

THE PENNSYLVANIA STATE UNIVERSITY

The University Faculty Senate

AGENDA

Tuesday, September 14, 2021**Via ZOOM at 1:30 p.m****ZOOM LINK** <https://psu.zoom.us/j/97759044937>**Or iPhone one-tap (US Toll): +16468769923,97759044937# or +13017158592,97759044937#****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: 977 5904 4937****International numbers available:** <https://psu.zoom.us/j/97759044937>

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/>

A. MINUTES OF THE PRECEDING MEETING

Minutes of the April 27, 2021 Meeting in The Senate Record 54:6

B. COMMUNICATIONS TO THE SENATE

Senate Curriculum Report of August 31, 2021

Appendix A

C. REPORT OF SENATE COUNCIL - Meeting of August 31, 2021**D. ANNOUNCEMENTS BY THE CHAIR****E. COMMENTS BY THE PRESIDENT OF THE UNIVERSITY**

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

G. FORENSIC BUSINESS

None

H. UNFINISHED BUSINESS

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 N
(Introduced at the April 27, 2021 Senate Meeting)

I. LEGISLATIVE REPORTS

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

49-60 Satisfactory/Unsatisfactory – Baccalaureate and Associate Degree Candidates Appendix B

Senate Committee on Committees and Rules

Revision to Standing Rules, Article II – Senate Committee Structure Section 6(a) Committee on Committees and Rules Appendix C

Senate Committee on Committees and Rules and Faculty Benefits

Revision to Standing Rules Article II – Senate Committee Structure Section 6(g), Committee on Faculty Benefits Appendix D

Senate Committee on Committees and Rules and Senate Self-Study Committee

Revisions to Senate Bylaws, Article II – Senate Council, Section 1(c), Addition of the Category of Positional Reports Appendix E

Revisions to Senate Standing Rules, Article I – Rules of Procedure, Section 2, Addition of the Category of Positional Reports Appendix F
REPORT POSTPONED UNTIL OCTOBER 19, 2021 SENATE MEETING

Senate Committee on Curricular Affairs and Education

Senate Policies and Rules on Instruction and Curriculum; Creation Of Senate Policy 100-00 Appendix G

J. ADVISORY/CONSULTATIVE REPORTS

Senate Committee on Education

Discussion on Policies that Pose Obstacles to Equity for At Risk Populations

Appendix H

Senate Committee on Faculty Affairs

Changes to AC21 “Definition of Academic Ranks”
Clarification of Contract Lengths

Appendix I

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

Faculty Teaching Assessment Framework

Appendix J

K. INFORMATIONAL REPORTS

Senate Committee on Education

Summary of Petitions by College, Campus, and Unit
2018-2019 and 2019-2020*

Appendix K

Senate Committee on Faculty Affairs

Earning Tenure During COVID
[10 minutes allocated for presentation and discussion]

Appendix L

Senate Committee on Intercollegiate Athletics

Name Image Likeness Policy
[15 minutes allocated for presentation and discussion]

Appendix M

*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, October 19, 2021, 1:30 p.m.



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

COMMUNICATION TO THE SENATE

DATE: September 1, 2021
TO: Bonj Szczygiel, Chair, University Faculty Senate
FROM: Mary Beth Williams, Chair, Senate Committee on Curricular Affairs

The *Senate Curriculum Report* dated August 31, 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 **September 30, 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.

~~(e) [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.[End Add]

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

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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 COMMITTEES ON ADMISSIONS, RECORDS, SCHEDULING, AND STUDENT AID AND EDUCATION

49-60 Satisfactory/Unsatisfactory–Baccalaureate and Associate Degree Candidates

(Legislative)

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

Introduction and Rationale

In November 2020, the Policies Influencing Equity (PIE) Taskforce (formerly Alternative Grading Taskforce) was charged by Senate Chair Beth Seymour and Yvonne Gaudelius with the short-term goal of making an Alternative Grading (senate policy 49-70) implementation recommendation for the spring 2021 semester. The [charge](#) also identified long-term goals, including developing “a list of the major academic barriers that exist at Penn State for minoritized populations and how we might make our procedures less cumulative GPA driven.”

The taskforce recommendation to re-implement [49-70 Supplemental Satisfactory Grade/Passing Grade/No Grade Grading System – Baccalaureate and Associate Degree Candidates](#) for the Spring 2021 semester was co-sponsored as a [legislative report on the January 2021 Senate Agenda](#) by the Senate Committee on Admissions, Records, Scheduling and Student Aid and the Senate Committee on Education and was passed by the Senate. The PIE Taskforce recommendation regarding possible implementation of policy 49-70 for Summer 21 appeared as an informational report on the March 16, 2021, *Senate Agenda*.

In initiating work on the long-term elements of the charge, the Taskforce identified three key areas to be addressed and formed subgroups responsible for each: (a) Revisiting the existing Pass/Fail Policy (49-60); (b) reassessing Academic Warning or Academic Suspension status policies; and (c) re-examining entrance-to-major (ETM) policies and practices. As the Taskforce continues this work, recognizing that those are not three separate areas of concern but rather entirely intertwined and interwoven ones, this proposed revision to this legacy policy (implemented in 1968 and last revised in 1986) has emerged as our recommended first, stand-alone, step.

Policy 49-70 was created as a temporary emergency solution to remediate and mitigate the impacts of institutional disruption caused by the COVID pandemic beginning in Spring 21. In its original crafting and senate passage, subsequent implementation and implementation revisions, and deliberations about whether or how to extend implementation in subsequent semesters, the spirit and practice of the policy has recognized that the institutional and social disruption of the pandemic would disproportionately impact members of minoritized and economically and

socially disenfranchised groups. Such recognition further provided warrant for the very broad, emergency, temporary, “GPA safety net” that the adopted senate policy has provided.

We further recognize, however, that the inequities revealed by the unique circumstances of the pandemic – most typically discussed through matters of access to remote learning technology in the first instance -- are neither unique to the pandemic nor limited to matters of access to technology. Various types of life disruption and trauma have always been, and continue to be, experienced disproportionately by the economically and socially disenfranchised. This policy revision provides more accommodation and flexibility for students confronted with life challenges during the course of their academic career than we presently grant. It broadens the range of options available to any and all students experiencing various levels of distress, and therefore better limits the negative, irreversible consequences that may result from such disruptions without comprising overall standards or undermining a culture of academic excellence. It removes, in a sustainable manner, hurdles and thresholds that impede effective, timely, remediation of academic crisis scenarios through already existing but often unnecessarily inefficient (for students and faculty alike) mechanisms (late drop, deferred grades, petitions, etc.) and therefore better supports sustained satisfactory progress toward degree completion.

We recognize that passage of these revisions to [49-60 PASS/FAIL Baccalaureate and Associate Degree Candidates](#) would likely recommend and/or necessitate at least some alteration to the language of 49-70, which refers to itself as a “supplement” to the legacy policy. A separate policy proposal addressing that matter will follow this one if it is passed.

Recommendation

The Senate Committee on Admissions, Records, Schedules, and Student Aid (ARSSA) recommends that policy 49-60 Satisfactory/Unsatisfactory–Baccalaureate and Associate Degree Candidates be modified to reflect the following changes:

49-60 *[delete] Satisfactory/Unsatisfactory– [End Delete] [Add] **PASS/FAIL** [End Add]*
Baccalaureate and Associate Degree Candidates

A limited number of courses may be taken for credit by any baccalaureate or associate degree candidates under the *[delete] satisfactory/unsatisfactory (SA/UN) [End Delete] [Add] **Pass/Fail (PS/PD/UNS)** [End Add]* grading system, subject to regulations of the college and the limits of the degree program in which the candidate is enrolled. *[Delete] General Education courses may not be taken under the satisfactory/unsatisfactory option. [End Delete]* Certain courses may be designated to be offered only under the *[Delete] SA/UN [End Delete] [Add] **pass/fail** [End Add]* grading system at the request of an academic unit and after the approval of the Senate Curricular Affairs Committee. *[Add] **Given that a required grade of C or better is the standard university litmus for acceptable progress within degree program curricula, colleges should not place restrictions on the use of the pass/fail grading option except in cases where a grade higher than C has specifically been officially defined as a program requirement or where other academic control needs compellingly necessitate such restrictions.** [End Add]*

[Delete]

- ~~1. Each candidate, depending on the requirements and limitations of the candidate's college, may schedule courses under the SA/UN grading system up to a maximum of 12 credits for baccalaureate degree candidates and 6 credits for associate degree candidates.~~
- ~~2. A candidate in the Division of Undergraduate Studies may take courses under the SA/UN grading system. The candidate should confirm that the regulations of the proposed program of study are not violated.~~
- ~~3. No candidate may take more than two courses per semester on this basis.~~
- ~~4. Once the SA/UN grading system form is submitted, the candidate cannot revert to a conventional (A, A-, B+, B, B-, C+, C, D, F) grade after 21 calendar days.~~
- ~~5. Conventional grades submitted by the instructor to the Office of the University Registrar are recorded as SA, meaning satisfactory achievement or better (A, A-, B+, B, B-, C+, C), or UN, indicating unsatisfactory achievement (D, F), where applicable.~~
- ~~6. If the grade is UN, a course may be taken again but only under the conventional grading system.~~
- ~~7. Courses abroad may not be taken under the SA/UN grading system except under highly unusual circumstances and then only with the advance authorization of the Office of Education Abroad Programs.~~
- ~~8. Credits taken in courses offered only under the SA/UN grading system will not be counted toward any SA/UN credit limit imposed elsewhere in these rules.~~

[End Delete]

[Add]

- 1. Each candidate, contingent upon the requirements and limitations of the candidate's selected major and minor degree programs, may schedule courses under the Pass/Fail (PS/PD/UNS) grading system up to a maximum of 7 credits per semester for baccalaureate degree candidates and 7 credits for associate degree candidates during the regular academic (Fall and Spring semester) and 7 credits during the summer semester. Students must retain a minimum of 3 credits of coursework using the standard grading option in any semester. Baccalaureate degree candidates may select no more than 24 credits of pass/fail grading during their undergraduate career regardless of the number of degrees being earned unless there is a three-year period between re-enrollments. Associate degree candidates may schedule no more than 12 credits of pass/fail grading during their undergraduate career regardless of the number of degrees they are earning unless there is a three-year period between re-enrollments.**
- 2. A student may choose whether to take a course using a standard or pass/fail scale at any point during the semester starting from the moment of registration for the course until 11:59 p.m. of the last day of officially scheduled classes for that course, but may at no point be enrolled for more than 7 selected credits of pass/fail grade courses simultaneously.**
- 3. The credits for courses utilizing pass/fail grading count towards the semester standing (PS and PD only) but are specifically excluded from counting toward the**

threshold for admission to administratively controlled majors. Each administratively controlled major has the authority to list courses for which pass/fail grades cannot be used to meet entrance to major requirements. This information must be included in all materials outlining ETM requirements. In addition, where external bodies may require letter grades, departments may place restrictions on individual courses within their programs that cannot be taken for a pass/fail grade. This information must be included in all materials outlining applicable program requirements.

4. Standard grades for all students will be submitted by the instructor to the Office of the University Registrar (A, A-, B+, B, B-, C+, C, D, F) when final grading is completed.
5. Where the pass/fail grading option has been selected, grades of A, A-, B+, B, B-, C+ and C will be posted in the final record as PS. These will fulfill any stipulated “C or better” grade requirements throughout the PSU curriculum and earn the designated number of PSU course credits but will not be factored into the student’s GPA.
6. Where the pass/fail option has been selected, the grade D will be posted in the final record as a PD. The course will not fulfill any C or better requirement but will still count as PSU credits and may still fulfill curricular requirements where a C or better grade is not stipulated. The course will not be factored into the student’s GPA.
7. Where the pass/fail option has been selected, the grade F (Fail) will post in the final record as UNS. No PSU credits for the course will be earned and it will not count toward any degree satisfaction requirements. The grade will not be factored into the student’s GPA.
8. A student who has received an academic sanction through established university procedures as a result of a violation of academic integrity will not be permitted to select or apply pass/fail grading for that course.
9. Any student may file a petition to faculty senate to retroactively reverse a pass/fail grading option selection at any point until the last day of the designated final examination period for the semester in which they graduate. providing that this this change does not violate other semester or other undergraduate career alternative grading caps.
10. Students are strongly advised to research and consider all implications that selection of the pass/fail grading option may have upon entrance to major requirements, major, minor, general education and other degree requirements, honor roll, scholarship and graduation distinctions, graduation school applications, job and internship applications, and any other scenarios in which academic records may impact future life scenarios. Students should always work with academic advisers (whether faculty or primary-role) within their respective college, campus, or unit as well as with career and graduate school counselors and others student support professionals in considering use of the pass/fail grading option.

[End Add]

G-6 Satisfactory/Unsatisfactory

Initial Legislation: 1/16/68 (as Rule M-12)
Revised: 5/6/69 (as Rule M-12)
Revised: 1/11/72
Revised: 4/11/72
Revised: 5/5/75
Revised: 10/14/75
Revised: 11/11/75
Revised: 1/6/76
Revised: 5/5/81
Revised: 9/13/83
Revised: 3/25/86

REVISED POLICY (CLEAN COPY)

49-60 PASS/FAIL Baccalaureate and Associate Degree Candidates

A limited number of courses may be taken for credit by any baccalaureate or associate degree candidate under the Pass/Fail (PS/PD/UNS) grading system, subject to regulations of the college and the limits of the degree program in which the candidate is enrolled. Certain courses may be designated to be offered only under the pass/fail grading system at the request of an academic unit and after the approval of the Senate Curricular Affairs Committee. Given that a required grade of C or better is the standard university litmus for acceptable progress within degree program curricula, colleges should not place restrictions on the use of the pass/fail grading option except in cases where a grade higher than C has specifically been officially defined as a program requirement or where other academic control needs compellingly necessitate such restrictions.

1. Each candidate, contingent upon the requirements and limitations of the candidate's selected major and minor degree programs, may schedule courses under the Pass/Fail (PS/PD/UNS) grading system up to a maximum of 7 credits per semester for baccalaureate degree candidates and 7 credits for associate degree candidates during the regular academic (Fall and Spring semester) and 7 credits during the summer semester. Students must retain a minimum of 3 credits of coursework using the standard grading option in any semester. Baccalaureate degree candidates may select no more than 24 credits of pass/fail grading during their undergraduate career regardless of the number of degrees being earned unless there is a three-year period between re-enrollments. Associate degree candidates may schedule no more than 12 credits of pass/fail grading during their undergraduate career regardless of the number of degrees they are earning unless there is a three-year period between re-enrollments.
2. A student may choose whether to take a course using a standard or pass/fail scale at any point during the semester starting from the moment of registration for the course until 11:59 p.m. of the last day of officially scheduled classes for that course, but may at no point be enrolled for more than 7 selected credits of pass/fail grade courses simultaneously.

3. The credits for courses utilizing pass/fail grading count towards the semester standing (PS and PD only) but are specifically excluded from counting toward the threshold for admission to administratively controlled majors. Each administratively controlled major has the authority to list courses for which pass/fail grades cannot be used to meet entrance to major requirements. This information must be included in all materials outlining ETM requirements. In addition, where external bodies may require letter grades, departments may place restrictions on individual courses within their programs that cannot be taken for a pass/fail grade. This information must be included in all materials outlining applicable program requirements.
4. Standard grades for all students will be submitted by the instructor to the Office of the University Registrar (A, A-, B+, B, B-, C+, C, D, F) when final grading is completed.
5. Where the pass/fail grading option has been selected, grades of A, A-, B+, B, B-, C+ and C will be posted in the final record as PS. These will fulfill any stipulated “C or better” grade requirements throughout the PSU curriculum and earn the designated number of PSU course credits but will not be factored into the student’s GPA.
6. Where the pass/fail option has been selected, the grade D will be posted in the final record as a PD. The course will not fulfill any C or better requirement, but will still count as PSU credits and may still fulfill curricular requirements where a C or better grade is not stipulated. The course will not be factored into the student’s GPA.
7. Where the pass/fail option has been selected, the grade F (Fail) will post in the final record as UNS. No PSU credits for the course will be earned and it will not count toward any degree satisfaction requirements. The grade will not be factored into the student’s GPA.
8. A student who has received an academic sanction through established university procedures as a result of a violation of academic integrity will not be permitted to select or apply pass/fail grading for that course.
9. Any student may file a petition to faculty senate to retroactively reverse a pass/fail grading option selection at any point until the last day of the designated final examination period for the semester in which they graduate. providing that this this change does not violate other semester or other undergraduate career alternative grading caps.
10. Students are strongly advised to research and consider all implications that selection of the pass/fail grading option may have upon entrance to major requirements, major, minor, general education and other degree requirements, honor roll, scholarship and graduation distinctions, graduation school applications, job and internship applications, and any other scenarios in which academic records may impact future life scenarios. Students should always work with academic advisers (whether faculty or primary-role) within their respective college, campus, or unit as well as with career and graduate school counselors and others student support professionals in considering use of the pass/fail grading option.

**SENATE COMMITTEE ON ADMISSIONS, RECORDS, SCHEDULING, AND
STUDENT AID (ARSSA)**

Amanda Byrd
Wei-Fan Chen

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

SENATE COMMITTEE ON EDUCATION

Vinita Acharya
Kelly Austin
Patricia Birungi
Erin Boas
Gretchen Casper
Delia Conti
Danielle Conway
Renata Engel
Sydney Gibbard
Yvonne Gaudelius
Vicki Hewitt
James Jaap
Peggy Johnson
Elizabeth King
Charles Lang
Katherine Masters
Jacob Moore
Hari Osofsky
Richard Page
Mari Pierce
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Jay Precht
Michele Rice
Kaitlyn Roberts
Wen Shen
David Smith
Stephen Speer
Michele Stine, Chair
Matthew Swinarski
Jonte Taylor

Stephen Van Hook, Vice Chair
Michael Verderame
Kent Vrana
Jennifer Wagner Lawlor
Tiffany Whitcomb

SENATE COMMITTEE ON COMMITTEES AND RULES

Revision to Standing Rules, Article II – Senate Committee Structure, Section 6 (a) Committee on Committees and Rules

(Legislative)

Implementation: Upon approval by the Senate

Introduction and Rationale

Diversity, equity, and inclusion are fundamental to the University's values and mission to support all members of our Commonwealth and beyond. But ensuring diversity, equity, and inclusion is not the responsibility of any one individual or any one unit, task force, or committee. To truly incorporate these values into our research, teaching, learning, outreach, assessment, operations, and decision making—at all levels of the University—we must ensure that the work of the entire University Faculty Senate considers diversity, equity, and inclusion (DEI) in a meaningful and actionable way in everything we do.

During the 2020-2021 academic year, each Senate standing committee was charged with examining how DEI could be better incorporated into its duties. This legislative report seeks to revise the standing rules for the Committee on Committees and Rules in a simple but important way to reflect the dedication this committee has to advancing DEI throughout our work.

Recommendation

We recommend that the Standing Rules, Article II–Senate Committee Structure, 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.*

(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. **[Add] In this role, the committee shall strive to enhance diversity, equity, inclusion, and belonging in all its activities. [End add]** 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.

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 Big Ten Academic Alliance. 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. The

Committee on Committees will produce an annual report that details how Senate and committee structural diversity is or is not representative of student, faculty, and Commonwealth demographics.

Revised Policy/Policies

(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. In this role, the committee shall strive to enhance diversity, equity, inclusion, and belonging in all its activities. 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.

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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 Big Ten Academic Alliance. 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. The Committee on Committees will produce an annual report that details how Senate and committee structural diversity is or is not representative of student, faculty, and Commonwealth demographics.

2021-22 SENATE COMMITTEE ON COMMITTEES AND RULES

- Ann Taylor, Chair
- Julio Palma, Vice Chair
- Catherine Abendroth
- Renee Borromeo
- Stephen Browne
- Eric Novotny
- Rose Petrilla
- Rob Shannon
- Keith Shapiro
- Amit Sharma
- Samia Suliman
- Kent Vrana
- Bonj Szczygiel
- Elizabeth Seymour
- Lisa Mangel

2020-21 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
- Samia Suliman
- Bonj Szczygiel
- Ann Taylor, Vice Chair
- **Kent Vrana**

SENATE COMMITTEES ON COMMITTEES AND RULES AND FACULTY BENEFITS

Revision to Standing Rules, Article II – Senate Committee Structure, Section 6 (g) Committee on Faculty Benefits

(Legislative)

Implementation: Upon approval by the Senate

Introduction and Rationale

Diversity, equity, and inclusion are fundamental to the University's values and mission to support all members of our Commonwealth and beyond. But ensuring diversity, equity, and inclusion is not the responsibility of any one individual or any one unit, task force, or committee. To truly incorporate these values into our research, teaching, learning, outreach, assessment, operations, and decision making—at all levels of the University—we must ensure that the work of the entire University Faculty Senate considers diversity, equity, and inclusion (DEI) in a meaningful and actionable way in everything we do.

During the 2020-2021 academic year, each Senate standing committee was charged with examining how DEI could be better incorporated into its duties. This legislative report seeks to revise the standing rules for the Committee on Faculty Benefits in a simple but important way to reflect the dedication this committee has to advancing DEI throughout our work.

Recommendation

We recommend that the Standing Rules, Article II–Senate Committee Structure, Section 6 (g) 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.*

(a) Committee on Faculty Benefits**1. Membership:**

- (i) At least seven elected faculty senators
- (ii) Vice President for Human Resources*
- (iii) Two additional resource members from the Office of Human Resources*
- (iv) One retired faculty senator
- (v) One representative from the Health Care Advisory Committee (HCAC)
- [Add] (vi) Diversity, equity and inclusion resource person from Penn State's Office of Human Resources, Office of Educational Equity, or other entities* [End add]**

2. Selection: By the Committee on Committees and Rules.
3. Duties: The Committee on Faculty Benefits shall investigate and be the faculty's voice on the adequacy and other attributes of the University's provisions for total compensation (salaries and benefits), and any other perquisites affecting faculty employment. **[Add] This "voice" should be inclusive and address the specific benefits needs of faculty in minoritized groups. [End add]** It shall maintain liaison with the Joint Committee on Insurance and Benefits and the Health Care Advisory Committee (HCAC).

4. Mandated Reports:

- (a) Faculty Salary Report (Informational): **[Add] Where possible, this data should be disaggregated by gender identity, race, ethnicity, and other categories of concern. [End add]**
- (b) Sponsor annual JCIB report each October, regarding the University Benefits reviewed by the committee in the prior year (Informational).
- (c) Childcare Report (Informational) **[Add] Where possible, the report should evaluate how childcare provision at the PSU centers supports the university's DEI initiatives. Such analysis should include, but not be limited to: 1) A summary of the childcare centers' student population by gender, race, ethnicity, and socio-economic status; 2) A summary of the childcare centers' teaching and support staff by gender, race, and ethnicity; 3) a review of how provision of childcare at the campus centers aids in the recruitment and retention of diverse faculty, students, and staff at the University.[End Add]**

The Committee shall report to and make recommendations to the Senate at least annually. The Committee on Faculty Benefits 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.

*non-voting unless Article IV, Section 2 of the Bylaws applies

Revised Policy

(a) Committee on Faculty Benefits

1. Membership:

- (i) At least seven elected faculty senators
- (ii) Vice President for Human Resources*
- (iii) Two additional resource members from the Office of Human Resources*
- (iv) One retired faculty senator

(v) One representative from the Health Care Advisory Committee (HCAC)

(vi) Diversity, equity and inclusion resource person from Penn State's Office of Human Resources, Office of Educational Equity, or other entities*

2. Selection: By the Committee on Committees and Rules.

3. Duties: The Committee on Faculty Benefits shall investigate and be the faculty's voice on the adequacy and other attributes of the University's provisions for total compensation (salaries and benefits), and any other perquisites affecting faculty employment. This "voice" should be inclusive and address the specific benefits needs of faculty in minoritized groups. It shall maintain liaison with the Joint Committee on Insurance and Benefits and the Health Care Advisory Committee (HCAC).

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- (c) Childcare Report (Informational) Where possible, the report should evaluate how childcare provision at the PSU centers supports the university's DEI initiatives. Such analysis should include, but not be limited to: 1) A summary of the childcare centers' student population by gender, race, ethnicity, and socio-economic status; 2) A summary of the childcare centers' teaching and support staff by gender, race, and ethnicity; 3) a review of how provision of childcare at the campus centers aids in the recruitment and retention of diverse faculty, students, and staff at the University.

The Committee shall report to and make recommendations to the Senate at least annually. The Committee on Faculty Benefits 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.

*non-voting unless Article IV, Section 2 of the Bylaws applies

2021-22 SENATE COMMITTEE ON COMMITTEES AND RULES

- Ann Taylor, Chair
- Julio Palma, Vice Chair
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- Stephen Browne

- Eric Novotny
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- Rob Shannon
- Keith Shapiro
- Amit Sharma
- Samia Suliman
- Kent Vrana
- Bonj Szczygiel
- Elizabeth Seymour
- Lisa Mangel

2020-21 SENATE COMMITTEE ON FACULTY BENEFITS

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

SENATE COMMITTEE ON COMMITTEES AND RULES AND SENATE SELF-STUDY
COMMITTEE

Revisions to Senate Bylaws, Article II – Senate Council, Section 1(c), Addition of the Category
of Positional Reports

(Legislative)

Implementation: Upon approval by the Senate

Introduction and Rationale

Robert's Rules describes a "report" as an official document formally adopted by, and submitted in the name of, the reporting body, informing the parent assembly of action taken or recommended, or information obtained. In the University Faculty Senate, there are four primary types of reports reflected in our agenda structure: forensic, legislative, advisory/consultative, and informational. Forensic reports are designed to solicit input from the Senate body on a key area of interest so as to inform a future Senate pathway for that topic. A legislative report is one that presents a desired change to the Senate's own rules and to matters under its direct purview. Advisory/consultative reports are reports of the Senate that provide advice and consultation to the administration, which must go on to be approved by the President before implementation. Informational reports communicate to the Senate body matters of general Senate interest.

There are times when the Senate has taken a formal position on an issue of importance to the University committee, often in the form of a formal "resolution." We have many examples and precedents of this approach, with the recent alternative grade reports being the most notable and influential. Resolutions can be raised by individual Senators from the floor of the Senate during New Business and then must be voted on in the subsequent plenary session of the Senate. However, we currently have no prescribed way to raise a formal resolution from one of our standing committees given the current report structure described above.

The addition of a new report type, the Positional Report, would provide standing committees with a means for presenting a formal position on an issue of importance to the Senate body for a vote. This legislation recommends the addition of the Positional Report to the Senate's agenda structure by inserting a new section where such reports can be voted on immediately after the presentation of advisory and consultative reports.

Recommendation

We recommend that the Bylaws, Article II – Senate Council, Section 1(c) 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.*

Article II – Senate Council

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, ~~[DELETE] an informational~~ [END DELETE] informational **[ADD], and positional** [END ADD] 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 ~~[DELETE] an informational~~ [END DELETE] report, mandated or otherwise, on the Senate Agenda for presentation and discussion.
 - 2. Place ~~[DELETE] an informational~~ [END DELETE] report, mandated or otherwise, on the Senate Agenda only for the purposes of dissemination to the Senate and University community.
 - 3. Place other ~~[DELETE] informational~~ [END DELETE] 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.

Revised Policy

Article II – Senate Council

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

2021-22 SENATE COMMITTEE ON COMMITTEES AND RULES

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- Rose Petrilla
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- Keith Shapiro
- Amit Sharma
- Samia Suliman
- Kent Vrana
- Bonj Szczygiel
- Elizabeth Seymour
- Lisa Mangel

2020-21 SENATE COMMITTEE ON COMMITTEES AND RULES

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- Victor Brunsden, Chair
- Jeffrey Laman

- Lisa Mangel
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- Rob Shannon
- Keith Shapiro
- Amit Sharma
- Martin Skladany
- Samia Suliman
- Bonj Szczygiel
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- Kent Vrana

SENATE SELF STUDY COMMITTEE

- Keith Shapiro, Chair
- Victor Brunsden
- Michelle Duffey
- Julio Palma
- Elizabeth Seymour
- Martha Stickland
- Bonj Szczygiel
- Mary Vollero

REPORT POSTPONED UNTIL OCTOBER 19, 2021 SENATE MEETINGSENATE COMMITTEE ON COMMITTEES AND RULES AND SENATE SELF-STUDY
COMMITTEERevisions to Senate Standing Rules, Article I – Rules of Procedure, Section 2, Addition of the
Category of Positional Reports

(Legislative)

Implementation: Upon approval by the Senate

Introduction and Rationale

Robert's Rules describes a "report" as an official document formally adopted by, and submitted in the name of, the reporting body, informing the parent assembly of action taken or recommended, or information obtained. In the University Faculty Senate, there are four primary types of reports reflected in our agenda structure: forensic, legislative, advisory/consultative, and informational. Forensic reports are designed to solicit input from the Senate body on a key area of interest so as to inform a future Senate pathway for that topic. A legislative report is one that presents a desired change to the Senate's own rules and to matters under its direct purview. Advisory/consultative reports are reports of the Senate that provide advice and consultation to the administration, which must go on to be approved by the President before implementation. Informational reports communicate to the Senate body matters of general Senate interest.

There are times when the Senate has taken a formal position on an issue of importance to the University committee, often in the form of a formal "resolution." We have many examples and precedents of this approach, with the recent alternative grade reports being the most notable and influential. Resolutions can be raised by individual Senators from the floor of the Senate during New Business and then must be voted on in the subsequent plenary session of the Senate. However, we currently have no prescribed way to raise a formal resolution from one of our standing committees given the current report structure described above. Additionally, Robert's Rules describes a "resolution" as any formal motion made on the floor, which has previously caused some confusion when the Senate intended it to specifically express their position on an issue without the need for additional approval from the President.

The addition of a new report type, the Positional Report, would provide standing committees with a means for presenting a formal position on an issue of importance to the Senate body for a vote. This legislation recommends the addition of the Positional Report to the Senate's agenda structure by inserting a new section where such reports can be voted on immediately after the presentation of advisory and consultative reports.

While attending to the addition of a new report type, this legislation also recommends the removal of a reference to a specific edition of Robert's Rules of Order in our Standing Rules in favor of referring to the "latest edition." This simple change will eliminate the need to update the Standing Rules every time a new edition of Robert's Rules of Order is published.

Recommendation

We recommend that the Standing Rules, Article I – Rules of Procedure, Section 2 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

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

(b) Election of officers of the Senate shall be by secret preferential ballot, the preferred candidate being designated by "1," the next by "2," and so on. In counting votes the Hare System of the single transferable ballot shall be used. In the event of a tie, the results of the election shall be determined by drawing lots among the tied candidates. (See The Senate Record, March 5, 1974, Vol. 7, No. 8 (PDF))

(c) Each academic voting unit eligible under the provisions of Article II, Section 2, of the Bylaws shall elect its Senate Council member(s) from among its elected faculty senators.

Section 2

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

- (a) minutes of the preceding meeting
- (b) communications to the Senate
- (c) report of the Senate Council
- (d) announcements by the Chair
- (e) comments by the President of the University
- (f) comments by the Executive Vice President and Provost of the University
- (g) forensic business
- (h) unfinished legislative business
- (i) legislative reports
- (j) advisory/consultative reports
- (k) [DELETE]informational reports[END DELETE][ADD]**positional reports**[END ADD]

- (l) ~~[DELETE]new legislative business[END DELETE]~~**[ADD]informational reports[END ADD]**
(m) ~~[DELETE]comments and recommendations for the good of the University[END DELETE]~~**[ADD]new legislative business[END ADD]**
[ADD](n) comments and recommendations for the good of the University[END ADD]

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

Revised Policy/Policies

Section 1

- (a) The rules of procedure in the meetings of the University Faculty Senate, except as may be otherwise specified in the Senate Constitution, Bylaws, and Standing Rules, shall be those of Robert's Rules of Order, latest edition. All motions, except as may be otherwise specified in these documents, shall be determined by a majority of the votes cast. Roll-call votes may be initiated only by the decision of the Chair or by a two-thirds (2/3) majority of senators voting. The role of the Parliamentarian is advisory only.
- (b) Election of officers of the Senate shall be by secret preferential ballot, the preferred candidate being designated by "1," the next by "2," and so on. In counting votes the Hare System of the single transferable ballot shall be used. In the event of a tie, the results of the election shall be determined by drawing lots among the tied candidates. (See The Senate Record, March 5, 1974, Vol. 7, No. 8 (PDF))
- (c) Each academic voting unit eligible under the provisions of Article II, Section 2, of the Bylaws shall elect its Senate Council member(s) from among its elected faculty senators.

Section 2

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

- (a) minutes of the preceding meeting
- (b) communications to the Senate
- (c) report of the Senate Council
- (d) announcements by the Chair
- (e) comments by the President of the University
- (f) comments by the Executive Vice President and Provost of the University
- (g) forensic business
- (h) unfinished legislative business
- (i) legislative reports
- (j) advisory/consultative reports
- (k) positional reports

- (l) informational reports
- (m) new legislative business
- (n) comments and recommendations for the good of the University

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

2021-22 SENATE COMMITTEE ON COMMITTEES AND RULES

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- Catherine Abendroth
- Renee Borromeo
- Stephen Browne
- Eric Novotny
- Rose Petrilla
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- Amit Sharma
- Samia Suliman
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SENATE COMMITTEE ON CURRICULAR AFFAIRS

Senate Policies and Rules on Instruction and Curriculum; Creation of Senate Policy 100-00

(Legislative)

Implementation: Upon Approval by the Senate

Introduction and Rationale

Institutions of higher education in the United States share a long-standing foundational philosophy on governance and the specific roles of faculty. The “gold standard” for articulating this relationship is found in the American Association of University Professors’ Statement on Government of Colleges and Universities, which defines the role of the faculty as having:

“... primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.”¹

Indeed, this framework for shared governance is mirrored and codified in our University Faculty Senate Governance documents. In particular the Senate Constitution Article 1, Section 1 states that the Faculty Senate:

“...actions shall be authoritative on all matters that pertain to the educational interests of the University (all graduate, professional, and undergraduate instruction, research, and continuing education) and on all educational matters that concern the faculties of more than one college, subject, after consultation, to revision and orders of the president of the University.”

These responsibilities correspond to the standing orders of the Penn State Board of Trustees, which define the responsibilities of the faculty as:

“...shall establish policy concerning the approval and supervision of the instructional programs including courses and curricula, academic admissions standards, graduation requirements, and scholarships and honors.”²

Thus, the documents that define the role of the University Faculty Senate are consistent with the position of national academic organizations in charging the faculty to establish policy for instruction and curricula.

However, our existing *numbered* Senate policies principally are those established for students (primarily but not exclusively for undergraduates), while policies on course and program

¹ From “Statement On Government of Colleges and Universities”, AAUP <https://www.aaup.org/report/statement-government-colleges-and-universities> accessed Aug. 19, 2021.

² From the “Standing Orders of the Board of Trustees” of Penn State, <https://trustees.psu.edu/files/2019/03/Standing-Orders-2020-September.pdf> accessed Aug. 19, 2021.

curricula are largely housed within the Guide to Curricular Procedures or are dispersed, together with some instructional policies, within the policies for undergraduates. To better organize and clarify existing Senate instruction and curricular policies for faculty, and to align these with the nationwide standards for language articulating the primary responsibility of faculty at the university, we recommend creation of a new section in Senate policy “Senate Policies and Rules on Instruction and Curriculum”. This new section would make policies for instruction and curriculum easier to find and refer to, and delineate these from the policies for undergraduates. The Senate Committees on Curricular Affairs and on Education will follow this initial recommendation and prepare a follow up legislative report to re-organize and enumerate the curricular and instructional policies for Senate consideration.

Recommendations: To clarify existing University Faculty Senate policy, the role of faculty, and the purview of the University Faculty Senate over these areas of legislative authority at Penn State, we recommend the delineation of a new section “Senate Policies and Rules on Instruction and Curriculum,” and the creation of Policy 100-01 describing the role of faculty.

Add new section with new policy:

[Add] **Senate Policies and Rules for Instruction and Curriculum.**

100-00 Faculty Role and Responsibility.

Faculty have the primary responsibility for curriculum and subject matter and methods of instruction. *[End Add]*

SENATE COMMITTEE ON CURRICULAR AFFAIRS

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SENATE COMMITTEE ON EDUCATION

Discussion on Policies that Pose Obstacles to Equity for At Risk Student Populations

(Advisory/Consultative)

Implementation: Upon approval by the President

Background/Introduction

During the September 15, 2021 Faculty Senate Education Committee Meeting, the Subcommittee on Academic Policy Review was charged with reviewing policies for the purpose of identifying biases related to social justice and cultural competence. The subcommittee's goal was to identify policies that negatively impact or have the potential to negatively impact groups of students who are already at risk, such as first-generation college students, students educated in school systems with poor resources, students who identify as underrepresented minorities, students who are financially disadvantaged, and students for whom English is not their first language.

Process

The committee met monthly and early in the process convened a focus group of personnel whose roles at the institution place them in direct contact with the impact of policies on the student experience. The focus group was comprised of representatives from Student Disability Resources, the Student Success Center, the Center for Gender and Sexual Diversity, college-based Equity and Inclusion Officers, and the academic advising community. The results of the focus group were analyzed and the overarching themes that emerged were the negative impacts of policies involving holds, and limitations of university systems for navigating pathways to graduation. The committee worked from there to gather data to illustrate the impact of these policies on diverse groups of at-risk students.

Related efforts for Graduate Students

Our recommendations focus mainly on undergraduate students, but we did this in recognition that the Graduate Council has charged groups to look at similar issues and how they affect degree completion by graduate students across Penn State, specifically the Ad-hoc Committee on COVID-19 Impact on Graduate Education and The Ad-hoc Committee on Diversity, Equity, and Inclusion in Graduate Education.

Negative Impact of Holds on Vulnerable Undergraduate Student Populations:

While holds are one of the few mechanisms to gain a student's attention for failing to take a needed action, they can also affect the ability of students to perform basic administrative actions

that may impede their ability to complete a degree. There is anecdotal information to suggest that some holds (e.g., the immunization and bursar holds) disproportionately affect marginalized student populations. These holds can delay timely registration, leading to underrepresented students being denied access to high demand course sections or they can prevent a student from dropping a course, leading to a drop in GPA that would otherwise be avoidable without the hold. While the committee recognizes the necessity of holds in compelling students to take needed actions, the committee also advises the university to apply the holds and the consequences of these holds in a way that is restrained and considered, and to gather more detailed data on how holds are being implemented and who they are being applied to in order to more fully understand the structural inequities that may exist within the system.

Recommendation: 1) Establish a consistent University-wide monitoring and assessment process on the usage of holds and how they affect different populations of students. 2) Where possible pare back on what holds limit a student from doing. For example, the inability of a student to drop a course when they have an immunization hold on their record jeopardizes their academic standing and is not in alignment with the action the hold is attempting to prompt. 3) More proactive outreach by the University to help ensure that students are aware of holds on their respective records and that they are taking the needed actions to resolve in advance of registration periods.

Negative Impact of Current Pathway Systems on Progress of At-Risk Student Populations:

At present, the absence of effective degree planning tools for undergraduates presents significant obstacles to degree completion. The persistence of an achievement gap for minoritized students is a major issue that higher education needs to systematically address. One concrete step to helping resolve the achievement gap would be to introduce more transparency around degree requirements and provide tools that ensure proactive support of students who are not making concrete progress towards degree completion. To accomplish this objective, we recommend that the administration invest in the development and deployment of degree planning tools that provide a clear road map to degree completion and that enable proactive outreach to students who are not on pace to complete their academic goals.

By investing in degree planning tools, Penn State would strengthen the ability for a student and their academic adviser to correctly and reliably identify all degree requirements which includes individual department lists; how transfer courses will count; and the applicable program year.

Accordingly, we recommend that 1) the Administration invest in the implementation of robust degree planning tools that enable proactive outreach to students. Improvement in degree planning tools will increase the percentage of 4-year graduation rates and reduce associated student loan debt for educational costs when students take more courses than necessary to graduate. 2) As per the Senate approved Consultative Report on Enhancing Academic Advising

Across Penn State (April 28, 2020), which was accepted by President Barron (July 14, 2020), require that all undergraduate students be connected to a primary-role academic adviser who can provide proactive outreach and support to ensure students are making forward degree progress. The prior Senate consultative report underscored the need for increasing the capacity to provide primary-role academic advising across the University and the need to confirm that students are on a viable degree pathway further validates this recommendation. Moving in this direction will enable the University to deploy a cadre of academic advisers charged with prioritizing support for marginalized student populations with the specific intent to close the achievement gap currently evident in the University's graduation rates.

SENATE COMMITTEE ON EDUCATION

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SENATE COMMITTEE ON FACULTY AFFAIRS

Changes to AC21 “Definition of Academic Ranks”: Clarification of Contract Lengths

(Advisory/Consultative)

Implementation: Upon Approval by the President

Introduction and Rationale

This report is meant to address concerns regarding the interpretation of AC 21 “Definition of Academic Ranks”. Some interpretations of AC21 have conflicted with the intent of the policy, resulting in faculty receiving shorter contract lengths than previously issued. These changes to the policy are meant to provide guidance to administrators when considering contract lengths.

Recommendation

The committee recommends that AC-21 “Definition of Academic Ranks” be modified in the following way:

Please note that additions appear in **bold** and deletions are struck through.

AC21 Definition of Academic Ranks (Formerly HR21)

NON-TENURE-LINE RANKS and PROMOTION PROCEDURES:

5. *[Add]* **The contract lengths of faculty members vary both within and between ranks and reflect a myriad of factors such as unit need, budget, and the discipline of the faculty member. Unit leaders have the flexibility, and are encouraged, to offer the longest contract term that circumstances warrant at all ranks.** *[End Add]* 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 faculty member at the time when a new contract is offered. *[Delete]*
6. *[End Delete]*

AC21 Definition of Academic Ranks (Formerly HR21)

NON-TENURE-LINE RANKS and PROMOTION PROCEDURES:

5. The contract lengths of faculty members vary both within and between ranks and reflect a myriad of factors such as unit need, budget, and the discipline of the faculty member. Unit leaders have the flexibility, and are encouraged, to offer the longest contract term that circumstances warrant at all ranks. 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 faculty member at the time when a new contract is offered.

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SENATE COMMITTEES ON FACULTY AFFAIRS, EDUCATIONAL EQUITY AND CAMPUS ENVIRONMENT, AND INTRA-UNIVERSITY RELATIONS

Faculty Teaching Assessment Framework

(Advisory/Consultative)

Implementation: Upon Approval by the President

Introduction and Rationale

The University Faculty Senate committees on Faculty Affairs, Intra-University Relations, and Educational Equity and Campus Environment were charged to review the current faculty teaching assessment process and propose a more developmental assessment that reflects more than one data point (current SRTes). Moreover, any student feedback tool must acknowledge and attempt to decrease the potential for bias in its composition and interpretation of responses. The chairs and two members from each committee formed a sub-committee to guide the review and proposal process: Felecia Davis, Paul Frisch, C. Libby, Rosemarie Petrilla, Nicholas Pyeatt, Mary Vollero. Nicholas Rowland led a support team to generate initial student feedback questions. Angela Linse, executive director of the Schreyer Institute for Teaching Excellence and associate dean for teaching, Eric Plutzer, director of Graduate Certificate Program in Survey Methodology, and Joshua Rosenberger, academic director of Penn State Survey Research Center, provided invaluable review and assessment of the final student feedback questions. To improve teaching and address issues of bias, the committees recommend the following Teaching Assessment Framework.

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

1. To provide faculty with feedback (student and peer) for course development and instruction.
2. To provide administrators with more robust and equitable tools to evaluate how faculty use feedback to inform pedagogy.

The goal is to improve teaching assessment without excessively burdening students, faculty, or administrators.

Methodology

Our preliminary research and benchmarking are outlined in the April 2021 Informational Report [“Developing a Faculty Teaching Assessment Framework”](#). To solicit broad feedback, the committee presented exploratory goals, concerns, and questions during separate listening sessions with students, faculty, and administrators. We also distributed an online survey for each group to share with their units.

Based on the initial surveys and listening sessions, we drafted a framework to present to our three standing committees. After incorporating their feedback, we held two more listening sessions with faculty senators and the Academic Leadership Council. In each, 90-minute session, we solicited feedback and revised again.

This proposed framework for teaching assessment allows for a three-tiered approach to improving teaching. The first tier, two student surveys focused on learning objectives, will provide early and summative feedback to the faculty member. The second tier, a peer-review by a trained faculty reviewer, could provide opportunities to share and hone pedagogical strategies. Finally, the self-reflection encourages the faculty member to document annually their own assessment of their courses, student feedback, and peer reviews. The committees recognize that some units have spent considerable time and thought developing a system to evaluate faculty teaching. This framework is not meant to replace assessment practices that are good and mostly equitable; rather, the intent is to ensure that all faculty teaching assessment models include this three-part foundation to increase equitable and consistent practices across all units for all faculty.

Reducing Bias

If the University determines that it must continue including student feedback in faculty evaluation, this committee strongly recommends implementing the proposed three-tiered process to significantly reduce the current over-reliance on an inherently flawed assessment tool. The committee's research and benchmarking with nationwide models indicate the prevalence of multiple points of bias in all forms of teaching assessment, particularly regarding race, gender, abilities, age and more. Student feedback, in particular, has garnered national scrutiny and there is mounting evidence to support the elimination of using student feedback for summative evaluation of faculty. In every listening session and survey conducted, students, faculty and administrators expressed concern about implicit and explicit bias in assessment practices.

Recognizing the impossibility of eliminating bias in evaluative tools, the framework incorporates critical points of intervention to reduce the potential for and effects of bias. For peer reviews, the evaluation templates are designed to focus on evidence-based critique and all recommendations must be actionable and designed to improved pedagogy. Moreover, the faculty member under review can choose to be evaluated from within their unit, outside their unit, or a Schreyer consultant. For student feedback, the committee sought lots of consultation and took great care to create a survey with two categories of questions that would: 1. elicit self-reflection from students about their engagement with the course, and 2. focus on course learning objectives rather than personal proclivities.

Overall Recommendations for Implementation

Foremost, the committee members recommend the formation of a joint teaching assessment task force comprising members from Faculty Affairs, Educational Equity and Campus Environment, and Intra-University Relations to evaluate the efficacy and implementation of the proposed process. The following are specific areas of concern:

Courses for which faculty do not control design and/or content

- Student feedback should be collected but not be attributed to the faculty's evaluation.
- The feedback should be directed to the unit groups that design or produce course content for process assessment and improvement.

Administrator education and support

- Both administrators and faculty requested professional development to support administrators using this new model.
- The Office of the Vice Provost for Faculty Affairs should provide guidelines for best practices and facilitate developmental coaching and performance management for consistency in evaluative methods across units.

On-going assessment of the tools and implementation

- Planning and implementation should be an ongoing partnership between faculty and the Office of the Vice Provost for Faculty Affairs. Faculty should have equal representation on any future groups regarding teaching assessment.
- The Senate and the Office of the Vice Provost for Faculty Affairs should jointly implement the Teaching Assessment Framework on a three-year cycle:
Year 1: Implementation
Year 2: Data Collection
Year 3: Evaluation and Revisions (incorporate best practices)
- The Teaching Assessment Framework should be reviewed thereafter on a five-year cycle. The review should assess: 1. consistent implementation across all units, 2. equitable practices, and 3. anti-bias measures.
- During the three-year implementation cycle, the standing committees, Educational Equity and Campus Environment, Faculty Affairs, and Intra-University Relations, will present an annual informational report on the Teaching Assessment Framework and a report after every fifth-year review.
- Faculty Senate should create permanent charges and sub-committees for the following standing committees: Educational Equity and Campus Environment, Faculty Affairs, and Intra-University Relations.

Student Education

- Students should receive education about how feedback is used and its importance.
- Consider a very brief anti-bias statement on the student survey.

Peer Feedback Background

The Committee acknowledges that at different career stages faculty members may want feedback from within their discipline, outside their discipline, from within their unit, or outside their unit. Striving for improved student engagement and disciplinary content at various learning levels and campus environments requires flexible and varied professional development options.

This framework responds to several consistent concerns expressed regarding peer-review of teaching. Paramount was the extreme inconsistency across units; the method and frequency of

reviews varied widely—sometimes even within units depending on faculty rank and status. Other concerns include

- the questionable value of peer-reviews conducted by colleagues within the small units.
- the inherent opportunity for bias and/or intimidation, both perceived and actual.
- the lack of compensation or adequate service recognition for the time and effort required for quality peer reviews.
- the need for training peer reviewers.
- a desire for a more formative conversation between peers.

Peer Feedback Recommendations

1. Each unit should determine their own best practices within the framework. Those practices should include clear guidelines for implementation and equitable reviewer compensation (monetary or workload adjustment).
2. The faculty member being evaluated should have the option to choose an evaluator from one of three sites: within their unit, outside their unit, or from a pool of Schreyer consultants. The faculty member may also choose the source of assessment (e.g. [Hybrid](#), [Face-to-Face](#) or [Online](#))
3. Each evaluation should include a pre-review consultation, one class period observation (virtual or in-person), and a post visit conversation to discuss the class observation and the final evaluation.
4. The content of each evaluation should include only evidence-based observations and action-oriented recommendations.
5. The frequency of peer evaluations varies across units but should occur no less than every five years and no more than once per academic year.
6. Create a Schreyer module or e-learning course (e.g., “Peer Review of Teaching Academy”) to train interested faculty reviewers from a variety of disciplines. The goal would be to incentivize a ready pool of reviewers which would increase consistency among units.

Student Feedback Background

Student feedback is critical for improving the delivery of courses at Penn State. The sub-committee used evidence-based best practices, benchmarking, survey research experts, and continual input from faculty, academic leaders, and students to develop the Student Course Feedback survey (SCF). The SCF questions focus on the following areas:

- Student engagement: prompting students to reflect on their activity
- Student learning practices
- Access to faculty support beyond the “classroom”
- How course activities support learning outcomes
- How course materials support learning outcomes
- General student experience

- Opportunities for course design and content feedback

Key:

OE: open-end

Y/N: yes or no option

Faculty Only: response supplied only to faculty

Mid-Semester Questions (for 15-week courses only)

Rationale: The goal of mid-semester feedback is to provide faculty with information during the course to allow for immediate adjustments, if appropriate. We readily acknowledge that all feedback does not require action or change. However, mid-semester feedback can sometimes make a difference in how the course proceeds and in understanding how that group of students are progressing. We encourage faculty to use the student responses to initiate classroom conversations. We also understand that every group of students is different each semester, thus no one semester can provide holistic feedback. Instead, tracking trends over time is a more appropriate measure of outcomes.

1. (OE) What has been the most helpful for your learning in this course so far?

- Rationale: we hope this question will allow students to tell faculty what activities, lectures, learning habits, or anything else that helped them understand the course content.

2. You know what you are expected to learn by the end of the course.

- a. I know everything am expected to learn
 - b. I know most of what I am expected to learn
 - c. I know only some of what I am expected to learn
 - d. I know hardly anything of what I am expected to learn.
- Rationale: this question is focused on course objectives. We want to understand if the students know what their learning objectives will be for the course. We did not use words such as “objectives” or “goals” in order to limit confusion and misinterpretation; students don’t always focus on the learning objectives outlined on a syllabus.

3. (OE) Which course materials or resources are helpful? How are they useful?

- Rationale: each faculty member uses course materials differently. “Course materials” encompasses anything in or outside of the classroom that is used for the course. Faculty would benefit from understanding what materials resonated with the students and which did not. The responses provide an opportunity to open a dialogue around whether or not students know they exist or have issues accessing them. Asking this question mid-semester provides an opportunity for adjustments early in the semester.

4. (OE) What course activities/assignments helped you learn? How were they helpful?

- Rationale: each course at our university approaches education and learning in a unique way. We hope this question is broad enough to encompass all the various kinds of learning that occurs in a classroom, online, or in any environment related to

the course. For example, music might provide different activities and assignments than a biology class and it is critical to understand how the students experience the course activities and assignments. This question strives to understand exactly what assignments have been most beneficial and in what way. We also hope that students might be prompted to look further into their course activities and assignments to learn the course material.

5. (OE) What, if anything, has caused you difficulty in terms of learning in this class?

- Rationale: in general, we attempted to keep the questions positive in order to maintain a developmental approach. However, we do understand that students sometimes have trouble learning in a class. Often this is due to student specific issues, lack of preparation, lack of organization, or lack of resources, to identify just a few. Sometimes it could be course related. This question attempts to understand, early in the semester, what things might or could go better in order to help students be successful. We hope this information would provide the faculty member with opportunities to open a dialogue and/or adjust if necessary. Because this section only goes to faculty, any negative impact to the faculty member should be negligible.

6. (OE) What practices have you personally adopted that have improved your learning?

Rationale: student engagement in their courses and in active learning is critical for student success. This question intends to identify what things work for the student. This information could be shared with the class, anonymously, or worked into future class activities or information. We also hope that this might prompt the students to reflect on their investment in the course.

End of Semester

In 15-week courses, the Student Course Feedback survey would be administered weeks 12 through 13. We realize that students will not have experienced the entire course, but they will have completed enough of the course to provide useful feedback. Moreover, the data and feedback suggest that waiting until the last week of the course can have several negative consequences. For example, students are tired and often do not want to complete or forget about the student feedback. Many faculty have documented pressure to adjust grading, assignments, etc. knowing that the student feedback is forthcoming. We hope that by providing these at weeks 12 through 13 we get helpful feedback and reduce the risk of negative impacts.

Questions 1 through 5 are provided to faculty and administration. These questions provide academic administrators with information regarding faculty performance. The listening sessions strongly indicated that open-end questions often provide the richest and most actionable information. However, we appreciate that they can also be difficult to analyze for large courses and make recommendations for assistive software.

Questions 6 through 8 are shared only with faculty. Student, faculty, and administrator responses alongside a review of literature make clear that student feedback should be used in a developmental way. A formative approach allows faculty to consider all input and determine the

best plan of action. Faculty know their content best and should have decision-making power to determine what feedback is incorporated and how. To avoid the negative impacts of incomplete data sets, small response numbers, and students who do not have the expertise to evaluate course design and delivery, this feedback is used as part of a larger assessment framework.

1. (OE) (Repeat) What has been the most helpful for your learning in this course?

Rationale: this is a repeat question from the midsemester feedback to gain information about the course in its entirety.

2. (OE) Describe the time(s) in this course when you were most engaged.

Rationale: we hope this question prompts students to think about how they were engaged in the course as well as provide faculty with helpful insight to adjust, reaffirm, or change items for future offerings.

3. (Repeat) The course activities/assignments were:

- a. Very helpful for my learning.
- b. Helpful for my learning.
- c. Somewhat helpful for my learning.
- d. Not helpful at all

Rationale: in the mid-semester feedback we asked a similar, open-end question. This version solicits additional information to better understand if, overall, the course activities and assignments were helpful to their learning.

4. Which of the following best describes when assignments, exams, or other assessments were graded?

- a. All were graded in time to be useful for later assignments and exams.
- b. Some were graded in time to be useful for later assignments and exams, but some were returned too late to be helpful.
- c. Most were returned too late to be helpful.

Rationale: in response to student, faculty, and academic administrator feedback we have included a question to gauge if faculty are providing feedback to students. We hope this information will help identify areas of possible improvement.

5. (Y/N) Did the instructor provide contact information on the syllabus?

Rationale: we understand that student and faculty engagement in office hours or other connections beyond class time can be critical to helping a student succeed. The University policy requires faculty to provide contact information, but any specific guidelines and policies vary by unit. Therefore, we wanted to make sure that students had the opportunity to give feedback on knowing how to contact faculty.

6. (Faculty Only) (OE) (Repeat) If your course required materials, which materials or resources enhanced your learning? How?

This is a repeat question from midsemester because all material may not have been shared by the mid-semester feedback point.

7. (Faculty Only) (OE) What are the most important things you learned in this course?

Rationale: this question allows the student to reflect on what they learned in the course and provides insight for faculty.

8. (Faculty Only) (OE) Do you have any recommendations for the course?

Rationale: faculty review and revise their courses all the time, do assessment on a continual basis, and often adjust throughout the semester. This question informs that process and with additional information or input regarding what might be changed. Providing this feedback only to faculty will allow faculty to use as appropriate while decreasing anxiety and potential weaponization of feedback that could otherwise impact promotion or salary.

Student Feedback Recommendations

1. Provide indicated feedback from student survey to faculty at the mid-semester.
2. Provide indicated feedback from student survey to administrators and faculty at the end of the semester.
3. Use software that can provide summary formats with thematic analysis for open-end questions.
4. Mitigate bias by providing course development information rather than focusing on qualities of the instructor. Frame student survey to solicit information about student engagement, learning practices, support outside the classroom, learning materials, learning activities, student experience and course design and development.
5. Remove survey responses from students sanctioned for academic integrity.
6. A student review of the Student Course Feedback questions should be included in the teaching assessment review cycle.

Faculty Self-Reflection Background

The self-reflection assessment is intended to give the faculty a voice in the review process. This can be accomplished by providing administration with an overview of pedagogical developments and responses to the student or peer evaluations. The integration of a reflective assessment received the greatest support from faculty and would complete the teaching assessment cycle. These reflections could include:

- Contemplative conversation about the student feedback and how and if to integrate into future courses.
- Analysis of a course based on real-time adjustments.
- Identification of resources that might facilitate teaching success.
- Comparisons to previous year assessments and goals, if applicable.
- Highlight any concerns about bias in student survey, peer reviews, or their overall teaching experience.

Finally, the recommendations address the strong consensus that the reflections should not overburden the faculty, staff or administrators.

Faculty Self-Reflection Recommendations

1. Each unit should have the freedom to determine their own best practices within this framework.

2. The self-reflection assessment should be easily integrated into the annual review process through Activity Insight.
3. Units should provide templates and/or rubrics for ease of completion and review.
4. Narrative sections should be optional and include word limits for brevity.

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)

- Douglas 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-Strausz
- Cori Smith
- Marcus Whitehurst
- Arpan Yagnik

Faculty Affairs (FA)

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- Kathleen Bieschke
- Renee Bishop-Pierce, Chair
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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
- 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)

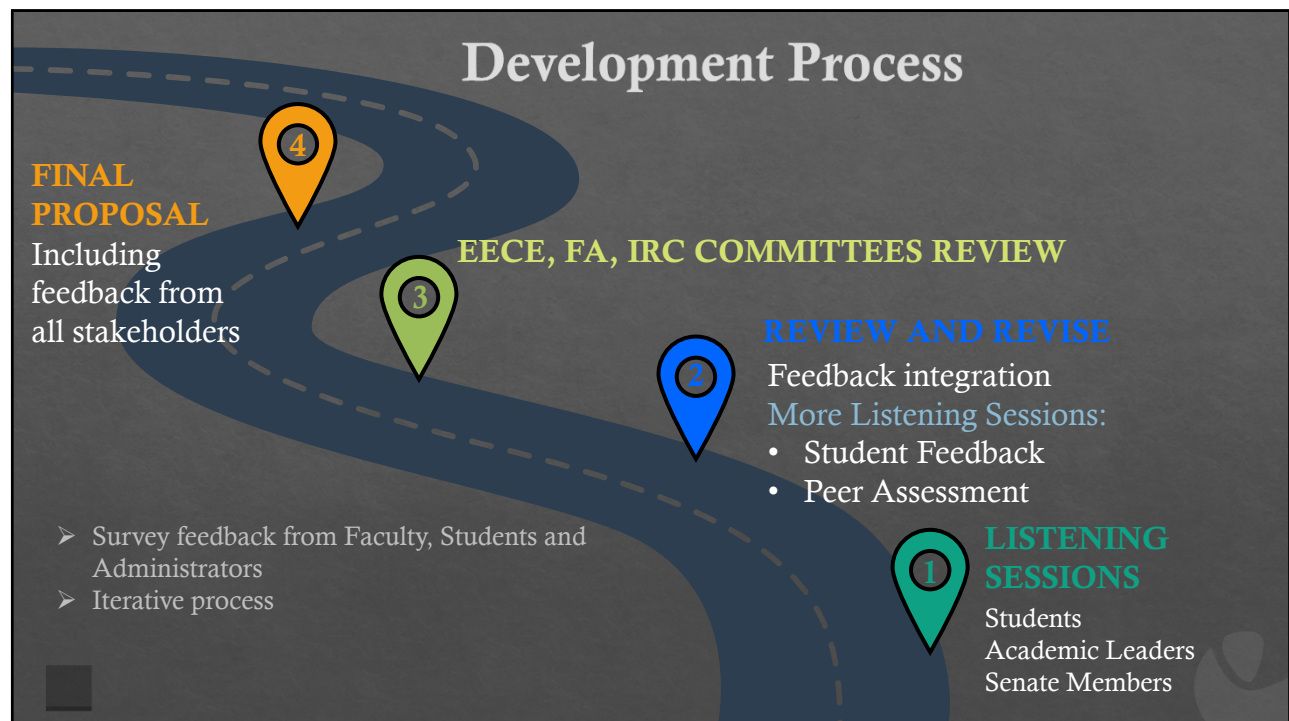
- Samuel Bilotta
- Tammy d'Artenay
- Tyler Dare
- Paul Frisch
- Julie Gallagher
- Dermot Groome
- Madlyn Hanes
- Robert Hoffman
- Lisa Holden
- Peter Hopsicker
- Anush Iyer
- Maureen Connelly Jones, Chair
- David Kahl
- Kelly Karpa
- Xin Liu
- Karyn McKinney-Marvasti
- Lakyn Meeder
- Bing Ran
- Paul Riccomini
- Rajarajan Subramanian

- Aakash Viramgama
- Mary Vollero
- Robert Zambanini

Faculty Teaching Assessment Framework

EECE, FA, & IRC
Joint Committee Charge

1



2

Objectives

- ❖ Provide faculty with feedback (student and peer) for course development and instruction
- ❖ Provide administrators with more robust and equitable tools to evaluate how faculty use feedback to inform pedagogy

Propose a developmental assessment
reflecting more than one data point

Decrease potential for bias in
composition and interpretation of
response

Challenges

- ❖ 24 campuses, 440+ Academic programs, 5,700+ faculty
- ❖ Improve teaching assessment without excessively burdening students, faculty or administrators

3



4

Peer Feedback

❖ Consistent concerns

- Value of peer-reviews conducted by colleagues in small units
- Opportunity for bias and/or intimidation, perceived or actual
- Time and effort invested
- Need for training
- Need for formative conversation

❖ Recommendations

- Clear guidelines for implementation and compensation
- Faculty choice of evaluators from within their unit, outside unit, or Schreyer consultant and choice of source of assessment
- Review process:
 - Consist of Pre-review consultation, Class observation, Post-visit conversation
 - Critique **must** be evidence-based
 - Recommendations **must** be action-oriented
 - Max = 1 a year, Min = 5 years
- Development of training module

5

Student Course Feedback

❖ Recommendations

- Student surveys to focus on the following areas:
 - Students reflect on **their** activity
 - Student learning practices
 - Access to faculty
 - Learning outcomes supported by course activities
 - Learning outcomes supported by course materials
 - General student experience
 - Opportunities for course design and content feedback

- Mid-semester feedback - for Faculty only
 - Initiate classroom conversations

- End of semester –weeks 12 – 13 – Faculty and Administrators
 - Feedback from majority of course while reducing the negative impacts

6

Student Course Feedback

❖ Recommendations

- Mitigate bias by focusing on course development
- Remove responses by students sanctioned for Academic Integrity violations
- Student education on use and importance of feedback
- Student review of the questions should be included in the teaching assessment review cycle

7

Faculty Self-Reflection

❖ Faculty voice in review process

Could include:

- Contemplative conversation about student feedback
- Identification of needed resources
- Comparison to previous year assessments
- Highlight concerns

❖ Recommendations

- Unit freedom to determine best practices
- Self-reflection should be easily integrated into annual review process through Activity Insight
- Develop templates for ease of completion and review

8

Implementation of Teaching Assessment Framework

❖ Recommendations

Partnership faculty and OVPFA – planning and implementation
Permanent charge for 3 committees in Faculty Senate
Implementation on a 3-year timeline
 Year 1. Implementation
 Year 2. Data Collection
 Year 3. Evaluation and Revisions

Reviewed on a 5-year cycle to assess
 1. Consistent implementation across units
 2. Equitable practices
 3. Anti-bias measures

9

Implementation of Teaching Assessment Framework

❖ Recommendations

Courses for which faculty do not control design or content
 Student feedback not attributed to faculty evaluation
 Feedback directed to unit responsible for design or content

Administrator Education and Support

10

Teaching Assessment Subcommittee

◆ EECE

◆ Kim Blockett

◆ Felecia Davis

◆ C. Libby

◆ FA

◆ Renée Bishop Pierce

◆ Rosemarie Petrilla

◆ Nicholas Pyeatt

◆ IRC

◆ Paul Frisch

◆ Maureen Jones

◆ Mary Vollero

Additional Consultants:

❖ Angela Linse, Executive Director of Schreyer Institute for Teaching Excellence

❖ Eric Plutzer, Director of Graduate Certificate Program in Survey Methodology

❖ Joshua Rosenberger, Academic director of Penn State Survey Research Center

SENATE COMMITTEE ON EDUCATION

Summary of Petitions by College, Campus, and Unit 2019-2020

(Informational)

The Senate permits students to petition for exceptions to the Senate academic policies found in the [*Policies and Rules for Undergraduate Students*](#). Exceptions to these policies are the responsibility of the Senate Committee on Education. The committee reports annually to the Senate on student petition actions. This report provides a summary of petitions by colleges and campuses.

A petition provides an opportunity for a student to receive consideration on extenuating circumstances affecting their progress. A petition typically contains a letter and transcript from the student, and supporting documents from advisers, instructors, physicians, or other appropriate professionals. The final decision by the Subcommittee on Undergraduate Petition Review represents an effort to weigh the personal circumstances of the individual while maintaining the academic standards of the University.

There are many factors that can cause the number of student petition submissions to vary from year to year, and this is normal. Every student petition is unique, and students submit petitions based on extenuating circumstances beyond their control that affected their academic performance. Fluctuations in numbers of petitions submitted reflects the types of issues students are dealing with at a certain point in their academic career, and in their personal lives.

Due to the Coronavirus Pandemic, the 2018-2019 petition report was not presented. Therefore, both 2018-2019 and 2019-2020 data are included this year's report. The Coronavirus Pandemic caused a decrease in the overall number of petitions for the 2019-2020 academic year. All students, faculty, and staff were practicing social distancing, and many were telecommuting from home. For a mandated period, many Penn State offices were closed, and students were not permitted on campus. During this time, Senate office staff created a way for the petition process to continue using an online secure submission of petitions through Box.

SENATE COMMITTEE ON EDUCATION

- | | | |
|---------------------|--------------------------|--|
| • Acharya, Vincent | • Stine, Michele (Chair) | • Speer, Stephen |
| • Barr, Barbara | • Lang, Charles | • Swinarski, Matthew |
| • Birungi, Patricia | • Masters, Katherine | • Taylor, Jonté |
| • Boas, Erin | • Moore, Jacob | • Van Hook, Stephen (Vice Chair) |
| • Conway, Danielle | • Osofsky, Hari | • Vasilatos-Younken, Regina
(or designee) |
| • Engel, Renata | • Page, B. Richard | • Vrana, Kent |
| • Gaudelius, Yvonne | • Pierce, Mari | • Wagner-Lawlor, Jennifer |
| • Gibbard, Sydney | • Pollack, Karen | • Whitcomb, Tiffany |
| • Hewitt, Vicki | • Precht, Jay | • Wong, Jeffrey |
| • Jaap, James | • Rice, Michele | |
| • Johnson, Peggy | • Shen, Wen | |
| • King, Elizabeth | • Smith, David | |

**TABLE #1: COMPARATIVE SUMMARY OF PETITIONS
2018-2019; 2019-2020**

College or Campus	2019-2020 Submitted	2019-2020 Petition % based on unit enrollment	2019-2020 Approved	2019-2020 Not Approved	2019-2020 Cncl/Pndg	2018-2019 Submitted	% Increase/ Decrease
Agricultural Sciences	24	1.1	19	4	1	25	-4
Arts and Architecture	25	2.2	22	3	0	19	32
Business	46	0.9	37	9	0	37	24
Communications	35	1.4	24	10	1	52	-33
Div. of Undergrad. Studies	60	1.7	49	10	1	76	-21
Earth and Mineral Sciences	53	3.3	36	16	1	44	20
Education	17	1.2	13	4	0	15	13
Engineering	84	1.0	67	15	2	99	-15
Health and Human Dev.	48	1.1	36	10	2	67	-28
Information Sci. & Tech.	23	1.3	19	3	1	26	-12
Liberal Arts	144	2.8	99	40	5	135	7
Nursing	2	0.3	2	0	0	6	-67
Science	39	1.1	30	8	1	59	-34
Abington	38	1.0	25	13	0	47	-19
Altoona	38	1.2	27	10	1	35	9
Berks	21	0.8	18	3	0	34	-38
Erie	66	1.7	48	15	3	91	-27
Harrisburg	53	1.2	37	13	3	79	-33
University College	13	0.8	7	6	0	10	30
Beaver	8	1.3	7	0	1	9	-11
Brandywine	9	0.7	7	2	0	12	-25
DuBois	3	0.5	1	1	1	1	200
Fayette	5	0.8	4	1	0	4	25
Greater Allegheny	3	0.7	1	2	0	12	-75
Hazleton	1	0.2	0	1	0	0	(∞)
Lehigh Valley	12	1.3	11	0	1	9	33
Mont Alto	6	0.8	4	1	1	8	-25
New Kensington	3	0.6	3	0	0	2	50
Schuylkill	6	1.0	6	0	0	7	-14
Scranton	2	0.4	2	0	0	6	-67
Shenango	3	0.7	3	0	0	3	0
Wilkes-Barre	2	0.5	0	2	0	3	-33
York	9	1.1	9	0	0	9	0
TOTALS	901		937	308	24	1041	-13%

NOTE: Data represents the total number of petitions submitted for each academic unit. These numbers include specialized petitions where applicable (i.e., World Campus, eLion/LionPATH, Trauma, and Appeal petitions).

TABLE #2: 2019-2020 PETITIONS BY UNIT AND CASE TYPE

College or Campus	Academic Renewal	Corrected Grade	Course Cancel	Late Add	Late Drop	Late Registration	Reduction in Length of Academic Suspension	Registration Cancel	Stay of Academic Dismissal	Stay of Academic Suspension	Withdrawal	Other	Alternative Grading
Agricultural Sciences	0	2	0	0	7	0	0	0	0	0	14	0	1
Arts and Architecture	0	2	5	6	4	0	0	0	0	0	3	3	2
Business	0	1	0	3	18	0	0	0	0	0	11	0	13
Communications	0	0	2	0	18	1	0	2	0	0	9	1	2
Div. of Undergrad. Studies	1	0	0	0	22	0	0	5	0	0	29	1	2
Earth and Mineral Sciences	0	1	1	6	16	0	1	2	0	0	25	1	0
Education	0	0	0	0	10	0	0	0	0	0	6	0	1
Engineering	0	3	0	0	33	0	0	2	0	0	39	2	5
Health and Human Dev.	0	1	0	2	15	0	0	1	0	0	18	5	6
Information Sci. & Tech.	0	0	0	3	8	0	0	0	0	0	11	1	0
Liberal Arts	1	2	1	5	49	0	4	3	2	0	71	4	2
Nursing	0	0	0	0	0	0	0	0	0	0	2	0	0
Science	0	0	0	2	15	0	0	0	0	1	21	0	0
Abington	0	1	0	0	11	0	1	2	1	0	22	0	0
Altoona	0	0	0	1	6	1	1	1	0	0	22	0	6
Berks	0	0	1	4	4	0	0	0	0	0	10	2	0
Erie	0	0	1	6	30	0	0	0	0	1	21	4	3
Harrisburg	0	2	1	1	22	0	0	3	0	0	19	0	5
University College	0	0	0	0	6	0	0	0	0	0	7	0	0
Beaver	0	0	0	1	2	0	0	0	0	0	4	1	0
Brandywine	0	0	0	1	1	0	0	1	0	0	5	0	1
DuBois	0	0	0	0	1	0	0	0	0	0	2	0	0
Fayette	0	0	0	3	0	0	0	1	0	0	1	0	0
Greater Allegheny	0	0	0	0	1	0	0	0	0	0	1	0	1
Hazleton	0	0	0	0	1	0	0	0	0	0	0	0	0
Lehigh Valley	0	0	1	1	1	0	0	0	0	0	8	0	1
Mont Alto	0	0	0	0	2	0	0	0	0	1	3	0	0

College or Campus	Academic Renewal	Corrected Grade	Course Cancel	Late Add	Late Drop	Late Registration	Reduction in Length of Academic Suspension	Registration Cancel	Stay of Academic Dismissal	Stay of Academic Suspension	Withdrawal	Other	Alternative Grading
New Kensington	0	0	0	1	1	0	0	1	0	0	0	0	0
Schuylkill	0	0	0	1	1	0	0	0	0	0	3	0	1
Scranton	0	0	0	0	0	0	0	0	0	0	2	0	0
Shenango	0	0	0	0	1	0	0	1	0	0	1	0	0
Wilkes-Barre	0	0	0	0	2	0	0	0	0	0	0	0	0
York	0	1	0	0	1	0	0	1	0	1	2	3	0
TOTALS	2	16	13	47	309	2	7	26	3	4	392	28	52

NOTE: Data represents the total number of petitions per case type for each academic unit. These numbers include specialized petitions where applicable (i.e., World Campus, eLion/LionPATH, Trauma, and Appeal petitions).

**TABLE #3: INCREASE/DECREASE IN SUBMITTED PETITIONS BY CASE TYPE
2018-2019 TO 2019-2020**

Case Type	2018-2019	2019-2020	% of Increase/ Decrease
Academic Renewal	7	2	-71
Alternative Grading System	0	52	N/A
Corrected Grade	44	16	-64
Course Cancel	4	13	225
Late Add	69	47	-32
Late Drop	436	309	-29
Late Registration	8	2	-75
Reduction in Length of Academic Suspension	0	7	N/A
Registration Cancel	40	26	-35
Stay of Academic Dismissal	0	3	N/A
Stay of Academic Suspension	0	4	N/A
Withdrawal	396	392	-1
Other*	37	28	-24
TOTALS	1041	901	-13%
World Campus	106	103	-3
eLion/LionPATH	20	8	-60
Trauma	48	28	-42
Appeals	42	39	-7

* Examples of petitions in the “other” category: changing registration of a course to reflect the number of credits completed for internships; changing late drop of a course to an administrative course cancellation.

NOTE:

- A World Campus petition is one that involves requests for courses taken through World Campus.
- An eLion/LionPATH petition is one where a student indicates the unsuccessful use of eLion/LionPATH as the basis of the petition.
- A Trauma petition is one where the student’s circumstances require unusual confidentiality (e.g., the victim of a sexual assault or violent crime).
- An Appeal petition is one where a student provides additional documentation to support a previously denied request.

TABLE #4: THREE-YEAR SUMMARY OF PETITIONS BY CASE TYPE
2017-2018; 2018-2019; 2019-2020

Academic Year: 2017-2018

Overall Percentage Granted: 72%

Case Type	Submitted	Granted	Denied	Cncl/Pndg
Academic Renewal	3	3	0	0
Corrected Grade	36	36	0	0
Course Cancel	18	17	0	1
Late Add	64	63	0	1
Late Drop	456	251	187	18
Late Registration	22	22	0	0
Other*	44	43	0	1
Registration Cancel	31	30	0	1
Withdrawal	441	334	89	17
TOTALS	1115	799	276	40

Academic Year: 2018-2019

Overall Percentage Granted: 70%

Case Type	Submitted	Granted	Denied	Cncl/Pndg
Academic Renewal	7	7	0	0
Corrected Grade	44	42	1	1
Course Cancel	4	4	0	0
Late Add	69	69	0	0
Late Drop	436	223	190	17
Late Registration	8	8	0	0
Other*	37	35	1	1
Registration Cancel	40	37	0	3
Withdrawal	396	300	84	12
TOTALS	1041	725	276	40

Academic Year: 2019-2020

Overall Percentage Granted: 75%

Case Type	Submitted	Granted	Denied	Cncl/Pndg
Academic Renewal	2	1	0	1
Alternative Grading System	52	51	0	1
Corrected Grade	16	16	0	0
Course Cancel	13	13	0	0
Late Add	47	46	0	1
Late Drop	309	179	125	5
Late Registration	2	1	0	1
Reduction in Length of Academic Suspension	7	4	3	0
Registration Cancel	26	26	0	0
Stay of Academic Dismissal	3	3	0	0
Stay of Academic Suspension	4	4	0	0
Withdrawal	392	302	74	16
Other*	28	27	0	1
TOTALS	901	673	202	26

* Examples of petitions in the “other” category: changing registration of a course to reflect the number of credits completed for internships; changing late drop of a course to an administrative course cancellation.

**TABLE #5: THREE-YEAR SUMMARY OF SPECIALIZED PETITIONS
2017-2018; 2018-2019; 2019-2020**

Academic Year: 2017-2018

Case Type	Submitted	Granted	Denied	Cncl/Pndg
World Campus	99	70	25	4
eLion/LionPATH	24	16	7	1
Trauma	55	55	0	0
Appeals	43	30	12	1

Academic Year: 2018-2019

Case Type	Submitted	Granted	Denied	Cncl/Pndg
World Campus	106	82	20	4
eLion/LionPATH	20	12	8	0
Trauma	48	46	2	0
Appeals	42	32	7	3

Academic Year: 2019-2020

Case Type	Submitted	Granted	Denied	Cncl/Pndg
World Campus	103	78	23	2
LionPATH	8	5	3	0
Trauma	28	28	0	0
Appeals	39	31	8	0

NOTE:

- A World Campus petition is one that involves requests for courses taken through World Campus.
- An eLion/LionPATH petition is one where a student indicates the unsuccessful use of eLion/LionPATH as the basis of the petition.
- A Trauma petition is one where a student's circumstances require unusual confidentiality (e.g., the victim of a sexual assault or violent crime).
- An Appeal petition is one where the student provides additional documentation to support a previously denied request.

NOTE: Numbers of specialized petitions displayed here are also included in the Comparative Summary of Petitions by College/Campus above. Data for specialized petitions is tracked due to specific interest in the numbers of World Campus, eLion/LionPATH, Trauma, and Appeal petitions submitted.

**TABLE #6: FIVE-YEAR SUMMARY OF MENTAL HEALTH RELATED PETITIONS
2015-2020**

	Total Number of Petitions Submitted	% of Mental Health Related Petitions based on TOTAL Number of Petitions Submitted	% of Mental Health Related Petitions based on Number of WITHDRAWAL AND LATE DROP Petitions Submitted
2015-2016	1559	33	37
2016-2017	1207	42	49
2017-2018	1120	46	56
2018-2019	1041	45	55
2019-2020	901	47	58

NOTE: Mental Health Related petitions are any that involve mental health issues (e.g., anxiety, depression, Attention Deficit Hyperactivity Disorder (ADHD), and Post-Traumatic Stress Disorder (PTSD)). Generally, mental health related petitions are for retroactive withdrawals and retroactive late drops. Therefore, it is important to reflect these data in the report, along with the percentages of the total number of petitions submitted.

SENATE COMMITTEE ON EDUCATION

Summary of Petitions by College, Campus, and Unit 2018-2019

(Informational)

The Senate permits students to petition for exceptions to the Senate academic policies found in the [*Policies and Rules for Undergraduate Students*](#). Exceptions to these policies are the responsibility of the Senate Committee on Education. The committee reports annually to the Senate on student petition actions. This report provides a summary of petitions by colleges and campuses.

A petition provides an opportunity for a student to receive consideration on extenuating circumstances affecting their progress. A petition typically contains a letter and transcript from the student, and supporting documents from advisers, instructors, physicians, or other appropriate professionals. The final decision by the Subcommittee on Undergraduate Petition Review represents an effort to weigh the personal circumstances of the individual while maintaining the academic standards of the University.

There are many factors that can cause the number of student petition submissions to vary from year to year, and this is normal. Every student petition is unique, and students submit petitions based on extenuating circumstances beyond their control that affected their academic performance. Fluctuations in numbers of petitions submitted is a reflection of the types of issues students are dealing with at a certain point in their academic career, and in their personal lives.

Following the “Summary of Petitions” is an analysis of 2018-2019 petitions by petition type with reasons for submission and denial.

SENATE COMMITTEE ON EDUCATION

- | | |
|------------------------------|-------------------------|
| • Vincent Acharya | • Jacob Moore |
| • Kelly Austin | • B. Richard Page |
| • Barbara Barr | • Kathleen Phillips |
| • Gretchen Casper | • Karen Pollack |
| • Delia Conti | • Jay Precht |
| • Joyce Furfaro (Vice Chair) | • Michele Rice |
| • Yvonne Gaudelius | • Wen Shen |
| • Vicki Hewitt | • David Smith |
| • Peggy Johnson | • Michele Stine (Chair) |
| • Peter Linehan | • Samia Suliman |
| • Megan Marshall | • Stephen Van Hook |
| • Katherine Masters | • Tiffany Whitcomb |

**TABLE #1: COMPARATIVE SUMMARY OF PETITIONS
2017-2018; 2018-2019**

College or Campus	2018-2019 Submitted	2018-2019 Petition % based on unit enrollment	2018-2019 Approved	2018-2019 Not Approved	2018-2019 Cncl/Pndg	2017-2018 Submitted	% Increase/ Decrease
Agricultural Sciences	24	1.2	17	7	0	24	0%
Arts and Architecture	19	1.7	19	0	0	20	-5%
Business	35	0.7	26	9	0	47	-26%
Communications	53	2.1	36	14	3	49	8%
Div. of Undergrad. Studies	76	2.2	58	15	3	86	-12%
Earth and Mineral Sciences	44	2.5	30	12	2	70	-37%
Education	15	1.2	12	3	0	15	0%
Engineering	98	1.2	63	28	7	107	-8%
Health and Human Dev.	66	1.6	48	15	3	76	-13%
Information Sci. & Tech.	25	1.5	14	11	0	19	32%
Liberal Arts	137	2.7	84	47	6	127	8%
Nursing	7	1.2	4	0	3	4	75%
Science	59	1.6	41	17	1	70	-16%
Abington	47	1.3	33	11	3	63	-25%
Altoona	35	1.1	21	12	2	39	-10%
Berks	34	1.3	27	6	1	28	21%
Erie	91	2.2	56	33	2	83	10%
Harrisburg	80	1.9	55	20	5	77	4%
University College	10		6	4	0	14	-29%
Beaver	10	1.6	8	2	0	9	11%
Brandywine	12	0.9	10	2	0	13	-8%
DuBois	1	0.2	1	0	0	3	-67%
Fayette	4	0.6	4	0	0	2	100%
Greater Allegheny	12	2.6	12	0	0	3	300%
Hazleton	0	0	0	0	0	4	-100%
Lehigh Valley	9	0.9	5	2	2	11	-18%
Mont Alto	8	0.9	6	0	2	12	-33%
New Kensington	2	0.3	2	0	0	7	-71%
Schuylkill	7	1.1	6	1	0	10	-30%
Scranton	6	0.6	5	0	1	7	-14%
Shenango	3	0.7	3	0	0	2	50%
Wilkes-Barre	3	0.7	3	0	0	7	-57%
York	9	0.9	6	1	2	12	-25%
TOTALS	1041		721	273	42	1120	-7%

NOTE: Data represents the total number of petitions submitted for each academic unit. These numbers include specialized petitions where applicable (i.e., World Campus, eLion/LionPATH, Trauma, and Appeal petitions).

TABLE #2: 2018-2019 PETITIONS BY UNIT AND CASE TYPE

College or Campus	Academic Renewal	Corrected Grade	Course Cancel	Late Add	Late Drop	Late Registration	Registration Cancel	Withdrawal	Other
Agricultural Sciences	1	3	0	3	9	1	0	7	0
Arts and Architecture	0	0	0	12	2	0	0	3	2
Business	0	1	0	2	20	0	1	10	1
Communications	0	1	0	4	27	0	0	9	12
Div. of Undergrad. Studies	1	1	0	2	25	1	8	38	0
Earth and Mineral Sciences	0	2	1	5	28	0	1	6	1
Education	0	0	0	1	4	1	0	9	0
Engineering	1	5	0	3	48	0	0	41	0
Health and Human Dev.	0	4	0	3	26	1	1	28	3
Information Sci. & Tech.	0	2	0	0	15	0	2	6	0
Liberal Arts	0	7	0	3	68	0	3	52	4
Nursing	0	0	0	0	4	0	0	3	0
Science	0	4	0	3	25	2	2	22	1
Abington	1	2	0	3	11	0	4	25	1
Altoona	0	0	0	0	17	0	1	16	1
Berks	1	3	1	8	3	1	1	14	2
Erie	0	0	1	4	50	0	0	34	2
Harrisburg	1	4	1	2	30	0	8	32	2
University College	0	0	0	0	2	0	2	6	0
Beaver	0	0	0	1	7	0	0	2	0
Brandywine	0	0	0	1	2	0	1	6	2
DuBois	0	0	0	1	0	0	0	0	0
Fayette	0	0	0	3	0	0	1	0	0
Greater Allegheny	0	2	0	2	1	1	0	4	2
Hazleton	0	0	0	0	0	0	0	0	0
Lehigh Valley	0	1	0	0	2	0	0	6	0
Mont Alto	0	0	0	0	6	0	0	2	0
New Kensington	0	0	0	0	0	0	0	2	0
Schuylkill	0	1	0	0	2	0	0	4	0
Scranton	1	0	0	1	1	0	0	3	0
Shenango	0	0	0	0	0	0	1	1	1
Wilkes-Barre	0	1	0	1	0	0	0	1	0
York	0	0	0	1	1	0	3	4	0
TOTALS	7	44	4	69	436	8	40	396	37

NOTE: Data represents the total number of petitions per case type for each academic unit. These numbers include specialized petitions where applicable (i.e., World Campus, eLion/LionPATH, Trauma, and Appeal petitions).

**TABLE #3: INCREASE/DECREASE IN SUBMITTED PETITIONS BY CASE TYPE
2017-2018 TO 2018-2019**

Case Type	2017-2018	2018-2019	% of Increase/ Decrease
Academic Renewal	3	7	133%
Corrected Grade	36	44	22%
Course Cancel	18	4	-78%
Late Add	64	69	8%
Late Drop	458	436	-5%
Late Registration	22	8	-64%
Other*	44	37	-16%
Registration Cancel	31	40	29%
Withdrawal	444	396	-11%
TOTALS	1120	1041	-7%
World Campus	100	105	5%
eLion/LionPATH	24	20	-17%
Trauma	55	47	-15%
Appeals	43	42	-2%

* Examples of petitions in the “other” category: changing registration of a course to reflect the number of credits completed for internships; changing late drop of a course to an administrative course cancellation.

NOTE:

- A World Campus petition is one that involves requests for courses taken through World Campus.
- An eLion/LionPATH petition is one where a student indicates the unsuccessful use of eLion/LionPATH as the basis of the petition.
- A Trauma petition is one where the student’s circumstances require unusual confidentiality (e.g., the victim of a sexual assault or violent crime).
- An Appeal petition is one where a student provides additional documentation to support a previously denied request.

TABLE #4: THREE-YEAR SUMMARY OF PETITIONS BY CASE TYPE
2016-2017; 2017-2018; 2018-2019**Academic Year: 2016-2017****Overall Percentage Granted: 68%**

Case Type	Submitted	Granted	Denied	Cncl/Pndg
Academic Renewal	4	2	1	1
Corrected Grade	22	20	0	2
Course Cancel	11	11	0	0
Late Add	73	73	0	0
Late Drop	586	328	236	22
Late Registration	47	46	0	1
Other*	24	21	1	2
Registration Cancel	5	4	0	1
Withdrawal	435	310	105	20
TOTALS	1207	815	343	49

Academic Year: 2017-2018**Overall Percentage Granted: 72%**

Case Type	Submitted	Granted	Denied	Cncl/Pndg
Academic Renewal	3	3	0	0
Corrected Grade	36	36	0	0
Course Cancel	18	17	0	1
Late Add	64	63	0	1
Late Drop	458	252	188	18
Late Registration	22	22	0	0
Other*	44	43	0	1
Registration Cancel	31	30	0	1
Withdrawal	444	336	90	18
TOTALS	1120	802	278	40

Academic Year: 2018-2019**Overall Percentage Granted: 69%**

Case Type	Submitted	Granted	Denied	Cncl/Pndg
Academic Renewal	7	7	0	0
Corrected Grade	44	42	0	2
Course Cancel	4	4	0	0
Late Add	69	69	0	0
Late Drop	436	222	188	26
Late Registration	8	8	0	0
Other*	37	35	1	1
Registration Cancel	40	37	0	3
Withdrawal	396	297	83	16
TOTALS	1041	721	272	48

* Examples of petitions in the “other” category: changing registration of a course to reflect the number of credits completed for internships; changing late drop of a course to an administrative course cancellation.

**TABLE #5: THREE-YEAR SUMMARY OF SPECIALIZED PETITIONS
2016-2017; 2017-2018; 2018-2019**

Academic Year: 2016-2017

Case Type	Submitted	Granted	Denied	Cncl/Pndg
World Campus	74	44	29	1
eLion/LionPATH	25	13	12	0
Trauma	66	66	0	0
Appeals	65	34	24	7

Academic Year: 2017-2018

Case Type	Submitted	Granted	Denied	Cncl/Pndg
World Campus	100	71	25	4
eLion/LionPATH	24	16	7	1
Trauma	55	55	0	0
Appeals	43	30	12	1

Academic Year: 2018-2019

Case Type	Submitted	Granted	Denied	Cncl/Pndg
World Campus	105	81	20	4
LionPATH	20	12	8	0
Trauma	47	46	1	0
Appeals	42	32	7	3

NOTE:

- A World Campus petition is one that involves requests for courses taken through World Campus.
- An eLion/LionPATH petition is one where a student indicates the unsuccessful use of eLion/LionPATH as the basis of the petition.
- A Trauma petition is one where a student's circumstances require unusual confidentiality (e.g., the victim of a sexual assault or violent crime).
- An Appeal petition is one where the student provides additional documentation to support a previously denied request.

NOTE: Numbers of specialized petitions displayed here are also included in the Comparative Summary of Petitions by College/Campus above. Data for specialized petitions is tracked due to specific interest in the numbers of World Campus, eLion/LionPATH, Trauma, and Appeal petitions submitted.

TABLE #6: FIVE-YEAR SUMMARY OF MENTAL HEALTH RELATED PETITIONS**2014-2019**

	Total Number of Petitions Submitted	% of Mental Health Related Petitions based on TOTAL Number of Petitions Submitted	% of Mental Health Related Petitions based on Number of WITHDRAWAL AND LATE DROP Petitions Submitted
2014-2015	1294	41	40
2015-2016	1559	33	37
2016-2017	1207	42	49
2017-2018	1120	46	56
2018-2019	1041	45	55

NOTE: Mental Health Related petitions are any that involve mental health issues (e.g., anxiety, depression, Attention Deficit Hyperactivity Disorder (ADHD), and Post-Traumatic Stress Disorder (PTSD)). Generally, mental health related petitions are for retroactive withdrawals and retroactive late drops. Therefore, it is important to reflect these data in the report, along with the percentages of the total number of petitions submitted.

ANALYSIS OF 2018-2019 PETITIONS WITH REASONS FOR SUBMISSION AND DENIAL

***Note:** Due to students' multiple reasons for petitioning, numbers will not always total 100%.*

REGISTRATION CANCELLATION PETITIONS

37 Granted

0 Denied

3 Cancelled/Pending

40 TOTAL

Reasons for Petition

- Financial difficulties: 4 (10%)
- Illness/death of family member or friend: 2 (5%)
- Medical: 3 (8%)
- Mental health: 1 (3%)
- Work/School conflicts: 1 (3%)
- *Other: 34 (85%)

*Examples of "Other" reasons for petitioning for retroactive registration cancellation would be miscommunications and family conflict.

COURSE CANCELLATION PETITIONS

4 Granted

0 Denied

0 Cancelled/Pending

4 TOTAL

Reasons for Petition

- Mental health: 1 (25%)
- *Other: 3 (75%)

*Examples of "Other" reasons for petitioning for retroactive course cancellation would be course overload; student/instructor conflicts; administrative error; and transportation issues.

LATE REGISTRATION PETITIONS

8 Granted

0 Denied

0 Cancelled/Pending

8 TOTAL

Reasons for Petition

- Financial difficulties: 6 (75%)
- Mental health: 1 (13%)
- *Other: 2 (25%)

*Examples of "Other" reasons for petitioning for retroactive late registration would be confusion about regular and internship scheduling.

LATE ADD PETITIONS

69 Granted
0 Denied
0 Cancelled/Pending
69 TOTAL

Reasons for Petition

- Financial difficulties: 3 (4%)
- Work/School conflicts: 1 (1%)
- *Other: 65 (94%)

*Examples of “Other” reasons for petitioning for retroactive late add would be administrative error; accidentally dropping course; confusion about adding Internship; Research, ROTC, or Independent Study courses; and student thought department/adviser added course.

CORRECTED GRADE PETITIONS

42 Granted
0 Denied
2 Cancelled/Pending
44 TOTAL

Reasons for Petition

- Illness/death of family member or friend: 4 (9%)
- Medical: 8 (18%)
- Mental health: 6 (14%)
- Work/School conflicts: 1 (9%)
- *Other: 30 (68%)

*Examples of “Other” reasons for petitioning for retroactive corrected grade would be Internship timelines; instructor failed to report grade; student/instructor conflicts; and Independent Study completed.

ACADEMIC RENEWAL PETITIONS

7 Granted
0 Denied
0 Cancelled/Pending
7 TOTAL

Reasons for Petition

- *Other: 7 (100%)

*Examples of “Other” reasons for petitioning for academic renewal would be attaining academic renewal prior to the 4-year absence and attaining academic renewal while having a previous cumulative GPA that was not below 2.00.

LATE DROP PETITIONS

222 Granted

188 Denied

26 Cancelled/Pending

436 TOTAL

Reasons for Petition

- Financial difficulties: 14 (3%)
- Illness/death of family member or friend: 74 (17%)
- Medical: 121 (28%)
- Mental health: 197 (45%)
- Military: 5 (1%)
- Work/School conflicts: 16 (4%)
- *Other: 115 (26%)

*Examples of “Other” reasons for petitioning for retroactive late drop would be confusion about late drop procedure/date; not enough time to evaluate anticipated grade; adjustment issues; family issues; and student/instructor conflicts.

Reasons for Denial (188 Denied)

- College/Campus not supportive: 77 (41%)
- Insufficient documentation: 123 (65%)
- Insufficient extenuating circumstances: 19 (10%)
- No reason for not completing action in timely manner: 75 (40%)
- Selective drop: 18 (10%)
- Time frame documented does not match request: 2 (1%)
- Other: 138 (73%)

WITHDRAWAL PETITIONS

297 Granted

83 Denied

16 Cancelled/Pending

396 TOTAL

Reasons for Petition

- Financial difficulties: 30 (8%)
- Illness/death of family member or friend: 86 (22%)
- Medical: 88 (22%)
- Mental health: 260 (66%)
- Military: 5 (1%)
- Work/School conflicts: 10 (3%)
- *Other: 68 (17%)

*Examples of “Other” reasons for petitioning for retroactive withdrawal would be family issues, relationship issues; transportation issues; and relocation.

Reasons for Denial (83 Denied)

- College/Campus not supportive: 14 (17%)
- Insufficient documentation: 63 (76%)
- Insufficient extenuating circumstances: 5 (6%)
- No reason for not completing action in timely manner: 44 (53%)
- Selective withdrawal: 15 (18%)
- Time frame documented does not match request: 7 (8%)
- Other: 8 (10%)

SENATE COMMITTEE ON FACULTY AFFAIRS

Earning Tenure During COVID

(Informational)

Background/Introduction

The COVID-19 pandemic has had many effects across the university, including on faculty progress toward tenure. This informational report describes plans for how the University Faculty Senate, in conjunction with the Vice Provost for Faculty Affairs (VPFA), will measure and monitor COVID-19's impact on the tenure process at Penn State. Of particular interest is the effect of the one-year [extension in the probationary](#) (pre-tenure) period ("pause") that was made available to all tenure-line faculty in their probationary period during the 2020-21 academic year.

Plan Moving Forward

The Office of the Vice Provost for Faculty Affairs is collecting and monitoring data on the number of faculty who have confirmed a 1-year pause. Senators from Faculty Affairs (FA), Educational Equity and Campus Environment (EECE), Research, Scholarship and Creative Activity (RSCA), and Intra-University Relations (IRC) Committees, in conjunction with the VPFA's office, have developed a survey that will be administered to all tenure-line faculty that are eligible for the one-year extension in the probationary period during September 2021. The survey will examine the impacts of COVID-19 on progress toward tenure, and the reasons individuals have (or have not) opted for the one-year extension to date.

A report examining the results of that survey along with the aggregated data collected by the VPFA's office will be provided to Senate; that report will coincide with the annual, mandated promotion and tenure report. The FA, EECE, RSCA, and IRC committees will continue to examine institutional and survey data until tenure decisions have been made for all impacted individuals. Depending on what the data show, the report may be combined with the annual promotion and tenure report in future years.

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- Richard Brazier
- Gary Calore
- Raff Donelson

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- Rita Foley
- Joyce Furfaro
- Julie Gallagher
- Charlene Gross
- Christina Grozinger
- Margaret Hu
- Pamela Hufnagel
- Zaryab Iqbal
- Sai Kakuturu
- Lawrence Kass
- Joshua Kirby
- Lisa Kitko
- Angela Linse
- Jozef Malysz
- Jonathan Mathews, Vice Chair
- Jennifer Nesbitt
- John Nousek
- Laura Pauley
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- Raghu Sangwan
- Emily Strohacker
- Nathan Tallman
- Andrea Tapia
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- Kaitlin Farnan
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- Andy Herrera
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- Mari Pierce
- Bing Ran
- Dawn Pfeifer Reitz
- Rajarajan Subramanian
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- Kenneth Davis
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- Tai-Yin Huang
- Rhoda Joseph
- Dajiang Liu
- Shashank Priya
- Jan Reimann
- Alan Rieck
- Gregory Shearer
- Wen Shen
- Mark Shriver
- Judith Sierra-Rivera
- Steinn Sigurdsson
- Amara Solari
- Jim Taylor
- Harl R. Tolbert
- Anne Verplanck
- Ming Wang
- Lora Weiss
- Namiko Yamamoto
- Candice Yekel
- Christopher Zorn, Vice Chair

Earning Tenure During COVID



The Faculty Senate, in conjunction with the Vice Provost for Faculty Affairs plans to measure and monitor the impact of COVID on the tenure process (including the option for a one-year extension in the probationary period).

- Survey pre-tenure tenure-line faculty starting this month
 - Examine COVID impacts and reasons for or against accepting the one-year extension
- An annual report will be generated to coincide with the annual promotion and tenure report
 - Joint report with FA, EECE, IRC, RSCA
 - Include survey data & data from Vice Provost for Faculty Affairs office

SENATE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Name Image Likeness Policy

(Informational)

Background/Introduction

This report briefly delineates the status of the various State's laws related to Name Image Likeness (NIL) and potential impact on Penn State Intercollegiate Athletics. Part I describes what is meant by 'NIL'. Part II summarizes the current state of NIL affairs as of April 2, 2021. (Given the very fluid nature of policy related to NIL issue in terms of federal and state level policy, what is presented here is tentative until such policy has been enacted). Part III reviews the Penn State response to NIL and supporting student athletes.

Part I: What is Name Image Likelihood?

NIL is defined by NCAA proposal 2020-6 Amateurism – Use of Name Image and Likeness – Student-Athletes. Three other proposals also exist: (1) 2020-7 Amateurism – Use of Name Image and Likeness – Prospective Student-Athletes; (2) 2020-8 Amateurism – Use of Name Image and Likeness – Use of Professional Service Providers; and (3) 2020-9 Amateurism – Use of Name Image and Likeness – Third party administrators.

These proposals were not adopted by the NCAA in the winter 2021 based on the fact that the NCAA received a letter from the US Deputy District attorney requesting the NCAA stay their decision on these proposals given current legal processes working through the courts. For example, on March 30, 2021 the US Supreme Court heard arguments on a case related to amateurism that could impact federal legislation related to NIL policy.

As it stands, NIL as presented involves the student-athlete ability to use his or her name, image and likeness for compensation. Specifically, as presented in proposal 2020-6 (page 2):

12.4.2 Student-Athlete Business Activities. A student-athlete may establish his or her own business or otherwise engage in business activities and receive compensation from such activities.

12.4.2.1 Use of Name, Image or Likeness in Business Activities. A student-athlete may use his or her name, image and likeness to promote his or her athletically and nonathletically related business activities (e.g., products, services, personal appearances). A student-athlete's promotion of his or her business activity may include a reference to the student-athlete's involvement in intercollegiate athletics and a reference to the institution he or she attends,

consistent with institutional policies applicable to any student; however, no institutional marks may be used in such promotional activities.

The policy addresses restrictions, institutional involvement, merchandise and memorabilia, autographs, fee-for-lesson instruction, crowdfunding for education expenses, and disclosure requirements. Similar to the Olympic model, the NIL plan would enable outside sources to pay college athletes for the use of their name image and likeness.

Part II: Status of NIL as of April 2, 2021

The passage of several NIL laws within the US over the last year has moved the business of college sports to the forefront of the political agenda. Within the federal government, as of March 2021, there are eight congressional college sports bills. As mentioned in a March 25, 2021 webinar titled, “Beyond NIL: An Overview of Federal and State College Sports Legislation Impacting College Athletes Rights,” sponsored by LEAD1 Association (which represents the athletics directors of the 130-member schools of the Football Bowl Subdivision), there is also increasing pressure from individual states with proposed bills that go well beyond NIL..

Individual states will have NIL laws come into effect over the next several years. Florida’s NIL law goes into effective in July 2021 followed by Michigan, California, Colorado, Nebraska, New Jersey. Currently the Florida law is being challenged in court. Moreover, state laws trump any NCAA policy that could be passed. At present, there is no NIL-related bill working its way through the Commonwealth of Pennsylvania.

Laws at the state level are tailored specifically to that state. Therefore, federal law is required for purposes of standardization. Movement on the federal level suggests that a bill seems likely this summer or early fall. To date, the US Supreme Court has heard arguments about a case testing whether the NCAA's limits on compensation for student athletes violate the nation's antitrust laws. The outcome of this case will be decided in June and is likely to have major implications on any NIL policy put forth by the US Congress.

Recently, LEAD1 and Hackney Publications (the nation’s leading publisher of sports law periodicals) announced plans for a guidebook to help athletic departments better navigate NIL rule changes. The “*LEAD1 NIL Institutional Report*,” is anticipated to be released later this year. As such, the status of NIL policy remains in flux with no clear indication of where federal policy is likely to land. Until a federal policy is passed, lack of standardization is likely.

Part III: Penn State Response to NIL

Given the lack of clarity around the specifics of NIL, Penn State Athletics has been focusing on preparing support for student-athletes through education and empowerment. The aim is to educate student athletes to be prepared to assume the opportunity afforded to them through the NIL policy (NCAA, State, federal) when that materializes. An advisory committee is being established to develop educational programming for PSU student athletes. A holistic curriculum

is being developed to address developmental needs of the student athlete, ensure compliance, and promote success.

- Each student-athlete will receive access to materials designed to help them grow their brand. These resources will go beyond social media influence and be rooted in the implementation of long term success rooted in education.
- Student-Athletes get a chance to learn about the basics of contract negotiations and ensure student-athletes can maximize their brand.
- Key elements of financial literacy will be included.
- PSU alumni include former student-athletes and business owners in the entertainment, social media, sports and other industries as part of the largest alumni base in the country.
- Consultation with other Penn State parents for prospective recruits to understand who WE ARE.
- Digital modules designed to teach and inform student-athletes with current NCAA guidelines and federal law. This online, situationally-based learning can be accessed anytime, anywhere.
- Protections for student-athletes include:
 - Access to expert legal advice.
 - Financial literacy, tax, business start-up focused education
 - NCAA, state & federal Law Compliance Education for all student-athletes
 - Individual one-on-one consultation with leading on campus experts
- Opportunity for student-athletes to intern at major companies and university affiliates.
- Business Startup Lab to support student-athletes

Conclusion

Presently, NIL policy varies widely at various levels (NCAA, State, and Federal). To provide clarity and uniformity, federal policy is likely to be enacted before the end of 2021. Penn State Athletics is poised to respond in a responsible manner to help student-athletes safely navigate these novel NIL waters.

SENATE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

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- Dwight Davis
- Vikash Gayah
- Frank Guadagnino

- Meredith Handley
- Lynn Holleran
- Holden Ingalls
- Lauren Kramer
- Binh Le
- Russell Mushinsky
- Daniel F. Perkins, Chair
- Dennis Scanlon
- Richard Shurgalla
- Matt Stolberg
- Jennifer Weld



MINUTES OF SENATE COUNCIL
Tuesday, August 31, 2021 1:30 p.m.
Remote via Zoom

Members Present: V. Brunsden, W. Coduti, M. Duffey, C. Eckhardt, W. Kenyon, B. King, L. Kitko, L. Mangel, F. Marko, S. Maximova, J. Ozment, T. Palmer, L. Posey, B. Seymour, A. Sinha, S. Stephen, K. Sprow-Forte, J. Strauss, M. Swinarski, B. Szczygiel

Guests/Others: K. Austin, K. Bieschke, R. Bishop-Pierce, D. Blasko, E. Eckley, R. Engel, Y. Gaudelius, N. Jones, M. Whitehurst, K. Shapiro, D. Wolfe, J. Ozment, Kent Vrana

Absent: Birungi, P.

Chair Szczygiel, called the meeting to order at 1:30 p.m. on Tuesday, August 31, 2021.

A special meeting of the Senate Council nominating committee met on June 6, 2021 for the open Chair Elect position. The Minutes of the August 5, 2021 Senate Council Executive meeting were approved.

ANNOUNCEMENTS AND REMARKS

COMMENTS FROM THE CHAIR:

I will keep my comments to an absolute minimum to allow full consideration of the many reports we have before us.

The Faculty Advisory Committee to the President met this morning. Topics covered were announcements from the President and the Provost in regard to:

Enrollment update

University Budget

Strategic plan implementation and

Middle States accreditation process

Discussions continued re: University COVID policy concerns; update on the ongoing president search conducted by the BOT; and Senate collaboration in PSU decision-making.

Please submit any topics for FAC consideration to any of the Senate Officers (Beth Seymour, Kim Blockett, Lisa Mangel or me) or the elected FAC members: Renee Bishop-Pierce, Judy Ozment and Doug Wolfe.

Vice Presidents' and Vice Provosts' Comments

Provost Jones gave a report of the progress towards vaccination at the University. Student Vaccine rates are improving as uploads come in. Residential students Vaccination rates are at 86% rate at University Park (UP) and 72% at the Commonwealth Campuses (CWC). For non residential students, rates are 74% at UP and 51% at the CWC. The email was sent a week later at the campuses and many more are coming in now, so these numbers will improve.

Everyone needs to mask in doors. Vaccine is widely available. We have started doing on-going weekly tests for students and employees, and contact tracing as needed. Spaces are available at UP and hotel spaces for CWC for quarantine. We also have extensive teaching resources available for faculty <https://keepteaching.psu.edu/>

Move-in testing went well, everyone who have not uploaded vaccine information. At UP the vaccination rates are estimated at 91% full time faculty and 79% employees. The actual rate will increase as more information flows in. At UP 2,639 were tested and there were 18 positives (0.7% positivity). At the Commonwealth Campuses 1,642 tested, 10 positives (0.6%). Weekly testing has also started for students 8/23 and employee testing starts 9/1/. Continue to provide Testing for the following groups -ICA, Walk-up, Referral by Contact tracing: Not vaccinated with compliance tracking. The Dashboard updates 2x weekly and we will continue to wear masks in door until conditions improve.

Vice Provost for Faculty Affairs, Kathy Bieschke

Searches:

Vice Provost for Graduate Education and Dean of the Graduate School-Jean Vasilatos-Younken announced her retirement last spring and we launched a search for her replacement earlier this summer. The position has been posted and the search committee, chaired by Tracy Langkilde and Dean of the Eberly College of Science, are currently reviewing applications and hope to conclude their work this fall.

Vice President and Executive Chancellor for the Commonwealth Campuses-Madlyn Hanes retired on August 1. Kelly Austin is serving as interim dean. The position description for Dr. Hanes replacement was posted about a week ago and the search committee, chaired by Yvonne Gaudelius, Vice President for Undergraduate Education, will begin reviewing applications in mid-October.

Dean, Penn State Law and School of International Affairs-Hari Osofsky resigned earlier this summer to accept a position as dean at Northwestern University's Pritzker School of Law. Jim Houck is serving as interim dean. We will charge the search committee in the next couple of weeks. Isaacson Miller has been retained as the search firm to assist with the search. Chuck Whiteman, Dean of the Smeal College of Business, is chairing the search committee.

COVID: Worked with a small group to update Penn State's policies for enforcement of COVID-19 health and safety requirements for faculty. The process is posted on my website. Many thanks to Josh Wede and Bonj Szczgiel for their contributions to the development of this guidance.

Interim Vice President and Executive Chancellor for Commonwealth Campuses, Kelly Austin

A national search is underway for the Chancellor at the Dubois Campus. Carlos Rodriquis

Carlos Rodriguez, a financial management professional with more than 20 years of experience in governmental budgeting, has been named assistant vice president and executive director of budget and planning for Penn State's Commonwealth Campuses, effective Aug. 23. Graduate of the Fayette Campus. Brief update on the discover Penn State programs. It has been very helpful to attract students. We continue to work to retain these students. Our office has held several sessions for chancellors on Diversity, Equity and Inclusion

Vice President and Dean of Undergraduate Education, Yvonne Gaudelius

Overview of our entering class.

- A total of 18,794 new undergraduate degree-seeking students (first-year and transfer) were enrolled on the first day of class, compared to 18,521 of last year, that is an increase of 1.5%. University Park is up 3.0% at 9,105, the Commonwealth Campuses are up 1.1% at 8,142, and World Campus is down 4.9% at 1,547.
- New undergraduate underrepresented minority students totaled 3,274, up 12.6% from the prior year. University Park is up 28.6% at 1,352, Commonwealth Campuses are up 9.7% at 1,634 and World Campus is down 21.5% at 288.
- New undergraduate international students totaled 1,226, down 10.7% from the prior year. University Park is down 15.2% at 654, Commonwealth Campuses are down 21.2% at 439 and World Campus is up 195.6% at 133.
- Test-optional was new for undergraduate admissions this year and 61% of the first-time incoming class elected test-optional. This has made Penn State more accessible to many students and contributed to a 22.7% increase in underrepresented first-year applications. This increase in accessibility has been achieved while maintaining overall academic quality of the incoming class. The average high school GPA for newly enrolled first-time baccalaureate students has increased from 3.59 in 2020 to 3.62 in 2021 for University Park, from 3.25 in 2020 to 3.28 in 2021 for Commonwealth Campuses and from 3.17 in 2020 to 3.21 in 2021 for World Campus.

Now looking to the total University enrollment: Penn State's overall Fall 2021 first day of classes enrollment saw a modest decrease since last year. Across the 24 campuses, Fall 2021, day one total enrollment stands at 88,371, down by 0.8% or 711 from Fall 2020 day one.

Campus Groupings:

At University Park, enrollment increased by 2.3% or 1,045 students for resident instruction and decrease 0.5% or -55 for students receiving instruction through World Campus, resulting in an overall increase of 1.8%.

- Commonwealth Campus enrollment declined 6.2% or 1,954 students from 31,488 in 2020 to 29,534 in 2021. Considering only resident instruction students, enrollment decreased by 7.5% or 1,991 students, whereas the number of students receiving instruction through World Campus increased by 0.7% or 37 students. Five thousand students from the Commonwealth Campuses are receiving instruction through World Campus.

- The College of Medicine as a location had an enrollment increase of 1.4% from 975 in 2020 to 989 in 2021. These figures include four students who are receiving instruction through World Campus.
- Dickinson Law observed an increase of 7.2% (18 students) from 2020 to 2021. Penn State Law observed an enrollment increase of 53.5% (221 students) during the same period.
- Total World Campus enrollment remained steady (0.1%) with 15,461 students in 2020 compared to 15,442 in 2021 (-19) and increased by 4.6% since 2019.

For Fall 2021, we have had 1309 undergraduate students take advantage of the Temporary Change of Campus process to World Campus to continue their education. Of this group, 404 are international students.

In addition, we have 402 undergraduate and 200 graduate students with fully remote RI schedules. We are required by the Department of Education to provide these students with information on how they can access campus services.

For international students, we need to go through their schedules student by student to ensure that they do not have too many remote courses. Detailed information on this was sent to all undergraduate and graduate associate deans, advisers, and graduate program chairs. If students take too many remote courses, they can lose their visa which could delay their enrollment by 12-18 months. This has been a very collaborative effort with Global Programs and World Campus.

Vice Provost for Educational Equity, Marcus Whitehurst

Dr. Whitehurst announced that over the past few years he has been working in collaboration with the Indigenous Peoples Student Association (IPSA) and the Indigenous Faculty and Staff Alliance (IFSA) as well as the indigenous faculty and staff alliance to come up with a University land acknowledgement. It is now ready for use and can be accessed at of the educational equity homepage. Encourage people to use this final version that was the results of this collaboration. <http://equity.psu.edu/acknowledgement-of-land>

Vice Provost of On-line Education, Renata Engel

Since the April 2021 report, there have been two commencements. Spring and Summer. 1060 students earned their Penn State degree through World Campus this summer: 1 doctoral, 615 masters, 382 baccalaureate, 62 associates. 1,484 students graduated in the spring having earned their degree through Penn State's World Campus. When we combine the 1,455 fall 2020 graduates, Penn State's WC had more than 3,500 graduates in 2020-21. These accomplishments are the result of students' commitment as well as the impressive work of the faculty who provide instruction to and support the students achieve their academic goals.

Worth noting to Faculty Senate Council, is the work that happens when our institution has learners in parts of the world that experience natural disasters. We step through a protocol that involves reaching out to students to let them know of the support, offices of care and concern, and resources. We also reach out to the instructors with students in the affected areas to let them know who those students are and to alert them that those students may have connection issues due to power outages. Hurricane Ida came ashore in LA on Sunday. Students in southeast Louisiana, and southern Mississippi have been notified. Additionally, from the University's Office of Student Affairs, students with a permanent address in affected areas also receive a message, because even if they are here, they are likely to have family members in those areas and may be in need of care and concern support.

The analytics team at World Campus created new program level dashboards for the academic leadership to show the conversion – applicant to enrolled student, retention and graduation rates, and other program data that can be used for planning purposes. These dashboards will be presented to the deans individually to share with their leadership teams.

Senate Officers: None

Executive Director, Dawn Blasko

Introduction of new Senate staff member Destiny Anderson

ACTION ITEM: NONE

DISCUSSION ITEMS: NONE

GRADUATE COUNCIL

Graduate Council representative, Kent Vrana, reported that search for new Sean of the Graduate school is underway. Reviewed 60 applications so we have great candidates. First full meeting of the graduate Council on the 15th. Have to see that the graduate council is active in the summer and their will be an oreinetation tomorrow. Pleased to announced that Ken Davis will serve as chair again this year and Beth Geno with be the Vice Chair. They have been very open to moving forward with a lot of things that we do in the Senate.

SENATE AGENDA ITEMS FOR September 14, 2021

FORENSIC BUSINESS: NONE

UNFINISHED BUSINESS: NONE

LEGISLATIVE REPORTS

SENATE COMMITTEES ON ADMISSIONS, RECORDS, SCHEDULING, AND STUDENT AID, AND EDUCATION

49-60 Satisfactory/Unsatisfactory – Baccalaureate and Associate Degree Candidates. Approved for the agenda on a Eckhardt/Bishop-Pierce motion.

SENATE COMMITTEE ON COMMITTEES AND RULES

Revision to Standing Rules, Article II – Senate Committee Structure, Section 6(a)

Committee on Committees and Rules. Approved for the agenda on a Blockett/Brunsdan motion.

SENATE COMMITTEE ON COMMITTEES AND RULES AND FACULTY BENEFITS

Revision to Standing Rules Article II – Senate Committee Structure, Section 6(g) Committee on Faculty Benefits. Approved for the agenda on a Ozment/Williams motion.

SENATE COMMITTEE ON COMMITTEES AND RULES AND SENATE SELF-STUDY COMMITTEE

Revisions to Senate Bylaws, Article II - Senate Council, Section 1(c), Addition of the Category of Positional Reports. Approved for the agenda on a Bishop-Pierce/Brunsdan motion.

SENATE COMMITTEE ON COMMITTEES AND RULES AND SENATE SELF-STUDY COMMITTEE

Revisions to Senate Standing Rules, Article I - Rules of Procedure, Section 2, Addition of the Category of Positional Reports. Approved for the agenda on a Brunsdan/Blockett motion.

SENATE COMMITTEE ON CURRICULAR AFFAIRS AND EDUCATION

Senate Policies and Rules on Instruction and Curriculum; Creation of Senate Policy 100-00.

Provost Jones asked how the AAUP defined the word “methods.” Does this include “modes” of instruction, e.g., in person or on-line? Education Committee members Vice Provost of On-line Education, Renata Engel and Vice President and Dean of Undergraduate Education, Yvonne Gaudelius questioned whether the whole committee had discussed the report because they had not seen it. Chair Stein reported it had been discussed on-line with only voting members of the committee. Erin Eckley reported she had been asked to create a channel in TEAMS for voting members only and accidentally did not include them.

Approved for inclusion on the agenda by a Duffy /Williams motion. (10 aye, 7 nay)

ADVISORY/CONSULTATIVE REPORTS

SENATE COMMITTEE ON EDUCATION

Discussion on Policies that Pose Obstacles to Equity for At Risk Populations. Approved for inclusion on the agenda by a Duffy /Williams motion.

SENATE COMMITTEE ON FACULTY AFFAIRS

Changes to AC21 "Definition of Academic Ranks" Clarification of Contract Lengths. Approved for inclusion on the agenda by a Kenyon /Marko motion.

SENATE COMMITTEES ON FACULTY AFFAIRS, EDUCATIONAL EQUITY AND CAMPUS ENVIRONMENT, AND INTRA-UNIVERSITY RELATIONS

Faculty Teaching Assessment Framework. Approved for inclusion on the agenda by a Duffy/Synder motion.

INFORMATIONAL REPORTS

SENATE COMMITTEE ON EDUCATION

Summary of Petitions by College, Campus, and Unit 2019-2020
Approved as a web only report on a Blockett/Eckhardt motion

SENATE COMMITTEE ON FACULTY AFFAIRS

Earning Tenure During COVID
Approved as a web only report on a Posey/Ozment motion.
10 minutes were approved for presentation and discussion

SENATE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Name Image Likeness Policy

Approved as a web only report on a Strauss/Ozment motion.

15 minutes were approved for presentation and discussion

Executive Session.

Blockett/Eckhardt now made a motion to enter into an Executive Session. Councilor Eckhardt explained that the reason for an Executive Session was to discuss issues the draft of a resolution about which several Senate Council members had been meeting during the previous few days. This recent group derived from the two working groups that had previously prepared the two Covid-related resolutions considered at the Senate's August 13 plenary meeting (both of those resolutions were approved by the Senate on that date). [See the Senate [Recording for August 13, 2021](#).] The motion to enter into an Executive Session was approved with one abstention. In accordance with the Senate's procedure for an Executive Session, the Executive Director and the Vice Presidents and Vice Provosts then left the meeting.

In the Executive Session that followed, Council had a very productive discussion with Provost Jones about various aspects of the two August resolutions. Among other things, Council members requested a specific response from the President to the August resolutions, and Provost Jones indicated that a letter or statement from the President in response to those resolutions will soon be forthcoming. Given this context, Council did not proceed with the draft of a further resolution that was mentioned at the start of the Executive Session. Council members then voted to conclude the Executive Session.

The Executive Session began at ~ 3:20 p.m. and a motion to adjourn was made by Councilor Eckhardt and seconded by Councilor Ozment at 4:22 p.m.

Dawn G. Blasko, Executive Director

APPROVAL OF AGENDA FOR SEPTEMBER 14, 2021

On a motion from Councilor Strauss and a second by Councilor Ozment the September 14, 2021 agenda was approved.

NEW BUSINESS: NONE

ADJOURNMENT

On an Eckhardt/Ozment motion, the meeting was adjourned at 4:31 p.m.



PennState
University Faculty Senate

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

Date: September 14, 2021

To: All Senators and Committee Members

From: Dawn Blasko, Executive Director

Committee meeting times and ZOOM links for September 13 and September 14, 2021, Senate meetings are available in the standing committee TEAMs Groups. Please notify the University Faculty Senate office and committee chair if you are unable to participate.

Date: September 7, 2021

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

From: Frantisek Marko and Judith Ozment, Caucus Co-Chairs

Commonwealth Caucus Forum

September 13, 2021, 8:15 p.m. – 9:15 p.m. via Zoom

Topic: Presidential Search

Panelists (members of the Presidential Recruitment and Selection Committee):

David Han, member, former academic trustee, Professor of surgery, radiology, and engineering design

Nina Jablonski, member, Evan Pugh Professor of Anthropology

David Kleppinger, member, vice-chair of the Board of Trustees, chair of the Next Gen Penn State Advisory Group

Julie Anna Potts, Co-Chair, trustee

Nicholas Rowland, member, academic trustee, Professor of sociology

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

Commonwealth Caucus Business Meeting

September 14, 2021, 11:15 a.m. – 12:45 p.m. via Zoom

Agenda of the meeting:

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

Zoom Connectivity Information:

Join from PC, Mac, Linux, iOS, or Android: <https://psu.zoom.us/j/92989520449>

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