Parental Leave policy is **generous** vs. peer institutions; shows national leadership
- It is also **flexible**, and **aims at equity** across family situations
- Data suggests **low use** of Parental Leave by **partners** (20 males in 3+ years)

**GOALS:** greater clarity and equity

**PSU Faculty Parental Leave Usage Data: 1/1/2018-3/5/2021**

<table>
<thead>
<tr>
<th>Leave Name/Type</th>
<th>Number of Recorded Leaves</th>
<th>Average Length of Leave</th>
<th>Additional Details</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maternity Leave Paid</td>
<td>98</td>
<td>48 days</td>
<td></td>
<td>Female</td>
</tr>
<tr>
<td>Parental Leave Paid</td>
<td>83</td>
<td>73 days</td>
<td>Acrees time; required to exhaust accrued vacation</td>
<td>Male,Female</td>
</tr>
<tr>
<td>Parental Leave Unpaid</td>
<td>8</td>
<td>50 days</td>
<td></td>
<td>Female</td>
</tr>
<tr>
<td>Child Care Leave Paid</td>
<td>1</td>
<td>10 days</td>
<td></td>
<td>Female</td>
</tr>
<tr>
<td>Child Care Leave Unpaid</td>
<td>6</td>
<td>175 days</td>
<td></td>
<td>Female</td>
</tr>
<tr>
<td>Child Care Partial/Reduced Effort</td>
<td>1</td>
<td>42 days</td>
<td>Reduced course number</td>
<td>Female</td>
</tr>
</tbody>
</table>

**Benchmarking (Big 10)**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Parental Leave Offered (simplified, FMLA excluded; see Appendix B for details)</th>
</tr>
</thead>
<tbody>
<tr>
<td>U. Michigan</td>
<td>6 weeks maternal + 6 weeks parental</td>
</tr>
<tr>
<td>Michigan State</td>
<td>6 weeks for each new faculty parent</td>
</tr>
<tr>
<td>Northwestern</td>
<td>4 weeks birth or adoption leave</td>
</tr>
<tr>
<td>Ohio State</td>
<td>2/3 weeks postpartum + sick leave (6 weeks maximum)</td>
</tr>
<tr>
<td>Purdue</td>
<td>6 weeks paid postpartum</td>
</tr>
<tr>
<td>U. Minnesota</td>
<td>6 weeks birth/adoption/gerationan surrogacy</td>
</tr>
<tr>
<td>U. Nebraska</td>
<td>8 weeks postpartum; 5 days maternity</td>
</tr>
<tr>
<td>U. Illinois</td>
<td>2 weeks paid after birth or adoption</td>
</tr>
<tr>
<td>U. Indiana</td>
<td>18 weeks paid after birth or adoption</td>
</tr>
<tr>
<td>U. Iowa</td>
<td>6 weeks postpartum (against accrued sick leave)</td>
</tr>
<tr>
<td>U. Wisconsin</td>
<td>FMLA only (12 weeks unpaid)</td>
</tr>
</tbody>
</table>
**Recommended Revisions to HRG-18**

1. **Eliminate disparities in flexibility for birth and adoptive parents**
   - *Medical minimum postpartum leave; otherwise give all faculty co-parents equal freedom to share leave*

2. **Clarify how leave relates to academic calendar**
   - *Should NOT include breaks during academic year.*
   - *Should NOT appropriate any negotiated research leave*

3. **Equivalent benefits for ALL full-time faculty**
   - *One semester of teaching leave (paid if other work performed, unpaid if not)*
   - *NOTE: consistent with new, more uniform CWC faculty leave policies*

4. **Ensure a consistent minimum benefit across all University units**
   - *Ensure administrative heads are aware of parental leave benefits*
   - *Provide University-level resources to support cost of leave as needed*

5. **Parental Leave discussions should include HR at an early stage**
   - *Ensure full awareness of University benefits and standards by all parties*
   - *For extra support, include Ombudsman; Office of the Vice Provost of Faculty Affairs as a last resort*

6. **Confirm that the policy establishes a minimum benefit**
   - *Defines a floor, not a ceiling*

7. **Replace language describing leave as available “upon request” with “upon notification”**
   - *Emphasize leave as a faculty right, not an employer concession*

8. **Make policy language gender-neutral**
   - *Reflect all potential parenting partnerships*

9. **HR should track usage data on Faculty Parental Leave**
   - *Promote equity and greater use of partner leave*
SENATE COMMITTEE ON GLOBAL PROGRAMS

Statement Opposing Racism Against Asian, Asian American, and Pacific Islander Communities and Support for our Penn State Community

(Advisory/Consultative/Positional)

Implementation: Upon Approval by the President

Whereas, The University Faculty Senate of the Pennsylvania State University is the recognized Faculty Governance Organization for The Pennsylvania State University, representing faculty, staff, and students;

Whereas, The University Faculty Senate of the Pennsylvania State University endeavors to represent the best interests of faculty, staff, and students in areas of education, health, safety, and welfare;

Whereas, racism against those of Asian descent is not new to our country with its origins dating back to the 1800s when they were recruited for cheap labor. This led to the Chinese Exclusion Act of 1882 and even camps for Asian American during WWII (Vaughan 2021). However, recent incidents have pointed to an 150% increase in anti-Asian hate crimes in a significant number of the most populated cities in the United States (Masood 2021).

Whereas, taking the lead and working to support anti-xenophobia causes (#StopAsianHate) and hate crimes, the Global Programs committee is recommending the following statement be passed:

Be it resolved that The Penn State Faculty Senate opposes racism in all its forms, including racism against those of Asian descent. We stand in support of Asian, Asian American, and Pacific Islander students, faculty, and staff at Penn State University.

SENATE COMMITTEE ON GLOBAL PROGRAMS
Emmanuel Almonte
Melba Amador Medina
Harsh Anand
Imene Belhassen
Roger Brindley
Joanna DeFranco
Susan Fredricks
Imoona Garrette
Mathias Hanses
Tai-Yin Huang
Rosemary Jolly
Brian King (Chair)
Dena Lang
Siela Maximova  
Margaret Michels  
Miguel Mostafa  
Willie Ofosu  
Martha Strickland (Vice Chair)


SENATE SELF STUDY COMMITTEE

Resolution: Response to “More Rivers to Cross: Black Faculty and Academic Racism at Penn State University (Part 2)”

(Advisory/Consultative/Positional)

Implementation: Upon Approval by the President

Resolution Rationale

On March 25, 2021, the release of Part 2 of “More Rivers to Cross: Black Faculty and Academic Racism at Penn State University” expanded the analysis of Part 1 of the report, released on Dr. Martin Luther King, Jr. Day in 2020, which focused on Black faculty at University Park. The most recent report extends the study to the Commonwealth campuses and reveals that eight out of ten black professors have experienced racism in the last three years. Faculty members report enduring racism from students, faculty colleagues, and administrators. The authors and survey participants reveal a systemic problem with racism at Penn State that negatively impacts the university’s ability to recruit and retain black faculty and puts an unfair burden on black faculty members.

Resolution

Thus, the Senators from Penn State Fayette (Fayette Caucus) and the Senate Self-Study Committee ask the University Faculty Senate of the Pennsylvania State University to renew its commitment in the fight against institutional racism and endorse the following resolution:

WHEREAS the Senate condemns any and all acts of racism towards the Black community across the Penn State System and urges all faculty, staff, students, and administrators to take a stand together against any act of discrimination towards the Black Faculty of Penn State.

BE IT RESOLVED the Senate acknowledges the significance of this report, and respectfully expresses its gratitude and support to the authors and contributors of the report, and the Black Faculty who participated in the surveys.

BE IT RESOLVED the Senate stands in solidarity with all Black Faculty of Penn State University, some of whom may have preferred to remain in anonymity while still contributing to this report, and acknowledges that the Diversity and Inclusion Initiatives of the University have fallen short, to date, with respect to recruitment, retention, and institutional support of Black Faculty.

BE IT RESOLVED the Senate endorses the suggestions proposed by the authors of the report which are presented on page 5, and listed below, and urges the administration to incorporate them in their Diversity and Inclusion initiatives and Strategic Plan.

Recommendations (p. 5)
Recruitment and hiring plans and measurable implementation to increase black faculty over the next 5 years.

Implementation of an anti-racism and social justice agenda by/for the Board of Trustees, university administration, deans, departmental heads and program and center directors and faculty at all ranks.

Particular and immediate attention devoted to the transformations needed at the Commonwealth campuses with regard to black faculty and their interactions with students, colleagues, and administrators.

Establishment of an anti-racism progress and accountability committee consisting of internal and external stakeholders.

Commissioning of an external study to examine salaries and equity over the last 15 years.

Immediate disuse of the racially biased system of student ratings of teaching effectiveness.

Restructuring of present organizational units such as the Office of Affirmative Action, Office of Educational Equity, Diversity, Equity and Inclusion functions to reflect an anti-racism agenda.

**Penn State Fayette Senators**
- Jay Precht
- Julio Palma

**Senate Self-Study Committee**
- Victor Brunsden
- Michele Duffey
- Julio Palma
- Beth Seymour
- Keith Shapiro, Chair
- Martha Strickland
- Bonj Szczgiel
- Mary Vollero
Background/Introduction
Sara Thorndike, Senior Vice President for Finance and Business, will present the annual Penn State Budget report on Auxiliary and Business Services. This is the portion of the budget that funds Penn State Housing and Food Services (Dormitory Operations), Penn State Hospitality Services (Hotels, Catering, Entertainment Operations), and Airport and Transportation Operations. As a result of COVID shutdowns, governor mandates, and operational protocols, the usual revenues that fund these operations were severely impacted. The University Planning Committee strongly supports this important report for plenary presentation because it represents a portion of the University Budget that was substantially impacted by COVID and complete understanding of COVID impacts on the overall Penn State Budget necessitates review of this operational area. This presentation is similar to a presentation made the Penn State Board of Trustees in November 2020. These slides were developed by Sara Thorndike in collaboration with UPC Chair James Strauss and tables and financial numbers were reviewed and approved by the University Education Committee on 3/16/21.
PSU Auxiliary Services
Budgets COVID-19 Update

Faculty Senate
University Planning Committee

April 27, 2021

Table 1: Overview

- Table 1 illustrates the Auxiliary and Business Services Budgets from Fiscal Years (FY) 2017-2021. Fiscal Years run across the top of Table 1
- A Fiscal Year runs July 1-June 30, example: FY 21 is July 2020-June 2021
- Dollar amounts are expressed in Millions of Dollars
- Income is expressed in the first row, Expenses in the second, middle row.
- The final row shows profits in Black or losses in Red.
Table 1

 Auxiliary and Business Services

<table>
<thead>
<tr>
<th>[$ in Millions]</th>
<th>Actual FY17</th>
<th>Actual FY18</th>
<th>Actual FY19</th>
<th>Actual FY20</th>
<th>Projected FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$374.74</td>
<td>$384.26</td>
<td>$391.35</td>
<td>$316.63</td>
<td>$187.88</td>
</tr>
<tr>
<td>Expense</td>
<td>$340.46</td>
<td>$362.94</td>
<td>$374.81</td>
<td>$341.73</td>
<td>$255.47</td>
</tr>
<tr>
<td>NET MARGIN</td>
<td>$34.28</td>
<td>$21.32</td>
<td>$16.54</td>
<td>($25.10)</td>
<td>($67.59)</td>
</tr>
</tbody>
</table>

Table 1: Overview

• Non-COVID Fiscal years are indicated by the Orange Box

• COVID Impacted Years are indicated by the Yellow Box
Table 1

### Auxiliary and Business Services

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<thead>
<tr>
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</tbody>
</table>

Table 1: Summary of Results:

- The first three fiscal years (FY 17, 18, 19; non-COVID years, Orange Box) showed Net Margin of $34.3M, $21.3M and $16.5M dollars

- a $25.1 Million loss is reported for FY 20 (COVID impacted year, Yellow Box)

- There is a much larger loss of $67.6 Million dollars projected FY 21 (COVID impacted year, Yellow Box). This reflects the reductions in Fall and Spring Semester Student Housing Occupancy, a reduced level of on-campus activity, and increased expenses due to COVID

- Note prior 3, non-COVID years (Orange Box), Net Margin annually averaged $24 Million
Table 1: Summary of Results (continued):

• Losses for FY 20, FY 21 totaled $92.7 Million ($25.1 M + $67.6 M = $92.7M)

• Depending upon the rules governing use of Federal Cares Act Funding relief, some of this deficit may be reduced.

Table 2 Overview:

• Table 2 breaks down the Auxiliary and Business Services Income by specific operational entities that contribute income.

• Operations producing income include Airport, Housing and Food Services, Hospitality Services, Transportation, and “Other Businesses”

• The incomes are displayed by Fiscal Year across Table 2
Table 2

Auxiliary and Business Services
(Sources of Income)

<table>
<thead>
<tr>
<th>$ in Millions</th>
<th>Actual FY17</th>
<th>Actual FY18</th>
<th>Actual FY19</th>
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<tbody>
<tr>
<td>Airport</td>
<td>$6.64</td>
<td>$7.60</td>
<td>$8.25</td>
<td>$6.90</td>
<td>$3.73</td>
</tr>
<tr>
<td>Housing and Food</td>
<td>$270.11</td>
<td>$273.58</td>
<td>$280.38</td>
<td>$226.46</td>
<td>$141.10</td>
</tr>
<tr>
<td>Hospitality Services</td>
<td>$39.12</td>
<td>$39.94</td>
<td>$39.34</td>
<td>$26.85</td>
<td>$6.22</td>
</tr>
<tr>
<td>Transportation</td>
<td>$22.40</td>
<td>$23.38</td>
<td>$24.44</td>
<td>$22.47</td>
<td>$17.24</td>
</tr>
<tr>
<td>Other: Business Services</td>
<td>$36.46</td>
<td>$39.76</td>
<td>$38.93</td>
<td>$33.95</td>
<td>$19.59</td>
</tr>
<tr>
<td>TOTAL INCOME</td>
<td>$374.73</td>
<td>$384.26</td>
<td>$391.34</td>
<td>$316.63</td>
<td>$187.88</td>
</tr>
</tbody>
</table>

Table 2: Overview

• Non-COVID Fiscal years are indicated by the Orange Box

• COVID Impacted Years are indicated by the Yellow Box
Table 2 Summary:

• Total Revenue for FY21 declined 52% compared to a non-COVID year ($187.9M FY21 vs $391M FY19)

• Largest category dollar loss ($139M) was Housing & Food Service ($141.0M FY21 vs $280M FY19)

• Largest % loss (77% decline) was Hospitality Services (Two Hotels) ($6.2M FY21 vs $39.3M FY19)

Table 2

<table>
<thead>
<tr>
<th>[$ in Millions]</th>
<th>Actual FY17</th>
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</table>
Table 3 Overview:

- Table 3 displays the Auxiliary and Business Services Budget Expenses into Personnel and Non-Personnel Categories.

- Personnel Expenses would include salaries, wages, and benefits paid to Penn State Employees working in Auxiliary and Business Services.

- Non-Personnel Expenses would include cost of food and goods, cleaning supplies, fuel for cars and airplanes, maintenance and capital improvements, electricity and heat for buildings, etc.

Table 3

<table>
<thead>
<tr>
<th></th>
<th>Actual FY17</th>
<th>Actual FY18</th>
<th>Actual FY19</th>
<th>Actual FY20</th>
<th>Projected FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>$110.02</td>
<td>$116.01</td>
<td>$120.20</td>
<td>$114.70</td>
<td>$90.12</td>
</tr>
<tr>
<td>Non-personnel</td>
<td>$230.44</td>
<td>$246.92</td>
<td>$254.60</td>
<td>$227.02</td>
<td>$165.36</td>
</tr>
<tr>
<td>TOTAL EXPENSE</td>
<td>$340.46</td>
<td>$362.93</td>
<td>$374.80</td>
<td>$341.72</td>
<td>$255.48</td>
</tr>
</tbody>
</table>
Table 3: Overview

- Non-COVID Fiscal years are indicated by the Orange Box
- COVID Impacted Years are indicated by the Yellow Box

### Table 3

**Auxiliary and Business Services**

(Expense)

<table>
<thead>
<tr>
<th></th>
<th>Actual FY17</th>
<th>Actual FY18</th>
<th>Actual FY19</th>
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</tr>
</tbody>
</table>
Table 3 Summary:

- Expenses declined FY 20 and are projected to decline for FY 21. The decline in expenses include variable expenses such as food costs and labor costs. Other expenses, such as planned deferred maintenance expenses, were postponed due to the lack of available funds.

- In FY 19 (non-COVID year), Employee Expenses were $120M, declining in FY 20 $114.7M, further decline in FY 21 $90.1M

- Decline in Personnel Expenses is due to fewer hours worked, fewer overtime hours, and limited furlough of some Penn State employees

- In FY 19 (non-COVID year), Non-employee expenses were $254.6M, declining in FY 20 $227M, further large decline seen FY 21 to $165.4M

- FY 21, the Employee Expenses $90.1M + Non-employee Expenses $165M = $255.5M Total Expenses seen in our beginning Table 1, right column, middle, as indicated by yellow arrow and circle
Questions?
SENATE COMMITTEE ON UNIVERSITY PLANNING

Intercollegiate Athletics Budget Report

(Informational)

Background/Introduction
Sandy Barbour, the Vice President of Intercollegiate Athletics, will present the annual Penn State Budget report on Intercollegiate Athletics. This is the portion of the budget that funds Penn State student athlete training, coaching, competitions and academic support. It is largely funded by ticket sales, media contracts, and Big Ten revenue sharing. As a result of COVID shutdowns, governor mandates, and operational protocols, the usual revenues that fund these operations were severely impacted. The University Planning Committee strongly supports this important report for plenary presentation because it represents a student support portion of the University Budget that was substantially impacted by COVID and complete understanding of COVID impacts on the overall Penn State Budget necessitates review of this operational area. This presentation is similar to a presentation made the Penn State Board of Trustees in November 2020. These slides were developed by Sandy Barbour in collaboration with UPC Chair James Strauss and tables and financial numbers were reviewed and approved by the University Education Committee on 3/16/21.

SENATE COMMITTEE ON UNIVERSITY PLANNING

- James Strauss, SCI, Chair
- Frank Marko, HN, Vice Chair
- Bryan Anderson, MED
- Edward Evans, ERIE
- Andrew Hardyk, HHD
- Randy Hauck, MED
- Elizabeth Kadetsky, LA
- John Liechty, BA
- Kathleen Mulder, MED
- Raymond Najjar, EMS
- Brian Saunders, MED
- Alok Sinha, ENG
- Charles Specht, MED
- Gary Thomas, MED
- Brian Shultz, Undergraduate Student Senator
- Starlette Sharpe, Graduate Student Senator
- Nicholas Jones, Executive VP, Provost
- Sara Thorndike, Senior VP for Finance and Business
- Richard Bundy, III, Senior VP for Development and Alumni Relations
- Paul Shrivastava, Chief Sustainability Officer
Penn State Athletics COVID-19
Financial Update

Faculty Senate
University Planning Committee

March 16, 2021

Table 1 Overview:

• Table 1 provides an overview of ICA’s financials for fiscal years 16/17, 17/18, 18/19, 19/20, and 20/21. These fiscal years run across the top of Table 1.

• The left-hand column notes major ICA components including:
  • **Beginning ICA Reserve**: the reserve is impacted annually by the surplus/deficit created by operating revenues/expenses, combined with a reduction for what ICA chooses to spend in the area of major maintenance/self-funded capital projects.
  • **Operating Revenues**: “cash inflows” from (for example) ticket sales, media rights, and Nittany Lion Club contributions.
  • **Operating Expenses**: “cash outflows” including salaries/benefits, debt Service/facilities and student-athlete grant-in-aid (for example).
  • **Major Maintenance/Capital Projects**: “cash outflows” to fund significant building maintenance and construction of new facilities.
  • **Borrowing**: COVID response required borrowing, in this case access to a University established line of credit.
  • **Ending ICA Reserve Balance**: result of all above activity at year-end. See explanation of Reserve above.
Table 1: COVID-19 Financial Impacts

<table>
<thead>
<tr>
<th></th>
<th>ACTUAL FY 16/17</th>
<th>ACTUAL FY 17/18</th>
<th>ACTUAL FY 18/19</th>
<th>ACTUAL FY 19/20</th>
<th>PROJECTED FY 20/21</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEGINNING ICA RESERVE BALANCE</td>
<td>$8,454,581</td>
<td>$7,107,120</td>
<td>$13,388,338</td>
<td>$13,408,241</td>
<td>$15,945,426</td>
</tr>
<tr>
<td>OPERATING REVENUES</td>
<td>$123,880,414</td>
<td>$144,568,694</td>
<td>$143,735,152</td>
<td>$142,743,187</td>
<td>$84,555,223</td>
</tr>
<tr>
<td>OPERATING EXPENSES</td>
<td>($120,434,177)</td>
<td>($129,292,476)</td>
<td>($137,098,600)</td>
<td>($137,164,445)</td>
<td>($109,534,217)</td>
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<tr>
<td>MAJOR MAINTENANCE/CAPITAL PROJECTS</td>
<td>($4,733,698)</td>
<td>($9,055,000)</td>
<td>($6,616,649)</td>
<td>($3,041,557)</td>
<td>($10,000,000)</td>
</tr>
<tr>
<td>BORROWING ON UNIVERSITY LOC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$25,000,000</td>
</tr>
<tr>
<td>ENDING ICA RESERVE BALANCE</td>
<td>$7,107,120</td>
<td>$13,388,338</td>
<td>$13,408,241</td>
<td>$15,945,426</td>
<td>$5,966,432</td>
</tr>
</tbody>
</table>

INTERCOLLEGIATE ATHLETICS

Highlighting Non-COVID Fiscal Years:

- Fiscal years prior to COVID Impacts are highlighted in the Orange Box on the following slide.
Table 1: COVID-19 Financial Impacts

<table>
<thead>
<tr>
<th></th>
<th>ACTUAL FY 16/17</th>
<th>ACTUAL FY 17/18</th>
<th>ACTUAL FY 18/19</th>
<th>ACTUAL FY 19/20</th>
<th>PROJECTED FY 20/21</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEGINNING ICA RESERVE</td>
<td>$8,454,581</td>
<td>$7,167,120</td>
<td>$13,388,338</td>
<td>$13,408,241</td>
<td>$15,945,426</td>
</tr>
<tr>
<td>OPERATING REVENUES</td>
<td>$123,880,414</td>
<td>$144,568,694</td>
<td>$143,735,152</td>
<td>$142,743,187</td>
<td>$84,555,223</td>
</tr>
<tr>
<td>OPERATING EXPENSES</td>
<td>($120,434,177)</td>
<td>($129,232,476)</td>
<td>($137,998,600)</td>
<td>($137,164,445)</td>
<td>($109,534,217)</td>
</tr>
<tr>
<td>MAJOR MAINTENANCE/CAPITAL PROJECTS</td>
<td>($4,733,698)</td>
<td>($9,055,000)</td>
<td>($6,616,649)</td>
<td>($3,041,557)</td>
<td>($10,000,000)</td>
</tr>
<tr>
<td>BORROWING ON UNIVERSITY LOC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$25,000,000</td>
</tr>
<tr>
<td>ENDING ICA RESERVE BALANCE</td>
<td>$7,167,120</td>
<td>$13,388,338</td>
<td>$13,408,241</td>
<td>$15,945,426</td>
<td>$5,966,432</td>
</tr>
</tbody>
</table>

Table 1 Summary (Non-COVID Years):

- Athletics is a self-supporting entity, meaning that ICA must fully cover all expenses with annual revenues or reserve resources.

- Black numbers designate cash inflows; red numbers designate cash outflows.

- Non-COVID years are FY 16/17, 17/18, 18/19.

- During the last 3 non-COVID years, ICA was able to add to its reserves over a three-year time period, continuing to improve its financial position heavily impacted by the events of 2011 and subsequent actions (i.e. NCAA sanctions and fine).

- A Major Maintenance expense budget is established on an annual basis. In addition, any facilities development needs must be covered by the ICA Reserve in concert with designated philanthropy.
Highlighting COVID Impacted Fiscal Years:

- Fiscal years reflecting COVID Impacts are highlighted in the Yellow Box on the following slide.

### Table 1: COVID-19 Financial Impacts

<table>
<thead>
<tr>
<th></th>
<th>FY 16/17</th>
<th>FY 17/18</th>
<th>FY 18/19</th>
<th>FY 19/20</th>
<th>FY 20/21</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEGINNING ICA RESERVE BALANCE</td>
<td>$8,454,581</td>
<td>$7,167,120</td>
<td>$13,388,338</td>
<td>$13,408,241</td>
<td>$15,945,428</td>
</tr>
<tr>
<td>OPERATING REVENUES</td>
<td>$123,880,434</td>
<td>$144,568,694</td>
<td>$143,735,152</td>
<td>$142,743,187</td>
<td>$84,555,223</td>
</tr>
<tr>
<td>OPERATING EXPENSES</td>
<td>($120,434,177)</td>
<td>($129,292,476)</td>
<td>($130,098,600)</td>
<td>($137,164,445)</td>
<td>($109,534,217)</td>
</tr>
<tr>
<td>MAJOR MAINTENANCE/CAPITAL PROJECTS</td>
<td>($4,733,698)</td>
<td>($9,095,000)</td>
<td>($6,616,649)</td>
<td>($3,041,557)</td>
<td>($10,000,000)</td>
</tr>
<tr>
<td>BORROWING ON UNIVERSITY LOC</td>
<td></td>
<td></td>
<td></td>
<td>$25,000,000</td>
<td></td>
</tr>
<tr>
<td>ENDING ICA RESERVE BALANCE</td>
<td>$7,167,120</td>
<td>$13,388,338</td>
<td>$13,408,241</td>
<td>$15,945,426</td>
<td>$9,966,430</td>
</tr>
</tbody>
</table>
Table 1 Summary (COVID Impacted Years):

• Based on the timing of the onset of COVID-19, the FY 19/20 Revenue was not significantly impacted. Revenue losses (NCAA Men’s Basketball Tournament revenue, ticket revenue for spring sports) were offset by decreases in expenses due to lack of activity post-March (i.e., spring sports, recruiting).

• FY 20/21 includes major COVID related impacts.

- Total projected revenue = $84.5M
- Total projected expense ($109.5M + $10M) = $119.5M
- Loss = -$35.0M
- ICA Reserve Spent = $10.0M
- PSU Borrowing = $25.0M

• In FY 20/21, with the help of borrowing related to the LOC, Athletics is projected to end FY 20/21 with a reserve of $5.9M.

COVID-19 Financial Impacts
August 2020 Forecast

• Worst case scenario...no sports played at all in FY 20/21
  • Projected revenue reduction of $116.5 million
  • Resulted in a need for $54.0 million in additional debt service in FY 20/21

• Moderate case scenario...Football/fall sports not played; all other sports played as planned
  • Projected revenue reduction of $103.2 million
  • Resulted in a need for $48.0 million in additional debt service in FY 20/21

• Best case scenario (present day scenario)...Football played in the fall; other fall sports played in spring; all other sports played as planned
  • Projected revenue reduction of $73.5 million
  • Resulted in a need for $20.0 - $25.0 million of additional debt service in FY 20/21
Table 2 Overview:

- Table 2 charts select ICA Increased Expenses due to COVID in the Left-Hand Column
- Table 2 charts select ICA Revenue Lost due to COVID in the Right-Hand Column

Table 2: COVID-19 Financial Impacts

Crosses over FY20 and FY21

<table>
<thead>
<tr>
<th>Increased Expenses</th>
<th>Lost Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>- COVID-19 Testing $5M + $1.32M (Big Ten + Penn State)</td>
<td>- Ticket Sales $45M</td>
</tr>
<tr>
<td>- Facilities Infrastructure $347K</td>
<td>- Big Ten Media Rights $9.4M</td>
</tr>
<tr>
<td>- Health &amp; Safety (PPE/Sanitation) $752K</td>
<td>- Other Big Ten Revenue $1.3M</td>
</tr>
<tr>
<td>- SA Health &amp; Wellness (Housing &amp; Nutrition) $100K</td>
<td>- Sponsorship $4.5M</td>
</tr>
<tr>
<td>- Cardiac Related Testing $250-$500K</td>
<td>- Other GameDay Revenue $5.4M</td>
</tr>
<tr>
<td>- NCAA Spring Sport Scholarships (additional) $750K</td>
<td>- NLC $6.0M</td>
</tr>
<tr>
<td></td>
<td>- Other Miscellaneous $1.1M</td>
</tr>
<tr>
<td></td>
<td>(Olympic Trials, TicketMaster)</td>
</tr>
</tbody>
</table>
Table 2 Summary:

• The data in Table 2 includes examples of the largest categories of lost revenue and expense increases. This list is not comprehensive.

Table 3 Overview:

• Table 3 charts ICA Expense Reductions made in response to COVID

• Cost Savings were realized in:
  • Operating Budgets
  • Personnel Costs
  • Debt
  • “Other” Expenses
Table 3: COVID-19 Financial Impacts

Expense Reductions (to date for FY20 and FY21) TOTAL $37.5M

- Operating Budgets $30.5 M
  - Administrative (Non-Sport)
  - Individual Sport Units
- Personnel $3.7 M
  - Salary Reduction
  - Furlough
  - Reduction of PT
  - Position Holds
- Debt $2.0 M
  - Refinanced
- Other Expenses $1.3 M
  - Summer School

Table 3 Summary:

- Main Point: Expense Reductions Achieved: $37.5M.

- The expense reductions are reflected in the reduced Operating Expenses reported in Table 1 of this report, highlighted by Blue Oval, FY 20/21.
# Table 1: COVID-19 Financial Impacts

<table>
<thead>
<tr>
<th></th>
<th>ACTUAL FY 16/17</th>
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<th>ACTUAL FY 18/19</th>
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<td></td>
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<td>$25,000,000</td>
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</tr>
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<td>$5,966,432</td>
</tr>
</tbody>
</table>

## Questions?

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**INTERCOLLEGIATE ATHLETICS**

17

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**INTERCOLLEGIATE ATHLETICS**

18
Introduction
In accordance with 1974 Senate action and Academic Administrative Policy and Procedure (AAPPM) A-9 governing enrollment of high school students (http://www.psu.edu/oue/aappm/A-9-admission-high-school-students-and-experimental-admissions.html) the attached tables and graphs provide the information the Senate requires annually from the Undergraduate Admissions Office and additional historical data from the two previous academic years. This information is now reported from the iTwo university information system. Previous year’s information is from ISIS.

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

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

<table>
<thead>
<tr>
<th>Terms</th>
<th>HS Seniors Offered Admission</th>
<th>HS Seniors Accepted Offer</th>
<th>Yield</th>
</tr>
</thead>
<tbody>
<tr>
<td>SU17-SP18</td>
<td>313</td>
<td>196</td>
<td>63%</td>
</tr>
<tr>
<td>SU18-SP19</td>
<td>315</td>
<td>206</td>
<td>65%</td>
</tr>
<tr>
<td>SU19-SP20</td>
<td>315</td>
<td>184</td>
<td>58%</td>
</tr>
</tbody>
</table>

The peak of high school student enrollment from this cohort was during SU08-SP09 when 1,609 high school students were enrolled at all 20 undergraduate campuses. The total number of high school students enrolled across the system has declined 45% (719 students) from SU08-SP09 to SU17-SP18. More enrollment information follows in the tables below:
Some of the enrollment decline can be attributed to the demographic decline in the number of students enrolled and graduating from Pennsylvania high schools. Another factor contributing to the decline in enrollments is the Penn State cost of attendance. College-level courses taken during high school were an affordable opportunity for many in SU08-SP09 with state grant funding awarded to Pennsylvania school districts who met approved guidelines. Commonwealth Campuses matched state grants for many students which contributed to a record number of high school student enrollments. Since that funding has been removed, students have found more affordable options either by attending community colleges, taking advanced placement (AP) courses and earning college credits in their high school through partnerships developed by competitor colleges in the area.

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

Of the 692 high school students enrolled for SU19-SP20, 62.0% reported ethnicity as White; 6.1% reported ethnicity as Hispanic/Latino; 2.5% reported ethnicity as Black or African American; 3.3% reported ethnicity as Asian; 3.9% reported ethnicity as two or more races, and 22.1% did not report (Table 4). Those students not reporting race and ethnicity has declined from 40.4% in SU17-SP18 to 22.1% in SU19-SP20, after increasing in the years before 2017.

During SU19-SP20 female high school students represented 62% of the total enrollment compared to 38% male high school students, with no students not identifying gender (Table 5).

The number of students receiving less than a 3.0 grade has increased (Graphs A, B, C) which is troubling and should be considered in future admission to non-degree classes for high school students. These students were able to access alternative grading whichever terms that alternative grading was also offered to degree-seeking undergraduates.

Students currently enrolled in high school who have completed their junior year or are in their senior year of high school are reviewed for nondegree enrollment by the Admissions Office at the campus of enrollment. Students who are currently in their junior year or younger may be recommended by the Undergraduate Admissions Office for an exception to enroll as a nondegree student through the Faculty Senate Committee on Admissions, Records, Scheduling, and Student Aid.

Application should be made at the Admissions Office at the campus the student plans to attend by completing a Nondegree Enrollment form. Nondegree Enrollment forms can be accessed on the web: https://www.registrar.psu.edu/student_forms/nondegree_form.cfm and are available in some high school guidance offices. The student’s high school guidance counselor must also submit an official high school transcript, SAT/ACT or PSAT/PLAN scores and a statement in support of the student’s enrollment at Penn State. Students who are approved may register for eight credits per semester or session.

### Terms HS Students at campuses

<table>
<thead>
<tr>
<th>Terms</th>
<th>HS Students at campuses</th>
</tr>
</thead>
<tbody>
<tr>
<td>SU17-SP18</td>
<td>897</td>
</tr>
<tr>
<td>SU18-SP19</td>
<td>789</td>
</tr>
<tr>
<td>SU19-SP20</td>
<td>692</td>
</tr>
</tbody>
</table>
Table 1
High School Students Enrolled Non-Degree in Credit Courses at Penn State
Enrollment by Campus
Summer 2017 to Spring 2020
by Academic Year (Summer to Spring)

<table>
<thead>
<tr>
<th>Campus</th>
<th>SU17-SP18</th>
<th>SU18-SP19</th>
<th>SU19-SP20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abington</td>
<td>1</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Altoona</td>
<td>11</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Beaver</td>
<td>62</td>
<td>40</td>
<td>35</td>
</tr>
<tr>
<td>Berks</td>
<td>41</td>
<td>44</td>
<td>47</td>
</tr>
<tr>
<td>Brandywine</td>
<td>41</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>DuBois</td>
<td>87</td>
<td>104</td>
<td>87</td>
</tr>
<tr>
<td>Erie</td>
<td>65</td>
<td>59</td>
<td>46</td>
</tr>
<tr>
<td>Fayette</td>
<td>6</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Greater Allegheny</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Harrisburg</td>
<td>16</td>
<td>18</td>
<td>6</td>
</tr>
<tr>
<td>Hazleton</td>
<td>56</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>Lehigh Valley</td>
<td>94</td>
<td>80</td>
<td>77</td>
</tr>
<tr>
<td>Mont Alto</td>
<td>143</td>
<td>106</td>
<td>51</td>
</tr>
<tr>
<td>New Kensington</td>
<td>4</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Schuylkill</td>
<td>41</td>
<td>43</td>
<td>57</td>
</tr>
<tr>
<td>Scranton</td>
<td>8</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Shenango</td>
<td>40</td>
<td>30</td>
<td>49</td>
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<tr>
<td>University Park</td>
<td>80</td>
<td>100</td>
<td>48</td>
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<tr>
<td>Wilkes-Barre</td>
<td>20</td>
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<td>42</td>
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<tr>
<td>World Campus</td>
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<td>4</td>
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</tr>
<tr>
<td>York</td>
<td>76</td>
<td>49</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>897</td>
<td>789</td>
<td>692</td>
</tr>
</tbody>
</table>
GRAPH A
High School Students Enrolled Nondegree in Credit Courses at Penn State
GPA Analysis for Summer 2019 to Spring 2020

<table>
<thead>
<tr>
<th>GPA</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.67 – 4.00</td>
<td>54.91</td>
</tr>
<tr>
<td>3.34 – 3.66</td>
<td>16.47</td>
</tr>
<tr>
<td>3.01 – 3.33</td>
<td>8.24</td>
</tr>
<tr>
<td>2.67 – 3.00</td>
<td>8.82</td>
</tr>
<tr>
<td>2.34 – 2.66</td>
<td>4.91</td>
</tr>
<tr>
<td>2.00 – 2.33</td>
<td>5.35</td>
</tr>
<tr>
<td>1.01 – 1.99</td>
<td>0.00</td>
</tr>
<tr>
<td>0 – 1.00</td>
<td>0.00</td>
</tr>
<tr>
<td>NO GRADE</td>
<td>0.00</td>
</tr>
<tr>
<td>OTHER</td>
<td>1.30</td>
</tr>
</tbody>
</table>
### GPA Analysis for Summer 2018 to Spring 2019

<table>
<thead>
<tr>
<th>GPA</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.67 – 4.00</td>
<td>46.13</td>
</tr>
<tr>
<td>3.34 – 3.66</td>
<td>17.62</td>
</tr>
<tr>
<td>3.01 – 3.33</td>
<td>13.81</td>
</tr>
<tr>
<td>2.67 – 3.00</td>
<td>10.65</td>
</tr>
<tr>
<td>2.34 – 2.66</td>
<td>4.56</td>
</tr>
<tr>
<td>2.00 – 2.33</td>
<td>4.94</td>
</tr>
<tr>
<td>1.01 – 1.99</td>
<td>0.00</td>
</tr>
<tr>
<td>0 – 1.00</td>
<td>0.00</td>
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<td>NO GRADE</td>
<td>0.00</td>
</tr>
<tr>
<td>OTHER</td>
<td>2.28</td>
</tr>
</tbody>
</table>
Graph C
High School Students Enrolled Nondegree in Credit Courses at Penn State
GPA Analysis for Summer 2017 to Spring 2018

<table>
<thead>
<tr>
<th>GPA</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.67 – 4.00</td>
<td>48.72</td>
</tr>
<tr>
<td>3.34 – 3.66</td>
<td>19.51</td>
</tr>
<tr>
<td>3.01 – 3.33</td>
<td>10.14</td>
</tr>
<tr>
<td>2.67 – 3.00</td>
<td>9.81</td>
</tr>
<tr>
<td>2.34 – 2.66</td>
<td>4.68</td>
</tr>
<tr>
<td>2.00 – 2.33</td>
<td>4.68</td>
</tr>
<tr>
<td>1.01 – 1.99</td>
<td>0.00</td>
</tr>
<tr>
<td>0 – 1.00</td>
<td>0.00</td>
</tr>
<tr>
<td>NO GRADE</td>
<td>0.00</td>
</tr>
<tr>
<td>OTHER</td>
<td>2.45</td>
</tr>
</tbody>
</table>
### Table 2A

**High School Students Enrolled Non-Degree in Credit Courses at Penn State**

**Admissions Status**

**Summer 2018 to Spring 2019**

<table>
<thead>
<tr>
<th>Campus</th>
<th>Sophomore 1</th>
<th>Junior 2</th>
<th>Senior 3</th>
<th>Seniors Who Applied to PSU</th>
<th>Seniors Offered Admission</th>
<th>Seniors Accepted Offer</th>
<th>Yield</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abington</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Altoona</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>100%</td>
</tr>
<tr>
<td>Beaver</td>
<td>0</td>
<td>7</td>
<td>28</td>
<td>19</td>
<td>18</td>
<td>9</td>
<td>50%</td>
</tr>
<tr>
<td>Berks</td>
<td>0</td>
<td>5</td>
<td>42</td>
<td>25</td>
<td>23</td>
<td>10</td>
<td>43%</td>
</tr>
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1 Completed freshman (9th) year in high school  
2 Completed sophomore (10th) year in high school  
3 Completed Junior (11th) year in high school
Table 2B
High School Students Enrolled Non-Degree in Credit Courses at Penn State
Admissions Status
Summer 2018 to Spring 2019

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<th>Senior 3</th>
<th>Seniors Who Applied to PSU</th>
<th>Seniors Offered Admission</th>
<th>Seniors Accepted Offer</th>
<th>Yield</th>
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1 Completed freshman (9th) year in high school
2 Completed sophomore (10th) year in high school
3 Completed Junior (11th) year in high school
Table 2C
High School Students Enrolled Non-Degree in Credit Courses at Penn State
Admissions Status
Summer 2017 to Spring 2018

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<th>Campus</th>
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<th>Junior 2</th>
<th>Senior 3</th>
<th>Seniors Who Applied to PSU</th>
<th>Seniors Offered Admission</th>
<th>Seniors Accepted Offer</th>
<th>Yield</th>
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1 Completed freshman (9th) year in high school
2 Completed sophomore (10th) year in high school
3 Completed Junior (11th) year in high school
## Table 3A

### High School Students Enrolled Non-Degree in Credit Courses at Penn State

#### Courses Taken Summer 2019 - Spring 2020

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### Table 4
High School Students Enrolled Non-Degree in Credit Courses at Penn State
Enrollment by Ethnicity
Summer 2017 to Spring 2020
by Academic Year (Summer to Spring)

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<th>Ethnicity</th>
<th>SU17-SP18</th>
<th>%</th>
<th>SU18-SP19</th>
<th>%</th>
<th>SU19-SP20</th>
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<tr>
<td>Not Reported</td>
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<td>40.36%</td>
<td>187</td>
<td>23.70%</td>
<td>187</td>
<td>22.11%</td>
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<td>American Indian</td>
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<td>0%</td>
<td>2</td>
<td>0.25%</td>
<td>1</td>
<td>0.14%</td>
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<tr>
<td>Asian</td>
<td>26</td>
<td>2.9%</td>
<td>17</td>
<td>2.15%</td>
<td>23</td>
<td>3.32%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>21</td>
<td>2.34%</td>
<td>27</td>
<td>3.42%</td>
<td>17</td>
<td>2.46%</td>
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<td>Foreign (In US on Student or Temporary Visa)</td>
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<td>.11%</td>
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<td>0.38%</td>
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<td>0%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
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<td>3.46%</td>
<td>33</td>
<td>4.18%</td>
<td>42</td>
<td>6.07%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
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<td>0</td>
<td>0%</td>
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<td>0%</td>
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<tr>
<td>Two or More Races</td>
<td>16</td>
<td>1.78%</td>
<td>18</td>
<td>2.28%</td>
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<td>White</td>
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<td>49.05%</td>
<td>502</td>
<td>63.62%</td>
<td>429</td>
<td>61.99%</td>
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<td></td>
<td>897</td>
<td></td>
<td>789</td>
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<td>692</td>
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</table>

Ethnicity collected and reported following federal requirements beginning in 2009.

### Table 5
High School Students Enrolled Non-Degree in Credit Courses at Penn State
Enrollment by Gender
Summer 2017 to Spring 2020
by Academic Year (Summer to Spring)

<table>
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<tr>
<th>Gender</th>
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<th>SU18-SP19</th>
<th>%</th>
<th>SU19-SP20</th>
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<td>59%</td>
<td>475</td>
<td>60%</td>
<td>430</td>
<td>62%</td>
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<td>M</td>
<td>359</td>
<td>39%</td>
<td>308</td>
<td>39%</td>
<td>262</td>
<td>38%</td>
</tr>
<tr>
<td>U</td>
<td>8</td>
<td>1%</td>
<td>6</td>
<td>1%</td>
<td>0</td>
<td>0%</td>
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<tr>
<td></td>
<td>897</td>
<td></td>
<td>789</td>
<td></td>
<td>692</td>
<td></td>
</tr>
</tbody>
</table>

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

Wei-Fan Chen
Tracy Fausnight
Deidre Folkers
Katherine Garren
SENATE COMMITTEES ON ADMISSIONS, RECORDS, SCHEDULING, AND STUDENT AID (ARSSA)

PIE Taskforce Statement on Alternative Grading for Summer 2021 (Policy 49-70)

(Informational)

Introduction

The Policies Influencing Equity (PIE) Taskforce, charged in November 2020 jointly by Elizabeth Seymour and Yvonne Gaudelius, was initially tasked with providing a recommendation regarding Alternative Grading for the Spring 2021 semester. The committee recommended, and Faculty Senate passed, the continuance of Alternative Grading during this semester. In discussions and in the documented recommendation, the committee recognized that Alternative Grading is not a perfect solution to an ongoing global pandemic, and that sustainable, long-term work and changes would be necessary to provide the support and assistance our student populations need for very individualized reasons. With this in mind, the committee has continued their work regarding the potential continuance or stopping the enactment of the Alternative Grading policy, 49-70, and the long-term work focusing on the review, revision, and implementation of policies and procedures focused on: Pass/Fail, Entrance to Major (ETM) and GPA, and additional metrics for academic difficulty/recovery.

Our two Senate committees hereby report that, given the hard work that is already going into these focal points, the PIE Taskforce urges that Penn State not enact Policy 49-70 or continue using the Alternative Grading system starting in the Summer 2021 semester.

Rationale behind this position includes:

- Alternative Grades render our existing Academic Suspension and Warning procedures unenforceable and has allowed some number of students to continue their enrollment without making significant academic progress towards their degree.
- To minimize the cohorts of students with Alternative Grades on their records, we would want to not make it available as large numbers of new students matriculate in Summer 2021.
- In support of the university’s intent to return to normal practices in the Fall 2021.
- It is unknown how accreditation and other external organizations will view alternative grades. During COVID-19, many of these organizations gave flexibility to the use of alternative grades to meet requirements, but as things look to return to pre-COVID, these flexibilities may be ending.
- Programs and scholarship, grants, and other internal and external funding avenues are reaching capacity in part due to Alternative Grading’s impact on cumulative GPAs.

The PIE Taskforce would like to shift gears to focus on the above-mentioned avenues of support now fully, starting with the revision of Penn State’s current Pass/Fail policy. The valuable information gained from alternative grading has impacted and driven the current work on
Pass/Fail, as data has shown that these updates are truly needed. This work is well under way and the goal of supporting the student body has never wavered.

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

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
Background

Recognizing a growing commitment to sustainability education as well as interest from students in UPUA and the Student Sustainability Advisory Council in expanding sustainability education across the University, the Senate Committee on Curricular Affairs seeks to understand the current breadth and depth of sustainability in the undergraduate curriculum and how visible a course’s commitment to sustainability is to a prospective student during their course selection process.

This informational report seeks to explore Penn State undergraduate courses’ inclusion of sustainability-related content with the ultimate goal of making these visible and searchable for students during their course selection process. Recognizing the importance in preparing not just Penn State students in sustainability-related fields, but all Penn State students with sustainability literacy and competency to operate in their chosen fields, it is essential that our undergraduate curricula reflect a wide range of course offerings that prepare students for the challenges that await in their chosen career paths and world. The Student Sustainability Advisory Council advocates strongly for a sustainability requirement for all Penn State students, but before making that recommendation, the Senate Committee on Curricular Affairs has sought to understand: (1) might the current curriculum already be reaching many students and (2) should these efforts be expanded such that all students gain the necessary exposure to these topics, without an additional layer of curricular requirement?

A Snapshot of the Undergraduate Curriculum: Three Inquiries, Three Sets of Results

To understand both the breadth of sustainability-related courses across the undergraduate curriculum and their visibility as such to interested students, we compare the following three separate inquiries which have yielded rather different results.

1. Penn State’s Association for the Advancement of Sustainability in Higher Education (AASHE) Sustainability Tracking, Assessment and Rating System (STARS) Report. Every three years, the Sustainability Institute submits as part of its self-reporting of sustainability performance a list of sustainability-focused and –related courses. This list is curated from the Bulletin using terms aligned with environmental, social, and economic Sustainability Development Goals as well as Sustainability Institute staff knowledge of relevant courses and programs working on sustainability initiatives. This list of 310 undergraduate courses appears in Appendix A.
2. **Keyword Search of LionPath Course Descriptions.** Recently, we worked with the Registrar’s Office to complete a keyword search of all undergraduate course descriptions in LionPath using the following related key terms: (1) sustainable, (2) sustainability, (3) climate change, (4) environmental justice, and (5) renewable energy, in a first attempt to understand the breadth of sustainability-related courses currently offered. Additional and more refined searches with expanded keyword terms will be performed in the future. This initial exploration returned 194 active courses with at least one of those keyword terms in their course descriptions; this list was further evaluated manually to ensure that the keyword term returned in the context of environmental and social responsibility. This list of **168 undergraduate courses** appears in Appendix B.

3. **EMS Faculty Survey.** In August 2020, the EMS Sustainability Council surveyed College faculty to evaluate the presence of sustainability content in their undergraduate and graduate courses. The results yielded 268 results spanning **152 distinct EMS courses.** Of the 268 individual course sections represented in the response, 59 were classified as sustainability-focused, 102 as sustainability-related, and 107 as neither. Seventy-six individual faculty respondents indicated they were interested in learning more about how to further integrate sustainability into their course(s). The list of the **134 sustainability-focused and –related undergraduate courses** appears in Appendix C.

Students are eager to integrate sustainability competency – indeed, action - into their educational experiences. Since October 2020, multiple Student Government Associations have expressed support for more ambitious climate action at the University, including an enhanced commitment to sustainability in the curriculum ([Penn State Climate Action](https://www.psu.edu fronts), 2020). Our ongoing work will further investigate course availability and enrollments to gain better understanding the breadth and depth of sustainability throughout our existing undergraduate curriculum. Input, support, and collaboration with Senators is requested to help us to:

- Generate a more comprehensive catalog of relevant courses;
- Determine the overall enrollment in sustainability-related courses and programs by academic unit;
- Make recommendations to Senate about sustainability learning goals and objectives;
- Identify gaps and opportunities in which additional courses and/or programs are needed to provide students with additional learning opportunities.

**SENATE COMMITTEE ON CURRICULAR AFFAIRS**

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- Laurie Breakey
- David Callejo
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- Wendy Coduti
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• Janet Schulenberg
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• Karin Sprow Forte
• Alfred Warner
• Mary Beth Williams, Chair
• John Yen
### Appendix A: Sustainability courses identified in the AASHE STARS 2020 report

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EARTH100 Environment Earth
EARTH100H Environment Earth: Environment and Energy
EARTH103 Earth in the Future: Predicting Climate Change and Its Impacts Over the Next Century
EARTH104 Climate, Energy and Our Future
EARTH105N Environments of Africa: Geology and Climate Change AFR 105
EARTH107 Coastal Processes, Hazards and Society
EARTH111 Water: Science and Society
EARTH112 Climate Science for Educators SCIED 112
EARTH150 Dinosaur Extinctions and Other Controversies
EARTH240 Coral Reef Systems
EARTH297 Fundamentals of Climate Science SCIED 297B
EARTH400 Earth Sciences Seminar
EBF 200 Introduction to Energy and Earth Sciences Economics
EBF 483 Introduction to Electricity Markets
EBF 484 Energy Economics
ECON 413 Economic Growth and the Challenges of World Poverty
ECON 413W Economic Growth and the Challenges of World Poverty
ECON 415 The Economics of Global Climate Change
ECON 415W The Economics of Global Climate Change
ECON 427 Economics of Energy and Energy Security
ECON 428 Environmental Economics
EDSGN452 Projects in Community Service Engineering
EDSGN453 Design for Developing Communities
EDSGN454 Humanitarian Engineering and Social Entrepreneurship Field Experience
EDTHP440 Introduction to Philosophy of Education CI ED 440
EGEE 101 Energy and the Environment MATSE 101
EGEE 102 Energy Conservation for Environmental Protection
EGEE 401 Energy in a Changing World
EGEE 412 Green Engineering & Environmental Compliance
EGEE 420 Hydrogen and Fuel Cells
EGEE 437 Design of Solar Energy Conversion Systems
EGEE 438 Wind and Hydropower Energy Conversion
EGEE 439 Alternative Fuels from Biomass Sources
EGEE 497B Fuel Production from Biomass: Chemistry and Processing
EME 407 Electrochemical Energy Storage
EME 444 Global Energy Enterprise
EME 466 Energy and Sustainability in Society
EMSC 101 Resource Wars
EMSC 121 Minerals and Modern Society
EMSC 150 Out of the Fiery Furnace S T S 150
EMSC240N Energy and Sustainability in Contemporary Culture
EMSC 302 Orientation to Energy and Sustainability Policy
EMSC 420 Energy and Modern Society SOC 420
ENGL 179 Exploring the Literature of Food: Current Trends in
American Food Writing and Environmentalism
ENGL 181A Adventure Literature: Exploring the Chesapeake Bay
ENGL 181B Adventure Literature: Exploring Cape Cod
ENGL 181C The Beach: Exploring the Literature of the Atlantic Shore
ENGL 181D Adventure Literature: Exploring the Literature of American Wilderness
ENGR 312 Sustainable Energy Entrepreneurship
ENGR 451 Social Entrepreneurship
ENGR 490 Senior Design I
ENT 222 Honey Bees and Humans
ENT 457 Principles of Integrated Pest Management
ERM 151 Careers and Issues in Environmental Resource Management
ERM 210 Environmental Factors and Their Effect on Your Food Supply
ERM 300 Basic Principles and Calculations in Environmental Analysis
ERM 309 Measurement & Monitoring of Hydrologic Systems
ERM 402 Foundations of Sustainable Business
ERM 411 Legal Aspects of Resource Management
ERM 412 Resource Systems Analysis
ERM 413 Case Studies in Ecosystem Management
ERM 430 Air Pollution Impacts to Terrestrial Ecosystems
ERM 431 Environmental Toxicology
ERM 435 Limnology
ERM 440 Chemistry of the Environment: Air, Water, and Soil
ERM 447 Stream Restoration
ERM 450 Wetland Conservation
ERM 497 Water Economics and Policy
ERM 497A The Chesapeake Bay Watershed: Issues and Careers in Complex Environmental Problem Solving
ERM 499A International Ecosystem: Costa Rica Environmental Study Tour
ESC 97S Respect the Environment: Designing New, Bioabsorable Medical Implants and New Green Energy Storage Devices
FOR 201 Global Change and Ecosystems
FOR 303 Herbaceous Forest Plant Identification and Ecology
FOR 401 Urban Forest Management
FOR 403 Invasive Forest Plants: Identification, Ecology, and Management
FOR 410 Elements of Forest Ecosystem Management
FOR 418 Agroforestry: Science, Design, and Practice
FOR 421 Silviculture
FOR 430 Conservation Biology
FOR 440 Forest and Conservation Economics
FOR 450 Human Dimensions of Natural Resources
FOR 488Y Global Forest Conservation
GD 304 Practical Communications
GEOG 1N Global Parks and Sustainability
GEOG 2N Apocalyptic Geographies: How can we prevent the end of the world?
GEOG 3N Food and the Future Environment
GEOG 30N Geographic Perspectives on Sustainability and Human-Environment Systems
GEOG 40 World Regional Geography
GEOG 97 Global Sustainability and International Parks
GEOG 110 Climates of the World
GEOG 122  The American Scene
GEOG 123  Geography of Developing World
GEOG 124  Elements of Cultural Geography
GEOG 311  Landscape Ecology
GEOG 333  Human Dimensions of Natural Hazards
GEOG 412W  Climatic Change and Variability
GEOG 414  Principles and Applications in Landscape Ecology
GEOG 430  Human Use of Environment
GEOG 431  Geography of Water Resources
GEOG 432  Energy Policy
GEOG 434  Politics of the Environment
GEOG 436  Ecology, Economy, and Society
GEOG 438W  Human Dimensions of Global Warming
GEOG 439  Property and the Global Environment
GEOG 444  African Resources and Development  AFR 444
GEOG 469  Energy Industry Applications of GIS
GEOG 487  Environmental Applications of GIS
GEOG 493  Environmental Issues Across the Americas
GEOG 494  Research Project in Geography
GEOG 497A  Global Change Ecology: Understanding Earth System Resistance & Resilience
GEOG 497A  Geographies of Justice: Environment, Society and Development
GEOG 498  Special Topics
GEOG 210  Geographic Perspectives on Environmental Systems Science
GEOG 220W  Perspectives on Human Geography
GEOG 230  Geographic Perspectives on Environment, Society and Sustainability
GEOG 260  Geographic Information in a Changing World: Introduction to GIScience
GEOG 310  Introduction to Global Climatic Systems
GEOG 410  Climatic Change and Variability
GEOG 432N  Science and policy of global greenhouse gas emissions and management
GEOSC 2  Historical Geology
GEOSC 40  The Sea Around Us
GEOSC 303  Introduction to Environmental Geology
GEOSC 320  Geology of Climate Change
GEOSC 402  Natural Disasters
GEOSC 450  Risk Analysis in the Earth Sciences
GEOSC 451  Natural Resources: Origins, Economics and Environmental Impact
GLIS 101N  Globalization
GLIS 102N  Global Pathways
HIST 109  Introduction to U.S. Environmental History
HIST 110  Nature and History
HIST 111  American Food System: History, Technology, and Culture
HIST 453  American Environmental History
HM 384  Introduction to Meeting and Event Planning
HM 432  Contemporary Issues in Restaurant Management
HM 485  Advanced Meeting and Event Planning
HORT 150N  Plants in the Human Context
IB 404  Contemporary Issues in International Business
IB 497  Sustainability and International Business
INTAG100  Introduction to International Agriculture
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Appendix L
4/27/21

RPTM 297D Sustainable Tourism and the Environment
RPTM 297I Peer Education for Sustainability
RPTM 300Y Tourism and Leisure Behavior
RPTM 320 Recreation Resource Planning and Management
RPTM 325 Principles of Environmental Interpretation
RPTM 330 Adventure-Based Program Leadership
RPTM 430 Environmental Education Methods and Materials
RPTM 497A Social and Environmental Sustainability: Applications in the Tourism Industry
RPTM 497B Discovery Trip
RSOC 134 Sustainable Agriculture Science and Policy     AGECO 134
SC 200 Science in Our World: Certainty and Controversy
SCIED112 Climate Science for Educators     EARTH 112
SCIED297A Outdoor School Counselor     RPTM 297A
SCIED297B Fundamentals of Climate Change     EARTH 297B
SCIED457 Environmental Science Education
SOC 5 Social Problems
SOC 448 Environmental Sociology
SOILS 71 Environmental Sustainability
SOILS 101 Introductory Soil Science
SOILS 418 Nutrient Management in Agricultural Systems     AGECO 418
SOILS 419 Soil Environmental Chemistry
SOILS 422 Natural Resources Conservation and Community Sustainability
STS 427W Society and Natural Resources     CED 427W
STS 47 Wilderness, Technology, and Society
STS 100 Science, Technology, and Culture
STS 135 The Politics of the Ecological Crisis     PL SC 135
STS 150 Out of the Fiery Furnace     EM SC 150
STS 200 Critical Issues in Science, Technology, and Society     STS 200S
STS 201 Climate Change, Energy, and Biodiversity
STS 245 Globalization, Technology, and Ethics
STS 420 Energy and Modern Society     EM SC 420, SOC 420
SUR 462 Parcel-Based Geospatial Information Systems
SUST 200 Foundations of Leadership in Sustainability
SUST 150N The Science of Sustainable Development
SUST 242N Issues in Sustainability
WFS 209 Wildlife and Fisheries Conservation
WFS 430 Conservation Biology     FOR 430
WFS 440 Natural Resources Public Relations     FOR 440
WFS 450 Wetland Conservation     E RM 450
## Appendix B. Sustainability Courses identified in the LionPath keyword search

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</table>
Appendix C. Sustainability Courses identified in the EMS survey, in which level indicates the level of sustainability course content.

**Focused Sustainability Content**
- EARTH 100
- EARTH 103N
- EARTH 104N
- EARTH 105N
- EARTH 107N
- EARTH 111
- EARTH 2
- EBF 200
- EGEE 101
- EGEE 101H
- EGEE 299
- EGEE 437
- EGEE 438
- EME 466
- EMSC 100S
- EMSC 240N
- EMSC 297
- EMSC 496
- GEOG 1N
- GEOG 20U
- GEOG 230
- GEOG 30N
- GEOG 3N
- GEOG 414
- GEOG 430
- GEOG 432
- GEOG 438W
- GEOG 432
- GEOG 430
- GEOG 432
- METSE 492W
- METEO 133N
- METEO 332N
- METEO 469

**Sustainability Related Content**
- EARTH 107N
- EARTH 150
- EARTH 2
- EARTH 240
- EARTH 530
- EBF 484
- EGEE 101
- EGEE 120
- EGEE 304
- EGEE 399
- EGEE 401
- EGEE 411W
- EGEE 420
- EGEE 439
- EGEE 441
- EGEE 464W
- EGEE 495
- EME 407
- EME 444
- EME 460
- EMSC 100S
- EMSC 150
- EMSC 302
- ENVSE 412
- ENVSE 427
- ENVSE 450
- ENVSE 480
- FSC 432
- GEOG 10
- GEOG 115
- GEOG 160
- GEOG 210
- GEOG 301
- GEOG 320
- GEOG 326
- GEOG 361
- GEOG 363
- GEOG 413
- GEOG 431
- GEOG 431H
- GEOG 453
- GEOG 467
- GEOG 497
- GEOG 6N
- GEOSC 1
- GEOSC 10
- GEOSC 20
- GEOSC 202
- GEOSC 203
- GEOSC 419
- GEOSC 450
- GEOSC 452
| GEOSC 454 | METEO 3 |
| GEOSC 487 | METEO 4 |
| MATSE 112 | METEO 436 |
| MATSE 201 | METEO 440W |
| MATSE 402 | METEO 454 |
| MATSE 415 | METEO 460 |
| MATSE 421 | METEO 465 |
| MATSE 447 | METEO 477 |
| MATSE 450 | PNG 301 |
| MATSE 493W | PNG 492 |
| MATSE 497 |    |
SENATE COMMITTEES ON FACULTY AFFAIRS AND INTRA-UNIVERSITY RELATIONS

Faculty Tenure Flow Annual Report

(Informational)

Background/Introduction

An annual informational “Tenure Flow Report” prepared by the Office of Planning and Assessment and presented to the senate by the Senate Committee on Faculty Affairs is mandated by Senate’s Standing Rules, Article II, section 6. Because the rates of promotion affect faculty in colleges and campuses across the commonwealth, this report is jointly sponsored with the Senate Committee on Intra-University Relations.

The Report is Attached.

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- Renee Bishop-Pierce, Chair
- Richard Brazier
- Gary Calore
- Alison Chetlen
- Ali Demirci
- James Fairbank
- Rita Foley
- David Fusco
- Leland Glenna
- Charlene Gross
- Margaret Hu
- Pamela Hufnagel
- Sai Kakuturu
- Lawrence Kass
- Joshua Kirby, Vice Chair
- Lisa Kitko
- Angela Linse
- Jonathan Mathews
- John Nousek
- Laura Pauley
- Rosemarie Petrilla
- Nicholas Pyeatt
- Richard Robinett
- Raghu Sangwan
- Sue Rutherford Siegel
- Emily Strohacker
Appendix M
4/27/21

SENATE COMMITTEE ON Intra-University Relations

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- Joshua Wede
- Samuel Bilotta
- Tammy d'Artenay
- Tyler Dare
- Paul Frisch
- Julie Gallagher
- Dermot Groome
- Madlyn Hanes
- Robert Hoffman
- Lisa Holden
- Peter Hopsicker
- Anush Iyer
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- Kelly Karpa
- Xin Liu
- Karyn McKinney-Marvasti, Vice Chair
- Lakyn Meeder
- Bing Ran
- Paul Riccomini
- Rajarajan Subramanian
- Aakash Viramgama
- Mary Vollero
- Robert Zambanini
Executive Summary

During academic years 2011-12, 2012-13, and 2013-14, a total of 333 faculty members entered provisional status for the first time (81, 112, and 140, respectively). At the end of a seven-year period for each cohort, 202 had achieved tenure, or 64% for 2011-12, 53% for 2012-13, and 65% for 2013-14. Those not achieving tenure were not necessarily denied tenure. A few faculty members were still on the tenure path, and others left for multiple reasons. Table 1 reports totals by year and group.

Table 1: Totals and Tenure Rates for Cohort Years 2011-12, 2012-13, and 2013-14

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th># Entrants</th>
<th># Tenured</th>
<th>% Tenured</th>
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<tr>
<td>2011-12</td>
<td>81</td>
<td>52</td>
<td>64%</td>
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<tr>
<td>2012-13</td>
<td>112</td>
<td>59</td>
<td>53%</td>
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<tr>
<td>2013-14</td>
<td>140</td>
<td>91</td>
<td>65%</td>
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The full report provides additional information on characteristics of entrants and tenure achievement rates, as well as the number of reviews and positive recommendations at years 2, 4, and 6. New for this year’s report is a complete disaggregation of rates by race/ethnicity as well as an analysis of faculty exits at each review year.

Key findings include the following:

- Upper-level review decisions remain aligned with review committee recommendations.
- Fewer women than men enter the tenure pool each year, and a lower percentage are tenured. The proportion of tenure-line women has been growing slowly over the last decade and is now at 37%.
- International faculty are the second largest group of entrants next to White faculty. The proportion of White entrants is greater than the combined proportion of all other groups for the four years where reliable data exist.
Introduction

For over 20 years, Penn State has analyzed the rates at which provisionally appointed faculty members achieve tenure. Tabulations are shared with Penn State’s administrative and academic leadership and with the University Faculty Senate. This report and an archive of prior years’ reports are available on the Office of Planning, Assessment, and Institutional Research’s web page (http://www.opair.psu.edu/institutional-research/publications-and-reports/research-and-data-analyses/tenure/). This report is conducted at the request of and provided to the Faculty Affairs Committee of the University Faculty Senate.

Distribution of Penn State Faculty

In Fall 2011, Penn State employed 5,701 full-time faculty members, including lecturers, librarians, and research faculty (Table 2). Of these, 52% were tenure line. By Fall 2020, this number was 6,466, with 48% being tenure line. Fall 2020 is the most recent year while Fall 2019 is also provided for comparison due to the ongoing Covid-19 pandemic possibly affecting Fall 2020 numbers.

Table 2: Full-Time Faculty by Tenure Status: Fall 2011\(^1\), 2012, and 2013 compared with Fall 2019\(^2\) and 2020

<table>
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<th>Faculty type</th>
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<tr>
<td></td>
<td>Number</td>
<td>%</td>
<td>Number</td>
<td>%</td>
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<tr>
<td>Tenured</td>
<td>2,232</td>
<td>39%</td>
<td>2,222</td>
<td>39%</td>
<td>2,203</td>
</tr>
<tr>
<td>Tenure-track (Provisional)</td>
<td>719</td>
<td>13%</td>
<td>669</td>
<td>12%</td>
<td>672</td>
</tr>
<tr>
<td>Subtotal Tenure-Line Faculty</td>
<td>2,951</td>
<td>52%</td>
<td>2,891</td>
<td>50%</td>
<td>2,875</td>
</tr>
<tr>
<td>Other</td>
<td>2,750</td>
<td>48%</td>
<td>2,871</td>
<td>50%</td>
<td>3,014</td>
</tr>
<tr>
<td>Total</td>
<td>5,701</td>
<td>100%</td>
<td>5,762</td>
<td>100%</td>
<td>5,889</td>
</tr>
</tbody>
</table>

Years 2011, 2012, and 2013 were part of a long-term trend where the percent of tenure line faculty slowly decreased. Despite the number of tenure line faculty only dropping by 76 individuals from 2011 to 2013, the percentage dipped from 52% in 2011 to 49% in 2013. This percentage decrease was largely due to the increase in non-tenure line faculty, which rose from 2,750 in Fall 2011 to 3,014 in 2013. Even though the number of tenure line faculty had increased to 3,071 in 2020, the number of non-tenure line faculty had also risen to 3,395, leaving the percentage of tenure line faculty at 48%. The Covid-19 pandemic does not appear to have affected faculty numbers in Fall 2020.

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\(^{1}\) Fall 2011, 2012, and 2013 are retrieved from the iTwo Official Human Resources Model.

\(^{2}\) Fall 2019 and 2020 are from HR Data Digest, https://datadigest.psu.edu/dashboards/faculty-and-staff/faculty-and-staff-faculty/
Tenure-Track Progression of Assistant Professors

Overall Statistics

The advent of Workday in January 2018 introduced new human resources data formats and fields, making it impossible to use previously existing processes to study faculty progression. The Office of Planning, Assessment, and Institutional Research with the advisement of the Office of the Vice Provost for Faculty Affairs rewrote the process for the new data. Attachment A details how faculty are now identified for each cohort.

Over the past ten cohort years, 1,336 faculty members have entered provisional status at Penn State at all locations. Of these, 59% achieved tenure after seven years. This 10-year achievement rate is similar to the overall achievement rate of 60%. Table 3 shows the tenure achievement rates for each cohort disaggregated by gender. Race and ethnicity are shown in a later table. Tenure rates are calculated from the time of appointment through the seventh year, which allows for a year of tenure stay during the provisional period. It is extremely rare for a faculty member to stop the tenure clock more than once, although it is permitted under University policy. As an example, there was an individual in the 2011-12 cohort who achieved tenure after eight years. Individuals taking a tenure stay are still considered as part of their original cohort unless their unit makes a change to their Tenure Anniversary Date within the HR system. The 2013-14 cohort and future cohorts are also complicated by the ongoing pandemic and the option to confirm extension of the provisional period by one year up until April 1 of the penultimate year. This extension would also not affect the cohort year unless this was changed within Workday.

---

3 Excluding the Pennsylvania College of Technology.
### Table 3: Overall Tenure Rates Since 2002-03 by Gender

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Total Entrants</th>
<th>Total Tenured</th>
<th>Female Entrants</th>
<th>Female Tenured</th>
<th>Male Entrants</th>
<th>Male Tenured</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>2002-03</td>
<td>156</td>
<td>105</td>
<td>67%</td>
<td>65</td>
<td>40</td>
<td>62%</td>
</tr>
<tr>
<td>2003-04</td>
<td>145</td>
<td>88</td>
<td>61%</td>
<td>65</td>
<td>41</td>
<td>63%</td>
</tr>
<tr>
<td>2004-05</td>
<td>133</td>
<td>76</td>
<td>57%</td>
<td>43</td>
<td>21</td>
<td>49%</td>
</tr>
<tr>
<td>2005-06</td>
<td>147</td>
<td>83</td>
<td>56%</td>
<td>65</td>
<td>32</td>
<td>49%</td>
</tr>
<tr>
<td>2006-07</td>
<td>134</td>
<td>77</td>
<td>57%</td>
<td>64</td>
<td>34</td>
<td>53%</td>
</tr>
<tr>
<td>2007-08</td>
<td>159</td>
<td>101</td>
<td>64%</td>
<td>67</td>
<td>35</td>
<td>52%</td>
</tr>
<tr>
<td>2008-09</td>
<td>162</td>
<td>89</td>
<td>55%</td>
<td>59</td>
<td>31</td>
<td>53%</td>
</tr>
<tr>
<td>2009-10</td>
<td>130</td>
<td>72</td>
<td>55%</td>
<td>57</td>
<td>27</td>
<td>47%</td>
</tr>
<tr>
<td>2010-11</td>
<td>138</td>
<td>82</td>
<td>59%</td>
<td>59</td>
<td>35</td>
<td>59%</td>
</tr>
<tr>
<td>2011-12</td>
<td>81</td>
<td>52</td>
<td>64%</td>
<td>36</td>
<td>22</td>
<td>61%</td>
</tr>
<tr>
<td>2012-13</td>
<td>112</td>
<td>59</td>
<td>53%</td>
<td>47</td>
<td>22</td>
<td>47%</td>
</tr>
<tr>
<td>2013-14</td>
<td>140</td>
<td>91</td>
<td>65%</td>
<td>58</td>
<td>34</td>
<td>59%</td>
</tr>
<tr>
<td>5 Year Total</td>
<td>601</td>
<td>356</td>
<td>59%</td>
<td>257</td>
<td>140</td>
<td>55%</td>
</tr>
<tr>
<td>5 Year Avg</td>
<td>120.2</td>
<td>71.2</td>
<td>59%</td>
<td>51.4</td>
<td>28</td>
<td>54%</td>
</tr>
<tr>
<td>10 Year Total</td>
<td>1336</td>
<td>782</td>
<td>59%</td>
<td>555</td>
<td>293</td>
<td>53%</td>
</tr>
<tr>
<td>10 Year Avg</td>
<td>133.6</td>
<td>78.2</td>
<td>59%</td>
<td>55.5</td>
<td>29.3</td>
<td>53%</td>
</tr>
<tr>
<td>All Years Total</td>
<td>1637</td>
<td>975</td>
<td>60%</td>
<td>685</td>
<td>374</td>
<td>55%</td>
</tr>
<tr>
<td>All Years Avg</td>
<td>136.4</td>
<td>81.3</td>
<td>60%</td>
<td>57.1</td>
<td>31.2</td>
<td>55%</td>
</tr>
</tbody>
</table>

The number of provisional status entrants has fluctuated over time between 112 and 162, but in 2011-12, the number dropped from 138 to 81, an all-time low. In context, the Pennsylvania state appropriation was rescinded part-way through 2011. This event likely explains the sudden dip in provisional entrants. The number of entrants rose to 112 in 2012-13 and again to 140 in 2013-14.

Despite fluctuations in entering cohort size, the tenure achievement rate of each cohort has remained steady over time. As seen in Figure 1, the proportion of tenure-achieving individuals remains relatively stable (dashed line). Within the last 10 years, the achievement rate has not fallen below 53% nor risen above 65%. Since 2002, it has not fallen below 53% nor risen above 67%.

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4 Retrieved from the Budget Office website at [https://budget.psu.edu/botjuly/boarddocuments%202020/web%20state%20appropriations-%20details%202018%20%20present.xlsx](https://budget.psu.edu/botjuly/boarddocuments%202020/web%20state%20appropriations-%20details%202018%20%20present.xlsx)
Figure 1: Count and Percent of All Entrants Achieving Tenure by Year

Gender

Over the past 3 cohorts, 141 women entered and 78 (55%) achieved tenure. A total of 192 men entered and 124 achieved tenure (65%). These numbers are consistent with trends across the entire time of the study and tell two separate, but equally important stories. First, since 2002-03, the number of men entering the tenure-track each year has consistently exceeded the number of women. The greatest difference appeared in 2004-05 when the pool held 47 more men than women. The smallest difference occurred in 2006-07 when the difference was only six. Over the past ten years, the cumulative difference between entering men and women was 226 (781 men vs 555 women). The overall cumulative difference between entering men and women since 2002-03 is 267 (952 men vs 685 women). For reasons beyond the scope of this study, 39% more men than women have entered the tenure pool over the last 13 cohort years. This rate shrinks to 34% when only the last five years are considered. Over the course of the last 13 cohorts, roughly a third more men than women have entered the tenure pipeline.
Appendix M
4/27/21

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Figure 2: Tenure Achievement Counts and Percentages by Gender

The second gender-related story regards seven-year tenure achievement. Men, for the most part, achieved tenure at higher rates than did women both during the last ten years and throughout the period going back to 2002-03. Within the last ten years, the difference crested at 20% in 2007-08 (72% male vs 52% female). It was reversed only during 2003-04 (63% women vs 59% men). However, in terms of raw numbers, more men were tenured from that cohort year (47 men and 41 women). Additionally, this reversal only happened during 2003-04. In comparison, men achieved tenure by a margin of at 10% or more in 7 out of the remaining 12 years.

The male and female tenure rates reflect the percent of people who achieved tenure. However, the number of people who are denied tenure cannot be derived from the remainder as faculty leave for different reasons (e.g., tenure denial or early exit). We know that the rates are different but not why.

The two patterns of lower female entrance numbers and often lower female tenure rates likely contribute to the smaller numbers of tenured female faculty members over time. Table 4 illustrates the continuing gap between male and female tenured faculty from 2008\(^5\) through 2019. As can be seen, the proportion of women has risen gradually, from 31% in 2008 to 37% in 2020.

\(^5\) 2008 is the earliest year that Official Human Resources data are available in iTwo.
Table 4: Tenured and Tenure-Track Faculty by Year and Gender\(^6\) across all Penn State Locations\(^7\)

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>901</td>
<td>939</td>
<td>958</td>
<td>966</td>
<td>934</td>
<td>938</td>
<td>945</td>
<td>967</td>
<td>985</td>
<td>1,000</td>
<td>1,070</td>
<td>1095</td>
<td>1124</td>
</tr>
<tr>
<td>Male</td>
<td>2,013</td>
<td>2,023</td>
<td>2,025</td>
<td>1,985</td>
<td>1,957</td>
<td>1,937</td>
<td>1,934</td>
<td>1,944</td>
<td>1,945</td>
<td>1,871</td>
<td>1,926</td>
<td>1934</td>
<td>1947</td>
</tr>
<tr>
<td>Total</td>
<td>2,914</td>
<td>2,962</td>
<td>2,983</td>
<td>2,951</td>
<td>2,891</td>
<td>2,875</td>
<td>2,879</td>
<td>2,911</td>
<td>2,930</td>
<td>2,871</td>
<td>2,996</td>
<td>3,029</td>
<td>3,071</td>
</tr>
</tbody>
</table>

31% 32% 32% 33% 32% 33% 33% 33% 34% 35% 36% 36% 37%

Race/Ethnicity

Table 5 shows thirteen years of race/ethnicity data for the 2002-03 through 2013-14 cohorts. Of note are several categories containing empty or small cell values. Changes in Penn State processes explain the appearance of *unknown* numbers in 2006-07 while the change in federal reporting guidelines starting in 2010 added formal categories for International, Multi-racial, and Undeclared groups. These guidelines also formalized the rules regarding reporting international students and employees.

\(^6\) Source: 2008-2015 is from iTwo Official Human Resources. 2016-2020 is from the HR Data Digest.
\(^7\) Does not include Penn College.
Table 5: Entrants by Race/Ethnicity Since 2002-03

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Total</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>American Indian/ Native Alaskan</th>
<th>International</th>
<th>Multi-Racial</th>
<th>Unknown</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>En-</td>
<td>Tenure</td>
<td>En-</td>
<td>Tenure</td>
<td>En-</td>
<td>Tenure</td>
<td>En-</td>
<td>Tenure</td>
<td>En-</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>2002-03</td>
<td>156</td>
<td>67%</td>
<td>29</td>
<td>18</td>
<td>62%</td>
<td>16</td>
<td>8</td>
<td>50%</td>
<td>3</td>
</tr>
<tr>
<td>2003-04</td>
<td>145</td>
<td>61%</td>
<td>19</td>
<td>7</td>
<td>37%</td>
<td>9</td>
<td>5</td>
<td>56%</td>
<td>7</td>
</tr>
<tr>
<td>2004-05</td>
<td>133</td>
<td>57%</td>
<td>19</td>
<td>13</td>
<td>68%</td>
<td>7</td>
<td>2</td>
<td>29%</td>
<td>4</td>
</tr>
<tr>
<td>2005-06</td>
<td>147</td>
<td>56%</td>
<td>28</td>
<td>17</td>
<td>61%</td>
<td>18</td>
<td>6</td>
<td>33%</td>
<td>5</td>
</tr>
<tr>
<td>2006-07</td>
<td>134</td>
<td>57%</td>
<td>28</td>
<td>16</td>
<td>57%</td>
<td>6</td>
<td>4</td>
<td>67%</td>
<td>7</td>
</tr>
<tr>
<td>2007-08</td>
<td>159</td>
<td>64%</td>
<td>36</td>
<td>22</td>
<td>61%</td>
<td>11</td>
<td>4</td>
<td>36%</td>
<td>4</td>
</tr>
<tr>
<td>2008-09</td>
<td>162</td>
<td>55%</td>
<td>23</td>
<td>10</td>
<td>43%</td>
<td>7</td>
<td>3</td>
<td>43%</td>
<td>7</td>
</tr>
<tr>
<td>2009-10</td>
<td>130</td>
<td>72%</td>
<td>38</td>
<td>21</td>
<td>55%</td>
<td>6</td>
<td>3</td>
<td>50%</td>
<td>3</td>
</tr>
<tr>
<td>2010-11</td>
<td>138</td>
<td>59%</td>
<td>4</td>
<td>1</td>
<td>25%</td>
<td>7</td>
<td>4</td>
<td>57%</td>
<td>8</td>
</tr>
<tr>
<td>2011-12</td>
<td>81</td>
<td>52%</td>
<td>6</td>
<td>5</td>
<td>83%</td>
<td>3</td>
<td>2</td>
<td>67%</td>
<td>1</td>
</tr>
<tr>
<td>2012-13</td>
<td>112</td>
<td>53%</td>
<td>14</td>
<td>10</td>
<td>71%</td>
<td>2</td>
<td>1</td>
<td>50%</td>
<td>3</td>
</tr>
<tr>
<td>2013-14</td>
<td>140</td>
<td>65%</td>
<td>7</td>
<td>5</td>
<td>71%</td>
<td>4</td>
<td>2</td>
<td>50%</td>
<td>6</td>
</tr>
<tr>
<td>5 Yr Tot</td>
<td>601</td>
<td></td>
<td>69</td>
<td>42</td>
<td>22</td>
<td>12</td>
<td>21</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>5 Yr Avg</td>
<td>120.2</td>
<td>71.2%</td>
<td>13.8</td>
<td>8.4</td>
<td>61%</td>
<td>4.4</td>
<td>2.4</td>
<td>55%</td>
<td>4.2</td>
</tr>
<tr>
<td>10 Yr Tot.</td>
<td>1336</td>
<td>782</td>
<td>203</td>
<td>120</td>
<td>71</td>
<td>31</td>
<td>48</td>
<td>30</td>
<td>4</td>
</tr>
<tr>
<td>10 Yr Avg</td>
<td>133.6</td>
<td>78.2%</td>
<td>20.3</td>
<td>12</td>
<td>59%</td>
<td>7.1</td>
<td>3.1</td>
<td>44%</td>
<td>4.8</td>
</tr>
<tr>
<td>All Yrs Tot.</td>
<td>1637</td>
<td>975</td>
<td>251</td>
<td>145</td>
<td>96</td>
<td>44</td>
<td>58</td>
<td>35</td>
<td>5</td>
</tr>
<tr>
<td>All Yrs Avg</td>
<td>136.4</td>
<td>81.3%</td>
<td>20.9</td>
<td>12.1</td>
<td>58%</td>
<td>8.0</td>
<td>3.7</td>
<td>46%</td>
<td>4.8</td>
</tr>
</tbody>
</table>
While the overall number of entrants has usually remained between 130 and 150, the proportions of each race/ethnicity group have changed over time. After 2010, the White and Asian groups (largest and second largest, respectively), decreased in conjunction with the introduction of reporting the International category. White entrants remain the largest group, comprising over 50% of the total pool each year. However, Asian entrants drop off and the second largest group becomes International entrants.

The introduction of the International category does not seem to affect Hispanic or American Indian/Native Alaskan Entrants. These groups remain steadily low throughout the period of study. Black entrants decrease slowly over time. The decrease could be related to some earlier International entrants being categorized as Black; the ability of participants to select “unknown” or “multi-racial,” or overall lower numbers of Black entrants.

Estimates of Pre-2010-11 Data

The race/ethnicity data prior to 2010 have several caveats that make them difficult to accurately interpret. It is known that the number of faculty members categorized in the Asian and White populations decreased after the implementation of the International category. Unfortunately, the number of International entrants who were classified as White or Asian before 2010 cannot be ascertained. In addition, the system prior to 2006-2007 did not allow for the undeclared ethnicities. Individuals with an undeclared ethnicity were assigned a race/ethnicity in the system. Moreover, international employees were not identified and were often listed as a different race/ethnicity category, such as Asian.

Because international entrants have been the second largest group next to White entrants after the implementation of the new reporting category in 2010, an estimated ethnicity was created based on additional citizenship information obtained from official records. Using the same logic that applies to the international category today, non-citizens and non-permanent residents were assigned to the international category for the purposes of this report, regardless of what may have originally been assigned. While these assignments are not official and should be taken with a margin of error, the estimated data, when graphed, show that the international population has likely been steady since 2002-03, and that past Asian and White counts may have been inflated due to the inclusion of international entrants. Figures 3a and 3b show what these estimated counts look like over time.
Figure 3a: Estimated counts for White, International, Black, and Asian Entrants

Figure 3b: Estimated Counts for Hispanic, American Indian/Nat. Alaskan, Multi-Racial, and Unknown Entrants*

* Note the scale change due to smaller numbers

In Table 5, the number of White entrants rose to over 100 during several years. However, in Figure 3a, it only tops 100 during 2002-03 and remains below 100 thereafter. Likewise, the Asian entrant count before 2010 was always greater or equal to 19. However, in Figure 3a the count stays below 20. Although these figures are only estimates, we can likely conclude that a steady minority of international entrants has existed since 2002-03 and that many are represented within the White and Asian counts.
Approval Percentages of Upper-Level Reviews

This section summarizes review data for the 2011, 2012, and 2013 cohorts, including Hershey and Dickinson, but excluding the Pennsylvania College of Technology. The tables below reflect second, fourth, and sixth-year reviews happening within a seven-year period, which accommodates one year of tenure stay. Individuals taking a tenure stay would normally have their sixth-year review during year 7. Thus, the sixth-year review outcomes reflected in Tables 12, 13, and 14 do not differentiate between individuals who have their sixth-year review in year six or year seven.

Many possible paths exist through the review process (with campus committees, department, division, and school committees, college committees, and the University committee). These tables present the most common decision points in the tenure review process. In brief, for Abington, Altoona, Berks, Erie, and Harrisburg, the respective chancellors sign off at the dean/vice president level – that is, they are not tallied in the campus chancellor column. For the other 14 campuses comprising the University College, both the campus chancellor and the vice president for commonwealth campuses and executive chancellor (who serves as dean of the University College) sign off. Great Valley faculty fall under the purview of the vice president for commonwealth campuses and executive chancellor. Faculty in the Applied Research Lab are eligible for promotion only, not tenure, and are not reflected in these data. Appendix B of this report provides a general guide to the tenure review levels at Penn State.

Tables 6 through 14 show the number of reviews and the number of positive recommendations at each year by total, gender, and race/ethnicity. The majority of upper-level reviews at Penn State are consistent with recommendations coming from departments and campuses. Final outcomes have, likewise, historically been consistent with the recommendations that the University committee, Provost, and President receive. Because the review path differs by unit, the number of reviews cannot be summed across the rows to get the total number of faculty reviewed.

The 2011 cohort included 81 faculty members. One individual received two years of tenure credit and is reflected in Tables 9 and 12 (Years 4 and 6) but not Table 6 (Year 2). Three individuals received early tenure. They are reflected in all three tables because their fourth-year review counted for both the fourth and sixth years.

In 2012, a total of 112 individuals entered provisional status. Seven individuals received tenure credit and are not reflected in Table 7 (Year 2) but are reflected in Tables 10 and 13 (Years 4 and 6). Two individuals received early tenure, one of whom was also part of the tenure credit-receiving group and is only reflected in Tables 10 and 13 (Years 4 and 6). The other individual is reflected in Tables 7, 10, and 13 (Years 2, 4, and 6, respectively).

The 2013 cohort included 140 individuals. Eight individuals received tenure credit and are not reflected in Year 2 (Table 8) but are reflected in years 4 and 6 (Tables 11 and 14). Eight individuals received early tenure and are reflected in years 4 and 6.

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8 College of Medicine faculty are reported using the 2, 4, and 6-year tables even if some are on a 10-year track. Those still on track at year six are mentioned in the corresponding section as still pursuing tenure.
Second-Year Review

By the start of the second-year review, 66 out of the initial 81 individuals remained in the 2011 cohort (81%), 95 out of the initial 112 remained in the 2012 cohort (85%), and 128 out of the initial 140 (91%) remained in the 2013 cohort. These numbers include individuals receiving tenure credit and who are not part of the second-year review process. Upper-level decisions were aligned with committee recommendations with no recommendations being overturned.

Table 6: Second-Year Tenure Reviews – 2011 Cohort

<table>
<thead>
<tr>
<th>Second Year Tenure Review 2011</th>
<th>Dept/Div/School Head</th>
<th>Campus Chancellor</th>
<th>College Dean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cases Remaining in Cohort (N=66 includes 2 with tenure credit)</td>
<td>56</td>
<td>14</td>
<td>59</td>
</tr>
<tr>
<td>Female Cases Reviewed</td>
<td>26</td>
<td>3</td>
<td>26</td>
</tr>
<tr>
<td>Male Cases Reviewed</td>
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<tr>
<td>Hispanic Cases Reviewed</td>
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<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Am. Indian/Native Alaskan Cases</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>International Cases Reviewed</td>
<td>13</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Multi-racial Cases Reviewed</td>
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<td>0</td>
</tr>
<tr>
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<tr>
<td>White Cases Reviewed</td>
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</tr>
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</tr>
<tr>
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<td>25</td>
<td>3</td>
<td>26</td>
</tr>
<tr>
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<td>30</td>
<td>11</td>
<td>33</td>
</tr>
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<td>Asian Positive</td>
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</tr>
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<td>Black Positive</td>
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<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic Positive</td>
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<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Am. Indian/Nat. Alaskan Positive</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>International Positive</td>
<td>13</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Multi-racial Positive</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unknown Positive</td>
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<td>4</td>
</tr>
<tr>
<td>White Positive</td>
<td>30</td>
<td>10</td>
<td>35</td>
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<tr>
<td>Overturned at Head Level</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Overturned at Chancellor Level</td>
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<td></td>
</tr>
<tr>
<td>Overturned at Dean Level</td>
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Table 7: Second-Year Tenure Reviews- 2012 Cohort

<table>
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<tr>
<th>Second Year Tenure Review 2012</th>
<th>Dept/Div/School Head</th>
<th>Campus Chancellor</th>
<th>College Dean</th>
</tr>
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<tbody>
<tr>
<td>Cases Remaining in Cohort (N=101) includes 5 with tenure credit</td>
<td></td>
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</tr>
<tr>
<td>Female Cases Reviewed</td>
<td>31</td>
<td>6</td>
<td>39</td>
</tr>
<tr>
<td>Male Cases Reviewed</td>
<td>48</td>
<td>5</td>
<td>56</td>
</tr>
<tr>
<td>Asian Cases Reviewed</td>
<td>7</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Black Cases Reviewed</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic Cases Reviewed</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Am. Indian/Native Alaskan Cases</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>International Cases Reviewed</td>
<td>18</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>Multi-racial Cases Reviewed</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Unknown Cases Reviewed</td>
<td>5</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>White Cases Reviewed</td>
<td>44</td>
<td>7</td>
<td>52</td>
</tr>
<tr>
<td>Total Positive Recommendations</td>
<td>79</td>
<td>10</td>
<td>91%</td>
</tr>
<tr>
<td>Female Positive</td>
<td>31</td>
<td>5</td>
<td>83%</td>
</tr>
<tr>
<td>Male Positive</td>
<td>48</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>Asian Positive</td>
<td>7</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Black Positive</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>Hispanic Positive</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Am. Indian/Native Alaskan Positive</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>International Positive</td>
<td>18</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>Multi-racial Positive</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Unknown Positive</td>
<td>5</td>
<td>2</td>
<td>67%</td>
</tr>
<tr>
<td>White Positive</td>
<td>44</td>
<td>7</td>
<td>100%</td>
</tr>
<tr>
<td>Overturned at Head Level</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Overturned at Chancellor Level</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Overturned at Dean Level</td>
<td>0</td>
<td>0%</td>
<td></td>
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## Table 8: Second-Year Tenure Reviews- 2013 Cohort

<table>
<thead>
<tr>
<th>Second Year Tenure Review 2013 Cases Remaining in Cohort (N=128)</th>
<th>Dept/Div/School Head</th>
<th>Campus Chancellor</th>
<th>College Dean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female Cases Reviewed</td>
<td>44</td>
<td>5</td>
<td>49</td>
</tr>
<tr>
<td>Male Cases Reviewed</td>
<td>58</td>
<td>12</td>
<td>71</td>
</tr>
<tr>
<td>Asian Cases Reviewed</td>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Black Cases Reviewed</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Hispanic Cases Reviewed</td>
<td>5</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Am. Indian/Native Alaskan Cases</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>International Cases Reviewed</td>
<td>25</td>
<td>6</td>
<td>31</td>
</tr>
<tr>
<td>Multi-racial Cases Reviewed</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Unknown Cases Reviewed</td>
<td>5</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>White Cases Reviewed</td>
<td>60</td>
<td>6</td>
<td>68</td>
</tr>
<tr>
<td>Total Positive Recommendations</td>
<td>102</td>
<td>17</td>
<td>120</td>
</tr>
<tr>
<td>Female Positive</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Male Positive</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Asian Positive</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Black Positive</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Hispanic Positive</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Am. Indian/Native Alaskan Positive</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>International Positive</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Multi-racial Positive</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Unknown Positive</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>White Positive</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Overturned at Head Level</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Overturned at Chancellor Level</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Overturned at Dean Level</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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</table>
Fourth-Year Review

Tables 9 through 11 show figures for the fourth-year reviews and recommendations. Sixty of 81 faculty remained in the 2011 cohort (74%), 92 of 112 faculty remained in the 2012 cohort (82%), and 113 of 140 faculty remained in the 2013 cohort. Upper-level decisions remained largely aligned with lower level recommendations. The 10% difference at the Chancellor level is due to one case out of 10. One case was overturned in the 2011 cohort, 3 in the 2012 cohort, and 2 in the 2013 cohort.

Table 9: Fourth Year Tenure Reviews- 2011 Cohort

<table>
<thead>
<tr>
<th>Fourth Year Tenure Review 2011</th>
<th>Dept/Div/School Head</th>
<th>Campus Chancellor</th>
<th>College Dean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cases Remaining in Cohort (N=60)</td>
<td>52</td>
<td>10</td>
<td>56</td>
</tr>
<tr>
<td>Female Cases Reviewed</td>
<td>23</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>Male Cases Reviewed</td>
<td>29</td>
<td>7</td>
<td>32</td>
</tr>
<tr>
<td>Asian Cases Reviewed</td>
<td>6</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Black Cases Reviewed</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic Cases Reviewed</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Am. Indian/Native Alaskan</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>International Cases Reviewed</td>
<td>12</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Multi-racial Cases Reviewed</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unknown Cases Reviewed</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>White Cases Reviewed</td>
<td>27</td>
<td>8</td>
<td>30</td>
</tr>
<tr>
<td>Total Positive Recommendations</td>
<td>52</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Female Positive</td>
<td>23</td>
<td>100%</td>
<td>3</td>
</tr>
<tr>
<td>Male Positive</td>
<td>29</td>
<td>100%</td>
<td>7</td>
</tr>
<tr>
<td>Asian Positive</td>
<td>6</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>Black Positive</td>
<td>2</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic Positive</td>
<td>1</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>Am. Indian/Nat Alaskan</td>
<td>1</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>International Positive</td>
<td>12</td>
<td>100%</td>
<td>1</td>
</tr>
<tr>
<td>Multi-racial Positive</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unknown Positive</td>
<td>3</td>
<td>100%</td>
<td>1</td>
</tr>
<tr>
<td>White Positive</td>
<td>27</td>
<td>100%</td>
<td>8</td>
</tr>
<tr>
<td>Overturned at Head Level</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Overturned at Chancellor Level</td>
<td>1</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Overturned at Dean Level</td>
<td>0</td>
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<td></td>
</tr>
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</table>
Table 10: Fourth Year Tenure Reviews- 2012 Cohort

<table>
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<th>Fourth Year Tenure Review 2012</th>
<th>Dept/Div/School Head</th>
<th>Campus Chancellor</th>
<th>College Dean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cases Remaining in Cohort (N=92)</td>
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<td>8</td>
<td>89</td>
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<tr>
<td>Female Cases Reviewed</td>
<td>29</td>
<td>5</td>
<td>36</td>
</tr>
<tr>
<td>Male Cases Reviewed</td>
<td>48</td>
<td>3</td>
<td>53</td>
</tr>
<tr>
<td>Asian Cases Reviewed</td>
<td>10</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Black Cases Reviewed</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic Cases Reviewed</td>
<td>3</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Am. Indian/Native Alaskan Cases</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>International Cases Reviewed</td>
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<td>0</td>
<td>17</td>
</tr>
<tr>
<td>Multi-racial Cases Reviewed</td>
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<tr>
<td>Unknown Cases Reviewed</td>
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<td>6</td>
</tr>
<tr>
<td>White Cases Reviewed</td>
<td>43</td>
<td>5</td>
<td>49</td>
</tr>
<tr>
<td>Total Positive Recommendations</td>
<td>75</td>
<td>97%</td>
<td>8</td>
</tr>
<tr>
<td>Female Positive</td>
<td>28</td>
<td>97%</td>
<td>5</td>
</tr>
<tr>
<td>Male Positive</td>
<td>47</td>
<td>98%</td>
<td>3</td>
</tr>
<tr>
<td>Asian Positive</td>
<td>10</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>Black Positive</td>
<td>1</td>
<td>100%</td>
<td>1</td>
</tr>
<tr>
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<td>3</td>
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<td>0</td>
</tr>
<tr>
<td>Am. Indian/Nat Alaskan Positive</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>International Positive</td>
<td>15</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>Multi-racial Positive</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unknown Positive</td>
<td>4</td>
<td>100%</td>
<td>2</td>
</tr>
<tr>
<td>White Positive</td>
<td>42</td>
<td>98%</td>
<td>5</td>
</tr>
<tr>
<td>Overturned at Head Level</td>
<td>1</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Overturned at Chancellor Level</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Overturned at Dean Level</td>
<td>2</td>
<td>2%</td>
<td></td>
</tr>
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</table>
Table 11: Fourth Year Tenure Reviews- 2013 Cohort

<table>
<thead>
<tr>
<th>Cases Remaining in Cohort (N=113)</th>
<th>Dept/Div/School Head</th>
<th>Campus Chancellor</th>
<th>College Dean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female Cases Reviewed</td>
<td>38</td>
<td>5</td>
<td>44</td>
</tr>
<tr>
<td>Male Cases Reviewed</td>
<td>56</td>
<td>12</td>
<td>69</td>
</tr>
<tr>
<td>Asian Cases Reviewed</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Black Cases Reviewed</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Hispanic Cases Reviewed</td>
<td>5</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Am. Indian/Nat Alaskan Cases</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>International Cases Reviewed</td>
<td>20</td>
<td>6</td>
<td>26</td>
</tr>
<tr>
<td>Multi-racial Cases Reviewed</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unknown Cases Reviewed</td>
<td>7</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>White Cases Reviewed</td>
<td>56</td>
<td>6</td>
<td>64</td>
</tr>
</tbody>
</table>

| Total Positive Recommendations    | 92                   | 17                | 110          | 97%          |
| Female Positive                   | 37                   | 97%               | 5            | 100%         | 43           | 98%          |
| Male Positive                     | 55                   | 98%               | 12           | 100%         | 67           | 97%          |
| Asian Positive                    | 4                    | 100%              | 1            | 100%         | 5            | 100%         |
| Black Positive                    | 2                    | 100%              | 1            | 100%         | 3            | 100%         |
| Hispanic Positive                 | 5                    | 100%              | 1            | 100%         | 6            | 100%         |
| Am. Indian/Nat Alaskan Positive   | 0                    | 0                 | 0            | 0            |
| International Positive            | 20                   | 100%              | 6            | 100%         | 25           | 96%          |
| Multi-racial Positive             | 0                    | 0                 | 0            | 0            |
| Unknown Positive                  | 7                    | 100%              | 2            | 100%         | 9            | 100%         |
| White Positive                    | 54                   | 96%               | 6            | 100%         | 62           | 97%          |

Overturned at Head Level: 0, 0%
Overturned at Chancellor Level: 0, 0%
Overturned at Dean Level: 2, 2%
Sixth-Year Review

By the seventh year of the 2011 cohort (2017-2018), 56 out of the original of 81 (69%) remained within the tenure pool, including two College of Medicine entrants on the ten-year track. Out of these 56, 52 cases went up for their sixth-year review at the dean level with 51 being approved (98%). A total of 54 cases were reviewed at the university level and 49 were approved (91%). The alignment between recommendations and approvals remained close with only two decisions being overturned at the Head level, two at the Dean level, and one at the University level.

Table 12: Sixth-Year Tenure Reviews- 2011 Cohort

<table>
<thead>
<tr>
<th>Sixth Year Tenure Review 2011</th>
<th>Dept/Div/School Head</th>
<th>Campus Chancellor</th>
<th>College Dean</th>
<th>Univ. Final Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cases Remaining in Cohort (N=56)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female Cases Reviewed</td>
<td>22</td>
<td>3</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>Male Cases Reviewed</td>
<td>28</td>
<td>6</td>
<td>30</td>
<td>31</td>
</tr>
<tr>
<td>Asian Cases Reviewed</td>
<td>5</td>
<td>0</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Black Cases Reviewed</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic Cases Reviewed</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Am. Indian/Nat Alaskan</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>International Cases</td>
<td>12</td>
<td>1</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Multi-racial Cases Reviewed</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unknown Cases Reviewed</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>White Cases Reviewed</td>
<td>27</td>
<td>7</td>
<td>29</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total Positive Recommendations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female Positive</td>
<td>22</td>
<td>3</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>Male Positive</td>
<td>27</td>
<td>6</td>
<td>29</td>
<td>27</td>
</tr>
<tr>
<td>Asian Positive</td>
<td>5</td>
<td>0</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Black Positive</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic Positive</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Am. Indian/Nat Alaskan</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>International Positive</td>
<td>10</td>
<td>1</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>Multi-racial Positive</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unknown Positive</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>White Positive</td>
<td>27</td>
<td>7</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td><strong>Overturned at Chancellor Level</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overturned at Head Level</td>
<td>0</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overturned at Dean Level</td>
<td>2</td>
<td>4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overturned at the University Level</td>
<td>1</td>
<td>2%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
At the time of the 2012 cohort year 7 in 2018-19, 74 individuals remained in the tenure pool, including three who were granted early tenure, two College of Medicine entrants on the ten-year track, and four whose tenure clock was stopped or whose cases were still in review. The three entrants receiving early tenure are included in Table 15 as part of the positive reviews and recommendations. However, the College of Medicine entrants are only included up to the college level and those still in review are included in the overall N but are not reflected in the subsequent numbers.

During this sixth year review, 72 cases out of 112 (63%) made it to the dean level, and 69 of these 71 (96%) received a positive decision. At the University level, 66 cases were reviewed and 59 of the 62 (95%) received a positive decision. Three committee decisions were overturned by the Head level (5%) and 1 at the Dean level (1%)

Table 13: Sixth-Year Tenure Reviews- 2012 Cohort

<table>
<thead>
<tr>
<th>Sixth Year Tenure Review 2012</th>
<th>Dept/Div/ School Head</th>
<th>Campus Chancellor</th>
<th>College Dean</th>
<th>Univ. Final Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cases Remaining in Cohort (N=78)</td>
<td>62</td>
<td>7</td>
<td>72</td>
<td>67</td>
</tr>
<tr>
<td>Female Cases Reviewed</td>
<td>24</td>
<td>2</td>
<td>27</td>
<td>25</td>
</tr>
<tr>
<td>Male Cases Reviewed</td>
<td>38</td>
<td>5</td>
<td>45</td>
<td>42</td>
</tr>
<tr>
<td>Asian Cases Reviewed</td>
<td>9</td>
<td>0</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Black Cases Reviewed</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Hispanic Cases Reviewed</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Am. Indian/Nat Alaskan Cases</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>International Cases Reviewed</td>
<td>13</td>
<td>0</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Multi-racial Cases Reviewed</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unknown Cases Reviewed</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>White Cases Reviewed</td>
<td>34</td>
<td>6</td>
<td>40</td>
<td>36</td>
</tr>
<tr>
<td>Total Positive Recommendations</td>
<td>58</td>
<td>94%</td>
<td>7</td>
<td>100%</td>
</tr>
<tr>
<td>Female Positive</td>
<td>21</td>
<td>88%</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>Male Positive</td>
<td>37</td>
<td>97%</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>Asian Positive</td>
<td>9</td>
<td>100%</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>Black Positive</td>
<td>1</td>
<td>100%</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>Hispanic Positive</td>
<td>2</td>
<td>100%</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>Am. Indian/Nat Alaskan</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>International Positive</td>
<td>12</td>
<td>92%</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>Multi-racial Positive</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unknown Positive</td>
<td>3</td>
<td>100%</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>White Positive</td>
<td>31</td>
<td>91%</td>
<td>6</td>
<td>100%</td>
</tr>
<tr>
<td>Overturned at Head Level</td>
<td>3</td>
<td>5%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Overturned at Chancellor Level</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Overturned at Dean Level</td>
<td>1</td>
<td>1%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Overturned at University Level</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
As for the 2013 cohort sixth-year review in 2019-20, 98 out of the original 140 were remaining in the pool (70%). Included in this number are eight individuals receiving early tenure. Ninety of these cases made it to the dean level (92%) and 88 were given positive decision. Subsequently, 90 cases went to the university level and 88 were given a positive decision. One recommendation (1%) was overturned at the Head level and five (6%) were overturned at the Dean level.

Table 14: Sixth-Year Tenure Reviews- 2013 Cohort

<table>
<thead>
<tr>
<th>Sixth Year Tenure Review 2013</th>
<th>Dept/Div/ School Head</th>
<th>Campus Chancellor</th>
<th>College Dean</th>
<th>Univ Final Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cases Remaining in Cohort (N=98)</td>
<td>74</td>
<td>15</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>Female Cases Reviewed</td>
<td>31</td>
<td>4</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>Male Cases Reviewed</td>
<td>43</td>
<td>11</td>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td>Asian Cases Reviewed</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Black Cases Reviewed</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic Cases Reviewed</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Am. Indian/Nat Alaskan Cases</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>International Cases Reviewed</td>
<td>14</td>
<td>5</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>Multi-racial Cases Reviewed</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unknown Cases Reviewed</td>
<td>6</td>
<td>2</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>White Cases Reviewed</td>
<td>46</td>
<td>5</td>
<td>52</td>
<td>52</td>
</tr>
<tr>
<td>Total Positive Recommendations</td>
<td>72</td>
<td>97%</td>
<td>15</td>
<td>100%</td>
</tr>
<tr>
<td>Female Positive</td>
<td>30</td>
<td>97%</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>Male Positive</td>
<td>42</td>
<td>98%</td>
<td>11</td>
<td>100%</td>
</tr>
<tr>
<td>Asian Positive</td>
<td>2</td>
<td>67%</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>Black Positive</td>
<td>1</td>
<td>100%</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>Hispanic Positive</td>
<td>4</td>
<td>100%</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>Am. Indian/Nat Alaskan</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>International Positive</td>
<td>13</td>
<td>93%</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>Multi-racial Positive</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unknown Positive</td>
<td>6</td>
<td>100%</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>White Positive</td>
<td>46</td>
<td>100%</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>Overturned at Head Level</td>
<td>1</td>
<td>1%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Overturned at Chancellor Level</td>
<td>0</td>
<td>0%</td>
<td>5</td>
<td>6%</td>
</tr>
<tr>
<td>Overturned at Dean Level</td>
<td>0</td>
<td>0%</td>
<td>5</td>
<td>6%</td>
</tr>
<tr>
<td>Overturned at the University Level</td>
<td>0</td>
<td>0%</td>
<td>5</td>
<td>6%</td>
</tr>
</tbody>
</table>
General Patterns within Faculty Cohorts

As noted in Figure 1, the tenure rate remains relatively steady from cohort to cohort. For the 2011, 2012, and 2013 cohorts, this rate was 64%, 53%, and 65%, respectively. Within each cohort, however, some variation occurs as the seven years progress. Table 15 details the number remaining entrants within each cohort at the beginning of each milestone year and the number of entrants tenured at the end. While only 9-10% of entrants had left by the start of Year 2 for the 2012 and 2013 cohorts, 19% had left in the 2011 cohort. However, by the time the provisional period ended, 64% of the 2011 cohort achieved tenure while only 53% of the 2012 cohort had done the same. Individuals taking tenure stays and still completing within seven years are included in the achievement rates. Those taking longer to complete remain within their cohort but are not included in the achievement rate, even if they achieved tenure after the seven-year period ended.

Table 15: Remaining Counts at each Review Year

<table>
<thead>
<tr>
<th>Initial Cohort</th>
<th>Year 2</th>
<th>Year 4</th>
<th>Year 6</th>
<th>Tenured within 7 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>81</td>
<td>66</td>
<td>56</td>
<td>52</td>
</tr>
<tr>
<td>2012</td>
<td>112</td>
<td>101</td>
<td>92</td>
<td>78</td>
</tr>
<tr>
<td>2013</td>
<td>140</td>
<td>128</td>
<td>113</td>
<td>98</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initial Cohort</th>
<th>Year 2 %</th>
<th>Year 4 %</th>
<th>Year 6 %</th>
<th>Tenured within 7 Years %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>100%</td>
<td>81%</td>
<td>74%</td>
<td>69% 64%</td>
</tr>
<tr>
<td>2012</td>
<td>100%</td>
<td>90%</td>
<td>82%</td>
<td>70% 53%</td>
</tr>
<tr>
<td>2013</td>
<td>100%</td>
<td>91%</td>
<td>81%</td>
<td>70% 65%</td>
</tr>
</tbody>
</table>

Figure 4a and 4b graphs these counts and percentages, showing variations of exit timing within each cohort. In 2011 a larger number of individuals left before Year 2 but fewer exited afterwards. The 2012 and 2013 cohorts share similar characteristics through Year 6. At this time, a higher percentage of entrants in the 2013 cohort achieved tenure than in the 2012 cohort, where only 59 out of the initial 78 achieved tenure. This lower rate caused the dip in percentage seen at the lower right of Figure 6b. However, if the four tenure stays and the two 10-year track College of Medicine faculty were added to the tenure total, the rate would increase from 5% to 59%.

Figure 4a: Remaining Counts at each Review Year
Summary

This report provides tenure achievement information for the cohorts of 2011-12, 2012-13, and 2013-14 within the context of long-term achievement trends at Penn State. Although a sudden decrease in entering tenure-track faculty occurred in 2011-12, the number rose again in 2012-13 and again in 2013-14. Overall tenure achievement rates have remained relatively consistent since academic year 2002-03 despite fluctuations in entry pool size.

Several key points were illuminated during this study. First, the proportion of women entering the provisional period has historically been lower than the male proportion. Women also achieve tenure at slightly lower rates than men. On the other hand, the gap between female and male tenure-line faculty has slowly been shrinking over the last decade. Women now represent 37% of all tenure-line faculty.

The proportion of White entrants has also historically been larger than all other groups combined (at least for the four years where we have accurate data). International faculty make up the second largest group of provisional entrants and have probably done so since the early 2000’s even though we do not have the data to verify. More analysis will be possible as additional years of data are accrued.

An examination of the review and approval steps at the second, fourth, and sixth years indicate that upper level reviews continue to agree closely with committee recommendations.

Although nearly one-third of the 2011 and 2013 cohorts and one-half of the 2012 cohort did not receive tenure, faculty leave for many reasons. This report only tracks the number of cases in the initial cohort, the number in each review year, how many were reviewed at each level, and the number of positive recommendations. It does not delve into why individuals exited the tenure-track.
Appendix A: Methodology of Cohort Constitution and Derivation

The advent of Workday in January 2018 introduced new human resources data formats and fields, making it impossible to use previously existing processes to study faculty progression. The Office of Planning, Assessment, and Institutional Research, with the advisement of the Office of the Vice Provost for Academic Affairs, rewrote these processes and this section details how faculty are now identified for each cohort.

Who is in each cohort?

Cohorts were created using the Tenure Anniversary Date within the old and new HR systems. This date marks the start of the tenure clock. For the 2011 cohort, this date was 07/01/2011. For the 2012 and 2013 cohorts, this date was 07/01/2012 and 07/01/2013, respectively. Each cohort included the following groups of people:

- Assistant professors starting in 2011, 2012, or 2013 whose tenure clock started 07/01/2011, 07/01/2012 or 07/01/2013.
- Faculty members hired as non-tenure-track who were later placed on the tenure-track and had their Tenure Anniversary Date updated to either 2011, 2012, or 2013.
- Librarians of equivalent rank having the same Tenure Anniversary Dates.
- Faculty members who were initially hired with another Tenure Anniversary Date but who were later assigned a new anniversary date of either 07/01/2011, 07/01/2012, or 07/01/2013. If their last Tenure Anniversary date before tenure achievement or exit was in 2011, 2012, or 2013, they were included in the associated cohort.

Why does the data start at 2002-03 and not earlier?

The 2002-03 cohort was the first year in which detail-level data were available so each record could be verified.

What if someone started in 2011, 2012, or 2013 but their Tenure Anniversary Date later changed?

If an individual’s tenure anniversary date changed to a later year, they were removed from their initial cohort and reassigned to the cohort of the new Tenure Anniversary Date. For example, if someone had started with a previous tenure anniversary of 07/01/2010 but was then reassigned to 07/01/2011, they were included in this study.

Conversely, if someone began in 2012 and then had their anniversary date set for 07/01/2014, they were removed from the 2012 cohort and will be picked up again when the 2014 cohort is reviewed.

If, for whatever reason, someone began with a 07/01/2011, 07/01/2012, or 07/01/2013 Tenure Anniversary Date but then was retroactively assigned an earlier date, they would not be included in this report.

Does taking a tenure stay affect the cohort year?

No. Cohort year is determined by the Tenure Anniversary Date that each unit enters into the system.
How were people with Tenure Credit handled?

Individuals who came in with credit and achieved tenure after Year 2 or Year 4 were still considered as part of the 2011-2013 cohorts if their Tenure Anniversary Date remained 07/01/2011, 07/01/2012, or 07/01/2013. They are reflected in the statistics for tenure achievement.

What if someone changed their Gender or Race/Ethnicity?

The gender and race/ethnicity at the outset were kept because this study tracks the tenure outcomes of those entering the study. If demographics were changed halfway through, an entering group would have different numbers than the ending group.

What if someone’s tenure-granting unit changed?

If the Tenure Anniversary Date did not change, they were reported with their original cohort. If the Tenure Anniversary Year changed, they were removed from their original cohort and flagged to be placed in the cohort associated with the new Tenure Anniversary Date. For example, if the new Tenure Anniversary Date were set to 07/01/2014 their new cohort would be 2014.

How did you handle someone who might have stopped out for more than one year?

Since the study period is seven years, an individual stopping out for 2 or more years would be reported as not achieving tenure within eight years if their Tenure Anniversary Date remains unchanged. In the 13 years where data exists, the average number of individuals taking longer than eight years was 1.5 per year.

How were other possible exceptions handled?

All source data for tenure achievement comes from the HR system and records are reported as they are at the time of census snapshot (typically September 30th). In past years, one or two individuals may have been manually added or subtracted from each cohort based on retroactive actions. The current ability to see an individual’s tenure status and anniversary date across all seven years greatly eliminated what would have been these exceptions. Retroactive actions are now readily apparent. However, if something is not correct in the HR system, it must be fixed within the HR system.

Why are some of the numbers in Table 3 a little different than in past reports?

Table 3 reflects all individuals who achieved tenure within 8 years, regardless of whether they stayed at Penn State through Year 8. Depending on the year, some previous report tables only included individuals who achieved tenure and were still here in Year 8. Other reports provided only tenure rates. When actual counts were used in this report, some rounding differences occurred.

Were individuals receiving immediate tenure included in each initial cohort?

No. They are not included in the study.
Appendix B: Levels of Review for Promotion and Tenure

Administrative guidelines to support the implementation of the University’s policy on promotion and tenure, AC-23, are available in the document entitled, “Promotion and Tenure Guidelines” (http://vpfa.psu.edu/files/2016/09/p_and_t_-guidelines-2i76gdt.pdf). Appendix D outlines the levels of review for promotion and tenure at Penn State.
SENATE COMMITTEES ON INTRA-UNIVERSITY RELATIONS AND FACULTY AFFAIRS

Non-Tenure Line Promotion Flow Report, 2019-2020

(Informational)

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

In recognition of the central role non-tenure line faculty members have at Penn State, Penn State instituted updated standardized ranks and a promotion procedure for non-tenure line faculty via a revision to AC21 (formerly HR21) in academic year 2015-2016. Academic units were asked to create promotion processes consistent with policy during academic year 2016-2017. Simultaneously, current non-tenure line faculty were retitled to be consistent with the revisions to faculty titles in AC21; retitling was to be completed by the end of 2017 though units were permitted to delay changing a faculty member’s title if a new contract was issued. Promotion procedures in the vast majority of units were implemented during the 2017-2018 academic year and implemented across all units in 2018-2019.

Distribution of Penn State Non-Tenure Line Faculty
In Fall 2019, Penn State employed 6,386 full-time faculty members. At the University Park colleges and the 19 Commonwealth Campuses (not inclusive of the law and medical schools and Great Valley), the University employed 5,120 full-time faculty. Of these 5,120 faculty, 1,917 (37%) had been awarded tenure, 792 (16%) were on the tenure track, and 2,411 (47%) were non-tenure line faculty. The distribution of tenured, tenure-track, and non-tenure line faculty was comparable between University Park and the Commonwealth campuses. Of the 3,445 full-time faculty who were employed at University Park, 1,333 (39%) were tenured, 537 (16%) were on tenure-track, and 1,575 (46%) were non-tenure line faculty. Similarly, of the 1,675 full-time faculty members on the 19 Commonwealth campuses, 584 (35%) were tenured, 255 (15%) were on tenure-track, and 836 (50%) were non-tenure line faculty.

Non-tenure line faculty can either have fixed term or standing contracts. Ninety-three percent of non-tenure line faculty were on fixed-term contracts. A small number of non-tenure line faculty were on standing appointments (n=177, 7%). The number of standing appointments represents a 113% increase from the number reported last year due to the inclusion of faculty in support units, such as ARL, in these numbers. Of the 5,120 full-time faculty at University Park and the 19 Commonwealth campuses (not inclusive of law and medical schools and Great Valley), 2,234 (44%) were on fixed-term contracts. Of the 3,445 full-time faculty at University Park,
1,431 (42%) were on fixed term contracts. Across the 19 Commonwealth campuses, 803 (48%) of the faculty were on fixed term contracts.

AC21 specifies several categories of non-tenure line faculty (fixed-term or standing; those with terminal vs. non-terminal degrees), which include teaching, research, clinical, and professors of practice. In Fall 2018, the majority of, but not all, non-tenure line faculty were transitioned to the new titles created by the policy. In Fall 2018, 424 faculty members between the 20 campuses were still classified as non-tenure line without the additional descriptor of teaching, research, or clinical. By Fall 2020, this number had decreased to 50. In future years, longitudinal trends will be more informative given improvement in data quality. At University Park in Fall 2019, 728 full-time faculty members were classified as non-tenure-line teaching faculty, and at the 19 Commonwealth campuses, 585 faculty members were classified as teaching faculty. Non-tenure line research faculty were found mostly at University Park (548 compared to seven at the Commonwealth campuses).

**Updates to this year’s report**
The 2019-2020 report contains information not included in previous reports. This year, academic units were asked to provide demographic information (identified gender and race/ethnicity) for promoted faculty; they were asked to indicate whether each promoted faculty member holds a terminal degree or not; and they were asked the length and type (fixed-term 1, fixed-term multi-year, or standing) of each promoted faculty member’s previous contract. This additional information will help us to determine whether there are discernable differences in promotions between faculty with a terminal degree and those with a non-terminal degree, and to determine not just the length of new contracts, but whether, in aggregate, these new contracts differed in length from previous contracts.

In addition, this year’s report contains data from University Libraries, which was not included in last year’s report. Data from the College of Medicine, which was not included in last year’s report, is included separately in this report because the size of the College as well as the distinct nature of faculty promotions obscures the interpretation of trends in other academic units. Data from Dickinson Law, Penn State Law, and Penn State Great Valley are not included this year because they had no promotions.

As indicated earlier, this year’s report includes separate tables for promoted faculty with a terminal degree and without a terminal degree. Tables that combine both faculty with and without a terminal degree refer to ranks rather than titles, because for non-tenure line faculty with a terminal degree, promotion to the second rank would indicate promotion to associate (research/teaching/clinical) professor, whereas for non-tenure line faculty with a non-terminal degree, promotion to the second rank would indicate promotion to assistant (research/teaching/clinical) professor.

**Promotion Rates**
In 2019-2020, 164 non-tenure line promotion dossiers were put forward for review at University Park and the Commonwealth Campuses. Of those 164, 150 (91%) received a promotion. At University Park, 94% of those up for promotion were promoted, and at the Commonwealth Campuses, 88% of those up for promotion were promoted. University Park faculty promotions
comprised 55.3% of the total number of promotions and Commonwealth Campus faculty 44.7% (see Table 1). In the College of Medicine, 62 dossiers were put forward for review and all were promoted (see Table 25).

Of the 150 promotions, 109 (72.7%) were promoted to the second rank and 41 (27.3%) were promoted to the third rank (see Table 6). Ninety-seven, or 64.7%, of those promoted had a terminal degree and 53, or 35.3%, had a non-terminal degree (see Tables 9 and 17). For faculty with both terminal and non-terminal degree holders, a higher percentage of Commonwealth Campus faculty were promoted to the second rank than were University Park faculty. At University Park, 70% of terminal degree promotions were to the second rank, as opposed to 94% at the Commonwealth Campuses (see Table 9). Likewise, for non-terminal degree promotions, 50% of promotions of University Park faculty, and 70% of promotions of Commonwealth Campus faculty, were to the second rank (see Table 17). In the College of Medicine, about 56% of promotions were to the second rank and about 37% were to the third rank (see Table 25).

Faculty identifying as female comprised 59% of all non-tenure line promotions: 53% at University Park, 67% at the Commonwealth Campuses (see Table 2), and 46.7% in the College of Medicine (see Table 23). Faculty identifying as White comprised 80% of all promoted faculty; faculty identifying as Black comprised 1.3%, Asian faculty 4.7%, and Hispanic faculty 4% (see Table 3). In the College of Medicine, faculty identifying as White comprised 75.8% of promoted faculty, faculty identifying as Hispanic comprised 1.6%, and faculty identifying as Asian comprised 22.6% (see Table 24).

For those with a terminal degree, female faculty comprised 59.8% of promotions to associate or full professor (See Table 7). For those with a non-terminal degree, female faculty comprised 58.5% of promotions to assistant or associate professor ranks (See Table 15).

For promoted faculty with a terminal degree, 2.1% identify as Black, 5.2% identify as Asian, 2.1% identify as Hispanic, 78.4% identify as White, and 10.3% were undeclared (see Table 8). For those with a non-terminal degree, 3.8% identify as Asian, 7.5% Hispanic, 83% White, and 5.7% were undeclared (see Table 16).

**Salary Increases**

Consistent with AC21, all of those who were promoted received a salary increase that is separate from the university-prescribed general salary increase (i.e., GSI; per AC21 “All promotions should be accompanied by a promotion raise, in addition to a merit raise, to be determined and funded by the college”). Please note that there was not a GSI for 2019-2020. The percent of salary increase associated with a non-tenure line promotion is not prescribed by the university. Rather, the amount of the salary increase is determined by individual academic units. These data confirm that all faculty who received a promotion also received a salary increase. The data shown here reflect only the percent of salary increase associated with the promotion and not market/equity increases or general salary increases.

At University Park, salary increases received across all ranks ranged from 5 to 8%, with a mean of 7% and a median of 8%. At the Commonwealth Campuses, salary increases received across all ranks ranged from 4 to 8%, with a mean of 7% and a median of 8% (see Table 4). In the College of Medicine, salary increases ranged from 4 to 8% with mean and median increases of 8% (see Table 26).
Mean and median salary increases were similar both across and within ranks. For all promoted faculty, the mean and median salary increases for promotions to the second rank were 7 and 8%, respectively; for promotions to the third rank, the mean and median increases were both 8% (see Tables 5, 13, and 21).

**Length of Contract**

Per AC-21, a multi-year contract is recommended (i.e., per AC-21, “Faculty members who are promoted shall be considered for a multi-year contract. Those promoted to the third rank shall be considered for the longest length of contract available to non-tenure line faculty. If a multi-year contract is not granted, then factors that shaped this decision shall be communicated to the fixed-term faculty member at the time when a new contract is offered”). A multi-year contract is defined as a standing contract or a fixed-term contract of greater than one year.

It is important to note that some multi-year contracts were in place prior to the promotion; the data reported here reflect the length of the contract the individual currently holds. Multi-year contracts were evenly distributed between the Commonwealth Campuses and University Park (see Table 2).

Across all campuses, 28 (18.7%) of the 150 who were promoted received one-year contracts and 122 (81.3%) received multi-year contracts (see Table 4). For University Park faculty, 20, or 24.1%, of the 83 faculty who received a promotion received a 1-year contract, and for Commonwealth Campus faculty, just 8, or 11.9%, of the 67 promoted faculty received a 1-year contract (see Table 4). In the College of Medicine, all promoted faculty received a 1-year contract, which is customary for that unit.

A higher percentage of faculty promoted to the third rank received a multi-year contract than those promoted to the second rank. Of the 109 faculty promoted to the second rank, about 25% received a one-year contract and about 75% received a multi-year contract. Of the 41 faculty promoted to the third rank, all promoted faculty received a multi-year contract (See Table 6).

For the 97 promoted faculty with a terminal degree, 17 (17.5%) received a 1-year contract and 80 (82.5%) received a multi-year contract (see Table 10). Of the 53 faculty with a non-terminal degree who were promoted, about 21% received a 1-year contract and 79% received a multi-year contract (see Table 18).

This year, data on the length of each promoted faculty member’s previous contract are available. The data suggest that faculty with and without a terminal degree received a longer contract with their promotion than they previously held. For example, for promoted faculty with a terminal degree, about 46% of faculty contracts prior to promotion were 1-year contracts, but only 17.5% of new contracts (after promotion) were 1-year contracts. Similarly, multi-year contracts prior to promotion comprised just over half of the total, but new multi-year contracts (after promotion) were more than 80% of the total. For all terminal degree titles combined, 2-year contracts increased from about 11% to about 20% and 3-year contracts increased from about 36% to about 57% (see Tables 13 and 14). For promoted faculty with a non-terminal degree, the percentage of 1-year contracts declined from 30% before promotion to about 21% after promotion, and the percentage of contracts that were multi-year increased from 70% to nearly 80%. For all non-terminal degree titles combined, 2-year contracts decreased from 21% to 13% of the total, but the
percentage of contracts that were 3 years in length increased from 47% to 64% (see Tables 21 and 22).

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- Ali Demirci
- James Fairbank
- Rita Foley
- David Fusco
- Leland Glenna
- Charlene Gross
- Margaret Hu
- Pamela Hufnagel
- Sai Kakuturu
- Lawrence Kass
- Joshua Kirby, Vice Chair
- Lisa Kitko
- Jonathan Mathews
- John Nousek
- Laura Pauley
- Rosemarie Petrilla
- Nicholas Pyeatt
- Richart Robinett
- Raghu Sangwan
- Sue Rutherford Siegel
- Emily Strohacker
- Nathan Tallman
- Michael Tyworth
- Joshua Wede

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• Paul Frisch
• Julie Gallagher
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• Robert Hoffman
• Lisa Holden
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• Xin Liu
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• Lakyn Meeder
• Bing Ran
• Paul Riccomini
• Rajarajan Subramanian
• Aakash Viramgama
• Mary Vollero
• Robert Zambanini
### Table 1
**Percentage of Non-Tenure Line Faculty Promoted – 2019-2020**

<table>
<thead>
<tr>
<th>College/Campus</th>
<th>Total Put Forward for Promotion</th>
<th>Total Faculty Promoted</th>
<th>Total Faculty denied promotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Park*</td>
<td>88</td>
<td>83</td>
<td>5</td>
</tr>
<tr>
<td>Commonwealth</td>
<td>76</td>
<td>67</td>
<td>9</td>
</tr>
<tr>
<td>Totals*</td>
<td>164</td>
<td>150</td>
<td>14</td>
</tr>
</tbody>
</table>

Note: This table reflects the current contracts held by non-tenure line faculty who were promoted. Some were in place prior to the promotion.

*Does not include Penn State College of Medicine

### Table 2
**Percentage of Promotions by Identified Gender – 2019-2020**

<table>
<thead>
<tr>
<th>College/Campus</th>
<th>Total by Location</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Park*</td>
<td>83</td>
<td>44</td>
<td>39</td>
</tr>
<tr>
<td>Commonwealth</td>
<td>67</td>
<td>45</td>
<td>22</td>
</tr>
<tr>
<td>Totals*</td>
<td>150</td>
<td>89</td>
<td>61</td>
</tr>
</tbody>
</table>

*Does not include Penn State College of Medicine
### Table 3

**Number of Promotions by Identified Race/Ethnicity – 2019-2020**

<table>
<thead>
<tr>
<th>College/Campus</th>
<th>Total by Location</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>Int’l</th>
<th>UDL</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Park*</td>
<td>83</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>71</td>
</tr>
<tr>
<td>Commonwealth</td>
<td>67</td>
<td>4</td>
<td>-</td>
<td>4</td>
<td>-</td>
<td>10</td>
<td>49</td>
</tr>
<tr>
<td><strong>Totals</strong>*</td>
<td><strong>150</strong></td>
<td><strong>7</strong></td>
<td><strong>2</strong></td>
<td><strong>6</strong></td>
<td><strong>2</strong></td>
<td><strong>13</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

*Does not include Penn State College of Medicine

INT = International Faculty, Non-Citizens and Faculty who are not Permanent Residents

UDL = Undeclared

### Table 4

**Non-Tenure Line Salary Increase and Length of New Contract – 2019-2020**

<table>
<thead>
<tr>
<th>College/Campus</th>
<th>% Salary Increased</th>
<th>Mean Salary Increase</th>
<th>Median Salary Increase</th>
<th>1-year contracts</th>
<th>2-year contracts</th>
<th>3-year contracts</th>
<th>Standing contracts</th>
<th>Total multi-year contracts</th>
<th>Total faculty promoted</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Park*</td>
<td>5% - 8%</td>
<td>7.0%</td>
<td>8.0%</td>
<td>20</td>
<td>9</td>
<td>47</td>
<td>4.67%</td>
<td>63</td>
<td>83</td>
</tr>
<tr>
<td>Commonwealth</td>
<td>4% - 8%</td>
<td>7.0%</td>
<td>8.0%</td>
<td>8</td>
<td>17</td>
<td>42</td>
<td>-</td>
<td>-</td>
<td>59</td>
</tr>
<tr>
<td><strong>Totals</strong>*</td>
<td><strong>-</strong></td>
<td><strong>-</strong></td>
<td><strong>-</strong></td>
<td><strong>28</strong></td>
<td><strong>18.7</strong></td>
<td><strong>89</strong></td>
<td><strong>4.67%</strong></td>
<td><strong>122</strong></td>
<td><strong>150</strong></td>
</tr>
</tbody>
</table>

Note: This table reflects the current contracts held by non-tenure line faculty who were promoted. Some were in place prior to the promotion.

*Does not include Penn State College of Medicine
### Table 5

**New Contract Length by Faculty Rank – 2019-2020**

<table>
<thead>
<tr>
<th>Rank #2 (n=28)</th>
<th>Rank #3 (n=41)</th>
<th>Totals* (n=122)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Salary Increase</td>
<td>Median Salary Increase</td>
<td>% of 1 year (n=28)</td>
</tr>
<tr>
<td>7.0%</td>
<td>8.0%</td>
<td>28</td>
</tr>
<tr>
<td>8.0%</td>
<td>8.0%</td>
<td>-</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
<td>28</td>
</tr>
</tbody>
</table>

Note: This table reflects the current contracts held by non-tenure line faculty who were promoted. Some were in place prior to the promotion.

*Does not include Penn State College of Medicine

### Table 6

**Faculty Rank by New Contract Length – 2019-2020**

<table>
<thead>
<tr>
<th>-</th>
<th>Rank #2 (n=109)</th>
<th>Rank #3 (n=41)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of 1 year</td>
<td>28</td>
<td>25.69%</td>
</tr>
<tr>
<td>Percentage of 2 year</td>
<td>20</td>
<td>18.35%</td>
</tr>
<tr>
<td>Percentage of 3+ years</td>
<td>58</td>
<td>53.21%</td>
</tr>
<tr>
<td>Percentage of standing</td>
<td>3</td>
<td>2.75%</td>
</tr>
<tr>
<td>Totals*</td>
<td>109</td>
<td>100.00%</td>
</tr>
<tr>
<td>Percentage of multi-year</td>
<td>81</td>
<td>74.31%</td>
</tr>
</tbody>
</table>

Note: This table reflects the current contracts held by non-tenure line faculty who were promoted. Some were in place prior to the promotion.

*Does not include Penn State College of Medicine
Terminal Degree Tables

**Table 7**
Promotions by Identified Gender –
Terminal Degrees

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professor</td>
<td>46</td>
<td>30</td>
</tr>
<tr>
<td>Full Professor</td>
<td>12</td>
<td>9</td>
</tr>
</tbody>
</table>

**Table 8**
Promotions by Identified Race/Ethnicity – Terminal Degrees

<table>
<thead>
<tr>
<th></th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>INT</th>
<th>UDL</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professor</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>18</td>
</tr>
<tr>
<td>Full Professor</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>10</td>
<td>58</td>
</tr>
</tbody>
</table>

INT = International Faculty, Non-Citizens and Faculty who are not Permanent Residents
UDL = Undeclared
### Table 9
Promotions by New Rank and Campus Type – Terminal Degrees

<table>
<thead>
<tr>
<th>College/Campus</th>
<th>Total Faculty Promoted</th>
<th>Rank #2 = 114</th>
<th>Rank #3 = 45</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Park</td>
<td>63</td>
<td>=</td>
<td>44</td>
</tr>
<tr>
<td>Commonwealth</td>
<td>34</td>
<td>=</td>
<td>32</td>
</tr>
<tr>
<td>Totals</td>
<td>97</td>
<td>=</td>
<td>76</td>
</tr>
</tbody>
</table>

Note: This table reflects the current contracts held by non-tenure line faculty who were promoted. Some were in place prior to the promotion.

### Table 10
Non-Tenure Line Salary Increase and Length of New Contract – Terminal Degrees

<table>
<thead>
<tr>
<th>College/Campus</th>
<th>% Salary Increase</th>
<th>Mean Salary Increase</th>
<th>Median Salary Increase</th>
<th>1-year contracts</th>
<th>2-year contracts</th>
<th>3+ year contracts</th>
<th>Standing contracts</th>
<th>Total multi-year contracts</th>
<th>Total faculty promoted</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Park</td>
<td>5%-8%</td>
<td>7.0%</td>
<td>8.0%</td>
<td>16</td>
<td>9</td>
<td>32</td>
<td>6</td>
<td>47</td>
<td>63</td>
</tr>
<tr>
<td>Commonwealth</td>
<td>4%-8%</td>
<td>7.0%</td>
<td>8.0%</td>
<td>1</td>
<td>1</td>
<td>23</td>
<td>-</td>
<td>33</td>
<td>34</td>
</tr>
<tr>
<td>Totals*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>17</td>
<td>19</td>
<td>55</td>
<td>6</td>
<td>80</td>
<td>97</td>
</tr>
</tbody>
</table>

Note: This table reflects the current contracts held by non-tenure line faculty who were promoted. Some were in place prior to the promotion.

### Table 11
New Contract Length by Faculty Rank – Terminal Degrees

<table>
<thead>
<tr>
<th>-</th>
<th>Mean Salary Increase</th>
<th>Median Salary Increase</th>
<th>% of 1-year (n=17)</th>
<th>% of 2-year (n=19)</th>
<th>% of 3+ years (n=55)</th>
<th>% of standing (n=6)</th>
<th>% of multi-year (n=80)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rank #2</td>
<td>7.0%</td>
<td>8.0%</td>
<td>17</td>
<td>100%</td>
<td>16</td>
<td>84%</td>
<td>41</td>
</tr>
<tr>
<td>Rank #3</td>
<td>8.0%</td>
<td>8.0%</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>16%</td>
<td>14</td>
</tr>
<tr>
<td>Totals*</td>
<td>-</td>
<td>-</td>
<td>17</td>
<td>100%</td>
<td>19</td>
<td>100%</td>
<td>55</td>
</tr>
</tbody>
</table>

Note: This table reflects the current contracts held by non-tenure line faculty who were promoted. Some were in place prior to the promotion.

### Table 12
Faculty Rank by New Contract Length – Terminal Degrees

<table>
<thead>
<tr>
<th>-</th>
<th>Rank #2 (n=76)</th>
<th>Rank #3 (n=21)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of 1 year*</td>
<td>17</td>
<td>-</td>
</tr>
<tr>
<td>Percentage of 2 year*</td>
<td>16</td>
<td>3</td>
</tr>
<tr>
<td>Percentage of 3+ years*</td>
<td>41</td>
<td>14</td>
</tr>
<tr>
<td>Percentage of standing*</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

Note: This table reflects the current contracts held by non-tenure line faculty who were promoted. Some were in place prior to the promotion.
<table>
<thead>
<tr>
<th>Totals*</th>
<th>76</th>
<th>100.00%</th>
<th>21</th>
<th>100.00%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of multi-year*</td>
<td>59</td>
<td>77.63%</td>
<td>21</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Note: This table reflects the current contracts held by non-tenure line faculty who were promoted. Some were in place prior to the promotion.

### Table 13
Percentage of Length of New Contract – Terminal Degrees

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Median</th>
<th>% of 1 year</th>
<th>% of 2 year</th>
<th>% of 3+ years</th>
<th>% of standing</th>
<th>% of MY</th>
<th>Total Promoted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professor</td>
<td>7%</td>
<td>8%</td>
<td>17</td>
<td>17.53%</td>
<td>16</td>
<td>16.49%</td>
<td>41</td>
<td>42.27%</td>
</tr>
<tr>
<td>Full Professor</td>
<td>8%</td>
<td>8%</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>3.09%</td>
<td>14</td>
<td>14.43%</td>
</tr>
<tr>
<td>Totals</td>
<td>-</td>
<td>-</td>
<td>17</td>
<td>17.53%</td>
<td>19</td>
<td>19.59%</td>
<td>55</td>
<td>56.70%</td>
</tr>
</tbody>
</table>

### Table 14
Percentage of Length of Previous Contract – Terminal Degrees

<table>
<thead>
<tr>
<th></th>
<th>Previous 1 year</th>
<th>Previous 2 year</th>
<th>Previous 3+ year</th>
<th>Previous Standing</th>
<th>Previous multi-year</th>
<th>Total Previous Contracts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professor</td>
<td>39</td>
<td>9</td>
<td>26</td>
<td>26.80%</td>
<td>2</td>
<td>37</td>
</tr>
<tr>
<td>Full Professor</td>
<td>6</td>
<td>2</td>
<td>9</td>
<td>9.28%</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>Totals</td>
<td>45</td>
<td>11</td>
<td>35</td>
<td>36.08%</td>
<td>6</td>
<td>52</td>
</tr>
</tbody>
</table>
Non-Terminal Degrees

Table 15
Promotions by Identified Gender – Non-Terminal Degrees

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>20</td>
<td>13</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>11</td>
<td>9</td>
</tr>
</tbody>
</table>

Table 16
Promotions by Identified Race/Ethnicity – Non-Terminal Degrees

<table>
<thead>
<tr>
<th></th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>INT</th>
<th>UDL</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>1</td>
<td>-</td>
<td>3</td>
<td>-</td>
<td>3</td>
<td>26</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>18</td>
</tr>
</tbody>
</table>

INT = International Faculty, Non-Citizens and Faculty who are not Permanent Residents
UDL = Undeclared
## Table 17

Promotion by New Rank and Campus Type – Non-Terminal Degrees

<table>
<thead>
<tr>
<th>College/Campus</th>
<th>Total Faculty Promoted</th>
<th>Rank #2 = 33</th>
<th>Rank #3 = 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Park</td>
<td>20</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Commonwealth</td>
<td>33</td>
<td>23</td>
<td>10</td>
</tr>
<tr>
<td>Totals</td>
<td>53</td>
<td>33</td>
<td>20</td>
</tr>
</tbody>
</table>

Note: This table reflects the current contracts held by non-tenure line faculty who were promoted. Some were in place prior to the promotion.

## Table 18

Non-Tenure Line Salary Increase and Length of New Contract – Non-Terminal Degrees

<table>
<thead>
<tr>
<th>College/Campus</th>
<th>% Salary Increased</th>
<th>Mean Salary Increase</th>
<th>Median Salary Increase</th>
<th>1-year contract</th>
<th>2-year contract</th>
<th>3-year contract</th>
<th>Standing contract</th>
<th>Total multi-year contracts</th>
<th>Total faculty promoted</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Park*</td>
<td>5%-8%</td>
<td>7.0%</td>
<td>8.0%</td>
<td>4</td>
<td>8%</td>
<td>-</td>
<td>15%</td>
<td>28%</td>
<td>16%</td>
</tr>
<tr>
<td>Commonwealth</td>
<td>4%-8%</td>
<td>7.0%</td>
<td>8.0%</td>
<td>7</td>
<td>13%</td>
<td>7</td>
<td>13%</td>
<td>19%</td>
<td>36%</td>
</tr>
<tr>
<td>Totals*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Note: This table reflects the current contracts held by non-tenure line faculty who were promoted. Some were in place prior to the promotion.

## Table 19

New Contract Length by Faculty Rank – Non-Terminal Degrees

<table>
<thead>
<tr>
<th>Rank #2</th>
<th>Rank #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Salary Increase</td>
<td>Mean Salary Increase</td>
</tr>
<tr>
<td>6.7%</td>
<td>8.0%</td>
</tr>
<tr>
<td>8.0%</td>
<td>8.0%</td>
</tr>
</tbody>
</table>

Note: This table reflects the current contracts held by non-tenure line faculty who were promoted. Some were in place prior to the promotion.

## Table 20

Faculty Rank by New Contract Length – Non-Terminal Degrees

<table>
<thead>
<tr>
<th>Percentage of 1 year*</th>
<th>Rank #2 (n=33)</th>
<th>Rank #3 (n=20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of 2 year*</td>
<td>11</td>
<td>33%</td>
</tr>
<tr>
<td>Percentage of 3+ years*</td>
<td>4</td>
<td>12%</td>
</tr>
<tr>
<td>Percentage of 3+ years*</td>
<td>17</td>
<td>52%</td>
</tr>
</tbody>
</table>
Appendix – Tables

<table>
<thead>
<tr>
<th>Percentage of standing*</th>
<th>1</th>
<th>3%</th>
<th>-</th>
<th>-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals*</td>
<td>33</td>
<td>100%</td>
<td>20</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of multi-year*</td>
<td>22</td>
<td>67%</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note: This table reflects the current contracts held by non-tenure line faculty who were promoted. Some were in place prior to the promotion.

### Table 21
Percentage of Length of New Contract – Non-Terminal Degrees

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Median</th>
<th>% of 1 year</th>
<th>% of 2 year</th>
<th>% of 3+ years</th>
<th>% of standing</th>
<th>% of multi-year</th>
<th>Total Fac Promoted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>7%</td>
<td>8%</td>
<td>11</td>
<td>4</td>
<td>17</td>
<td>1</td>
<td>22</td>
<td>33</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>8%</td>
<td>8%</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>17</td>
<td>-</td>
<td>20</td>
</tr>
<tr>
<td>Totals</td>
<td>-</td>
<td>-</td>
<td>11</td>
<td>7</td>
<td>13.21%</td>
<td>34</td>
<td>1</td>
<td>42</td>
</tr>
</tbody>
</table>

### Table 22
Percentage of Length of Previous Contract – Non-Terminal Degrees

<table>
<thead>
<tr>
<th></th>
<th>Previous 1 year</th>
<th>Previous 2 year</th>
<th>Previous 3+ year</th>
<th>Previous standing</th>
<th>Previous multi-year</th>
<th>Total Previous Contracts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>13</td>
<td>5</td>
<td>14</td>
<td>1</td>
<td>20</td>
<td>33</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>3</td>
<td>6</td>
<td>11</td>
<td>0</td>
<td>17</td>
<td>20</td>
</tr>
<tr>
<td>Totals</td>
<td>16</td>
<td>11</td>
<td>25</td>
<td>1</td>
<td>37</td>
<td>53</td>
</tr>
</tbody>
</table>

### College of Medicine

### Table 23
Promotions by Identified Gender

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professor</td>
<td>14</td>
<td>21</td>
</tr>
<tr>
<td>Full Professor</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Other = Title Outside AC21</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>
### Table 24
Promotions by Identified Race/Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>INT</th>
<th>UDL</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professor</td>
<td>10</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>25</td>
</tr>
<tr>
<td>Full Professor</td>
<td>4</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>18</td>
</tr>
<tr>
<td>Other = Title Outside AC21</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4</td>
</tr>
</tbody>
</table>

### Table 25
Promotions by New Rank and Campus Type

<table>
<thead>
<tr>
<th>College/Campus</th>
<th>Total Faculty Promoted</th>
<th>Rank #2 = 76</th>
<th>Rank #3 = 21</th>
<th>Rank = Other (Title outside of AC21)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Medicine</td>
<td>62</td>
<td>35</td>
<td>23</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College/Campus</th>
<th>% Salary Increased</th>
<th>Mean Salary Increase</th>
<th>Median Salary Increase</th>
<th>1 year contracts</th>
<th>Total faculty promoted</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Medicine</td>
<td>4%-8%</td>
<td>8.0%</td>
<td>8.0%</td>
<td>100.0%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Note: This table reflects the current contracts held by non-tenure line faculty who were promoted. Some were in place prior to promotion.
### General
- 164 non-tenure line promotion dossiers were put forward University-wide and 150 (91%) received a promotion.
- Of the 150 promotions, 73% were to second rank and 27% to third rank.
- Of those promoted, 65% had a terminal degree and 35% had a non-terminal degree.
- Faculty identifying as female comprised about 60% of promotions for those with a terminal or a non-terminal degree.

### Salary Increases
- All of those who were promoted received a salary increase separate from GSI. The mean salary increase was 7% and the median was 8% both at University Park and the campuses, and increases were similar both across and within ranks.

### Contract Length
- Across all campuses, 81% of those promoted received multi-year contracts.
- A higher percentage of faculty promoted to the third rank (100%) received a multi-year contract than those promoted to the second rank (75%).
- Of those with a terminal degree, 83% received a multi-year contract and of those with a non-terminal degree, 79% received a multi-year contract.
- The data suggest that faculty both with and without a terminal degree received a longer contract than they previously held. Prior to the promotion, multi-year contracts were just over half of the total, but after promotion they were 80% of the total.
SENATE COMMITTEES ON FACULTY AFFAIRS, EDUCATIONAL EQUITY AND CAMPUS ENVIRONMENT, AND INTRA-UNIVERSITY RELATIONS

Developing a Faculty Teaching Assessment Framework

(Informational)

Background/Introduction
In June of 2020, University Faculty Senate Chair Seymour charged the Faculty Affairs, Intra-University Relations, and Educational Equity and Campus Environment committees to review the current faculty teaching assessment process and consider any necessary changes to provide a more developmental assessment with triangulation of data rather than one data point (current SRTEs). Each committee chose two members, in addition to the committee chairs) to participate in a sub-committee that guided the review: Felecia Davis, Paul Frisch, C. Libby, Rosemarie Petrilla, Nicholas Pyeatt, Mary Vollero. Nicholas Rowland chaired the sub-committee on student feedback survey questions. In an effort to improve teaching and address issues of bias, the committees were charged with providing a set of recommendations of alternative assessments of teaching at Penn State.

The objectives of a revised faculty teaching assessment framework are two-fold:

1. To provide faculty with feedback (student and peer) to improve and hone course development and teaching
2. To provide administrators with a more robust and equitable opportunity to evaluate how faculty use feedback to inform pedagogy.

Ultimately, the objective of developing a new teaching assessment framework is to improve teaching at Penn State University without excessively burdening students, faculty, or administrators.

Development of a Faculty Teaching Assessment Framework: Data Gathering

Our goal from the start was to engage stakeholders in a feedback loop throughout the process in an effort to consider a wide array of inputs. In order to hear from as many stakeholders as possible, we took a unique, multi-step approach, consisting of surveys and listening sessions: with students, faculty, and academic leadership at multiple steps in the development process.

We are thankful for faculty from across the Commonwealth, teaching a wide range of courses, and in various roles for their participation on the sub-committee in addition to the general membership of Faculty Affairs, Inter-University Relations, and Educational Equity and Campus Environment who all participated in the process from the start. Additionally, all faculty (full-time, adjunct) were asked (through their Senate representatives) to provide feedback at multiple points in the process. The sub-committee represented the following disciplines and campus locations:

- Arts & Architecture
- Science
• Health and Human Development
• Humanities
• Women’s, Gender, and Sexuality Studies
• Allied Health
• Political Science
• Psychology
• Education

Campus Representation: Penn State Abington, Penn State Altoona, Penn State Brandywine, Penn State Dubois, Penn State Hazelton, Penn State Harrisburg, University Park (HHD, Arts & Architecture, Liberal Arts), Penn State Scranton

Phase One: Current Best Practices – September and October 2020

Survey on Best Practices

A survey (Appendix A) was created to collect best practices across the University, current Penn State practices considered successful and new ideas. Surveys were sent to student and faculty Senators who were encouraged to share with their units, and all members of the Academic Leadership Council (Vice-Provosts, Deans, Chancellors, and DAAs). Some majors, colleges, and campuses have successful faculty assessment feedback processes in place. The survey provides faculty, students, and academic leaders with direct access to this subcommittee to share their successes.

Student Feedback: The Committee evaluated assessment models from the University of Colorado at Boulder, University of Kansas, University of Wisconsin-Madison, Principia College, and the Quality Matter Rubrics to help shape how the student feedback could be constructed to better serve faculty at Penn State.

Listening Sessions on Developing the Framework

It was key to hear from faculty, students, and administrators on the type of framework that would help us improve teaching at Penn State. We held three, 90-minute sessions. Invitations and multiple reminders were sent to each group. We provide a guided feedback session to gain a “wish list” for developing the framework including questions around best practices and current barriers. Notes from each session (Student Government/ Student Senators, Faculty Senators, and Academic Leadership Council) were incorporated into the framework as appropriate.

Common Themes

Several themes were consistent across the three groups of respondents. A theme was created when it appeared more than five times across the feedback sources:

Improve the data gathered in order to assess how well a course meets its learning objectives.

1. Enhance the reflective process for the faculty. Specifically, both faculty and administrators noted the lack of a reflection process for faculty that would formalize the regular and on-going self-assessment that many have always done. It also provides a method to give context for student and peer assessments.
2. Deemphasize numbers and/or move away from the two-number model as sometimes administrators ignore the full survey. The two numbers do not fully describe the faculty’s expertise and the narrow focus on the two numbers may disproportionately harm many faculty during evaluations, either for FAR or promotions.

3. Move to a more transformative process that is informed by multiple inputs rather than relying heavily on just one form of assessment from a single source (current SRTEs).

Focus Student Feedback on Course Objectives.

Most survey respondents and listening session participants found student input to be very informative for reflecting on the relationship between teaching and the course learning objectives, their efforts to meet the course objectives, and the process of learning. There were six main takeaways:

1. Student feedback should be formative and not summative. Students lack the education and subject matter expertise to determine the most effective teaching methods, course design, or course materials/activities.
2. Student feedback questions should be global, focus on the course objectives.
3. Questions should include closed and open-ended questions. Open-ended questions seem to be the most useful for faculty since they allow students to respond to points for which the set questions do not allow.
4. Merge student feedback with their own assessments of how the course was delivered and objectives met.
5. Bias is a known issue and can never be eliminated from these types of assessments. However, faculty are often assessed without consideration of bias. With this in mind, it is critical that student feedback must not be the only input and must not be given more weight than other forms of feedback. Crafting questions for student feedback that focus on course content, not the instructor, is one method to reduce bias. Studies have shown that including a very short statement about bias for students to read before they answer the questions is sometimes helpful.

Timing and Delivery

1. Many respondents found that the evaluation period (last week of the semester) has a few unintended consequences, including faculty holding final assessment grades until SRTEs are completed and adjusting types of assignments at the end to avoid angry or negative responses.
2. Uniform set of student evaluations for all campuses and depts.
3. Create a system that would still allow some flexibility for adding questions when they are subject-specific.
4. Faculty should have more than one opportunity during the semester to receive feedback from students in order to make changes (if appropriate): mid-semester feedback available only to the faculty member and again before the end of the semester.
5. Richer information is available post-course and/or post-graduation - and provides better insight for the courses being evaluated.
Phase Two: Proposed Framework Feedback – February 2021

After months of analyzing the Phase One feedback, gathering additional best practices, and working with a small taskforce on student feedback, we held two additional listening sessions to share a draft framework and gain additional input. Faculty Senators were asked to seek input from their colleagues and bring it to the session. The Academic Leadership Council was invited to a session as well.

Themes

1. Must include a statement on bias, to help continually highlight this issue and how it can affect faculty.
2. Student education at the start of the feedback survey to expand their understanding of the role of their feedback, the opportunity to help improve the course, and that the focus should be solely on course objectives.
3. Courses where faculty do not control the content and/or design: There should also be a statement emphasizing that many faculty do not have full control of how the course is designed or delivered. In this case, it may be possible for such feedback to be directed to course developers to help structure future courses based, partially, on this feedback.
4. The student feedback should focus more on content and the ability of students to learn the materials that are being presented within the timeframe of the course.
5. The number of questions that were proposed by the working group might be excessive, and perhaps limiting these to a smaller number would help with student response rates.
6. Consider moving feedback to the 12-week mark in the semester (for 15-week courses) Others suggested 13 weeks to eliminate issues with student late drops.
7. We must have a better process to prevent students with academic integrity violations from evaluating the affected course.

Phase Three: Student Feedback Focus – March 2021

Student feedback received the most input and interest during Phase Two. After adjusting the proposed student feedback questions, the committee felt it prudent to seek another round of input in this area. The feedback was two-fold: A listening session devoted entirely to the proposed questions for the Student Assessment to include all Faculty Senators and a survey with the proposed student feedback questions was sent to Senators to be shared with all faculty.

We understood that the Faculty Assessment Framework, including the student feedback questions, needs to serve all faculty, all courses, and all Penn State locations. We felt it was necessary to hold this additional session and also ask for specific consultation from faculty and administrators who are experts in the area of student feedback.

Next Steps

The committee will continue to develop the framework over the next few months. An advisory and consultative report will be presented to EECE, FA, and IRC for a vote. The final proposal
will then be forwarded to Senate Council with a request for inclusion at the first Senate meeting of Fall 2021.

SENATE COMMITTEES ON FACULTY AFFAIRS (FA), EDUCATIONAL EQUITY AND CAMPUS ENVIRONMENT (EECE), AND INTRA-UNIVERSITY RELATIONS (IRC)

Reneé Bishop-Pierce, Kimberly Blockett, and Maureen Connelly Jones, Co-Chairs

Educational Equity and Campus Environment (EECE)
- Douglass Bird
- Kimberly Blockett, Chair
- Artemio Cardenas
- Felecia Davis
- Sibusiwe Dube
- Kaitlin Farnan
- Ranier Foley-DeFiore
- Karly Ford
- C. Libby
- Dajiang Liu
- Brian Patchcoski
- Andrew Sandoval-Strauz
- Cori Smith
- Marcus Whitehurst
- Arpan Yagnik

Faculty Affairs (FA)
- Michael Bartolacci
- Kathleen Bieschke
- Renee Bishop-Pierce, Chair
- Richard Brazier
- Gary Calore
- Alison Chetlen
- Ali Demirci
- James Fairbank
- Rita Foley
- David Fusco
- Leland Glenna
- Charlene Gross
- Margaret Hu
- Pamela Hufnagel
• Sai Kakuturu
• Lawrence Kass
• Joshua Kirby
• Lisa Kitko
• Angela Linse
• Jonathan Mathews
• John Nousek
• Laura Pauley
• Rosemarie Petrilla
• Nicholas Pyeatt
• Richard Robinett
• Raghu Sangwan
• Sue Rutherford Siegel
• Emily Strohacker
• Nathan Tallman
• Michael Tyworth
• Joshua Wede

Intra-University Relations (IRC)
• Samuel Bilotta
• Tammy d' Artenay
• Tyler Dare
• Paul Frisch
• Julie Gallagher
• Dermot Groome
• Madlyn Hanes
• Robert Hoffman
• Lisa Holden
• Peter Hopsicker
• Anush Iyer
• Maureen Connelly Jones, Chair
• David Kahl
• Kelly Karpa
• Xin Liu
• Karyn McKinney-Marvasti
• Lakyn Meeder
• Bing Ran
• Paul Riccomini
• Rajarajan Subramanian
• Aakash Viramgama
• Mary Vollero
• Robert Zambanini

We adapted language from Peterson et al. “Student evaluations of teaching play an important role in the review of faculty. Your opinions influence the review of instructors that takes place every year. Iowa State University recognizes that student evaluations of teaching are often influenced by students’ unconscious and unintentional biases about the race and gender of the instructor. Women and instructors of color are systematically rated lower in their teaching evaluations than white men, even when there are no actual differences in the instruction or in what students have learned. As you fill out the course evaluation please keep this in mind and make an effort to resist stereotypes about professors. Focus on your opinions about the content of the course (the assignments, the textbook, the in-class material) and not unrelated matters (the instructor’s appearance).”
On-Going Process Improvement

Permanent Sub-committees in FA, IRC, and EECE
- Committees remain involved in the on-going assessment
- Partnership - University Leadership
- Maintain focus on a developmental process

3-Year Cycle
- Year 1 – Implement
- Year 2 – Gather data
- Year 3 – Review and Revise as needed

Feedback Loop
- Establish Annual Reports
- Review data from established metrics and reports
- Engage faculty in feedback
- Incorporate current best practices

Faculty Teaching Assessment: The Team

Educational Equity and Campus Environment
- Kim Blockett, Chair
- C. Libby
- Felecia Davis

Faculty Affairs
- Renee Bishop-Pierce, Chair
- Rose Petrilla
- Nicholas Pyeatt

Intra-University Relations
- Maureen C. Jones, Chair
- Paul Frisch
- Mary Vollero

Sub-Sub-Committee on Student Feedback
- Nicholas Rowland, Chair
- Josh Kirby
- Josh Wede

Special thanks to all of the faculty, academic leadership, students, and staff who provided feedback and assisted in the efforts.
Our Mission & Process: Faculty Teaching Assessment

- **Equitable**: Reduce bias. Consistent framework across all campuses, college, and programs.
- **Developmental**: Feedback should be used to improve teaching. Support faculty in improving outcomes.
- **Multiple Inputs**: Evaluation should include more than 2 numbers. Faculty should direct response to feedback.

**Our Mission & Process:**

**Faculty Teaching Assessment**

**Team Formation**
- Benchmarking
- Stakeholder Identification

- **Aug/Sept 2021**

**Phase 1: Best Practices**
- Best Practices Survey
- Listening Sessions: Wishlist
  - Senate Members
  - Academic Leadership
  - Student Government

- **Sept/Oct 2021**

**Phase 2: Proposed Framework Feedback**
- Listening Sessions:
  - Senate Members
  - Academic Leadership

- **March/April 2021**

**Phase 3: Student Feedback Focus**
- Survey:
  - All Faculty
- Listening Session:
  - Senate Members
- Consults:
  - Angela Linse
  - Survey Experts

- **Feb 2021**

**Timeline**
Final Framework: Next Steps

MAY/JUNE 2021:
- EECE, FA, & IRC Committees complete final review

APRIL 2021:
- Review and revise
  Feedback integration
  EECE, FA, & IRC

MARCH/APRIL 2021:
- Feedback continues
  • Students – pilot student feedback courses – varied disciplines
  • Consult with faculty survey experts
  • Faculty experts

SEPTEMBER 2021:
- Final proposal at plenary
SENATE COMMITTEE ON FACULTY BENEFITS

Spring 2021 Report on Faculty Salaries

(Informational)

Introduction

The Report on Faculty Salaries is an informational report of the Committee on Faculty Benefits offering an analysis of faculty salaries at Penn State. This report is accompanied by a set of dashboards produced by the Office of Planning, Assessment, and Institutional Research (OPAIR), with thanks to the College of Medicine and University Libraries. The dashboards provide comparisons with other institutions and comparisons among the colleges and campuses within Penn State. The dashboards are available to faculty and academic administrators on the OPAIR website: https://opair.psu.edu/institutional-research/publications-and-reports/faculty-salary-report/. Some of the dashboards contain restricted data provided by the Association for American Universities Data Exchange (AAUDE). Dashboards that contain AAUDE data are restricted to faculty senators due to confidentiality boundaries outlined in the data-sharing agreement for participating institutions. The data-sharing agreement can be accessed using the link in this paragraph.

Many factors may contribute to differences in salary statistics across peer institutions, and thus, make it difficult to draw inferences from these data. For instance, market forces, non-monetary compensations and benefits, and cost of living differences across institutions are often not reflected in the data. Comparisons across institutions or across units within institutions can be complicated by unequal distributions in key dimensions such as discipline, rank, length of time in rank, and length of employment. The data presented in the dashboards may be limited and may not provide enough detail for drawing inferences about important issues pertaining to faculty compensation. However, these data may be useful for informing discussions and prompting further inquiry by the Senate. The Committee on Faculty Benefits encourages the members of the faculty at Penn State to use the data as a reference.
Definition of Salary

The salaries presented in the dashboards reflect contract salary. These salary figures do not include additional or supplemental monies an individual may receive for activities such as summer teaching, extra assignments, or administrative stipends. The salary data also do not include fringe benefits such as the University’s contribution to the individual’s retirement plan, health insurance, or tuition discounts.

The salary data are defined based on a 9-month (36-week) appointment. Unless otherwise noted, salaries for faculty members on 12-month (48-week) appointments are converted to a 9-month equivalent using a standard conversion factor of 0.818 (9/11). The conversion rate is common in the industry when normalizing salaries for reporting purposes.

Association of American Universities Data Exchange (AAUDE) Dashboards

The Association of American Universities Data Exchange (AAUDE) is an organization composed of Association of American Universities (AAU) institutions that contribute their institutional data to the data exchange. The AAU\(^1\) describes itself as being “composed of America’s leading research universities. AAU’s 65 research universities transform lives through education, research, and innovation.” While all AAU institutions are eligible to participate in the data exchange, typically only between 50 and 60 percent of the member institutions will submit data to data exchange in any given year. The data available through the exchange are for an institution’s “main campus” only.

The AAU comparisons allow Penn State to benchmark faculty salaries at University Park with other leading research institutions. Direct comparison to individual institutions is not available as the confidentiality rules governing participation in the data exchange prohibit individually identifying institutional data. However, the data may be useful for indicating Penn State’s relative position among the group of AAU institutions. The Salary Comparison dashboards present comparisons with averages based on all institutions reporting their data in the given year.

College level comparisons are possible using AAUDE because Classification of Instructional Programs (CIP) information is available in the AAUDE data set. The CIP codes are a taxonomic scheme developed by the U.S. Department of Education’s National Center for Education Statistics (NCES) to support tracking and reporting of fields of study and program completion activity.\(^2\) The college level comparisons in the Salary Comparison dashboard compare each of Penn State’s colleges with a composite of equivalent CIP codes from other AAU institutions.

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\(^1\) For more information on the AAU, see [http://www.aau.edu/home.aspx](http://www.aau.edu/home.aspx).

\(^2\) For more information on CIP codes see [http://nces.ed.gov/ipeds/cipcode/](http://nces.ed.gov/ipeds/cipcode/).
Salary Comparison - Tenure Line:

This dashboard compares AAU institutions and Penn State University Park salaries overall and by college. The table displays the salaries for both AAU and Penn State by college for the ranks of professor, associate professor and assistant professor. Using the selector buttons to the left of the line graphs, you can alter the view to select each rank plotted individually to compare salaries over time between Penn State and AAU averages by college (Fall 2015- Fall 2019).

Faculty Ranking:

This dashboard compares AAU public universities’ average salaries by rank to Penn State’s average salaries. It also contains a second report of Penn State compared to Big Ten public universities, which can be accessed by clicking the respective icon above the chart. This report only uses 9-month appointments for tenure-line faculty. It also displays the average salary of faculty of Penn State over time to give context to the rankings.

Intra-University Data Dashboards

The intra-institutional comparisons are based on Penn State’s internal data sources. The dashboards are based on a snapshot of the human resources database taken at the end of September 2020. Faculty salaries by location, rank, gender, time-in-rank, college, and position type (academic vs. academic administrator) are displayed. These snapshot data are used for the University’s official reporting activities. The data used in the dashboards include all individuals classified as “academic” with a full-time appointment type.

In addition to the data collected from AAUDE and Penn State’s human resources system, additional data are available for College of Medicine and University Libraries. The data shown in the College of Medicine dashboard are provided by the Hershey Medical Center to provide information on average salaries for faculty at the Medical Center. The data shown for librarians are provided by University Libraries.

The intra-university dashboards present salary quartiles and mean years in rank along a few key dimensions (e.g., gender and location). It is important to note than when a category contains fewer than six individuals, summary statistics are suppressed for privacy reasons.

Faculty Salaries by Location, Rank and Gender - Tenure Line:

This dashboard provides a comparison of the 2018, 2019, and 2020 faculty salary data by rank and by location (Commonwealth Campuses, Dickinson Law, and University Park). Selectors for the year and tenure status change the data displayed on the table and graph.
In addition, a selector to drill further into the data and add gender to the table is located above the graph.

**University Park by Location and Gender - Tenure Line:**

This dashboard displays faculty salary statistics for 2018, 2019, and 2020 by college at University Park. The table lists the number of faculty in each rank and the mean years in rank, as well as the median, 25th Percentile and 75th Percentile for each rank. The graph provides a visual representation of the table. A selector is located above the graph to add gender breakdown into the chart and graph.

**Faculty Salaries by Campus, Division, Rank and Gender - Tenure Line:**

This dashboard displays faculty salary statistics for 2018, 2019, and 2020 by campus college and division. The table lists the number of faculty in each rank and the mean years in rank, as well as the median, 25th Percentile and 75th Percentile for each rank. The graph provides a visual representation of the table. A selector is located above the graph to add gender breakdown into the chart and graph.

**Full Time Faculty Salaries for Academics and Academic Administrators - Tenure Line:**

This dashboard displays faculty salary statistics for 2018, 2019, and 2020 split by academic and academic administrators, as well as Commonwealth Campuses and University Park. The table lists the number of faculty in each rank and the mean years in rank, as well as the median, 25th Percentile and 75th Percentile for each rank. The graph displays a single rank, which can be selected using the slicer above the graph, to show a comparison of academic and academic administrator salaries at each location.

**Tenure-Line Faculty by Time in Rank:**

This dashboard shows faculty salary by rank, location (Commonwealth Campuses and University Park), and time in rank. The charts display the number of individuals in each category and their average salary. The user can switch the display between 2018, 2019, and 2020 using the slicer above the chart. The graphs below the chart present the data visually for a single rank. The rank can be changed using the selection buttons the right of the graphs.

**College of Medicine Dashboard**

Salary data for Penn State Hershey is presented in the College of Medicine Dashboard. The dashboard shows quartile distributions of the salaries of full-time basic science faculty and clinical faculty by rank. Penn State data are presented alongside Association of American Medical Colleges (AAMC) salary percentiles. For basic science faculty, the Penn State data are shown by gender. The selector located above the chart allows the user to select between basic science, clinical MDs, and Clinical PhDs. The graph displays a single rank for the selected universe and can be changed by using the selector buttons to the right of the graph.
Librarian Salaries Dashboard

The Association of Research Libraries (ARL\(^3\)) describes itself as a “nonprofit membership organization of libraries and archives in major public and private universities, federal government agencies, and large public institutions in Canada and the US. We are a forum for the exchange of ideas and a catalyst for collective action to create, share, and sustain our global knowledge. We advocate on research libraries’ behalf, convene our research and higher education partners, share intelligence on current issues, and develop the next generation of diverse library leaders.”

Through membership in the ARL, Penn State shares salary-related data for its librarian faculty. The Librarian Salaries Dashboard presents Penn State’s librarian salaries in comparison to other institutions in the Big Ten.

The dashboard displays the number of full-time employees (FTE), the average salary (Avg Salary), and total salary for each institution by rank (Librarian, Assistant Librarian, Associate Librarian, and Affiliate Librarian). The graphs display the FTE and average salary by institution, with Penn State highlighted in blue. The selector buttons above the table can be used to switch between ranks.

Limitations of the Data

The dashboards accompanying this report offer several different perspectives on faculty salaries. The data presented in the dashboards are an attempt to provide as objective an analysis as possible. However, readers are cautioned to consider the limitations of these data before drawing any conclusions.

Direct comparisons with other institutions can be difficult as organizations differ in structure. Often there are unequal proportions among one or more key factors such as rank, academic discipline, age, and years of experience. The use of the average as the reported statistic further complicates the comparison. The average is susceptible to the influence of extreme values in the population.

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\(^3\) For more information on the ARL, see [http://www.arl.org/index.php](http://www.arl.org/index.php)
Comparisons based on intra-university data may seem to be an opportunity to exercise more control over the chosen statistic. Many of the supporting tables accompanying this report present salary quartiles, which are much less likely to be influenced by extreme values but interpreting differences between percentiles can be more difficult than differences based on the average. Unequal proportions among the groupings within the organization can create paradoxical situations where conclusions based on data at one level of aggregation may not be supported at a finer level of detail.

The data presented in the dashboards reflect the entire population. Before drawing any conclusions from those differences, readers are reminded that there are many factors that affect an individual’s salary. The data presented in the dashboards reflect a few factors that seem most relevant to the interests of the Faculty Senate. Properly controlling for the number of factors known to affect an individual’s salary would require an analysis beyond the scope of this report. There are also factors such as market forces, non-monetary compensation and benefits, and professional reputation that are not reflected in the data.

Conclusion

The data available in the dashboards accompanying this report present several perspectives on faculty salaries at Penn State. Despite these many perspectives, the data reflect a limited view of faculty compensation. While it can be difficult to draw inferences from these limited data, the Committee on Faculty Benefits hopes that these data can be useful in enabling Penn State’s faculty members to be better informed about their salary relative to their colleagues both within Penn State and at some of Penn State’s peer institutions.
Executive Summary
Global Programs, in partnership with Penn State academic and administrative units, as well as partners abroad developed and launched the Penn State First: Shanghai and Penn State First: Seoul programs leading up to the Fall 2020 semester. These programs offered international, first-year undergraduate students an opportunity to begin their Penn State academic careers with a combination of in-person and remote coursework in their home country amid safety and travel restrictions brought on by the COVID-19 pandemic. The programs also offered a sense of community and provided students the opportunity to engage, in-person using English as the primary means of communication while partaking in numerous co-curricular events designed to familiarize them with Penn State and U.S. culture.

While opportunities for continuous improvement are always present, the programs were largely an academic and student retention success. Students enrolled in Penn State First achieved higher semester GPAs than those of other Penn State first-semester students when compared with the general student population as well as with the overall average of first-semester Chinese and South Korean undergraduate students. Across the United States, new international first-year undergraduate student enrollment was down an average of 43% for Fall 2020. At Penn State we saw a 16% decline in our international first-year population. Undoubtedly, without the Penn State First Program, the majority, and probably the vast majority, of these students would have chosen to attend another institution or would have delayed their academic plans altogether. Over 92 percent of Penn State First students continued their enrollment at Penn State in the Spring 2021 semester.

Context

Origin of the Programs
The Penn State First portfolio of programs were conceived of in early summer 2020 in direct response to the COVID-19 pandemic and international students’ inability to travel to Penn State campuses due to closed consular services and limited international travel. Global Programs developed the programs with support from the Provost’s office and academic units to aid international students in their academic aspirations for study at Penn State and to help preserve the University’s significant population of students from key offshore markets.

The semester-long Penn State First (PSF) programs were developed in two cities: Seoul, South Korea and Shanghai, China. As conceived, these residentially-based academic programs offered new, first-year students currently in South Korea and China the opportunity to join the Penn State family while meeting other first-year students, learning alongside other Penn Staters – both in-person and virtually – as well as engaging with Penn State traditions and our alumni network through co-curricular programming.
The unprecedented impact of COVID-19 on higher education institutions has been extraordinary. This is particularly the case for global institutions with large populations of international students. In late May and early June 2020, Global Programs realized that it would have to move very quickly to assure its incoming first-year international students that their unique needs and challenges were not forgotten. Given the significant numbers of incoming undergraduate students from China and South Korea, a viable residential program was sought to offer these students a pathway to begin their Penn State academic careers while still in their home country.

*Penn State First* is a collaboration between Penn State, CIEE (a United States-based global nonprofit educational and intercultural exchange organization) and partner institutions based in the host cities. Penn State has a long history of working with CIEE in the study abroad space; it has sent its students on CIEE programs for over twenty-five years. The academic partner in Shanghai is East China Normal University while in Seoul it was Yonsei University.

**Program Structure**

Students took a combination of in-person and online courses – all created to help them acclimate to the Penn State academic environment while working on credits that will count toward their Penn State degree. In Fall 2020 each student was advised to work with their Penn State academic adviser to register for two (2) courses delivered remotely from Penn State (CW or CR). In addition, each participant was advised to register for three (3) courses to be delivered residentially on-site. (Exceptions were made for students whose academic program adviser recommended they take less than three PSF courses.) In Shanghai, residentially taught courses were taught by instructors from the local academic community at the Baoshan Campus of East China Normal University (ECNU). In Seoul, on-site courses were delivered through Yonsei University’s standard offerings while one Penn State-requested course section was taught by a locally-sourced instructor through the CIEE academic center. ECNU is one of 36 “A” tier universities in China and Yonsei is a top 5 Korean and top 100 global university.

All courses in which students were enrolled were identified and then reviewed by Penn State faculty for equivalent credit. Courses completed through Penn State First are treated in the same manner as all other Education Abroad courses and are counted as Penn State credit the transcript. All courses are taught in English.

In addition to the coursework offered on the program, both Shanghai and Seoul offered a writing center and student services in addition to the virtual support students were able to gain from Penn State. A comprehensive program of co-curricular activities which included events (not limited to): academic seminars on becoming an active learner in a U.S. classroom, American film nights, Alumni Connect events which included alumni guest speakers and visits to local organizations/firms, Moon Festival celebration, Halloween celebration, an outreach international education week (IEW) program, a Walk-a-THON fundraiser and a Thanksgiving feast celebration. It was important to the success of this program that we offered a Penn State ‘plus’ experience. Our Penn State co-curricular programming was very well-received by students.

In addition to these on-site events, Global programs also organized a full slate of virtual WE ARE engagement webinars open to all international students including Penn State First participants.
A statistical summary of co-curricular participation at Penn State First: Shanghai, from August 2020 to December 2020 is as follows:

<table>
<thead>
<tr>
<th></th>
<th>Bilingual Webinars</th>
<th>Bilingual Surveys to students</th>
<th>Residential Orientation</th>
<th>Academic Seminars</th>
<th>Festival Celebrations (Moon Festival; Halloween)</th>
<th>Alumni Connect (visiting alumni firms)</th>
<th>Outreach (IEW &amp; Thanksgiving w/ Consulate General)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Occurrences</strong></td>
<td>8</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td><strong>Attendees</strong> (students &amp; parents)</td>
<td>1,024</td>
<td>1,138</td>
<td>400</td>
<td>834</td>
<td>550</td>
<td>150</td>
<td>50</td>
</tr>
<tr>
<td><strong>Alumni</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>80</td>
<td>40</td>
<td>15</td>
</tr>
<tr>
<td><strong>Faculty &amp; staff</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td><strong>Community</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>1,000</td>
</tr>
</tbody>
</table>

*All above data presents the impact of Penn State First: Shanghai on parents, students, alumni, and community in Shanghai. All data are courtesy of Dr. Anna Marshall, Program Manager, Penn State First: Shanghai. To facilitate communication with students and families, a PSU Tencent channel has been established in China at [http://v.qq.com/s/videoplus/2585473989](http://v.qq.com/s/videoplus/2585473989)*
Enrollment
As enrollment figures below indicate, not all students chose to remain a part of the Shanghai residential experience in Spring 2021. The pie chart on page 6 elaborates on the intentions of FA20 Penn State First students who chose not to continue with that program.

<table>
<thead>
<tr>
<th></th>
<th>Penn State First: Shanghai (FA20)</th>
<th>Penn State First: Shanghai (SP21)</th>
<th>Penn State First: Seoul (FA20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abington</td>
<td>44</td>
<td>27</td>
<td>3</td>
</tr>
<tr>
<td>Altoona</td>
<td>11</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Beaver</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Berks</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Brandywine</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Erie</td>
<td>7</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Harrisburg</td>
<td>129</td>
<td>85</td>
<td>8</td>
</tr>
<tr>
<td>Lehigh Valley</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>York</td>
<td>7</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>University Park</td>
<td>212</td>
<td>176</td>
<td>26</td>
</tr>
<tr>
<td><strong>Total (Program Start)</strong></td>
<td><strong>414</strong></td>
<td><strong>319</strong></td>
<td><strong>38</strong></td>
</tr>
</tbody>
</table>

Student Feedback
Students on both FA20 Penn State First programs were given an opportunity to provide feedback at both the mid-point and end of semester through an anonymous questionnaire administered by CIEE. Each program also had the benefit of a Student Representative Council which provided a channel for continuous qualitative feedback from students to program on-site leadership throughout the programs. Two Penn State student program coordinators in Shanghai played an important role in supporting co-curricular programs, acting as Residential Advisers in program housing, connecting students with Penn State alumni in Shanghai, and collecting continuous feedback from students through formal and informal channels. Furthermore, students studying in Shanghai in FA20 who did not apply to continue with Penn State First as a study option in the spring were given a questionnaire by Penn State to share their reasons for not continuing. Key feedback from these survey instruments follows.

**Penn State First: Shanghai**
414 students began the program in Shanghai on August 24, 2020 and 399 students completed the entire program ending on December 18, 2020, for a first semester retention of 96.4%.

The final program evaluation response rate was 46%.
Students’ review of key program aspects largely fell in a tight band of satisfaction between 7.2 and 7.4 points on a 10-point scale. Housing was notably lower and this was most likely due to the distance of housing from the Baoshan campus. Penn State made the decision to maintain program-provided housing near the Putuo campus closer to Shanghai city center. This required a 40-45 minute commute to the Baoshan campus. A shuttle bus program was instituted to help students with the commute. 50 out of 414 students elected to use program-provided housing; all others arranged their own private housing.

As advised by our colleagues in China, there can be a propensity for Chinese to only choose middle choices on a Likert scale format question and more rarely the superlative options.
Students’ review of academic components largely fell in a tight band of satisfaction between 7.0 and 7.2 points on a 10-point scale.
Penn State First: Shanghai non-continuing student feedback

165 out of the 399 FA20 Shanghai students who completed the FA20 program chose not to continue with the residential program for spring. However, 92% of the Penn State First students are continuing their studies at Penn State.

Of these 165 students who chose not to continue, 63 students (38% response rate) completed a non-continuation survey.

The three top concerns chosen as reasons for not continuing were: “Academic concerns (35)” “Baoshan campus is not desirable (34)” and “Not enough CIEE classes (31)”. It should be noted that “CIEE classes” are those courses taught completely on-site by locally hired instructors.

It should also be emphasized that while “Academic Concerns” likely reflected several issues, the survey question specifically gave students the example of “courses offered”. Therefore, it is reasonable to assume that many respondents did not feel spring 2021 courses offered would suit their academic trajectory. Another important factor expressed anecdotally to staff was the bifurcated schedule that meant students had in person classes during daytime (China Standard Time) as well as overnight coursework obligations through remote synchronous instruction from Penn State. Local requirements such as a strict attendance policy may have also been a factor. International students might have specific expectations and/or assumptions about course delivery that are difficult to meet in this environment.

Underscoring students’ feedback on the programs are well-documented challenges with stress for all students while learning remotely through the pandemic. Anxiety brought on by the pandemic and adjustments to daily life would be particularly acute for international students intending to begin their studies in the United States. Initial research in this area began in spring 2020 and studies involving Chinese students specifically “concluded that Chinese undergraduate students during COVID-19 outbreak showed higher anxiety.” (Wang, Chongying and Hong Zhou “The
Open-ended responses to this question included:

- Professors are too strict, so it's hard to earn high GPA. TAs provided by PSF are few and they are less-skilled in that field.
- TAs are not responsible.
- The teaching quality doesn’t reach my expectations to this program
- The program seems not worthy, I would take online courses instead of spending additional $5000.
- I think the teaching method of PSU is more suitable for me than CIEE, and there is no suitable course for me in Baoshan campus in spring semester. I hope to be able to return to PSU campus as soon as possible, and I am looking forward to it. WE ARE!

When asked what their SP21 semester plans were, 58 students (92% of all) indicated that they will continue with Penn State but will study from home in SP21.

**Penn State First: Seoul**

38 students began the program in Seoul on September 1, 2020 and 37 students completed the entire program ending on December 22, 2020. The final program evaluation response rate was 50%.
The two most highly rated key program aspects in Seoul were *Support from on-site Staff* and *Communication from CIEE* each receiving 7.3 points on a 10-point scale. The lowest ranked aspects were *Academics* and *Pre-Departure Services* each receiving 6.4 and 6.7 respectively on a 10-point scale. It’s important to note that Penn State First: Seoul academics were completely conducted remotely. Given the surge in COVID-19 cases in South Korea in early fall, Yonsei University administration made the decision to conduct all classes on-line. Therefore, all students took all of their coursework (both Penn State First and Penn State classes) remotely for the entire fall semester.
As noted above all students took all of their coursework (both Penn State First and Penn State classes) remotely for the entire fall semester. Our colleagues in Korea report that response behavior there can be very different. There can be a propensity for Koreans to only choose middle choices on a Likert scale and more rarely the superlative options.

**Student Performance**
The following table compares Penn State First Student academic performance compared with the performance of other students not enrolled in Penn State First programming. Thanks to the commitment of our teaching faculty and academic advisers, the student performance in Penn State First met and exceeded the average student performance at Penn State.

### Fall 2020 Semester

<table>
<thead>
<tr>
<th></th>
<th>All TERM 001 Students</th>
<th>All TERM 001 International Students</th>
<th>All TERM 001 Chinese Students</th>
<th>All TERM 001 PSF Shanghai Students</th>
<th>All TERM 001 Korean Students</th>
<th>All TERM 001 PSF Seoul Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.03</strong></td>
<td><strong>3.15</strong></td>
<td><strong>3.11</strong></td>
<td><strong>3.20</strong></td>
<td><strong>2.94</strong></td>
<td><strong>3.20</strong></td>
<td></td>
</tr>
</tbody>
</table>
The following table lists **FA20 Penn State First Shanghai Courses**, their modality of instruction, and statistics regarding student performance.

<table>
<thead>
<tr>
<th>Course</th>
<th>Mode of Instruction</th>
<th>Taught by</th>
<th>Average Grade/GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus with Analytical Geometry N=146</td>
<td>On-site, in residence</td>
<td>Local faculty</td>
<td>89.59</td>
</tr>
<tr>
<td>Principles of Microeconomics N=255</td>
<td>On-site, in residence</td>
<td>Local faculty</td>
<td>83.78</td>
</tr>
<tr>
<td>General Psychology N=233</td>
<td>On-site, in residence</td>
<td>Local faculty</td>
<td>82.55</td>
</tr>
<tr>
<td>Politics of Religion N=44</td>
<td>On-site, in residence</td>
<td>Local faculty</td>
<td>81.41</td>
</tr>
<tr>
<td>China’s International Relations N=88</td>
<td>On-site, in residence</td>
<td>Local faculty</td>
<td>85.44</td>
</tr>
<tr>
<td>BIOL 110 N=60</td>
<td>On-site, synchronous remote</td>
<td>Penn State faculty with local graduate TA</td>
<td>2.80</td>
</tr>
<tr>
<td>CHEM 110 N=81</td>
<td>On-site, synchronous remote</td>
<td>Penn State faculty with local graduate TA</td>
<td>3.17</td>
</tr>
<tr>
<td>CHEM 111 N=37</td>
<td>On-site, synchronous remote</td>
<td>Penn State faculty with local graduate TA</td>
<td>3.03</td>
</tr>
<tr>
<td>PHYS 211 N=78</td>
<td>On-site, synchronous remote</td>
<td>Penn State faculty with local graduate TA</td>
<td>2.92</td>
</tr>
<tr>
<td>MATH 110 N=143</td>
<td>On-site, synchronous remote</td>
<td>Penn State faculty with local graduate TA</td>
<td>2.97</td>
</tr>
</tbody>
</table>

*Grades from courses taught on-site were reported by CIEE using a 100-point scale. Grades from courses taught from Penn State were analyzed through iTwo based on a 4-point scale.*
The following table lists **FA20 Penn State First Seoul Courses**, their modality of instruction, and statistics regarding student performance.

<table>
<thead>
<tr>
<th>Course</th>
<th>Mode of Instruction</th>
<th>Taught by</th>
<th>Average Grade/GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus with Analytical Geometry N=19</td>
<td>On-site, in residence</td>
<td>Local faculty</td>
<td>87.25</td>
</tr>
<tr>
<td>Principles of Microeconomics N=32</td>
<td>On-site, in residence</td>
<td>Local faculty</td>
<td>3.23</td>
</tr>
<tr>
<td>General Psychology N=30</td>
<td>On-site, in residence</td>
<td>Local faculty</td>
<td>2.91</td>
</tr>
<tr>
<td>MATH 110 N=9</td>
<td>On-site, synchronous remote</td>
<td>Penn State faculty with local graduate TA</td>
<td>3.15</td>
</tr>
</tbody>
</table>

*Grades from courses taught on-site were reported by CIEE using a 100-point scale. Grades from courses taught by Yonsei University faculty were reported using a 100-point scale. Grades from courses taught from Penn State were analyzed through iTwo based on a 4-point scale*

**Penn State First Faculty Feedback**

A questionnaire was developed by Education Abroad to collect anonymous feedback from Penn State faculty who taught remotely for Penn State First. Course sections delivered remote synchronous (with on-site TA support) were: BIOL 110, CHEM 110, CHEM 111, PHYS 211, and MATH 110. Fifteen (15) faculty taught for the program in this manner and eleven (11) faculty responded to our feedback questionnaire (73.33% response rate).

The questionnaire asked a combination of Likert scale and open text questions through the Qualtrics platform. A full copy of the responses is attached as Appendix A. To summarize some of the responses gleaned from the questionnaire:

- 11 of the 12 teaching faculty believe that the Penn State First students were *somewhat prepared* or *very prepared* when asked to rate their students’ overall preparation for their course;
- None of the teaching faculty respondents believed that their teaching for Penn State First was *ineffective* when compared with delivering a course in a ‘standard’ Penn State remote context;
- 8 of the 11 teaching faculty respondents considered their ability to leverage technology in delivering their course *very successful* when compared with experience teaching in a domestic remote context; and
- 7 of the 11 faculty surveyed reported that their experience with internet access was in no way challenging. Further, a significant majority found the Teaching Assistants to be helpful in many aspect and all respondents found the administrative support helpful.
As a highlight, some representative feedback received suggested the following positive aspects of the experience:

- A rewarding teaching experience with prepared students; in some respects teaching remotely for Penn State First was very similar to teaching any other remote course;
- The on-site Teaching Assistants (TAs) were a positive influence on the experience with 89.5% of responses to TA contribution evaluation being “somewhat helpful” or “very helpful”; their assistance was especially appreciated when proctoring in-person exams as this helped to preserve academic integrity;
- Technology served the faculty well with many feeling that the Zoom platform seemed sufficient for the work at hand;
- Faculty largely found the support from Global Programs “very helpful”.

Representative feedback also suggested that the following aspects of the experience posed challenges, including:

- Students’ English language ability varied widely. Some faculty noted that many students were proficient and adequately prepared while other students really seemed to struggle;
- Internet connectivity and bandwidth at the Baoshan campus seemed to be lacking. This made in-person, group labs a real challenge.

Selected overall comments:

“This was a great experience. I really enjoyed preparing and delivering my lectures to students in China, and while communication in class was limited to the class content, I did get a chance to interact at a more personal level with some of my students during office hours. I also enjoy working with the TA. He was professional and very helpful. I was particularly happy that he made the in-person exams run smoothly. Finally, I am also very grateful for the administrative support from Penn State Global Programs. I would like to specially thank Kate Manni for keeping us informed and for quickly providing answers to all of my questions.”

“While the time difference and the initial logistics were very challenging the entire program was very great and will participate again if the opportunity arises. In teaching a class entirely of international students with English [sic] as second language actually provided a unique perspective on the challenges that international students face and the best way to address them.”

“I really liked this experience. I would like more such opportunities to teach international students in future. The students were very prepared for the class and the geographic, time and culture differences melted away. I could say they were overall the best batch of students I have taught.”

**Penn State First Administration**

*Process and Structure*

As noted, planning for the Penn State First programs in Shanghai and Seoul during Fall 2020 was consciously done involving partners with whom Penn State had worked previously so as to ensure consistency and enable confidence with the academic program and student support.
To offer courses of most use to Penn State First students, Undergraduate Education provided a list of first-term courses most commonly selected by incoming students from China and Korea based on the intended majors of students who had been admitted to the Penn State First program. Using this logic, Education Abroad reached out to the departments teaching these subjects and held informal roundtable discussions on offering the selected courses. Syllabi from CIEE for courses that had predetermined or yet-to-be determined equivalents were shared for review and feedback.

Many courses identified by Undergraduate Education were Eberly College of Science courses. Dr. Mary Beth Williams, senior associate dean of Instruction and Curricula and professor of Chemistry, suggested that Penn State faculty be approached to teach select courses synchronously exclusively for Penn State First students. A select list of faculty from across Penn State’s campuses were invited to let Education Abroad know if they wanted to contribute to the program teaching the needed course sections. This was an important contribution to the program’s success because Chinese regulations forbid the use of laboratories on the ECNU campus during the pandemic for undergraduate laboratory instruction. Fourteen (14) special science course sections were taught by Penn State faculty for the Shanghai program and one (1) section for the much smaller Seoul program.

In Shanghai, direct equivalents to ECON 102, PSYCH 100, and MATH 140 were taught by local faculty in addition to other courses in the social sciences. In Seoul, direct equivalents to ECON 102, PSYCH 100, and MATH 140 were also offered as well as an opportunity to directly enroll in Yonsei University courses of interest.

Sections of Penn State remote, synchronous courses taught exclusively for Penn State First students were created in LionPATH by Education Abroad and the appropriate faculty assigned. These courses were established with restricted enrollment so the Education Abroad staff would manually enroll Penn State First students only in those sections. CIEE managed the enrollment of students in on-site, residentially-taught classes. Laboratories and recitations were held in a classroom, in a group environment although exercises were conducted in a virtual environment. Examinations were also administered in person. Students attended on-site courses in person, while attending Penn State delivered courses remotely, either on campus or in their accommodations. CIEE managed the allocation of classroom space and scheduling. Schedules for on-site classes were built around the delivery of the Penn State synchronous courses – most of which occurred in the morning hours, China or Korea Standard Time.

Penn State faculty teaching remote, synchronous Penn State First course sections were assisted with setting up their courses in LionPATH and Canvas as well as coordinating textbook and virtual lab access for students as needed. All faculty were invited to attend an on-boarding orientation where academic policies, administrative support, variations in academic calendars, and the cultural considerations for teaching Chinese students based in China were discussed. Appropriate adjustments were noted for the one Penn State-delivered course in Seoul. It was also noted that China and Korea Standard Times do not adjust for ‘daylight savings’. All faculty shifted their teaching schedules to accommodate the static nature of the class schedules in
Shanghai and Seoul. The Penn State faculty who contributed to the program were phenomenal to work with and wonderful assets for these programs and students.

As with all Education Abroad courses, the EDAB moniker is dropped at the end of the semester when the students’ grades are posted with the appropriate Penn State course equivalent.

Considerations and Planning for Penn State First: Shanghai Spring 2021

As the first iteration of the Penn State First programs was underway, Education Abroad set up an internal working group to identify successes and challenges posed by the programs. This group met over the first half of September in an effort to outline changes that should be made if the University decided it was worthwhile to offer a spring term program. Notably, the decision was reached early in FA20 that if offered in SP21, Penn State First would only run in China since travel regulation changes now made it easier for Korean students to enter the U.S. for higher education purposes.

From initial reports, the foundation elements of the program such as academic courses, co-curricular programming, and student support were working well. The working group identified several elements that needed revision were the program to be offered again. Broadly, the areas of primary concern included:

- **On-boarding of New Students**: New students do not have access to vital NSO information or their academic adviser until their scheduled NSO program. For many incoming students this orientation came well after courses had to be selected for Penn State First in mid-July.

- **Communication with the Advising Community**: Penn State First offerings on-site were represented in LionPATH as placeholder ‘EDAB’ credits. This designation prevents academic advisers from viewing all of the classes in which a student is enrolled.

- **Course Delivery Variability**: FA20 students had 3 or more different types of courses in which they were enrolled: in-person on-site (CIEE or Yonsei University), remote/on-site Penn State First, and Penn State remote (CW or CR). For international students new to the U.S. higher education system, this was confusing.

- **Course Scheduling**: Because of the different methods of course delivery students’ schedules were not fully visible in LionPATH or their myCIEE Account. Only by pulling information from both systems could one see a “full” picture of a student's semester course load. This made the add/drop process completely manual with Education Abroad facilitating communication between students, academic advisers, and the CIEE registrar. The manual process alone was very time consuming and this was exacerbated by the 12-13 hour time difference.

- **Inability to Rely on LionPATH infrastructure**: As some students were completing their NSO and advising sessions immediately before the program start date and without the benefit of all courses represented in LionPATH, automated course pre-requisites and ALEKS score requirements were not built into the registration system. This necessitated
a heavy reliance on academic advisers for assistance and a manual check as the program began to ensure that students were in appropriate courses.

Implementing Changes for Penn State First: Shanghai Spring 2021

To address these concerns, Education Abroad met with representatives from the major receiving Colleges of Penn State First students, academic advisers, the Registrar’s office, and Student Orientation and Transition programs. After receiving feedback from these colleagues, it was clear that several elements of the program structure should change to make the process smoother and more transparent for students. Key changes in the program structure and administration for spring included:

- **On-boarding of New Students:** More proactive messaging to students and pre-planning with the Student Orientation and Transition team enabled a large majority of Penn State First (SP21-start) students to get in an early, designated NSO program. This gave them access to advising support before course selection for the program.

- **Communication with the Advising Community:** Education Abroad staff built a secure SharePoint site and course tracking tool for academic advisers of Penn State First (SP21) students. Through careful planning with David Smith, associate dean for advising and executive director of DUS, Education Abroad reached out to all academic advisers directly if they had an advisee registered for the program. These advisers were given secure access to a tool that allowed them to check their student’s on-site course selection. In addition, a series of webinars, open to all Penn State employees, were held throughout the application, commitment, course selection, and preparation phase to keep the advising community engaged and informed.

- **Course Delivery Variability:** Consistent feedback from college academic leadership and advisers was that it would be better to offer a broad range of courses on-site that would meet general education requirements and leave students open to work on more specific entrance-to-major requirements through CW or CR options. This would also alleviate the need for reliance on LionPATH pre-requisite infrastructure. To simplify the program structure, students were offered the option to take a minimum of two (2) on-site Penn State First classes, but were permitted to take more if suited their academic needs.

- **Course Scheduling:** Only one Penn State course was delivered remotely exclusively for Penn State First (SP21) students. This was ESL 15 which was overwhelmingly requested by academic advisers. All course scheduling was placed with CIEE for the spring term, ESL 15 faculty taught their sections for CIEE, and students did not enroll in these courses through LionPATH.

Courses offered for SP21 Penn State First: Shanghai are as follows:

- Sustainability and the Anthropocene
- English as a Second Language
- Media, Gender, and Identity
- Environmental Ethics
- Principles of Microeconomics
Although significant improvements were made in program structure and communication, more can and should be done to optimize the program and its offerings if run again in the future. Ultimately, students are seeking a wholly residential experience for their coursework. A global pandemic notwithstanding, it is not possible (nor desirable) to replicate a truly broad spectrum of Penn State courses at a site abroad. Nevertheless, international students face the reality of some of their courses being delivered during daylight hours in their Penn State First program, while also staying awake at various hours of the night to complete synchronous work and assessment for their other Penn State courses.

Admissions and Retention Impact
The Penn State First programs were created specifically to address enrollment issues faced by entering FA20 students from large sending populations abroad. Across the United States, new international first-year student enrollment was down an average of 43% for FA20. At Penn State we saw a 16% decline in our international first-year population. Undoubtedly, without the Penn State First Program the majority, and probably the vast majority, of these 450 students would have chosen to attend another institution (abroad or at home) to the extent that educational mobility would even be possible or would have delayed their academic plans altogether.

When comparing AY20-21 enrollment and first-year retention of these populations against past years, the following data is observed:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Term Enrollment All International Students</th>
<th>Term Enrollment All Chinese Students</th>
<th>Term Enrollment All Korean Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
<td>Retention Rate</td>
</tr>
<tr>
<td>2020-21</td>
<td>1183</td>
<td>1122</td>
<td>94.84%</td>
</tr>
<tr>
<td>2019-20</td>
<td>1393</td>
<td>1300</td>
<td>93.32%</td>
</tr>
<tr>
<td>2018-19</td>
<td>1675</td>
<td>1589</td>
<td>94.87%</td>
</tr>
</tbody>
</table>

Of the 399 FA20 Penn State First: Shanghai students who completed the FA20 semester, 231 (57%) elected to continue with enrollment in Penn State First for the SP21 semester. Overall, 92% intend to continue their second semester with Penn State. Beyond the non-continuing Penn State First survey noted above, feedback and observations leading to this relatively low continuation rate include:

- **Cost.** Penn State First programs, as with all Education Abroad programs, are charged at the University Park tuition rate based on in-state or out-of-state residency of the student. Considering such a large number of participants are non-UP students and all are out-of-state residents, this tuition rate represents an incremental increase in costs that non-UP
students can avoid by studying from home in completely remote Penn State courses offered by their non-UP campus.

- **Bifurcated class schedule.** Due to the hybrid nature of Penn State First programs, students must maintain a full-time load and enroll in both on-site as well as Penn State remote (CR or CW) courses. This structure meant that students would take coursework during both daytime hours in Shanghai and Seoul as well as (potentially) overnight in synchronous classes delivered from the United States.

- **Lack of availability of classes.** Some students noted a desire for more course options on-site in SP21. Since it is not possible to offer the wide variety of course options on-site that Penn State can offer from its campuses, some students did not see the value in continuing with Penn State First.

- **Facility Concerns.** Students understandably were disappointed in the lack of access to local facilities due to COVID restrictions. At Yonsei University in Seoul students were not allowed to congregate on campus or use campus facilitates. Similarly, in Shanghai, the Penn State First program was held at the Baoshan Education Center, not on the ECNU main campus in Putuo. This hindered students’ sense of being on a University campus and part of a larger community.

- **COVID uncertainty.** Continuing global uncertainty surrounding COVID mitigation measures, international travel options, and immigration regulations also added to students’ decision making. Students had to decide whether or not to continue with Penn State First for SP21 by November 6, 2020.

SENATE COMMITTEE ON GLOBAL PROGRAMS
Emmanuel Almonte
Melba Amador Medina
Harsh Anand
Imene Belhassen
Roger Brindley
Joanna DeFranco
Susan Fredricks
Imoona Garrette
Mathias Hanses
Tai-Yin Huang
Rosemary Jolly
Brian King (Chair)
Dena Lang
Siela Maximova
Margaret Michels
Miguel Mostafa
Willie Ofosu
Martha Strickland (Vice Chair)
Introduction

Since the March 19, 2020, pandemic announcement by Gov. Tom Wolf closing all “non-life-sustaining businesses,” and continuing after this order was rolled back in late summer, Penn State University Libraries has had to alter approaches to its operating model significantly to continue to deliver its robust resources and services to the University community, while also minimizing risk and inconvenience to both University Libraries employees and library users.

Borrowers of physical Libraries materials who may have otherwise incurred overdue fees during the Spring 2020 semester were notified that those fees had been forgiven, and future fees applied to borrowers’ accounts were halted through the summer. Borrowed items were automatically renewed for all borrowers who planned to return to campus for the start of the Fall 2020 semester, and recall notices were similarly suspended. As of October 2020, the Libraries made the elimination of recall notices permanent, opting instead to request checked-out materials for additional borrowers using Interlibrary Loan once other participating Interlibrary Loan libraries were open and resuming that service.

Some services have remained in place without alteration, most notably the Ask a Librarian service, which continued its research consultation service unabated via online chat, text message, email, and phone. However, many services and access to resources required swift and substantial changes to standard procedures, often with the need for creative or novel solutions.

Remote delivery of library content, course-related instruction sessions, webinars, workshops, and research consultations necessitated additional investment in digital textbooks, greater access to digitized content through consortial agreements and third-party vendors, and reliance on videoconferencing services such as Zoom.

Highlights of the University Libraries’ efforts to maintain the highest and safest possible levels of service and access supporting remote teaching and research include:

a. More e-resources, particularly e-books
b. Vendors’ free e-resource offers
c. HathiTrust Emergency Temporary Access Service (ETAS)
d. Increased open access (OA) to resources
e. Open educational resources (OER)
f. Pickup service
g. Interlibrary Loan
h. Instruction
Appendix R
4/27/21

i. Ask A Librarian and remote reference services
j. Web updates and improving connectivity

Summaries of each of these highlighted efforts follow.

a. More e-resources, particularly e-books

The University Libraries has obtained numerous electronic resources during the pandemic. The crisis disrupted direct access to print course reserves and other physical resources. The Libraries has been observing a 96-hour quarantine requirement of physical materials according to the Institute of Museums and Library Services (IMLS) guidelines. Additionally, some students and faculty are not able to come to libraries because of health concerns. This prompted the Libraries to obtain more e-books and other electronic resources with multi-user access licenses.

Although the Libraries has textbook endowment funds (total $56,000) to centrally support e-course reserves for all locations, those funds were quickly depleted. Fortunately, the Libraries has been able to secure some additional one-time financial support through the Dean’s discretionary fund, transfer of budgetary funds from library operations, and the Provost. Below show electronic course reserves spend through mid-semester Fall 2020. The Libraries will continue enhancing electronic access to library collections in the future, while acquiring print and other resources as needed.

**Course Reserves Spend during the Pandemic** (as of 10/20/2020)

<table>
<thead>
<tr>
<th>Item Type</th>
<th>Number of Items Purchased</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2020</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ebooks</td>
<td>195</td>
<td>$ 33,489.27</td>
</tr>
<tr>
<td>Streaming Films</td>
<td>437</td>
<td>$ 74,190.35</td>
</tr>
<tr>
<td><strong>Summer 2020</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ebooks</td>
<td>3</td>
<td>$ 609.00</td>
</tr>
<tr>
<td>Streaming Films</td>
<td>63</td>
<td>$ 9,470.00</td>
</tr>
<tr>
<td><strong>Spring 2020</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ebooks</td>
<td>605</td>
<td>$ 88,253.17</td>
</tr>
<tr>
<td>Print Books</td>
<td>393</td>
<td>$ 32,795.24</td>
</tr>
<tr>
<td>Streaming Films</td>
<td>268</td>
<td>$ 36,484.00</td>
</tr>
<tr>
<td>DVD/Media</td>
<td>73</td>
<td>$ 3,241.57</td>
</tr>
</tbody>
</table>
b. Vendors’ free e-resource offers

Numerous vendors and publishers offered free access to various electronic resources between late March and May. These resources would normally require subscription fees. While collections and acquisitions librarians are usually cautious with those “free” offers or trials, they were focused on helping students and faculty in a timely manner during this emergency. Libraries employees created a special website linking to those free offers, while clarifying the parameters for those temporary additions.

VitalSource and similar businesses provided relief by offering seven free e-textbooks per student until May 25, 2020. Unfortunately, those offers ended in late May, and the Libraries was suddenly expected to fill this gap by providing what was immediately needed for students’ learning, including e-textbooks. This expectation also contributed to the sudden increase in spend on e-course reserves.

c. HathiTrust Emergency Temporary Access Service (ETAS)

HathiTrust ETAS has been a lifesaver for Penn State researchers during the pandemic. HathiTrust is a repository of digital content collaboratively created by academic institutions and based at the University of Michigan. As library users lost access to print materials due to the pandemic, the University Libraries asked HathiTrust to initiate the Emergency Temporary Access Service. The service provides Penn State researchers access to about 8.4 million digital volumes, including about 1.7 million in-copyright items from Penn State Libraries’ print collection. As a result, Penn State library users have access to about half of the University Libraries’ print collection through HathiTrust ETAS.

The service is offered as a fair use, authorized by the U.S. Copyright Code. The digital copies in HathiTrust were contributed by member libraries, particularly University of Michigan and the University of California system. ETAS provides read-only access to in-copyright items once Penn State students, staff, and faculty log in with their Penn State credentials via the library catalog or HathiTrust website. One person can use a copy of a book at a time and can check out a book for one hour with automatic renewal, unless another user requests the book. Currently about 120 academic and research libraries participate in this service. The ETAS usage increased significantly starting late August.
The above chart shows the number of unique checkouts from the HathiTrust ETAS between 4/2/2020 and 10/8/2020. On 4/2/2020, there were 6 unique checkouts. There was a steady increase. During the Fall 2020 semester, the usage increased significantly to between 100-300 unique checkouts per day. On 10/8/2020, there were 169 unique checkouts.

d. Increased open access (OA) to resources

The pandemic also resulted in an increased number of open access (OA) resources to support COVID-19 research. Many publishers signed a statement through Wellcome Trust so that research findings and data relevant to COVID-19 would be shared rapidly and openly to inform the public health response and to help save lives. Additionally, more than 30 publishers also agreed to make all of their COVID-19-related publications and data immediately accessible in PubMed Central and other public repositories and license it in ways that facilitate reuse of those publications.

Penn State librarians, under the leadership of the College of Medicine’s Harrell Health Sciences Library, have been providing easy access to those OA resources by creating a COVID-19 Research Resources Lib Guide, found at https://harrell.library.psu.edu/covid19.

Additionally, with the increased awareness of open access to research resources, Penn State collections and acquisitions librarians have been discussing with various publishers to explore OA read and publish transformative e-journal agreements so that Penn State research will become open access immediately at the time of publication. This model suggests libraries pay to publish rather than to pay to read. Given the increased interest in remote access to library collections, financial challenges, and desire to increase visibility and impact of Penn State research, the Libraries expects this effort to continue in the future.
e. Open educational resources (OER)
   The University Libraries has always been focused on making instructional and research resources equitable and accessible for Penn State students and other members of its community. Librarians’ recent work with the University’s Open and Affordable Educational Resources Working group has resulted in more than ten unique initiatives that have together potentially saved Penn State students nearly $5 million in textbook and course materials fees.

   The October 2020 Faculty Senate Informational Report on Open and Affordable Educational Resources shared with LIST details these initiatives, which include Libraries-led efforts to license e-books that replace traditional course textbooks, to support faculty in creating, finding, and adopting open educational resources (OER).

   During COVID remote teaching and distance learning, the University Libraries has identified additional ways to reduce barriers for students, since location, money, and access are critical considerations.

   First, the learning design and open education engagement librarian and 45 open liaisons (library colleagues with expertise in open education, scholarship, and publishing) have all worked tirelessly to support, consult with, and collaborate with faculty and students to integrate open educational resources into the virtual classroom and replace traditional textbooks.

   Next, the Libraries purchased EBSCO Faculty Select, a resource that helps faculty identify OER and request the purchase of digital rights management-free (DRM-free) materials to be used in courses.

   Finally, Libraries employees have developed resources, such as the OER Flowchart, to help individuals search for, identify, and use open materials without intervention.

f. Pickup service

   Curbside pickup of library materials began at Pattee Library and Paterno Library on Aug. 3, 2020, at the University Park campus, before the library re-opened to the public on Aug. 24 with limited hours and spaces. Since Aug. 3, the University Libraries has distributed more than 12,500 Penn State materials, including books and DVDs from among all locations, as well as another 1,000 Interlibrary Loan materials from non-Penn State libraries. Employees process an average of 200 items for between 60-70 borrowers daily, and have 448 pickup slots weekly for borrowers at Pattee Library and Paterno Library, available between noon and 6 p.m. Mondays–Thursdays and noon–4 p.m. Fridays.

   Employees request that all pickup times be scheduled in advance using an online scheduling tool. At the University Park campus, materials are available for pickup outside the Curtin Road entrance of Paterno Library, weather permitting, or inside the Curtin Road lobby.
Currently, seven University Libraries locations at Commonwealth Campuses also offer some form of scheduled pickup.

Pattee and Paterno curbside/scheduled pickup transitioned to indoor self-service pickup in January 2021 to streamline the service by eliminating the need for borrowers to schedule and to offer extended pickup hours into the evening.

g. Interlibrary Loan (ILL)

The Interlibrary Loan (ILL) department at the University Libraries provides a variety of services to faculty, staff and students. This includes borrowing materials for users from other libraries, scanning from the Libraries’ collections and delivery of materials to faculty/staff offices and residential addresses for distance patrons. The department also has a reputation as a generous and responsive lender, providing materials from all Penn State collections to partner libraries from around the world.

On March 20, the department pivoted to providing more limited services when the University shifted to remote work due to the COVID-19 crisis. Physical services such as borrowing materials, providing delivery services to offices and residences, and scanning from physical materials in our collections was no longer possible. Despite these challenges, the department was able to provide a high number of materials to Penn State patrons and continue lending materials from electronic resources.

**Number of items provided during remote period, 3/15/2020 to 8/1/2020**

<table>
<thead>
<tr>
<th>Borrowed articles</th>
<th>Document delivery articles</th>
<th>Lending articles</th>
</tr>
</thead>
<tbody>
<tr>
<td>6,961</td>
<td>2,869</td>
<td>4,516</td>
</tr>
</tbody>
</table>

In the table above, borrowed articles are materials borrowed from other institutions to fill requests made by Penn State faculty, staff, and students. Document delivery articles are materials that Penn State library users requested that ILL was able to fill with electronic resources that the University Libraries subscribe to or owns. Lending articles are items supplied to other libraries upon request.

Fifteen of 20 Interlibrary Loan staff returned to on-site work at Pattee Library and Paterno Library on July 29, 2020, and are operating with a staggered hybrid schedule including an average of 15 to 20 hours in the library to maintain proper social distancing. Operations in Interlibrary Loan have, for the most part, returned to normal, despite limited staffing.

h. Instruction
The University Libraries continues to be a valued instructional partner during COVID remote teaching and distance learning. Faculty librarians and staff have contributed expertise in information literacy, research skills and methods, research data, GIS, digital humanities, and scholarly communications to Penn State curricula and students using a variety of instructional methods. Libraries employees worked to align instructional approaches with the four instructional modes identified by Penn State: in-person, mixed-mode, remote synchronous, and remote asynchronous.

Since March 2020, the majority of University Libraries course-related instruction has taken the form of remote synchronous instruction and asynchronous web-based learning objects and modules in Canvas that have been used in mixed mode, remote synchronous, and remote asynchronous courses. By the end of the Spring 2020 semester, the Libraries partnered with more 760 course sections to offer in-person and, after the March 13, 2020, remote synchronous and asynchronous workshops. By the end of Fall 2020, the University Libraries supported nearly 33,000 students in over 1,600 information literacy and research skill workshops, the majority of which were remote.

Similarly, librarians built and quickly integrated web-based learning objects, such as the Credo Information Literacy modules, Information Literacy Badges, and original Canvas modules, into more than 60 course sections by the end of the Spring 2020 semester; this work required that the Libraries invest money and effort into purchasing and learning new software for creating these resources. While librarians are still gathering data and assessing their instructional efforts for Summer and Fall 2020 semesters, early data indicates that continuing to develop innovative ways to support faculty and students will be necessary and beneficial.

One example of this innovation is the Getting Started with Research module developed by Library Learning Services and integrated into every ENGL 015 Canvas course at University Park and many ENGL 015 Canvas courses at Commonwealth Campuses. As of March 2021, nearly 5,000 students have completed this module.

In addition to course-related instruction, the University Libraries continued to offer virtual consultations, workshops, and drop-in sessions to support student learning and research. During Spring, Summer, and Fall 2020 semesters, Libraries instructors offered consultations and workshops focused on undergraduate research and enabling remote research. These 30+ workshops have been popular and well attended; for instance, during Summer 2020, the Libraries collaborated with Undergraduate Fellowships and Research Mentoring to offer a 14-workshop series devoted to undergraduate research that reached more than 600 students.

Instruction librarians are continuing to learn from their experiences during COVID and plan to continue to iterate on their innovative efforts and seek out high-impact collaborations and opportunities for integrating their expertise into Penn State curricula and student experiences.
i. Ask A Librarian and Remote Reference Services

When library buildings closed in March, the existing Ask A Librarian service became an even more important way for students, faculty, and others to get assistance with navigating various options to access e-books, databases, journals articles, streaming video collections, and other library resources and services.

Ask A Librarian online chat service helps with Penn State Libraries questions  
– Penn State News, Sept. 14, 2020

Ask A Librarian is staffed for 81 hours per week by University Libraries employees from nearly all Penn State campuses. Assistance is provided by live chat, email, and text message. For more in-depth needs, research consultations are available by phone and Zoom.

From March 16 (beginning of remote learning) through December 31, University Libraries employees answered 12,800+ live chat sessions and 4,500+ email requests. About 90% of email questions received a response within 24 hours and more than 50% received a response within one hour, and 97% of users rate the service as either “good” or “excellent.” with an overall average rating of 3.84 out of 4.

For more information and answers to frequently asked questions, visit ask.libraries.psu.edu or watch this promotional video.

Welcome Desks

The Welcome Desk team has moved to a virtual environment for the Fall 2020 semester. While employees may not physically be in the building, patrons on site are able to converse with staff via Zoom-connected computer screens at the Pattee Library and Paterno Library entrances and exits. Staff continue to offer the same level of service for library users, and are able to answer a wide range of questions, from known item searches and reserving a seat in one of the library’s study spaces to making appropriate referrals to the Search Bar for more in-depth reference questions. Patrons not on site may reach out to Welcome Desk via the phone number listed on the University Libraries homepage.

Search Bar

The Search Bar has continued to offer students research, writing, and technology consultations by transitioning the service to a virtual environment, also utilizing Zoom. The Libraries’ partnership with Penn State Learning and Penn State Teaching and Learning with Technology means that in one click, a student can connect to all three services in one setting. The Search Bar’s physical location in Sidewater Commons is currently closed, but employees are confident that students can still receive the same quality peer-to-peer interaction in a safe, online environment.

Peer Research Consultants are receiving detailed training on the Libraries' remote resources and are prepared to guide their student peers through the distance learning research process. To broadcast this service, the Search Bar team has collaborated with the Libraries’ Welcome Desks, Library Learning Services, Public Relations and Marketing, and Strategic
Technologies departments, as well as external partners. More information about the Search Bar can be found on the University Libraries homepage within the Services tab.

**Commonwealth Campus Libraries**

Library instruction at Commonwealth Campuses is holding steady; course-related instruction was 99% remote, mostly synchronous but some asynchronous. Number of instruction sessions are roughly equivalent to Fall 2019 so far. Libraries faculty have the resources they need for instruction.

At all campuses, library spaces were re-configured to put social distancing measures into place. In most cases, libraries could only accommodate 30% to 50% of the usual number of patrons (i.e. seats removed from tables, workstations blocked off, group study room capacities reduced, etc.). However, the daily census of library users mirrors numbers observed at University Park; non-University Park libraries are down to 10-20% of “normal” gate counts. Campuses have also made a number of other spaces available for students who need wireless internet access a place to study.

There have been no reported problems with staffing Commonwealth Campus libraries. Hours are reduced in comparison to Fall 2019, so reducing the number of staff working at the same time in the libraries has not been a problem. Many campus students are making heavy use of online services.

Book checkouts are greatly reduced, and leisure reading collections are offline because of IFLA quarantine guidelines. Commonwealth Campus libraries’ biggest problem has been that usage of reserve print materials has been greatly constricted, also because of IFLA quarantine guidelines. For the most part, there is no electronic availability of the textbooks requested, and OER and affordable course content is still not widely available. This will take a while.

Library faculty and staff have tried to engage with students in a variety of virtual events with some success, but Zoom fatigue on the part of students has definitely set in.

Library hours for the period after Thanksgiving and into January will vary; individual libraries are attempting to mirror campus plans for other departments and offices.

**j. Web updates and improving connectivity**

The Libraries Strategic Technologies Department provided 100 all-in-one computers and 40 Chromebooks that were distributed in partnership with Penn State IT to students who do not have their own equipment, as well as to Student Affairs and University Health Services. This was done while also providing internal technology equipment and support to University Libraries employees as they transitioned to remote work.

Access to current information about Libraries resources and services was critical as the University shifted between totally remote and hybrid operations during the course of the year.
The University Libraries COVID-19 page continues to provide relevant, updated information about changes to Libraries operations and hours and links to online resources for remote users.

A new Remote Resources page, curated with links to a variety of resources and services, was created to provide ready access to more than 850 online and expert-curated databases — including a variety of multimedia resources available for streaming — as well as 225,000 online journals and more than 2.2 million e-books. The University Libraries’ COVID-19 Updates and Remote Resources pages were reworked in November, 2020 to better represent our resources and services during reduced hours and transitional instruction periods. Based on web analytics, content from both pages was consolidated and categorized into four, easier-to-read categories on the updated COVID-19 page.

Behind the scenes, as new services such as the HathiTrust Temporary Emergency Access Service, curbside pickup, etc. were introduced, Libraries Strategic Technologies staff made, and continue to make, frequent changes to library management systems and web pages to ensure current, accurate, and easy access to library resources.

**Plans for Fall Semester 2020’s conclusion and Spring Semester 2021**

A University Libraries Safe Return to Work working group has been meeting regularly since the spring to plan for anticipated changes and needs to address during different phases of the pandemic as they relate to the University’s academic calendar. The group has reviewed a list of metrics maintained by the Library Assessment team, and encompassing data related to many of the efforts listed in this report, to consider impacts in the event of a return to remote instruction.

The group believes is unlikely the University will close in spring 2021 as it did in spring 2020, and members expect that the University Libraries will retain some public service hours at all its locations, likely similar to fall, with Libraries employees continuing their existing practices of either remote, hybrid, or all on-site work, dependent upon levels of necessary on-site tasks.

Between Nov. 21 and the start of the Spring 2021 semester, **locations may have varying transactional hours** with some brief closures during Thanksgiving and winter holiday breaks. Nevertheless, the University Libraries will remain open 24/7 through remote access to electronic resources.

Spring 2021 plans call for the University Libraries’ locations to be open similar to Fall 2020 hours, as well as during Penn State’s three recently announced Spring 2021 Wellness Days on Feb. 9, March 11, and April 7. Services may be subject to change as shifts occur in the University’s approaches to instruction modes and research plans as well as public health concerns.
Spring 2021 hours of operation for Pattee and Paterno were extended to open at 9 AM instead of 11 AM (Keiko Miwa Ross News Global News Center opens at 7:30 AM) and anticipate opening Sundays for study space in March 2021.

SENATE COMMITTEE ON LIBRARIES, INFORMATION SYSTEMS & TECHNOLOGY

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- Kimlyn Patishnock
- Mihoko Hosoi
- Dace Freivalds
University Libraries COVID-19 Response for Enabling Increased Access for Remote Teaching and Learning

SENATE COMMITTEE ON LIBRARIES, INFORMATION SYSTEMS, AND TECHNOLOGY

Outline

- E-Resources
- Access to materials
- Instruction and reference services
- Library spaces
- Web updates and improving connectivity
E-resources

Many students and faculty were not able to physically come to the libraries.

- This prompted the Libraries to obtain more e-books and other electronic resources with multi-user access licenses.

Took advantage of vendors' free e-resource offers

- The Libraries created a special website linking to those free offers, while clarifying the parameters for those temporary additions.

E-resources Checkouts

- HathiTrust Emergency Temporary Access Service (ETAS) Usage
Access to Materials

- Increased open access (OA) to resources
  
  - Many publishers agreed to shared research findings and data relevant to COVID-19 openly to inform the public health response and to help save lives; and more than 30 publishers also agreed to make all of their COVID-19-related publications and data immediately accessible in PubMed Central and other public repositories and license it in ways that facilitate reuse of those publications.
  
  - Penn State librarians, under the leadership of the College of Medicine’s Harrell Health Sciences Library, have been providing easy access to those OA resources by creating a COVID-19 Research Resources Lib Guide, found at https://harrell.library.psu.edu/covid19.
  
  - Collections and acquisitions librarians have discussed with publishers to explore OA read and publish e-journal agreements so that Penn State research will become open access immediately at the time of publication.

Access to Materials - OER

- Open educational resources (OER)
  
  - Librarians’ recent work with the University’s Open and Affordable Educational Resources Working group has resulted in nearly $5 million savings for students in textbook and course materials fees.

  - During COVID, the learning design and open education engagement librarian and 45 open liaisons have all worked tirelessly to support, consult with, and collaborate with faculty and students to integrate open educational resources into the virtual classroom and replace traditional textbooks.

  - The Libraries purchased EBSCO Faculty Select, a resource that helps faculty identify OER and request the purchase of digital rights management-free (DRM-free) materials to be used in courses.

  - Libraries employees have developed resources, such as the OER Flowchart, to help individuals search for, identify, and use open materials without intervention.
Access to Materials - ILL

• **Interlibrary Loan (ILL)**

  • On March 20, the department pivoted to providing more limited services when the University shifted to remote work due to the COVID-19 crisis.
    - Physical services such as borrowing materials, providing delivery services to offices and residences, and scanning from physical materials in our collections was not possible.
    - Despite these challenges, the department was able to provide a high number of materials to Penn State patrons and continue lending materials from electronic resources.
  
  • Fifteen of 20 Interlibrary Loan staff returned to on-site work at Pattee Library and Paterno Library on July 29, 2020, and are operating with a staggered hybrid schedule including an average of 15 to 20 hours in the library to maintain proper social distancing.

  • Operations in Interlibrary Loan have, for the most part, returned to normal, despite limited staffing.

Access to Materials – Pickup Service

• **Pickup service**

  • When the library buildings were closed, we began offering **Curb-side pickup** of library materials at Pattee and Paterno Libraries on Aug. 3, 2020, before the libraries re-opened to the public on Aug. 24 with limited hours and spaces.

  • Since Aug. 3, the University Libraries has distributed more than 12,500 Penn State materials, including books and DVDs from among all locations, as well as another 1,000 Interlibrary Loan materials from non-Penn State libraries.

  • Currently, seven Commonwealth Campus Libraries also offer some form of scheduled pickup.

  • We transitioned the Pattee and Paterno curbside/scheduled pickup to **indoor self-service pickup** in January 2021 to streamline the service by eliminating the need for borrowers to schedule and to offer extended pickup hours into the evening.
Instruction and Reference - Instruction

• Instruction
  
  • By the end of the Spring 2020 semester, the Libraries partnered with more 760 course sections to offer in-person and, after the March 13, 2020, remote synchronous and asynchronous workshops. By the end of Fall 2020, the University Libraries supported nearly 33,000 students in over 1,600 information literacy and research skill workshops, the majority of which were remote.

  • We built and quickly integrated web-based learning objects, such as Information Literacy Badges, and original Canvas modules, into more than 60 course sections by the end of the Spring 2020 semester.

Instruction and Reference – Remote Reference

• Ask A Librarian and Remote Reference Services

  • Ask A Librarian is staffed for 81 hours per week by University Libraries employees from nearly all Penn State campuses. Assistance is provided by live chat, email, and text message. For more in-depth needs, research consultations are available by phone and Zoom.

  • From March 16 (beginning of remote learning) through December 31, University Libraries employees answered 12,800+ live chat sessions and 4,500+ email requests.

  • About 90% of email questions received a response within 24 hours and more than 50% received a response within one hour, and 97% of users rate the service as either “good” or “excellent,” with an overall average rating of 3.84 out of 4.
**Instruction and Reference – Welcome Desks**

- Welcome Desks
  - The Welcome Desk team has moved to a virtual environment for the Fall 2020 semester.
  - While employees may not physically be in the building, patrons on site are able to converse with staff via Zoom-connected computer screens at the Pattee Library and Paterno Library entrances and exits.

**Library Spaces**

- Library spaces were re-configured to put social distancing measures into place.
- The daily census of library users at both University Park, and the campuses are down to 10-20% of “normal” gate counts.
- Based on student feedback, we have gradually expanded Pattee/Paterno’s opening hours.
Web updates and improving connectivity

• The Libraries Strategic Technologies Department provided **100 all-in-one computers and 40 Chromebooks** that were distributed in partnership with Penn State IT to students.

• The University Libraries’ COVID-19 Updates and Remote Resources pages were reworked in November, 2020 to better represent our resources and services during reduced hours and transitional instruction periods.
  • Based on web analytics, content from both pages was consolidated and categorized into four, easier-to-read categories on the updated COVID-19 page.

• Behind the scenes, as new services such as the HathiTrust Temporary Emergency Access Service, curbside pickup, etc. were introduced, Libraries Strategic Technologies staff made, and continue to make, frequent changes to library management systems and web pages to ensure current, accurate, and easy access to library resources.
SENATE COMMITTEE ON LIBRARIES, INFORMATION SYSTEMS & TECHNOLOGY

Penn State Go Mobile Application

(Informational)

Background

This informational report was requested by the Faculty Senate to provide information on the Penn State Mobile application, Penn State Go.

As the university adopted One Penn State 2025, a unified mobile application and an associated desktop version of the same were identified as priorities for the university. In 2019, The Vice President for Information Technology and Chief Information Officer charged a committee to develop a mobile strategy, define its market and features, and deploy a unified Penn State mobile and desktop application. The committee membership included faculty, students, and staff from across a wide range of administrative and academic units, departments, and geographic locations.

In January 2020 Penn State IT launched the mobile application, Penn State Go, focusing initially on the general student population and their priorities. Subsequent development further enhanced the student focus, also adding experiences for faculty, staff, and individual campuses.

The Desktop Experience was delayed by the COVID pandemic and Penn State IT’s focus on the move to remote and online education. Development on the Desktop Experience has resumed and an initial Desktop for World Campus is expected to launch in 2021.

Penn State Go Mobile App Information

The initial launch of Penn State Go focused on the student population to encourage rapid adoption by as many individuals as possible. The core set of features included the academic and
administrative tools that the students on the advisory committee identified as being the most important. This included items such as LionPATH, Canvas, email, transit maps and schedules, and dining hours along with the ability to order food through the app.

Additional functionality and geographic focus were added in the months after the initial launch, with Commonwealth Campuses and the World Campus each being available as specific experiences with individualized maps, dining, and other location-based information. An experience for faculty and staff was also added.

A customized integration for Canvas was launched in January 2021 replacing was previously a generic link to the Canvas student app. This integration was developed in partnership with the vendor of the Penn State Go mobile platform, Modo Labs.

**Penn State Go Adoption**

In the 14 months since the initial launch in January 2020, Penn State Go experienced rapid adoption and continued growth. As of March 2021, Penn State Go has had:

- 100,000 Downloads
- 15 million app interactions (pageviews + external links accessed)
- 4 million sessions
- 71,000 devices registered for push notifications
- 24 Separate Experiences
  - (21 Commonwealth Campuses, 1 University Park, 1 World Campus, 1 Faculty & Staff)
- Most popular features: Dining, LionPATH, Transit, PSU Email, Canvas

**Penn State Go Flexibility & Future Development**
During the COVID pandemic and the transition to remote instruction, Penn State Go was able to rapidly add informational features on health and safety (pictured in the first graphic) as well as act as a communication channel with 71,000 devices registered to receive push notifications through the app.

The first Desktop Experience of Penn State Go, with a consistent interface and additional features is being developed in partnership with the World Campus and is expected to launch in 2021. After initial rollout, additional Desktop Experiences are expected for other areas of the university.

The nature of the platform also allows for departments, colleges, and programs to create mobile app modules which can be tailored to a specific roles and functions. This technology is also a part of the One Penn State 2025 Guiding Principle #1: Provide a seamless, mobile student experience.

For more information: https://mobile.psu.edu

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Background

The Digital Fluency Project began in Fall 2018 at Penn State Greater Allegheny with the goal of engaging the entire campus community in efforts to use technology to communicate, solve problems, and understand the ethical implications of digital tools and data. The word ‘fluency’ suggests an ease and mastery of digital tools, the ability to create new knowledge, approach new challenges, and ethically engage and solve social problems. The word ‘project’ is used to emphasize that this kind of learning is iterative and always a work in progress. It evolves as new ideas, new challenges, and new tools emerge. To facilitate this project, the campus provides an iPad and Logitech Crayon to all students, faculty and staff.

The Digital Fluency Project meets several strategic priorities for the campus. One priority involves providing access to resources that engage students in their education. Through the digital fluency project, students can access resources and connect with faculty and peers with ease. Faculty are using online texts and materials with confidence that all students will have the information needed to acquire new knowledge. The unique accessibility tools built into the iPad account for a variety of learning styles and needs. Faculty hold remote office hours and they teach remotely with an understanding that all students have the same tools to use. Apps are pushed out to students to provide access to unique software for classes, to promote student engagement, and to access food sharing programs.

Student Response

Students notice the difference. One student observed, “It [The Digital Fluency Project] provides access to materials that some students might not be able to access.” Another student shared, “It’s a lot easier to access materials and lets students who aren’t able to afford things keep up with other students.” Students understand how equitable access to resources enhances everyone’s learning, and one noted “I like the fact that everyone has a device. It makes completing projects a smoother process.”

The Digital Fluency Project makes a Penn State education more affordable. Tuition, books, and other fees associated with a college education can be high, and the tools used through the Digital Fluency Project reduce out-of-pocket expenses that may exceed allowances provided through state and federal grant and loan programs. Students appreciate the savings. One student observed: “The iPad gives me greater accessibility to my schoolwork which lifts the burden off me from having to purchase a new laptop. I love how easy it is to use and how I can now spend more time at home as opposed to in the library.”
Faculty Response

Faculty are also embracing the ways in which digital tools can help lower costs for students without compromising the learning experience. For example, one faculty member shared that the application OneNote is “working well and is WAY cheaper than other available electronic laboratory notebooks.” Another faculty member captured the interest in access and affordability by observing that the Digital Fluency Project “gives all of our students equal access to digital technology, regardless of their income or age.”

The Digital Fluency Project engages students in collaborative learning. One faculty member observed, “I was actually pretty shocked at how much extra time they put into the assignments and that the resulting quality of their designs improved...I also really liked that I got to put in a bit of my own creativity...as I also collaborated with the students artistically.” The project furthers efforts to involve all students in meaningful research projects. One student explained that the project provided a way to “complete my undergraduate research with the iPad by taking notes in it and showing and making diagrams for my models of the AWQUA project.”

As the Digital Fluency Project evolves and the program is analyzed, themes emerge that include a focus on campus priorities (access, affordability, collaboration) as well as ease of use and a sense of gratitude for the tools. The Greater Allegheny campus will continue to collaborate with Apple Education, Adobe, and other cutting-edge thinkers to ensure students, faculty and staff continue to enhance their digital skills and consider new possibilities to advance and produce knowledge.

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- Donald Welch, Chief Information Officer
- Rebecca Miller Waltz, OAER Working Group & University Libraries
SENATE COMMITTEE ON LIBRARIES, INFORMATION SYSTEMS & TECHNOLOGY

Student Laptop Requirement Initiative

(Informational)

Background

This informational report is designed to present the Faculty Senate with information on the Student Laptop Requirement Initiative. One Penn State 2025 builds on our strong traditions of working as one university to provide world-class education and drives us to be a more integrated, flexible, and responsive institution. Team members on Guiding Principles One: Provide a Seamless Student Experience and Guiding Principle Three: Design Relevant and Responsive Programs have identified access to appropriate and equitable technology as foundational elements for the success of One Penn State 2025. The Student Laptop Requirement Initiative is a result of that work. The Student Laptop Initiative Task Force is outlined below to complete the pilot and supporting work to assess full university implementation feasibility.

Project Information

Goals

1. Implement and assess a student laptop requirement pilot in the College of Information Sciences and Technology with 250 incoming first-year students beginning Fall of 2021 (class of 2025).
2. To assess the feasibility of a university-wide undergraduate laptop requirement.
3. If feasibility is determined, recommend a program that requires each undergraduate student across the University to have a minimally capable laptop beginning Fall of 2022 (class of 2026).

To achieve our goals, we have created four task forces in the following areas:

1. **Technical Specifications**: Determine the minimum requirements for students. Optimize the choices to have the fewest number of options keeping cost, ability to change majors, 2+2, and other changes over a four-year experience. Options will include Macs and PCs.
2. **Financial Aid and Purchasing**: Determine best how students with financial needs can have access to technology without stigma. Determine how to provide students with cost-effective options to obtain and maintain laptops that meet minimum technical specifications.
3. **Infrastructure**: Determine what infrastructure is needed to support the laptop requirement and develop plans to meet those needs, including power, wireless, security, classrooms, and applications.
4. **Pedagogy**: Determine how to provide support for faculty interested in leveraging student laptop capability in their instruction.

An executive oversight committee will receive recommendations from the task forces and give the task forces feedback to develop their recommendations.
Assessment and Data Collection
Data collection and assessment will be ongoing throughout the pilot. The team will prepare a full report of findings in early 2022.

Timeline
2021
- March/April: Form project team/project kickoff
- March/April: Plan Fall 2021 IST pilot (250 incoming freshman)
- Identify laptop specs/pricing/financial aid
  - Communicate to IST students (pilot participants)
- Present initiative to Faculty Senate
- Finalize infrastructure/support for IST pilot
- Commence IST pilot (Fall semester)
  - Coordinate/Plan for more comprehensive university initiative
  - Assess pilot outcomes

2022
- Measure IST pilot KPIs, lessons learned, opportunities, risks
- Present findings/recommendations to oversight committee
- The oversight committee will determine if the initiative should move forward
- If viable, deploy student laptop requirement at the University (Fall semester)

More Information
For more information, please contact:
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SENATE COMMITTEE ON OUTREACH

Statewide Continuing Education Presentation to the Faculty Senate Committee on Outreach

(Informational)

Background/Introduction

With the launch of One Penn State, specifically, Guiding Principle 4: Engage Learners Throughout Their Lifetimes, statewide Continuing Education charged a committee to create its first strategic plan.

The committee was charged to address the following issues:

• What is the strategic identity of continuing education at the Commonwealth Campuses?

• How can Continuing Education develop a “cohesive PSU brand” in Continuing Education and Workforce Development?

• How can we position Continuing Education at the forefront of a statewide networked catalog of programs, which would allow PSU to increase accessibility, provide flexibility, reduce costs, share resources, and be competitive?

• How does Continuing Education align with One Penn State and be positioned to increase the pipeline from Continuing Education to credit bearing certificates and to degree seeking students, including PSU alumni?

• How can Continuing Education and Invent Penn State leverage their partnerships to forge connections on workforce and economic development?

Below is an overview of the strategic planning draft.
SENATE COMMITTEE ON OUTREACH

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

Penn State Continuing Education and Workforce Development is a relevant, resourceful, and effective conduit between communities and the university that enhances Penn State’s impact on individuals through lifelong learning.

**Full Mission (internal):**

Penn State Continuing Education and Workforce Development engages learners throughout their lifetimes in educational opportunities for professional growth, development or personal enrichment. Statewide Continuing Education partners with communities and industries locally to leverage the vast resources of Penn State. Continuing Education offers quality credit programming, certifications, and customized training in an effort to strengthen the workforce, increase competitiveness, enhance entrepreneurial opportunities, and stimulate economic growth. Continuing Education also fulfills Penn State’s land grant mission by enhancing campus resources, providing financial support to the campus mission, and serving as a pipeline for future Penn State students.

**Vision**

Penn State Continuing Education and Workforce Development will become a brand that is recognized globally for lifelong learning that impacts diverse populations. Through community-responsive portfolio development, we will engage our constituents throughout the continuum of lifelong learning for enrichment and professional development in order to develop partnerships that enhance the lives and communities of those we serve.

Draft Goal #1: Develop a brand for Penn State Continuing Education and Workforce Development that is recognized for lifelong learning

- **Objective 1.1** Determine the key attributes of what constitutes the CE brand and construct CE brand
- **Objective 1.2** Construct and operationalize a new program development process for continuing education and workforce development
- **Objective 1.3** Provide leadership for best practices in determining the development and use of internal resources or third-party vendors for shared program creation and delivery.
- **Objective 1.4** Work to promote the Continuing Education and Workforce brand through internal and external marketing to gain regional, national, and international recognition for the CE brand

Draft Goal #2: Engage constituents meaningfully at any age for personal enrichment and professional development
• Objective 2.1 Define more clearly what constitutes a “meaningful” Continuing Education experience to engage constituents at any age more effectively

• Objective 2.2 Expand the portfolio of remotely delivered courses aimed at enrichment and/or professional development

• Objective 2.3 Identify and bolster existing career pathway programs which could create opportunities for pre-college youth

• Objective 2.4 Lead by creating and define cutting-edge CE programming to address the post-COVID-19 workforce needs

Draft Goal #3: Build bridges between communities and the university in order to enhance lives

• Objective 3.1 Engage in an intentional assessment and evaluation process of how we enhance lives through bridge-building

• Objective 3.2 Identify and bolster the community bridges (public, non-profit, private sectors) that Continuing Education supports through its programming portfolio

• Objective 3.3 Engage internal PSU stakeholder campus departments to augment the achievement of their goals (i.e. career services, admissions, development, extension, internship coordinators, faculty for things such as project-based learning experiences, etc.)

Draft Goal #4: Advance inclusion, equity, and diversity through community responsive actions

• Objective 4.1 Develop, implement, and strengthen programs that address inclusion, equity and diversity using the best frameworks available and use discussions around these topics to catalyze the advancement of inclusion, equity and diversity

• Objective 4.2 Increase and sustain stakeholder engagement of diverse populations during the new program development and evaluation process

• Objective 4.3 Implement intentional marketing and recruiting mechanisms to expand existing CE programming more deliberately to existing and emerging diverse populations (age, race, ethnic group, identity, ability status, etc.)

• Objective 4.4 Demonstrate thought leadership in our communities by using and developing best practices for sustaining community relationships that foster inclusive economic development

This final slide was presented by Pam Driftmeier to show the alignment between One Penn State 2025 and the Statewide Continuing Education strategic plan.
One Penn State 2025 Guiding Principle 4 Engage Learners Throughout Their Lifetimes

<table>
<thead>
<tr>
<th>GP 4</th>
<th>Statewide Continuing Education</th>
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</thead>
<tbody>
<tr>
<td>Efficiencies and pricing models</td>
<td>Common course numbers, pricing</td>
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<tr>
<td>Consistency of process</td>
<td>Streamline processes</td>
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<tr>
<td>PSU brand</td>
<td>CE brand</td>
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<tr>
<td>Website that is user-need driven</td>
<td>Shared digital marketing</td>
</tr>
<tr>
<td>Management of programs requiring individual record maintenance</td>
<td>Enrollment management</td>
</tr>
</tbody>
</table>
Previous Assessment of Statewide CE

- The last assessment of Statewide Continuing Education was during the 2010-2011 Core Council process.
- The Core Council task force was charged to explore these recommendations; concluding that:
  - a statewide director be hired to support outreach professionals’ work on the campuses and in regions to advance their continuing education mission
  - identify opportunities for the University to address statewide workforce development needs
  - work with the Office of the Vice President for Commonwealth Campuses (OVPCC) to promote blended, accelerated, and other technology-enhanced programs that will attract and retain adult students
  - identify community and economic development opportunities and supports regional initiatives to address them.
- **With the launch of One Penn State, specifically, Guiding Principle 4: Engage Learners Throughout Their Lifetimes, this is an opportune time for Continuing Education to create their first Commonwealth strategic plan to align with One Penn State and the changing field of continuing education.**
Committee Charged: March 24, 2020

- What is the strategic identity of continuing education at the Commonwealth Campuses?
- How can Continuing Education develop a “cohesive PSU brand” in Continuing Education and Workforce Development?
- How can we position Continuing Education at the forefront of a statewide networked catalog of programs, which would allow PSU to increase accessibility, provide flexibility, reduce costs, share resources, and be competitive?
- How does Continuing Education align with One Penn State and be positioned to increase the pipeline from Continuing Education to credit bearing certificates and to degree seeking students, including PSU alumni?
- How can Continuing Education and Invent Penn State leverage their partnerships to forge connections on workforce and economic development?

Strategic Planning Committee Members

- Dave Callejo, Associate Vice President and Senior Associate Dean, Academic Affairs
- Elizabeth Wright, Associate Dean for Academic Affairs
- Charles Patrick, Chancellor at Fayette
- Andy August, Interim Chancellor at Abington
- Lee Erickson, Chief Amplifier, Happy Valley Launchbox

List of CE Directors:
- Margaret Bachelor, Brandywine
- John Brennan, DCE at Du Bois
- John Drake, DCE at Scranton
- Michelle Hartmann, Behrend
- Andrea Tessier, Lehigh Valley
Intention of this Plan

To develop a framework for Statewide CE operations
To optimize and scale best practices
To align with campus strategic plans

Mission Statements

• **Abbreviated Mission (external):**
  Penn State Continuing Education and Workforce Development is a relevant, resourceful, and effective conduit between communities and the university that enhances Penn State's impact on individuals through lifelong learning.

• **Full Mission (internal):**
  Penn State Continuing Education and Workforce Development engages learners throughout their lifetimes in educational opportunities for professional growth, development or personal enrichment. Statewide Continuing Education partners with communities and industries locally to leverage the vast resources of Penn State. Continuing Education offers quality credit programming, certifications, and customized training in an effort to strengthen the workforce, increase competitiveness, enhance entrepreneurial opportunities, and stimulate economic growth. Continuing Education also fulfills Penn State's land grant mission by enhancing campus resources, providing financial support to the campus mission, and serving as a pipeline for future Penn State students.
Vision

• Penn State Continuing Education and Workforce Development will become a brand that is recognized globally for lifelong learning that impacts diverse populations. Through community-responsive portfolio development, we will engage our constituents throughout the continuum of lifelong learning for enrichment and professional development in order to develop partnerships that enhance the lives and communities of those we serve.

Draft Goal #1: Develop a brand for Penn State Continuing Education and Workforce Development that is recognized for lifelong learning

• Objective 1.1
  Determine the key attributes of what constitutes the CE brand and construct CE brand

• Objective 1.2
  • Construct and operationalize a new program development process for continuing education and workforce development

• Objective 1.3
  • Provide leadership for best practices in determining the development and use of internal resources or third-party vendors for shared program creation and delivery.

• Objective 1.4
  • Work to promote the Continuing Education and Workforce brand through internal and external marketing to gain regional, national, and international recognition for the CE brand
Goal #1 Actions

• Common website, common course numbers, common pricing
• Shared digital marketing campaign
• Banner ads/ statewide and regional sponsorships
• Strategic enrollment management for Signature programs
• Continuing with remote delivery after COVID

Draft Goal #2: Engage constituents meaningfully at any age for personal enrichment and professional development

• Objective 2.1
  • Define more clearly what constitutes a “meaningful” Continuing Education experience to engage constituents at any age more effectively
• Objective 2.2
  • Expand the portfolio of remotely delivered courses aimed at enrichment and/or professional development
• Objective 2.3
  • Identify and bolster existing career pathway programs which could create opportunities for pre-college youth
• Objective 2.4
  • Lead by creating and define cutting-edge CE programming to address the post-COVID-19 workforce needs
The Lifelong Learning Portfolio

- Youth- pipeline to college programming
- Public workforce board- programs to serve dislocated workers
- Private sector training- contract training for employee professional development
- Industry recognized credentials: SHRM, APICs, PMI, Real Estate
- Post COVID-19- what’s next for the Commonwealth?

Draft Goal #3: Build bridges between communities and the university in order to enhance lives

- Objective 3.1
  - Engage in an intentional assessment and evaluation process of how we enhance lives through bridge-building
- Objective 3.2
  - Identify and bolster the community bridges (public, non-profit, private sectors) that Continuing Education supports through its programming portfolio
- Objective 3.3
  - Engage internal PSU stakeholder campus departments to augment the achievement of their goals (i.e. career services, admissions, development, extension, internship coordinators, faculty for things such as project-based learning experiences, etc.)
Invent Penn State

• Launchbox programming
• Global Entrepreneurship Week
• Start-Up Week

Draft #4: Advance inclusion, equity, and diversity through community responsive actions

• Objective 4.1
  • Develop, implement, and strengthen programs that address inclusion, equity and diversity using the best frameworks available and use discussions around these topics to catalyze the advancement of inclusion, equity and diversity

• Objective 4.2
  • Increase and sustain stakeholder engagement of diverse populations during the new program development and evaluation process

• Objective 4.3
  • Implement intentional marketing and recruiting mechanisms to expand existing CE programming more deliberately to existing and emerging diverse populations (age, race, ethnic group, identity, ability status, etc.)

• Objective 4.4
  • Demonstrate thought leadership in our communities by using and developing best practices for sustaining community relationships that foster inclusive economic development
Programming Related to Diversity, Inclusion, and Equity

- Spanish language programming
- Inclusive economic development
- Black and Brown Founders movement
SENATE COMMITTEE ON RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

Anticipated Changes in Policies AD77, AC80, and RP06 Due to New Federal Regulations and Guidance

(Informational)

Background:
New regulations and guidance coming from federal agencies will necessitate the modification of Policy AD77, Engaging in Outside Professional Activities (Conflict of Commitment), Policy AC80, Outside Business Activities and Private Consulting, and Policy RP06, Disclosure and Management of Significant Financial Interests. This presentation will describe the intent of these new federal regulations and outline some of the planned changes in Penn State policy.

SENATE COMMITTEE ON RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

- Saurabh Bansal
- Hans Baumgartner
- Ali Borhan
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• Ming Wang
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• Tealine Williams
• Candice Yekel
• Qiming Zhang
• Arturo Zilleruelo
• Christopher Zorn
Policies AC80/AD77 – Faculty Senate Informational Report
April 27, 2021

Agenda

• Background – change in expectations from our federal sponsors
• Recent Federal Directives and Recommendations that impact our Conflict of Commitment/Outside Business Activities Policies (AC80 and AD77)
• Next steps – how do we best prepare and work with faculty through these changes?
Current Environment: University Policies and Processes

- Current policies:
  - RP06 – covers Financial Conflicts of Interest
  - AC80 – covers time spent on Outside Business Activities
  - AD77 – covers Conflict of Commitment with a focus on outside teaching/academic activities
- Confusion about disclosure requirements among the three policies
- Similar information disclosed at different times and on different forms feels redundant
- Goal to streamline disclosure processes to reduce multiple reports of similar information

Current Environment: Ramp-Up in Disclosure Requirements

- NIH & NSF Disclosure Requirement “Clarifications”
  - Dept. of Energy
  - Dept. of Defense 2019-2020
- NDAA FY 2021 - Statutory Disclosure Requirements, Jan. 1, 2021
- NSM-33 – Presidential Security Memorandum, Jan. 13, 2021
- JCORE Recommendations, Jan. 13, 2021

Credit: COGR February 2021 Meeting
Recent Federal Directives and Recommendations

• 2021 NDAA – requires funding agencies to have consistent policies which require disclosure of all resources made available or expected to be made available to an individual in support of the individual’s research and development efforts
  • Would include financial interests (income, gifts, etc.) and non-financial resources (e.g., equipment, lab space, appointments)

• December 2020 GAO Report
  • Directs DoD, DoE, HHS, NASA, NSF to develop policies requiring disclosure of conflicts of interests both financial and non-financial (e.g., conflicts of commitments)
  • All agencies except NSF responded that they would do as directed

• National Security Presidential Memorandum (NSPM-33)
  • Within 12 months, federal agencies must establish COI and COC policies
  • Requires institutions to certify they have a research security program

• JCORE Recommended Practices – 21 recommended practices for institutions receiving federal research funding

JCORE RECOMMENDATIONS - HIGHLIGHTS

• Demonstrate Organizational Leadership and Oversight
  • Convey the importance of research security and integrity at the leadership level
  • Ensure an organizational approach to research security
  • Establish research security and integrity working groups and task forces
  • Establish and operate a comprehensive research security program

• Establish an Expectation of Openness and Transparency
  • Establish and administer organizational policies regarding conflicts of interest, conflicts of commitment, and disclosure
  • Ensure compliance with Department of Homeland Security requirements for reporting foreign students and foreign researcher information
  • Ensure compliance with requirements for reporting foreign gifts and contracts
  • Review contracts between researchers and foreign government-sponsored talent recruitment program

• Provide and Share Training, Support, and Information
  • Provide training to participants in the research enterprise on the responsible conduct of research
  • Provide guidance for those considering participation in foreign government-sponsored talent recruitment programs
  • Increase awareness of and protections against circumstances and behaviors that may indicate risk to research security and integrity

• Ensure Effective Mechanisms for Compliance with Organizational Policies
  • Establish and exercise effective means of discovering violations of disclosure policies and other activities that threaten research security and integrity
  • Ensure appropriate and effective consequences for violations of disclosure requirements and engagement in other activities that threaten research security and integrity

• Manage Potential Risks Associated with Collaborations and Data
  • Establish a centralized review and approval process for evaluating formal research partnerships
  • Establish and operate a risk-based security process for foreign travel review and guidance
  • Managing potential risks associated with foreign visitors and visiting scholars
  • Establish and maintain effective data security measures
Potential Policy Changes

Already under consideration:

• Moving AD77 requirements for faculty to AC80, keeping AD77 for staff – faculty to only have one policy on Conflict of Commitment
• Adding activities required to be pre-approved under AD77 to AC80 pre-approval list

Likely needed in response to federal developments:

• Expanding the list of activities that require disclosure
• More frequent disclosures by faculty (e.g., project-specific)
• Required disclosure of some non-appointment period activities
• Possible changes to RP06, or merging it with AC80

Next Steps

• How do we best prepare and work with faculty on necessary policy changes?
  • Faculty representation on sub-committee to help make policy changes?
  • What are the concerns we should be aware of?
SENATE COMMITTEE ON STUDENT LIFE

Report on University Counseling and Psychological Services (CAPS)

(Informational)

The current report stems from faculty and student questions and concerns about mental health and wellness at Penn State. Faculty and staff are often the first contacts of students in distress and in need of intervention. Students are supported by many different campus entities including, but certainly not limited to, Student Care and Advocacy; the Gender Equity Center; the Office of Sexual Misconduct; the Multicultural Resource Center; Student Disability Resources; the Center for Sexual and Gender Diversity; numerous student organizations; and faculty, advisers, other staff members, and their student peers.

The focus of the current report is Counseling & Psychological Services (CAPS). CAPS provides services including individual counseling, couples counseling, group support, self-help options, and general wellness resources. Confusion, conjecture, rumors, and misinformation about CAPS can discourage students in crisis from utilizing effective services, and faculty and staff might not fully appreciate the services offered when trying to provide students in crisis with resources. The current report covers the role of CAPS across the university, as well as an overview of how CAPS has continued to offer services during the COVID-19 pandemic.

Background and Data Sources

There has been a growing demand for psychological services over the past two decades, partially fueled by fifteen years of national interventions (community and higher education) to prevent suicide and to attend to mental health distress. These interventions come in three major forms: 1) reducing stigma; 2) increasing self-help; 3) community training. The key outcome of such intervention is that individuals who can use services have been identified and referred in massive quantities, but the key problem is that there has been little planning for expanding clinical services to deal with the rising demand.

Over the past nine years, there has been increases in those seeking services for non-suicidal self-injury (+6.9%), serious suicidal ideation (+12.7%), suicide attempts (+2.6%), and some suicidal ideation (past two week) (+7.7%)1. However, research demonstrates the effectiveness of mental health treatment provided by counseling centers. Such treatment achieves the same level of symptoms reduction (effect-size) as that reported in meta-analyses of randomized clinical trials.2

National trends regarding the COVID-19 pandemic and student mental health care are complex, and a full summary is beyond the scope of this report. There is significant variability across centers, but from Fall 2020 to Fall 2019, there was a 32% decrease in unique students treated by

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1 Data presented by Dr. Benjamin Locke to the Academic Leadership Council on January 13, 2020
2 id.
campus counseling centers and a 19% decrease in attended appointments. Penn State followed this trend of reduced demand.

Approximately one-third of student clients, nationally, reported that their reason for seeking mental health service was related to the pandemic. General mental health, motivation/focus, loneliness/isolation, academics, and missed experiences/opportunities were the most common areas impacted by the virus according to student survey results. Depression, generalized anxiety, general stress symptoms, and academic distress were all higher among those who reported that the pandemic was their reason for seeking treatment compared to those who did not credit the pandemic. Levels of reported academic distress were significantly higher among all students seeking mental healthcare in Fall 2020 compared to Fall 2019. Students experiencing academic distress reported less motivation and less enjoyment for their courses. Further, these students reported greater difficulty in concentrating and greater difficulty to complete work. First-year college students expressed more concern about missed experiences and their academic progress, while financial and career concerns were more likely to be reported among seniors.

**General Information**

Preliminary data for this informational report were obtained from the CAPS website (studentaffairs.psu.edu/counseling) and CAPS staff. In Fall of 2019, Dr. Benjamin Locke, Director of CAPS, attended a meeting of the Student Life Committee to provide general information about services offered, challenges, and future wants/needs. Dr. Locke also presented a January 2020 report to the Academic Leadership Council. He continued to provide information/clarifications and to answer questions through email Zoom meetings throughout from 2019 to present.

**Student Perspective**

The student perspective for this report was based on second-hand reports of student opinions and concerns about mental health care and about CAPS, specifically. Student representatives serving on the Student Life Committee shared concerns from their constituents. Faculty shared general concerns expressed by their own students or those expressed by students of other faculty and shared with committee members.

**Campus Locations**

Many services offered by CAPS are centralized throughout the Penn State system, though units operate with some autonomy to best serve their campus location. We sent an informal email survey to the primary CAPS contacts at each campus location in the fall of 2019. The contacts were acting therapists/counselors in all cases. Some of the questions in this informal survey included:

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3 Impact of COVID-19 on Students Served at College Counseling Centers (Center for Collegiate Mental Health)
4 id.
5 The committee would like to thank Dr. Locke for his transparency and willingness to assist at all stages of this report.
• Do you feel that you have adequate resources (e.g., staffing) to fully serve student needs on your campus?
• What are the most common student concerns, and are there any concerns you think might be more relevant to your campus location than at others due to student demographics or other factors?
• How accessible are outside mental health services near your campus?
• What changes, if any, do you think would improve mental health counseling (e.g., adequacy, accessibility, etc.) on your campus?

We received responses from nine campus locations.

**CAPS since COVID-19**

The abrupt changes to campus life following the COVID-19 pandemic led to changes in CAPS operations. Regarding these changes, we utilized information on the Virtual CAPS Services Page (https://studentaffairs.psu.edu/counseling/wellness-services/virtual-caps-services) and relied on meetings with Dr. Locke and Kate Staley of CAPS. The chair of the Student Life Committee serves on the CAPS Advisory Board, which first met in early spring of 2019, prior to the COVID-19 pandemic. The board has met regularly via Zoom, and Dr. Locke has provided numerous updates on CAPS services and operations since March 2020.

**Findings**

The services provided by most university counseling centers, including CAPS, are effectively divided into two categories:

1. **Rapid Access/Urgent Care (Crisis):** Students in crisis are those who present a threat to themselves or others, as well as students whose mental state causes difficulty with normal functioning. These services typically include 50-minute same-day or next-morning services and other crisis appointments. The primary goal is evaluation and stabilization.

2. **Short-Term Treatment:** While CAPS prioritizes those students who have immediate needs (i.e., students in crisis), they are also able to offer short-term treatment in a limited capacity for students who do not need rapid access or urgent care. The average number of short-term treatment sessions is 4.5 per student, although some students participate in a single treatment session, only. At University Park, the first 6 treatment sessions are free to students, and the next three are $15.00 each. There are exceptions for individuals who are uninsured, underinsured, or from out of state. Students who are seeking long-term treatment are generally encouraged to consider community care because CAPS is not intended to provide this type of long-term care.

In these two key capacities, CAPS has served thousands of students. The number of students served each year has risen significantly in the past two decades. From Fall 1998 to Fall 2019, institutional enrollment at University Park increased by 13.7%. During this same period, the number of students served by CAPS increased by 130.0%. The annual service numbers from FY 1983-1984 to FY 2019-2020 are:
FY 83-84 to FY 97-98: Fewer than 2,000 students
FY 98-99 to FY 09-10: Between 2,000 and 3,000 students
FY 10-11 to FY 16-17: Between 3,000 and 4,000 students
FY 17-18 to FY 19-20: More than 4,000 students

The last time there was a year to year decrease in utilization was in FY 09-10. The percentage of enrolled students using CAPS has nearly tripled from the early 1980s (~3.5%) to FY 18-19 (~10.5%). Penn State’s caseload capacity aligns with expectations for an institution of our size.

From 2016 to 2020, CAPS worked to simplify and streamline crisis services, to expand clinical capacity, and to diversity help-seeking pathways. During that time, there was an increase in annual funding at both University Park (+$1.38 million in FY 18-19) and at the Commonwealth Campuses (+$625,976 in FY 18-19). At University Park, funding increases resulted from contributions from President Eric Barron and Vice President of Student Affairs, Damon Sims. Further, a student-initiated $9.75 student/semester fee increase accounted for $840k of the University Park funding increase. Increased funding at Commonwealth Campuses were the result of contributions from President Eric Barron and Vice President for Commonwealth Campuses, Madlyn Hanes, along with an increased $4 student/semester fee.

At University Park, the increased funding led to the hiring of 16 new multi-disciplinary staff and two new spousal hires. A third CAPS location was opened in the Allenway Building downtown to increase access to services that is often limited by space constraints. In Fall 2017, CAPS doubled their number of psychiatrists to four. There was also access to more university-wide services.

Funds were distributed to 19 campus locations. Sixteen increased staffing, and 19 increased programming funds. The funding also led to an Assistant Director, Commonwealth Campuses position (housed at UP), greater IT support, and other university-wide services. The goal for campus locations is to have a minimum of one FTE provider per campus. Currently, this describes most campuses.

**Services Offered**

Penn State students have access to crisis services, clinical services, and general wellness services through CAPS (or outside contractors). Crisis services include:

- **Penn State Crisis Line (24/7 – 877-229-6400):** A 24/7 line for students and for students in crisis or for students, staff, faculty, or others to call to report a person they know or are with who is in a state of crisis. This service is available to students at all campuses calling within the United States.
- **Crisis Text Line (text LIONS to 741741)**

Clinical services include:
• **Individual Counseling**: Short-term individual counseling to help students “gain a deeper understanding of the sources of their difficulties.” This type of therapy would lead to “plans for action that the student can carry out in their daily life.”

• **Couples Counseling**: Counseling for couples who are married or unmarried. At least one individual in the couple must be a full-time student to access these services.

• **Group Counseling**: Therapy groups with five to eight group members meeting with one or two therapists once per week for 90 minutes throughout the semester. In addition to general therapy groups, there are groups for specific populations (e.g., graduate students, women, students diagnosed with autism, among others), and groups for those with specific concerns (e.g., eating disorders, victimization, grief, social anxiety).

• **Skills Clinics**: A form of group theory that meets weekly for three or four sessions. The goal of these clinics is for students to develop skills that can help to manage distress for presenting concerns (e.g., stress, eating disorders, anxiety).

CAPS also offers general mental health and wellness services that are distinct from treatment. Such general wellness services include:

• **Online Mental Health Screenings**: An anonymous, brief screening tool that provides an estimate of level of distress about eight areas of distress: depression, generalized anxiety, social anxiety, academic distress, eating concerns, frustration, family distress, and alcohol use. Students receive feedback on their level of distress (low, moderate, and elevated). The interpretative guide notes that further evaluation is recommended for any area of distress that is elevated.

• **WellTrack**: A website and phone application that is available to students (and faculty) on demand at any time and from any location. WellTrack is based upon principles of cognitive behavioral therapy and features single-use or as-needed wellness assessment(s) to assist individuals in understanding activities and patterns associated with their mental states.

• **CAPS Chat**: Free drop-in consultations for students to meet one-on-one with CAPS counselors for meetings no longer than 30 minutes. These are free, one-time meetings. Students might use these chats to get brief advice on strategies to deal with specific issues (e.g., stress, academic pressures); learning about counseling; receiving information about mental health/mental illness; or to learn how to help others who might be experiencing problems with mental health.
• **CAPS Virtual Library**: Library of videos about a variety of mental health topics including racial trauma; coping with COVID-19; self-care; emotion management; self-compassion and growth; and attention/focus.

Prior to the COVID-19 pandemic, the University was using an approach that focused on growing clinical capacity to ensure that referrals could be matched with services while also emphasizing a general wellness model to guide all students with holistic wellness. Such an emphasis includes high-visibility and easy access for all community members and access to a full range of wellness options (e.g., physical and mental health, connection, life skills, caring for self and others, recognition of inherent life challenges and access to tools).

CAPS continues to engage in dialogues and collaboration. In February of 2020, CAPS held its first meeting of the CAPS Advisory Board. These meetings are ongoing and have continued through the COVID-19 pandemic. There is also a Mental Health and Wellness working group as part of the broader Transforming Education Steering Committee from the University’s strategic plan. The University also provided extra funding to CAPS as an exception to the March 23 spending freeze. In the first meeting of the CAPS Advisory Board after the COVID-19 lockdowns, Dr. Locke stated that the University is supporting mental health now more than ever before.

**Student Perspective**

Student interest in mental health and wellness has positively impacted CAPS. The student-initiated fees increased CAPS funding by over $840,000. Two recent graduating classes (2016 and 2020) dedicated their class gifts to CAPS endowments.

Students also led the Red Folder initiative (redfolder.psu.edu) to create physical and virtual red folders that guide “faculty, staff, and others who interact with students to recognize, respond effectively to, and refer distressed students at Penn State.” Red Folders have been widely distributed throughout campus and are still accessible in virtual form. These folders include flowcharts meant to guide potential referrers who might interact with students in distress.

Some students have shared concerns about CAPS with student representatives or with faculty members.

- **Intake process**: Some concerns involve the detailed questions asked during the intake process. Students have reported that these questions are intrusive or unhealthy, or that they feel they are being judged as being “worthy” of receiving treatment.
- **CAPS waiting list**: CAPS services fill rapidly early in the semester (often only a few weeks in), and students who are not considered to be in crisis are generally placed on a treatment waiting list. Some students perceive this list as delaying treatment.
- **Limited number of sessions/outside referral**: According to one student, CAPS “didn’t even want to help, they told me I should see someone at home.” This particular student sought care toward the end of a semester, but other students have expressed concerns that they were limited to “too few” sessions.
• **Group therapy concerns**: Students who are on a waiting list are offered participation in waiting list group therapy, and some have complained that this is not a suitable alternative.

These complaints are largely a product of the necessary emphasis on crisis in CAPS services. As CAPS has limited capacity, students in crisis are prioritized. Experts must assess the **needs** of students rather than the **wants** of students. Further, these decisions are typically not what the student perceives as necessary, but what the screener, counselor, or therapist determines to be necessary. Students who are placed on the waitlist are generally seen during the same semester if they choose to remain on the waitlist, and student need can be reassessed with a change in condition. Nonetheless, there are a finite number of counselors and of spaces to hold sessions. Coupled with a shortage of community resources, some students are likely to feel underserved.

Students who are referred to outside providers are often in need of long(er)-term care or more specific care than can be provided by CAPS. Nationally, approximately 60% of students who seek counseling at university counseling centers have already been treated by another provider. Familiarity with treatment can lead to expectations that go beyond the purview of CAPS. A student might also be encouraged to seek an outside provider at the end of the semester. For example, a student who seeks care in early December might not have enough time for effective short-term treatment at CAPS. Beginning community treatment where the student will be for their break could be more beneficial in such situations.

When asked why CAPS does not more clearly “advertise” the crisis emphasis and distinction, Dr. Locke noted that this could discourage students from seeking care when they **need** care. This might occur for a variety of reasons: the student does not view their situation as a crisis; the student does not want to take a “spot” from another student; the student is confused as to whether they would be seen; the student misunderstands the process.

Faculty can continue to rely on the Red Folder flowchart and might advocate for students but can also remain aware of the CAPS priorities. CAPS staff consider each case individually and acts in the best interest of the student.

**Responses from Campus Locations**

A full summary of responses to our informal survey of CAPS contacts at campus locations is available at the end of this report. Most locations currently have at least one FTE counselor or therapist. The number of personnel is primarily determined by the number of students at the campus (approximately 10% of students per campus). These individuals serve a variety of roles including treatment providers, wellness educators, program coordinators, and schedulers in some cases.

All but one respondent expressed confidence that they were provided with sufficient resources to adequately serve their student population. The most common student mental health concerns were consistent across campuses (e.g., depression, anxiety, trauma, relationship concerns, stress, work-life balance, sexual assault, and family issues.). However, some counselors reported...
location-specific concerns including campus geography (e.g., isolation; proximity to services), student socioeconomics, and the number of first-generation college students (e.g., difficulty in adjusting; family pressure).

Concerns expressed by the campus staff tended to fall in one of four broad categories:

- **Community Services:** Availability of community services appears largely determined by geographic location of campuses. Campuses near larger cities have more community resources, including specialized care (e.g., LGBTQ+ support groups, drug counseling, etc.), while community care is lacking in other locations.

- **Transportation:** Even where community care is available, almost all respondents reported that students are limited by access to transportation options to reach those services. Several respondents recommended greater university support for transportation such as access to campus vans.

- **Support Staff:** While almost all respondents indicated that they were well positioned to serve their student population, several reported that access to support staff, interns, and other counselors would be helpful. Some counselors reported doing their own scheduling, and others noted that they could engage in more outreach (e.g., classroom visits, presentations to student organizations) if they had someone to handle administrative responsibilities.

- **Psychiatric Care:** There is a national shortage of psychiatric care, and this is certainly present at campus locations. According to respondents, students face long wait-times (weeks to months) to see community psychiatrists. Even emergency psychiatric care can be hard to access in more rural campus locations.

**CAPS Since COVID-19**

The COVID-19 pandemic had an immediate impact the operation of counseling centers throughout the United States. While CAPS transitioned to telemedicine and virtual services, out-of-state students and international students were disproportionately impacted as many states restrict treatment across state lines. Some states did relax their rules post-pandemic, but this was complicated and temporary. Despite the limitations on treatment, CAPS continues to offer crisis management through the Crisis Line and Crisis Text Line, and faculty can still rely on the steps in the Red Folder. Additionally, in order to meet the needs brought on by the COVID-19 pandemic, the university has provided funding to CAPS to cover Ginger, telepsychiatry, and two hires.

Treatment options remain for students, with one-one-one and group therapy available via telecounseling for students in-state students and those who are in eligible states. According to Dr. Locke, group counseling in a virtual environment can present difficulties with issues of compliance, privacy, and other reasons. One-on-one telemedicine is much easier, though some
students did express concerns about privacy during these sessions. CAPS works with students to locate safe, private spaces where possible.

In addition to the services CAPS provided prior to the pandemic, there have also been several new wellness services added. Pre-pandemic services such as WellTrack, the virtual library, and CAPS Chat sessions continue to operate. CAPS Chat sessions shifted to virtual sessions throughout the spring 2020 semester. These sessions are not considered treatment. Despite a large amount of marketing, these chats were not heavily utilized by students. Dr. Locke speculated on several potential explanations for the decrease in CAPS Chat usage rates. These include students receiving local care and Zoom fatigue. The chats were cancelled in summer of 2020 due to lack of attendance and repackaged with easier scheduling. As of spring 2021, CAPS Chat sessions are available for University Park students and for some Commonwealth Campus students (varies by location). At University Park, sessions are held from 2:00 to 4:00 PM five days a week, and CAPS has streamlined an online scheduling form.

CAPS also added new wellness services since the pandemic. Some services currently available include:

- **Mantra Health**: Mantra Health provides psychiatric telemedicine for the Commonwealth Campuses. This service relieves one of the primary concerns of campus counseling centers, making psychiatry more accessible.

- **Ginger.io**: Application-based system that allows students to engage in text chat with a coach within a few minutes for 24/7 coaching. Trained full-time, salaried coaches can escalate into counseling sessions within the Ginger system, and students can have access to both coaches and counseling as needed. Ginger has licensed mental health experts in each state, providing a 50-state solution for tele-counseling. Most students need a CAPS referral before receiving access to Ginger, but athletic advisers are allowed to directly refer student-athletes to Ginger as needed. This is available at no cost to referred students.

- **Drop-In Discussions and Support Groups**: Peer support groups; not therapy sessions. They do not require scheduling through CAPS and are offered at no direct costs to students. Discussion groups available in Spring of 2021 include those focusing upon Black and Latino male empowerment; women of color empowerment; sexual and gender diverse student support; interfaith dialogues; SMART recovery; and Weekly Wellness (stress management strategies).

- **Life Hacks Kits**: “Step-by-step wellness packages designed to help (students) navigate and demystify some of the more perplexing parts of being humans.” Instructors are encouraged to use these kits for extra points and can copy and paste the kit into a syllabus or course. There are currently three available kits: a wellness journey, an anxiety management kit, and a motivation kit. These kits serve a similar purpose as CAPS Chats.
• **You@PSU**: This service is advertised as a means for students to “find tips and tools for everything from (their) mental and physical health, to friendships and finding balance.” This service gives students access to articles, videos, and other content for a variety of concerns or interests. This service truly takes a holistic mental health and wellness approach. For example, students interested in career-focused tools might read about networking on what to do with business cards. Students experiencing test anxiety might read articles about relaxation techniques. Students who cram until 5:00 AM and think “2 hours” is a good night’s sleep might be interested in the sleep articles. Students can access self-check quizzes to set their wellness goals, and this personalizes the You@PSU content seen by the student. While the service is geared toward students, faculty can make an account to get first-hand experience with this virtual service.

• **Thriving Campus**: A tool for students to find mental health providers in their communities or available statewide telehealth results. Students can filter by practice areas, insurance, approaches, language, client age groups, community expertise (e.g., activists, immigrants, kink/BDSM, veterans, people with disabilities, etc.), and therapist demographic characteristics (e.g., gender, religion, race).

### The Path Forward

Throughout the pandemic, CAPS has adapted quickly to the virtual environment. Currently, CAPS is preparing for a return to campus. As of March 29, they are aiming for staff to return to the office by July 1, but services would remain remote until guidance allows for in-person services. This return date is pending federal, state, local, and university guidance and could change as conditions change.

There is a general concern among university counseling centers that there will be a large increase in demand for services next academic year. This is in part due to regression to the mean from this year’s large drop in usage, as well as predicted distress from social adjustments, shifts in academic rigor (e.g., no more alternative grading; social adjustments with rising sophomores and new students).

In addition to the perceived increase demand on campus, there is also predicted to be a shortage of mental health providers in communities near Penn State campuses. For example, near University Park many providers who are even taking new patients have lengthy waits for a first appointment. Graduate students have access to teleservices through their insurance, but many prefer face-to-face treatment in the community. CAPS works with students as they transition from CAPS counseling to community counseling, and they have several full-time case managers for this purpose, but the challenges of finding community treatment remain. There is also a shortage of care for drug and alcohol treatment near University Park after the closing of Pyramid Healthcare in 2019.

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6 Update from Dr. Locke on March 29, 2021.
The increased demand could strain campus locations, particularly with administrative tasks such as scheduling. However, limited transportation on those campuses might be even further limited upon a return to campus. A larger space for CAPS, particularly at University Park, would allow for more counselors. Student representatives reported student government interest in a holistic wellness center that would house CAPS and other health and wellness opportunities (e.g., yoga, informal discussion sessions, etc.).

**Continuation or Changes in Service**

On March 29, 2021 Dr. Locke provided updates about CAPS pilot programs and upcoming services. Regarding already accessible programs:

- **Mantra Health**: Telepsychiatry services for Commonwealth Campus students through Mantra Health was a resounding success based upon usage data. Generally, 40-50% of those referred to psychiatric care within the community attend a first appointment. However, **96%** of students referred to Mantra Health attended that appointment. In addition to continuing to serve Commonwealth Campus students’ psychiatric medicine needs, Mantra Health can also provide extra counseling capacity if the early surge in demand is larger than expected.

- **Ginger.io**: Ginger has been underutilized by students who receive referrals. About 58% of referred students have at least one interaction with a coach. However, a “very significant number” drop out after the first coaching session. As a test, all students on the CAPS waiting list were made eligible to utilize Ginger. There were less than a 1% activation rate. Despite the low usage, Ginger is likely to be retained to continue providing treatment access to students who are not in Pennsylvania. Commonwealth Campus students will be eligible for Ginger.

- **you.psu**: The initial plan was to launch you.psu during the summer of 2020, but it was released early (April 2020) to be available to students affected by the pandemic. The early released reduced some of the planned advertising and education, but we are likely to see greater awareness moving forward.

- **Life Hacks**: The Life Hacks programs will continue, and this is one area where CAPS works directly with faculty to encourage students to access these programs (through extra credit or other class opportunities). One part of the current discussion is finding better solutions to letting students prove that they completed the programs.

- **WellTrack**: Usage/interaction rates are relatively low, and CAPS is currently reassessing the contract with WellTrack. It is not clear if this service will continue.

Many students requested that CAPS provide more opportunities for peer support. A largescale peer support program would be a huge undertaking (e.g., training, dealing with issues of liability, etc.). CAPS is currently assessing the use of the Together All (togetherall.com) platform. This is a social support platform that is overseen by clinicians. It is a social media platform that offers support in a constructive manner. There are well-developed educational courses within the
platform, rather than CAPS having to design these in-house. The clinical moderation of this program includes a means of intervening to students in need (e.g., use of the crisis line for Penn State students).

As students return to campus, it could renew the concerns about transportation to community resources near Commonwealth Campus locations. The potential increased demand for treatment could strain the campus locations without administrative support for scheduling, etc. The University also has plans for programs related to rising sophomores at the end of spring and returning to campus, as this group might face unique challenges in the transition back to a mostly on-campus experience. These plans are separate from CAPS efforts but might ease some demand.

Counselors at campuses might benefit from greater administrative support so they can direct their resources fully to the needs of students and outreach to campus stakeholders. Further, campuses might explore options for transporting students to treatment and services. At University Park, a larger space for CAPS would allow for more counselors. Student representatives discussed student government interest in a holistic wellness center that would contain CAPS along with other wellness options (e.g., yoga, informal discussion session, etc.).

Faculty and staff will continue to play a critical role in identifying and referring students in need and can provide an additional layer of attention and early identification of academic problems that spiral into mental health problems. Rumors and misunderstandings about the services offered by CAPS can be a barrier to faculty and staff referring students in distress. Further, faculty and staff concerned about running afoul of various federally and university-mandated reporting requirements might lead some faculty to cut short conversations that might otherwise lead to intervention. When a student is in crisis, those in doubt of their requirements could utilize the Office of Ethics Compliance (814-867-5088) after seeing to the immediate needs of the student. Empathy for the student and a good faith effort to adhere to guidelines would benefit both the student and the University.

As students return to campus in the Fall, faculty and staff might recognize more, or new forms, of threats to mental health and wellbeing among students. Rising sophomores who are arriving to campus for the first time will blend with students who already have campus experience, which could lead to some degree of social disruption. In the March 29 meeting of the CAPS Advisory Board, several members reported that students have expressed concerns about how they might adjust after long periods of isolation. A student member likened it to students relearning how to be social beings. Juniors and seniors are likely to express greater worry about finding jobs in the current environment.

Students, particularly rising sophomores, have had the alternative grading option across the academic year (and Spring of 2020). This option no longer being available, along the potential for increased academic rigor of in-person learning, could lead to temporary adjustment issues not experienced in previous years. This might prompt a noise over signal bias in identifying students in distress.
Conclusion

The decreased utilization of CAPS in the current academic year notwithstanding, long-term trends indicate steady to increasing student need for university mental healthcare. Nationally, collegiate mental health experts are bracing for a possible surge in demand in the upcoming academic year. CAPS will continue to prioritize students in crisis and in need of urgent care. Without more physical space and more personnel, CAPS is limited in expanding capacity. Telemedicine with outside contractors (e.g., Mantra Health; ginger.io) will provide some relief as an overflow measure. CAPS will also continue to more offerings for non-treatment wellness programs because optimizing mental health among students benefits the One Penn State as a whole.

COMMITTEE ON STUDENT LIFE

- Catherine Abendroth
- Christopher Byrne
- Yasha Duggal
- Dennis Jett
- Rena Kass
- Ana Kenney
- Zachary McKay
- Lexy Pathickal
- Kaleigh Quinnan
- Karl Reichard
- Noah Schiro
- Damon Sims
Appendix: Detailed Commonwealth Campus Results

1. The number of patients range across campus, but locations are generally setup to serve 10% of the student population.

2. The most common student concerns reported at campus locations are depression, anxiety, trauma, relationship concerns, stress, work-life balance, sexual assault, and family issues. Several counselors mentioned that their campuses are in generally impoverished areas, so they see more cases related to financial stress. First-generation college students are more common at some campus locations and might have unique issues or concerns. Some campuses are more geographically isolated, so loneliness is sometimes a concern. One counselor mentioned a “trend” at their campus. “(B)lue-collar families are putting a lot of pressure on their children to come to college and do well. The student may not want to go to college at all, may not want to go into a ‘prestigious’ field,” or might have an “undiagnosed disability or mental illness that leaves them unprepared for the workload. All of this causes tension and additional stress for the student and family.”

3. All but one counselor replied that they had a sufficient number of counselors, though several replied that it would be helpful to have a staff member who could help with intake, administrative support, etc. Several of the respondents mentioned that intake and administrative tasks take up much of their time and could be better delegated to interns of staff allowing for more time for counseling and education. A majority of respondents mentioned this concern in some capacity. One campus location saw benefit from a current intern. Some locations currently have no wait lists, while others have small waitlists. One respondent noted that with an intern it would be possible to diversify services and “provide a learning opportunity for a future professional.”

4. Availability of community services is highly variable across campus locations. Several counselors noted that outside services are available for students within a 5-20 minute drive for students with insurance. One counselor noted that “outpatient therapy is reasonably accessible if medication management is not needed.” One location is near two community health agencies, one within walking distance of campus, that provide outpatient treatment on a sliding scale. Students without insurance might have less access to services, and long wait lists are present for community services near some locations.

5. Student transportation seems to be the biggest concern for availability of outside mental health resources. “(T)here are multiple local resources but transportation seems to be the biggest factor,” noted one counselor. According to another, “(Mental health) services are not very accessible. Students have to take a bus, Uber, or ask a friend to get transportation to and from” these services. At some campus locations, several students likely apply for social services, but are limited by factors such as education to access these services. Students with specific needs (e.g., access to LGBTQ+ support groups, drug counseling, psychiatric services, etc.) are particularly limited by lack of transportation services. Counselors said they would benefit from better transportation options, such as access to a university van (with a driver).
6. Most respondents mentioned psychiatric services as a primary concern, though this is notably a national trend. One counselor mentioned that “psychiatric services are very difficult to get into with a wait list spanning out for months (there are times it can be up to 6 months). We have to encourage students to seek out support from primary care physicians while waiting to see a psychiatrist.” Six counselors mentioned wait times of at least one to two months. One respondent expressed concern that “there isn’t a reputable psychiatric hospital that is close by for true emergencies.”

7. When asked about changes counselors would make with an unlimited budget, psychiatric services and transportation were the most common responses. Some counselors would like more staff. One respondent would hire an additional counselor, two full-time staff assistants, and a full-time outreach coordinator. According to one counselor, without local agencies visiting campus and graduate interns “who work for free,” it would not be possible to provide adequate resources. Several counselors mentioned that they regularly interact with faculty at their locations. One counselor “would love the opportunity to engage more with faculty and staff so that they understand the services (the counselor) provide(s) and how that would help students personally and also with classroom management.”
SENATE COMMITTEE ON COMMITTEES AND RULES

Roster of Senators by Voting Units for 2021-2022

(Informational)

Abington

SENATORS (5)

Term Expires 2022
Le, Binh P.
Volk Chewning, Lisa

Term Expires 2023
Calore, Gary
Ozment, Judith

Term Expires 2025
Cohen, Stephen

Agricultural Sciences

SENATORS (9)

Term Expires 2022
Maximova, Siela
Shannon, Robert D.

Term Expires 2023
Harte, Federico
Marshall, Megan
Weld, Jennifer

Term Expires 2024
Demirci, Ali
Holden, Lisa

Term Expires 2025
Grozinger, Christina
Perkins, Daniel

Altoona

SENATORS (6)*

Term Expires 2022
Hayford, Harold S.
McKinney, Karyn D.

Term Expires 2023
Farnan, Katilin (for Seymour)
Seymour, Elizabeth M. (Immediate Past Chair)
Appendix Y
4/27/21

Term Expires 2024
Brunsden, Victor

Term Expires 2025
Adu, Kofi
Findley, Samuel

Arts and Architecture

SENATORS (6)*

Term Expires 2022
Costanzo, Denise
SzczygIEL, Bonj (Chair)

Term Expires 2023
Davis, Felecia
Gross, Charlene (for SzczygIEL)
Kenyon, William C.

Term Expires 2025
Higgins, Jeanmarie
Shapiro, Keith

Berks

SENATORS (4)

Term Expires 2023
Snyder, Stephen J.

Term Expires 2024
Mahoney, Joseph

Term Expires 2025
TBD

Business

SENATORS (6)

Term Expires 2022
Posey, Lisa L.
Tyworth, Michael

Term Expires 2024
Bansal, Saurabh
Iliev, Peter

Term Expires 2025
Slot, Johanna
Wright, Suzanne
Communications

SENATORS (3)

Term Expires 2023
Simmons, Cynthia

Term Expires 2024
Jordan, Matthew

Term Expires 2025
Shea, Maura

Earth and Mineral Sciences

SENATORS (7)

Term Expires 2022
Mathews, Jonathan
Najjar, Raymond

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

Term Expires 2024
Robinson, Brandi

Term Expires 2025
Baka, Jennifer
Bowley, Kevin

Education

SENATORS (6)

Term Expires 2022
Eppley, Karen
Kirby, Joshua

Term Expires 2023
Coduti, Wendy
Riccomini, Paul J.

Term Expires 2024
Taylor, Jonte

Term Expires 2025
Mccloskey, Andrea
Engineering

SENATORS (14)

Term Expires 2022
Handley, Meredith
Harris, Jeff
Messner, John
Sinha, Alok

Term Expires 2023
Lang, Dena
Lear, Matthew
Wolfe, Douglas E.
Zhang, Qiming

Term Expires 2024
Dare, Tyler
Gayah, Vikash
Melton, Robert
Suliman, Samia

Term Expires 2025
Pauley, Laura
Yamamoto, Namiko

Erie

SENATORS (8)*

Term Expires 2022
Evans, Edward
Fairbank, James
Mangel, Lisa
Yagnik, Arpan

Term Expires 2023
Warner, Alfred

Term Expires 2024
Blakney, Terry
Swinarski, Matthew

Term Expires 2025
Champagne, John
Noce, Kathleen

Great Valley

SENATORS (2)

Term Expires 2024
Sangwan, Raghu

Term Expires 2025
Potosky, Denise

**Harrisburg**

SENATORS (7)

*Term Expires 2022*
Kakuturu, Sai
Subramanian, Rajarajan

*Term Expires 2023*
Rhen, Linda
Strohacker, Emily

*Term Expires 2024*
Sprow Forté, Karin
Tavangarian, Fariborz

*Term Expires 2025*
Joseph, Rhoda

**Health and Human Development**

SENATORS (8)

*Term Expires 2022*
Shearer, Gregory

*Term Expires 2023*
Shurgalla, Richard
Jones, Maureen C
Kramer, Lauren
Rutherford Siegel, Susan
Sharma, Amit

*Term Expires 2025*
Duffey, Michele
Stine (She/Her), Michele

**Information Sciences and Technology**

SENATORS (3)

*Term Expires 2022*
Fusco, David

*Term Expires 2024*
Glantz, Edward J.

*Term Expires 2025*
Tapia, Andrea
International Affairs

SENATORS (1)

Term Expires 2022
Jett, Dennis C.

Liberal Arts

SENATORS (22)

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

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

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

Term Expires 2025
Braman, Valerie
Frederick, Samuel
Furfaro, Joyce
Iqbal, Zaryab
Mccoy, Heather
Zorn, Christopher

Dickinson Law

SENATORS (2)

Term Expires 2023
Skladany, Martin

Term Expires 2024
Groome, Dermot

Libraries

SENATORS (3)
Term Expires 2022
Phillips, Kathleen

Term Expires 2024
Tallman, Nathan

Term Expires 2025
Novotny, Eric

Medicine

SENATORS (30)

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

Term Expires 2023
Abendroth, Catherine
Chetlen, Alison
Karpa, Kelly
Kass, Lawrence E.
Malysz, Jozef
Palmer, Timothy W.
Whitcomb, Tiffany

Term Expires 2024
Alexander, Chandran
Allen, Steven
Anderson, Brian
Hauck, Randy
Kass, Rena
Ruggiero, Francesca
Swallow, Nicole
Wong, Jeffrey

Term Expires 2025
Liu, Dajiang
Mets, Berend
Saunders, Brian
Scalzi, Lisabeth
Walker, Eric
Williams, Nicole
Zacharia, Thomas

Nursing

SENATORS (2)

Term Expires 2022
Kitko, Cassandra
Term Expires 2025  
Berish, Diane

Penn State Law

SENATORS (2)

Term Expires 2023  
Scott, Geoffrey

Term Expires 2025  
Hu, Margaret

Science

SENATORS (13)

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

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

Term Expires 2024  
Fox, Derek  
Strauss, James

Term Expires 2025

University College (29)

Beaver

SENATORS (2)

Term Expires 2022  
Mookerjee, Rajen

Term Expires 2024  
Pierce, Mari

Brandywine

SENATORS (3)

Term Expires 2022  
Blockett, Kimberly
Term Expires 2023
Fredricks, Susan M.

Term Expires 2025
Gallagher, Julie

DuBois
SENATORS (2)

Term Expires 2025
Parizek, Heather
Thomas, Emily

Fayette
SENATORS (2)

Term Expires 2023
Precht, Jay

Term Expires 2024
Palma, Julio

Greater Allegheny
SENATORS (2)

Term Expires 2024
Grimes, Galen

Term Expires 2025
Kahl, Alandra

Hazleton
SENATORS (2)

Term Expires 2022
Marko, Frantisek

Term Expires 2023
Petrilla, Rosemarie

Lehigh Valley
SENATORS (2)

Term Expires 2022
Huang, Tai-Yin

Term Expires 2024
Egolf, Roger A.
Mont Alto

SENATORS (3)

Term Expires 2022
Moore, Jacob

Term Expires 2023
Borromeo, Renee L.

Term Expires 2025
Nurkhaidarov, Ermek

New Kensington

SENATORS (2)

Term Expires 2022
Larson, Allen

Term Expires 2023
Amador Medina, Melba

Schuylkill

SENATORS (2)

Term Expires 2023
Zilleruelo, Arturo

Term Expires 2024
Aurand Jr., Harold

Shenango

SENATORS (2)

Term Expires 2024
D'Artenay, Tamrya

Term Expires 2025
Saltz, Ira

Wilkes-Barre

SENATORS (2)

Term Expires 2022
Ofosu, Willie K.

Term Expires 2024
Chen, Wei-Fan
Scranton

SENATORS (3)

Term Expires 2023
Bishop-Pierce, Renee

Term Expires 2024
Frisch, Paul

Term Expires 2025
Kim, Agnes

York

SENATORS (2)

Term Expires 2022
TBD

Term Expires 2023
Nesbitt, Jennifer P.

*Where a unit has a faculty senator who has been elected to an officer position, there will be one additional faculty senator to “replace” them on senate while they serve as officer.
REPORT OF 2021-2022 SENATE ELECTIONS

Senate Council

- To be determined, Penn State Abington
- To be determined, College of Agricultural Sciences
- Victor Brunsden, Penn State Altoona
- William Kenyon, College of Arts and Architecture
- To be determined, Penn State Berks
- Lisa Posey, Smeal College of Business
- To be determined, College of Earth and Mineral Sciences
- To be determined, College of Education
- To be determined, College of Engineering
- To be determined, Penn State Erie
- To be determined, Penn State Harrisburg
- To be determined, College of Health and Human Development
- Carey Eckhardt, College of the Liberal Arts
- To be determined, College of Medicine
- Mary Beth Williams, Eberly College of Science
- To be determined, Units with fewer than four senators: Communications, Great Valley, Information Sciences and Technology, International Affairs, Dickinson Law, Penn State Law, Libraries, Military Science, and Nursing
- To be determined, University College

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

- Catherine Abendroth, College of Medicine
- Stephen Browne, College of the Liberal Arts
- Julio Palma, Penn State Fayette
- Rosemarie Petrilla, Penn State Hazleton
- Ann Taylor, College of Earth and Mineral Sciences

Senate Committee on Faculty Rights & Responsibilities

Faculty
To fulfill the requirements, of the standing rules, at least three Non-Tenure Line Faculty must be elected, at least one from University Park (UP), and at least one from locations other than University Park (LOTUP).

- **Ann Taylor (NTL/UP) - Member**, Assistant Dean for Distance Learning, Teaching Professor, College of Earth and Mineral Sciences
- **Robin Yaure (NTL/LOTUP) - Member**, Professor of Teaching, Human Development and Family Studies and Psychology, Penn State Mont Alto
• **David Dieteman (NTL/LOTUP) -Member**, Associate Teaching Professor of Management, Black School of Management, Penn State Erie

• **Dace Freivalds (NTL/UP) -Alternate**, Interim Associate Dean for Strategic Technologies and Librarian, University Libraries

For the fourth member, the candidate with the highest number of votes, regardless of location or tenure-line status will serve.

• **Nicholas Rowland (TL/LOTUP) - Member**, Professor of Sociology, Penn State Altoona

• **Jacqueline Schwab (TL/LOTUP) – Alternate**, Associate Professor of Human Development and Family Studies, Penn State Mont Alto

• **Steinn Sigurdsson (TL/UP)**, Professor of Astronomy & Astrophysics, Eberly College of Science

• **Linghoa Zhong (TL/LOTUP)**, Professor of Science, Penn State Mont Alto

• **Peter Dendle (TL/LOTUP)**, Professor of English, Penn State Mont Alto

• **Peerasit Patanakul (TL/LOTUP)**, Associate Professor of Management, Black School of Business, Penn State Erie

**Deans/Chancellors:**

• **Tina Richardson, Member**, Chancellor, Penn State Lehigh Valley

• **Francis Achampong, Member**, Chancellor, Law Professor/Professor, Penn State Mont Alto

• **Marilyn Wells, Alternate**, Chancellor, Penn State Brandywine and Professor of Biobehavioral Health

• **Ralph Ford, Alternate**, Chancellor & Dean, Professor of Electrical and Computer Engineering, Penn State Erie

• **Marwan Wafa**, Chancellor, Professor of Business, Penn State Scranton

**University Promotion and Tenure Review Committee**

*Plurality ballot: Voted for four members (terms expiring in 2023)*

• **Ellysa Cahoy, Member**, Education Librarian and Assistant Director, Pennsylvania Center for the Book, Librarian, Humanities and Social Sciences, University Libraries

• **John Nousek, Member**, Professor of Astronomy & Astrophysics, Eberly College of Science

• **Amit Sharma, Member**, Professor of Hospitality Management, College of Health and Human Development

• **Ira Saltz, Member**, Professor of Economics, Penn State Shenango

• **Mark Johnson, Alternate**, Professor of Mathematics, Penn State Altoona
• **Andrew Kleit, Alternate**, Professor of Energy and Environmental Economics, College of Earth and Mineral Sciences
• **Ramasamy Anantheswaran, Alternate**, Professor of Food Science, College of Agricultural Sciences
• **Peter Crabb**, Professor of Psychology, Penn State Hazelton

**Standing Joint Committee on Tenure**

*Plurality Ballot: Voted for two. (one elected). The one receiving the most votes will be the member; the one receiving the second most votes will be the alternate through 2024.*

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

**Faculty Advisory Committee to the President**

*Preferential ballot: Person who received the most votes is the member. Person who received the second most votes is the alternate. Three year term ending in 2024.*

• **Douglas Wolfe – Member**, Professor of Engineering, College of Engineering
• **Suzanna Linn – Alternate**, Liberal Arts Professor of Political Science, College of the Liberal Arts

**Senate Secretary for 2021-2022**

• Lisa Mangel, Assistant Teaching Professor of Biology, Penn State Erie

**Senate Chair-Elect for 2021-2022**

• Maureen Connelly Jones, Associate Teaching Professor of Health Policy and Administration, College of Health and Human Development
MINUTES OF SENATE COUNCIL
April 6, 2021 1:30 p.m.
Remote via Zoom


Absent: K. McKinney, S. Maximova

Chair Seymour called the meeting to order at 1:30 p.m. on Tuesday, April 6, 2021.

APPROVAL OF THE MINUTES

The minutes from Senate Council’s February 16, 2021 meeting were approved on a Eckhardt/Szczygiel motion.

ANNOUNCEMENTS AND REMARKS

The meeting of the Faculty Advisory Committee to the President was held this morning.
Topics included:
Admissions
Searches
Strategic Plan
COVID
Senate collaboration in PSU decision-making
Targeting of Faculty by outside organizations
Vaccination Planning at Penn State
Libraries Acquisitions Budget Update

Please submit 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, Next Gen Penn State Advisory Group has asked to meet with Senate Council from 3-4 today. They are the listening portion of the Presidential selection process and want to gather feedback from the Senate.

I want to make sure that we prioritize the plenary agenda at the front of the meeting in case some senators will have to leave after 4. So, I ask that we move items D through H (approval of the agenda) to the front of our meeting.

This was approved on a Ozment/ Williams motion.

D. ACTION ITEMS

Revision of the Standing Rules of Graduate Council. These recommendations come from the Unit Constitution Subcommittee and have already been moved and seconded. The revisions were approved and The Dean of the Graduate School and the chair of the Graduate Council will be notified.

E. DISCUSSION

Anti-Racism Resolution from Penn State Abington. I received this from Charles Archer, the chair of the Abington Senate and he asked that I share this work with Council.

Commonwealth Caucus of Pennsylvania State University Promotion to the Rank of Professor Resolution and White Paper
Co-chairs of the Commonwealth Caucus, Frank Marko and Mike Bartolacci who asked that we discuss this at Council. Marko described the main finding of the committee. The requirements for promotion to full at the campuses should be better tailored to the unique mission of the campus colleges. Rowland remarked that the importance of service work and shared governance was not appreciated in the guidelines. M. Jones expressed that promotion is an inequitable process because campus faculty have a heavier lift to get to the same place, Provost Jones felt it was remarkable that a single University P&T committee could consider the expectations of all of the units and that, generally, there was equity in how faculty were accessed, although the process could be improved. Tallman asked how P&T expectation within the local unit could be changed? Dr. Hanes expressed her appreciation for the committee’s work. Chair Seymour remarked that the recommendation should go to the Senate Committee on Faculty Affairs. The is a new Vice President of Faculty Affairs and an advisory committee will discuss ways to clarify the expectation for going up for full professor.

F. REPORT OF GRADUATE COUNCIL
Chair Davis is discussing ways to change the standing rules to get members adequate preparation to start in the fall. Decided to move elections up 6-weeks and elect chairs and vice chairs in the summer. Graduate council has no continuity in leaderships because they do not have a chair-elect, chair and immediate past chair system. Senate office will share the orientation information.
A question was asked about reason for review of Graduate council documents. (Followup with ED/Blasko.)

**G. SENATE AGENDA ITEMS FOR April 27, 2021**

**FORENSIC BUSINESS: NONE**

**UNFINISHED BUSINESS: NONE**

**LEGISLATIVE REPORTS**

Senate Committee on Committees and Rules, Revisions to Senate Bylaws, Article II - Senate Council, Section 1 (e) and Article IV - Committees, Section 6 (a). Approved on a Eckhardt/Synder motion.

Senate Committee on Curricular Affairs, Removal of Gendered & Binary Terms from Course and Program Descriptions. Approved on a Synder/Eckhardt motion.

**ADVISORY CONSULTATIVE REPORTS**

Senate Committee on Educational Equity and Campus Environment. Mandate a Diversity, Equity and Inclusion Annual Report. Placed on the agenda by a Tallman/Jones motion.

Senate Committees on Faculty Affairs and Faculty Benefits: Joint Subcommittee on Parental Leave, Report On Parental Leave. Placed on the agenda by an Ozment/Eckhardt motion

Senate Committee on Global Programs, Statement Opposing Racism Against Asian, Asian American, And Pacific Islander Communities and Support for our Penn State Community. Placed on the agenda by an Eckhardt/Ozment motion

Senate Self Study Committee, Resolution: Response To "More Rivers to Cross: Black Faculty and Academic Racism at Penn State University (Part 2)" Placed on the agenda by an Ozment/Eckhardt motion

**INFORMATIONAL REPORTS**

Senate Committee on Admissions, Records, Scheduling, and Student Aid. Annual Report on High School Students Enrolled Nondegree In Credit Courses. Placed on the agenda by a Tallman/Kenyon motion. Web only report

Senate Committee on Admissions, Records, Scheduling, and Student Aid. PIE Taskforce Recommendation on Alternative Grading for Summer 2021. Placed on the agenda by an Eckhardt/Ozment motion. Five minutes were allocated for presentation on the agenda.

Senate Committee on Curricular Affairs, Sustainability Across the Undergraduate Curriculum. Placed on the agenda by a Jones/Williams motion. 15 minutes were allocated for presentation on the agenda.
Senate Committees on Faculty Affairs and Intra-University Relations. Faculty Tenure-Flow Annual Report. Placed on the agenda by an Ozment/Kirby motion. Ten minutes were allocated for presentation on the agenda.

Senate Committee on Faculty Affairs and Senate Committee on Intra-University Relations. Non-Tenure Line Promotion Flow Report, 2019-2020. Placed on the agenda by a Rowland/Tallman motion. Ten minutes were allocated for presentation on the agenda.

Senate Committees on Faculty Affairs, Intra-University Relations and Educational Equity and Campus Environment. Developing a Faculty Teaching Assessment Framework. Placed on the agenda by an Ozment/Williams motion. 15 minutes were allocated for presentation on the agenda.

Senate Committee on Faculty Benefits, Spring 2021 Report on Faculty Salaries. Placed on the agenda by a Snyder/Posey motion. Ten minutes was allocated for the report.

Senate Committee on Global Programs, Penn State First Report. Placed on the agenda by a King/Tallman motion. Web-only report.


Senate Committee on Libraries, Information Systems, and Technology. Digital Fluency Project at Penn State Greater Allegheny. Placed on the agenda by a Szczygiel/Tallman motion. Ten minutes were allocated for presentation on the agenda.

Senate Committee on Libraries, Information Systems, and Technology. Student Laptop Initiative Report. Placed on the agenda by a Kenyon/Snyder motion. Ten minutes were allocated for presentation on the agenda.


Senate Committee on Outreach. Statewide Continuing Education Presentation. Placed on the agenda by a Kirby/Eckhardt motion. Web-only report.

Senate Committee on Research, Scholarship, and Creative Activity. Anticipated Changes in Policies AD77, AC80, and RP06 Due to New Federal Regulations and Guidance. Placed on the agenda by a Williams/Snyder motion. Five minutes were allocated for presentation on the agenda.
Senate Council. Next Gen Penn State Advisory Group Report. This report will be presented by David Kleppinger. Placed on the agenda by a Jones/Eckhardt motion. Moved to the front of the Agenda.

Senate Council. Presidential Recruitment and Selection Committee Report. This report will be presented by Mark Dambley and Julie Anna Potts. Placed on the agenda by a Jones/Eckhardt motion. Moved to the front of the Agenda.

Senate Committee on Student Life, Report on University Counseling and Psychological Services (Caps). Placed on the agenda by a Ozment/Rowland motion. Five minutes have been allocated on the agenda.

Senate Committee on University Planning, Auxiliary and Business Services Budget Report. Placed on the agenda by a Marko/Eckhardt motion. Ten minutes have been allocated on the agenda.

Senate Committee on University Planning, Intercollegiate Athletics Budget Report. Placed on the agenda by a Marko/Ozment motion. Ten minutes have been allocated on the agenda.

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

**Provost Jones** had another meeting and had to leave.

**Vice Provost for Faculty Affairs, Kathy Bieschke** A Powerpoint was presented on the new initiatives from the Office of the Vice Provost of Faculty Affairs. These included revisions in several areas of promotion and tenure evaluations, including the assessment of teaching, letters to external reviewers, and new guidance to administrators and committees for P&T evaluations.

Evaluators are encouraged to take a wholistic approach and consider the challenges of COVID-19 in the context of discipline-specific constraints. Faculty will be encouraged to expand their narrative statements to explain the impact of COVID-19 on their work.

These updated and new documents will be posted to the website [https://www.vpfa.psu.edu/](https://www.vpfa.psu.edu/) and those specific to COVID will be maintained until all faculty are through the P&T process at least 7-8 years. Dr. Bieschke expressed her thanks to her advisory committee, and to the Senate for the helpful advice and feedback.

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

We are working to mitigate account balances (financial holds) for students in good academic standing by increasing their institutional aid. Retention of these students, many of whom have faced financial challenges related to the pandemic, is a priority. Our campuses historically serve many students from families of modest means; many campus students work full time while attending Penn State. The pandemic has added financial stress, among other challenges, that our
students are having to navigate—challenges that are often disruptive to their continued educational progress.

Discover Penn State Awards for students residing in contiguous states are showing good results in this admissions cycle. While we are early in the implementation of this initiative which was fully launched in 2019-20, following a smaller pilot in 2018-19, we are tracking ahead of last year’s cycle in paid accepts. Qualifying students save on the cost of tuition in their first two years with increased savings in the third and fourth years if they remain at one of Commonwealth campuses to complete their degrees. See https://admissions.psu.edu/costs-aid/scholarships/discover/.

Provost Awards, for Pennsylvania students, are tracking slightly ahead of last year’s admissions cycle in paid accepts. Provost Awards provide scholarships for qualifying students in their first two years with increased awards for the third and fourth years. See https://admissions.psu.edu/costs-aid/scholarships/provost/.

Interim Vice President and Dean of Undergraduate Education, Yvonne Gaudelius

Undergraduate Admissions Update for Faculty Senate Council April 6, 2021

First-year baccalaureate applications for 2021 summer and fall admission are up 14.9% percent with 106,702 applications received so far. The combined direct and referral applications for Commonwealth Campuses are up 6.97%, an increase of 1,348 applications, for a total of 20,685. At University Park applications are up 16.8% for a total of 85,074, an increase of 12,237 applications. The remaining applications are to World Campus, which has seen a 35.88% increase in the number of first-year baccalaureate applications.

We now have 83,743 offers of admission out, which is up by 12,207 offers over last year an increase of 17.86% over last year.

Of those 40,111 at CC, which is up 30.5% or 9,347 offers (compared to two years ago, this is up 16.77% or 5,762 offers) and 43,119 at UP, a slight increase of 6.57% or 2,657 offers (compared to two years ago, this is up 25.63% or 8,798 offers), and 513 at WC, an increase of 52.23% or 176 offers.

The number of students who have accepted their offer at a CC is 3,917 applicants up by 4.87% (182 students) while UP has 5,255 students who have accepted, down by 26.08% (1,854 students.) Very important to remember that UP had a very strong year last year so compared to UP two years ago, this is down by only 12.12% or 725 applicants who have accepted their offer. For WC, 303 applicants have accepted their offer, an increase of 20.72% or 52 students.

We know that students are applying to more schools and are delaying making decisions as they wait for more clarity around vaccines, institutional responses to COVID-19, and make financial decisions. Due to more schools being test optional, more students have applied to what might otherwise be “stretch” schools. We also have a small waitlist that we can release, as needed.
We have awarded the first and second round of Provost and Discover awards, 2874 (UP) and 3639 (CC) award offers to eligible students and 7692 eligible Discover awards offered.

We are offering admissions tours at all campuses and these have been very successful and have been offered safely. At University Park, tours are open only to students who have an offer of admission due to capacity. Commonwealth Campuses are opening tours to a broader audience depending on the capacity at the campus. These on-campus visits and tours are critical to decision making for many of our applicants.

**Vice Provost for Educational Equity, Marcus Whitehurst**

Dr. Whitehurst was unable to attend.

**Vice Provost of Online Education, Renata Engel.**

Summer/fall 2020-2021 world campus admissions data looks very good. There was a 1.8% increase in Undergraduate student and 3.8% increase in Graduate student course enrollment. World Campus is working with PSU Informational Technologies on multiple tools and two content management systems that might allow more sharing across courses and programs.

**Senate Officers: None**

**Executive Director: None**

**H. Approval of Agenda for April 27, 2021.** On a motion from Williams/Ozment the agenda was approved.

**I. New Business. None**

**APPROVAL OF THE AGENDA**

Senate Council approved the April 27, 2021 Senate Agenda.

**COMMENTS FOR THE GOOD OF THE ORDER**

**NEW BUSINESS: NONE**

**J. ADJOURNMENT:** On a William/Ozment motion, the meeting was adjourned at 4:31 pm.

*Dawn G. Blasko, Executive Director*
Date: April 27, 2021

To: All Senators and Committee Members

From: Dawn Blasko, Executive Director

Following is the call in and meeting number of all Senate meetings April 26 and April 27, 2021. Please notify the University Faculty Senate office and committee chair if you are unable to participate.

MONDAY, APRIL 26, 2021

3:00 p.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#

TUESDAY, APRIL 27, 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=dzNSSVpyZXZOkyY4UDc0bGxXbTVtZz09
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: April 27, 2021
To: Commonwealth Caucus Senators (includes all elected Campus Senators)
From: Frantisek Marko and Michael Bartolacci, Caucus Co-Chairs

PLEASE NOTE: the evening meeting of the Commonwealth Caucus (April 26) has been cancelled.

Commonwealth Caucus Meeting
April 27, 2021, 11:15 a.m. – 12:45 p.m.

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
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